School of Rehabilitative Sciences

DEPARTMENT OF OCCUPATIONAL THERAPY

DOCTORAL CAPSTONE MANUAL

2023-2026

Cohort 1

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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 and knowledge to one or more of the following: clinical skills, research skills, administration, program development and evaluation, policy development, advocacy, education, and leadership. The capstone is designed through collaboration with the student, faculty mentor, and content expert. The Doctoral Capstone Coordinator will collaborate

with the student on the development of an individual capstone project that is consistent with the program's curricular design.

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Acronyms

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

UIW OTD Mission, Vision, and 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 with cultural humility, to eliminate health disparities of multicultural communities through engagement equitable engagement in meaningful areas of occupation. We will educate the diverse OTD student population as future health care practitioners guided by God's love and grace.

UIW Core Values

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

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

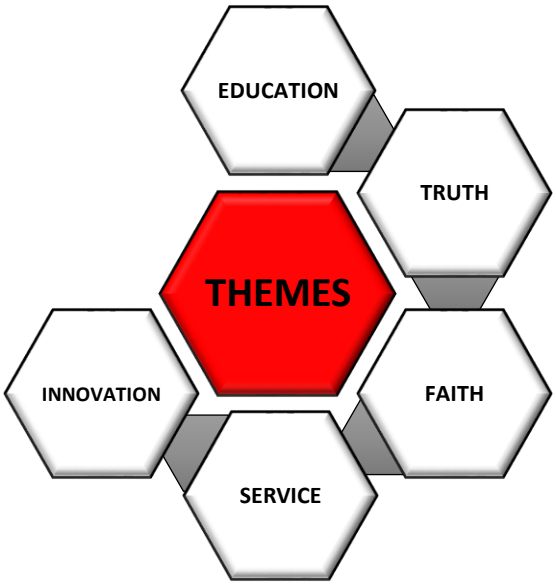
Faith: The university is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God.

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 activities, evidence-based practice, professional reasoning, occupation-based intervention, education, interprofessional and intraprofessional education, state and federal regulatory guidelines, competence, 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, empathy, self-realization, and the common good

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

Innovation*: Educational technology, current and emerging practices, spiritual, physical, mental and behavioral health, psychosocial aspects, and material needs of people*

Student Outcomes

The OTD students will:

1. Demonstrate competence in scholarship, lifelong learning, evidence-based practice, occupation-based intervention, education, and research through advocating for the OT profession, care partners, and consumers of occupational therapy services.

2. Discover and define truth in communication and research, mutual understanding with cultural humility, self-realization, empathy, and the common good through provision as a health and wellness provider within state and federal regulatory guidelines.

3. Incorporate a global perspective for justice with cultural humility through diversity, inclusion, equity, and accessibility 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, educational technology, and expertise to serve the spiritual, physical, mental & behavioral health, psychosocial aspects,

and material needs of a diverse population.

5. Engage in intraprofessional and interprofessional education and practice that addresses evidence-based, occupation-based, client-centered, complementary health and integrative health, and cost-effective health care and demonstrates influence in changing health and public policies, environments, and complex systems.

Philosophy of Teaching and Learning

Education and Scholarship

The teaching-learning process has taken on new meaning with transitions of learning and teaching approaches triggered by new educational technologies and the COVID pandemic. Optimizing a varied learning style from auditory, visual, kinesthetic, synchronous, and asynchronous learning platforms provides opportunities for blended learning. Engaging students in prior reading, discovery, and processing through eLearning provides a diverse approach to mastering content. Transition to greater social distancing secondary to COVID and increased use of educational technology provides greater tools for the faculty to disseminate information. Face-to-face time is replaced with prerecorded lectures, 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.

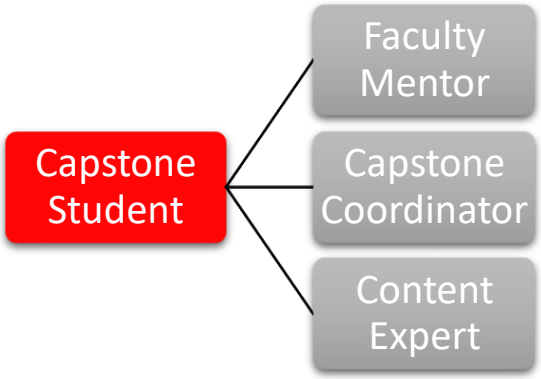
Defined Doctoral Capstone & Purpose

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 skills, research skills, administration, program development and evaluation, policy development, advocacy, education, and leadership (*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. Individualized projects will enable students to feel they have taken an active role in shaping their own learning experience upon completing the program.

