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College of Nursing
and Health Sciences

UVM DOCTOR OF OCCUPATIONAL THERAPY PROGRAM DOCTORAL CAPSTONE HANDBOOK

UNIVERSITY OF VERMONT

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Introduction to the capstone project

As part of the University of Vermont (UVM) entry-level Doctor of Occupational Therapy (OTD) program, students will complete a comprehensive doctoral capstone project. The purpose of the comprehensive doctoral capstone project is for each student to perform an in-depth exploration of a chosen concept. The concept may be related to clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, or education. The doctoral capstone project can be viewed as having three components: A scholarly written paper, an experiential learning component, and public dissemination.

Scholarly written component

The written component of the comprehensive doctoral capstone project begins in the third semester of the program when students start the didactic portion of the capstone coursework. There are a total of three didactic capstone courses (OT 7600, OT 7610, OT 7620) that afford students the opportunity to write significant portions of the capstone written project. The written component of the capstone project includes the following:

- comprehensive, evidence-based literature review
- needs assessment
- goals and objectives
- description of the implementation or the experiential learning component
- reflection of the implementation
- assessment of the experience

ACOTE standard D1.3

Experiential learning component

The experiential learning component is known as the Doctoral Capstone Experience and involves working with a capstone site mentor for 14-week and a minimum of 32 hours a week. During this time, the student is absorbed in the capstone experience, working closely with the capstone site mentor to master or meet the goals and objectives defined during the capstone didactic courses. Ideally, this is completed on a full-time basis, but it may be considered on a part-time basis. If a student wishes to complete this portion on a part-time basis, permission must be obtained from the Capstone Coordinator. Prior fieldwork or work experience may not be substituted.

ACOTE standard D1.5

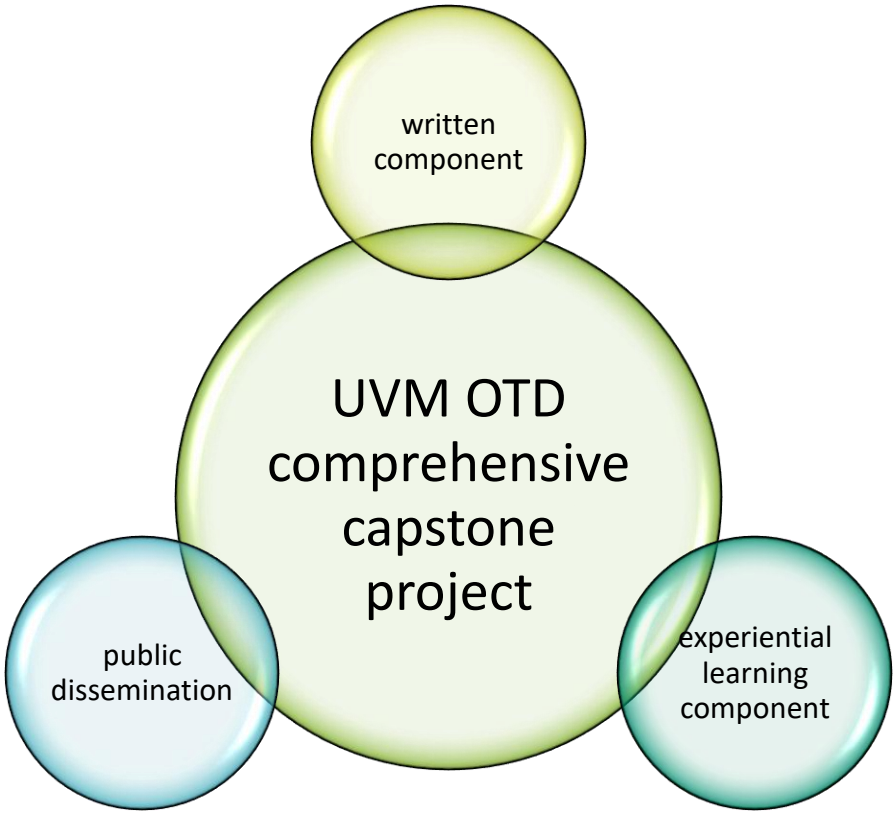
Public dissemination

Upon completion of the scholarly written component and the experiential learning component, students will disseminate their capstone in a public venue. The public venue will be individual and determined by the Capstone Coordinator, faculty mentor, and capstone mentor.

ACOTE standard D.1.6

Refer to Figure 1 for a schematic of the UVM OTD capstone project

Figure 1. Schematic of UVM OTD comprehensive capstone project components



Members of the capstone team

While guiding students through the capstone process is the primary role of the Capstone Coordinator, it is a collaborative process led by the Capstone Coordinator and the student, with full support from the OTD Program Director, OTD faculty, and community partners. Each capstone project will have a capstone committee consisting of three members: The Capstone Coordinator, a faculty mentor, and a capstone mentor.

Capstone Coordinator

The UVM OTD Capstone Coordinator helps guide UVM OTD students through the process. Primary roles:

- Teach all capstone courses and grade final version of assignments for all capstone courses
- Assist with formulation of the capstone proposal
- Assist with identifying a capstone site mentor and faculty mentor providing guidance on how to correspond with the faculty and site mentor
- Provide faculty mentor and site mentor training/oversight
- Develop faculty mentor curricula and monitor compliance for Capstone II and Capstone III courses
- Assist with drafting needed Memorandums of Understanding
- Aid students with creating capstone experience objectives that integrate the goals and themes of the UVM OTD program and align with the program's mission and vision
- Ensure student designed capstone experience aligns with individual objectives
- Aid students with designing outcomes measures specific to each capstone project
- Ensure capstone process is in compliance with accrediting body
- Guide the student with appropriate avenues for public dissemination of the capstone project

Faculty mentor

The second committee member will be a UVM faculty mentor or Adjunct Faculty with expertise in the capstone topic, though in some cases, the Doctoral Capstone Coordinator may serve in a dual role given the DCC's area of expertise. In this scenario, students will then only have 2 members on the committee. Primary roles:

- Serve as a content expert as it relates to evidence in the chosen area
- Regularly meet with their assigned OTD students to discuss and review capstone project assignments including student's literature review, needs assessment, written agreement, and assist with developing goals and objectives for Doctoral Capstone Experience with site mentors.
- Ensure capstone project is scholarly and contributes to knowledge in the field
- Guide the student with appropriate avenues for public dissemination of the capstone project

Capstone mentor

The third committee member can be an individual within our outside of the UVM community. This member will be an expert in the capstone topic and is considered the capstone mentor. The capstone mentor will be asked to submit a CV, and the CV will be reviewed by the Capstone Coordinator to ensure the individual has expertise consistent with the student's capstone project content. The student will work closely with the capstone mentor during the capstone experience portion of the capstone project. Primary roles:

