



**Midwestern University**  
**Occupational Therapy Program Doctoral Capstone Manual**

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**College of Health Sciences**  
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**Revised June 2026**

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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 interested parties.

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## 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, 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 2030*

"Enriching life for ALL individuals and society through meaningful engagement in everyday activities" (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 leaders who optimize people's lives and elevate the occupational therapy profession.

*Mission of the Occupational Therapy Program*

The Occupational Therapy Program prepares future occupational therapists to optimize the lives, health, and well-being of individuals, groups, and populations through student-centered education, collaborative mentorship, and innovative learning experiences.

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.

## DOCTORAL INTERNSHIP & CAPSTONE PROJECTS

### Overview

The purpose of the Doctoral Capstone, which consists of the Doctoral Internship and Capstone Project, is “...to provide an in-depth exposure to one or more of the following areas in occupational therapy: clinical practice, research, administration, leadership, program development, policy and advocacy, or education” (ACOTE, 2023 p. 42). 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 at 40 hours per week. 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, 2023, p. 42).

### 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 (2023) D Standards guide the Program’s Doctoral Capstone procedures:

#### *D.1.0. DOCTORAL CAPSTONE*

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

The doctoral capstone consists of two parts: capstone experience and the capstone project

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

The doctoral capstone coordinator will:

D.1.1. Ensure that the doctoral capstone is designed through collaboration with the student, a faculty member in the occupational therapy educational program who holds a doctoral degree, and an individual with documented expertise in the content area of the capstone.

D.1.2. Document that the content expert is informed of the plan for and purpose of the doctoral capstone and has content expertise in the focus area.

D.1.3. Document that the doctoral capstone is an integral part of the program's curriculum design and:

- Reflects the mission and philosophy of the program.
- Contributes to the development of in-depth knowledge in the designated area of interest.
- Includes preparation consisting of a literature review, needs assessment, goals/objectives, and a plan to evaluate project outcomes.

This must be completed prior to the commencement of the 14-week doctoral capstone experience. The doctoral capstone must be started after completion of all coursework and Level II fieldwork.

D.1.4. Document that the process for ensuring valid written agreements between the organization and the program are in effect prior to and for the duration of the capstone experience. Ensure that there is a valid plan for the individual doctoral capstone experience that, at a minimum, includes:

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

The agreement must be signed by all parties.

D.1.5. Require that the length of the doctoral capstone experience be a minimum of 14 weeks' full-time, and a minimum of 32 hours per week. This may be completed on a part-time basis as agreed upon by the organization and must be consistent with the individualized specific objectives and capstone project. This must be equivalent in length to 14 full-time weeks of at least 32 hours per week. The program must have a mechanism to document that the students meet the requirements for capstone length. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.

D.1.6. Ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.

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

The following ACOTE (2023) A Standards also guide the Program's Doctoral Capstone procedures:

A.2.4. The program must identify one full-time faculty member who is appointed to the occupational therapy degree level program and is responsible for coordinating the doctoral capstone. The institution must document that this faculty member has sufficient release time and support to ensure that the needs of the capstone program are being met.

The coordinator of the doctoral capstone 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.
- Hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized institutional accrediting agency.
- Be responsible for the program's compliance with all capstone requirements as outlined in Section D.1.0.
- Have 3 years of documented experience in the field of occupational therapy that must include:
  - Clinical practice experience as an occupational therapist.
  - Teaching responsibilities at the postsecondary level.
  - Scholarship (e.g., scholarship of application, scholarship of teaching and learning).

A.2.8. 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.2.11. The institution must provide the student with access to and use of sufficient equipment, supplies, and treatment methodologies at all locations where education is provided by the program. The equipment, supplies, and treatment methodologies must reflect current evidence-based practice in the geographic area served by the program during the didactic, fieldwork and capstone components of the curriculum.

A.3.3. The program must have documented and published criteria for successful completion of each segment of the educational program to ensure that students complete all graduation requirements in a timely manner. Graduation requirements must be given in advance to each student. The published documents must include a statement that all Level II fieldwork and the doctoral capstone must be completed within a time frame established by the program. The program must describe how retention practices support the needs of its diverse student population to complete the program.

A.3.5. The program must have a process for student advisement by faculty who are occupational therapy practitioners in the program. Advisement must be documented and occur on a regular basis in the following areas:

- Conduct and responsibilities to enter the profession
- Student progress and academic standing
- Fieldwork education
- Doctoral capstone.