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 a Content Expert (CE) 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 Content Expert.

**The model below depicts the capstone project and experience as student led and students are responsible for maintaining communication and

collaboration amongst their team.



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 involves identifying areas of interest, needs assessment, literature review, and proposed educational goals/objectives. Topic areas of in-depth learning include one or more of the following: clinical skills, research skills, administration, program development and evaluation, policy development, advocacy, education, and leadership.

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 a client-centered experience. Students will also be assigned their individual Faculty Mentors during this course.

OTD 7355 Capstone Project II: Design (3)

Course Description

Finalization of the individualized capstone projects involves a defined area of interest, completed needs assessment, literature review, goals/objectives, learning agreement, timeline, and a signed written agreement. Content expert and faculty mentor have approved the learning agreement. Topic areas of in-depth learning include one or more of the following: clinical skills, research skills, administration, program development and evaluation, policy development, advocacy, education, and leadership.

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

OTD 8985 Doctoral Capstone Experience (9)

Course Description

The doctoral capstone experience is a 14-week individualized, in-depth exposure to one or more of the following: clinical skills, research skills, administration, program development and evaluation, advocacy, education, and leadership. The student is guided by the doctoral capstone coordinator, a content expert, 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

The completion of this course requires each student to disseminate their DCEs using a poster presentation prior to graduation.

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 course work mainly delivered face-to-face at the School of Rehabilitative Sciences (9160 Guilbeau, San Antonio, TX 78250). Online content will be supported through Canvas – Learning Management System (LMS), Teams, 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

2023 ACOTE Standards

D.1.0. Doctoral Capstone

The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following areas in occupational therapy: clinical skills, research skills, administration, program development and evaluation, policy development, advocacy, education, and leadership.

The doctoral capstone consists of two parts:
• Capstone experience
• Capstone project

The student will complete a 14-week capstone experience and an individual related capstone project to demonstrate synthesis and application of knowledge gained.

The doctoral capstone coordinator will ensure all D Standards are being met.

D.1.1.

Ensure that the doctoral capstone is designed through collaboration with the student, a faculty member in the occupational therapy educational program who holds a doctoral degree, and an individual with documented expertise in the content area of the capstone.

D.1.2.

Document that the content expert is informed of the plan for and purpose of the doctoral capstone and has content expertise in the focus area.

D.1.3.

Document that the doctoral capstone is an integral part of the program's curriculum design and:

- Reflects the mission and philosophy of the program.
- Contributes to the development of in-depth knowledge in the designated area of interest.
- Includes preparation consisting of a literature review, needs assessment, goals/objectives, and a plan to evaluate project outcomes. This must be completed prior to the commencement of the 14-week doctoral capstone experience.

The doctoral capstone must be started after completion of all coursework and Level II fieldwork.

D.1.4.

Document that the process for ensuring valid written agreements between the organization and the program are in effect prior to and for the duration of the capstone experience. Ensure that there is a valid plan for the individual doctoral capstone experience that, at a minimum, includes:

- Individualized specific doctoral capstone experience objectives
- Plans for evaluation, supervision, and mentoring
- Responsibilities of all parties

The agreement must be signed by all parties.

D.1.5.

Require that the length of the doctoral capstone experience be a minimum of 14 weeks' full-time, and a minimum of 32 hours per week. This may be completed on a part-time basis as agreed upon by the organization and must be consistent with the individualized specific objectives and capstone project. This must be equivalent in length to 14 full-time weeks of at least 32 hours per week. The program must have a mechanism to document that the students meet the requirements for capstone length. Prior fieldwork or

work experience may not be substituted for this doctoral capstone experience.

