

SCHOOL OF PHYSICAL THERAPY

DEPARTMENT OF OCCUPATIONAL THERAPY



DOCTORAL CAPSTONE MANUAL

2023-2026

Cohort 1

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Your Journey, Our Mission.

UIW Doctor of Occupational Therapy | Capstone Manual

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INTRODUCTION

The intent of this *Doctoral Capstone Manual* is to serve as a reference for the requirements of a key component of UIWs Doctoral Capstone. The Doctoral Capstone is an integral part of the program’s curriculum design and is required prior to eligibility for graduation. Students must complete all didactic coursework, Level I, and Level II Fieldwork experiences prior to the start of the Doctoral Capstone Experience.

The Doctoral Capstone is divided into two parts: the Capstone Project and



the Capstone Experience. The goal of the doctoral capstone is to support an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

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ACRONYMS & Doctoral Capstone Defined & Purpose

- Doctoral Capstone Experience (DCE)
- Doctoral Capstone Coordinator (DCC)
- Expert Mentor (EM)
- Faculty Mentor (FM)
- Canvas-Learning Management System (LMS)
- EXXAT-Student training education and placements system

UIW OTD MISSION, VISION, & VALUES

UIW OTD Mission

UIW OTD mission is to inspire and transform the lives of the OTD student to develop the whole person to enable them to grow in education, truth, faith, service, and innovation. ***Your Journey, Our Mission***

UIW OTD Vision

UIW OTD Program embraces creating a just world to eliminate health disparities of diverse and multicultural communities by engagement in meaningful occupations through transformational education of the OTD student as future health care practitioners guided by God's love and grace.

UIW Core Values

Education: The University educates men and women (people) who will become concerned and enlightened citizens.

Truth: The faculty and students support one another in the search for the communication of truth.



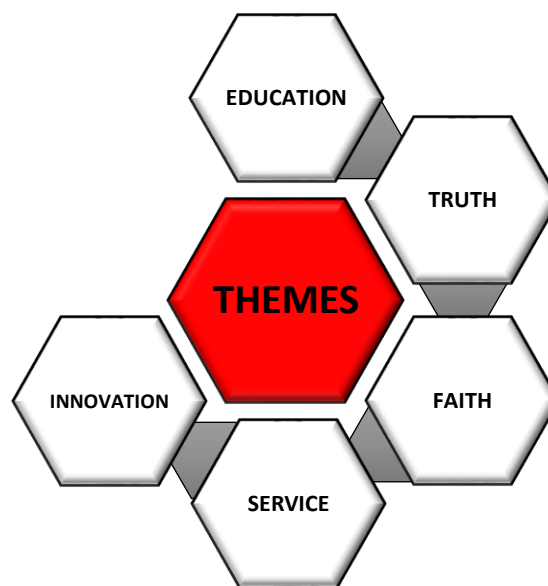
Faith: The university is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God.

Service: The curriculum includes a global perspective and an emphasis on social justice and community service.

Innovation: The university is open to thoughtful innovation that serves the spiritual and material needs of people.

UIW OTD THEMES, OUTCOMES, & PHILOSOPHY

OTD Central Themes



OTD Central Themes Related to *Curricular Threads*

Education: *Scholarship, lifelong learning, evidence-based practice, occupation-based practice, education, state and federal regulatory guidelines, competency, and research through advocacy on behalf of the*



occupational therapy profession, and the public

Truth: *Truth in communication and research, honesty, reliability, and ethical practices in serving the needs of others*

Faith: *Mutual understanding, self-realization, and the common good*

Service: *Global perspective, social justice/occupational justice, inclusion, diversity, and equity - maximizes health, well-being, and quality of life for all people, populations, and communities*

Innovation: *Technology, spiritual, physical, mental health, and material needs of people*

Student Outcomes

The OTD students will:

1. Demonstrate competency in scholarship, lifelong learning, evidence-based practice, occupation-based practice, education, and research through advocating for the OT profession and consumers of occupational therapy services.
2. Discover and define truth in communication and research, mutual understanding, self-realization, and the common good through provision as a health and wellness provider within state and federal regulatory guidelines.
3. Incorporate a global perspective for social justice and occupational justice through inclusion, diversity, and equity to maximize health, well-being, and quality of life for all people, populations, and communities.
4. Innovate using advanced, evidenced-based, occupation-based clinical skills, technology, and expertise to serve the spiritual, physical, mental health, and material needs of a diverse population.
5. Engage in intraprofessional and interprofessional education and practice that addresses evidence-based, occupation-based, client-



centered, and cost-effective health care and demonstrate influence in changing policies, environments, and complex systems.

Philosophy of Teaching and Learning

Education

The teaching-learning process has taken on new meaning with transitions of learning and teaching approaches triggered by new technologies and the COVID pandemic. Optimizing a varied learning style from auditory, visual, kinesthetic, synchronous, and asynchronous learning platforms provides opportunities for blended learning. Increased use of technology due to COVID and the implementation of social distancing has provided a greater variety of tools for the faculty to disseminate information through prerecorded lectures and the use of case studies (Symptom Media for mental health and SimuCase for physical conditions).

Research has shown that combining face-to-face learning with eLearning is preferable for (a) flexibility, (b) accessibility, and (c) interactivity. However, face-to-face time is essential to engage in the student-faculty relationship and timeliness in feedback in learning. Peer or social engagement was also enriched by the face-to-face encounters in classroom and lab experiences. The ability to share knowledge and experiences is also valued through knowledge translation. Lab experiences are essential to the skill-building and communication aspect (Ng et al, 2021). Blended learning with face-to-face minimizes the contraindications to full eLearning experiences such as (a) reduced motivation, (b) perceived increased workload, and (c) excessive screen time. Students' mental health factors are negatively impacted by COVID dependency on excessive eLearning. Therefore, the blended model with a balance of face-to-face with eLearning will optimize learning for the OTD student.

Defined Doctoral Capstone & Purpose

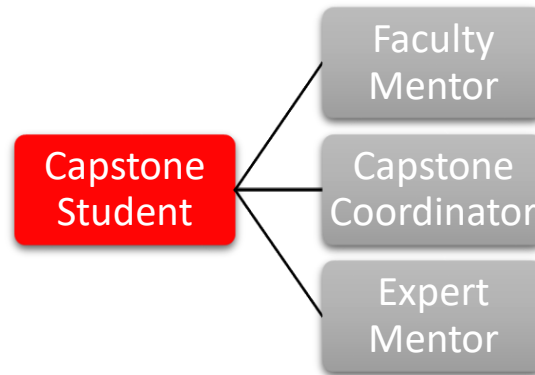


Definition & Purpose of the Doctoral Capstone:

The Doctoral Capstone program is an integral part of the OTD program's curriculum design to learn advanced skills beyond Level II FW. It is an individualized part of the program where the student self-directs their learning and applies their learning throughout the project and experience. The student decides the area, they would like to focus additional time, energy, and scholarship. The goal of the Doctoral Capstone is to enable students' growth and development of in-depth knowledge and skills in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development (*ACOTE Standard D.1.0*). The student gains advanced knowledge in their chosen area(s) through planning and developing their experience and project within their preparatory coursework. Developing a meaningful, robust project and experience requires demonstration of a need along with an area of passion. Developing individualized projects will allow students to leave the program feeling as though the students have dictated part of their own learning.

The Doctoral Capstone transitions students from having generalist skills to in-depth exposure in their area of interest. Students are not required to gain advanced clinical skills unless that is an identified objective for their DCE. Students are also not required to support a full clinical caseload or any caseload but can treat or evaluate when this experience advances their skills and/or knowledge in the chosen focus area related to the project. Based on the student's topical interest, students will select an Expert Mentor (EM) along with being appointed to a Faculty Mentor (FM) in conjunction with the Doctoral Capstone Coordinator (DCC). Successful completion of the doctoral capstone requires collaboration between the capstone team: Capstone Student, Doctoral Capstone Coordinator, Faculty Mentor, and an Expert Mentor.

**The model below depicts the capstone project and experience as student led and students are responsible for maintaining communication and collaboration amongst their teams.



Prior to participation in the DCE, students must successfully complete all didactic course work, Fieldwork I and II's, and competency.

The Doctoral Capstone consists of two parts beginning Fall Semester of Year 2:

- **Doctoral Capstone Project:**
 - OTD 7345 Capstone Project I: Development (3)
 - OTD 7355 Capstone Project II: Design (3)
- **Doctoral Capstone Experience:**
 - OTD 8985 Doctoral Capstone Experience (9)

OTD 7345 Capstone Project I: Development (3)

Course Description

Exploration of capstone projects involve identifying and developing areas of interest, capstone mindsets, needs assessment, literature review, and proposed goals/objectives. Topic areas of in-depth learning include one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

Prerequisites: Successful completion of year 1, semester 3 OTD coursework.



