

Capstone Proposal Form

Student Name Madeline Andrews			Date 12/2/2024	
Initial Submission 12/3/2024		Revision Submission #		Site Name Chesterwood Retirement Community
			Site Mentor Name Rebecca Terkula	
Focus Area (Check all that apply)			Scholarship Type	
<input type="checkbox"/> Research	<input type="checkbox"/> Advocacy	<input type="checkbox"/> Education	<input type="checkbox"/> Scholarship of Discovery	<input checked="" type="checkbox"/> Scholarship of Application
<input checked="" type="checkbox"/> Leadership	<input checked="" type="checkbox"/> Program & Policy Development	<input type="checkbox"/> Other	<input type="checkbox"/> Scholarship of Integration	<input type="checkbox"/> Scholarship of Teaching and Learning

State the purpose of the doctoral capstone.

The capstone project will focus on delivering meaningful activity and social support to older adults living in Chesterwood Retirement Community through a 6-week group intervention program to determine if the intervention had a positive impact on social participation, depression, cognition, and feelings of loneliness.

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

Occupational Adaptation (OA) is one of the theories that will be used to frame this capstone project. This theory emphasizes that adaptation is an ongoing cycle throughout the lifespan and is utilized when a person faces challenges. The client's ability to adapt to challenges is impacted by any impairments they face, such as physical or mental disabilities, as well as any stressful transitions. These aspects of the OA theory are important to this capstone project as older adults often face changes in physical or mental abilities that impact their ability to engage in meaningful occupations. Additionally, the older adults in this capstone project have faced a large transition from living independently in their own homes to living in a long-term care facility. Transitions in the living environment, as well as physical or mental changes are barriers that this population must adapt and overcome to continue to participate in important occupations. This capstone aims to utilize occupations such as leisure and social participation to help them adapt to any personal barriers that may be preventing them from fully engaging in meaningful activities or occupations.

Another model that will guide this capstone project is the Occupational Justice Framework. This model focuses on the contexts preventing individuals from engaging in desired occupations, such as age-related changes, environmental barriers, and even system barriers. This relates to the capstone as the project aims to deliver a program that provides participants with the space to discuss any barriers preventing them from fully participating in meaningful occupations and offer solutions to overcome these barriers. Participants will be able to have an open and safe

space to discuss any mental health struggles, such as loneliness or depression, that may prevent them from participating in their long-term care facility, as well as any facility-related barriers that may prevent their full participation in meaningful activities. The program aims to deliver meaningful activities to each participant and incorporate individual needs. Additionally, the program allows participants to engage in meaningful occupations such as social participation and leisure, which previously may not have been as accessible to them due to barriers in service delivery at their long-term care facility or lack of activities that capture individual interests.

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

Xavier University's mission includes promoting the common good and serving others. This capstone project relates to these aspects of the University's mission as it aims to improve the quality of life of older adults in long-term care by providing them with an evidence-based program that benefits their social well-being and mental health. Additionally, this project encompasses Xavier's values of service rooted in justice, love, and cura personalis. Service rooted in justice and love is connected to this project as the program serves to improve the well-being of older adults in long-term care, especially those who may experience occupational injustice or deprivation due to a lack of activities offered in long-term care that incorporate personal interests or abilities. Cura personalis is especially important in this project as the program implemented will serve to deliver activities that recognize and incorporate each participant's individual interests and needs.

This project relates to Xavier OTD's belief that participation in meaningful occupations shapes human lives and is intrinsically connected to one's health and well-being and their mission to promote and advocate for occupational justice for person groups and populations. This project aims to provide meaningful activities that promote engagement in the occupations of social participation and leisure to increase participants' well-being and quality of life. Additionally, the project aims to deliver client-centered activities that allow participants to engage in meaningful occupations that they may not have been able to access in their long-term care facility prior to participating in the program.

Outline how you will achieve your goals below by indicating your learning objectives, activities to achieve your objectives, and proposed evidence of achievement of your learning objectives.

CAPSTONE Project Outcomes				
Goal#	Project Goal	Activities	Proposed Timeline for Meeting Goal	Proposed Evidence of Achievement
1	Student will plan and administer Circle of Friends program activities for independent living residents at Chesterwood to positively impact residents' feelings of depression/loneliness	<ol style="list-style-type: none"> 1. Student will complete Circle of Friends facilitator training to become certified group facilitator for program. 2. Conduct recruitment activities/procedures to gain 16 participants 3. Student will complete week by week session agendas to plan and outline weekly-group activities for SM to review prior to each group session with residents 	<ol style="list-style-type: none"> 1. Complete training by 8/26/25 2. 8/18-8/25 3. Draft of activities for each week to SM by 9/8. Any edits to session agenda should be submitted to SM 24 hours prior to session. 	<ol style="list-style-type: none"> 1. Training certificate 2. Sign-up sheets and list of participants and contact info 3. Completed activity session drafts uploaded to shared folder for SM and FM
2	Student will disseminate benefits of Circle of Friends program for older adults in long term care to additional disciplines and facilities.	<ol style="list-style-type: none"> 1. Student will create presentation with literature and info about Circle of Friends for SM to review 2. Student will present Circle of Friends presentation to interprofessional team at Chesterwood 3. Student will present presentation to at least one additional CareSpring Facility 	<ol style="list-style-type: none"> 1. Draft of presentation ready for SM to review 10/6 2. Email other Chesterwood staff and set up in-service to be held week of 11/3 3. Email additional facilities to hold in-services week of 11/3-11/10 	<ol style="list-style-type: none"> 1. SM approval of PowerPoint presentation 2. Email exchanges with Chesterwood staff to schedule presentation time 3. Email exchanges with additional CareSpring facilities to schedule presentation time