- Provide supervision during the capstone experience (14 weeks, minimum of 32 hours per week)
- Assist with the evaluation of the capstone experience
- Guide the student with appropriate avenues for public dissemination of the capstone project

ACOTE standard D1.1

Student

The student is at the center of the capstone process. Each capstone project is based on each student's interest in a topic. Students are responsible for many aspects of the capstone project. The primary role is responsibilities of the student is to:

- Successfully complete all capstone courses, which work to guide the student's capstone project
- Successfully defend the capstone proposal
- Identify and complete necessary, site-specific paperwork. This may include but is not limited to MOUs, IRB, etc.
- Collaborate with Capstone Coordinator and faculty mentor to identify (1) a site for the capstone experience, (2-3) individualized specific goals and objectives, and (3) plans for supervision, ensuring the supervisor's area of expertise matches the student's capstone project and this is verified PRIOR to the onset of the doctoral experience.
- Arrange for housing and transportation as it relates to the capstone experience
- Maintain communication with the Capstone Coordinator and faculty mentor
- Complete all student requirements for the capstone experience site, including but not limited to background check, health requirements, etc.
- Successfully disseminate results of the capstone project
- Provide constructive feedback related to the capstone experience site
- Address letters of appreciation to all individuals that assisted significantly in the capstone project

ACOTE standard D.1.1

Guiding principles of the UVM OTD program

All UVM OTD capstone projects will adhere to the guiding principles of the UVM OTD program.

UVM mission and vision

The mission of UVM is to *"create, evaluate, share, and apply knowledge and to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct."*

The vision of UVM is to *"be among the nation's premier research universities with a comprehensive commitment to a liberal arts education, environment, health, and public service."*

College of Nursing and Health Sciences mission and vision

The UVM entry-level OTD program is housed in the College of Nursing and Health Sciences (CNHS). The mission of CNHS is to *"prepare graduates who lead and collaborate with stakeholders across disciplines to foster exemplary interprofessional, compassionate, and family-centered services and create use knowledge that contributes to the health and wellness of individuals, communities and society."*

The overarching CNHS vision is to *"improve health and wellness through education, community services, and research."* There are three components to this vision statement.

1. *Education: To provide a high-quality, effective educational environment for students, faculty, staff and other community stakeholders that leads to excellent measurable outcomes.*
2. *Research: To create an environment for research that translates evidence to practice.*
3. *Services: To support the UVM campus and community through services in health-related arenas and partners with key constituents to provide pathways for practice that meet community health care needs.*

UVM OTD program mission and vision

The UVM OTD program's mission and vision align with the CNHS mission and vision and aligns with the American Occupational Therapy Association's 2030 Vision statement: Enriching life for ALL individuals and society through meaningful engagement in everyday activities.

The mission of the UVM OTD program is to *"blend the art and science of the occupational therapy profession and produce evidence-based occupational therapists and leaders rooted in science, who are creative, innovative, scholarly thinkers, able to deliver and advocate for services that will improve the health, wellbeing, and quality of life for those served."*

The vision of the UVM OTD program is to *"become leaders in the field of occupational therapy through research, scholarly activity, innovation, and exemplar teaching, and promote health and wellness by ensuring people are able to engage in life at their desired capacity."*

UVM OTD program teaching philosophy

To accomplish the mission and vision, we believe that it is important to create an educational setting that is rigorous and steeped in science and evidence, yet supportive, forward-thinking, and flexible to accommodate for individual learning styles and allow all students to flourish. It is our belief that adults learn through a variety of methods, and thus it is important to ensure that our program offers a variety of learning opportunities so all students can meet their maximum potential. Overall, our program has a developmental approach to learning, and we believe that core concepts must be understood before deeper levels of critical thinking and analysis can occur. For that reason, most of our core concepts are taught early in the program and then woven through the curriculum at later stages allowing for synthesis, analysis,

and critical thinking to occur. We also believe that people learn through experience and reflection, and thus community-based, experiential learning opportunities with reflection components are woven throughout the program. Finally, we believe that students learn best in a supportive yet challenging environment, where individualized, constructive feedback is utilized to promote individual growth. These adult learning beliefs are at the foundation of the philosophical beliefs of the UVM OTD program.

Guiding professional behaviors in the UVM OTD program

The UVM OTD program expects professional and respectful communication throughout the entire program. We believe in the following guiding principles.

1. We respect each other, recognizing that we all have differences, and that diversity is embraced
2. We listen with compassion and listen to understand, recognizing that by doing so, it helps us support each other
3. We do our best and assume others are doing their best
4. We strive to be present
5. We value the fun in learning and teaching
6. We encourage open and respectful communication to problem solve when improvements are needed
7. We believe all concepts are worth considering, and 'NO' should not be an automatic answer

Curricular goals

To achieve the mission and vision of the program, and adhere to its philosophy, the following curricular goals are threaded throughout the curriculum.

Curricular Goal 1: Develop innovative and effective, occupation-based and evidence-based practitioners

Demonstrate the ability to critique, synthesize, and integrate science and technology into the art and practice of occupational therapy to enhance occupational performance for all clients.

Curricular Goal 2: Develop leaders and advocates

Articulate the complexities of issues affecting health, wellness, and quality of life, and lead and advocate for the benefits of occupational satisfaction for individuals, communities, and society.

Curricular Goal 3: Develop compassionate, inclusive, and collaborative practitioners

Recognize therapeutic use of self and capitalize on strengths while embracing challenges to become a compassionate practitioner who is collaborative with professionals and clients across all sectors of healthcare and society, recognizing accessibility, equity and diversity needs.

Curricular threads

To meet these curricular goals (CG), the following curricular threads are woven through the program. Each curricular thread is addressed every semester through a variety of classes.

Basic science: Students will demonstrate the ability to link basic science concepts throughout a variety of clinical scenarios to justify various treatment approaches. (CG1)

Evidence-based practice: Students will develop critical thinking and problem-solving skills as they explore translating knowledge into evidence-based practice and occupation-based, client-centered care. (CG1)

Innovation: Students will learn to explore client solutions by incorporating innovative, creative thinking principles to real-world issues that limit desired participation, whether it is due to physical, cultural, cognitive, or societal barriers. (CG1)

Leadership: Students will recognize their leadership strengths and challenges and learn how to maximize their skills to advocate for all clients and for the profession. (CG2)

Compassion: Students will explore their own therapeutic use of self in various settings as they recognize how their own strengths and challenges can be used when working with clients to achieve maximum therapeutic potential. (CG3)

Interprofessional: Students will collaborate with professionals across all sectors of healthcare and society to design, deliver, and advocate for humanistic, high-quality occupation-based care to enhance participation in desired activities. (CG3)

Progression of capstone project

Students will start their individual capstone exploration in their third semester in the program, and continue to develop their individual ideas in the fourth and fifth semesters. This gradual progression of the capstone project allows for the development of individual, in-depth knowledge in the student's desired area. The flow of the capstone courses throughout the OTD curriculum can be viewed in Figure 2.