Additional Course Information

This course is a preparatory phase involving skill building, brainstorming, and developing a capstone mindset. Once students are inspired by an area of interest, they will use evidence, interview field experts, and frame their needs assessment to refine their project design purpose. All projects are meant to be developed as client-centered experience. Students will also be assigned their individual Faculty Mentors based upon their topic of interest.

OTD 7355 Capstone Project II: Design (3)

Course Description

The individualized capstone project will be finalized with a defined area of interest, completed needs assessment, literature review, goals/objectives, learning agreement, timeline, and a signed memorandum of understanding. The learning agreement will be approved by the Expert Mentor and Faculty Mentor. Topic areas of the in-depth learning experience will include one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

Prerequisites: Successful completion of year 2, semester 4 OTD coursework.

OTD 8985 Doctoral Capstone Experience (9)

Course Description

The Doctoral Capstone Experience (DCE) is a 14-week, (560-hour minimum) individualized, in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. The student is guided by the Doctoral Capstone Coordinator, an Expert Mentor, and a Faculty Mentor for content development and review. Formal presentation to an intraprofessional and interprofessional audience is



required.

Prerequisites: Successful completion of all OTD coursework, competencies, and Fieldwork I and II.

Additional Course Information

Students will also be encouraged to submit final DCEs to local, state, and national organizations for poster and/or platform presentations. The completion of this course requires each student to disseminate their DCEs using a live poster presentation prior to graduation. Students are encouraged to invite Expert Mentors and other professionals to attend. Continuing education opportunities will be offered to any visiting professionals interested.



UIW OTD CURRICULUM DESCRIPTION

The entry-level OTD program is an eight semester, 114 semester credit program. The curriculum builds on the mission and vision of the University with central themes of *Education, Truth, Faith, Service, and Innovation*. There are 31 courses which includes three professional standards courses, six occupation courses, four research courses, four foundational science courses, three seminar fieldwork courses, two clinical fieldwork placements, two innovation courses, three competency courses, three capstone series, and one transition to practice course for graduation requirements.

The curriculum consists of full-time, cohort-based coursework mainly delivered face-to-face at the School of Physical Therapy (9160 Guilbeau, San Antonio, TX 78250). Online content will be supported through Canvas – Learning Management System (LMS), Zoom, and other technology supported by the University.

Students must complete both Level II Fieldwork rotations and the capstone requirement of the OTD program within 24 months following completion of the didactic portion of the program. Completion of the program from matriculation to graduation must occur within five years or 60 months.

UIW OTD CURRICULUM

The table on the next page shows the UIW OTD Curriculum to include the course number, course name, credits, semester, and year.



Course Number	Course Name		Credits
Fall Semester – Year 1			
OTD	6310	Professional Development in Occupational Therapy	3
OTD	6215	Theoretical Foundations in Occupational Therapy	2
OTD	6513	Functional Kinesiology and Anatomy	5
OTD	6311	Occupations 1: Foundations	3
OTD	6210	Ethics and Occupational Justice	2
OTD	6312	Research I: Foundation of Scholarship	3
Total Credits			18
Spring Semester – Year 1			
OTD	6423	Neuroscience Principles for OT	4
OTD	6323	Clinical Health Conditions I	3
OTD	6321	Occupations II: Mental Health	3
OTD	6224	Fieldwork I Seminar: Mental Health	2
OTD	6521	Occupations III: Adult	5
OTD	6322	Research II: Quantitative and Qualitative Methods	3
Total Credits			20
Summer Semester Year 1 – Hybrid Classes			
OTD	7435	Administration and Policy Development	4
OTD	7335	Instructional Design	3
OTD	7331	Occupations IV: Lifespan Development	3
Total Credits			10
Fall Semester - Year 2			
OTD	7541	Occupations V: Children and Youth	5
OTD	7244	Fieldwork I Seminar: Children and Youth	2
OTD	7345	Capstone Project I: Development	3
OTD	7446	Innovation	4
OTD	7342	Research III: Proposal	3
OTD	7145	Advocacy Project	1
Total Credits			18
Spring Semester – Year 2			
OTD	7551	Occupations VI: Adult and Older Adult	5
OTD	7254	Fieldwork I Seminar: Adult and Older Adult	2
OTD	7355	Capstone Project II: Design	3
OTD	7356	Competency	3
OTD	7352	Research IV: Data Collection and Analysis	3
OTD	7253	Clinical Health Conditions II: Pharmacology and Comorbidities	2
Total Credits			18
Summer Semester – Year 2			
OTD	8964	Fieldwork II A	9
Total Credits			9
Fall Semester – Year 3			
OTD	8974	Fieldwork II B	9
Total Credits			9
Spring Semester – Year 3			
OTD	8985	Doctoral Capstone Experience	9
OTD	8385	Transition to Practice	3
Total Credit			12



Grand Total Semester Hours	114
Total Semesters	8

CAPSTONE: RELATIONSHIP TO THE CURRICULUM DESIGN

In collaboration with the Program Director, Doctoral Capstone Coordinator, and OTD faculty, the Doctoral Capstone program is designed to be synchronous with the curriculum's developmental model design. There are a series of two Capstone Project courses and one Doctoral Capstone Experience strategically placed throughout semesters four, five, and eight. Students are expected to complete Level II FWs during semesters six and seven prior to the Doctoral Capstone Experience.

The First semester (Fall, year 1) are foundational courses that introduce the student to the occupational therapy profession (OTD 6310 Professional Development in Occupational Therapy, OTD 6210 Ethics and Occupational Justice) and builds upon occupational science (OTD 6311 Occupations 1: Foundations), occupational therapy theory (OTD 6215 Theoretical Foundations in Occupational Therapy), anatomy (OTD 6413 Functional Kinesiology and Anatomy), and research (OTD 6312 Research I: Foundation of Scholarship).

The Second semester (Spring, year 1) introduces assessment and interventions for persons with mental health and/or adult diagnoses (OTD 6321 Occupations II: Mental Health; OTD 6521 Occupations III Adult). The first of three fieldwork experiences (OTD 6224 Fieldwork I Seminar: Mental Health) is threaded with OTD 6321 Occupations II: Mental Health and OTD 6521 Occupations III Adult. Neuroscience (OTD 6423 Neuroscience Principles for Occupational Therapy) and pathophysiology (OTD 6323 Clinical Health Conditions I) are aligned with the mental health and adulthood diagnoses studied this semester. Research II (OTD 6322 Research II: Quantitative and Qualitative Methods) explores quantitative and qualitative methods and builds on research topics presented in the prior semester I.

Third semester (Summer, year 1) is a hybrid semester with blended



learning in management (OTD 7435 Administration and Policy Development) that lays foundation for subsequent semesters building toward Capstone I: Development, Capstone II: Design, and Doctoral Capstone Experience. OTD 7335 Instructional Design prepares the student as an educator with clients, families, agencies, academia, and the occupational therapy profession. OTD

7331 Occupations IV: Lifespan Development is a precursor to understanding the developmental stages of children to older adults in semesters four and five.

Fourth semester (Fall, year 2) includes OTD 7541 Occupations V: Children and Youth and OTD 7244 Fieldwork I Seminar: Children and Youth align with lecture, lab, and fieldwork to expose the student to assessments and interventions for children and youth. The capstone (OTD 7345 Capstone Project I: Development) explores the diverse opportunities for a capstone project developed over the fourth, fifth, and eighth semesters.

OTD 7446 Innovation examines the low and high technology commonly used in occupational therapy practice. The third research class (OTD 7342 Research III: Proposal) builds on the two previous research courses and the proposal is the draft of the final research publication in the last semester OTD 7342 research IV. Students get to carry out an advocacy project designed in OTD 7210 Ethics and Occupational Justice (first semester) in OTD 7145 Advocacy Project.

Fifth semester (Spring, year 2) is the culminating didactic semester to address integration across the curriculum. OTD 7551 Occupations VI: Adult and Older Adult builds on previous occupation series I-V.

OTD 7254 Fieldwork I Seminar: Adult and Older Adult aligns with the OTD 7551 content and OTD 7253 Clinical Health Conditions II: Pharmacology and Comorbidities. OTD 7355 Capstone Project II: Design completes the design and implementation plan for the 8th semester, OTD 8985 Doctoral Capstone Experience capstone experience.



OTD 7356 Competency examines the student’s knowledge, skills, and professional attitudes prior to leaving for fieldwork II in semester six and seven. The final research class, OTD 7352 Research IV: Data Collection and Analysis produces a written, scholarly, peer-reviewed journal article and presentation to an intraprofessional and interprofessional audience.