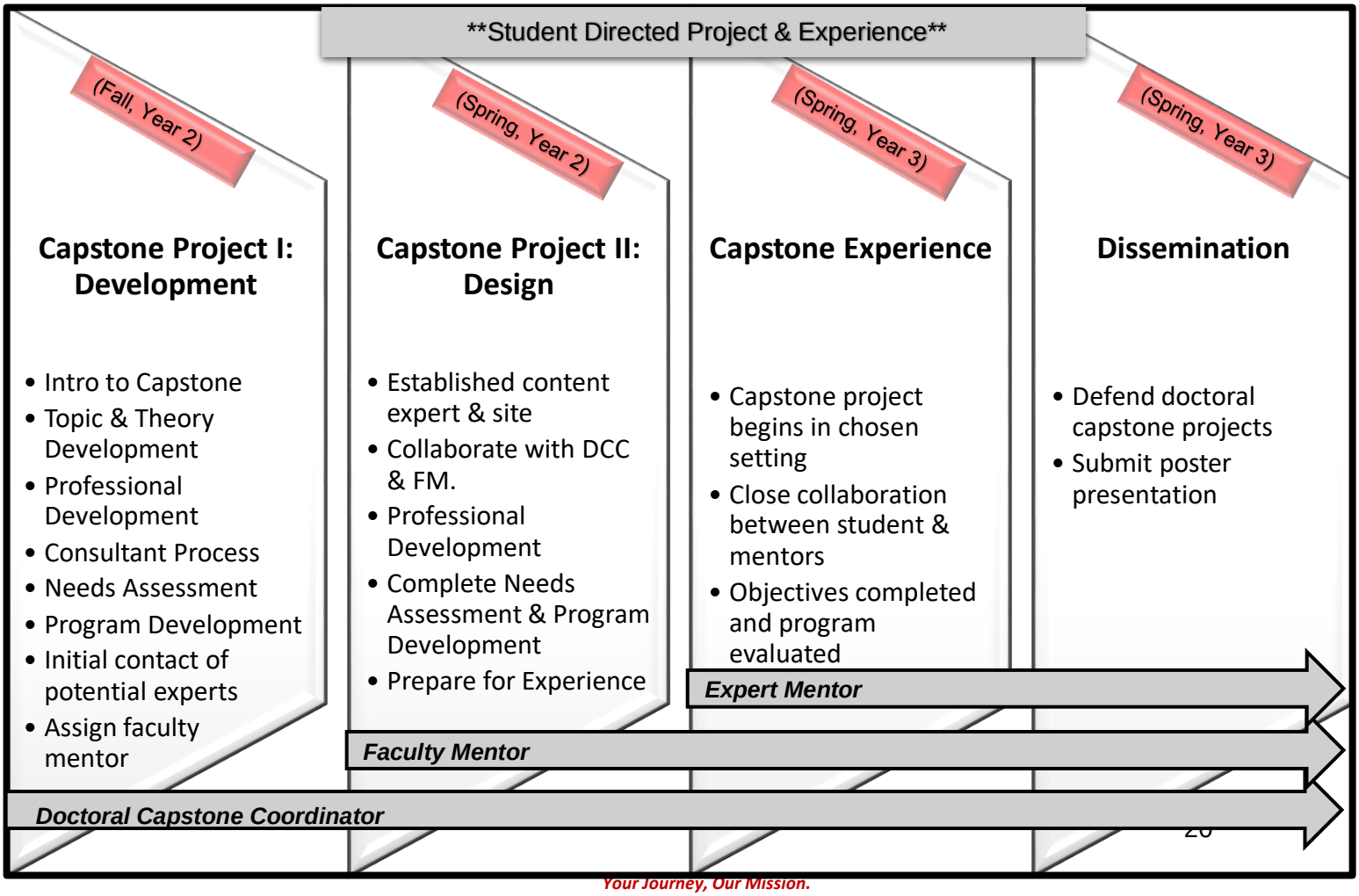
D.1.6.

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.

D.1.7.

Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral capstone.

UIW Doctoral Capstone Project Model



***Students will be expected to incorporate the University's five curricular themes: **Education, Truth, Faith, Service, & Innovation** along with mental health into their doctoral capstone projects.