ACOTE standard D.1.3

Figure 2. UVM Entry-level OTD curriculum with capstone course

UVM entry-level OTD curriculum					
FIRST YEAR IN PROGRAM					
Fall semester		**Credits**	**Spring semester**		**Credits**
OT 7100: Foundations for OT practice		2	OT 7250: Older adults as occupational beings		6
OT 7110: Functional anatomy		4	OT 7200: Therapeutic interventions		3
OT 7120: Movement and occupational performance		3	NSCI 6020: Neuroscience		3
OT 7140: Psych & MH infl on occ		3	OT 7240: Visual, cog, percept		3
OT 7180: Activity analysis		3			
Total credits		**15**	**Total credits**		**15**
Summer		**Credits**			
OT 7700: Fieldwork – Level I didactic		1			
OT 7701: Fieldwork – Level I experiential		1			
OT 7350: Cultural immersion		2			
OT 7600: Capstone I		2			
OT 7370: Research I		2			
Total credits		**8**			
SECOND YEAR IN PROGRAM					
Fall		**Credits**	**Spring**		**Credits**
OT 7450: Young adults as occupational beings		6	OT 7550: Children as occupational beings		3
OT 7480: Designing creative therapeutic interventions		2	OT 7590: Becoming a life-long practitioner and learner		2
OT 7400: Teaching and advocacy		2	OT 7560: Living life to the fullest		3
OT 7470: Research II		2	OT 7570: Research III		2
OT 7460: School-based pediatric practice		3	OT 7580: OT practice management		3
OT 7610: Capstone II		1	OT 7620: Capstone III		1
Total credits		**16**	**Total credits**		**14**
Summer		**Credits**			
OT 7710: Fieldwork – Level IIA		6			
Total credits		**6**			
THIRD YEAR IN PROGRAM					
Fall		**Credits**	**Spring**		**Credits**
OT 7720: Fieldwork – Level IIB		6	OT 7630: Capstone IV Didactic		2
			OT 7631: Capstone IV Experience		5
			OT 7880: Professional preparation		1
Total credits		**6**	**Total credits**		**8**
Total credits for OTD = 88					

Sequence of capstone courses

In the first capstone course (OT 7600), students will be introduced to Boyer's four areas of scholarship: Scholarship of Discovery, Scholarship of Integration, Scholarship of Applications, and Scholarship of Teaching. Students will analyze these four areas and articulate ways to utilize this knowledge to design their capstone project. Students will also begin exploring contemporary roles of OT and potential projects that fill a gap or need at the individual, community, or population level. Students will learn about needs assessments in this initial course to prepare for Capstone II. Students will work primarily with the Capstone Coordinator during this initial development stage.

In the second capstone course (OT 7610), students will search the evidence to find supporting literature as it relates to the initial capstone idea. Students will critique the evidence to identify quality research and then synthesize and integrate that evidence into a comprehensive literature review. Quantitative and qualitative literature will be critiqued. Students will also conduct a needs assessment. It is at this point in the process that students work with the Capstone Coordinator to create their capstone committee. Faculty with expertise in the capstone area of interest will be asked to serve on the capstone committee and serve as the faculty mentor. During this class, students will also work with the Capstone Coordinator to explore potential sites for the capstone experience, identify the Doctoral Capstone Experience Site Mentor at that site, develop a Memorandum of Understanding if necessary, and confirm if IRB is necessary. The Doctoral Capstone Experience Site Mentor will serve as the third committee member.

In the third capstone course (OT 7620), students will complete and defend their capstone proposal. The capstone proposal will include the following: The literature review, needs assessment, supporting evidence, goals/objectives, implementation plan, and an evaluation plan. All committee members will be involved in the final development of the capstone proposal. Students must successfully defend their capstone proposal to the committee.

OT 7630

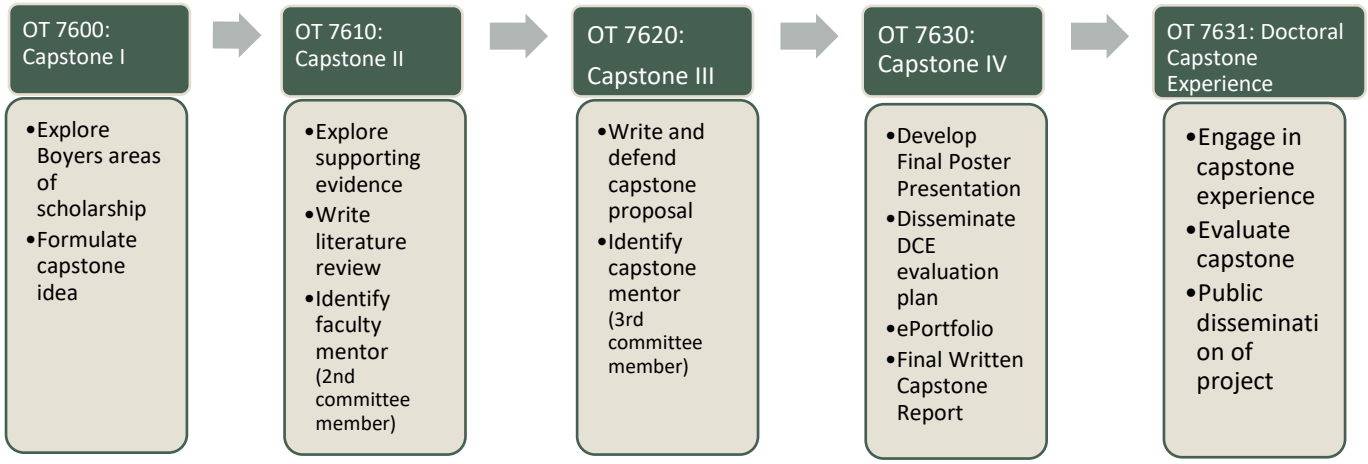
This course runs in parallel to the Doctoral Capstone Experience. Students complete the required written doctoral capstone project, complete their e-portfolios, create and present posters from their doctoral capstone experience, and disseminate their doctoral work. This course is online.

OT 7631

Capstone experience is required for all entry-level OTD program students. Students will work with their Capstone Experience Site Mentor to implement and evaluate their capstone project. Most students will be off campus for their capstone experience. Runs in parallel with the didactic coursework of OT 7630.

