



**Midwestern University
Occupational Therapy Program**

Doctoral Capstone Manual

**Midwestern University
College of Health Sciences
Occupational Therapy Program
555 31st Street
Downers Grove, Illinois 60515**

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INTRODUCTION

The intent of this manual is to serve as a reference for the requirements of a key component of the Midwestern University Doctor of Occupational Therapy Program (hereto referred to as “the Program”): the Doctoral Capstone. The Doctoral Capstone is divided into two parts: the Doctoral Experience, hereto referred to as the “Doctoral Internship”, and the Capstone Project. This manual shall be a resource for the Accreditation Council for Occupational Therapy Education (ACOTE), the North Central Association Higher Learning Commission (HLC), the Illinois Board of Higher Education (IBHE), Midwestern University faculty, students, Doctoral Internship site mentors, and other relevant key stakeholders.

For additional information or questions please contact:

Anne Kiraly-Alvarez, OTD, OTR/L, SCSS
Associate Professor & Director of Capstone Development
Midwestern University
Occupational Therapy Program
555 31st Street
Downers Grove, IL 60515
Phone: 630.515.7340
Fax: 630.515.7418
Email: akiral@midwestern.edu

OVERVIEW OF DOCTOR OF OCCUPATIONAL THERAPY (OTD) CURRICULUM

The Program prepares each doctoral student as an occupational therapy practice leader by cultivating the knowledge, skills, attitudes, and ethical foundation of a professional occupational therapist. Graduates of the Program are well-prepared to practice occupational therapy in diverse settings by identifying and meeting the occupational needs of individuals, groups, and populations. The OTD curriculum is designed to be accomplished in 11 academic quarters; students matriculate as a cohort in the fall quarter of the first year and progress through the spring quarter of the third year. Consistent with the design and intent of the curriculum, courses are placed strategically across the 11 quarters and content builds from one quarter to the next. The curriculum includes a combination of rigorous didactic coursework, experiential opportunities in community and clinical venues, formal fieldwork rotations, and individualized mentoring by faculty and other professionals. The faculty's aims and teaching methods provide opportunities for scaffolded learning and experiences within and across courses throughout the curriculum.

Each doctoral student's tenure in the Program culminates with the completion of their specialized Capstone Project. In collaboration with a faculty mentor, students conceptualize and design their Capstone Projects during the Summer-III quarter. Upon successful completion of both Level II Fieldwork rotations and a Competency Course, students may progress to implementing their Capstone Projects during their Doctoral Internship, which takes place in the Winter-III and Spring-III quarters. Students then professionally disseminate their Capstone Projects during the final quarter of the curriculum. This manual provides foundational content specific to the purpose, structure, and processes involved in the development of Capstone Projects and completion of Doctoral Internships for all relevant parties.

The American Occupational Therapy Association vision and the Program mission, vision, and outcomes are consistent with the University and College of Health Science vision and mission statements and serve to guide decisions made for curriculum design, modification, and all experiential components of the Program. The following statements are written elsewhere, but are provided here for presentation of the essential goals and values upheld by the Program:

American Occupational Therapy Association Vision 2025

"As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective strategies that facilitate participation in everyday living" (AOTA, n.d.).

Vision of Midwestern University

Midwestern University will provide a safe and healthy environment that challenges its faculty, staff, and students to:

- Promote and maintain the osteopathic philosophy
- Nourish intellectual creativity and foster the critical thinking and communication skills that stimulate personal growth and engender professional development
- Support the teaching, scholarly activity, and service capabilities of the University

- Respect, appreciate, and acknowledge the achievements of all members of the academic community
- Embrace cultural and social diversity in the academic community and the community-at-large

Mission of Midwestern University

Midwestern University's historical and sustaining philosophy dedicates the institution and its resources to the highest standards of academic excellence to meet the educational needs of the healthcare community.

Mission of the College of Health Sciences

The College of Health Sciences is dedicated to excellence in the education of professionals who will meet the healthcare and service needs of the community. This mission is expressed in the education, scholarship, and service objectives of the programs of the College of Health Sciences.

Vision of the Occupational Therapy Program

We envision Midwestern University Doctor of Occupational Therapy graduates will be practice leaders who anticipate, recognize, and meet society's occupational needs.

Mission of the Occupational Therapy Program

The Occupational Therapy Program is dedicated to excellence in the education of occupational therapists, and the development of a community of practice leaders who will meet the occupational needs of individuals and communities through compassionate, innovative, and evidence-informed practice.

The Program vision and mission statements are congruent and focus on excellence in education, service to individuals and communities, and promotion of scholarship to meet the healthcare needs of society. The OTD Program is further guided by specific Standards of the Accreditation Council for Occupational Therapy Education (ACOTE). The Program has integrated each of the doctorate program Standards into its curriculum through each course and each fieldwork and experiential opportunity afforded to its students. Moreover, the Preamble to the current ACOTE Standards for doctoral education provides an overarching illustration of the graduate outcomes of such doctoral education. The Preamble and its guiding principles (ACOTE, 2018) are reported here in presentation of the ACOTE goals and values which are also upheld by the Program:

Preamble:

The dynamic nature of contemporary health and human services delivery systems provides opportunities for the occupational therapist to possess the necessary knowledge and skills as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer.

A graduate from an ACOTE-accredited doctoral-degree-level occupational therapy program must

- Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity.
- Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
- Have achieved entry-level competence through a combination of didactic, fieldwork, and capstone education.
- Be prepared to evaluate and choose appropriate theory to inform practice.
- Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.
- Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.
- Be able to plan and apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework.
- Be prepared to be a lifelong learner to keep current with evidence-based professional practice.
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
- Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.
- Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery.
- Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.
- Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.

- Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge.
- Demonstrate in-depth knowledge of delivery models, policies, and systems related to practice in settings where occupational therapy is currently practiced and settings where it is emerging.
- Demonstrate active involvement in professional development, leadership, and advocacy.
- Demonstrate the ability to synthesize in-depth knowledge in a practice area through the development and completion of a doctoral capstone in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development (pp 1-3).

The Preamble above focuses on the development of skills, judgments, and attitudes essential for occupational therapy practice, but also extends its oversight to professional development, leadership, advocacy, advanced knowledge in a practice area, and in-depth experience through completion of a Doctoral Capstone.

DOCTORAL INTERNSHIP & CAPSTONE PROJECTS

Overview

The purpose of the Doctoral Capstone, which consists of the Doctoral Internship and Capstone Project, is “to provide each student with an opportunity to develop advanced skills in one or more areas: clinical practice, research, administration, leadership, program development, policy and advocacy, or education” (ACOTE, 2018, p. 44). ACOTE requires that the Doctoral Capstone aligns with the Program vision, mission, and curricular themes. The Doctoral Internship is a supervised course of study designed to provide each student with an individualized, mentored experience for a total of 14 full-time weeks, or a minimum of 560 hours. The Doctoral Internship is separate from the fieldwork rotations required for entry level practice as an occupational therapist. During the Doctoral Internship, students will work on their Capstone Projects, the purpose of which is for students “to demonstrate synthesis and application of knowledge gained” (ACOTE, 2018, p. 44).