OTD 7345	OTD 7355	OTD 8985
Topic Exploration	**Topic Identification***	**Topic Implementation & Analysis****
Preliminary Documents: • Brainstorming • Initial Needs Assessment • PICO Question • Annotated Bibliography • Literature Review • Purpose and Problem Statement • Theory Paper • Goals/Objectives • Topic Presentation • Selection of Faculty Mentor	Solidifying Documents: • Selection of Content Expert and Faculty Mentor • Formalized Needs Assessment • Revised Literature Review • Revised Purpose and Problem Statement • Revised Theory • Updated Goals/Objectives • Plan for Evaluation • Signed Affiliation Agreement • Signed Written Agreement • Capstone Proposal Presentation	Finalized Documents: (Submitted to Canvas) • Collaboration Form • Qualification Checklist • Doctoral Capstone Experience and Project Proposal • Signed Written Agreement • Final Capstone Report • Honors Statement (Hours Verification) • Poster Checklist • Doctoral Capstone Experience Midterm and Final
	*IRB submission will be required in this course.	**Formal Dissemination Presentation of Doctoral Capstone Project & Experience**

Length & Overview of Doctoral Capstone Experience

In Fall semester Year 2, OTD 7345 Capstone Project I: Development project includes the development of literature review, needs assessment, goals/objectives, and a plan to evaluate project outcomes as shown in the syllabus. In Spring semester Year 2, the OTD 7355 Capstone Project II: Design project will finalize the proposed literature review, needs assessment, goals/objectives, and an evaluation plan from the previous course as shown in the syllabus. All the items must be completed prior to the commencement of the 14-week doctoral capstone experience and the doctoral capstone must be started after completion of all coursework and Level II fieldwork. Evidence of completion of the capstone experience will be shown through documented hours, poster presentation of gained in-depth knowledge, self-assessment of outcomes (midterm and final), and deliverables to the site.

The Doctoral Capstone Experience will be a minimum of 14 weeks full time and a minimum of 32 hours per 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 Content Expert and must be consistent with the individualized specific objectives of the capstone project. Upon approval, the student will be permitted to work following the 14-week period for up to a total of 18 weeks. This must be equivalent in length to 14 full-time weeks of at least 32 hours per week. All hours will be documented in the EXXAT time log and a manual time log daily by the student and reviewed by the content expert weekly. The student will have the manual time log signed by the expert mentor weekly and will upload it onto Canvas once completed. The DCC will review all student hours logged into EXXAT bi-monthly. A delay in the completion of reaching all requirements can result in delayed graduation.

Travel time to and from the student's site will not count towards the required 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 written agreement will need to be completed prior to the student's arrival.
Collected hours will count only when spent with the content expert 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. The Capstone Experience must be completed within 24 months of the didactic coursework and no longer than a total of 5 years from matriculation (look in student handbook).

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 CE 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.

Valid Written Agreements and Tracking Hours

Valid Agreements

Capstone students will be paired with a content expert and organization that will meet the objectives of the Capstone Project and Experience. If there is not already a valid Affiliation agreement in place with the chosen organization, the DCC will work with the organization and the University of

the Incarnate Word to ensure an Affiliation agreement is in place prior to and for the duration of the capstone experience for the student placement. All valid Affiliation agreements will be stored in EXXAT.

Alternative plans for placement would necessitate a replication of the plan with a new written and Affiliation agreement and selection of content expert.

Affiliation Agreements for the University

An affiliation agreement for capstone student placement is a formal contract between the educational institution and a host organization that outlines the terms and conditions for student placements. The Clinical Affiliation Agreement between the University of the Incarnate Word and the designated clinical site outlines the collaboration for student fieldwork and capstone experiences in occupational therapy. The agreement details the responsibilities of both parties, including the maintenance of accreditation standards, the provision of a conducive learning environment, and the management of student assignments. It specifies the terms for the affiliation, including its duration, termination conditions, and mutual responsibilities. Both the university and the clinical site are responsible for their respective roles in student supervision, assessment, and ensuring compliance with relevant regulations and policies. The agreement also covers indemnification, confidentiality, and the resolution of disputes. The Capstone Coordinator is responsible for ensuring that all agreements related to the capstone project are valid, properly executed, and maintained throughout the project's duration. This includes verifying that agreements are in effect before the project begins and throughout its entirety, including any external entities involved.

To ensure compliance, the Capstone Coordinator performs thorough checks on all Affiliation Agreements associated with the capstone project. The Capstone Coordinator generates compliance reports for the Affiliation Agreements, which are exported from the Exxat Prism system into Excel using the “Fieldwork Site Compliance Report”. The coordinator verifies that all agreements are valid, signed by both parties, and addresses any discrepancies or issues promptly. This process ensures that all required agreements are in place and adhere to the necessary standards throughout the capstone project.