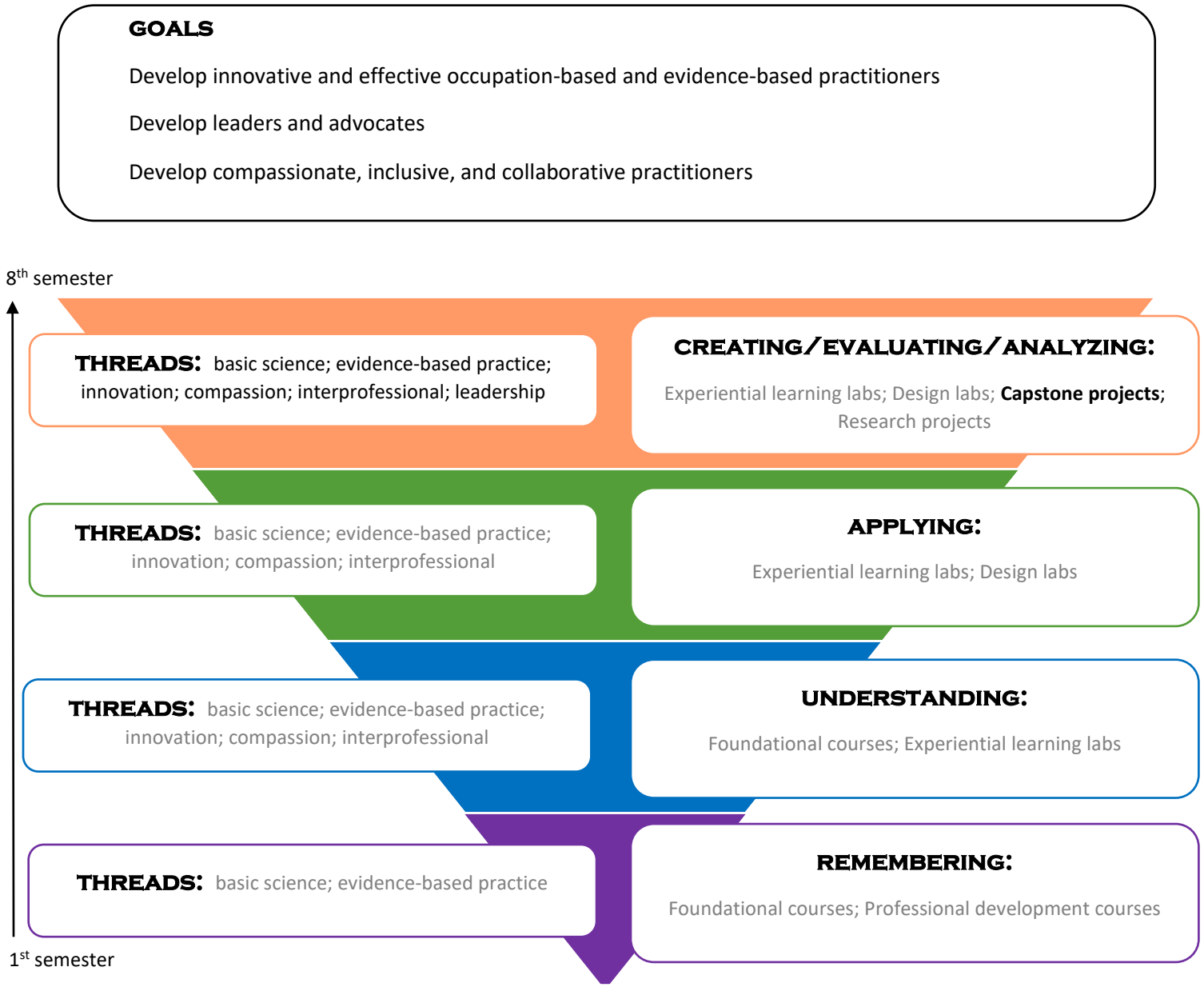
ACOTE standard D.1.3

Figure 3. UVM OTD capstone process



The capstone courses are integrated throughout the UVM OTD curriculum and represent areas in the curriculum where higher areas of Blooms Taxonomy of learning are utilized. Refer to Figure 4.

Figure 4. Relationship of Capstone courses to UVM OTD courses, goals, and threads to Blooms Taxonomy



ACOTE standard D.1.3

Experiential Plan and Written Agreements for Doctoral Capstone

During the second capstone course, students will work with the Capstone Coordinator to develop experiential plans and written agreements with site mentors and identify if a Memorandum of Understanding (MOU) is necessary to complete the capstone experience. In situations where MOUs are necessary, the student will work with the UVM legal department and the proposed capstone experience site to develop the MOU. Specific objectives, supervision and mentoring, and responsibilities of all parties will be outlined in the MOUs and will be specific to each individual project. The MOUs will be signed by all necessary parties.

ACOTE standard D1.4

Relationship to Level I and Level II Fieldwork

The capstone experience is separate from fieldwork experiences. No part of Level I or Level II fieldwork may be substituted for the capstone experience.

ACOTE standard D1.5

Policies and procedures

Absences

The capstone experience must be a minimum of 14 weeks and a minimum of 32 hours per week. In the case of an absence, the student will need to make up for the missed time. The student must work with the Capstone Coordinator and the doctoral Capstone Experience Site mentor to make up the time and ensure all goals and objectives are met.

ACOTE standard D1.5

Accommodations for students with disabilities

The Student Accessibility Services (SAS) provides services and accommodations to all UVM students who have current documentation of a disability. It includes but is not limited to assistance with walking, talking, learning, hearing, or seeing. The SAS Office is located at A170 Living Learning Center. Their web address is: https://www.uvm.edu/academicsuccess/student_accessibility_services

Authorship

Public dissemination of the capstone project is expected in the UVM OTD program. Because the capstone projects involve feedback from multiple individuals, it is important that authorship is discussed early in the process and that individual's contribution to the project is acknowledged. Authorship and order of authorship will be discussed in the OT 7620 class, and all contributing members will be asked to sign the Authorship Acknowledgement Form.

Choosing the doctoral capstone experience site

Students will work closely with the Capstone Coordinator and faculty mentor to identify potential sites for the capstone experience. Sites will be explored on an individual basis based on the capstone project topic. Exploration will begin in the first capstone course and must be finalized by the third capstone course. Students will utilize the Capstone Experience Worksheet as a guide to create their capstone experience.

Communication with prospective capstone experience site

The Capstone Coordinator initiates all communication with prospective capstone experience sites. This is not the responsibility of the student. Once the initial communication has occurred and the site is established, the student can begin communication with the site. The Capstone Coordinator will inform the student when this direct correspondence can start.