Sixth semester (Summer, year 2) begins the first fieldwork II experience OTD 8964 Fieldwork IIA which builds on the knowledge, attitudes, and skills demonstrated throughout the curriculum.

Seventh semester (Fall, year 3) is the second fieldwork II experience OTD 8974 that continues to expand the clinical exposure to other setting(s).

Eighth semester (Spring, year 3) enables the OTD student to administer the capstone project which was developed in OTD 7345 Capstone Project I: Development and further designed in OTD 7355 Capstone Project II: Design. The OTD student works closely with the expert mentor and faculty mentor to implement an individualized doctoral capstone project OTD 8985. OTD 8385 Transition to Practice prepares the graduate for the NBCOT certification exam, resume and curriculum vitae writing, interviewing and contract negotiations plus financial management skills for living and student loan repayments.

Course Developmental Sequence – Capstone

	Professional Standards	Occupations	Research	Foundational Sciences	Fieldwork I and II	Capstone	Innovation/ Competency
Year 1 Fall	Professional Development Ethics and Advocacy Theory Development	Occupations I	Research I	Kinesiology / Anatomy Clinical Conditions I		Theory	
Year 1 Spring		Occupations II Occupations III	Research II	Neuroscience	Fieldwork I Seminar		
Year 1 Summer		Occupations IV				Admin/ Policy Development Instructional Design	
Year 2 Fall		Occupations V	Research III		Fieldwork I Seminar	Capstone I Advocacy Project	Innovation



Year 2 Spring		Occupations VI	Research IV	Clinical Conditions II	Fieldwork I Seminar	Capstone II	Competency
Year 2 Summer					Fieldwork IIA		
Year 3 Fall					Fieldwork IIB		
Year 3 Spring	Transition to Practice					Capstone experience Transition to practice	
Curricular Themes	Truth/Faith/Service	Education/Innovation	Scholarship	Education	Truth/ Faith/ Service/ Education/ Scholarship/ Innovation	Truth/Faith/ Service/ Education/ Scholarship/ Innovation	Education/ Service

2018 ACOTE Standards

D.1.0. Doctoral Capstone

The doctoral capstone shall be an integral part of the program’s curriculum design. The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following: *clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.* The capstone should also incorporate the inclusion of mental health in some aspect.

The Doctoral Capstone consists of two parts:

- Capstone Project
- Capstone Experience

The student will complete an individual capstone project to demonstrate synthesis and application of knowledge gained. The student will complete an individual 14-week capstone experience that must be started after completion of all coursework and Level II fieldwork, and completion of preparatory activities defined in D.1.3.

The Doctoral Capstone Coordinator will:



D.1.1. Doctoral Capstone Reflects Curriculum Design

Ensure the doctoral capstone reflects the sequence and scope of content in the curriculum design so the doctoral capstone can allow for development of in-depth knowledge in the designated area of interest.

D.1.2. Doctoral Capstone Reflects Curriculum Design

Ensure the doctoral capstone is designed through collaboration of the faculty and student, and provided in setting(s) consistent with the program's curriculum design, including individualized specific objectives and plans for supervision.



D.1.3. Doctoral Capstone Reflects Curriculum Design

Ensure preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. Preparation should align with the curriculum design, course sequence, and is completed prior to the commencement of the 14-week doctoral capstone experience.

D.1.4. Doctoral Capstone Reflects Curriculum Design

Ensure there is a valid memorandum of understanding for the doctoral capstone experience, that, at a minimum, includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. The memorandum of understanding must be signed by both parties.

D.1.5. Doctoral Capstone Reflects Curriculum Design

Ensure the length of the doctoral capstone experience is a minimum of 14 weeks (560 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and capstone project. No more than 20% of the 560 hours can be completed off site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.

D.1.6. Doctoral Capstone Reflects Curriculum Design

Ensure there is verification and documentation of the student being mentored by an individual with expertise consistent with the student's area of focus prior to the onset of the doctoral capstone experience. The mentor does not have to be an occupational therapist.

D.1.7. Doctoral Capstone Reflects Curriculum Design

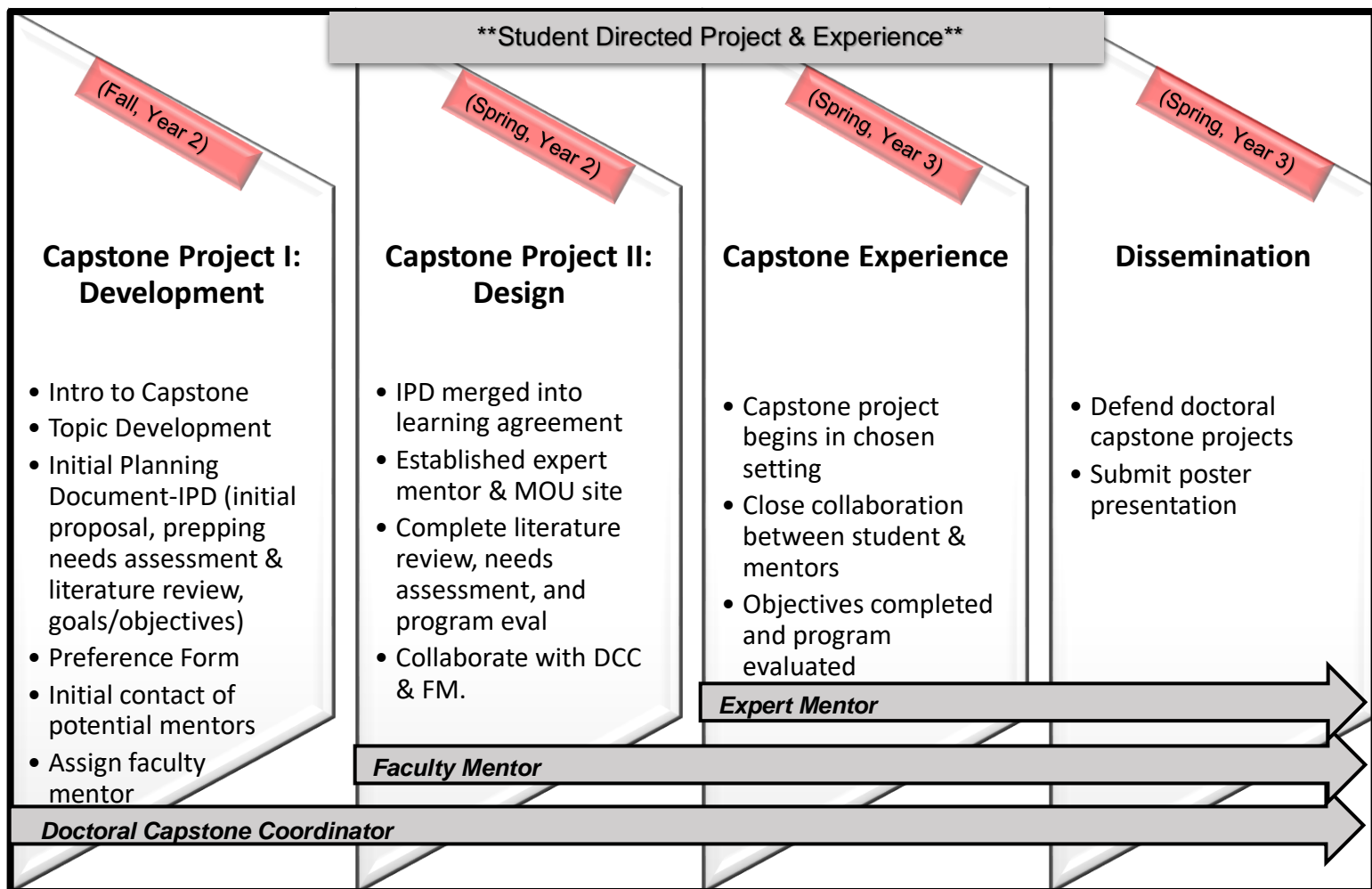


Ensure there is documentation of a formal evaluation mechanism for objective assessment of the student’s performance during and at the completion of the doctoral capstone experience.

D.1.8. Doctoral Capstone Reflects Curriculum Design

Ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.