Guiding Accreditation Standards

Specific ACOTE standards have been written to address the Doctoral Capstone within an OTD curriculum. They have been adhered to in the Program’s conceptualization and design of its Doctoral Internship and Capstone Project policies and procedures. The following ACOTE (2018) D Standards guide the Program’s Doctoral Capstone procedures:

D.1.0. DOCTORAL CAPSTONE

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

The doctoral capstone consists of two parts:

- Capstone project
- Capstone experience

The student will complete an individual capstone project to demonstrate synthesis and application of knowledge gained.

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

The doctoral capstone coordinator will:

D.1.1. Ensure that the doctoral capstone reflects the sequence and scope of content in the curriculum design so the doctoral capstone can allow for development of in-depth knowledge in the designated area of interest.

D.1.2. Ensure that the doctoral capstone is designed through collaboration of the faculty and student, and provided in setting(s) consistent with the program's curriculum design, including individualized specific objectives and plans for supervision.

D.1.3. Ensure that preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. Preparation should align with the curriculum design and sequence and is completed prior to the commencement of the 14-week doctoral capstone experience.

D.1.4. Ensure that there is a valid memorandum of understanding for the doctoral capstone experience, that, at a minimum, includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. The memorandum of understanding must be signed by both parties.

D.1.5. Require that the length of the doctoral capstone experience be a minimum of 14 weeks (560 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and capstone project. No more than 20% of the 560 hours can be completed off site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.

D.1.6. Document and verify that the student is mentored by an individual with expertise consistent with the student's area of focus prior to the onset of the doctoral capstone experience. The mentor does not have to be an occupational therapist.

D.1.7. Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral capstone experience.

D.1.8. 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 (pp. 44-46).

The following ACOTE (2018) A Standards also guide the Program's Doctoral Capstone procedures:

A.2.5. The program must identify an individual for the role of capstone coordinator who is specifically responsible for the program's compliance with the capstone requirements of Standards

Section D.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The capstone coordinator may be assigned other institutional duties that do not interfere with the management and administration of the capstone program. The institution must document that the capstone coordinator has sufficient release time and support to ensure that the needs of the capstone program are being met.

This individual must be an occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The capstone coordinator must hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body.

For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process. The curriculum must include application of advanced knowledge to practice through a combination of experiential activities and a culminating project.

A.2.10. Clerical and support staff must be provided to the program, consistent with institutional practice, to meet programmatic, administrative, fieldwork and doctoral capstone requirements, including support for any portion of the program offered by distance education.

A.2.13. Appropriate and sufficient equipment and supplies must be provided by the institution for student use during the didactic, fieldwork, and doctoral capstone components of the curriculum.

Students must be given access and opportunity to use the evaluative and treatment methodologies that reflect current evidence-based practice in the geographic area served by the program.

A.3.7. Advising related to professional coursework, professional behaviors, fieldwork education, and the doctoral capstone must be the responsibility of the occupational therapy faculty.

A.4.7. The program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and the doctoral capstone requirements in a timely manner. This policy must include a statement that all Level II fieldwork and the doctoral capstone must be completed within a time frame established by the program.

A.4.8. Records regarding student admission, enrollment, fieldwork, doctoral capstone, and achievement must be maintained and kept in a secure setting consistent with Family Educational Rights and Privacy Act regulations. Grades and credits for courses must be recorded on students' transcripts and permanently maintained by the sponsoring institution.

A.5.2. The curriculum design must include course objectives and learning activities demonstrating preparation and application of in-depth knowledge in practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory through a combination of a capstone experience and a capstone project.

A.6.1. The program must document a current strategic plan that articulates the program's future vision and scholarship agenda, which guides the program (e.g., faculty recruitment and professional growth, scholarship, changes in the curriculum design, priorities in academic resources, procurement of fieldwork and doctoral capstone sites). A program strategic plan must reflect a minimum of a 3-year period and include, but need not be limited to:

- Evidence that the plan is based on program evaluation and an analysis of external and internal environments.
- Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program.
- Specific measurable action steps with expected timelines by which the program will reach its long-term goals.
- Person(s) responsible for action steps.
- Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.

A.6.3. Programs must routinely secure and document sufficient qualitative and quantitative information to allow for analysis about the extent to which the program is meeting its stated goals and objectives to inform strategic changes. This must include, but need not be limited to:

- Faculty effectiveness in their assigned teaching responsibilities.
- Effectiveness of instructional design.
- Students' competency in professional behaviors.
- Students' progression through the program.
- Student retention rates.
- Fieldwork and doctoral capstone performance evaluation.
- Student evaluation of fieldwork and the doctoral capstone experience.
- Evaluation of doctoral capstone outcomes.
- Student satisfaction with the program.
- Graduates' performance on the NBCOT certification exam.
- Graduates' job placement and performance as determined by employer satisfaction.
- Graduates' scholarly activity (e.g., presentations, publications, grants obtained, state and national leadership positions, awards).

Programs must routinely and systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives. An annual report summarizing analysis of data and planned action responses must be maintained.

The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program (pp. 10-24).