Written Agreement for the Capstone

The process for the written agreement begins with the selection of the content expert in OTD 7355 Capstone Project II. Once the content expert is selected, an Affiliation agreement will be signed by all parties along with a written agreement. The written agreement includes the doctoral capstone plan and purpose, individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. The student, faculty mentor, and DCC will collaborate with the content expert to finalize wording and expectations for completion of the written agreement. The signing of the written agreement by all parties listed above will take place no later than the end of OTD 7355 Capstone Project II: Design. The written agreement is attached. See the Student Manual, Capstone section for documentation of student, faculty mentor, DCC, and content expert roles.

The Capstone Coordinator is responsible for ensuring that all written agreements related to the capstone project are valid, properly executed, and maintained throughout the project's duration. This includes verifying that agreements are in effect before the project begins and throughout its entirety, including any external entities involved. To ensure compliance, the Capstone Coordinator performs thorough checks on all written agreements associated with the capstone project.

Tracking Hours

The student will be responsible for managing and documenting daily time. If hours are not submitted on that given date, undocumented hours are subject to forfeiture and may not be counted toward the experience. This system allows for accountability and documentation that students completed the reported number of hours at an appropriate location (with a written agreement). 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. An honors statement will be signed by all students to assure validity of documented 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 CE and relay any concerns to the DCC.

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 the capstone proposal to their classmates, OTD faculty, and first-year students. The *School of Rehabilitative Sciences* members will also be invited to attend. Capstone proposals will be completed in OTD 7355 Capstone Project II.

Annotated Bibliography & Literature Review

Using research databases and other scholarly resources, students will collect a minimum of 10 scholarly sources and will complete an annotated bibliography of each source. 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. 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.

Formal Evaluation

Completion of the OTD evaluation at midterm and at the end of the

capstone experience will serve as the formal evaluation mechanisms used for objective assessment of the student's performance. The faculty mentor and content expert will complete an evaluation form at midterm (7 weeks) and final (14 weeks). The faculty mentor and content expert will review and approve the evaluation collectively and sign with the OTD student. The Capstone Experience outcomes and student hours on EXXAT will have final approval and verification by the DCC. The student is accountable for reporting issues throughout the capstone experience in a timely manner to the content expert, faculty mentor, and DCC. The DCC will provide final approval and verification for the Capstone Experience outcomes and student hours recorded on EXXAT. The DCC will utilize detailed grading rubrics to objectively assess the capstone project at two key points: prior to the students commencing their capstone experience and upon its completion. The rubrics will evaluate various aspects of the project, ensuring a comprehensive assessment of both the planning and execution phases of the capstone.

Program Evaluation

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 requirements 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.

Defined Roles & Responsibilities

Content Expert

Students must select a CE that has demonstrated and documented expertise within the targeted population or project area. The student's area of interest will help guide the assignment of the content expert. The CE will be the person who will supervise and guide the student onsite throughout the implementation of the doctoral project. The content expert will be assigned by the end of OTD 7355 Capstone Project II: Design.

The CE will:

- Provide an updated CV or resume that includes a list of their credentials, qualifications, and content area expertise. (The CE 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.
- Reivew submitted hours using the manual time log at the end of each week and will assist with grading the final capstone portfolio. (The CE 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

The faculty mentor will work for the educational program and hold a doctoral degree. The responsibility of the faculty mentor is to have a thorough understanding of the capstone process and provide guidance to the student(s). The faculty mentor will be assigned by the end of OTD 7345 Capstone Project I: Development.

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:

- Verify the content expert's credentials and expertise in the chosen area prior to pairing with the student.
- Be responsible for final approval of the content expert.
- Obtain signed written agreements and affiliation agreements once completed and acquire additional signed documents from sites if applicable, including facility access letters.
- Contact capstone sites and Context Experts 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.
- Incorporate the UIW core values of faith, service, innovation, truth, and education as well as mental health into the capstone project.
- Contact sites and content experts with guidance from the DCC and ensure the content expert is informed about the doctoral capstone's plan and purpose.
- Develop appropriate and realistic outcome measures, individualized specific learning objectives, plans for supervision, 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, CE, and DCC.
- Submit hours into EXXAT and a manual time log each week, initiate weekly consultations with the CE, initiate bimonthly consultations with the FM, complete assignments 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, 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 CE explicitly requests that the student wear 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 CE 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 CE 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 CE.
- 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 Site Requirements

Students must upload immunizations 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 CE during the OTD 7355 Capstone Project II: Design course. The recommended time frame after the initial confirmation of the CE 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 CE (based on the agreement between the CE and the student).