UIW Doctoral Capstone Project Model





OTD 7345	OTD 7355	OTD 8985
Topic Exploration	Topic Identification*	Topic Implementation & Analysis
Preliminary Documents: <ul style="list-style-type: none"> • Initial Needs Assessment <ul style="list-style-type: none"> ○ Stakeholder Interviews ○ Evidence Table • Initial Literature Review • Annotated Bibliography • Initial Planning Document • Topic Presentation *(Required attendance of first year students) 	Solidifying Documents: <ul style="list-style-type: none"> • Selection of Expert and Faculty Mentors • Planning Calendar • Revised Initial Planning Document • Updated Evidence Table • Revised Literature Review • Formalized Needs Assessment • Signed Learning Agreement • Signed Memorandum of Understanding (MOU) 	Finalized Documents: (Submitted to Canvas) <ul style="list-style-type: none"> • Expert Mentor CV • Faculty Mentor CV • Finalized Literature Review • Finalized Needs Assessment • Project Goal Completion Document • Honors Statement (Hours Verification) • Program Evaluation (Summative Reflection)
Supplementary Documents: <ul style="list-style-type: none"> • Formative Reflection (Midterm) • Summative Reflection (Final) 	Supplementary Documents: <ul style="list-style-type: none"> • Formative Reflection (Midterm) • Summative Reflection (Final) 	Supplementary Documents <ul style="list-style-type: none"> • 3 Formative Reflections
	*IRB submission will be required in this course.	**Formal Dissemination



		Presentation of Doctoral Capstone Project & Experience
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*Students will be expected to incorporate the University's five curricular themes: **Education, Truth, Faith, Service, & Innovation** into their doctoral capstone projects & mental health in some aspect.

Length of Doctoral Capstone Experience

The Doctoral Capstone Experience should be a minimum of 14 weeks (560 hours). Students are required to engage in an average of 40 hours per week across a 5-day work week. Prior fieldwork, research, or work experience cannot be substituted for this DCE. If a student is unable to complete all the requirements within the 14-week period, the student can submit a formal request for an extension to the Doctoral Capstone Coordinator, Program Director, and Faculty Mentor [See *Doctoral Capstone Extension Form Appendix B*]. The request must also be approved by the Expert Mentor. Upon approval, the student will be permitted to work following the 14-week period for up to a total of 18 weeks, to achieve the required 560 hours. All hours should be documented in a time log and signed by the EM. A delay in the completion of reaching all requirements can result in delayed graduation.

Based on the student's specific needs and circumstances, an early start option can be available if this is most conducive for their individualized project, setting(s), or mentor(s).

Doctoral Capstone Extension Form

After consulting with both the EM and FM about potentially not meeting the requirements outlined in their learning agreement by their identified due dates, the student will be permitted to complete the *Doctoral Capstone Extension Form*. The form will require the student to describe the nature of their need for modification. The form will need to be signed by the student,



Faculty Mentor, and Doctoral Capstone Coordinator before being submitted to the Program Director for final approval.

Contact Hours

On-site hours are defined as the amount of time spent at the facility/location that aligns with the individual DCE to demonstrate synthesis and application of knowledge gained. A Memorandum of Understanding (MOU) will be established between the University and the students' primary location (s). It is permitted, if requested, that the specific site utilizes an alternative contract, such as an affiliation agreement, instead of the MOU. Hours spent at these facilities/agencies with a fully executed MOU/affiliation agreement will count for on-site hours. The mentored practice setting does not need to be in a physical location but an experience that demonstrates mentored learning experience with in-depth exposure in the student's designated area of interest (*ACOTE Standard D.1.5*).

When completing the required minimum 560 hours, students may be off-site no more than 20% of the time (a maximum of 112 hours) to ensure a concentrated experience in the designated area of interest (*ACOTE Standard D.1.5*). In accordance with the 2018 ACOTE Standards, "time spent off-site may include independent study activities including research and writing." The UIW OTD program requires the off-site time to be completed at a setting that promotes engagement in scholarly work, unless otherwise approved by the DCC.

Travel time to and from the student's site will not count towards the required 560 hour minimum. Collected hours will count only when spent with the Expert Mentor and/or other professionals involved in working on the project, writing on the project, working towards objectives, and/or learning about subject matters relating to the student's specific project. If written in the student's *Learning Agreement* [Appendix C] and is applicable to the students' experience, on-site hours spent at workshops, conferences, courses, and certifications will contribute to the overall doctoral capstone hours (**Break time and travel time during workshops or

25



conferences and on-site lunch breaks do not apply). Contact the DCC if there are any questions pertaining to the suitability of settings and its ability to account for on-site and off-site work time.

If a student must travel to a new setting during their capstone experience, for on-site hours to count, a *Facility Access Letter* [See Appendix D] will be required. The *Facility Access Letter* must be completed by the Doctoral Capstone Coordinator and delivered to the scholarly site for approval and signature. The student is responsible for providing the facility information such as: name of site, contact name, address, and email of the location no later than 1-week prior to the start of the student's supplemental experience. This will allow ample time for the DCC to create and deliver the *Facility Access Letter*. If the student exceeds 5 onsite days and/or is planning on incorporating direct care with clients, a full MOU or clinical affiliation agreement will need to be completed prior to the student's arrival.

Tracking Hours

Whether on-site or off-site, the student will be responsible for managing the time spent at their site each day. If hours are not submitted on that given date, undocumented hours are subject to forfeit and may not be counted toward the experience. This system allows for accountability and documented proof that students completed the reported number of on-site and off-site hours at an appropriate location (with an established MOU). Lastly, students are required to take a 30-minute lunch break when work time exceeds six hours. Students will be expected to describe their activity completion for the day. Students will be provided with detailed instructions on proper use of the EXXAT software for tracking hours.

Inclement Weather

If a student's established setting is closed, has a delayed opening, or an early closure due to inclement weather or any other unforeseen circumstance, students should be in communication with their EM and relay any concerns to the DCC. These are appropriate times for the use of the 20% off-site hours (112 hours).



Project Materials/Assignment Descriptions

Stakeholder Interviews

To help gather additional information on their topic of interest and further their needs assessment, students will complete stakeholder interviews with professionals within their chosen field of study using an occupation-based perspective. This will be required in OTD 7345 Capstone Project I: Development.



Topic Presentations

Students will present a “pitch” of their project idea to their classmates, OTD faculty, and first-year students. The *School of Physical Therapy* members will also be invited to attend. Topic presentation will be required in OTD 7345 Capstone Project 1: Development.

Evidence Table

Using research databases and other scholarly resources as appropriate, students will locate 10 research studies/articles pertaining to their Doctoral Capstone idea and submit a table outlining author, year, objectives, research level, subjects, interventions, outcome measures, results, limitations, and implications to capstone. Students will be required to implement the program themes and a mental health component into their capstone ideas. The evidence table is required in OTD 7345 Capstone Project I: Development and will be revised and finalized in OTD 7355 Capstone Project II: Design.

Annotated Bibliography & Literature Review

Students will collect a minimum of 10 scholarly sources, complete an annotated bibliography of each source, complete and an evidence table. Students will summarize each individual study/article and state how the resource relates to OT and their specific topic of interest. The literature review is completed using a minimum of 10 scholarly research studies/articles. Grading will be based on content, connection to OT, scholarly writing, and correct use of APA format. Examples can be reviewed in class for clarification purposes. The annotated bibliography and literature review is required in OTD 7345 Capstone Project II: Design and will be revised and finalized in OTD 7355 Capstone Project II: Design.

Program Evaluation (Summative Reflection)

The program evaluation (summative reflection) is due at the completion of OTD 8985 Doctoral Capstone Experience and summarizes the student’s overall experience. This requirement allows for the student to reflect on



personal development, professional development, impact that their project experience may have had on a person, group, and/or community, advice for future students, overall experience at UIW, and future goals and aspirations.

Honors Statement (Hours Verification)

The *Honors Statement (See Appendix E for Hours Verification)* is posted onto Canvas at the end of the OTD 8985 Doctoral Capstone Experience, validating the student met the required 560 hour minimum (448 hours on-site) for their capstone experience completion.

Library Expectations

It will be a requirement for each individual student to meet with the librarian and review the on-site library at least one time during their OTD 7345 Capstone Project I: Development course while they are beginning to work on the literature review assignment, locate quality literature, and expand depth of the project. As the project progresses into OTD 7355 Capstone Project II: Design and OTD 8985 Doctoral Capstone Experience, it is recommended students continue to seek assistance from the library when refining their literature review, needs assessment, and evidence tables.

Mentor & Site Selection

Defined Roles & Responsibilities

Expert Mentor

Students must select an EM that has demonstrated expertise within the targeted population or project area. The EM will be the person who will supervise and guide the student onsite throughout the implementation of the doctoral project. Collaboration with the EM begins 1 year in advance prior to the DCE.



