SPRINGFIELD COLLEGE / Department of Occupational Therapy

Springfield College

School of Health Sciences

Doctoral Capstone Experience & Project Policy Manual
2026 - 2027

Prior to reading this policy manual, please read the Springfield College Occupational Therapy Department Handbook which can be found in a shared google folder titled "Handbooks". ***Also please note that this manual is subject to change based on the needs of the OT department.***

Springfield College Occupational Therapy Capstone Team

Theresa Martins OT, OTD, MPH
Assistant Professor
Springfield College
263 Alden Street
Office 415 Brown Cooper Health Sciences Building
Springfield, MA 01109
tmartins@springfieldcollege.edu

Scott McNeil OT, OTD, OTR, CAPS
Professor, Chair & Program Director
Springfield College
263 Alden Street
Office 405 Brown Cooper Health Sciences Building
Springfield, MA 01109
413-748-3581
smcneil3@springfieldcollege.edu

Amanda M. Rodriguez OT, OTD, OTR, CTP
Assistant Professor & Undergraduate Program Coordinator
Springfield College
263 Alden Street
Office 401 Brown Cooper Health Sciences Building
Springfield, MA 01109
arodriguez32@springfieldcollege.edu

Audrie Vantangoli OT, OTD, OTR
Assistant Professor
Springfield College
263 Alden Street
Office 413 Brown Cooper Health Sciences Building
Springfield MA, 01109
413-748-3954
avantangoli@springfieldcollege.edu

Lori Vaughn, OT, OTD, OTR
Professor; Doctoral Capstone Coordinator
Springfield College
263 Alden Street
Office 403 Brown Cooper Health Sciences Building
Springfield, MA 01109
413-478-3731
lvaughn@springfieldcollege.edu

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Table of Contents

Topic	Page
Overview	5
Acronyms	5
Springfield College Occupational Therapy Department Inclusivity Statement	6
Springfield College Occupational Therapy Department Mission & Goals	6
Entry-Level OTD Program Philosophy and Curricular Design	7
Doctoral Capstone Educational Objectives	8
Doctoral Capstone Experience and Project Behavioral Objectives	11
Entry Level OTD Curriculum Sequence	13
Courses Related to Skill Development for the Doctoral Capstone Sequence	14
Entry-Level OTD Specific Course Sequence	16
Capstone Area of Focus	17
Capstone Experience Timeline	17
Roles and Responsibilities of the DCE/DCP Student	18
Role of Doctoral Capstone Coordinator (DCC)	18
Role of Capstone Faculty Mentor	19
Role of the DCE Site Supervisor/Mentor	20
DCE Site Mentor/Supervisor Qualifications & Attributes	20
Multiple DCE Site Supervisors/Mentors	21
Group Supervision Model at a DCE Site	21

Non-Occupational Therapy Professionals as Mentors	**21**
Capstone Experience Goals	**21**
Capstone Experience	**22**
Capstone Experience Supervision	**22**
Capstone Experience Evaluation Methodology	**23**
Capstone Project	**23**
Capstone Project Example Descriptions	**24**
Differentiated Examples Across Various Capstone Projects	**26**
DCE Site Selection & Communication	**32**
DCE Remote Experiences	**32**
DCE Site Cancellations and Delayed Starts	**32**
DCE Geographical Considerations	**32**
DCE Related Expenses	**32**
DCE Conflicts of Interest	**32**
DCE Site Holidays	**33**
DCE Dress Code	**33**
Problem Management During the DCE	**33**
Tracking Time for the DCE	**34**
Failure of the DCE / Dismissal from the OTD Program	**34**
Intellectual Property	**34**
Grade Appeals/Grievances	**35**
Extended Program	**35**
Program Withdrawal	**35**
Request for Accommodations	**36**
Leave of Absence	**36**
Serious Illness, Injury and/or Emergency Procedures	**36**
Legal/Conduct Issues	**36**