Weekly/Bi-monthly Mentor Consultations

During the Doctoral Capstone Experience, it is the student's responsibility to contact both their CEs and FMs to set up formalized consultations. Students should meet weekly with their CEs and at minimum twice a month with FMs. Consultations can be completed in person, virtually (i.e., Teams), 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 CE and FM to provide an outline for discussion and will submit the final forms onto Canvas.

Doctoral Capstone Dissemination

Students are required to create and present formally a scholarly research poster presentation that highlights the major components of the capstone project and experience. The poster presentation will synthesize the in-depth knowledge of the focused area of study and experience gained. Posters are expected to be 24" by 36" in size (if required to be printed). The program will host a doctoral capstone poster presentation at the completion of the Capstone Experience for project dissemination. These formal presentations will be accessible both in person and online to encourage participation from internal and external attendees, including capstone site representatives, undergraduates interested in health science research, and community organizations. First and second year OTD students are required to participate in the dissemination of the formal presentations. 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 synthesize in-depth knowledge in the student's focused area of study. It 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 2023 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: DATE:
Signature:

FACULTY MENTOR: DATE:
Signature:

PROGRAM DIRECTOR: DATE:
Signature:

DOCTORAL STUDENT: DATE:
Signature:

APPENDIX C

DOCTORAL CAPSTONE WRITTEN AGREEMENT

University of the Incarnate Word
Doctoral Capstone Experience (DCE)
Written Agreement

Title of the Doctoral Capstone Experience:_____

Primary Area of Specialization: _____

Secondary Area of Specialization if applicable: _____

Doctoral Capstone Experience Team

OTD Student:
Doctoral Capstone Coordinator: Mica Rutschke, DHA, MSOT
Faculty Mentor:
Qualifications of the Faculty Mentor:
Name of Site, Address, and Phone Number:
Primary Content Expert: Name, Title, Phone Number, and Email Address:
Qualifications of the Content Expert (also attach CV or resume and provide any certifications):

Doctoral Capstone Experience and Project Purpose (evidence from literature is required:)

Doctoral Capstone Experience and Project Individualized Goals, Objectives, and Timeline: **Goals:** (Specifically outlines what the student will accomplish/desired result at the end of the capstone.) **Learning Objectives:** (What is the desired learning outcome or what is expected to be learned by the end of the Capstone.) **Deliverables:** (what tangible or intangible product/service will be produced as a result of this project.) **Timeframe** (Expected timeframe of completion.) **Learning objectives and outcomes measures will use the SMART format for goal writing.
Plan for Evaluation, Supervising, and Mentoring:
Doctoral Capstone Experience Responsibilities of All Parties:
Doctoral Capstone Coordinator will demonstrate at a minimum (not limited to the following): • Verify the content expert's credentials and expertise in the chosen area prior to pairing with the student. • Be responsible for final approval of the content expert. • Obtain signed written agreements once completed and acquire additional signed documents from sites if applicable, including facility access letters. • Contact capstone sites and Context Experts 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. • Additional responsibilities: **Faculty Mentor** will demonstrate at a minimum (not limited to the following): • 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.
- Additional responsibilities:

Capstone Student will demonstrate at a minimum (not limited to the following):

- Design a project and experience that is meaningful and addresses an identified need for a specific person, group, and/or community.
- Incorporate the UIW core values as well as mental health into the capstone project.
- Contact sites and content experts with guidance from the DCC.
- Develop appropriate and realistic outcome measures, individualized specific learning objectives, plans for supervision, 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, CE, and DCC.
- Submit hours into EXXAT each week, initiate weekly consultations with the CE, initiate bimonthly consultations with the FM, complete assignments 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, housing, and project cost unless able to obtain funds from facility or other sources).
- Additional responsibilities:

Content Expert will demonstrate at a minimum (not limited to the following):