The EM will:

- Provide an updated CV or resume that includes a list of their credentials. (The EM does not have to be an occupational therapist; thus, affording the opportunity for interprofessional mentorship.)
- Be in good standing with licensure and certification boards and must be approved by the Doctoral Capstone Coordinator.
- Be responsible for assisting and monitoring the student through weekly consultation meetings (initiated by the student), discussing barriers encountered during the experience, and aiding in the development of skills within advanced practice areas.
- Sign off on submitted hours using EXXAT at the end of each week and will assist with grading the final capstone portfolio. (The EM does not have to be on-site; however, they should be able to provide instruction, support, supervision (if needed), and mentorship to the student to help the student develop problem-solving skills and learning practical competencies within the chosen focus area(s). Any direct clinical practice activities performed by the capstone student should be supervised by a qualified professional who meets the state and national requirements to perform in the area of practice.)

Faculty Mentor

Students may request a specific FM. The FM must demonstrate expertise within the targeted population or project area.

The FM will:

- Be responsible for assisting and monitoring the student through bimonthly consultation meetings (initiated by the student), discussing barriers encountered during the experience, and aiding in the development of skills within advanced practice areas.
- Assist with grading the annotated bibliography, literature review, and final capstone portfolio.

Doctoral Capstone Coordinator

The DCC is responsible for assisting the students in the development and ongoing revisions of their projects (OTD 7345 Capstone Project I:



Development and OTD 7355 Capstone Project II: Design) and providing oversight and direction throughout each phase of the capstone process.

The DCC will:

- Obtain signed learning agreements once completed, establish contracts with sites (MOUs or clinical affiliation agreements), and acquire additional signed documents from sites if applicable, including facility access letters.
- Contact capstone sites and Expert Mentors to explain the Doctoral Capstone.
- Ensure the settings are consistent with the program's curriculum design and individualized specific objectives/plans for supervision. Students will be required to select sites, obtain contact information, and offer the information to the DCC. No site contact should be made by students without the permission of the DCC.

Capstone Student

The OTD capstone student will:

- Design a project and experience that is meaningful and addresses an identified need for a specific person, group, and/or community.
- Develop appropriate and realistic outcome measures, learning objectives, and deliverables to prove the effectiveness of their project and experience in OTD 7345 Capstone Project I: Development and OTD 7355 Capstone Project II: Design. This will occur under the guidance and supervision of the FM, EM, and DCC.
- Submit hours onto EXXAT each week, initiate weekly consultations with the EM, initiate bimonthly consultations with the FM, complete each assignment outlined in each capstone course, and meet their identified objectives within the identified time frames.
- Establish a budget and identify sources for all costs incurred throughout their Doctoral Capstone Project & Experience (i.e. travel,

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housing, and project cost unless able to obtain funds from facility or other sources).

Dress Code

During all fieldwork experiences, students must comply with the *OTD Student Handbook* dress code policy unless the affiliating facility has different specific dress code requirements. Students are required to present themselves in a neat, clean, and well-groomed manner as a healthcare professional. Students should wear professional dress unless the affiliating facility has different specific dress requirements. Students may be required to purchase specific items of clothing to meet a clinical site's requirements. Some facilities require the student to wear a lab coat in addition to professional dress. Lab coats and any other clothing specific to the site will be the financial responsibility of the student. Students are also required to always wear a name badge above the waist when onsite. If a facility requires a facility-specific name badge, the student may wear that name badge instead of the UIW OTD name badge.

Safety of students, workers, and patients/clients is imperative. No torn ragged clothes, halter tops, bare midriffs, symbols, or words that are inappropriate (obscene, offensive, or controversial) are allowed. Tattoos should be covered, and only small earrings are allotted (no facial piercings i.e., nose, brow, lip etc.). Skirts at a minimum should be no more than three inches above the knee. Short shorts are inappropriate to wear onsite. If in doubt, apply the three-inch rule above the knee. Hats for either men or women are not to be worn. Denim is not permitted during Doctoral Capstone Experience unless the EM explicitly requests that the student wears such a garment.

Professional Behavior

Students are expected to adhere to the *AOTA Code of Ethics* and to practice in a legal, ethical, and professional manner. See Professional Conduct in *OTD Student Handbook* for further clarification on professional behavior. Failure to demonstrate professional behavior will result in failure of the DCC. Inappropriate behavior may result in removal of a student from the assigned site at the discretion of the DCC or EM at any time.



Professional behavior assessment is also at the discretion of the DCC who may remove a student at any time for any infractions of professional behavior, which include, but are not limited to:

- Not following the work schedule or attempting to alter their schedule in any way without advance approval by the EM and DCC
- Not answering all communications from the university staff or faculty while completing their DCE
- Any pattern of behavior (more than one instance of a specific behavior) deemed unprofessional by either DCC or EM
- HIPAA violation of client confidentiality
- Unethical or unlawful conduct
- Inappropriate postings or communication on social media
- Inappropriate interactions with clients or professional contacts
- Respect not shown to the patients, clients, therapists, other health professionals, fellow students, and instructors.

Attendance/Tardiness

Class and site attendance are required. Absences will be excused for illness or personal emergency with PRIOR approval of the instructor on a day-to-day basis. Absences for illness over two (2) days will require a physician's note submitted to the instructor or faculty within a 24-hour return to class or clinic. In the didactic portion of the program, each unexcused absence or tardiness from a required session will result in a 1% reduction in the final grade. Consecutive unexcused absences during the DCE will result in a final course letter grade reduction at the discretion of the DCC.

In the event the DCE is scheduled during timeframes that extend beyond the traditional academic calendar (e.g.- during Spring Break, holidays, weekends, between semesters/terms, etc.) of the University, the site supersedes the University's academic schedule. All absences must be



reported directly to the DCC with prior approval required. Absences due to illness or emergencies should be sent to the DCC on the same day.

Student Documentation Requirements & Pre-requisites

Students must upload immunization and other required information into EXXAT prior to the start of OTD 8985 Doctoral Capstone Experience. Failure to upload by the given deadline will result in a delayed start. Further, there are several requirements and assignments throughout the Doctoral Capstone that must be completed to achieve a passing grade.

Students are required to abide by all applicable facility policies and procedures as needed for drug testing, fingerprinting, and background checks. Students must assume the responsibility for keeping all records current. Students must upload the following documents into EXXAT:

- Updated contact information: address, phone number, and emergency contact
- Health Records: Meningitis, Hep B, and TB Two Step Test
- Proof of immunizations
- Medical insurance
- Evidence of successful completion of required CPR training
- Any facility required documents (i.e., drug screening, background check, COVID vaccinations)

Students should select their EM during the OTD 7355 Capstone Project II: Design course. The recommended time frame after the initial confirmation of the EM is at least 3 months prior to the start date as well as a follow-up 4-6 weeks before the start date. The purpose of the introductory phone call and follow-up is to ensure placement at the site, discuss the project plan, and to determine the needs of the facility to include dress code, orientation time, parking, immunizations, and background check. Students should remain in consistent contact with the EM (based on the agreement between the EM and the student).



Weekly/Bi-monthly Mentor Consultations

During the Doctoral Capstone Experience, it is the student's responsibility to contact both their EMs and FMs to set up formalized consultations. Students should meet weekly with their EMs and at minimum twice a month with FMs. Consultations can be completed in person, virtually (i.e., Zoom), or by phone. These specific expectations can be decided by the student-mentor relationship and are encouraged to be established by the beginning of the Doctoral Capstone Experience. Students will complete the consultation form prior to meeting with their mentors to provide an outline for discussion and will submit the final forms onto Canvas.

During the Doctoral Capstone Experience, it is the student's responsibility to contact both their EMs and FMs to set up formalized consultations. Students should meet weekly with their EMs and at minimum twice a month with FMs. Consultations can be completed in person, virtually (i.e., Zoom), or by phone. These specific expectations can be decided by the student-mentor relationship and are encouraged to be established by the beginning of the Doctoral Capstone Experience. Students will complete the consultation form prior to meeting with their mentors to provide an outline for discussion and will submit the final forms onto Canvas.

Evaluation & Dissemination

Doctoral Capstone Dissemination

As a requirement for effective dissemination of the DCE, students will be required to create a scholarly research poster that highlights the major components of their project and experience. Posters are expected to be 24" by 36" in size (if required to be printed). Students are required, at minimum, to incorporate their project title, project description, needs assessment, photos relating to their experience, results, and evaluation into the completed poster [See *Appendix F for Poster Checklist*]. The program will host a doctoral capstone poster presentation during the week of graduation to disseminate knowledge to the public and celebrate student



achievements. The completed posters will be uploaded on the UIW OTD website for viewing.

Please use the *Photo Release* form as appropriate [See Appendix G].

Poster Presentation Requirements

The poster will contain project descriptions, mission, vision statements, needs assessment (by what method students identified and addressed a specific need), and a program evaluation explaining the impact made from the completion of the project and experience.

