

Capstone Proposal Form

Student Name Lauren Moretti			Date 11/25/2024	
Initial Submission 11/25/24		Revision Submission # 12/2/24		Site Name GLAD House
			Site Mentor Name Ashley Tomlinson	
Focus Area (Check all that apply)			Scholarship Type	
Research	☒ Advocacy	☒ Education	Scholarship of Discovery	☒ Scholarship of Application
Leadership	Program & Policy Development	Other	Scholarship of Integration	Scholarship of Teaching and Learning

State the purpose of the doctoral capstone.

The purpose of the Doctoral Capstone at GLAD House is to create consistent language and strategies for professionals working with children who have substance abuse within their home and updating GLAD House's sensory areas. The experience will include research, advocacy, grant-writing, and the creation of different educational materials.

What conceptual or theoretical model(s) will you use to frame your work? BRIEFLY describe how you will apply your identified model(s).

This Doctoral Capstone was framed using two primary theoretical models: Ayres Sensory Integration and KAWA. Ayres Sensory Integration (ASI) is a theory that focuses on the brain's ability to process and integrate sensory input, which is crucial for self-regulation, motor function, and behavior. To respond appropriately in social contexts, all eight senses must effectively interpret sensory information. However, many of the children at GLAD House are hypo- or hyper-responsive to sensory stimulation due to their traumatic experiences, which can often cause them to seek or avoid certain types of input. This variability highlights the need for safe, evidence-based sensory spaces within GLAD House. ASI will help guide the selection of appropriate, evidence-based sensory equipment that best supports the children's needs.

The KAWA model is widely used to improve interprofessional collaboration, focusing on a community rather than an individual. It considers diverse environments and professional perspectives to foster harmony and collaborative problem-solving. Central to the KAWA model is identifying challenges and recognizing the unique contributions each profession can offer to support the children's quality of life. For this Doctoral Capstone, the KAWA model will guide the development of focus groups and the creation of the educational module. It will ensure a holistic approach, emphasizing the importance of considering the larger context and integrating experiences of all team members while fostering effective language, communication, and strategies across disciplines.

Describe how the project connects to the mission of Xavier University and the OTD Program mission and philosophy.

The Doctoral capstone aligns closely with Xavier University's (XU) mission and the OTD Program's mission and philosophy because of the emphasis on collaboration and interprofessional engagement. XU's mission centers on fostering students who are equipped to work within diverse teams and collaborate in solidarity to promote the common good. Similarly, the OTD Program focuses on prepares students to work collaboratively in evidence-based, interprofessional settings, and advocate for people and communities. Specifically, this Doctoral Capstone emphasizes the importance with a broad range of professionals, such as guardians ad litem, teachers, foster parents, and others, who support children with substance abuse within their homes. My goal is to stand in solidarity with these professionals, gaining a deeper understanding of their experiences and perspectives. Through this collaboration, I will develop and provide evidence-based educational materials to empower professionals to better advocate for the children they serve, enhancing their occupational participation and helping them achieve their full potential.

Capstone Evaluation: Project Goals

Goal#	Project Goal	Activities	Proposed Timeline for Meeting Goal	Proposed Evidence of Achievement
1	Student will provide at least 3 updates to the sensory room and gross motor bin.	- Research on the least breakable, most reliable sensory equipment - Obtain a grant to pay for sensory equipment	9/26/25 - Grant written by 8/18	- At least 2 EBP articles supporting the use of recommended equipment - At least 3 pieces of equipment are ordered
2	Student will have at least 10 people participate in her study (focus group, educational module, & follow-up survey).	- Student will submit for IRB approval including questions asked within the focus group - Use open coding for the focus groups to find themes to be discussed within the educational module	12/23/24 10/3/25	- IRB approval - At least 3 themes are found & addressed in the educational module based on the focus groups
3	Student will create an educational module to create consistent language and strategies used within different professions.	- Create semi-structured interview guide for the focus groups - A slides deck will be created with recordings will be sent to at least 15 professionals who work with the GLAD House population.	11/18/24 10/17/25	- At least 10 open-ended questions regarding GLAD House, social-emotional regulation, and role of their profession - Educational module is completed and kept under 60 minutes in length to complete.
4	Student will create at least instructional handouts on how to obtain CEUs for at least 2 different professions.	- Research how to obtain CEUs for each profession - Contact the boards for social work, education, and psychology of Ohio	10/20/25 11/7/25 11/7/25	- Emails sent to at least 3 different boards to obtain CEU approval - Completed CEU application - Instructional handouts are generated for at least 2 different professions