ACOTE standard D1.5

Evaluation of capstone courses

Capstone courses are graded according to grading policies in the UVM OTD program. Rubrics for all assignments are included with each course syllabus.

Evaluation of capstone experience

The capstone experience is pass/fail based on whether the student met the goals and objectives of the experience. The student will work with the Capstone Coordinator and the Capstone Experience Mentor to devise the capstone experience goals and objectives, as well as evaluation methods. The capstone experience grading criteria is individual and will vary according to each student's project. The evaluation method will be included as part of the final capstone project.

ACOTE standard D1.7

Evaluation of capstone project

The capstone project includes a written component, a public dissemination component, and the capstone experience component. Students will receive a letter grade for the entire capstone project. This letter grade will be associated with OT 7630 course. A detailed rubric related to the capstone project will be provided to the students as part of the OT 7630 course.

ACOTE standard D.1.6

Holidays

When students are doing their capstone experience, they are to be on-site when the facility is open. If students request time off for a religious holiday, the request must be submitted to the Capstone Coordinator and the Doctoral Capstone Experience Site Mentor prior to the start of the capstone experience. The timeframe for the capstone experience will be adjusted to accommodate any time off.

Length of doctoral capstone experience

The doctoral capstone experience is expected to be full-time, for a total of 14 weeks with a minimum of 32 hours a week unless your site mentor (MOU) agreement indicates greater than 32 hours a week. The student's "on-site" hour requirement is dependent on the goals and objectives of the written doctoral capstone experience which the student and the DCE site mentor signed. Students must document independent study and time spent on their capstone project activities on a weekly basis and have this log signed by OTD student and Doctoral Capstone Experience Site-Mentor.

Problems during doctoral capstone experience

If problems arise during the doctoral capstone experience, the student must be in full communication with the Capstone Coordinator and the Program Director to discuss the issue. Problem solving solutions will be a collaborative effort between the student, the capstone mentor, the Capstone Coordinator, and the Program Director. Students are allowed to repeat their capstone experience at another location if agreed upon by the student, capstone mentor, Capstone Coordinator, and Program Director. Students are allowed only one opportunity to retake their capstone experience. If students fail the capstone experience a second time, they will be dismissed from the program.

Withdrawal

Withdrawing from the agreed upon Doctoral Capstone Experience site without prior discussion with the Capstone Coordinator, Program Director, and Capstone Experience Site Mentor is viewed as a serious infraction of professional ethics and may result in termination from the program.

Writing style

All documents are expected to be written according to the American Psychological Association (APA) Style, 7th edition. Some exceptions can be made if publication is expected to be in a journal with a different writing style.

Appendix A: Author Agreement Form

Author Agreement Form

Title of project or study: Click or tap here to enter text.

Year: Click or tap here to enter text.

Description of project or study: Click or tap here to enter text.

Please check the appropriate box. This project is part of…

☐	The OTD capstone project
☐	A student-led research project
☐	Other Click or tap here to enter text.

All parties that have significantly contributed to this project will achieve consensus about authorship, including who will be considered and the order of the authors. Individuals to be considered are people who played a role in conceptualization of the project or study, design of the project or study, data analysis, interpretation, writing or major editing of the project or study. All authors will agree upon time limits for the project or study. These time limits can be renegotiated as circumstances dictate. All authors must agree to the renegotiated time limits.

If the first author has not progressed the project or study, and if the project or study has remained stagnant for 6-months, the second author retains the right to take the lead on the project, revise the Author Agreement Form, and move the project forward. If the second author declines to take ownership, the next author in line will be given the opportunity until all authors are exhausted.

We agree to the list of authors, order of authors, and right of the authors to assume ownership of the project or study if the first author does not progress the project in a timely manner.

Printed Name

Signature Date

Printed Name

Signature Date

Printed Name

Signature Date

Printed Name

Signature Date

Printed Name

Signature Date

Printed Name

Signature Date

Printed Name

Signature Date

Appendix B: UVM OTD Capstone Project Worksheet

UVM OTD Capstone Project

Utilize this worksheet to help you formulate your UVM OTD Doctoral Capstone Project.

Student name: Click or tap here to enter text.

To start the process, think about general areas of interest. What areas would you like to explore in-depth? Check all that apply.

☐	Clinical practice skills
☐	Research skills
☐	Administration
☐	Leadership
☐	Program and policy development
☐	Advocacy
☐	Education

Describe your interest in these areas.

Click or tap here to enter text.

After you have spent time thinking about your interest areas, take time to discuss your ideas with the Capstone Coordinator.

UVM OTD Capstone Project Worksheet

Student name: Click or tap here to enter text.

Create a working title of the capstone project (this can change): Click or tap here to enter text.

As you think about your working title, think about faculty that has expertise in your interest area.

Potential faculty mentor name: Click or tap here to enter text.

Potential faculty mentor name: Click or tap here to enter text.

Potential faculty mentor name: Click or tap here to enter text.

Work with the Capstone Coordinator to discuss how these potential faculty mentors align with your DCP. The DCC will reach out to the potential faculty mentor to ask if he/she/they are in agreement to formally be the faculty mentor and as a result, the 2nd committee member. Ensure the individual signs the Capstone Project Committee Form. Submit this signed form to the Capstone Coordinator.

Once you have identified your faculty mentor, group and/or individual meeting times with your faculty mentor should be arranged to start identifying a potential capstone mentor and capstone experience site. Once potential site mentors are identified, a meeting should be set up with the Capstone Coordinator to initiate communication with the potential Doctoral Capstone Experience Site Mentor. The Capstone Coordinator will need to be involved to determine if initial contact should be completed by the capstone coordinator or student or faculty mentor pending existing relationships and UVM MOUs.

Student name: Click or tap here to enter text.

Working title of the capstone project (this can change): Click or tap here to enter text.

Capstone mentor name: Click or tap here to enter text.

Capstone mentor affiliation and site for capstone experience: Click or tap here to enter text.

Once this individual has agreed to serve as the capstone mentor and thus the 3rd committee member, ensure the individual signs the Capstone Project Committee Form. Submit this signed form to the Capstone Coordinator.

Describe how this site meets student-led goals for the capstone project.

Click or tap here to enter text.

Check all that are required for the capstone project.

☐	IRB
☐	MOUs
☐	Other. Please specify. Click or tap here to enter text.