****Adjustments to the DCE details and expectations are subject to change at the discretion of the DCC and Program Director prior to the start of the DCE, to align with 2018 ACOTE Standards.**



APPENDICES: CAPSTONE FORMS



APPENDIX A

CAPSTONE MANUAL ACKNOWLEDGEMENT AND CONSENT

My signature confirms the following:

1. I hereby acknowledge that I have received access to an electronic copy of the *OTD Capstone Manual*. I received instructions to print **AND** electronically store a copy of this document from the UIW OTD Program Faculty.
2. I understand the *OTD Capstone Manual* contains valuable information about the policies, procedures, guidelines, and expectations for the OTD program.
3. I understand the content of the *OTD Capstone Manual* is subject to change with revisions or updates from time to time, and that I will be notified in writing (including electronic notifications) of the revisions or updates after they are finalized.
4. I understand that ***I am responsible*** for ***all*** fees related to my education, including but not limited to any travel, housing expenses, lab supplies, membership and registration fees, dues, facility uniforms, criminal background checks, drug screens, physical examinations, and meals.
5. I understand that it is ***MY*** responsibility to read the *OTD Capstone Manual* in its entirety and be familiar with the contents. I agree to comply with and be governed by UIW OTD policies and procedures of the Capstone project as outlined in this *OTD Capstone Manual*, as well as any revisions made to it.

Student's Name (PRINTED)

Student's signature

Date

DCC Signature



NOTE: Please return the signed copy to the UIW DCC.

APPENDIX B

Doctoral Capstone Extension Request Form

Project Name: _____

Date: _____

Request Made By: _____

PROPOSED DOCTORAL CAPSTONE EXPERIENCE EXTENSION PURPOSE:

HOW WILL THIS CHANGE AFFECT THE DOCTORAL CAPSTONE EXPERIENCE CONSTRAINTS?

Projected Completion Date:

Scope:

Impact:

Risks:

KEY STAKEHOLDER APPROVAL

CAPSTONE COORDINATOR:
Signature:

DATE:

FACULTY MENTOR:
Signature:

DATE:



PROGRAM DIRECTOR:
Signature:

DATE:

DOCTORAL STUDENT:
Signature:

DATE:



APPENDIX C

DOCTORAL CAPSTONE LEARNING AGREEMENT

The purpose of this *Capstone Learning Agreement* is for the occupational therapy doctorate (OTD) student, in conjunction with the Faculty Mentor and Expert Mentor, to understand the roles and responsibilities for the Capstone Project and Experience. To that end, review all information and responsibilities prior to filling out and signing this form.

Review of the Capstone Process:

The Capstone Project is initiated in OTD 7345 Capstone Project I: Development with reflection of the OTD students personal career vision, needs assessment for proposed topic, literature review to support the need, and development of project management skills. In Capstone Project is continued in OTD 7355 Capstone Project II: Design and will include continued planning for the Capstone Experience, Expert Mentor selection, Faculty Mentor completion, signed Memorandum of Understanding (MOU) with each Capstone Experience site, and completion of a *Learning Agreement*. The Capstone Experience is completed during OTD 8985 Doctoral Capstone Experience over 14 weeks (minimum of 560 total hours of which a minimum of 448 hours is spent on site with the target population) in one or more of the following areas of practice: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. Based on the theme and design of the Capstone Project and the Capstone Experience, the assigned Faculty Mentor and Expert Mentor will provide ongoing supervision of the OTD students adherence to this *Learning Agreement*. As a requirement for effective dissemination of the doctoral capstone project, students will be required to create a poster that highlights the major components of their project and experience. Posters are expected to be 24" by 36" in size. Students are required, at minimum, to incorporate their project title, project description, needs assessment, photos relating to their experience, and results, and evaluation into the completed poster. Posters will be disseminated during the week of graduation ceremonies, marking the completion of the Doctoral Capstone Project & Experience.

Capstone Project: Completion of a needs assessment and thorough literature review to assist in Capstone Experience planning and synthesizing didactic learning in a curricular design (OTD 7345 Capstone Project I: Development and OTD 7355 Capstone Project II: Design).

Capstone Experience: The execution of the Capstone Project during the 14-week course which is evaluated based on learning objectives, outcomes measures, and deliverables (OTD 8985 Doctoral Capstone Experience).

Student Expectations:

Your Journey, Our Mission.

UIW Doctor of Occupational Therapy | Capstone Manual



Check-in with faculty mentor a minimum of 7 documented times, expert mentor a minimum of 7 documented times, and capstone coordinator as needed over the 14-week.

Capstone Experience:

OTD Students are required to communicate project needs and access to the target population prior to the MOU or Facility Access Letter being sent from UIW. Following confirmation of access to the target population, the Doctoral Capstone Coordinator will send the MOU or Facility Access letter to the site coordinator. **Students are responsible for ensuring that all sites have the proper agreement in place a minimum of one month prior to arriving on site.**

Expert Mentor Supervision:

The Expert Mentor will participate in the summative review of the Capstone Experience portfolio. The Expert Mentor will also assist with grading the completed Capstone Experience portfolio using the established grading rubric provided.

OTD students will need to attach the Biography and resume, or curriculum vitae that establishes the person chosen qualifies as an **EM** along with the contact information requested below prior to the Capstone Project being accepted by the Capstone Coordinator.

Contact Information

Student Name (Last, First, Middle Initial):
Phone Number:
Email Address:

Faculty Mentor Contact Information

Faculty Mentor Name (Last, First, Middle Initial):
Area of Expertise:
Phone Number:
Email Address:

Expert Mentor Contact Information

Expert Mentor Name (Last, First, Middle Initial)
Area of Expertise:
Work Address:
Phone Number:
Email Address:

Primary Site Contact Information

Site Name:



Site Address:
Phone Number:
Point of Contact Person
Email Address:



The Expert Mentor may assist and monitor the student with the design of the Capstone Project learning objectives and outcomes measures prior to signing the *Learning Agreement*. The Expert Mentor works in conjunction with the student, the Doctoral Capstone Coordinator, and the Faculty Mentor to finalize the *Learning Agreement* which includes a shared vision of the defined roles for all parties involved. Prior to beginning the Capstone Experience, the Expert Mentor is required to assist with the completion of the Memorandum of Understanding between the University and the project site. Any additional requirements from the project site or Human Resources need to be communicated to the student.

During the Doctoral Capstone Experience, Expert Mentor consultation should involve discussion on various issues or barriers encountered during the planning and/or implementation of the experience. The Expert Mentor also assists the student in the development of skills in the advanced or specialty practice area in which the student is working toward achieving. The Capstone student is responsible for ensuring that all site-specific requirements are met prior to initiating the Capstone Experience.

The time spent in consultation with the Expert Mentor on site will count toward the on-site portion of the total hours. The time spent in consultation with the Faculty Mentor and Doctoral Capstone Coordinator will also count toward the total overall hours. Consultation with the Expert Mentor will be initiated by the student and occur weekly. Consultations can occur via web chat (e.g., Zoom), in person, or via email. At the end of the Capstone Experience, the Expert Mentor will participate in the summative review of the student's electronic Capstone Experience portfolio. The Expert Mentor will also assist with grading the completed Capstone Experience portfolio using the established grading rubric provided. The Expert Mentor will verify documented onsite hours as logged by the student on the EXXAT database daily or at a minimum weekly. Additional expectations are as follows:

- The OTD student will need to attach the following documents prior to the *Learning Agreement* being accepted by the Doctoral Capstone Coordinator:
- Expert Mentor documentation must include a resume and biography or curriculum vitae that establishes the person qualifies as an Expert Mentor.
- Completed MOU



Faculty Mentor Supervision:

A Faculty Mentor, with expertise in the student’s focused area, will provide ongoing supervision to ensure the student’s adherence to the learning agreement and compliance with ACOTE Standards for the duration of the Capstone Experience. The Faculty Mentor works in conjunction with the student, the Doctoral Capstone Coordinator, and the Expert Mentor to finalize the *Learning Agreement* that includes a shared vision of the Capstone Experience, mission statement, individualized learning objectives, outcomes for success, and clearly defined roles for all parties involved. The Faculty Mentor works in conjunction with the student and the Expert Mentor to finalize a *Learning Agreement* based on the student’s learning objectives and outcomes measures. The Faculty Mentor will assist the Doctoral Capstone Coordinator in conducting a formative review of the evolving Capstone Experience portfolio and make suggestions as indicated. The Faculty Mentor will provide ongoing supervision of the student’s adherence to the learning contract for the duration of the Capstone project.

The time spent in consultation with the Faculty Mentor on site will count toward the on-site portion of the total hours. The time spent in consultation with the Faculty Mentor and Capstone Coordinator will also count toward the total overall hours. Consultation with the Faculty Mentor will be initiated by the student and occur bimonthly. Consultations can occur via phone or web chat (e.g., Zoom, Skype, or FaceTime), email, and/or in person.