		3. Apply for CEU credits for two different professional developments 4. Create instructional handouts	
--	--	--	--

Capstone Evaluation: Learning Goals

Goal#	Learning Goal	Activities to Achieve Goal	Proposed Timeline for Meeting Goal	Proposed Evidence of achieving Learning Goal
1	Practice: Demonstrate effective communication skills and work interprofessionally with those who receive and provide care/services.	1. Lead an interprofessional focus group to help determine ideas for building continuity of care 2. Be able to identify sensory needs of children when utilizing sensory room/gross motor bin	1. 9/26/25 2. 9/26/25	1. Have at least 10 people participate in the focus groups/interviews evidenced by master list 2. At least 3 sensory room needs are documented
2	Ethics: Display positive interpersonal skills and insight into one's professional behaviors to accurately appraise one's professional disposition strengths and areas for improvement.	1. Create at least 3 recommendations based on research for the sensory room and gross motor bin 2. Adhere to autonomy of the focus group	1. 9/26/25 2. 9/19/25	1. Identify at least 3 pieces of sensory equipment that is backed by research 2. Informed consents were signed by those willing to participate in the focus groups/ interviews
3	Advocacy: Exhibit the ability to practice educative roles for consumers, peers, students, interprofessionals and others.	1. Create an online training module for professionals working with the children 2. Create/gather list of interprofessional team members that work with the children to start the	1. 10/17/25 2. 8/27/25	1. Records that at least 10 professionals completed the online training module 2. Initial email sent to at least 20 people of differing professions

		continuity of care focus groups		
4	Leadership: Develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.	1. Create educational materials focused on holistic and continuous care between interprofessional teams 2. Create handouts on how to apply for CEUs, so they can continue to receive credit	1. 10/17/25 2. 11/7/25	1. At least 10 follow-up surveys are completed 2. One handout is created for applying for CEUs
5	Scholarship: Apply a critical foundation of evidence based professional knowledge, skills, and attitudes.	1. Research sensory equipment that is sturdy, reliable, and beneficial for this population 2. Research best types of social-emotional regulation strategies to create the educational materials to show it is backed by evidence	1. 9/19/25 2. 9/26/25	1. Present 3 recommended items backed by evidence (reference list) to GLAD House staff 2. Educational module contains a reference list to show it is evidence-based

Capstone Evaluation: Individual Student Goals

Goal #	Student Goal	Activities to Achieve Goal	Proposed Timeline for Meeting Goal	Proposed Evidence of achieving Learning Goal
1	By the end of my time at GLAD House, I will feel more confident based on a Likert scale about	1. Lead a focus group with different professionals. 2. Increase my understanding of each profession's role within the	1. 9/26/25 2. 11/15/25	1. At least 3 themes found from the focus group to be addressed in educational material

	working as part of an interprofessional team.	children's lives to know how OT can be a part of the team.		2. Be able to identify at least 2 ways OT can work as part of the interprofessional team written in capstone journal or within educational module
2	By the end of my time at GLAD House, I will be able to recommend at least 3 beneficial items to be added to sensory rooms that are not breakable and do not require training of staff.	1. Research reliable, unbreakable sensory equipment 2. Provide at least 3 recommendations of sensory equipment to the team at GLAD House for financial approval	1. 9/19/25 2. 9/26/25	1. Sensory equipment is backed by research as per reference list in presentation to GLAD House staff 2. 3 sensory- equipment recommendations presented to GLAD House staff are bought using grant money attained by student

Week by Week Plan

Grant funding will be obtained before capstone begins.

Week	Activities	Related Goal	Progress/Status at end of week
1 8/18	Orientation/Observation • Training for GLAD House ○ Obtain all documents/requirements (<i>background check</i>) • Observe schedule, children, different classes • Create/gather list of interprofessionals involved in the children's lives to start emailing for continuity of care materials		
2 8/25	Orientation/Observation • Training for GLAD House • Observe schedule, children, different classes • Begin researching CEU's application process	L-1.2 L-3.2	