Appendix C: Sample DCE written agreement (MOU)

College of Nursing and Health Sciences

Rehabilitation & Movement Science
Occupational Therapy Program

Doctoral Capstone Experience Written Agreement (MOU)

OTD Student's Name:

Title of the Doctoral Capstone Experience:

Area of Primary Focus: Please bold

Clinical practice skills
Research skills
Administration
Leadership
Program/Policy development
Advocacy
Education

Area of Secondary Focus: Please bold

Clinical practice skills
Research skills
Administration
Leadership
Program/Policy development
Advocacy
Education

Doctoral Capstone Experience Team

OTD Student:
Doctoral Capstone Coordinator:
Faculty Mentor:
Qualifications of the Faculty mentor relative to the DCE focus:
Name of Site Mentor and site:
Qualifications of Doctoral Capstone Experience Site Mentor (attach resume and provide certifications):
Doctoral Capstone Experience and Project Purpose (evidence from the literature is required):
Doctoral Experience and Project Individualized Goals and Objectives:

Relationship of Doctoral Capstone Experience (DCE) Objectives to UVM OTD curriculum design and student's professional goals:
Doctoral Capstone Experience Responsibilities and Supervision Plan:

Student will demonstrate a minimum: (not limited to the following):	**Site Mentor will demonstrate at a minimum: (not limited to the following):**
• Commitment to self-directed learning and fulfillment of all DCE and OTD expectations • Adherence to the requirements for attendance and appropriate number of hours, including on-site hours. • Consistent communication with DCE team and other appropriate entities/people. • Adherence to supervision responsibilities and guidelines. • Demonstration of professional roles and responsibilities for both the site and school guidelines. **Additional responsibilities:**	• Adherence to the mentoring guidelines relative to the area of focus for this DCE. • Provision of appropriate resources for the UVM DCE student. • Will serve as a professional role model for the UVM DCE student. **Additional responsibilities:**

Statement of planned dissemination of final culminating project:
Authorship agreement between the student, site Mentor, and faculty mentor: (note; materials developed for the site, i.e. handouts, program protocols…) by the student of the property of the site unless otherwise specified:
Signatures noting understanding and agreement to the above statement of responsibilities:

Student: Date:

Site Mentor: Date:

Faculty Mentor: Date:

Doctoral Capstone Coordinator: Date:

Appendix D: Site Mentor Verification

College of Nursing and Health Sciences

Occupational Therapy Doctoral Capstone Site Mentor(s) Verification

Please provide a narrative on your mentor in the second column for each criterion. If you will be working with 2 Site-Mentors, please copy and paste the required fields for additional mentors. Once preliminarily approved by the Capstone Coordinator you will then ask your mentor(s) to provide a resume for final review and approval.

Name of Mentor:

Name of student:

Email of Mentor:

Organization:

Checklist	
Criteria	**Description/Explanation/Comments**
Professional Role/Title/Background	
Authority to make decisions related to your project?	
In a position to help you access resources in the organization?	
Knows the organization's activities and interested/invested parties well?	
Has expertise working with the population, the type of programming, the methodology of the proposed project, etc.?	
Can be available for questions as needed while you are planning?	
Agrees to give your regular feedback during the 14 weeks and evaluate you at midterm and again at the end of the experience?	

The rationale for why you selected this person: describe alignment of their skills with the objectives that you have established for the experience:

Appendix E: Behavioral Objectives

College of Nursing and Health Sciences

Rehabilitation & Movement Science
Occupational Therapy Program

Occupational Therapy Doctoral Experience Behavioral Goals and Objectives

Dear Doctoral Experiential Component Site Mentor:

Name of Student:

Occupational Therapy academic programs are required by ACOTE (2023) to ensure a documented plan for collaboration between the academic institution and the 14-week Doctoral Experiential Component for OTD students are clearly outlined in the University of Vermont's occupational therapy program.

Please collaborate with the UVM OTD student in setting student-specific behavioral goals and objectives (SEE TABLE). Please sign and date this form (verifying that these objectives can be met at your site) make a copy for your files and return the original to us by email at margaret.maynard@med.uvm.edu. Thank you for the individual learning experience and support you provide our students!

The OTD student will:

1. Demonstrate effective communication skills and professionally work with those who receive and provide care/ services.
2. Display positive interpersonal skills and insight into one's professional behaviors to accurately appraise one's professional disposition strengths and areas for improvement.
3. Exhibit the ability to practice educative roles for consumers, peers, students, interprofessionals, and others.
4. Develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.
5. Apply a critical foundation of evidence-based professional knowledge, skills, and attitudes.
6. Apply principles and constructs of ethics to individuals, institutional, and societal issues, articulate justifiable resolutions to these issues, and act in an ethical manner.
7. Perform tasks safely and ethically and adhere to the site's policies and procedures, including those related to human subject research when relevant.
8. Demonstrate competence in following program methods, quality improvement and/or research procedures utilized at the site.
9. Learn, practice, and apply knowledge from the classroom and practice settings at a higher level than prior fieldwork experiences with simultaneous guidance from Site Supervisor and UVM OTD faculty.
10. Relate theory to practice and demonstrate that this is of advanced knowledge in a specialized practice area through the completion of a doctoral capstone experience in scholarly project.

11. Acquire in – depth knowledge in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

Doctoral Capstone Experience Site:

ANTICIPATED PROJECT TITLE & DESCRIPTION:

GOAL 1: LEARNING ACTIVITIES: RATIONALE FOR GOAL 1: Objective 1: Objective 2: Objective 3: PLAN TO MONITOR/ASSESS OUTCOMES:
GOAL 2: LEARNING ACTIVITIES: RATIONALE FOR GOAL 2: Objective 1: Objective 2: Objective 3: PLAN TO MONITOR/ASSESS OUTCOMES:
GOAL 3: LEARNING ACTIVITIES: RATIONALE FOR GOAL 3: Objective 1: Objective 2: Objective 3: PLAN TO MONITOR/ASSESS OUTCOMES:

I agree with the above-stated objectives and feel that all learning objectives are attainable within the established time frame and encompass all aspects of the OTD student role at the site.

_____

Name of site

_____

Signature of site supervisor

_____

Date

Mail to:

Margaret Maynard OTD, OTR/L, BCP, CHT, FNAP

Occupational Therapy Program
University of Vermont
College of Nursing and Health Sciences
106 Carrigan Dr
Burlington, VT 05405
margaret.maynard@med.uvm.edu

Appendix F: Capstone experience evaluation of student

College of Nursing and Health Sciences

Rehabilitation & Movement Science
Occupational Therapy Program
Doctoral Capstone Experience: Evaluation of Student

Name of Student			
Name DCE Site Mentor			
Dates of DCE:		Midterm:	Final:
Focus of DCE			
☐ Clinical practice skills ☐ Research skills ☐ Administration	☐ Leadership ☐ Program/Policy development Advocacy	☐ Education ☐ Other: (describe)	

Instructions:
The site mentor will complete this Evaluation Form at the midterm (7th week) and again at the final (14th week). The site mentor and the OTD student will review the evaluation collectively and sign that they agree with the evaluation. The OTD Student is encouraged to complete a self-evaluation to guide the discussion and the learning process. Learning objectives 1-11 are derived from the curriculum philosophy of the OTD program and the DCE Behavioral Objectives.