CAPSTONE 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.	<ol style="list-style-type: none"> 1. Conduct 30 min in-service for rehab, nursing, and activities staff at CareSpring facilities including Chesterwood to educate about Circle of Friends and the problems of loneliness and depression in LTC 2. Lead Circle of Friends group sessions to complete 6-week program with co-facilitator 	<ol style="list-style-type: none"> 1. 11/10 2. 9/15-10/27 	<ol style="list-style-type: none"> 3. PowerPoint Presentation for staff training 4. Group session agendas
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.	<ol style="list-style-type: none"> 1. Lead recruitment efforts through positive interactions with residents to encourage sign-ups and build rapport 2. Complete pre-post assessment measures through individual meetings with participants to build trust/rapport, get to know individuals' interests, and use therapeutic listening skills if resident discusses any issues/concerns. 3. Lead Circle of Friends group sessions and build rapport and positive relationships with participants 4. Weekly check-in meetings with SM to discuss group sessions as well as student's group leadership skills 5. Complete facilitator reflection questions found in CoF manual after termination of programs to reflect on personal strengths and weaknesses 	<ol style="list-style-type: none"> 1. 8/18-9/1 2. 9/1-9/8, 10/27-11/3 3. 9/15-10/27 4. 9/15-10/27 5. 10/27 	<ol style="list-style-type: none"> 1. Number of residents signed up for program on sign-up sheet or through contact with SM/student 2. Completed pre-post assessment packets, interest forms, and uploaded data 3. Resident program feedback evaluation 4. Timesheet 5. Complete facilitator reflection sheet
3	Advocacy: Exhibit the ability to practice educative roles for consumers, peers, students, interprofessionals and others.	<ol style="list-style-type: none"> 1. Develop and share presentation disseminating benefits of Circle of Friends for Care Spring facility staff as well as consequences of loneliness/depression among OA's in LTC (include rehab, nursing, and activities staff) 2. Develop and share presentation/poster to disseminate benefits of CoF for LTC residents at Xavier University Research Symposium 	<ol style="list-style-type: none"> 1. 9/22-10/6, 11/3 2. 11/24-12/1 	<ol style="list-style-type: none"> 1. PowerPoint Presentation for staff training 2. Poster, paper, presentation submitted

4	Leadership: Develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.	<ol style="list-style-type: none"> 1. Lead CoF weekly group sessions for residents at Chesterwood 2. Schedule and lead in-service to present CoF info to other CareSpring facilities and OT's ability to implement program (include rehab, nursing, activities staff) 	<ol style="list-style-type: none"> 1. 9/15-10/27 2. 10/6-10/13, 11/3 	<ol style="list-style-type: none"> 1. Resident program feedback evaluation/survey 2. PowerPoint Presentation for staff training
5	Scholarship: Apply a critical foundation of evidence based professional knowledge, skills, and attitudes.	<ol style="list-style-type: none"> 1. Lead CoF weekly group sessions to apply knowledge of group facilitation, intervention/activity planning, activity analysis and adaptation, therapeutic use of self, CoF program knowledge, assessment/measures knowledge, and knowledge of loneliness/depression in LTC. 2. Develop and share presentation disseminating benefits of Circle of Friends for Care Spring facility staff (rehab, nursing, activities staff) 3. Disseminate project outcomes and benefits to Xavier University stakeholders and Chesterwood stakeholders 	<ol style="list-style-type: none"> 1. 9/15-10/27 2. 9/22-10/6, 11/3 3. 11/17-12/1 	<ol style="list-style-type: none"> 1. Resident program feedback eval/survey 2. PowerPoint Presentation from staff training 3. Completed poster and presentation for symposium
6	Group Intervention: develop effective leadership and communication skills to advance the goals of group members and achieve successful group dynamics and group maturation	<ol style="list-style-type: none"> 1. Lead Circle of Friends weekly group sessions 2. Weekly meetings with SM to discuss leadership skills/group facilitation skills, strengths/weaknesses to improve group facilitation for following week 	<ol style="list-style-type: none"> 1. 9/15-10/27 2. 9/15-10/27 	<ol style="list-style-type: none"> 1. Resident program feedback eval/survey 2. Timesheet
7	Research: build confidence in scholarly writing, statistical analysis, and research dissemination skills	<ol style="list-style-type: none"> 1. Utilize SPSS/Qualtrics systems to enter data and complete data analysis to compare pre-post screening data 2. Meet with DCC to make final edits to results/discussion section of capstone paper 3. Create poster with data, results, implications 4. Disseminate findings/data during capstone symposium 	<ol style="list-style-type: none"> 1. 11/10 2. 11/17 3. 11/17-11/24 4. 12/1 	<ol style="list-style-type: none"> 1. Completed SPSS analysis for each pre-post measurements 2. Meeting with DCC and rough draft of results/discussion 3. Poster 4. Presentation