Student’s Area of Focus in accordance with 2018 ACOTE Standards and Interpretive Guide D.1.0. (Select all that apply & indicate Primary and Secondary Options)

<input type="checkbox"/> Clinical Practice	<input type="checkbox"/> Research	<input type="checkbox"/> Administration
<input type="checkbox"/> Leadership	<input type="checkbox"/> Advocacy	<input type="checkbox"/> Program and Policy Development
<input type="checkbox"/> Education	<input type="checkbox"/> Theory Development	



The student will develop learning objectives that they will achieve during the Capstone Experience. Learning objectives and outcome measures will be constructed using the SMART format for goal writing.

Outcome Measure: Specifically outlines what the student will accomplish at the end of the 560 hours.	Learning Objective: The "STEPPING STONES" to how a student will complete their outcome measures	Deliverable: The "EVIDENCE" of outcome measures	Timeframe: Expected timeframe of completion



[Project Title]

Project Mission Statement:

Project Vision Statement:

Project Description:

I agree to complete the objectives listed above in accordance with the standards set forth by ACOTE and UIW as part of the Doctoral Capstone requirement for the completion of the OTD program. I understand that if I fail to meet any of the objectives or do not complete the program evaluation to my key stakeholder team's expectation, graduation may be delayed. I also understand that I am expected to participate in UIW's OTD formal dissemination of the completed Capstone Project, as it is the final step in the Doctoral Capstone process.

Student Signature: _____

Date: _____

Key Stakeholder Team:

Expert Mentor Signature: _____

Date: _____

Faculty Mentor Signature: _____

Date: _____

Capstone Coordinator Signature: _____



Date: _____



APPENDIX D

FACILITY ACCESS LETTER

{Community Capstone Partner/Institution Name}

{Community Capstone Partner/Institution Contact Information}

{Date}

Dear [Contact Person]:

Based on my review of the proposed capstone project entitled, (*Title*), by {insert researcher's name, assisted by expert mentor if applicable}, I am requesting facility access for the capstone student for onsite access to aid in the completion of the student's doctoral capstone experience. Access into the facility (list desired activities and brief description of any human interaction) are requested to fulfill the proposed project objectives and to enable the student to graduate as an entry-level, Doctor of Occupational Therapy. Access to the facility should not exceed more than five days. Any additional days needed following the five-day period will require a fully executed clinical affiliation agreement prior to continuation.

We understand that our organization's responsibilities include: {insert descriptions of the following, as applicable: personnel, rooms, resources, and supervision that the partner will provide}. The student reserves the right to discontinue any further days at the site.

This request for facility access will cover the time period of {_____ to _____}.

I confirm that I am authorized to approve this capstone project in this setting as an additional site.

The student understands that all data collected will remain confidential and any disseminated information will be given in aggregate form.

Sincerely,

{Authorization Official signature}

{Contact Information}





APPENDIX E

PHOTO RELEASE FORM

I hereby grant University of the Incarnate Word (UIW) permission to use my likeness in a photograph or other digital reproduction in all its publications, including website entries, media releases and other promotional materials, without payment or any other consideration.

I understand and agree that these materials will become the property of UIW. I hereby irrevocably authorize UIW to edit, copy, exhibit, publish, and distribute this photo for all purposes.

In addition, I waive the right to inspect or approve the finished product, including written or electronic copy, wherein my likeness appears. Additionally, I waive any right to royalties or other compensation arising or related to the use of the photograph. I hereby hold harmless and release and forever discharge UIW from all claims, demands, and causes of action which I, my heirs, representatives, executors, administrators, or any other persons acting on my behalf or on behalf of my estate have or may have by reason of this authorization.

I hereby acknowledge that I am 18 years of age or older and have read and understood the terms of this release.

Date

Signature

Printed Name



APPENDIX F

HOURS VERIFICATION FORM

Honor Statement of Intent

Statement of intent to complete a minimum of 448 hours on-site with the designated population in accordance with University of the Incarnate Word's OTD Doctoral Capstone Manual.

"I, _____, sign this honor statement of intent to complete a minimum total of 448 hours onsite at the affiliated and agreed upon site, _____ and no more than a total of 112 hours offsite, for a total of 560 hours upon capstone completion over a minimum of 14-weeks."

Signature

Date

Honor Statement Verifying 560 Hour Minimum

Statement of hour completion over the 14-week requirement, with a minimum of 448 hours completed onsite with the designated population.

Example: "I, Jimmy Johns, completed a total of 500 hours onsite at Baptist Health and 60 hours offsite at the Boys and Girls Club, with a total of 560 hours over 14 weeks."

Honor Statement:



Signature

Date

APPENDIX G

OTD 8985 DOCTORAL CAPSTONE POSTER CHECKLIST

Student Name: _____

Student Topic: _____

Required Components of Poster	<u>Check</u> ✓
Project Title	
Mission/Vision Statements	
Annotated Bibliography/Literature Review	
Needs Assessment	
Project/Experience Description	
Results/Evaluation	



Scholarly writing, APA 7 th Ed. Formatting, and References	
Visually appealing and 24" by 36" in size (if printed)	

APPENDIX H

CONFIDENTIALITY STATEMENT

I, _____, understand that throughout the course of my educational training, I may have exposure and access to highly confidential information which includes but is not limited to medical and personnel records. It is my responsibility to protect the rights and confidentiality of patients, employees, physicians, and the clinical setting. Confidential information should only be used in conjunction with the learning experiences while in the clinical setting. I also understand that any information brought to the university setting to fulfill course requirements for the occupational therapy program must exclude patient's/client's names, physicians' names, medical record numbers and other personal information that will aid in the identification of patients/clients.

I understand that a violation in the confidentiality of patients, personnel and physicians may result in disciplinary action which may include a recommendation for dismissal from the University of the Incarnate Word's OTD program.

I have read and understand the above statement concerning



confidential information and agree to maintain the confidentiality of all such information.

Date

Signature

Date

Witness



APPENDIX I

UIW OTD Emergency Contact Information

Student: _____

Address: _____

Phone: _____

E-Mail: _____

Emergency Contact: Name: _____

Phone (day): _____

Phone (evening): _____

University Contact:

Jessica Maxwell, PhD, OTD, OTR/L, ACUE, CEAS
Chair, Department of Doctor of Occupational Therapy
Phone (day): 210-283-6949

Mica Rutschke, OTR, DHA
Director of Capstone
Phone (day): 210-283-6989

UIW OT Office: – Phone: 210-283-6462



APPENDIX J

RECORD OF WEEKLY/MONTHLY CONFERENCE

STUDENT:

DATE:

MENTOR:

WEEK OF CAPSTONE EXPERIENCE:

STUDENT'S REVIEW OF THE WEEK:

MENTOR'S REVIEW OF THE WEEK:

FEEDBACK TO THE MENTOR:
(Supervision, Communications, Feedback)

GOALS FOR THE UPCOMING WEEK:

Student Signature: _____

Mentor Signature: _____



APPENDIX K

BRAINSTORMING GUIDE FOR DCE SITE FIT TEMPLATE

Site Name:

Type of Site:

Review accreditations/certifications/outcome measures tracked/measured:

STG of Department/Site: (6 months to 3 years)

- 1.
- 2.
- 3.
- 4.
- 5.

LTG of Department/Site: (3 to 5 years)

- 1.
- 2.
- 3.

Individuals with specialty training/expertise (Inside and outside the dept)

- 1.
- 2.
- 3.
- 4.