Student Liability Insurance	**36**
Academic Standards	**36**
Graduation Requirements	**36**
Academic Probation	**37**
Academic Integrity	**37**
Institutional Review Board	**37**
Appendix A - Student Acknowledgement Form	**39**
Appendix B - Doctoral Capstone Experience and Project Faculty Mentor/Advisor Agreement Form	**40**
Appendix C - Proposed Timeline for the 14-week Doctoral Capstone Experience (DCE) DRAFT	**43**
Appendix D - Doctoral Experiential Site Confirmation Form	**45**
Appendix E - Doctoral Capstone Experience Site Data Form	**46**
Appendix F - DCE Time Log (Weekly)	**50**
Appendix G - Doctoral Capstone Memorandum of Understanding - Student/Site Mentor	**64**
Appendix H - Capstone Dissemination Plan Form	**71**
Appendix I - Doctoral Capstone Experience (DCE) Action Plan to Achieve In-Depth Skills	**72**
Appendix J - DCE Evaluation of the OTD Student	**74**
Appendix K - Faculty Mentor's Evaluation of OTD Student Performance	**83**
Appendix L - OTD Students Evaluation of the Capstone Faculty Mentor	**85**
Appendix M - OTD Student Evaluation of the DCE Site	**87**

Overview

This manual offers doctoral students and faculty members a description of the processes and expectations for the Occupational Therapy Doctorate capstone project and experiential internship. The reader will gain clearer insight into the capstone project; timeline for the development, implementation and completion of the capstone project; and general guidelines, examples, and other applicable resources. In alignment with the program's mission to prepare highly qualified entry-level occupational therapists to support the overall health and well-being of all people while parallelling a humanics-based philosophy, this program is grounded in the belief that addressing one's mind, body, and spirit is integral to optimize overall health and wellbeing as internal and external environments change, and individuals evolve, change, and adapt. Graduates will be grounded in the core values of occupational therapy, evidence-based practice, and active learning. Coupling didactic and experiential learning facilitates reflective and holistic practitioners with an understanding of the complex nature of occupational engagement and systems across the lifespan, various settings, populations, and communities.

Graduates of the program will gain experience in cultural fluency, reflective practice, and transformative leadership. Graduates of the program will:

1. Be reflective, innovative, and a professional catalyst for change
2. Be ethical, culturally fluent, and competent
3. Practice specialized skills, research proficiency skills, and in-depth practical skills
4. Use clinical and research reasoning skills to engage in evidence-based practice
5. Communicate and interact professionally with the community and with other professionals
6. Engage in programmatic design and develop evaluation and sustainability plans

Doctoral level students are engaged in this advanced practitioner phase of the curriculum where they develop advanced skills beyond generalist level which is integral to acquire scholarly competencies, which are reflected in the program's curricular design. Students will gain in-depth experience in one or more of the areas of focus which are: research skills, administration, leadership, program development, policy development, advocacy, education, theory development or clinical practice skills. The entry-level OTD doctoral capstone includes an individualized culminating project that facilitates the students' abilities to demonstrate synthesis and application of advanced knowledge gained. Students must successfully complete all coursework and level II fieldwork along with any preparatory tasks prior to starting the doctoral capstone experience.

The principal purpose of the capstone project focuses the student on the development, implementation, and evaluation of a scholarly project related to their identified area of interest. Students will complete the final capstone project during the capstone experience. Experiential sites and mentors will be established early in the process to ensure concurrence with the capstone project and experience. Students will work closely with their capstone faculty mentor, and experiential site mentor to establish individualized specific objectives and plans for supervision.

Acronyms

There are many acronyms used across this manual. Please see the list below for clarification:

ACOTE = Accreditation Council for Occupational Therapy Education
AFWC = Academic Fieldwork Coordinator
AOTA = American Occupational Therapy Association
CAP = Critically Appraised Paper
CAT = Critically Appraised Topic

CEU = Continuing Education Units
CV = Curriculum Vitae
DCC = Doctoral Capstone Coordinator
DCE = Doctoral Capstone Experience
DCP = Doctoral Capstone Project
FERPA = Family Educational Rights and Privacy Act
HIPAA = Health Insurance Portability and Accountability Act
IRB = Institutional Review Board
MOU = Memorandum of Understanding
MSOT = Master's of Science in Occupational Therapy
NBCOT = National Board for Certification in Occupational Therapy
OTD = Occupational Therapy Doctorate
OTRC = Occupational Therapy Review Committee
PT = Physical Therapy