CAPSTONE Week By Week Plan			
Week	Activities	Related Goal	Progress/Status at end of week
1 8/18	Orientation/Observation -Observe Becky and meet residents -Begin recruitment by talking to residents at mealtimes or activity sessions	P1.1 P1.2 L2.1	
2 8/25	Project Preparation -Post recruitment flyers and sign-up sheets -Contact residents based on nominated sample -Contact residents using info gathered from sign-up sheets to begin scheduling pre-assessment meetings to gather data	P1.2 L2.1	
3 9/1	Project Preparation -Contact residents that signed up for program -Schedule time with each resident to implement pre-assessment measures -Conduct pre-assessment screening measures -Begin session agenda outline	P1.3 L2.1 L2.2	
4 9/8	Project Preparation -Finish conducting pre-assessment screening measures -Review interest surveys and divide residents into groups based on interests -Modify weekly group activities based on interests -Finish session agendas -Purchase supplies needed	P1.3 L2.2	
5 9/15	Project Implementation -Conduct week 1 of group sessions -Implement meeting 1: Introduction meeting -Modify session agendas between meeting 1 and 2 -Group session 2: -Weekly meeting with SM	L1.2 L2.3 L2.4 L4.2 L5.1 L6.1 L6.2	
6 9/22	Project Implementation -Conduct week 2 of group sessions -Group session 3 -Group session 4 -Weekly meeting with SM -Begin creation of Circle of Friends presentation	P2.1 L1.1 L1.2 L2.3 L2.4 L3.1 L4.2 L5.1 L5.2 L6.1 L6.2	

7 9/29	Project Implementation -Conduct week 3 of group sessions -Group session 5 -Group session 6 -Weekly meeting with SM -Continue to develop Circle of Friends Presentation	P2.1 L1.1 L1.2 L2.3 L2.4 L3.1 L4.2 L5.1 L5.2 L6.1 L6.2	
8 10/6	Project Implementation -Conduct week 4 of group sessions -Group session 7 -Group session 8 -Weekly Meeting SM -Submit Circle of Friends Presentation to SM for review -Email Chesterwood staff to set up in-service	P2.1 P2.2 L1.1 L1.2 L2.3 L2.4 L3.1 L4.2 L5.1 L5.2 L6.1 L6.2	
9 10/13	Project Implementation -Conduct week 5 of group sessions -Group session 9 -Group session 10 -Weekly meeting SM -Email additional CareSpring facilities to set up in-service	P2.3 L1.2 L2.3 L2.4 L4.2 L5.1 L6.1 L6.2	
10 10/20	Project Implementation -Conduct week 6 of group sessions -Group session 11 -Group session 12 -Weekly Meeting SM	L1.2 L2.3 L2.4 L4.2 L5.1 L6.1 L6.2	
11 10/27	Project Implementation -Conduct any re-scheduled group sessions -Begin post- assessment screening measures and resident program eval -Complete and discuss facilitator reflection sheet from manual	L1.2 L2.2 L2.3 L2.4	

	-Last weekly meeting with SM	L2.5 L4.2 L5.1 L6.1 L6.2	
12 11/3	Project Implementation -Meet with other professionals at Chesterwood (nursing/rec therapy/admin) -Meet with other CareSpring facilities to discuss implementation of Circle of Friends -Finalize post-assessment screening measures and resident program evals	P2.2 P2.3 L1.1 L2.2 L3.1 L5.2 L4.2	
13 11/10	Data Analysis/Results -Upload screening measures onto Qualtrics -Begin data analysis to compare pre-post screening measures -Begin work on results/discussion section of presentation	L7.1	
14 11/17	Data Analysis/Results/Discussion -Type up and finalize results/discussion section and meet with DCC -Create poster and presentation -Share findings with site	L5.3 L7.2 L7.3	
15 11/24	Dissemination Video -Creating poster and presentation	L5.3 L7.3	
16 12/1	Dissemination Capstone Symposium -final edits to presentation and poster	L5.3 L7.3 L7.4	

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

Madeline Andrews

Student

12/3/2024

Date

Capstone Coordinator

Date

Faculty Mentor

Date

Debra Jankela

Capstone Site

12/13/24

Date