Brainstorm an idea for a Doctoral Capstone Experience/Project using the focus areas below:

1. Clinical Practice Skills

2. Research Skills



3. Administration

4. Leadership

5. Program Development

6. Policy Development

7. Advocacy

8. Education/Teaching/Staff Training

9. Theory Development

APPENDIX L



**University of the Incarnate Word
Doctoral of Occupational Therapy
Doctoral Capstone Experience: OTD Student Evaluation
Midterm and Final**

Select Focus of DCE:

- | | | |
|---|---|---|
| <input type="checkbox"/> Research | <input type="checkbox"/> Administration | <input type="checkbox"/> Teaching |
| <input type="checkbox"/> Adv Clinical Practice | <input type="checkbox"/> Leadership | <input type="checkbox"/> Theory Development |
| <input type="checkbox"/> Adv Community Practice | <input type="checkbox"/> Advocacy | <input type="checkbox"/> Other: |

INSTRUCTIONS:

The Expert Mentor will complete this evaluation form at midterm (7 weeks) and final (14 weeks). The Expert Mentor and the OTD Student will review the evaluation collectively and sign that they agree on the evaluation. Please respond to all items by placing checks in the satisfactory (S), needs improvement (NI), or unsatisfactory (U) columns. Designate N/A if the item is not applicable. Please add clarifying statements and/or examples in the comments column. (S)= 2 points, (NI) = 1 point, (U) = 0 points. There are a total of 54 points if there are no (NA) ratings. ***For the Final Evaluation, students must achieve a total score of 80% to pass with no more than 1 item rated as Unsatisfactory.***

Date: Midterm Score: Student Signature: Site Mentor Signature:	Please evaluate the effectiveness of the student's performance relative to the individualized goals objectives. Midterm Summary Statement:
Date: Midterm Score: Student Signature: Site Mentor Signature:	Final Summary Statement:



	S	NI	U	NA		S	NI	U	NA	Comments/Suggestions
Planning	Midterm					Final				
Designs, selects, and conducts an appropriate needs assessment.										
Utilizes appropriate theory to guide the process										
Interprets the data appropriately.										
Assessment reflects the DCE area of focus & individualized objectives.										
Utilizes appropriate outcome tool to quantify goals.										
Development	Midterm					Final				
	S	NI	U	NA		S	NI	U	NA	Comments/Suggestions
Collaborates with site/organization & staff to determine goals/objectives.										
Identifies appropriate strategies for completion of goals and objectives.										
Uses appropriate resources, theory, and evidence.										
Designs programming that is relevant to the client needs.										
Implementation	Midterm					Final				
	S	NI	U	NA		S	NI	U	NA	Comments/Suggestions



Articulates the rationale and use of theory.									
Intervention is appropriate for goals and objectives.									
Professionally implements program in a manner appropriate to the area of focus, client needs, and setting.									
Quality Improvement	Midterm				Final				
	S	NI	U	NA	S	NI	U	NA	Comments/Suggestions
Uses appropriate methods to measure effectiveness of the program goals and objectives.									
Communication	Midterm				Final				
	S	NI	U	NA	S	NI	U	NA	Comments/Suggestions
Uses effective strategies to interact and collaborate with staff, clients, and other stake holders.									
Completes written work accurately and professionally and in a timely manner.									



Keeps expert mentor informed of schedule in a timely manner.										
Communicates problems or issues in an appropriate and timely manner to site mentor, faculty mentor and/or DCC.										
Professionalism	Midterm				Final					
	S	NI	U	NA	S	NI	U	NA	Comments/Suggestions	
Exhibits effective leadership skills.										
Exhibits good work habits and effective use of time.										
Participates appropriately in the supervision process.										
Effectively advocates for occupational therapy within this setting.										
Utilizes professional ethics.										
Exhibits professional demeanor.										



Adheres to all site policies and procedures.										
Exhibits ability to be self-directed.										
Keeps site mentor aware of schedule and completes required hours.										
Demonstrates ability to be on-time to all meetings and scheduled events.										



APPENDIX M

**University of the Incarnate Word
 Doctoral of Occupational Therapy
 Doctoral Capstone Experience
 Learning Contract/Action Plan**

Performance Issue/Concern (Be Specific)	Expected Performance Goal (Behavioral Goal-SMART)	Strategies, Actions & Resource(s) required to meet the goal	Plan for Follow-up/Timeline (establish date/time for performance to be re-evaluated)	Consequences if performance is not improved

Providing signatures indicates both parties are acknowledging the above performance issues and agree to participate in the performance improvement plans as outlined above. It is the student's responsibility to access resources, carry out these and/or other strategies to improve their performance, and implement feedback in the identified problem areas. Failure to meet expected performance in established timeline may indicate disciplinary action and/or failed capstone experience.

Student Signature: _____ Date: _____

Expert Mentor(s) Signature(s): _____

Date: _____

Doctoral Capstone Coordinator Signature: _____

Date: _____



Follow Up Review- Evidence to demonstrate change in performance/outcome:

___ Review met expectations ___ Review did not meet expectations (*may result in disciplinary action)

Student Signature: _____ Date: _____

Expert Mentor(s) Signature(s): _____ Date: _____

Doctoral Capstone Coordinator Signature: _____ Date: _____



APPENDIX N

University of the Incarnate Word Doctoral of Occupational Therapy Doctoral Capstone Experience & Expert Mentor Student Evaluation Form

OTD Student:
Expert Mentor:
Doctoral Capstone Site:

INSTRUCTIONS: The OTD Student will complete this evaluation form at the completion of the 14-week experience. The Expert Mentor and OTD Student will review the evaluation together and sign to indicate it was discussed. The student is responsible for submitting the form to the DCC, at the end of the experience.

Please use the scale below to rate the following:

- 1= Strongly disagree
- 2= Disagree
- 3= Neither disagree/agree (neutral)
- 4= Agree
- 5= Strongly agree

Objective	Rating	Comments
1. My Expert Mentor was accessible and available.	1 2 3 4 5	
2. My Expert Mentor communicated regularly with me.	1 2 3 4 5	
3. My Expert Mentor's behavior and attitude are an example of professionalism.	1 2 3 4 5	
4. My Expert Mentor made sure to provide ample time to ask questions and provide feedback.	1 2 3 4 5	
5. I was provided ongoing feedback in a timely manner.	1 2 3 4 5	
6. My Expert Mentor reviewed written work in a timely manner.	1 2 3 4 5	
7. My Expert Mentor made specific suggestions to improve my performance.	1 2 3 4 5	
8. My Expert Mentor provided clear performance expectations.	1 2 3 4 5	



9. My Expert Mentor sequenced learning experiences to grade progression.	1	2	3	4	5	
10. My Expert Mentor used a variety of instructional strategies. List those used:	1	2	3	4	5	
11. My Expert Mentor identified resources to promote student development.	1	2	3	4	5	
12. My Expert Mentor facilitated advanced clinical reasoning.	1	2	3	4	5	
13. I learned new things about myself and how they relate to future OT practice.	1	2	3	4	5	
14. Professional growth occurred for me during this DCE.	1	2	3	4	5	
15. Overall, this DCE met my expectations.	1	2	3	4	5	

ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of your DCE, circling the appropriate number.

Sample List of OT Courses	Preparation					Comments
	Minimal				Excellent	
Foundations & Concepts of OT	1	2	3	4	5	
Human Development	1	2	3	4	5	
Human Anatomy	1	2	3	4	5	
Kinesiology	1	2	3	4	5	
Neuroscience	1	2	3	4	5	
OT Theory and Practice Models	1	2	3	4	5	
Activity Analysis	1	2	3	4	5	
Occupational Therapy Evaluation and Assessments	1	2	3	4	5	
Medical Conditions	1	2	3	4	5	
Clinical Reasoning	1	2	3	4	5	
Group Dynamics	1	2	3	4	5	
Psychosocial and Behavioral Health & OT	1	2	3	4	5	
Biomechanical Function	1	2	3	4	5	
Cultural Competence	1	2	3	4	5	



Pediatric OT Practice	1	2	3	4	5	
Quantitative Research	1	2	3	4	5	
Qualitative Research	1	2	3	4	5	
Physical Disabilities	1	2	3	4	5	
Evidence-Based Practice	1	2	3	4	5	
OT as a Manager	1	2	3	4	5	
Population Health	1	2	3	4	5	
Assistive Technologies	1	2	3	4	5	
Advanced EBP	1	2	3	4	5	
Program Development	1	2	3	4	5	
Leadership	1	2	3	4	5	
Instructional Learning Theory & Technology	1	2	3	4	5	

Capstone Student Reflections

1. What courses or experiences contributed the MOST to your success on your DCE?
2. What changes would you recommend in your academic program relative to the needs of your DCE?
3. Before beginning a DCE at this site, a capstone student should study/read/prepare by:
4. The most rewarding part of this DCE was:
5. The most challenging part of this DCE was:

Expert Mentor Signature: _____ Date: _____

Student Signature: _____ Date: _____



APPENDIX O

UIW Doctoral Capstone Experience Exit Survey

Select the PRIMARY focus area your DCE:

- Clinical Practice
- Research
- Program Development
- Education
- Theory Development
- Advocacy
- Policy
- Leadership Administration

In general, how well did the OTD curriculum prepare you for the DCE?

- No Preparation
- Poor Preparation
- Moderate Preparation
- Good Preparation
- Excellent Preparation

Do you feel that your DCE experience aligned with your chosen focus area(s)?

Yes

No (please explain:)

Do you feel that your DCE site mentor aligned with your chosen focus area(s)?

Yes

No (please explain:)

What do you see as the strengths of the academic preparation for your DCE?

What do you see as the areas of improvement for the academic preparation for your DCE?

Please indicate the degree to which you were satisfied with your overall DCE;

- Not at all
- Somewhat
- Moderately
- Mostly
- Completely