Note there are extra spaces to allow for the site mentor or the OTD student to add 3 student specific additional objective, mutually agreed upon by the OTD Student and the Site Mentor based on what the student needs to or wants to know and/or what skills the student needs to develop. **All objectives must be 1.** relevant to the **DCE setting and project**; **2.** Understandable to the OTD Student, Site Mentor, and Capstone Coordinator; **3**. Measurable; **4.** behavioral/observable; and **5.** Achievable within the specified time frame.

Student must attain an average rating of 3 or higher at the midterm evaluation or student may be dismissed from the DCE.
Student must attain ratings of 3 or more on the final ratings to pass the Doctoral Capstone Experience.

Please use this scale to rate the objectives below:
5= Exceeding, **4=** Met, **3=** Making progress, **2=** Not making progress, **1=** Needs attention

The OTD student will: For each item below, please write in a number from 1-5 indicating the students proficiency in each area.

- Demonstrate effective communication skills and work professionally with those who receive and provide care/ services.
- Display positive interpersonal skills and insight into one's professional behaviors to accurately appraise one's professional disposition strengths and areas for improvement.
- Exhibit the ability to practice educative roles for consumers, peers, students, interprofessionals, and others.

- Develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.
- Apply a critical foundation of evidence-based professional knowledge, skills, and attitudes.
- Apply principles and constructs of ethics to individual, institutional, and societal issues, and articulate justifiable resolutions to these issues and act in an ethical manner.
- Perform tasks in a safe and ethical manner and adhere to the site's policies and procedures, including those related to human subject research when relevant.
- Demonstrate competence in following program methods, quality improvement, and/or research procedures utilized at the site.
- Learn, practice, and apply knowledge from the classroom and practice settings at a higher level than prior fieldwork experiences with simultaneous guidance from Site Mentor and UVM OTD faculty.
- Relate theory to practice and demonstrate synthesis of advanced knowledge in a specialized practice area through the completion of a doctoral capstone experience and scholarly project.
- Acquire in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

Student and site mentor must discuss professional behaviors listed above and provide narrative comments regarding student's professional behaviors to indicate evidence supporting ratings on the midterm and final evaluations.

OTD Goal #1
Objective 1:
Objective 2:
Objective 3:

Midterm ____
Comments:

Final ____
Comments:

OTD Goal #2
Objective 1:
Objective 2:
Objective 3:

Midterm ____
Comments:

Final ____
Comments:

OTD Goal #3
Objective 1:

Objective 2:
Objective 3:

Midterm ____
Comments:

Final ____
Comments:

Please provide feedback on the OTD Student's capacity for the profession including comments on the OTD student's strengths and areas for growth.

Strengths:

Areas for Growth:

Please check one:

- ☐ All the learning objectives have been accomplished and I recommend the student pass the Doctoral Capstone Experience.

- ☐ The student has NOT fulfilled the objectives for the DCE and is NOT recommended to pass.

Student's Signature: Date:	
Site Mentor Name (printed) Site Mentor's Signature: Date:	
Capstone Coordinator's signature: Date:	

Appendix G: Student evaluation of DCE and site mentor

College of Nursing and Health Sciences

Rehabilitation & Movement Science
Occupational Therapy Program
OTD Student Evaluation of Doctoral Capstone Experience and Site Mentor

OTD Student:

DCE Site Mentor:

DCE site:

DCE area of Focus:

☐ Clinical practice skills ☐ Research skills ☐ Administration	☐ Leadership ☐ Program/Policy development Advocacy	☐ Education ☐ Other: (describe)

I. Briefly describe the Doctoral Capstone Experience Site/Setting:

II. Please use the scale below and rate the following:

1= Strongly Disagree
2= Disagree
3= Neither Disagree or Agree (neutral)
4= Agree
5= Strongly Agree

Objective	Rating	Comments:
1. My site mentor was accessible and available.	1 2 3 4 5	
2. My site mentor communicated with me regularly	1 2 3 4 5	
3. My site mentor's behavior and attitude are an example of professionalism.	1 2 3 4 5	
4. My site mentor made sure to provide ample time to ask questions and provide feedback.	1 2 3 4 5	
5. I provided ongoing feedback in a timely manner.	1 2 3 4 5	
6. My site mentor reviewed written work in a timely manner.	1 2 3 4 5	

7. My site mentor made specific suggestions to improve my performance.	1 2 3 4 5	
8. My site mentor provided clear expectations for performance.	1 2 3 4 5	
9. My site mentor helped me sequence my capstone project activities to optimize efficiency to attain quality outcomes	1 2 3 4 5	
10. My site mentor used a variety of instructional strategies: List those used:	1 2 3 4 5	
11. My site mentor identified resources to promote student development.	1 2 3 4 5	
12. My site mentor facilitated problem solving to advance critical reasoning.	1 2 3 4 5	
13. I learned new things about myself and how they relate to the 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	

III. Academic Preparation

IV. Capstone Student Reflection

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. Prior to beginning the DCE at this site, a capstone student should study/read/prepare by:

4. What was the most rewarding part of the DCE?

5. What was the most challenging part of the DCE?

OTD student signature: Date:
Site Mentor signature: Date:

Appendix H: Assessment of capstone proposal defense presentation

College of Nursing and Health Sciences

Criteria for Assessment of Capstone Proposal Defense Presentation

NAME OF STUDENT:_____ Title:_____

NAME OF EVALUATOR:_____ Date:_____

		Please circle the appropriate score for each of essential presentation components. Where 5 = Satisfactory and 0 = Unsatisfactory. Criteria defining satisfactory and unsatisfactory are listed for each essential component.	
	ESSENTIAL COMPONENTS	**SATISFACTORY**	**UNSATISFACTORY**
1.	**Organization** Completeness and organization.	Presentation content is sufficiently complete, well-organized.	Presentation is disorganized, unfocused, or essential components are not addressed or are not of sufficient depth.
		Organization: 5 4 3 2 1 0	
2.	**Rationale** Demonstration of rationale/introduction for Doctoral Capstone Project is supported in research or Needs assessment	Rationale for DCP concisely outlined based on research question with need or gap, in the literature.	Rationale for DCP is fully or partially omitted or does not support a research question, need or gap in the literature.
		Rationale: 5 4 3 2 1 0	
3.	**Research Questions** Inclusion of clearly-stated research question is appropriate for the DCP	Research question is appropriate to the study and precisely stated.	Research question is omitted or unclear or insufficiently developed or inappropriate to the study.
		Research Question: 5 4 3 2 1 0	
4.	**Literature Review/Gap analysis statement** Literature review/gap analysis is clearly stated	Literature review/gap analysis is clearly stated and connects clearly with PICO.	Literature review/gap analysis is not well supported and does not connect clearly with PICO.
		Methods: 5 4 3 2 1 0	
5.	**Theoretical Base** Connection of theory to DCP and DCE	Theoretical Base is well outlined and clearly connects to goal of DCP and DCE.	Theoretical Base is well not outlined and does not clearly connect to goal of DCP and DCE.
		Results: 5 4 3 2 1 0	