Springfield College Occupational Therapy Department Inclusivity Statement
The Springfield College Department of Occupational Therapy aligns with the American Occupational Therapy Association's (AOTA) *Vision 2025* which conveys "a strong commitment to diversity, equity, and inclusion" among students, faculty, staff, and other collaborative entities. The unique development of our individual selves through our lived experiences continues within the MSOT and entry-level OTD programs through sharing our personal beliefs both inside and outside of the classroom. With sharing comes the understanding that we value and respect diversity of background, experience and opinion so that every individual feels valued. The department believes in and promotes openness and tolerance of our differences in ethnicity and culture, race, age, gender identity and expression, sexual orientation, marital status, political affiliations/beliefs, political status, genetic identifiers, socioeconomic status, religious affiliation, veteran status and/or any other aspect of an individual that makes them who they are. The John M. Wilson Center at Springfield College is a community space committed to welcoming all students, providing resources and support, and a space for identity exploration for academic persistence and degree completion. The Center offers leadership and transformative opportunities to allow students to be their authentic selves, grow, and expand their knowledge and appreciation of others. The Springfield College Occupational Therapy Program seeks to cultivate an environment that is inclusive, student centered, and safe. This aim should be carried through during all community interactions. Entry-level OTD students will immerse themselves within communities to facilitate overall health and wellbeing through an experiential undertaking, which will require heightened mindfulness of human dignity and respecting all individuals they come in contact with. If you have any questions or concerns about your rights and responsibilities for inclusive learning environments, please contact the Doctoral Capstone Coordinator, department chair, or refer to the Springfield College John M. Wilson Center website https://springfield.edu/belonging/john-m-wilson-center

Springfield College Occupational Therapy Department Mission & Goals
Grounded in the core concepts and history of the profession of occupational therapy, the OT department promotes the College's mission by educating students to become compassionate, thoughtful, and competent practitioners. Graduates of the Springfield College OT programs are innovative leaders who support the participation and engagement of individuals, families and communities in meaningful occupations and productive living.

Students who enroll in the Occupational Therapy Programs at Springfield College work toward achieving the following goals:

1. To provide services that promote occupation, participation, and health using

models that are responsive to the unique needs of clients, families, and communities.

2. To develop the knowledge and reasoning ability needed to understand human occupation, to synthesize information to develop plans, and to implement intervention and transition services for a variety of people within various contexts across the lifespan.
3. To describe various theories and their relationships to the philosophical base and historical perspectives of occupational therapy, and to demonstrate the application of theory in OT practice.
4. To recognize and appreciate the diversity of human beings and their occupations.
5. To communicate clearly, concisely and correctly, both orally and in writing.
6. To use communication skills emphatically in order to understand, be understood by, and collaborate with clients, families, and colleagues.
7. To be able to advocate for the consumer and the profession.
8. To articulate the importance of research for practice and to demonstrate the ability to use evidence to make informed practice decisions.
9. To apply management theory and principles to OT practice in order to maintain, develop, and improve upon programs as needed.
10. To work independently, employing professional ethical practices and seeking assistance when needed.
11. To demonstrate interest in continued professional growth and understanding of how to use resources to develop further skills and knowledge.
12. To develop one's professional identity, values, beliefs and pride in the basic tenets occupational science, occupational therapy, and ethical practice.

Entry-Level OTD Program Philosophy and Curricular Design

The mission of Springfield College is to "educate the whole person in mind, body, and spirit for leadership in service to others" (Springfield College, 2025), aligning with the mission of the American Occupational Therapy Association "to advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession and the public" (2025). The Humanics Philosophy is woven within both mission statements, and is at the core of the curricular design of the Entry-Level OTD program. The curricular design of the Entry-Level OTD program aims to take students from a generalist skill level and facilitate advanced practice skills through the development of a Doctoral Capstone Experience (DCE) and the Doctoral Capstone Project (DCP). Doctorally prepared occupational therapists are equipped to assume a variety of professional roles including but not limited to practitioner, administrator, advocate, educator, leader, researcher and scholar.

The Doctoral Capstone is an integral part of the Springfield College Entry-Level Doctor of Occupational Therapy (OTD) curriculum. The goal of the capstone is to provide students with an in-depth exposure to and opportunity to develop skills in clinical practice, research skills, administration, program development and evaluation, policy development, advocacy, education and/or leadership (ACOTE, 2023). The

Entry-Level Doctoral degree places a strong emphasis on evidence-based practice and applied research which are inherent parts of the curricular design. The goal of the DCE and DCP are to provide an in-depth exposure to a specific area of interest and prepare students with more advanced knowledge and skills in the area of leadership, scholarship, advocacy and clinical competence. During the doctoral capstone students will work with faculty and a site mentor to apply the knowledge and skills developed in courses and during fieldwork to design, implement and disseminate an innovative response to an identified practice or professional need. While the entire curriculum is designed to prepare students to be generalist practitioners, there is a doctoral thread of courses designed to develop, plan, implement and evaluate a capstone project during or shortly thereafter the DCE. Students accepted into the Entry-Level OTD program will complete a DCE and DCP after completing level II fieldwork. It should be noted that the Doctoral Capstone is not the same, nor correlated with level II fieldwork experiences.