A.4.6. All student records must be maintained including student admission, enrollment, fieldwork, doctoral capstone, academic achievement, and student transcripts. These records must be kept in

a secure setting consistent with Family Educational Rights and Privacy Act regulations and the sponsoring institutional policies.

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:

- 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. The program must routinely secure and document formative and summative data which will assure the program is meeting its stated goals and objectives. The program must demonstrate how data analysis informed program growth and strategic changes each academic year. Program evaluation must include:

Student Data:

- Retention rates
- Academic and fieldwork performance

Faculty Data:

- Effectiveness in assigned teaching responsibilities

Program Data:

- Student satisfaction with the program
- Student evaluation of fieldwork experience
- Student evaluation of doctoral capstone
- Evaluation of doctoral capstone outcomes.
- Graduates' performance on the NBCOT certification exam
- Graduates' job placement
- Employer satisfaction with graduates' performance
- Graduates' scholarly activity (e.g., presentations, publications, grants obtained, state and national leadership positions, awards)

A report summarizing analysis of data and planned action responses must be maintained annually. The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.

## 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 I:** 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.

**Summer- Fall II:** Over the course of this time, students 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. After having an individualized meeting with the capstone coordinator, students finalize their preferences for Doctoral Internship sites and identify a Site Mentor.

**Winter & Spring II:** The capstone coordinator will secure the site and site mentor by the end of the Spring quarter.

**Summer III:** Students participate in OTHED 1790: Capstone Development I. During this course, they complete a needs assessment or research proposal to identify an area of need or concern to be addressed through completion of the Capstone Project. Depending on the type of project proposed, students may defend a general plan for their Capstone Project during this course.

**Winter III:** At the beginning of the quarter, students participate in OTHED 1792: Capstone Development II, during which they may defend their plan for the Capstone Project, further refine their plan, and determine their individualized objectives and action steps. 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 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.

Year 1	Year 2	Year 3
<p><b>Fall:</b></p> <ul style="list-style-type: none"> <li>• Meet with Faculty Mentor to build mentor-mentee relationship</li> </ul> <p><b>Winter - Spring:</b></p> <ul style="list-style-type: none"> <li>• Explore interests &amp; individualized learning objectives</li> </ul>	<p><b>Summer - Fall:</b></p> <ul style="list-style-type: none"> <li>• Refine interests &amp; learning objectives</li> <li>• Begin exploring Doctoral Internship sites</li> <li>• Begin identifying Site Mentors</li> </ul> <p><b>Winter-Spring:</b></p> <ul style="list-style-type: none"> <li>• Finalize Doctoral Internship site</li> <li>• Confirm Site Mentor</li> </ul>	<p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>• Complete Capstone Project Planning</li> <li>• Develop (&amp; defend) Capstone Project proposal</li> <li>• Develop Capstone Learning Contract</li> </ul> <p><b>Winter:</b></p> <ul style="list-style-type: none"> <li>• Finalize (&amp; defend) Capstone Project proposal</li> <li>• Finalize Capstone Learning Contract</li> <li>• Begin Doctoral Internship &amp; work on Capstone Project</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>• Complete Doctoral Internship &amp; Capstone Project</li> <li>• Disseminate Capstone Project</li> </ul>

### 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 interested parties 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 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. The student and Faculty Mentor will collaborate to develop a relationship with the site and the Director of Capstone Development obtains 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 14 full-time weeks of their Doctoral Internship and a minimum of 40 hours per week. Students are required to comply with the work hours and expectations of the Doctoral Internship site and must meet the minimum 40 hours per week. Students may complete these internships on the premises of the Doctoral Internship site, virtually, or as a hybrid, dependent on what is best for the Doctoral Internship site work practices. 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, 2023, p. 42). 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 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 and will be finalized by the end of Fall II 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.
2. The **second step** involves identifying a Site Mentor and beginning to explore an area of need or concern. This step may occur simultaneously with the first step, or shortly thereafter, and will be completed by the beginning of OTHED 1790: Capstone Development I. Exploration of an area of need or concern will lead into the needs assessment and literature review completed during the next step.
3. The **third step** involves developing the Capstone Project proposal, which will begin during OTHED 1790: Capstone Development I in the Summer-III quarter. This proposal must include a thorough needs assessment, literature review, goals/objectives, and an evaluation plan. Completion of this step will involve an oral defense of the Capstone proposal by the student to their Faculty Mentor, Site mentor, and potentially other members of the OT Faculty. Oral defenses will be scheduled at the end of OTHED 1790: Capstone Development I in the Summer-III quarter or during OTHED 1792: Capstone Development II in the Winter-III quarter.

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 Capstone Learning Contract (Appendix B) to the Director of Capstone Development. The Learning Contract is agreed upon and signed by the student, faculty and site mentor once they have completed developing, reviewing all the learning objectives, action steps and timeline for the upcoming Doctoral Internship. The Capstone Learning Contract becomes the student's individualized mid-term and final evaluation for the Doctoral Internship.
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 review a thorough needs assessment, develop the program itself, and implement 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 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 completing a poster presentation about 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 poster presentation and submission of the Capstone Dissemination Form (Appendix C) 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. If 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 Capstone portions of the OTD curriculum is the opportunity for individualized relationship-based mentorship. According to ACOTE (2023), “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 their mentee” (p.49).

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. 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.

In some cases, students may change their Faculty Mentor during the capstone exploration or development phases. This may be due to expertise areas of faculty, change in faculty availability, previous faculty connections with potential doctoral capstone sites, or other reasons. If a student would like to request a new mentor, they must first discuss their rationale with their current mentor. Students must then seek approval of the desired new mentor. When a student reaches out to a desired new mentor, please note that they are not obligated to take on the role, and situations may occur where the proposed new mentor is not able to take on Faculty Mentor responsibilities for this student. If this is the case, the student will be encouraged to further discuss their situation with their current site mentor. If the proposed new Faculty Mentor does agree to the switch, the student must complete the Faculty Mentor Change Request Form (Appendix D) and submit it to the Director of Capstone Development.

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 Doctoral Capstone, 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 448 hours (14 weeks full-time) for the Doctoral Internship.
- 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 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)
  - COVID-19
- 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 560 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 the 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 an ID badge if 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. 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 the student signs 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 vision 2030*.  
<https://www.aota.org/about/mission-vision/vision-2030>

Accreditation Council for Occupational Therapy Education. (2023). *2023 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide*.  
<https://acoteonline.org/accreditation-explained/standards/>

## **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 (type of populations, interventions, settings or practice areas you are eager to gain more experience):**

- 

**Summary of student learning goals (the skills that you wish to acquire or further develop prior to completing the program):**

- 

**List of 3-5 potential Doctoral Internship sites (in order of preference; if you identify a new site not on our lists, please also include a contact person's name [Executive Director, Program Coordinator, etc.], title, email, and phone number):**

-

## **APPENDIX B**

### **Doctoral Capstone Learning Contract & Student Evaluation Forms**

# MIDWESTERN UNIVERSITY OCCUPATIONAL THERAPY PROGRAM

## Doctoral Capstone Learning Contract

*(Please submit completed form to the Director of Capstone Development by the end of OTHED 1792: Capstone Development II. 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. The learning objectives will use be used 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:**

**Title of Capstone Project:**

### Learning Objectives, Action Steps, & Deadlines:

<p><b>Objective &amp; Action Steps</b></p> <p><b>MWU Required Objective 1:</b> The student, through active reflection, clearly and consistently articulates and/or documents the theory, evidence, and ethics used in their professional reasoning.</p> <p><b>Action Steps to Achieve MWU Required Objective 1 with Proposed Deadlines:</b></p> <ul style="list-style-type: none"><li>• <i>Action Step 1 (Deadline or Ongoing)</i></li><li>• <i>Action Step 2 (Deadline or Ongoing)</i></li></ul> <p><i>Etc.</i></p>
<p><b>MWU Required Objective 2:</b> The student consistently demonstrates professionalism and collaboration in all relationships and interactions which includes abiding by organizational policies and work practices.</p> <p><b>Action Steps to Achieve Objective with Proposed Deadlines:</b></p> <ul style="list-style-type: none"><li>• <i>Action Step 1 (Deadline or Ongoing)</i></li><li>• <i>Action Step 2 (Deadline or Ongoing)</i></li></ul> <p><i>Etc.</i></p>
<p><b>MWU Required Objective 3:</b> The student incorporates concepts related to occupation-centered and holistic practice that incorporates belonging and occupational justice into the design, implementation, evaluation, and sustainability plans of the project.</p> <p><b>Action Steps to Achieve Objective with Proposed Deadlines:</b></p> <ul style="list-style-type: none"><li>• <i>Action Step 1 (Deadline or Ongoing)</i></li><li>• <i>Action Step 2 (Deadline or Ongoing)</i></li></ul> <p><i>Etc.</i></p>

<b>Objective &amp; Action Steps</b>
<p><b>Student Individualized Objective 1:</b> <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i></p> <p><b>Action Steps to Achieve Objective with Proposed Deadlines:</b></p> <ul style="list-style-type: none"> <li>• Action Step 1 (Deadline or Ongoing)</li> <li>• Action Step 2 (Deadline or Ongoing)</li> </ul> <p>Etc.</p>
<p><b>Student Individualized Objective 2:</b> <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i></p> <p><b>Action Steps to Achieve Objective with Proposed Deadlines:</b></p> <ul style="list-style-type: none"> <li>• Action Step 1 (Deadline or Ongoing)</li> <li>• Action Step 2 (Deadline or Ongoing)</li> </ul> <p>Etc.</p>
<p><b>Student Individualized Objective 3:</b> <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i></p> <p><b>Action Steps to Achieve Objective with Proposed Deadlines:</b></p> <ul style="list-style-type: none"> <li>• Action Step 1 (Deadline or Ongoing)</li> <li>• Action Step 2 (Deadline or Ongoing)</li> </ul> <p>Etc.</p>
<p><b>Student Individualized Objective 4 (Optional):</b> <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i></p> <p><b>Action Steps to Achieve Objective with Proposed Deadlines:</b></p> <ul style="list-style-type: none"> <li>• Action Step 1 (Deadline or Ongoing)</li> <li>• Action Step 2 (Deadline or Ongoing)</li> </ul> <p>Etc.</p>

**Proposed Weekly Schedule:**

<b>Week</b>	<b>Activities/Learning Objective(s)</b>
1	•
2	•
3	•
4	•

Week	Activities/Learning Objective(s)
5	•
6	•
7	•
8	•
9	•
10	•
11	•
12	•
13	•
14	•

### 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 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.
- Documenting and completing the 14 week full-time Doctoral Internship, a minimum of 40 hours per week.
- 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.
- Mentoring the student from the beginning to the end of the Doctoral Capstone processes.
- 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 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.
- 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/virtual 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 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.

### **Intellectual Property**

University hereby assigns to the Learning Site all of the University's right, title and interest in and to all works, ideas, data, software (including source code), artworks, compositions, conceptions, inventions, patents, trademarks, trade secrets and other information and materials ("Intellectual Property") first created by the Learning Site and usable in Learning Site's business and developed by the University as a result of

the Student's participation in a Program at Learning Site. Upon the Learning Site's request, the University will execute any documents that may be necessary or appropriate to allow the Learning Site to perfect its interest in the Intellectual Property. Notwithstanding the above, any and all Intellectual Property that was created by or known to University or its Students prior to any participation in the Program or developed with University facilities and/or funds administered by the University shall be owned by the University. Any Intellectual Property jointly developed by University, its Students and Learning Site through use of Learning Site's resources shall be owned jointly by University and Learning Site as determined in accordance with United States patent law (if patentable) or by mutual agreement between the Parties (if not patentable), taking into account the role and contributions of individuals involved in the evolution and administration of the Intellectual Property. The obligations in this section shall survive the termination of this learning contract.

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

*Signatures below indicate agreement with and understanding of the above information.*

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Faculty Mentor Date

\_\_\_\_\_  
Site Mentor 1 Date

\_\_\_\_\_  
Site Mentor 2 (if applicable) Date

\_\_\_\_\_  
Site Mentor 3 (if applicable) Date

## MIDWESTERN UNIVERSITY OCCUPATIONAL THERAPY PROGRAM

### Doctoral Capstone Midterm Student Evaluation Form

*(Please submit completed form via Midwestern University Rotation Management System to the Director of Capstone Development by the end of Week 7 of the Doctoral Internship.)*

**Student Name:**

**Faculty Mentor Name:**

**Doctoral Internship Site Name:**

**Site Mentor Name:**

**Dates of Doctoral Internship:**

**Title of Capstone Project:**

**Midterm Evaluation of Student Performance during Doctoral Internship:**

*(The Site Mentor should complete the Midterm Review and Comments halfway through the Doctoral Internship and review their ratings with the student. The Faculty Mentor may add additional reviews/comments as appropriate. All parties should sign the document.)*

**Rating Descriptions:**

**Exceeds Expectations:** *Demonstrates self-directed learning skills resulting in advanced performance, leadership, initiative, clinical reasoning, and/or consistent integration of occupational-centered practices*

**Meets Expectations:** *Consistently demonstrates competent and effective performance with minimal guidance, able to apply aspects of self-directed learning skills to project, completes action steps within the time frame of the internship period and/or within the current feasibility of the organization*

**Progressing Towards Expectations:** *Demonstrates emerging competency but requires frequent guidance or demonstrates inconsistent performance, requires occasional reminders and/or supports to implement self-directed learning skills, is able to complete action steps but requires additional support or time for completion of tasks*

**Below Expectations/Needs Improvement:** *Demonstrates limited competency, requires significant guidance, poor self-directed learning ability and/or incomplete completion of action steps within reasonable time frame and limited use of self-directed learning skills*

<b>Objective</b>	<b>Action Steps to Achieve Objective with Proposed Deadlines:</b>	<b>Midterm Review:</b>	<b>Midterm Comments:</b>
<p><b>MWU Required Objective 1:</b>The student, through active reflection, clearly and consistently articulates and/or documents the theory, evidence, and ethics used in their professional reasoning</p>	<ul style="list-style-type: none"> <li>• <i>Action Step 1 (Deadline or Ongoing)</i></li> <li>• <i>Action Step 2 (Deadline or Ongoing)</i></li> <li><i>Etc.</i></li> </ul>	<p>___ Sufficient progress AND exceeding expectations</p> <p>___ Sufficient progress; meeting expectations</p> <p>___ Insufficient progress; below expectations</p>	

Objective	Action Steps to Achieve Objective with Proposed Deadlines:	Midterm Review:	Midterm Comments:
<p><b>MWU Required Objective 2:</b> The student consistently demonstrates professionalism and collaboration in all relationships and interactions which includes abiding by organizational policies and work practices.</p>	<ul style="list-style-type: none"> <li>• <i>Action Step 1 (Deadline or Ongoing)</i></li> <li>• <i>Action Step 2 (Deadline or Ongoing)</i></li> </ul> <p><i>Etc.</i></p>	<p>__ Exceeding expectations</p> <p>__ Meeting expectations</p> <p>__ Progressing towards expectations</p> <p>__ Below expectations</p>	
<p><b>MWU Required Objective 3:</b> The student incorporates concepts related to occupation-centered and holistic practice that incorporates belonging and occupational justice into the design, implementation, evaluation, and sustainability plans of the project.</p>	<ul style="list-style-type: none"> <li>• <i>Action Step 1 (Deadline or Ongoing)</i></li> <li>• <i>Action Step 2 (Deadline or Ongoing)</i></li> </ul> <p><i>Etc.</i></p>	<p>__ Exceeding expectations</p> <p>__ Meeting expectations</p> <p>__ Progressing towards expectations</p> <p>__ Below expectations</p>	
<p><b>Student Individualized Objective 1:</b> <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i></p>	<ul style="list-style-type: none"> <li>• <i>Action Step 1 (Deadline or Ongoing)</i></li> <li>• <i>Action Step 2 (Deadline or Ongoing)</i></li> </ul> <p><i>Etc.</i></p>	<p>__ Exceeding expectations</p> <p>__ Meeting expectations</p> <p>__ Progressing towards expectations</p> <p>__ Below expectations</p>	

Objective	Action Steps to Achieve Objective with Proposed Deadlines:	Midterm Review:	Midterm Comments:
<b>Student Individualized Objective 2:</b> <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i>	<ul style="list-style-type: none"> <li>• <i>Action Step 1 (Deadline or Ongoing)</i></li> <li>• <i>Action Step 2 (Deadline or Ongoing)</i></li> </ul> <i>Etc.</i>	<input type="checkbox"/> Exceeding expectations <input type="checkbox"/> Meeting expectations <input type="checkbox"/> Progressing towards expectations <input type="checkbox"/> Below expectations	
<b>Student Individualized Objective 3:</b> <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i>	<ul style="list-style-type: none"> <li>• <i>Action Step 1 (Deadline or Ongoing)</i></li> <li>• <i>Action Step 2 (Deadline or Ongoing)</i></li> </ul> <i>Etc.</i>	<input type="checkbox"/> Exceeding expectations <input type="checkbox"/> Meeting expectations <input type="checkbox"/> Progressing towards expectations <input type="checkbox"/> Below expectations	
<b>Student Individualized Objective 4 (Optional-Not Weighted):</b> <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i>	<ul style="list-style-type: none"> <li>• <i>Action Step 1 (Deadline or Ongoing)</i></li> <li>• <i>Action Step 2 (Deadline or Ongoing)</i></li> </ul> <i>Etc.</i>	<input type="checkbox"/> Exceeding expectations <input type="checkbox"/> Meeting expectations <input type="checkbox"/> Progressing towards expectations <input type="checkbox"/> Below expectations	

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

*(Hours to be completed by the student prior to signing):*

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

\_\_\_\_\_

Faculty Mentor

\_\_\_\_\_

Date

\_\_\_\_\_

Site Mentor 1

\_\_\_\_\_

Date

\_\_\_\_\_

Site Mentor 2 (if applicable)

\_\_\_\_\_

Date

\_\_\_\_\_

Director of Capstone Development

\_\_\_\_\_

Date

## MIDWESTERN UNIVERSITY OCCUPATIONAL THERAPY PROGRAM

### Doctoral Capstone Final Student Evaluation Form

*(Please submit completed form via Midwestern University Rotation Management System to the Director of Capstone Development by the end of Week 14 of the Doctoral Internship.)*

**Student Name:**

**Faculty Mentor Name:**

**Doctoral Internship Site Name:**

**Site Mentor Name:**

**Dates of Doctoral Internship:**

**Title of Capstone Project:**

**Final Evaluation of Student Performance during Doctoral Internship:**

**Midterm Evaluation of Student Performance during Doctoral Internship:**

*(The Site Mentor should complete the Midterm Review and Comments halfway through the Doctoral Internship and review their ratings with the student. The Faculty Mentor may add additional reviews/comments as appropriate. All parties should sign the document.)*

**Rating Descriptions:**

**Exceeds Expectations:** *Demonstrates self-directed learning skills resulting in advanced performance, leadership, initiative, clinical reasoning, and/or consistent integration of occupational-centered practices*

**Meets Expectations:** *Consistently demonstrates competent and effective performance with minimal guidance, able to apply aspects of self-directed learning skills to project, completes action steps within the time frame of the internship period and/or within the current feasibility of the organization*

**Progressing Towards Expectations:** *Demonstrates emerging competency but requires frequent guidance or demonstrates inconsistent performance, requires occasional reminders and/or supports to implement self-directed learning skills, is able to complete action steps but requires additional support or time for completion of tasks*

**Below Expectations/Needs Improvement:** *Demonstrates limited competency, requires significant guidance, poor self-directed learning ability and/or incomplete completion of action steps within reasonable time frame and limited use of self-directed learning skills*

Objective	Action Steps to Achieve Objective with Proposed Deadlines:	Midterm Review:	Midterm Comments:
<p><b>MWU Required Objective 1:</b>The student, through active reflection, clearly and consistently articulates and/or documents the theory, evidence, and ethics used in their professional reasoning</p>	<ul style="list-style-type: none"> <li>• Action Step 1 (Deadline or Ongoing)</li> <li>• Action Step 2 (Deadline or Ongoing)</li> </ul> <p>Etc.</p>	<p>___ Sufficient progress AND exceeding expectations</p> <p>___ Sufficient progress; meeting expectations</p> <p>___ Insufficient progress; below expectations</p>	

Objective	Action Steps to Achieve Objective with Proposed Deadlines:	Midterm Review:	Midterm Comments:
<p><b>MWU Required Objective 2:</b> The student consistently demonstrates professionalism and collaboration in all relationships and interactions which includes abiding by organizational policies and work practices.</p>	<ul style="list-style-type: none"> <li>• <i>Action Step 1 (Deadline or Ongoing)</i></li> <li>• <i>Action Step 2 (Deadline or Ongoing)</i></li> </ul> <p><i>Etc.</i></p>	<p>__ Exceeding expectations</p> <p>__ Meeting expectations</p> <p>__ Progressing towards expectations</p> <p>__ Below expectations</p>	
<p><b>MWU Required Objective 3:</b> The student incorporates concepts related to occupation-centered and holistic practice that incorporates belonging and occupational justice into the design, implementation, evaluation, and sustainability plans of the project.</p>	<ul style="list-style-type: none"> <li>• <i>Action Step 1 (Deadline or Ongoing)</i></li> <li>• <i>Action Step 2 (Deadline or Ongoing)</i></li> </ul> <p><i>Etc.</i></p>	<p>__ Exceeding expectations</p> <p>__ Meeting expectations</p> <p>__ Progressing towards expectations</p> <p>__ Below expectations</p>	
<p><b>Student Individualized Objective 1:</b> <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i></p>	<ul style="list-style-type: none"> <li>• <i>Action Step 1 (Deadline or Ongoing)</i></li> <li>• <i>Action Step 2 (Deadline or Ongoing)</i></li> </ul> <p><i>Etc.</i></p>	<p>__ Exceeding expectations</p> <p>__ Meeting expectations</p> <p>__ Progressing towards expectations</p> <p>__ Below expectations</p>	

Objective	Action Steps to Achieve Objective with Proposed Deadlines:	Midterm Review:	Midterm Comments:
<b>Student Individualized Objective 2:</b> <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i>	<ul style="list-style-type: none"> <li>• <i>Action Step 1 (Deadline or Ongoing)</i></li> <li>• <i>Action Step 2 (Deadline or Ongoing)</i></li> </ul> <i>Etc.</i>	<input type="checkbox"/> Exceeding expectations <input type="checkbox"/> Meeting expectations <input type="checkbox"/> Progressing towards expectations <input type="checkbox"/> Below expectations	
<b>Student Individualized Objective 3:</b> <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i>	<ul style="list-style-type: none"> <li>• <i>Action Step 1 (Deadline or Ongoing)</i></li> <li>• <i>Action Step 2 (Deadline or Ongoing)</i></li> </ul> <i>Etc.</i>	<input type="checkbox"/> Exceeding expectations <input type="checkbox"/> Meeting expectations <input type="checkbox"/> Progressing towards expectations <input type="checkbox"/> Below expectations	
<b>Student Individualized Objective 4 (Optional-Not Weighted):</b> <i>(To be established in collaboration between the Student, Faculty Mentor, and Site Mentor)</i>	<ul style="list-style-type: none"> <li>• <i>Action Step 1 (Deadline or Ongoing)</i></li> <li>• <i>Action Step 2 (Deadline or Ongoing)</i></li> </ul> <i>Etc.</i>	<input type="checkbox"/> Exceeding expectations <input type="checkbox"/> Meeting expectations <input type="checkbox"/> Progressing towards expectations <input type="checkbox"/> Below expectations	

**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):

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

**Final Pass/Fail Recommendation from Site Mentor(s) (select one):**

\_\_\_ 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.

\_\_\_\_\_  
Site Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Mentor 2 (If applicable)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Mentor 3 (If applicable)

\_\_\_\_\_  
Date

**Final Pass/Fail Recommendation from Faculty Mentor (select one):**

\_\_\_ 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.

\_\_\_\_\_  
Faculty Mentor

\_\_\_\_\_  
Date

**Final Approval of Successful Completion of the Doctoral Internship:**

\_\_\_\_\_  
Director of Capstone Development

\_\_\_\_\_  
Date

**APPENDIX C**

**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 **program evaluation of the capstone project outcomes**. 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:**

-

**APPENDIX D**

**Faculty Mentor Change Request Form**

**MIDWESTERN UNIVERSITY OCCUPATIONAL THERAPY PROGRAM**

**Faculty Mentor Change Request**

*(In some cases, students may change their Faculty Mentor during the capstone exploration or development phases. This may be due to expertise areas of faculty, change in faculty availability, previous faculty connections with potential doctoral capstone sites, or other reasons. If a student would like to request a new mentor, they must first discuss their rationale with their current mentor. Students must then seek approval of the desired new mentor. The purpose of this form is to ensure that these conversations have taken place and to communicate the change in Faculty Mentor to the Director of Capstone Development. Students should email completed forms to the Director of Capstone Development.)*

**Student Name:**

**Current Faculty Mentor Name:**

**Proposed New Faculty Mentor Name:**

**Rationale for changing Faculty Mentors:**

**Signatures:**

Current Faculty Mentor:

*By signing below, I indicate my awareness that I will no longer be the Faculty Mentor for the student listed above:*

\_\_\_\_\_

Current Faculty Mentor

\_\_\_\_\_

Date

Proposed New Faculty Mentor:

*By signing below, I indicate my agreement to be the Faculty Mentor for the student listed above:*

\_\_\_\_\_

New Faculty Mentor

\_\_\_\_\_

Date