General Timelines

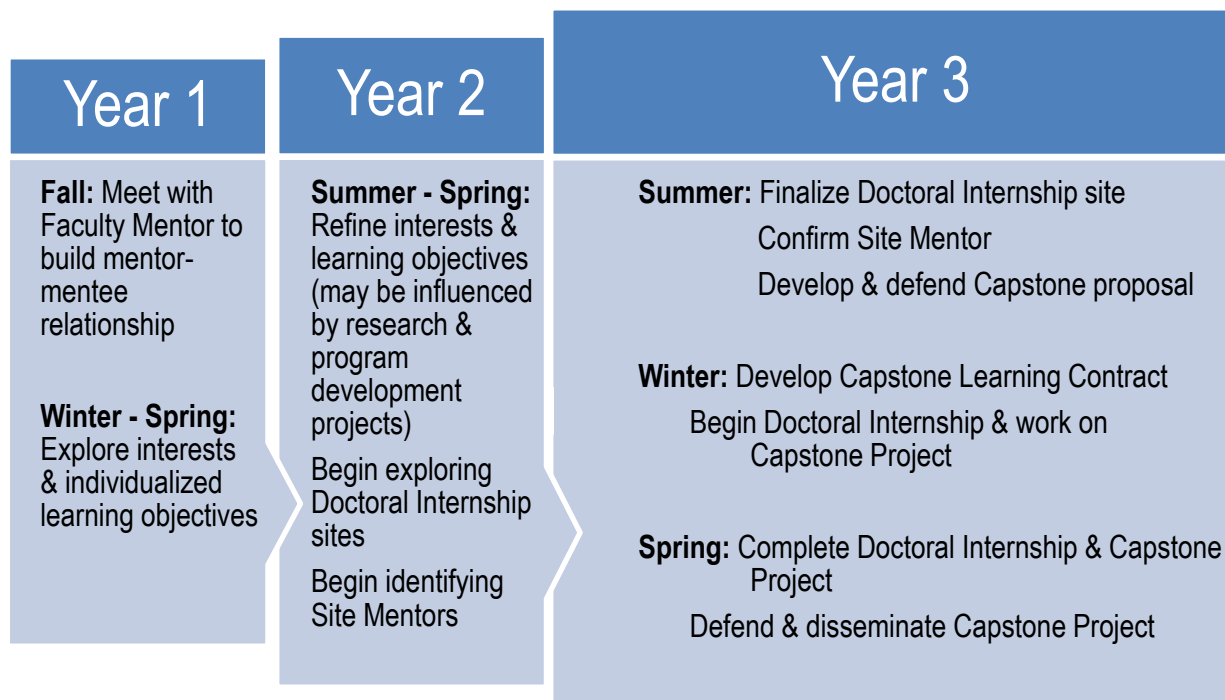
Fall I: When students matriculate into the Program, student interests, goals, and previous experiences are aligned with faculty strengths, interests, and availability to match students with Faculty Mentors. During the Fall I quarter, students meet with their Faculty Mentors to begin building the mentor-mentee relationship. These faculty-student relationships will continue, ongoing, throughout the remaining quarters of the curriculum, including the research course series, Capstone Development and Completion courses, and the Doctoral Internship.

Winter I – Spring II: During this time, students continue to meet regularly with their Faculty Mentors. The purpose of these meetings will vary depending on quarter, but begin with continuing to develop the mentor-mentee relationship and identifying and working toward student individualized learning objectives. Meetings also support student participation in the research course series and program development course series. Over the course of these six quarters, students also refine their interests and learning needs as they relate to the Capstone Project and Doctoral Internship and work on identifying a site at which to complete their Doctoral Internship.

Summer III: Students participate in OTHED 1790: Capstone Development I. During this course, students finalize their Doctoral Internship sites, identify a Site Mentor, complete a needs assessment to identify an area of need or concern to be addressed through completion of the Capstone Project, and propose and defend a general plan for their Capstone Project.

Winter III: At the beginning of the quarter, students participate in OTHED 1792: Capstone Development II, during which they refine their plan for the Capstone Project and determine their individualized objectives and action steps. Students also participate in OTHED 1766: Competency Course. Successful completion of this course is required for students to be eligible to become Doctoral Candidates and complete their Doctoral Internship. Students also begin the first half of their Doctoral Internship (OTHED 1785) during the last part of this quarter.

Spring III: Students participate in the last half of their Doctoral Internship (OTHED 1786) during the first part of this quarter. They also complete OTHED 1794: Capstone Completion, during which students defend and disseminate their Capstone Projects. Upon successful completion of this course and the other courses this quarter, students will be eligible to graduate from the Program and sit for the national certification examination.



Doctoral Internship Sites

Doctoral Internship sites are those organizations that have chosen to partner with the Program in its mission of educating occupational therapy students by providing students with educational and experiential opportunities to design, implement, complete, and disseminate innovative projects at their site and for the benefit of the site's stakeholders and clientele. These sites may include traditional, non-traditional, and emerging areas of practice for occupational therapy. Each student, in collaboration with their Faculty Mentor, will choose a Doctoral Internship site that is congruent with the student's goals, the design of their Capstone Project, and the potential benefits to the site. Doctoral Internship sites are the locations where students will spend the majority of their time during the 14-week rotation.

Students may choose their Doctoral Internship site from a list of sites with which the Program has already established partnerships. These sites have been vetted by the Program faculty and have explicitly indicated their willingness to partner with the Program for the purpose of a Doctoral Internship. Since each Capstone Project is designed to be individualized for each student in the Program, it is possible that a student may identify and seek collaboration with a site for which no Doctoral Internship letter of agreement exists. In this instance, the student and Faculty Mentor will collaborate to develop a relationship with the potential site and obtain formal, written verification of their agreement to partner with the Program to support the student through their Doctoral Internship. All agreements must be arranged in sufficient time for students to begin the Doctoral Internship in the Winter-III quarter.

The Director of Capstone Development will ensure that formal contractual agreements between the University and the Doctoral Internship sites are finalized prior to initiating a student's Doctoral Internship. In addition to this formal agreement, students will collaborate with their Faculty Mentors and Doctoral Internship sites to develop a learning contract that includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. The learning contract will meet the requirement of the memorandum of understanding as outlined in ACOTE Standard D.1.4. These processes will ensure that all parties are protected and that goals and guidelines for collaboration are in place prior to initiation of the Doctoral Internship.

Time Requirements for the Doctoral Internship

Students must complete 560 hours over the 14 weeks of their Doctoral Internship. Students are required to be on-site at the Doctoral Internship site at least 80% (448 hours) of the time. No more than 20% (112 hours) of the required time may be completed outside the Doctoral Internship site or on campus where the Program is housed. Moreover, prior Fieldwork rotations may not be substituted for any part of the Doctoral Internship.

Capstone Project Development

As stated earlier, the purpose of the Capstone Project is for students "to demonstrate synthesis and application of knowledge gained" in the areas of "clinical practice, research, administration, leadership, program development, policy and advocacy, or education" (ACOTE, 2018, p. 44). Given the curriculum philosophy and design, each Capstone Project will intersect with the didactic portions of the curriculum including the course series pertaining to *practice*, *research*, and *program development*. Since students will bring previous life and professional experiences to the Program and will receive assistance and direction from their Faculty Mentor, each Capstone Project will be individualized and developed according to several influences. As students develop and assimilate the professional knowledge and attitudes of an occupational therapist, the Capstone Projects will likely be influenced by other scholarly projects in the curriculum, such as their research projects or program development endeavors. Conceptually and temporally, the Capstone Projects fit into the overall developmental progression for each student in the Program.

While students' projects may involve components of education, practice, or research, most Capstone Projects will likely involve a significant, core component of program development. Program development efforts were intentionally identified by OT Program faculty as a core construct for the Doctoral Capstone in order to expand and enlarge occupational therapy's presence and purpose toward meeting the occupational needs of society and facilitating a bridge to emerging areas for occupational therapy practice. Program development refers to the systematic process of identifying the needs of a group of individuals, community, or organization and designing evidence-informed programs to meet the identified needs. An essential component of this process is to evaluate the effectiveness and outcomes of the program once it has been implemented. Since the programs to be developed within the Capstone Projects are

collaboratively developed between the Program, the student, and the Doctoral Internship sites, the value of the program development process must be mutually beneficial to all parties involved.

All components of each student's Capstone Project must align with the pre-identified, specific, and individualized student learning objectives and desired outcomes developed through collaborative efforts of the student and Faculty Mentor. The Capstone Project components must also coordinate with the needs of the Doctoral Internship site as identified by the student and Site Mentor. The enactment of the Capstone development processes will involve several steps:

1. The **first step** involves choosing a Doctoral Internship site. This first step may begin as early as the Summer-II quarter after students have had an opportunity to explore their interests and learning objectives, but might not be finalized until the beginning of OTHED 1790: Capstone Development I, which takes place during the Summer-III quarter. During this process, students must collaborate with their Faculty Mentors to explore sites whose missions, populations they serve, or services they provide match with the student's interests and learning goals. As students explore and consider Doctoral Internship sites, they will submit a Doctoral Internship Site Exploration Form (Appendix A) to the Director of Capstone Development to ensure that potential Doctoral Internship sites are not inundated with requests for collaboration from multiple students at one time. The Director of Capstone Development will then collaborate with students and their Faculty Mentors on plans for choosing their sites. Depending on whether the Program has an existing agreement with the Doctoral Internship site, this step may also include actions related to initiating a new agreement or solidifying an existing agreement.
2. The **second step** involves identifying a Site Mentor and identifying an area of need or concern. This step may occur simultaneously with the first step, or shortly thereafter, and will likely be completed by the beginning of OTHED 1790: Capstone Development I. During this step, students will assess the needs of the Doctoral Internship site in collaboration with the Site Mentor and construct a situation statement. The situation statement must be relevant to occupational therapy and be feasible to be addressed through completion of a Capstone Project. Completion of this step will involve submission of a Capstone Situation Statement Form (Appendix B) to the Director of Capstone Development.
3. The **third step** involves developing the Capstone proposal, which will take place during OTHED 1790: Capstone Development I in the Summer-III quarter. This proposal must include the situation statement, a review of pertinent literature, and a general outline of the methodology for the Capstone Project. Completion of this step will involve an oral defense of the Capstone proposal by the student to their Faculty Mentor and potentially other members of the OT Faculty.
4. The **fourth step** involves enhancing and refining the plans for enacting the Capstone Project while on-site during the Doctoral Internship. This step will take place during OTHED 1792: Capstone Development II, during the first three weeks of the Winter-III quarter. This process will include

examining the methods and measures by which the individualized student learning objectives and Capstone Project outcomes will be met and evaluated. Clear, well-defined timelines must also be developed prior to initiating the Doctoral Internship. Completion of this step will involve submission of the Doctoral Internship/Capstone Learning Contract (Appendix C) to the Director of Capstone Development.

5. The **fifth step** involves the actual on-site work of the Capstone Project to be performed through OTHED 1785 & 1786: Doctoral Internship during the Winter-III and Spring-III quarters. During this time, the student, in collaboration with the Faculty Mentor and Site Mentor, is engaged in actively constructing and writing the program or designing the intervention plan, consistent with the Doctoral Internship site needs, culture, and processes. Time must be devoted within these 14 weeks to performing a thorough, on-site needs assessment, developing the program itself, and implementing the program, as well as any additional activities as identified in the Capstone Learning Contract. The effectiveness of the program must be evaluated at the end of the internship in order to gather appropriate data and make recommendations for ongoing implementation of the program at the Doctoral Internship site. Completion of this step will involve satisfactory completion of all objectives identified in the Capstone Learning Contract as evaluated by both the Faculty Mentor and Site Mentor.

6. The **sixth step** is the final step of the Capstone process and involves compiling the outcomes of the Capstone Project into a written format, developing and carrying out a plan for dissemination, and defending the final Capstone Project. This step will occur during OTHED 1794: Capstone Completion, which takes place during the final weeks of Spring-III quarter. Dissemination must include the Doctoral Internship site and constituents as appropriate, and may include completion and submission of a manuscript for publication, creation of a workshop, or presentation of a poster at the MWU Research Day and/or at a professional conference such as ILOTA or AOTA. Completion of this step will involve the student's final Capstone Project defense and submission of the Capstone Dissemination Form (Appendix D) to the Director of Capstone Development.

Because all Capstone Projects will be individualized, the timelines of the steps above may vary slightly. Ultimately, the Faculty Mentor retains primary responsibility to make decisions about the student's progression through each of the steps of the Capstone process. Additionally, to add rigor to the process, the Director of Capstone Development shall serve as an unbiased, independent reviewer of all Capstone Projects. In the event that the Director of Capstone Development is serving as a student's Faculty Mentor, the Program Director or Associate Director may serve as the independent reviewer.

MENTORSHIP PROCESSES AND PROCEDURES

An essential facet of the Doctoral Internship and Capstone portions of the OTD curriculum is the opportunity for individualized relationship-based mentorship. According to ACOTE (2018),

Mentoring is defined as a relationship between two people in which one person (the mentor) is dedicated to the personal and professional growth of the other (the mentee). A mentor has more experience and knowledge than the mentee. The program must have a system to ensure that the mentor has demonstrated expertise in one or more of the following areas identified as the student's focused area of study: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development (p. 51).

Each student in the OTD Program will have a primary Faculty Mentor who will serve as an advisor, guide, and mentor for academic, research, and Capstone Project completion. Further, each student will also have a Doctoral Internship Site Mentor who will be the on-site person to whom the student is responsible when engaged in the 14-week Doctoral Internship. These mentors will collaborate with the student to meet their individual goals while supporting the student's evolution into becoming a practice leader in occupational therapy.

Faculty mentors and student mentees will be matched upon the students' matriculation in the Program. The interests and goals of each student will be matched carefully with the expertise, strengths, interests, and availability of core doctoral faculty in the Program. Matching each student with an appropriate Faculty Mentor is an important process and one that is undertaken with care and consideration. Because Faculty Mentors will serve as advisor, guide, and mentor throughout the student's academic, research, and Capstone endeavors, they will have a significant professional impact on the student through the student's tenure in the Program. This mentoring process is built on and solidified through a dynamic and collaborative professional relationship, one that is initially based on shared interests and expertise, but grows across time as student, faculty, and other participants engage in collective projects in the second and third years of the curriculum. In the context of OTHED 1501: Professional Development I, students are introduced to the professional development and research trajectories of the core doctoral faculty members. During this time, students are asked to engage in a self-reflective process to consider their previous experiences and interests as they intersect with occupational therapy. They will also be asked to self-assess the strengths and needs they bring to graduate school and their professional development, and will begin the process of setting personal goals and developing individualized learning plans to guide them through their graduate work. Such personalized information pertaining to each student will also be shared with their Faculty Mentor to strengthen capacities and skills, and support weaker areas as the student progresses through each quarter.

Students are matched with a Site Mentor as their Doctoral Internship site is identified. This mentor will provide input and facilitate the student's progression toward accomplishing their specific objectives for the Doctoral Internship. The Site Mentor may or may not be an occupational therapy practitioner, but they must have more experience than the mentee (see mentoring definition) and must be able to serve as an expert

on the subject matter central to the student's Capstone Project. This expertise must be documented and provided to the Program as evidence of qualification for serving as a Doctoral Internship Site Mentor. The collaboration between the Faculty Mentor, the Doctoral Internship Site Mentor, and the student will be an essential component of the OTD Doctoral Internship process.

In addition to these two mentors, the Director of Capstone Development will serve as a mentor-at-large for all students throughout their enrollment in the Program. If at any time a student, Faculty Mentor, or Site Mentor recognizes the need for assistance with any steps of the Capstone process or Doctoral Internship, the Director of Capstone Development can be available at the contact information listed above in the Introduction section.

In the event that a student identifies an area of focus in which no core Program faculty members have experience or expertise, students may potentially identify an additional Content Expert Mentor to help guide them through the Capstone and Doctoral Internship processes. If this need is identified, the Director of Capstone Development will collaborate with the student and Faculty Mentor to initiate this process.

Mentor Responsibilities

Each mentor will assume varied responsibilities in their relationship to the student; please note that general responsibilities are described below, but additional responsibilities may be identified and outlined in a student's individualized Capstone Learning Contract.

The Faculty Mentor is responsible for:

- Being a core Program faculty member with documented expertise in at least one aspect of the student's Doctoral Internship and Capstone Project. If, in the event that a Faculty Mentor does not have expertise in the area of focus related to the student's Doctoral Internship and Capstone Project, then the Faculty Mentor is responsible for collaborating with the Director of Capstone Development to identify a content expert (internal or external to the Program) willing to serve as a Content Expert Mentor throughout the Capstone and Doctoral Internship processes.
- Mentoring the student from the beginning to the end of the Doctoral Internship and Capstone processes.
- Assisting the student with identifying a Doctoral Internship site and Site Mentor.
- Collaborating with the Director of Capstone Development to ensure affiliation agreements are in place for all Doctoral Internship sites.
- Maintaining ongoing communication and collaboration throughout the entirety of the Doctoral Internship and Capstone processes.
- Ensuring that the student's Capstone Project adequately addresses the situation statement identified during the initial needs assessment of the Doctoral Internship site.
- Supporting the student throughout the development of the Capstone Project proposal.
- Guiding, directing, and facilitating goals and objectives of the Doctoral Internship and Capstone Project in order to best meet the desired Capstone Project outcomes.

- Collaborating with the student to ensure that the Capstone Project implementation progresses according to originally agreed upon timelines throughout the Doctoral Internship.
- Assisting the student with identifying appropriate means for dissemination of the Capstone Project outcomes.

The Site Mentor is responsible for:

- Providing documentation of experience and expertise in the student's area of focus (e.g., a resume, curriculum vitae, or personal statement).
- Providing input and being an integral part of the determination of the student's ability to accomplish specific objectives at the Doctoral Internship site.
- Introducing the student to the Doctoral Internship site's overall mission, vision, and purpose and providing an overview of the services provided and population served at the site.
- Coordinating the student's access to the Doctoral Internship site's facilities, materials, staff, and clients as necessary to develop and implement a Capstone Project.
- Providing on-site supervision of the student during the Doctoral Internship and verifying the student's hours on-site.
- Evaluating the student on their progress toward all learning objectives at midterm and final during the Doctoral Internship.

In applicable situations, the Content-Expert Mentor is responsible for:

- Providing documentation of experience and expertise in the student's area of focus (e.g., a resume, curriculum vitae, or personal statement).
- Collaborating with the student, Faculty Mentor, and Site Mentor on the development, implementation, and dissemination of the student's Capstone Project prior to and during the Doctoral Internship.

Student Responsibilities

The Student is responsible for:

- Maintaining ongoing communication and collaboration with the Faculty Mentor, Site Mentor, and Director of Capstone Development throughout the entirety of the Doctoral Internship and Capstone processes.
- Ensuring compliance with all University and OT Program Requirements as outlined in the MWU OT Program Doctoral Internship & Capstone Manual (including, but not limited to, immunizations, trainings, etc.).
- Ensuring compliance with any additional requirements set forth by the Doctoral Internship Site.
- Collaborating with the Faculty Mentor and Site Mentor on the establishment of individualized student learning objectives for the Doctoral Internship.
- Completing and documenting at least 560 hours (14 weeks full-time) for the Doctoral Internship, 80% of which (448 hours) must be completed on-site at the Doctoral Internship Site.

- Proactively working towards all learning objectives for the duration of the Doctoral Internship and Capstone process.
- Collaborating with the Faculty Mentor and Site Mentor to ensure that the Capstone Project implementation progresses according to originally agreed upon timelines throughout the Doctoral Internship.
- Collaborating with the Faculty Mentor and Site Mentor to identify an appropriate means for dissemination of the Capstone Project outcomes.

Director of Capstone Development Responsibilities

The Director of Capstone Development is responsible for:

- Maintaining ongoing communication and collaboration with the Student, Faculty Mentor, and Site Mentor throughout the entirety of the Doctoral Internship and Capstone processes.
- Ensuring that there is a signed Affiliation Agreement or Experiential Education Agreement in place prior to the start of the student's Doctoral Internship.
- Ensuring that the student successfully completes each step of the Capstone development process before proceeding to the next step.
- Ensuring that the student has met all University and Doctoral Internship site requirements prior to the start of the Doctoral Internship.

DOCTORAL INTERNSHIP REQUIREMENTS AND POLICIES

Student Requirements

Students must meet the following requirements throughout their enrollment in the program. Students are required to maintain copies of documents that demonstrate compliance with these requirements in their personal portfolios, and should be prepared to share copies with the University or with Doctoral Internship sites upon request. All requirements must be updated or completed and documentation submitted at least two (2) weeks prior to expiration to prevent issues with compliance. Failure to do so may result in a delayed start of the Doctoral Internship and may subsequently delay the student's graduation.

- Immunizations:
 - Series of three Hepatitis B vaccinations and titers
 - Mumps, Rubella (German Measles), Rubeola (Measles) and titers
 - Varicella and titers
 - Tetanus/Diphtheria/Pertussis
 - Two-step Tuberculosis skin test or Quantiferon test (updated annually)
 - Influenza (updated annually)
- Physical examination upon admission and update annually
- Healthcare Insurance
- Background check (standard check completed by the University)
- American Heart Association Certification in Basic Life Support for Healthcare Providers (adult/child)
- Required trainings (provided through MWU):
 - Health Insurance Portability and Accountability Act (HIPAA)
 - Occupational Safety and Health Administration (OSHA)
 - Bloodborne Pathogens / Universal Precautions
 - Collaborative Institutional Training Initiative (CITI) Research Ethics Training
- Successfully passing required classes with 3.0 cumulative GPA

Doctoral Internship sites may have additional requirements (e.g., drug test, fingerprinting, background checks, interview, etc.) that a student must meet to participate in their rotation. The Essential Skills and Abilities noted in the Occupational Therapy Program Manual as requirements for participation in courses and lab experiences are also required for Doctoral Internship rotations.

Student Health Records

All students are required to submit a current copy of their immunization and vaccination history as a part of the matriculation agreement. Each student is responsible for the appropriate maintenance of their health requirements and submission of immunization documents to the Wellness Center. Each student should keep current copies of a "Health and Immunization Report" form in their personal portfolio.

Criminal Background Check

The Joint Commission on Accreditation of Hospitals and Healthcare Facilities now requires that all healthcare workers have a criminal background check prior to working within the organization whether or not they are paid employees. Standard background checks are completed by the University on all students upon matriculation. Additional specialized background checks for some Doctoral Internship sites may or may not be provided by the University and included in their program fees. Students will be required to comply with additional facility requirements and may be asked to pay for a background check and/or fingerprinting and provide the necessary information to do so through the Doctoral Internship site.

Basic Life Support (BLS) for Healthcare Providers Certification

All students are required to maintain currency in American Heart Association Basic Life Support Certification (adult/child) for Healthcare Providers and to present evidence of current Certification throughout the program. Students must provide the Occupational Therapy Program with a copy of current certification.

Required Trainings

All students receive training annually on Health Information Portability and Accountability Act (HIPAA), Occupational Safety and Health Administration (OSHA), and Bloodborne Pathogens / Universal Precautions. They also take CITI trainings related to protection of human research subjects, health privacy, and information security that are valid for three years. For all of these trainings, students receive a certificate of successful completion which can be shared with sites. The certificates are also maintained electronically by the University.

Liability Insurance

The university provides evidence of liability coverage for each student assigned to a Doctoral Internship rotation. This is submitted annually to the fieldwork sites as directed by the Occupational Therapy Program.

Attendance

Students are required to attend all scheduled days, meetings and/or rounds associated with the Doctoral Internship. This schedule may include evenings, weekends, or holidays. If the rotation requires or recommends students to participate in additional activities, the student is expected to do so. Part-time jobs or extracurricular activities are not acceptable excuses for absences. Students are required to maintain a log of all hours spent at their Doctoral Internship and ensure that they have accrued at least 560 hours throughout the rotation.

All students MUST notify their Faculty Mentor AND Site Mentor if they are going to be absent at any time from a rotation. All students are expected to be in daily attendance throughout each rotation unless prior arrangements have been made with both their Faculty Mentor AND Site Mentor. Any missed time MUST be made up to ensure students complete at least 5600 hours during the Doctoral Internship. Students who do not complete the minimum time requirements for the Doctoral Internship are at risk for failing those courses.

Personal and Professional Responsibilities

Students must know and adhere to regulations of the University and the AOTA Code of Ethics. Students must also comply with regulations of the College, the Program, and Doctoral Rotation sites.

Professional Attire

The therapist's appearance influences patient, client, family and staff reactions to them. Doctoral Internship students are expected to maintain professional standards of dress and grooming. Identification (ID) badges may be required for entrance to sites. Students are required to wear either their MWU ID badge or an ID badge provided by the Doctoral Internship site during the time they are on their rotation. Students are expected to conform to the dress code requirements established by the setting to which they are assigned. Clothing and footwear should be clean, functional, and modest at all times. When uniforms, lab coats, or scrubs are required, the insignia designating student status in the Occupational Therapy Program at MWU is to be worn. The insignia should be sewn securely on the left sleeve of the uniform just below the shoulder. For health and safety reasons, only a minimal amount of simple jewelry is recommended. Hair, if longer than shoulder length, should be held away from the face in some manner. This is necessary for the protection of the student when working with equipment and also as a courtesy to the client. Students are expected to present themselves in a manner that reflects the practice of good hygiene. Students are expected to avoid the use of perfumes and colognes.

Financial Aid

Students completing their Doctoral Internship are still enrolled as full-time students and are required to follow University policy. Therefore, if Doctoral Internship rotations should fall outside of University timeframes, it is the student's responsibility to communicate with the Registrar's Office and the Financial Aid Department, as there may be financial ramifications.

Scholarships and Financial Assistance Programs

Any student who is receiving financial assistance in the form of scholarships or other resources from a hospital or clinic must inform the Director of Capstone Development immediately upon signing a contract. A copy of the contract you sign with the facility should be given to the Director of Capstone Development. Due to the conflict of interest which may arise in this situation, students may not be allowed to do their

Doctoral Internship at a site where they have made a commitment to work upon graduation in exchange for financial assistance.

Pregnancy

Please refer to the University Student Handbook for its policy on student pregnancy. If a student is or becomes pregnant prior to or during their Doctoral Internship, the student must notify the Director of Capstone Development immediately, as well as inform the Site Mentor and Faculty Mentor. This is extremely important so appropriate plans can be made. Any student who is pregnant will be required to have a letter from a physician stating that the student is capable of assuming the responsibilities of an OT student and the responsibilities identified in the individualized Capstone Learning Contract, and that the physician does not have any objection to the student's specific assignment for the Doctoral Internship. Communication and careful planning prior to and during Doctoral Internship experiences will contribute to the health and safety of the student.

Students with Disabilities

Students should refer to the policy listed under "Disability Services" in the MWU Student Handbook for further information.

Time Limits for Course Completion

The curriculum for the Doctor of Occupational Therapy degree is a continuous, full-time program, extending 33 months from matriculation to graduation. The maximum allotted time for completion of this program is 49.5 months. It is also required that all Level II Fieldwork and Doctoral Internship requirements must be fulfilled within 16.5 months of completion of the didactic portion of the program.

REFERENCES

American Occupational Therapy Association. (n.d.). *AOTA unveils vision 2025*.

<https://www.aota.org/AboutAOTA/vision-2025.aspx>

Accreditation Council for Occupational Therapy Education (ACOTE). (2018). *2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide (effective July 31, 2020)* [PDF file].

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/StandardsReview/2018-ACOTE-Standards-Interpretive-Guide.pdf>

APPENDIX A

Doctoral Internship Site Exploration Form

MIDWESTERN UNIVERSITY OCCUPATIONAL THERAPY PROGRAM

Doctoral Internship Site Exploration Form

(Please do not submit this form until you have thoroughly brainstormed ideas for your Capstone Project and Doctoral Internship with your Faculty Mentor. Submission of this form indicates your willingness to complete your Doctoral Internship at any of the sites listed below. Please email completed forms to the Director of Capstone Development, who will accept these forms any time during the Summer-II through Spring-II quarters. This form must be submitted by the beginning of the Spring-II quarter. The purpose of this form is to ensure that potential Doctoral Internship sites are not inundated with requests for collaboration from multiple students at one time. After receipt of this form, the Director of Capstone Development will collaborate with students and their Faculty Mentors on plans for reaching out to sites and confirming Doctoral Internship rotations.)

Date Submitted:

Student Name:

Faculty Mentor Name:

In which area(s) do you want more in-depth experience during your Doctoral Internship? You may choose more than one.

- Clinical practice
- Research
- Administration
- Leadership
- Program development
- Policy development
- Advocacy
- Education (academia)

Summary of student interests:

-

Summary of student learning goals:

-

List of 3-5 potential Doctoral Internship sites:

-

APPENDIX B

Capstone Situation Statement Form

MIDWESTERN UNIVERSITY OCCUPATIONAL THERAPY PROGRAM

Capstone Situation Statement Form

(Please email completed forms to the Director of Capstone Development by the middle of the Summer-III quarter. The purpose of this form is to ensure that the needs of the Doctoral Internship Site or gaps identified in the literature are relevant in some way to occupational therapy and are feasible to be addressed through completion of a Capstone Project.)

Date Submitted:

Student Name:

Faculty Mentor Name:

Doctoral Internship Site Name:

Site Mentor Name:

Situation Statement (for Program Development projects) or Gap in the Literature (for Research projects):

-

Relevance to occupational therapy:

-

Ideas for Capstone Project to address the situation/gap identified above:

-

APPENDIX C

Doctoral Capstone Learning Contract & Student Evaluation Form

MIDWESTERN UNIVERSITY OCCUPATIONAL THERAPY PROGRAM

Doctoral Capstone Learning Contract & Student Evaluation Form

(Please email completed forms to the Director of Capstone Development by the end of OTHED 1792: Capstone Development II. Subsequent submissions will be at midterm and at final of the Doctoral Internship. The purpose of this form is to serve as memorandum of understanding that includes individualized student specific objectives, plans for mentoring, and responsibilities of involved parties, as well as to serve as a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the Doctoral Internship.)

Student Name:

Faculty Mentor Name:

Doctoral Internship Site Name:

Site Mentor Name:

Dates of Doctoral Internship:

List Locations Considered On-Site:

List Locations Considered Off-Site:

Learning Objectives:

MWU Required Objective 1: Student utilizes an occupation-centered and occupation-focused approach to their practice as an OTD student throughout the Doctoral Internship.

MWU Required Objective 2: Student demonstrates adequate clinical and ethical reasoning by applying appropriate clarity, depth, breadth, accuracy, relevance, logic, & precision to cognitive and moral decision-making processes throughout the Doctoral Internship.

MWU Required Objective 3: Student intentionally engages in all aspects of the Doctoral Internship and Capstone Development processes as a self-directed and curious learner who takes responsibility for their own professional behavior and professional development.

Student Individualized Objective 1: *(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)*

Student Individualized Objective 2: *(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)*

Student Individualized Objective 3: *(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)*

Responsibilities of Involved Parties:

The Student is responsible for:

- Maintaining ongoing communication and collaboration with the Faculty Mentor, Site Mentor, and Director of Capstone Development throughout the entirety of the Doctoral Internship and Capstone processes.
- Ensuring compliance with all University and OT Program Requirements as outlined in the MWU OT Program Doctoral Internship & Capstone Manual (including, but not limited to, immunizations, trainings, etc.).
- Ensuring compliance with any additional requirements set forth by the Doctoral Internship Site.
- Collaborating with the Faculty Mentor and Site Mentor on the establishment of individualized student learning objectives for the Doctoral Internship.
- Completing and documenting at least 560 hours (14 weeks full-time) for the Doctoral Internship, 80% of which (448 hours) must be completed on-site at the Doctoral Internship Site.
- Proactively working towards all learning objectives for the duration of the Doctoral Internship and Capstone process.
- Collaborating with the Faculty Mentor and Site Mentor to ensure that the Capstone Project implementation progresses according to originally agreed upon timelines throughout the Doctoral Internship.
- Collaborating with the Faculty Mentor and Site Mentor to identify an appropriate means for dissemination of the Capstone Project outcomes.

The Faculty Mentor is responsible for:

- Being a core Program faculty member with documented expertise in at least one aspect of the student's Doctoral Internship and Capstone Project. If, in the event that a Faculty Mentor does not have expertise in the area of focus related to the student's Doctoral Internship and Capstone Project, then the Faculty Mentor is responsible for collaborating with the Director of Capstone Development to identify a content expert (internal or external to the Program) willing to serve as a Content Expert Mentor throughout the Capstone and Doctoral Internship processes.
- Mentoring the student from the beginning to the end of the Doctoral Internship and Capstone processes.
- Assisting the student with identifying a Doctoral Internship site and Site Mentor.
- Collaborating with the Director of Capstone Development to ensure affiliation agreements are in place for all Doctoral Internship sites.
- Maintaining ongoing communication and collaboration throughout the entirety of the Doctoral Internship and Capstone processes.
- Ensuring that the student's Capstone Project adequately addresses the situation statement identified during the initial needs assessment of the Doctoral Internship site.
- Supporting the student throughout the development of the Capstone Project proposal.

- Guiding, directing, and facilitating goals and objectives of the Doctoral Internship and Capstone Project in order to best meet the desired Capstone Project outcomes.
- Collaborating with the student to ensure that the Capstone Project implementation progresses according to originally agreed upon timelines throughout the Doctoral Internship.
- Assisting the student with identifying appropriate means for dissemination of the Capstone Project outcomes.

The Site Mentor is responsible for:

- Providing documentation of experience and expertise in the student's area of focus (e.g., a resume, curriculum vitae, or personal statement).
- Providing input and being an integral part of the determination of the student's ability to accomplish specific objectives at the Doctoral Internship site.
- Introducing the student to the Doctoral Internship site's overall mission, vision, and purpose and providing an overview of the services provided and population served at the site.
- Coordinating the student's access to the Doctoral Internship site's facilities, materials, staff, and clients as necessary to develop and implement a Capstone Project.
- Providing on-site supervision of the student during the Doctoral Internship and verifying the student's hours on-site.
- Evaluating the student on their progress toward all learning objectives at midterm and final during the Doctoral Internship.

The Director of Capstone Development is responsible for:

- Maintaining ongoing communication and collaboration with the Student, Faculty Mentor, and Site Mentor throughout the entirety of the Doctoral Internship and Capstone processes.
- Ensuring that there is a signed Affiliation Agreement or Experiential Education Agreement in place prior to the start of the student's Doctoral Internship.
- Ensuring that the student successfully completes each step of the Capstone development process before proceeding to the next step.
- Ensuring that the student has met all University and Doctoral Internship site requirements prior to the start of the Doctoral Internship.

Signatures (to be completed prior to the start of the Doctoral Internship):

Student

Date

Site Mentor(s)

Date(s)

Faculty Mentor

Date

Director of Capstone Development

Date

Evaluation of Student Performance during Doctoral Internship:

(The Student should complete the Learning Objectives and Action Steps with Deadlines prior to initiating the Doctoral Internship in collaboration with the Faculty Mentor and Site Mentor. The Site Mentor should complete the Midterm Review and Comments halfway through the Doctoral Internship. The Site Mentor should complete the Final Review and Comments upon student completion of the Doctoral Internship.)

MWU Required Objective 1: Student utilizes and demonstrates an occupation-centered and occupation-focused approach to their practice as an OTD student throughout the Doctoral Internship.		
Action Steps to Achieve Objective with Proposed Deadlines: <ul style="list-style-type: none"> • <i>Action Step 1 (Deadline or Ongoing)</i> • <i>Action Step 1 (Deadline or Ongoing)</i> • <i>Etc.</i> 	Midterm Review: <input type="checkbox"/> Objective met <input type="checkbox"/> In progress <input type="checkbox"/> Unsatisfactory	Midterm Comments:
	Final Review: <input type="checkbox"/> Objective met <input type="checkbox"/> In progress <input type="checkbox"/> Unsatisfactory	Final Comments:
MWU Required Objective 2: Student demonstrates adequate clinical and ethical reasoning by applying appropriate clarity, depth, breadth, accuracy, relevance, logic, & precision to cognitive and moral decision-making processes throughout the Doctoral Internship.		
Action Steps to Achieve Objective with Proposed Deadlines: <ul style="list-style-type: none"> • <i>Action Step 1 (Deadline or Ongoing)</i> • <i>Action Step 1 (Deadline or Ongoing)</i> • <i>Etc.</i> 	Midterm Review: <input type="checkbox"/> Objective met <input type="checkbox"/> In progress <input type="checkbox"/> Unsatisfactory	Midterm Comments:
	Final Review: <input type="checkbox"/> Objective met <input type="checkbox"/> In progress <input type="checkbox"/> Unsatisfactory	Final Comments:

MWU Required Objective 3: Student intentionally engages in all aspects of the Doctoral Internship and Capstone Development processes as a self-directed and curious learner who takes responsibility for their own professional behavior and professional development.		
Action Steps to Achieve Objective with Proposed Deadlines: <ul style="list-style-type: none"> • Action Step 1 (Deadline or Ongoing) • Action Step 1 (Deadline or Ongoing) • Etc. 	Midterm Review: <input type="checkbox"/> Objective met <input type="checkbox"/> In progress <input type="checkbox"/> Unsatisfactory	Midterm Comments:
	Final Review: <input type="checkbox"/> Objective met <input type="checkbox"/> In progress <input type="checkbox"/> Unsatisfactory	Final Comments:
Student Individualized Objective 1: <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i>		
Action Steps to Achieve Objective with Proposed Deadlines: <ul style="list-style-type: none"> • Action Step 1 (Deadline or Ongoing) • Action Step 1 (Deadline or Ongoing) • Etc. 	Midterm Review: <input type="checkbox"/> Objective met <input type="checkbox"/> In progress <input type="checkbox"/> Unsatisfactory	Midterm Comments:
	Final Review: <input type="checkbox"/> Objective met <input type="checkbox"/> In progress <input type="checkbox"/> Unsatisfactory	Final Comments:
Student Individualized Objective 2: <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i>		
Action Steps to Achieve Objective with Proposed Deadlines: <ul style="list-style-type: none"> • Action Step 1 (Deadline or Ongoing) 	Midterm Review: <input type="checkbox"/> Objective met	Midterm Comments:

<ul style="list-style-type: none"> • <i>Action Step 1 (Deadline or Ongoing)</i> • <i>Etc.</i> 	<input type="checkbox"/> In progress <input type="checkbox"/> Unsatisfactory	
	Final Review: <input type="checkbox"/> Objective met <input type="checkbox"/> In progress <input type="checkbox"/> Unsatisfactory	Final Comments:
Student Individualized Objective 3: <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i>		
Action Steps to Achieve Objective with Proposed Deadlines: <ul style="list-style-type: none"> • <i>Action Step 1 (Deadline or Ongoing)</i> • <i>Action Step 1 (Deadline or Ongoing)</i> • <i>Etc.</i> 	Midterm Review: <input type="checkbox"/> Objective met <input type="checkbox"/> In progress <input type="checkbox"/> Unsatisfactory	Midterm Comments:
	Final Review: <input type="checkbox"/> Objective met <input type="checkbox"/> In progress <input type="checkbox"/> Unsatisfactory	Final Comments:

MIDTERM Verifications and Signatures (to be completed halfway through the Doctoral Internship):

Number of hours completed on-site at Doctoral Internship Site (Weeks 1-7):

Number of hours completed off-site (Weeks 1-7):

Total number of hours completed for Doctoral Internship by midterm (Weeks 1-7):

Student _____
Date

Site Mentor(s) _____
Date(s)

Faculty Mentor _____
Date

Director of Capstone Development _____
Date

FINAL Verifications and Signatures (to be completed upon completion of the Doctoral Internship):

Number of hours completed on-site at Doctoral Internship Site (Weeks 1-14):

Number of hours completed off-site (Weeks 1-14):

Total number of hours completed for Doctoral Internship by final (Weeks 1-14):

Pass/Fail Recommendation from Site Mentor:

- The Student has met all learning objectives and I recommend that they pass the Doctoral Internship.
- The Student has met most learning objectives, there is an explanation of unmet objectives in the comments of the Student Evaluation above, and I recommend that they pass the Doctoral Internship.
- The Student has not met most learning objectives and I recommend that they do not pass the Doctoral Internship.

Pass/Fail Recommendation from Faculty Mentor:

- The Student has met all learning objectives and I recommend that they pass the Doctoral Internship.
- The Student has met most learning objectives, there is an explanation of unmet objectives in the comments of the Student Evaluation above, and I recommend that they pass the Doctoral Internship.
- The Student has not met most learning objectives and I recommend that they do not pass the Doctoral Internship.

Student _____
Date

Site Mentor(s) _____
Date(s)

Faculty Mentor _____
Date

Director of Capstone Development _____
Date

APPENDIX D

Capstone Dissemination Form

MIDWESTERN UNIVERSITY OCCUPATIONAL THERAPY PROGRAM

Capstone Dissemination Form

(Please email completed forms to the Director of Capstone Development by the end of the Doctoral Internship during Spring-III quarter. The purpose of this form is to ensure that the student has identified an appropriate audience for dissemination of the Capstone project. Dissemination must include the Doctoral Internship site and constituents as appropriate, and may include the presentation of a poster at the MWU Research Day in the Spring-III quarter, manuscript completion and submission for publication, or creation of a continuing education course or workshop.)

Date Submitted:

Student Name:

Faculty Mentor Name:

Doctoral Internship Site Name:

Site Mentor Name:

Capstone Project Name:

Summary of plan for dissemination of Capstone project:

-