	- Observe + conversations with children & staff about sensory room + gross motor bin - Continue to create/gather list of interprofessionals involved in the children's lives to start emailing for continuity of care materials – Send initial email		
3 9/1	Gather information - Observe + conversations with children & staff about sensory room + gross motor bin - Begin research on sensory equipment - Respond about individual interviews - Send initial email again in case of spam - Send meeting reminder email	P - 1.1 L - 1.2 L - 5.1 S - 2.1	
4 9/8	Start focus Groups + Research - Have timeslots for focus groups & individual interviews - Send meeting reminder emails - Research social-emotional strategies & roles of the different professionals attending the interviews/focus groups - Research sensory equipment	P - 1.1 L - 1.1 L - 2.2 L - 5.1 L - 5.2 S - 1.1 S - 1.2 S - 2.1	
5 9/15	Focus groups - Have timeslots for focus groups & individual interviews - Send meeting reminder email - Continue researching sensory equipment - Begin researching social-emotional strategies + common language	P - 1.1 L - 2.2 L - 5.1 L - 5.2 S - 1.1 S - 1.2 S - 2.1	
6 9/22	Sensory Equipment Recommendations + Coding - Any make-up focus groups or individual interviews - Present sensory equipment recommendations to staff - Complete open-coding on transcriptions of focus groups/individual interviews	P - 1.1. P - 1.2 P - 2.2 L - 2.1 L - 2.2 S - 1.1 S - 1.2	

		S - 2.2	
7 9/29	Themes + Educational Module • Begin to find themes from coding transcriptions • Begin creating educational module ◦ Continue researching roles of professionals & social-emotional learning & strategies	P - 2.2 P - 3.2 L - 3.1 L - 4.1	
8 10/6	Project Implementation - Educational Module + Buy Sensory Equipment • Work on creating educational module that is evidence-based • Adjust sensory equipment based on feedback from staff ◦ Order equipment	P - 3.2 L - 3.1 L - 4.1	
9 10/13	Project Implementation - Educational Module • Add auditory recordings to educational module • Send educational module by end of week	P - 3.2 L - 3.1 L - 4.1	
10 10/20	Project Implementation - CEU • Professionals working on educational module/follow-up survey • Begin applying to boards for a CEU occurring in December	P - 4.1 P - 4.2 P - 4.3	
11 10/27	Project Implementation - CEU • Professionals working on educational module/follow-up survey • Continue working on applying for CEUs	P - 4.1 P - 4.2 P - 4.3	
12 11/3	Project Implementation - CEU + Implement Sensory Equipment • Professionals working on educational module/follow-up survey • Continue working on CEUs ◦ Create handouts with instructions on how to obtain CEUs for each professional board • Implement sensory equipment & instruct staff how to use it	P - 4.3 P - 4.4 L - 4.2	
13 11/10	Data Analysis/ Results • All follow-up surveys are due ◦ Analyze data from follow-up survey		



14 11/17	Data Analysis/ Results /Discussion • Analyze the data • Create poster for repository • Create presentation for symposium		
15 11/24	Dissemination • 3 min. video • Create poster for repository • Continue working on presentation for symposium		
16 12/1	Dissemination • Final edits to presentation • Capstone Symposium • Present		

The signatures below signify acceptance of the above proposal and approval to move forward with implementation. Obtain signatures in the order presented below.

Student 

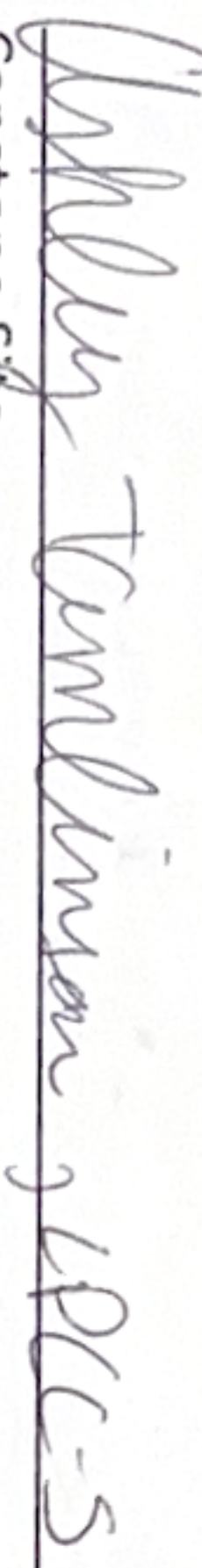
11/25/24
Date

Capstone Coordinator _____

Date



12/3/2024
Date

Capstone Site 

12/2/24
Date