6.	**Capstone Plan and Process** Goals of DCE and Timeline	Goals of DCE and Timeline are clearly outlined and feasible.	Goals of DCE and Timeline are not clearly outlined and/or feasible.
		Discussion: 5 4 3 2 1 0	
7.	**Proposed Evaluation Plan**	Proposed evaluation plan is clear and well supported by proposed project.	Proposed Evaluation plan is not clear and not well supported by proposed project.
		Strengths and Limitations: 5 4 3 2 1 0	
8.	**Proposed Dissemination Plan**	Proposed dissemination plan is clear and well supported by proposed project.	Proposed dissemination plan is not clear and not well supported by proposed project.
		Conclusion: 5 4 3 2 1 0	
9.	**Questions** Ability to answer challenging questions.	Presenter answers challenging questions knowledgeably, clearly, accurately, concisely, and honestly.	Presenter does not answer questions knowledgeably, clearly, accurately, concisely or honestly.
		Questions: 5 4 3 2 1 0	
10.	**Timing** Appropriate pacing and length.	Pacing of presentation is appropriate and formal part of the oral presentation does not exceed **20 minutes.**	Pacing of formal oral presentation is markedly uneven or exceeds the **20-minute** time limit.
		Timing: 5 4 3 2 1 0	
11.	**Effectiveness** Overall effectiveness of presentation in communicating with intended audience.	Presenter efficiently and effectively communicates the essential meaning of the presentation to the intended audience.	Presentation does not communicate the essential meanings of the research efficiently or effectively with the intended audience.
		Effectiveness: 5 4 3 2 1 0	

Total Score: _____/ 55

Capstone Presentation Feedback

NOTES:_____
_____
_____
_____
_____
_____
_____
_____

EVALUATOR:_____ STUDENT(S):_____

Title:_____

Appendix I: Assessment of Final Capstone Presentation

College of Nursing and Health Sciences

Occupational Therapy Doctoral Capstone

Criteria for Assessment of OTD Doctoral Capstone Final Poster Presentation

NAME OF STUDENT:_____ Title:_____

NAME OF EVALUATOR:_____ Date:_____

		Please circle the appropriate score for each of the essential presentation components. Where 5 = Satisfactory and 0 = Unsatisfactory. Criteria defining satisfactory and unsatisfactory are listed for each essential component.	
	ESSENTIAL COMPONENTS	**SATISFACTORY**	**UNSATISFACTORY**
1.	**Background and Literature Review** Demonstration of rationale/introduction for Doctoral Capstone Project is supported by literature review or needs assessment	The rationale for DCP/DCE is concisely outlined based on the research question/literature review or needs assessment.	The rationale for DCP/DCE is fully or partially omitted or is not supported by the research question/literature review or needs assessment.
		Rationale: 5 4 3 2 1 0	
2.	**Doctoral Capstone Goals/Questions/Aims of Project** The inclusion of clearly stated goals, questions, or aims of the DCE is appropriate for the DCP	The inclusion of clearly stated goals, questions, or aims of the DCE are appropriate for the DCP stated.	The inclusion of clearly stated goals, questions, or aims of the DCE are omitted, unclear, inappropriate, or insufficiently developed for the DCP.
		Goals/Question/Aims of DCE: 5 4 3 2 1 0	
3.	**Procedures, or Capstone Plan and Process** Procedures or plans of the DCE are clearly outlined.	The procedures or the plans of the DCE are clearly outlined.	The procedures or the plans of the DCE are not clearly outlined.
		Procedures/Plan/DCE Process: 5 4 3 2 1 0	
4.	**Evaluation Plan of Doctoral Capstone Project/Experience**	Strategies used for the DCE evaluation plan are clear and well supported by the DCE project.	Strategies used for the DCE evaluation plan are not clear and not well supported by the DCE project.
		Evaluation of DCP/DCE: 5 4 3 2 1 0	

5.	**Outcomes/Practical Implications/** Results or implications of the project are directly responsive to the project objective/the aims of the project, and the methods/procedures used.	Results**/**practical implications of the project presented are directly responsive to the project questions/aims of the project, and the methods/procedures used in the DCE.	Results**/**practical implications of the project presented are not directly responsive to the project question/aims of the project, and the methods/procedures used in the DCE.
		Results/Implications: 5 4 3 2 1 0	
6.	**Discussion or Conclusion:** Inclusion of interpretation of findings, results of project evaluation, strengths, and limitations. Conclusion and recommendation for future research or capstone projects	Interpretation of findings/results, strengths, and limitations including discussion/conclusions are clear and recommendations for future research or future capstone projects are clear and are well-supported by the DCE project.	Interpretation of findings/results, strengths and limitations are limited, or discussion/conclusions/recommendations for future research or future capstone projects are not clear or well-supported by the DCE project.
		Discussion/Conclusion: 5 4 3 2 1 0	
7.	**Organization** Completeness and organization.	Presentation content is sufficiently complete, and well-organized.	Presentation is disorganized, unfocused, or essential components are not addressed or are not of sufficient depth.
		Organization: 5 4 3 2 1 0	
8.	**Questions** Ability to answer challenging questions.	The presenter answers challenging questions knowledgeably, clearly, accurately, concisely, and honestly.	The presenter does not answer questions knowledgeably, clearly, accurately, concisely, or honestly.
		Questions: 5 4 3 2 1 0	
9.	**Timing** Appropriate pacing and length.	Pacing of the presentation is appropriate and formal part of the oral presentation does not exceed **10 minutes.**	Pacing of the formal oral presentation is markedly uneven or exceeds the **10-minute** time limit.
		Timing: 5 4 3 2 1 0	
10.	**Effectiveness** Overall effectiveness of presentation in communicating with the intended audience.	The presenter efficiently and effectively communicates the essential meaning of the presentation to the intended audience.	The presenter does not communicate the essential meanings of the research efficiently or effectively with the intended audience.
		Effectiveness: 5 4 3 2 1 0	

Total Score: _____/ 50

NOTES: