

**Pacific University College of Health Professions  
School of Occupational Therapy  
OTD Capstone and Doctoral Experiential Internship Manual**

Preface

This manual is intended to provide doctoral students and faculty members with a description of procedures and expectations for the Occupational Therapy Doctorate capstone and experiential internship.

- Section I: Overview of the capstone and experiential
- Section II: Timeline for the capstone and experiential
- Section III: General guidelines, examples, and resources
- Section IV: Frequently asked questions about the capstone process
- Section V: Guidelines for the preparation of documents
- Section VI: Forms and appendices

## Section I: Overview

### Overview

The mission of the School of Occupational Therapy is to provide a transformational education that assures students are well equipped to enter practice with skills and knowledge to be leaders in healthcare and the promotion of occupational justice.

Key threads of the curriculum include client-centered practice, occupation-based practice, occupational justice, and understanding occupational contexts. The goal of a clinical doctorate program is to prepare practitioner-scholars.

The increased requirements for practice-based scholarship and research in the doctoral accreditation standards result in an occupational therapist who is able to rigorously implement evidence-based practice, understands care delivery models, and is prepared to meet the future occupational needs of society.

(Accreditation Council for Occupational Therapy Education [ACOTE®], 2012)

The **Doctoral Experiential Internship (DEI)** component is to develop occupational therapists with advanced skills, beyond the level of a generalist.

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

- Relate theory to practice and demonstrate synthesis of advanced knowledge in a practice area through completion of a culminating project.
- Develop in-depth experience in one or more of the **eight (8)** following areas through completion of a doctoral experiential component: Clinical practice skills, Research skills, Administration, Leadership, Program and Policy Development, Advocacy, Education, and Theory Development.

(Accreditation Council for Occupational Therapy Education [ACOTE®], 2012, p1)

The **Doctoral Capstone Project** component is to develop occupational therapists capacity to engage in scholarly activities acknowledging and facilitating scholarship for the growth, development, and vitality of the profession (AJOT, 2016).

- Implement a scholarly project that evaluates professional practice, service delivery, and/or professional issues.
- Develop a scholarly project in one of the four (**4**) following areas through completion of the capstone project: Scholarship of Discovery; Scholarship of Integration; Scholarship of Application, Practice or Engagement; or Scholarship of Teaching and Learning).
- The capstone project is based on the scholarly question that arises from the experiential site. Some potential demonstrations of these questions are reflected in the AOTA document entitled Scholarship in Occupational Therapy (AOTA, 2016).

Pacific University's Occupational Therapy program educates practice scholars who integrate service and research to lead and promote occupational justice in healthcare and society to enhance occupational well-being.

Accreditation Council for Occupational Therapy Education. (2012). 2011 Accreditation Council for Occupational Therapy Education (ACOTE®) standards. *American Journal of Occupational Therapy*, 66(6 Suppl.), S6–S74. <http://dx.doi.org/10.5014/ajot.2012.66S6>

American Occupational Therapy Association. (2016). Scholarship in occupational therapy. *American Journal of Occupational Therapy*, 70, 7012410080. <http://dx.doi.org/10.5014/ajot.2016.706S07>

## **Doctoral Experiential Internship (DEI)**

The DEI is the site in the community where the student will pursue one of the identified eight (8) areas and establish the contextual framework within which to complete the Doctoral Capstone Project. The student will identify goals and objectives to achieve the identified advanced skills and in-depth experience and will produce a product for the DEI site that demonstrates the application of those skills. The student will seek out this setting with the guidance of the faculty capstone advisor and in collaboration with the program Doctoral Experiential Internship Coordinator (DEIC). When seeking an occupational therapist in our local area or a DEI within a place of business that supports Level II students from Pacific University, prior authorization of the DEIC is required.

The DEI allows you an opportunity to relate theory to practice and demonstrate synthesis of advanced knowledge in a practice area through completion of a culminating product. You will develop in-depth experience in one or more of the following areas through completion of the DEI component: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.  
(Accreditation Council for Occupational Therapy Education [ACOTE®], 2012, p1)

The minimum 560 hours (14 weeks) DEI must be completed prior to graduation. Prior fieldwork or work experience may not substitute for the DEI. A part-time DEI over an extended period of weeks may be considered with:

- a) The approval of the faculty,
- b) A demonstrated a plan for completion of 560 hours within a reasonable time period, and
- c) A completion timeframe within the program degree time limits.

Examples of products for the DEI site might include:

- Presentation at a site in-service/training
- Development of internal program guidelines/manuals
- Demonstration of advanced skills by verification from community advisor
- Creation of a thorough Program Proposal for new services or a new program

## **Development of Objectives for the DEI**

The objectives for the DEI may include the capstone project objectives, however the capstone requires separate documentation. Additional objectives specific to opportunities within the DEI setting may also be developed. Objectives must be consistent with the DEI and curricular design of the Pacific University School of Occupational Therapy. The DEI must be completed within a setting that supports the fulfillment of the capstone project and a minimum of 448 hours (80% of the total

DEI hours) of the experience must be spent within the setting engaging in activities related to the focus of the project.

### **Capstone Project**

This project recognizes that in order for occupational therapists to prompt, evaluate, and inform practice roles they must be able to develop scholarly projects that generate new evidence through independent or collaborative work. Occupational therapists, trained at a doctoral level, possess a professional responsibility not only to use evidence to inform practice, but to generate new knowledge through discovery, integration, application/practice/engagement, or teaching and learning.

The capstone project is an independently mentored project as partial fulfillment of clinical doctoral education in which students implement a scholarly project that evaluates professional practice, service delivery, and/or professional issues. Within this project you will develop a scholarly manuscript in one of the following areas through completion of the capstone project: Scholarship of Discovery; Scholarship of Integration; Scholarship of Application, Practice or Engagement; or Scholarship of Teaching and Learning.

This project's scholarly intent will be related to the goals and objectives of the DEI. A scholarly project extends the work at a facility, site, or community organization to expand the knowledge base: generating a research project; making creative connections within and across disciplines to integrate, synthesize, interpret, and/or create new perspectives; apply the knowledge generated within research; integration of research to address real problems; or to study the teaching and learning process.

The following are examples of potential methods for documentation of this scholarship:

- Manuscript ready for submission to a peer-reviewed journal or trade magazine of: program development; research, theory, or philosophy; policy analysis; case studies; integrative reviews of the literature; meta-analysis; teaching methodology and learning outcomes; learning theory; or effectiveness studies.
- Reports of clinical demonstration projects, meta-analysis, interdisciplinary programs or services, learning aids, or application of technology to teaching & learning.

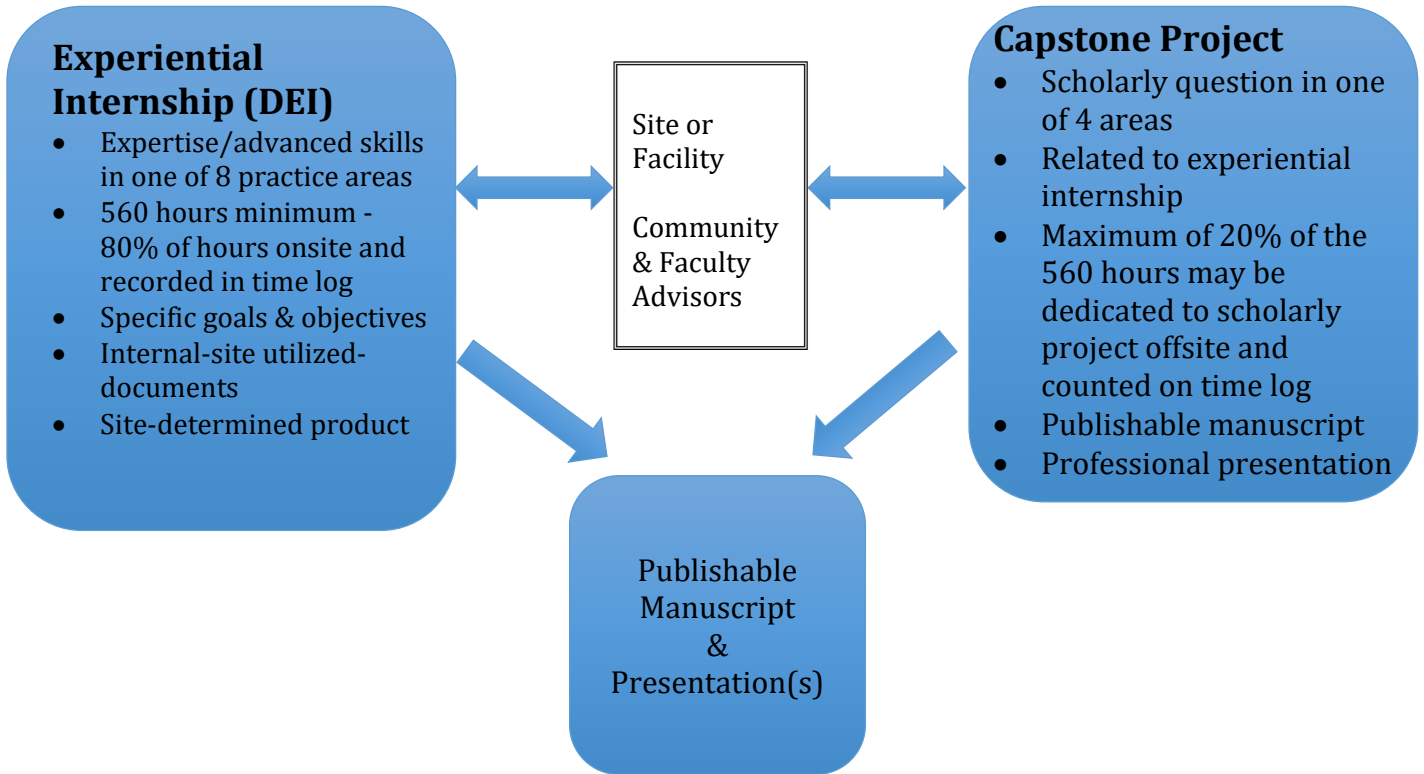
In addition, you will develop a professional presentation of your scholarship process to present during capstone week at Pacific University School of Occupational Therapy.

### **Development of Objectives and Demonstration for the Capstone Project**

Students will work closely with a faculty advisor in developing an individual plan to integrate new knowledge gained in OTD courses into their project. Through the Capstone project, the student will demonstrate his/her understanding of advanced Occupational Therapy concepts and the ability to lead and practice at the highest level of professional practice. The capstone provides the student with an opportunity to demonstrate skills as an innovative leader and scholar-practitioner at the doctoral level. Students may use up to 20% (128 hours) of the required 560 hours engaged in scholarship off-site from the DEI throughout the internship.

Both projects will utilize a literature review to develop the final capstone manuscript. See relationship between the Experiential Internship and Capstone in Figure 1.

Figure 1



## **Section II: Timeline for Capstone, Experiential, and Evidence-based Practice**

**The following process summary is a guideline only.** Specific timing of each step may be modified with agreement from the faculty capstone mentor and community supervisor depending on the requirements of the specific capstone project and availability of advisors. Each student will develop her/his own timeline and process summary specific to the individual capstone project in his/her capstone proposal (Form C). The minimum following tasks must be accomplished. (See course syllabi for learning objectives and related ACOTE Standards.)

### **OTD 1 Fall**

**OTD520** Doctoral Experiential Internship & Capstone: Introduction (1 credit).

Guided exploration of potential areas for the capstone and doctoral specialty experiential internship.

Student will:

- Learn the experiential and capstone processes and expectations.
- Learn how to search databases.
- Learn how to use bibliographic software (Zotero).
- Begin developing a professional ePortfolio.
- Learn skills to be successful throughout the OTD coursework.

### **OTD 1 Spring-Summer**

**OTD 521** Doctoral Experiential Internship & Capstone: Exploration (1 credit).

Guided exploration of potential areas for the capstone and DEI.

Student will:

- Explore potential areas for completion of a DEI: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.
- Explore potential areas for collaboration with a faculty capstone advisor.

**OTD 580 & 680** Scholarship and Evidence-Based Practice I & II (3 credits each).

Students will examine qualitative and quantitative research methods and conduct effective analysis and synthesis of professional literature to support evidence-based practice. Student will use case studies to develop clinical research designs and further their skills in professional writing and presentations.

Student will:

- Retrieve evidence through efficient, effective database search strategies.
- Create a scholarly question with an audit trail of evidence.
- Write a review of the literature.
- Appraise quality of research evidence (both qualitative and quantitative).
- Identify OT theoretical constructs within the evidence.

## **OTD 2 Fall**

### **OTD771 Doctoral Experiential Internship & Capstone: Proposal (1 credit)**

Students follow structured program to learn and apply the steps of developing the capstone scholarship project of the final semester. The focus in OTD771 will be on the steps to developing a DEI and capstone proposal.

Student will:

- Become familiar with the DEI & capstone manual and all outlined processes.
- Identify an area of focus and which of the eight categories are of interest (Faculty team will assign faculty capstone advisors matching your area of interest.).
- Develop capstone proposal with capstone mentor. Submit Form A Capstone Project and Doctoral Internship Faculty Advisor Agreement Form.
- Complete and submit Form G: Scholarly Plan.
- Begin an audit trail and annotated bibliography using a reference manager program reflecting an exploration of the literature (The purpose is to inform the focus of capstone, identify gaps, and determine scope of practice.) that will be due in OTD792.
- Update ePortfolios for capstone advisor review.

**NOTE:** Students will only be approved for expedited or exempt research unless joining an existing research project. Full IRB reviews will only be granted on joint projects with academic/professional research teams. **All research projects must be well developed and approved by the scholarship committee to be implemented as a DEI/capstone.**

## **OTD 2 Spring**

### **OTD 772 Doctoral Experiential Internship & Capstone: Scholarship (1 credit)**

Students follow structured program to learn and apply the steps of developing the capstone scholarship project of the final semester. The focus in OTD792 will be on the scholarly process.

Student will:

- Develop professional writing skills.
- Develop capstone proposal with capstone mentor.
- Consider and apply conceptual or theoretical model(s) used to frame the work.
- Consider the potential connection of your work to the Occupational Therapy Practice Framework, Vision 2025, or AOTA scholarship focus.
- Submit audit trail and annotated bibliography (assigned in OTD791) using a reference manager program reflecting an exploration of the literature (The purpose is to inform the focus of capstone, identify gaps, and determine scope of practice).
- Begin IRB application process (Only applies to those approved by the scholarship committee to conduct research). **NOTE: The IRB proposal must be submitted in coordination with the faculty advisor and students should not initiate the process independently.**
- Identify potential community supervisors and DEI sites. Discuss with and submit to your capstone mentor and Doctoral Experiential Internship Coordinator (DEIC) a list of potential sites relevant to learning goals/population to be served. Begin formal process to record thoughts and actions.
- Complete a draft literature review (finalized literature review will be due in OTD793).
- Update ePortfolio for peer review.

## **OTD 2 Summer**

Students will:

- Continue work on the literature review that is due in OTD793 Fall semester of OTD3. (Students are not enrolled in a specific course related to the capstone but they are expected to continue their preparations. Students are strongly encouraged to begin the work that will be due in the fall of the 3<sup>rd</sup> year in OTD773 Doctoral Experiential Internship & Capstone: Partnership as the fall semester can become very busy with other coursework or fieldwork.)

## **OTD 3 Fall**

**OTD 773** Doctoral Experiential Internship & Capstone: Partnership (1 credit).

Students follow structured program to learn and apply the steps of developing the capstone scholarship project of the final semester. OTD773 focuses on finalizing the partnerships necessary for success.

Student will:

- Finalize and submit the formal literature review of their chosen area of focus to provide evidence for the capstone and internship.
- Submit Form C: Capstone Project/Scholarship Proposal with a preliminary proposal for the capstone and experiential.
- Finalize choice for community advisor and the site of the DEI with their faculty capstone advisor.
- Finalize DEI site and work with the DEI coordinator to complete site agreements.
- Approach the community supervisor for participation and complete Form B: Capstone Project and Doctoral Internship Community Supervisor Agreement, which will include a signature of agreement from community advisor. This serves as the contractual agreement with a community supervisor.
- If required for the project, finalized Institutional Review Board (IRB) application (exemption or non-exemption), with oversight from the faculty advisor, and gain IRB approval. **NOTE: The IRB proposal must be submitted in coordination with the faculty advisor and students should not initiate the process independently.**
- Update ePortfolio for faculty capstone advisor review.

## **OTD 3 Summer, Fall, or Spring**

**OTD 780** Scholarship and Evidence-Based Practice III (3 credits). (Offered 3 times per year, summer, fall, spring. 1/3 of cohort is in class each semester while the other 2/3 are in fieldwork.)

Students apply an evidence-based approach to case studies based on students' experiences during their completed Level I or II fieldwork rotations to further develop the professional reasoning process of applying scientific evidence to decision-making in practice and build skill in scholarly writing.

Student will:

- Refine strategies for efficient and effective search and retrieval of evidence-based resources. Understand, critique, and evaluate information, including the quality of evidence.



- Organize, collect, and analyze data in a systematic manner for evaluation of practice outcomes, which includes evidence-based modification of practice to improve client outcomes.
- Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy.
- Identify future directions of occupational therapy practice, including assessments, evaluations and research based upon scholarly literature.
- Design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis (quantitative or qualitative).
- Implement a scholarly study that evaluates professional practice, service delivery, and/or professional issues.
- Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities.
- Demonstrate strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.
- Demonstrate a variety of informal and formal strategies for resolving ethics disputes in varying practice areas.

### **OTD 3 Spring**

#### **OTD 774 Doctoral Experiential Internship & Capstone: Management (1 credit)**

Students follow structured program to learn and apply the steps of developing the capstone scholarship project of the final semester. OTD774 focuses on finalizing all necessary planning and paperwork for the DEI and capstone.

Students will:

- Finalize all documentation with the faculty advisor, community advisor, and internship site. The plan may also include supporting supplemental documentation for capstone implementation (e.g. site agreement forms, release of information, additional medical/legal documents) as required. The student will create documents if needed. **Form C: Capstone Project/Scholarship Proposal must include a detailed schedule and faculty capstone advisor signature before initiating capstone project and DEI.**
- Complete all sections of Form D: Entry level Doctoral Experiential Internship Evaluation, with the exception of the “progress” and “comments” sections, and submit. **Must be completed and signed before initiating capstone project and DEI.**
- If required for the project, finalize any requirements from the Institutional Review Board (IRB) with oversight from the faculty advisor. Approval by the IRB must be obtained before beginning DEI or capstone if doing research.
- Identify a call for papers (poster or oral session) at a professional venue approved by the faculty advisor where the capstone can be presented. Complete a call for papers (format provided for those whose chosen venue does not have a currently open call).
- Update ePortfolio for peer review.

### **OTD 3 Spring & Summer**

**OTD 850** Doctoral Specialty Experiential Internship (16 credits).

Experiential opportunity for students to learn, practice, and apply knowledge from the classroom and practice settings, at a higher level than prior fieldwork experiences, with simultaneous guidance from faculty and internship advisors. Pass/No Pass. **NOTE: This course is 16 credits so includes two weeks above the required minimum 14 weeks for the DEI in order for students to complete pre-requisites prior to being on site at the DEI and/or allow time to finalize DEI products at the end of the on-site hours. Students are required to engage in 16 weeks (640 hours) of content in order to fulfill the 16 credits.**

Students will:

- a) Prior to beginning OTD850 Doctoral Specialty Experiential Internship, the student must pass a comprehensive competency exam at the completion of core coursework and fieldworks.
- b) Comply with all procedures and requirements in the Student Handbook.
- c) Enact the capstone/internship plan as approved at the DEI site.
- d) Obtain evaluations from the DEI site.
- e) Submit Experiential Product to the community supervisor.

**OTD 785** Capstone Project/Scholarship (4 credits).

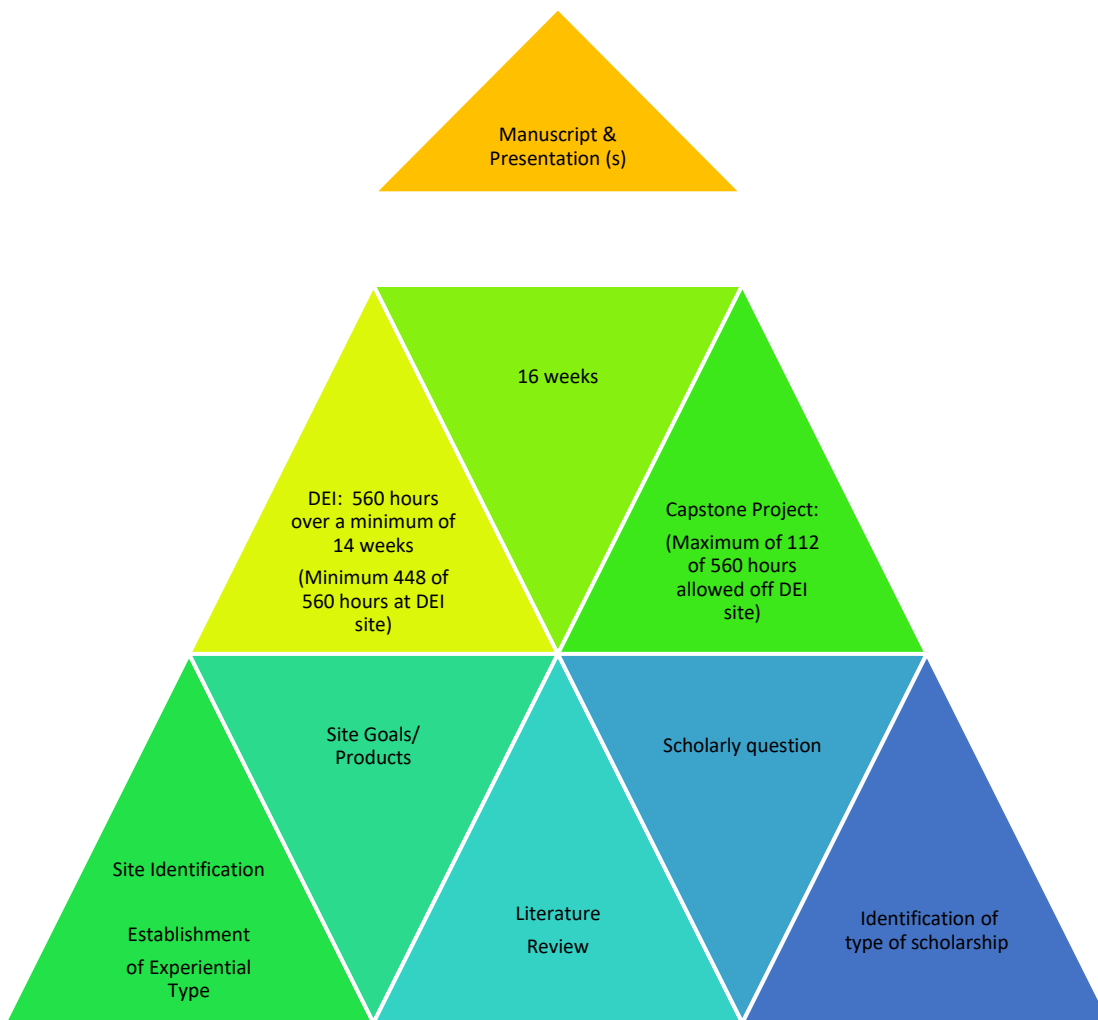
Individually mentored project as culmination of clinical doctoral education for application of an evidence-based approach to students' experiences during their DEI. Students will write a publishable manuscript of their capstone project results. Concludes with on-site presentation at Pacific University of results and findings of capstone project just prior to graduation.

Student will:

- a) Submit Capstone Manuscript to faculty capstone advisor for review, editorial feedback, and grading.
- b) Submit a final scholarly Capstone Manuscript to faculty capstone and community advisor(s) (for public dissemination).
- c) Submit the OTD Capstone Project Non-Exclusive License Agreement (Form E).
- d) Present the project at Pacific University prior to graduation.

**Figure 2**

Represents the preparatory activities and the final products. On the left side of the pyramid there are the products that support the D. On the right side the requirements of the capstone is presented. The final products of both are depicted at the apex of the graphic.



### **Section III: General guidelines, examples, and resources**

#### **Who's who**

##### ***Faculty Advisor***

The School faculty will assign to you a faculty capstone advisor in the fall of OTD2. All capstone advisors are faculty members within the School of Occupational Therapy. Matches are made to align the faculty expertise with the student area of interest (practice, research, policy/program development, etc.) and focus of capstone.

##### ***Academic Faculty Advisor***

Continue discussion with your academic faculty advisor regarding your capstone and experiential interests to generate scholarly questions and resources. Your academic faculty advisor continues to address any academic issues outside of the capstone and experiential. You will continue regular general academic advising each semester.

##### ***Community Supervisor Responsibilities***

The student will discuss potential community supervisors' qualifications with the faculty capstone advisor before jointly agreeing to the assignment of the community supervisor. The role of the capstone community supervisor is to guide the student in the development and implementation of the capstone project proposal, project implementation and evaluation, scholarly manuscript, and professional presentation. This is accomplished by regular contact between the student, faculty advisor, and community supervisor. Meetings may occur in person or virtually (Skype, Zoom, etc.) and should be supplemented with regular email or telephone contact. Capstone faculty advisors and community supervisors will provide constructive critique of the students work and provide direction. Each will provide guidance throughout the process but the faculty capstone advisor assumes primary responsibility for assuring that the project meets university standards.

##### ***Community Supervisor Qualifications***

- 1) Documented evidence of expertise in capstone content area.
- 2) Terminal degree (ex. PhD, OTD, PsyD, etc.) preferred but not required.
- 3) Willingness and ability to provide evidence of credentials and expertise.
- 4) Agreement to work with student for the duration of the capstone project.
- 5) Willingness to provide routine feedback to student throughout the process (face to face or virtually).
- 6) Willingness to support the student in development of scholarly manuscript and professional presentation.
- 7) Willingness to provide evaluation of student outcomes.

##### ***Student Responsibilities***

It is the responsibility of *the student to*:

- 1) Complete Capstone Project Faculty Advisor Agreement Form (Appendix A) with the faculty advisor.
- 2) Initiate contact with assigned faculty capstone project advisor to set up regular meetings.

- 3) Identify and discuss with the faculty capstone advisor the possibilities for community supervisor.
- 4) Initiate the request to the mutually agreed upon community supervisor. Obtain CV and/or other documentation of expertise of community supervisor and submit the documents to faculty capstone advisor.
- 5) Submit to Moodle and provide faculty capstone advisor with signed Capstone Project Community Advisor Agreement Form (Form B) from community supervisor. If acceptance is not obtained, discuss alternate person(s) with the faculty capstone advisor.
- 6) Communicate regularly with both advisors regarding progress, goals, plans, changes, questions, etc.
- 7) Read and comply with all relevant policies and procedures as set forth by the Capstone Project, the School of Occupational Therapy, the College of Health Professions, and Pacific University.
- 8) Report problems and delays of progress in completing the Capstone Project Proposal, final project, scholarly manuscript and/or the professional presentation to the faculty capstone advisor.

### **Examples of Experiential and Capstone Projects**

These projects are intended to be of direct benefit to practitioners and the public. The project demonstrates your ability to develop your expertise and conduct scholarly inquiry. These projects improve practice through exploration, analysis, problem solving, and dissemination.

- 1) DEI with EASA Center for Excellence
  - DEI objective(s) and outcome(s) – Daily work in the Center for Excellence collecting information about EASA needs and population, creating educational materials, and visits to individual EASA sites to collaborate with OTs. Creation of the EASA OT Manual (**Program and Policy Development**)
  - Capstone project – Scholarly paper describing the role of OT in early psychosis (**Scholarship of Application, Practice or Engagement**)
- 2) Internship with Providence Stroke Rehabilitation Program
  - DEI objective(s) and outcome(s) – Daily work with OTs at Providence gathering information and learning the needs of the program. In collaboration with site OT, development of research procedures; completion, submission, and gaining approval from Providence IRB for a study on sensory processing throughout stroke treatment - facility staff is continuing project after student graduates (**Research skills**)
  - Capstone project – Scholarly paper describing the impact of stroke on sensory processing and the role of OT using Dunn’s Model of Sensory Processing to address the issue – (**Scholarship of Integration**)
- 3) Internship with Baltimore VA’s Myasthenia Gravis Center of Excellence

- DEI objective(s) and outcome(s) – Daily work in research labs with telehealth, exercise protocols, IRB training, and active involvement in patient treatment. Submitted multiple study and grant requests (**Research**)
  - Capstone project – Scholarly journal article publication regarding Myasthenia Gravis and Exercise protocols (**Scholarship of Discovery**)
- 4) Internship with Providence Sports Medicine Center
- DEI objective(s) and outcome(s) – Daily treatment and focus on advanced UE occupational therapy skills. Carried full caseload, developed patient handouts, assisted in training other outpatient clinics in splinting and other interventions (**Clinical Practice Skills**)
  - Capstone project – Developed a full Moodle course that could be taken as a Moodle elective on Advanced UE Skills at Pacific.– (**Scholarship of Teaching and Learning**)

## Section IV: Frequently Asked Questions

### **1. When should I start thinking about my doctoral experiential internship and capstone project?**

Trust the process to work. And follow the process carefully. Do not worry if you enter the program not knowing what you are going to do for your project. Start thinking about possible topics and projects while you are in your core courses and fieldwork. Create a place to jot notes to yourself about interesting topics. You will be working on this topic intensively for a prolonged period, so it must not be something in which you have only a passing interest. Although you must complete core coursework, Level II fieldwork, and the comprehensive exams before beginning the DEI and capstone project, all the planning will be finished by the time you actually begin your doctoral experiential internship and enact your capstone project. Take it one step at a time.

### **2. What should I do to prepare for my Doctoral Experiential Internship and Capstone Project?**

Complete all program requirements, including coursework and fieldwork. The capstone and evidence-based practice sequence of courses will equip you with the knowledge of research questions, research methods, and data analysis that will allow you to conduct a capstone project. Choose a potential site and topic with the help of your faculty advisor. Discuss a plan for your capstone project and experiential with your advisor. As soon as you have an idea about your topic, focus your reading and assignments to explore the existing literature.

### **3. Who should be my faculty advisor?**

Your faculty advisor may be different from your academic faculty advisor. During the fall term of OTD2, you will identify your areas of interest and be assigned a faculty advisor. You will submit drafts of forms, literature reviews, and manuscripts to your capstone faculty advisor for editing and feedback. In some instances you may work with your academic faculty advisor as well.

### **4. Who should be my community doctoral experiential internship project supervisor?**

Your community DEI supervisor should be someone with expertise in your chosen area of focus. This individual may or may not be an OT depending on the scope of your project. Advanced degrees are preferable but not required if the individual has extensive knowledge to support your area of focus. You will identify potential community supervisors, present their credentials to your faculty advisor, and then your faculty advisor must approve your community supervisor before you begin working with her/him.

### **5. What are the elements of a good capstone project proposal?**

A good capstone proposal contains a statement of the problem, the purpose of the project or study, the significance of the work, the theoretical framework, the design or how you are going to conduct the project, how you will analyze the work, and your professional goals. The capstone proposal is a contract. You will create the initial proposal in the fall of OTD3. That contract is likely to be refined as you move forward and refine the focus of your work. Stay in communication with your faculty capstone advisor and community DEI supervisor. Update the proposal as needs change.

### **6. What are the elements of a good experiential internship site?**

A good facility or site for your DEI will allow you to develop skills beyond that of what you have gained in fieldwork. You must be engaged in work that facilitates your expertise in one of 8 areas

defined in section 1 of this manual. It is important to explore potential sites and discuss this with the DEIC in addition to your faculty capstone advisor to ensure that a contract is in place that will allow you to participate at this site in the way you have envisioned. The site experiential is a contract between you and your community advisor. You will create the initial site proposal in the fall of OTD3. That contract is likely to be refined as you move forward and refine the focus of your work. Stay in communication with your faculty capstone advisor and community DEI supervisor. Update the proposal as needs change.

### **7. How can I find good examples to follow for my proposal and capstone project?**

Common Knowledge on the Pacific University library web site has some completed capstone project presentations: <http://commons.pacificu.edu/otd/>. View the videos of past presentations posted on Moodle.

### **8. Will I be doing research?**

Some but not all capstone projects are considered research. Work closely with your faculty capstone advisor to determine if that is one of your areas of interest. Before you begin collecting data, you must have the approval of the Institutional Review Board (IRB). Some faculty members already have research projects going and you may join one of those. New research projects require much earlier planning and start-up tasks. You must lay the groundwork with the IRB with the knowledge and support of your faculty capstone advisor.

### **9. What if I must modify my capstone project or experiential site?**

Again, work closely with your faculty advisor to discuss any changes, minor or substantive to the capstone project and experiential site and goals. Changes happen frequently so be prepared to change your proposal document and resubmit.

### **10. What are my responsibilities in writing the capstone project?**

You are responsible for submitting drafts of the capstone manuscript to your faculty capstone advisor. You are responsible for scholarly writing using American Psychological Association (APA) style or the style dictated by your publication choice. Seek writing support early in the doctoral program to develop these skills. Begin early to think about how you will disseminate the project.

### **11. What do my faculty capstone advisor and community DEI supervisor do regarding my manuscript?**

Your faculty capstone advisor is responsible for reading your draft(s), giving you editorial suggestions, and approving the error-free draft. In some circumstances, your community DEI supervisor will also read and give you feedback. You are encouraged to submit the final copy of the Capstone Manuscript for publication in a professional venue of your choice. Make sure that you give your team adequate time to proofread and edit.

### **12. What else should I expect of my faculty capstone advisor?**

Per the School Teaching & Learning Agreement, your faculty capstone advisor will be available for consultation and will provide explicit feedback on drafts of materials within a reasonable time. Keep in mind that faculty members are busy. They mentor several capstone projects in addition to other teaching, scholarship, and service responsibilities. Your faculty capstone advisor may experience



unexpected or emergency events in their own lives that prevent them from accomplishing particular tasks related to your capstone project.

### **13. What will my faculty capstone advisor expect of me?**

Your faculty capstone advisor expects scholarly reflection, professional writing, attention to detail, and timely submission. Expect demands for high-quality work; they are not a reason to change faculty capstone advisor or complain. Faculty capstone advisors expect you to have proofread your work carefully before submitting. S/he expects you to meet your proposal as described. S/he also expects you to communicate about your progress. Regular communication is critical at all stages of your project.

### **14. What should I expect at my doctoral experiential internship and capstone project presentation?**

Project presentations are publicly announced in advance. Anyone, including other students, faculty members, community supervisor, and practitioners may attend any final project presentation. Audience members may ask questions or make comments at the close of the presentation, as is typical for a professional conference. You are encouraged to attend project presentations a year prior to your own to familiarize yourself with the process.

### **15. What are the expectations for a doctoral experiential internship and capstone project presentation?**

Project rehearsal and final presentations take place the week prior to commencement in August. The School of Occupational Therapy staff makes all room reservations and schedules. You are expected to have a 25-30 minute professional presentation using presentation software and audio-visual equipment. The presentation typically summarizes:

- the problem(s) you addressed,
- significance to practice,
- the key points from the literature,
- your conceptual framework,
- how your capstone and experiential fit together,
- how you assessed/analyzed the problem,
- your experiential project, site, activities, etc.,
- your conclusions and recommendations for education, practice or research, as relevant, and
- what you see as next logical steps in both examining and solving the problem(s).

And remember there are other colleagues presenting before and after you do. Be courteous in your attention to their presentations.

### **16. What is expected of me during capstone week?**

You are expected to participate in all scheduled capstone week activities. This includes attending the practice presentations of your classmates and providing them with constructive feedback, participating in exit interviews, attending the licensing board and financial aid presentations, and attending formal presentations by your classmates when you are not presenting yourself. Please be on time for all scheduled activities, including the morning announcements. Capstone week occurs the week leading up to graduation on Saturday and is typically the first full week in August.

**17. Do I need media releases for everyone featured in my presentation or written work?**

Yes! If you use any form of media in which a person can be identified (including but not limited to: picture, video, audio) then you must have a “Consent to Use Media” form (Appendix C) on file for that individual. If the individual is a minor then you must have a consent to use media form completed by the individual’s parent or legal guardian. You will submit these forms to Moodle in OTD785.

**18. When do I participate in commencement?**

The School of Occupational Therapy has a pinning ceremony after the completion of formal presentations. The University has a commencement ceremony, the Saturday following presentations. You are not required to participate in either ceremony but are encouraged to do so to celebrate your accomplishment with your classmates and faculty members. You have earned the degree as soon as you have completed all requirements.

**19. The DEI requirement is for a minimum of 14 weeks but we have 16 weeks scheduled for the DEI class, can I schedule a vacation for part or all of those extra 2 weeks?**

No, absolutely not. The DEI class is 16 credits and the extra 2 weeks are used to finalize plans and documents before going to your DEI site and/or finalize your presentation and manuscript before arriving for capstone week. Think of the DEI as your first full-time job as an OT. You haven’t accrued any vacation time yet so need to wait until after graduation to take a vacation and celebrate.

**20. So in short, what are the products I’ll be producing in my final semester of OT school?**

At the minimum, you’ll produce a product for your DEI site that is directly related to your DEI experience, a publishable manuscript, and a professional presentation. These are summarized below in Section V.

**Section V: Guidelines for the preparation of documents**

**Capstone Manuscript**

The Capstone Manuscript is written at a level for submission to a professional publication. You may choose to submit it for publication in a professional publication in collaboration with your faculty capstone advisor. Depending on the nature of your project and its results, this might be a peer-reviewed journal or another type of professional publication, such as *OT Practice*. The manuscript may take many forms, such as a white paper, systematic review, position paper, research report, etc. The format of the article will be determined by the publication to which you plan to submit the manuscript. You will need to check the *Instructions to Authors* page on the publication’s website and review other articles that have been produced by that publication guide the writing of your manuscript.

Discuss authorship with your faculty capstone advisor and community DEI supervisor. Authorship is based on the amount of contribution that a person gave to the project, interpretation of the project, and the writing of the paper. It would be common for at least your faculty capstone advisor to be a co-author on this paper, but if the faculty capstone advisor was minimally involved (e.g., you were so stellar in your project development, implementation, interpretation, and writing that it didn’t require much input from the faculty capstone advisor), you may be sole author. You may also include your community DEI supervisor as co-author based on contribution to the project. At the very least, you

will provide acknowledgement to your community DEI supervisor within your submission for her/his contributions. The American Psychological Association Science Student Council has prepared a document entitled [Tips for Determining Authorship Credit](#) that you can use to help you determine what is appropriate for your project.

### **Doctoral Experiential Internship Product**

The DEI product demonstrates the results of your work in the community setting. Examples of products for the DEI site might include:

- Presentation at a site in-service/training
- Development of internal program guidelines/manuals
- Demonstration of advanced skills by verification from community advisor
- Creation of a thorough Program Proposal for new services or a new program

### **Instructions for Professional Presentation**

You will give a 25-30 minute presentation in person at Pacific University to your Capstone Project Advisors and classmates. Other faculty or practicing therapists who are interested may also attend. There will be a short period for questions from the audience for each presentation. Following the presentation, your faculty capstone advisor will provide you feedback and a grade. Your presentation should consist of a PowerPoint or other presentation software file that can be sent to the Pacific University School of Occupational Therapy and to other students in the OTD785 class. The presentation should include:

1. Review of the literature synopsis to persuade the audience that the project needed to be done. This includes the gaps in the knowledge that your project addressed.
2. A description of what your project entailed. Include any issues that came up as you implemented your project and how you solved those issues or if unsolvable, the implications of those issues.
3. The results of your project.
4. Discussion: What did you find out from your project? How does it help to fill the gaps in our knowledge? What implications do your results have for Occupational Therapy and/or Occupational Science, as well as for other disciplines? What were the limitations? What would you do differently? What would be logical next steps?

Presentations will be recorded and you will upload a pdf version of your presentation to Moodle in OTD785.

Presentation at a professional venue will occur after graduation so is not required but is highly encouraged. Potential venues include but are not limited to: your state association annual conference, AOTA national conference, or a specialty practice conference. Format examples include but are not limited to: a brief report, workshop, or poster presentation.

**NOTE: If you use any form of media in your presentation or any of your written work, you must have a "Consent to Use Media" form (Appendix A) on file for each individual. If an individual is a minor then a parent or legal guardian must complete the consent to use media form. Your work cannot be posted on Common Knowledge without consent to use media forms on file for everyone featured in your work.**

## **Section VI: Forms and Appendices**

Form A: Capstone Project and/or Doctoral Internship Faculty Advisor Agreement  
Form B: Capstone Project and/or Doctoral Internship Community Advisor Agreement  
Form C: Capstone Project/Scholarship Proposal  
Form D: Entry-Level Doctoral Experiential Internship Evaluation  
Form E: OTD Capstone Project Non-Exclusive License Agreement  
Form F: Faculty Advisor's Evaluation of Student Performance  
Form G: Scholarly Plan

Appendix A: Consent to Use of Media

**Form A: Doctoral Experience Project Faculty Advisor Agreement**  
**Pacific University College of Health Professions**  
**School of Occupational Therapy**

**I. For the Student:**

I understand it is my responsibility to contact and secure the signature of my assigned faculty advisor for my capstone project and/or doctoral internship. I agree to negotiate with my faculty advisor regarding the topic, content, and organization of the project/internship and to submit all drafts and materials on a timely basis as required by my advisor.

Print Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Duration of Agreement: From: \_\_\_\_\_ to \_\_\_\_\_

**II. For the Faculty Capstone Advisor:**

My signature on this form indicates my willingness to serve as advisor for the capstone project and/or doctoral internship. I agree to review all drafts which are submitted by the student in a timely manner and provide constructive feedback on the topic, content, and organization of the project/internship.

Print Faculty Name: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Form B: Capstone Project and Doctoral Internship Community Supervisor Agreement**  
**Pacific University College of Health Professions**  
**School of Occupational Therapy**

**I. For the Student:**

I understand it is my responsibility to contact and secure the signature of my community capstone/internship supervisor for my capstone project and/or doctoral internship. I agree to negotiate with my community capstone/internship supervisor regarding the topic, content, and organization of the project/internship and to submit all drafts and materials on a timely basis as required by my advisor.

Print Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Duration of Agreement: From: \_\_\_\_\_ to \_\_\_\_\_

**II. For the Community Supervisor:**

My signature on this form indicates my ability to meet the requirements set forth below and willingness to serve as supervisor for the capstone project and doctoral internship. I agree to review all drafts which are submitted by the student in a timely manner and provide constructive feedback and grading (when applicable) on the topic, content, and organization of the project/internship.

Print Community Supervisor Name: \_\_\_\_\_

Community Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Information: (email) \_\_\_\_\_ (phone) \_\_\_\_\_

**Capstone and Doctoral Internship Community Supervisor Requirements:**

- 1) Documented evidence of expertise in capstone content area.
- 2) Terminal degree preferred but not required.
- 3) Willingness and ability to provide evidence of credentials and expertise.
- 4) Agreement to work with student for the duration of the capstone project/ internship.
- 5) Willingness to provide routine feedback to student throughout the process (face to face or virtually).
- 6) Willingness to support the student in development of scholarly report and professional presentation.
- 7) Willingness to provide evaluation of student outcomes.

**Form C: Capstone Project/Scholarship Proposal  
Pacific University College of Health Professions  
School of Occupational Therapy**

**Check which proposal you are submitting:**

**Initial Submission**       **Revised Submission (draft# )**

Name		Email	
Faculty Advisor		Community Supervisor	
Date(s) Submitted			
Internship Category	<input type="checkbox"/> clinical practice, <input type="checkbox"/> research, <input type="checkbox"/> administration, <input type="checkbox"/> leadership, <input type="checkbox"/> program and policy development, <input type="checkbox"/> advocacy, <input type="checkbox"/> education, or <input type="checkbox"/> theory development		
Capstone Category	<input type="checkbox"/> scholarship of discovery, <input type="checkbox"/> Scholarship of integration, <input type="checkbox"/> Scholarship of application, practice, or engagement, or <input type="checkbox"/> scholarship of teaching and learning		

What is your scholarly question that you are addressing through your capstone project?

What long term professional goal(s) do you hope to make progress towards with this capstone project?

Outline how you will achieve your goals below by indicating your learning objectives, activities to achieve your objectives, and proposed evidence of achievement of your learning objectives (add rows to the table as needed).

<b>Learning Objective</b>	<b>Activities to Achieve Objective</b>	<b>Proposed Timeline for Each Activity</b>	<b>Proposed Evidence of Achievement of Learning Objective</b>

Signatures below signify acceptance of the above proposal and approval to move forward with implementation.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Advisor

\_\_\_\_\_  
Date



**Form D: Entry-level Doctoral Experiential Internship Evaluation**  
**Pacific University**  
**Occupational Therapy Program**

The **Doctoral Experiential Internship Evaluation** process is customized in collaboration with the experiential site and each student to ensure completion of the doctoral experience.

**Student Name:** \_\_\_\_\_

**Doctoral Experiential Internship Site and Address:** \_\_\_\_\_

**Doctoral Experiential Internship Dates:** \_\_\_\_\_

**Doctoral Experiential Internship Community Supervisor:** \_\_\_\_\_

**Supervisor's expertise relevant to this Experiential Internship**

\_\_\_\_\_  
\_\_\_\_\_

**Description of the Doctoral Experiential Internship to be written by the student and approved by OTD Experiential Coordinator and Community Supervisor**

Student Name: \_\_\_\_\_

<b>Learning Objectives</b>	<b>Progress</b>	<b>Comments for Midterm and Final</b>
<p><i>What does student want/need to know?</i> <i>What skills does student need to develop?</i></p>	<p>Supervisor will rate student's progress at midterm and final</p>	<p><i>Supervisor should comment regarding the student's progress on each objective at final. . Final Comments she reflect evidence of accomplishment If student is making appropriate progress per plan, no comments necessary at midterm unless an item needs attention</i></p>
<p><b><u>Pacific University Objective #1:</u></b></p> <p>Student will demonstrate effective Professional Behaviors while on apprenticeship.</p> <ul style="list-style-type: none"> <li>• Use of effective communication</li> <li>• Demonstration of collaborative team interaction</li> <li>• Consideration and inclusion of ethical practice</li> </ul>	<p>Supervisor Check one of the following:</p> <p><b>MIDTERM</b></p> <p><input type="checkbox"/> Accomplished  <input type="checkbox"/> Making Progress  <input type="checkbox"/> Not progressing, needs attention</p> <p><b>FINAL</b></p> <p><input type="checkbox"/> Accomplished  <input type="checkbox"/> Making Progress  <input type="checkbox"/> Not progressing, needs attention</p>	<p><b>MIDTERM:</b></p> <p><b>FINAL:</b></p>
<p><b><u>Pacific University Objective #2:</u></b></p> <p>Student will demonstrate knowledge of the literature related to this site, and communicate relevant application of this knowledge to the Specialty Experiential Internship advisor, supervisor, site, or a combination.</p>	<p>Supervisor Check one of the following:</p> <p><b>MIDTERM</b></p> <p><input type="checkbox"/> Accomplished  <input type="checkbox"/> Making Progress  <input type="checkbox"/> Not progressing, needs attention</p> <p><b>FINAL</b></p>	<p><b>MIDTERM:</b></p> <p><b>FINAL:</b></p>

	<input type="checkbox"/> Accomplished <input type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs attention	
--	---	--

Student Name: \_\_\_\_\_

<u>Learning Objectives</u>	<u>Progress</u>	<u>Comments for Midterm and Final</u>
<b><u>Pacific University Objective #3:</u></b>  Student will demonstrate an understanding of administrative processes affecting the implementation of services or projects associated with the Specialty Experiential Internship.	Supervisor Check one of the following:  MIDTERM <input type="checkbox"/> Accomplished <input type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs attention  FINAL <input type="checkbox"/> Accomplished <input type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs attention	<b>MIDTERM:</b>    <b>FINAL:</b>
<b><u>Pacific University Objective #4:</u></b>  Student will identify, analyze and respond to complex problems to demonstrate effective problem solving abilities within the Specialty Experiential Internship <ul style="list-style-type: none"><li>Interprets relevant data, factors or relationships</li></ul>	Supervisor Check one of the following:  MIDTERM <input type="checkbox"/> Accomplished <input type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs attention  FINAL	<b>MIDTERM:</b>    <b>FINAL:</b>

<ul style="list-style-type: none"><li>• Situates problem in context of relevant influences</li><li>• Presents creative and collaborative solutions with considerations to the contextual influences and impacts.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Accomplished</li><li><input type="checkbox"/> Making Progress</li><li><input type="checkbox"/> Not progressing, needs attention</li></ul>	
--	--	--

Student Name: \_\_\_\_\_

<p><b><u>Collaborative Learning Objectives</u></b>  <i>For the student: These should be transferred from Appendix C when completed. Collaborative Learning Objectives should reflect site priorities and experiences designed to meet Doctoral Experiential Internship learning objectives. The number of objectives can be expanded to meet the plan created in Appendix C for your internship.</i></p>	<p><b><u>Progress</u></b></p>	<p><b><u>Comments for Midterm and Final</u></b>  <i>Supervisor should comment regarding the student's progress on each objective at final. . Final Comments she reflect evidence of accomplishment If student is making appropriate progress per plan, no comments necessary at midterm unless an item needs attention.</i></p>
<p><b><u>Student /Site Objective #1:</u></b></p>	<p>Supervisor Check one of the following:</p> <p>MIDTERM  <input type="checkbox"/> Accomplished  <input type="checkbox"/> Making Progress  <input type="checkbox"/> Not progressing, needs attention</p> <p>FINAL  <input type="checkbox"/> Accomplished  <input type="checkbox"/> Making Progress  <input type="checkbox"/> Not progressing, needs attention</p>	<p><b>MIDTERM:</b></p>     <p><b>FINAL:</b></p>

<u><b>Student/ Site Objective #2:</b></u>	Supervisor Check one of the following:  MIDTERM <input type="checkbox"/> Accomplished <input type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs attention  FINAL <input type="checkbox"/> Accomplished <input type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs attention	<b>MIDTERM:</b>    <b>FINAL:</b>

Student Name: \_\_\_\_\_

<u>Collaborative Learning Objectives</u>	<u>Progress</u>	<u>Comments for Midterm and Final</u>
<u>Student/ Site Objective #3:</u>	<p>Supervisor Check one of the following:</p> <p>MIDTERM</p> <p><input type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Not progressing, needs attention</p> <p>FINAL</p> <p><input type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Not progressing, needs attention</p>	<p><b>MIDTERM:</b></p> <p><b>FINAL:</b></p>
<u>Student / Site Objective #4:</u>	<p>Supervisor Check one of the following:</p> <p>MIDTERM</p> <p><input type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Not progressing, needs attention</p> <p>FINAL</p> <p><input type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Making Progress</p>	<p><b>MIDTERM:</b></p> <p><b>FINAL:</b></p>

	<input type="checkbox"/> Not progressing, needs attention	
--	--	--

Student Name: \_\_\_\_\_

**Initial Approval by Site Supervisor/Student/Faculty Advisor:**

I agree with the above stated objectives and feel that all learning objectives are obtainable within the internship timeframe. I believe that the stated objectives encompass all aspects of the student intern role at this program. I understand that the supervisor or student can add additional objectives at any time as the situation and experience dictate. Any objectives that are proposed to be removed will need internship advisor approval.

Please upload to Moodle. OTD Experiential Coordinator will review once submitted and notify Faculty Advisor of its completion.  
Electronic Signatures accepted.

\_\_\_\_\_  
Community Supervisor Signature

Date

\_\_\_\_\_  
Student Signature

Date



Student Name: \_\_\_\_\_

### Final Supervisor / Student Evaluation

**Supervisor evaluation of student performance** (Identify if all objectives met. If yes, please comment on students' achievement for each objective. If no, please identify why goal not met):

*Student evaluation of supervisor, experience and self* (please comment on opportunities provided, supervisory relationship and individual performance):

**Please check one:**

\_\_\_\_\_ The student HAS fulfilled the objectives and we agree that the student has PASSED this Doctoral Experiential Internship

\_\_\_\_\_ The Student has NOT fulfilled the objectives and is NOT recommended to pass Doctoral Experiential Internship

\_\_\_\_\_  
Community Advisor Signature      Date

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

Experiential Coordinator to review and accept upon submission to Moodle. Experiential Coordinator will notify Faculty Advisor of Doctoral Experiential Internship completion.

## Form E: OTD Capstone Project Non-Exclusive License Agreement

Title of Work:

Author:

Year:

This Agreement is made by and between Pacific University, an Oregon not-for-profit corporation, and the undersigned (hereafter referred to as “I”), and sets forth the terms under which this capstone project (comprised of the “Paper” and the “Recording”) may be used and disseminated by Pacific University.

I specifically acknowledge that this capstone project may constitute an educational record under FERPA (20 § U.S.C. 1232g) and expressly consent to the use of this thesis, dissertation or project under this Agreement.

I hereby certify that I am the sole owner of the content contained in this capstone project and, as such, hold exclusive control of the rights granted to copyright holders by 17 U.S.C. §106. *I certify that, if appropriate, I have obtained and attached hereto a written permission statement from the owner(s) of all third party copyrighted matter to be included in my capstone project.* I certify that the version I submitted is the same as that approved by the School of Occupational Therapy.

### **Recording: Grant of License**

I hereby grant to Pacific University, Pacific University Libraries, and its agents the non-exclusive, royalty-free license to use, display, distribute, transmit, copy, reproduce, archive or otherwise make accessible the Recording of my capstone project that will be provided to the Pacific University Libraries by the School of Occupational Therapy. I retain all ownership rights to this Recording of my capstone project. I also retain the right to use in future works any part of this Recording.

### **Paper: Grant of License**

I hereby grant to Pacific University, Pacific University Libraries, and its agents the non-exclusive, royalty-free license to use, display, distribute, transmit, copy, reproduce, archive or otherwise make accessible the Paper (which is the textual version of my capstone project) in whole or in part in all forms of media, now or hereafter known. This license is granted only under the condition that this Paper is held in a dark archive (invisible and inaccessible to public Internet users) for 12 months following my date of graduation from the OTD program at Pacific University. After this 12-month period has elapsed, I agree that Pacific University and Pacific University Libraries may exercise this license (without further notification to me) unless I have notified the Pacific University Libraries (in advance of the 12-month period expiring) that the Paper has been accepted for publication in a scholarly or professional journal which prohibits public posting of the Paper by Pacific University. I acknowledge that it is my sole responsibility to make such notification.

I retain all ownership rights to the copyright of this Paper. I also retain the right to use in future works (such as articles or books) all or part of this Paper.

### **Indemnification**

To the fullest extent permitted by law, I will indemnify, defend and hold Pacific University, its faculty, staff, students, officers, trustees, employees and agents harmless, from and against all liability, claims, losses, costs, expenses and fees arising out of this capstone project or this Agreement to the extent caused or alleged to have been caused by any infringement, negligent, wrongful acts that I have knowingly or

unknowingly committed, and for infringements and wrongful use of this capstone project committed by third parties.

**Modifications to Agreement**

Amendments or other modifications to the terms of this Agreement, or any exhibits hereto, must be in writing and are not effective until signed by both parties to this Agreement. This Agreement becomes effective as of the date of the last signature below, and will remain in force indefinitely unless sooner terminated by either party upon thirty (30) days prior written notice.

I acknowledge that it is my sole responsibility to maintain and update my best available contact information with Pacific University to assure that permission requests for the use of this capstone project by third parties will be able to reach me.

The validity, interpretation, construction, and performance of this Agreement is governed by, and interpreted in accordance with, the laws of the State of Oregon. The venue of any legal action regarding this agreement will be in Washington County in the State of Oregon.

**Capstone Author**

Name (print): \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

E-mail: \_\_\_\_\_

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

**Pacific University**

Accepted by (print): Isaac Gilman

Title: Scholarly Communications & Research Services Lib.

Date: Effective as of date signed above.

Signed: Isaac Gilman

## Form F: Capstone Project: Faculty Advisor’s Evaluation of Student Performance

### Section I: Knowledge, Skills, and Abilities

**Faculty and Community Advisor Instructions:** For each expectation/behavior (knowledge, skill, or ability) described, use the 4–point scale below to record the number in the space provided that best describes the quality of the student’s performance and the level of supervision required to achieve that level of performance.

**Student Name(s):** \_\_\_\_\_

#### Project Development

**1. Frames DEI/Capstone within OT theory and models of practice.**

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Identifies & consistently applies OT theory and an OT model to guide project development and implementation with little to no supervision.	Identifies & frequently applies OT theory and an OT model to guide project development and implementation with little to no supervision.	Identifies & occasionally applies OT theory and an OT model to guide project development and implementation OR requires moderate supervision	Does not identify nor apply OT theory or an OT model to guide project development or implementation.

**1. Score or N/A** \_\_\_\_\_

**2. Connects project to results of needs assessment and professional knowledge grounded in OT philosophy.**

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Clearly justifies project consistently based on results of needs assessment and professional knowledge grounded in OT philosophy with little to no supervision.	Clearly justifies project frequently based on results of needs assessment and professional knowledge grounded in OT philosophy with little to no supervision.	Ambiguously justifies project occasionally based on results of needs assessment and professional knowledge grounded in OT philosophy OR requires moderate supervision.	Does not justify project based on results of needs assessment and professional knowledge grounded in OT philosophy.

**2. Score or N/A** \_\_\_\_\_

**Comments on Project Development:**

## Professional Growth and Development

### 3. Assesses/identifies personal knowledge/skills and needs for learning.

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Initiates assessment process. Independently & consistently identifies needs for knowledge/skills prior to and throughout the IP process that are realistic given curricular foundation, level of education & experience.	With minimal cuing or assistance, initiates assessment process & frequently identifies needs for knowledge/skills prior to and throughout the IP process that are realistic given curricular foundation, level of education & experience.	Requires cuing to initiate assessment process & moderate assistance to identify needs for knowledge/skills prior to and throughout the IP process that are realistic given curricular foundation, level of education & experience OR requires moderate assistance.	Does not engage in assessment process nor identify knowledge/skills prior to and throughout the IP process that are realistic given curricular foundation, level of education & experience OR requires maximal assistance.

3. Score or N/A \_\_\_\_\_

### 4. Identifies resources and strategies to gain needed knowledge and skills.

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Initiates identification of consistently relevant resources and feasible strategies to gain needed knowledge & skills.	With minimal cuing or assistance, Initiates identification of frequently relevant resources and feasible strategies to gain needed knowledge & skills.	Requires cuing to initiate identification of resources and strategies to gain needed knowledge & skills, resources/strategies are occasionally relevant & /or feasible to gain needed knowledge & skills. OR requires moderate assistance	Does not identifies resources and strategies to gain needed knowledge and skills OR requires maximal assistance.

4. Score or N/A \_\_\_\_\_

### 5. Reflection/Adaptation

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Consistently reflects on progress related to acquisition of needed knowledge and skills: Consistently modifies plan as new needs arise.	Frequently reflects on progress related to acquisition of needed knowledge and skills: Frequently modifies plan as new needs arise with minimal supervision.	Occasionally reflects on progress related to acquisition of needed knowledge and skills: Occasionally modifies plan as new needs arise. OR requires moderate cuing/supervision to do so.	Reflects on progress related to acquisition of needed knowledge and skills: Rarely modifies plan as new needs arise. OR requires maximal cuing/supervision to do so.

5. Score or N/A \_\_\_\_\_

**Comments on Professional Growth & Development:**

## End Product: Manuscript

### 6. Manuscript Completion

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Completed in its entirety by given deadline or completed early. Goes beyond identified expectations/objectives of manuscript.	Completed in its entirety by given deadline. Meets identified expectations/objectives of manuscript.	90% completion OR submitted within 3 days post deadline.	< 90% completion OR submitted > 3 days post deadline.

6. Score or N/A \_\_\_\_\_

### 7. Manuscript Appearance/Presentation

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Consistently follows recommended guidelines utilized in the field (ex: APA) or adapted given recommendations from advisor. Proper use of grammar, writing mechanics.	Frequently follows recommended guidelines utilized in the field (ex: APA) or adapted given recommendations from advisor. Proper use of grammar, writing mechanics.	Occasionally follows recommended guidelines utilized in the field (ex: APA) or adapted given recommendations from advisor. Proper use of grammar, writing mechanics.	Rarely follows recommended guidelines utilized in the field (ex: APA) nor adapted given recommendations from advisor. Grammar, writing, and mechanics is not at level expected of graduate education.

7. Score or N/A \_\_\_\_\_

### 8. Quality of finished manuscript

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Significant depth & breadth of relevant research is evident.	Bread and depth of research meets identified expectations/objectives for product. Research frequently relevant.	Limited bread and depth of research. Research frequently not relevant.	Lacks breadth and depth of research or research lacks relevancy.

8. Score or N/A \_\_\_\_\_

## End Product: Presentation

### 9. Quality of Capstone Presentation

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Significant depth & breadth of relevant research is evident.	Bread and depth of research meets identified expectations/objectives for product. Research frequently relevant.	Limited bread and depth of research. Research frequently not relevant.	Lacks breadth and depth of research or research lacks relevancy.

9. Score or N/A \_\_\_\_\_

### 10. User friendliness of Capstone Presentation

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Presentation is consistently at a level of usefulness that matches the knowledge/ability of the audience.	Presentation is for the most part at a level of usefulness that matches the knowledge/ability of the audience.	Presentation is somewhat at a level of usefulness that matches the knowledge/ability of the audience.	Presentation is not at a level of usefulness that matches the knowledge/ability of the audience.

10. Score or N/A \_\_\_\_\_

**Comments on End Products:**

**Score Section I**

<b>Sum:</b> Addition of scores #1-#10	
<b>Section I Percentage Grade:</b> Divide sum by the total points possible and multiply by 100	

**Faculty Advisor’s Evaluation of Student Performance  
Section II: Professional Behavior**

**Rating Scale:**

- 4 = Exceeds Expectations: engages in the behavior described 93+% of the time
- 3 = Meets Expectations: engages in the behavior described 83-92% of the time
- 2 = Needs Improvement: engages in the behavior described 70-82% of the time
- 0 = Does Not Meet Expectations: engages in the described behavior < 70% of the time

<b>Behavior</b>	<b>Rating</b>
<b>Professionalism/Leadership</b>	
Accountable for own actions and decisions	
Self-directs advising sessions to meet needs	
If working with a partner, proportionately shares role of leader and follower	
Monitors own progress to assure successful achievement of self-identified Capstone Project growth & development goals	
<b>Effective Use of Time and Resources</b>	
Manages advising appointments in a timely manner (scheduling/arrival time)	
Arrives prepared for advising appointments	
Initiates information gathering from multiple sources (does not depend solely on advisor)	
<b>Interpersonal Skills</b>	
Modifies communication style to effectively maintain open and constructive communication	
Effectively resolves conflicts with others	
Accommodates to differences in individual styles of performance (ie: supervisory style, learning style, work style)	
<b>Problem Solving/Critical Thinking</b>	
Exhibits openness to alternative and contradictory ideas	
Assesses effectiveness of own performance	
Offers solutions to problems or effectiveness of performance	
Justifies solutions to problems or effectiveness of performance using evidence for support	

**Comments on Professional Behavior:**

**Score Section II**

<b>Sum:</b> Addition of scores for professional behavior	
<b>Section II Percentage Grade:</b> Divide sum by the total points possible and multiply by 100.	

**Final Grade**

<b>Section I Percentage Grade</b>	
<b>Section II Percentage Grade</b>	
<b>Grade</b> Sum of Section I & II divided by 2	
<b>Grade</b> Grade of 77 or higher = Pass Grade of 76 or lower = No Pass	

Faculty Advisor Signature: \_\_\_\_\_ Date \_\_\_\_\_

*Please provide one copy to student and one copy to Course Coordinator.*



**Form G: Scholarship Plan  
Pacific University College of Health Professions  
School of Occupational Therapy**

**Name(s):** \_\_\_\_\_

**Faculty Capstone Advisor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Internship Category</b>	<input type="checkbox"/> clinical practice, <input type="checkbox"/> research, <input type="checkbox"/> administration, <input type="checkbox"/> leadership, <input type="checkbox"/> program and policy development, <input type="checkbox"/> advocacy, <input type="checkbox"/> education, or <input type="checkbox"/> theory development
<b>Capstone Scholarship Category</b>	<input type="checkbox"/> Scholarship of discovery, <input type="checkbox"/> Scholarship of integration, <input type="checkbox"/> Scholarship of application, practice, or engagement, <input type="checkbox"/> Scholarship of teaching and learning

**Focused Scholarly Question:**

**Are you proposing to complete research? Answer the following questions:**

**Will you be gathering data?**

**Who will you share the data with?**

**How will you share the data?**

**Does your data involve human subjects?**

**Timeline:**

**If proposing research, research mentor(s)/partner(s):**

## Appendix A



**SCHOOL OF OCCUPATIONAL THERAPY  
COLLEGE OF HEALTH PROFESSIONS**

*CONSENT TO USE MEDIA*

For good and valuable consideration, the receipt of which is acknowledged, I, on behalf of myself, the below-named minors (if applicable), and any person who can claim by or through us, grant Pacific University and its School of Occupational Therapy (“University”) permission to use my (and any minors named below) image(s), likeness(es) and voice(s) as recorded via photographic, audio, video, digital, or other means. I/we understand that these items may be edited, copied, exhibited, published or distributed and waive the right to inspect or approve the finished product where the image(s), likeness(es), or recording(s) appears. Additionally, I/we waive any right to royalties or other compensation arising or related to the use of my image, likeness, or recording.

Photographic, audio or video recordings may be used for student capstone projects, posting on the University website, publishing materials or reports related to student capstone projects, and any other purpose the University deems proper, including, but not limited to, advertising, marketing, news reporting, public service announcements, promotions, websites, social media, conference presentations, educational presentations or courses, informational presentations, on-line educational courses, recruiting materials, or educational videos.

By signing this release I/we understand this permission signifies that recordings may be electronically displayed via the Internet or in other settings. There is no time limit on the validity of this release, nor is there any geographic limitation on where these materials may be distributed.

By signing this form I acknowledge that I have completely read and fully understand the above release and agree to be bound by its terms. This release is intended to be as broad as permitted under law. I/we release any and all claims, including, but not limited to, for damage(s), libel, slander, or invasion of privacy, against the University, including any person or entity affiliated or associated with the University, for the taking or use of these materials.

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*Signature of person/parent or guardian*

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*Print name of individuals being photographed/recorded (include names and ages of minors, if applicable)*

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*Date*

**Pacific University, College of Health Professions**

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Name of School of OT faculty/student (please print)