- Provide an updated CV or resume that includes a list of their credentials, qualifications, and content area expertise. (The CE 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.
- Reivew submitted hours using EXXAT at the end of each week and will assist with grading the final capstone portfolio. (The CE 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.) ● Additional responsibilities:
Statement of planned dissemination of the final culminating project:
Authorship agreement between the Student, Content Expert, and Faculty Mentor (note; materials developed for the site (ie handouts, program protocols…) by the student are the property of the site unless otherwise noted):

Signatures noting understanding and agreement to the above statement of responsibilities:

OTD Student:_____Date: _____

Content Expert: _____ Date: _____

Faculty Mentor: _____ Date: _____

Doctoral Capstone Coordinator: _____ Date: _____

Program Director: _____ Date: _____

**Modified with permission from Abilene Christian University's OTD written agreement form.

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) is 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 14 weeks full time, and a minimum of 32 hours a week in accordance with University of the Incarnate Word's OTD Doctoral Capstone Manual.

"I, _____, sign this honor statement.

_____ _____

Signature Date

_____

Honor Statement Verification

Statement of hour completion with a minimum of 14 weeks full time, and a minimum of 32 hours a week.

Example: *"I, Susan Smith, completed a total of 500 hours at Baptist Health."*

Honor Statement:

_____
_____
_____
_____
_____
_____
_____
_____

_____ _____

Signature Date

APPENDIX G

OTD 8985 DOCTORAL CAPSTONE POSTER CHECKLIST

Student Name: _____

Student Topic: _____

Required Components of Poster	**Check ✓**
Project Title	
Mission/Vision Statements	
Annotated Bibliography/Literature Review	
Needs Assessment	
Project/Experience Description	
Results/Evaluation	
Scholarly writing, APA 7th 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 responsibilityto 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 therapyprogram 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 andagree 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, DHA, MSOT
Director of Capstone
Phone (day): 210-283-6989

UIW OT Office: – Phone: 210-283-6462

APPENDIX J

RECORD OF WEEKLY/MONTHLY CONFERENCE

STUDENT: DATE:

Content Expert or Faculty Mentor:

WEEK OF CAPSTONE EXPERIENCE:

STUDENT'S REVIEW OF THE WEEK:

CONTENT EXPERT OR FACULTY MENTOR'S REVIEW OF THE WEEK:

FEEDBACK TO THE CONTENT EXPERT OR FACULTY MENTOR:
(Supervision, Communications, Feedback)

GOALS FOR THE UPCOMING WEEK:

Student Signature:_____

Content Expert or Faculty 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 Skills**

2. **Research Skills**

3. **Administration**

4. **Leadership**

5. **Program Development and Evaluation**

6. **Policy Development**

7. **Advocacy**

8. **Education**

APPENDIX L

University of the Incarnate Word
Doctoral of Occupational Therapy

Doctoral Capstone Experience: OTD Student Evaluation
Midterm and Final

Focus Area/Areas for DCE: _____

INSTRUCTIONS:
The Content Expert will complete this evaluation form at midterm (7 weeks) and final (14 weeks). The Content Expert 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:** **Content Expert Signature:**	Please evaluate the effectiveness of the student's performance relative to the individualized goals objectives. **Midterm Summary Statement:**
Date: **Midterm Score:** **Student Signature:** **Content Expert 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: _____

Content Expert Signature: _____

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: _____

Content Expert Signature: _____ Date: _____

Doctoral Capstone Coordinator Signature: _____ Date: _____

APPENDIX N

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

OTD Student:
Content Expert:
Doctoral Capstone Site:

INSTRUCTIONS: The OTD Student will complete this evaluation form at the completion of the 14-week experience. The Content Expert 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 Content Expert was accessible and available.	1	2	3	4	5	
2. My Content Expert communicated regularly with me.	1	2	3	4	5	
3. My Content Expert's behavior and attitude are an example of professionalism.	1	2	3	4	5	
4. My Content Expert 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 Content Expert reviewed written work in a timely manner.	1	2	3	4	5	
7. My Content Expert made specific suggestions to improve my performance.	1	2	3	4	5	
8. My Content Expert provided clear performance expectations.	1	2	3	4	5	
9. My Content Expert sequenced learning experiences	1	2	3	4	5	

to grade progression.						
10. My Content Expert used a variety of instructional strategies. List those used:	1	2	3	4	5	
11. My Content Expert identified resources to promote student development.	1	2	3	4	5	
12. My Content Expert 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 Minimal				Excellent	Comments
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:

Content Expert 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 content expert 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