Considering the curricular philosophy and design, each Capstone project will correlate with didactic portions of the curriculum to connect practice with scholarship. This includes but is not limited to including:

- ➔ Public health and community-based health
- ➔ Inquiry and research on occupation and health/well-being
- ➔ Foundations of occupation and human conditions
- ➔ Cultural influence on care and practice
- ➔ Leadership, professionalism and interprofessionalism

Doctoral Capstone Educational Objectives
(*Based on the 2023 ACOTE Standards for Doctoral Degree Level Education Programs for the Occupational Therapist)*

To qualify for OCTH 784/785, the student must successfully complete all courses, doctoral capstone related courses, level II fieldwork experiences and competency requirements. The doctoral capstone site and the educational program must comply with the ACOTE standards listed below:

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.

- ➔ **The development, implementation, and evaluation of the DCE/DCP will be guided and facilitated by key members which include:**
  - ◆ OTD Student
  - ◆ Capstone Faculty Mentor
  - ◆ Doctoral Capstone Coordinator
  - ◆ DCE Site Mentor/Supervisor
  - ◆ AFWC
  - ◆ Academic Advisor
- ➔ **Designation of Roles**
  - ◆ ***OTD Student***
    - The OTD student must complete all didactic and fieldwork requirements prior to completing the doctoral capstone experience. The student must collaborate with all faculty and stakeholders throughout the OTD curriculum and capstone process including meeting with Academic Advisor, Academic Fieldwork Coordinator, Doctoral Capstone Coordinator, Capstone Faculty Mentor and OTD Site Supervisor.
  - ◆ ***Capstone Faculty Mentor***
    - Each OTD student will be assigned an OTD Faculty Mentor who will establish the mentee-mentor relationships with OTD students in alignment with the students

identified areas of interest with capstone goals and objectives in preparation for and throughout courses including OCTH 720, OCTH 721, OCTH 722, OCTH 723, OCTH 784, and OCTH 785.

- ***Doctoral Capstone Coordinator***
  - The DCC will collaborate with the OTD student and Faculty Mentor throughout the mentee-mentor relationship and oversee the OTD program compliance in alignment with standards, curricular design and any updates relative to professional/local/national/global policy and partnerships with both internal and external experiential sites.
- ***DCE Site Mentor/Supervisor***
  - A site supervisor/mentor will be identified and assigned to collaborate with the OTD student and faculty mentor during the capstone experience as needed. The site mentor will have working knowledge, leadership skills and interest in supervising the OTD student throughout the capstone experience phase. The site supervisor/mentor will have an understanding of the Springfield College OTD program mission, vision, goals, objectives, curricular design, as well as have identified background skills and interests of the OTD student. The site supervisor/mentor will complete pre/post evaluation forms, supervision forms, IRB forms (as needed) and dissemination plan forms (as appropriate).
- ***Academic Fieldwork Coordinator***
  - Each OTD student will collaborate with the AFWC to ensure the progress and completion of clinical fieldwork, along with NBCOT exam preparations and professional development plans.
- ***Academic Advisor***
  - The OTD student has an assigned academic advisor with whom they should collaborate with throughout the sequence of all courses within the curriculum. The academic advisor will assist the student in identifying interests in preparation for the doctoral capstone sequence.

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.

The doctoral capstone shall include an in-depth experience in one or more of the following focus areas:

- Clinical skills
- Research skills
- Program development and evaluation
- Policy development
- Administration
- Advocacy
- Education

- Leadership

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 at 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.

- ➔ Entry level OTD students will partake in in-depth experiences in one or more of the following areas: Clinical practice, research, administration and leadership, policy development, program development, advocacy, education and/or theory development. The Doctoral Capstone Experience (DCE) and Project (DCP) will be individualized and mentored, integrating and expanding on the OTD students' knowledge base while facilitating the development of research, exploration of innovations in technology, the development of teaching and learning strategies, the promotion of program development, interprofessional practice and policy change. This is separate and distinctively different from clinical fieldwork, which is a requirement for entry-level practice. The DCE and DCP will serve to reinforce clinical knowledge and practice. The OTD student will develop their capstone from foundation to design, implementation, evaluation and dissemination of advanced education and practical application to current OT practice. The OTD student must successfully complete all required coursework and fieldwork prior to the DCE.

- ➔ Entry level OTD students conceptualize and develop their Doctoral Capstone based on their professional background, life experiences, passions, interests and new knowledge and skills gained in the OTD curriculum. Each student will be matched with a Faculty Mentor who will ensure that the OTD student chooses a subject matter/area of focus that aligns within the SC OTD programs' mission and curricular design. The Doctoral Capstone will be interwoven throughout the OTD courses specifically within the areas of research, theory, clinical practice and leadership/program development courses.

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

- ➔ The DCE site mentor will complete an evaluation of the DCE students performance at the midterm (7 week mark), and final (14 week mark).

Doctoral Capstone Experience and Project Behavioral Objectives

- Presentation and class/DCE site behaviors
    - Students will refrain from engaging in personal communications during preparatory courses and their DCE unless it is a true emergency. Students will refrain from using personal electronic devices for anything other than capstone planning and DCE/DCP implementation-activities including but not limited to cellular phones, electronic watches, tablets, laptops and/or wireless devices such as headphones. Students should speak respectfully to each other, to faculty members, and all DCE site associated staff. When engaging in course and/or DCE/DCP related activities, students should dress professionally, and wear their Springfield College name tags. Students must use appropriate and inclusive language when engaging with each other, faculty, DCE sites and guest speakers.

- Interpersonal skills
    - Students should demonstrate positive interpersonal skills with peers, faculty, instructors, guest speakers, faculty mentors, DCE mentors, all corresponding DCE/DCP site-related employees including clients, caregivers, family members and other involved professionals. OTD students are a representation of Springfield College and the Springfield College Department of Occupational Therapy, and should behave in a manner reflective of the mission and vision of the College, department, and OT profession at all times. Students will use professional body language at all times during class as well as during DCE and related DCE activities. Students should be mindful of their verbal and nonverbal communication.

- Communication skills and responsiveness
    - Students will demonstrate appropriate, timely, clear and effective communications during the preparation and implementation of their Capstone (DCE/DCP) including all associated courses, events, and interactions with faculty, peers and Capstone related individuals. Students should use professional body language in the classroom and in off-site locations including but not limited to an open and receptive posture and being oriented to the speaker etc..It is critical that students adapt communication appropriately and demonstrate understanding and application of functional communication within the classroom and community. Students should check their Springfield College email daily while engaged in capstone preparation courses, and at least twice daily during the week at a minimum when engaged in DCE/DCP related activities. Students should respond to emails within one business day of receipt. Students should be mindful to direct communication to appropriate audiences, e.g. start with the course instructor for course related issues.Text correspondence with course instructors, faculty mentors and/or the DCC should be reserved for emergency situations only unless permissions have been granted otherwise.

- Organization
    - Students will use the resources provided to them through Brightspace and Google Drive to maintain organization of their work throughout the preparation, development and implementation of their Capstone. Students will disseminate their work in an organized manner using proper mechanics with attention to grammar, spelling, flow and APA 7th edition formatting. Students will proofread all course-related assignments and DCE/DCP

related written work with care and attention to detail. When and if students are working within a physical site for their DCE, maintaining organization of spaces and site-related items is expected.

- Self-directed learning
    - Students are responsible for advancing their knowledge and skills through accessing the course instructor and members of their Capstone team as needed/required to further develop essential knowledge and skills to contribute to the advancement of OT through scholarly activities. The entry-level OTD degree process is student driven with focus on students' independent initiation to engage with their peers, capstone team members, and course instructors. Students should demonstrate behaviors of taking responsibility for their actions as they relate to completing associated tasks, assignments, projects, etc., as well as maintaining a positive and solution-oriented attitude. Students should hand in required materials on time, or, if needed, negotiate appropriately for an extension prior to the due date and follow through.

- Time management
    - Students should be in timely attendance for all classes correlating with the planning, development and implementation of their Capstone (DCE/DCP). Students should arrive at class on time and be prepared to engage at the time class starts and remain engaged for the duration of the class/meeting etc.. Students should be in timely attendance at all scheduled office hours, planning meetings and class times as scheduled, and initiate prompt communication should they not be able to meet these scheduled times and state a plan to reschedule or make up work/meetings.

- Accountability
    - Students will be accountable for their actions, words, communications and responsiveness throughout the planning, development and implementation of their DCE/DCP. Students will avoid placing blame on others, and work effectively through difficult situations with the support of their site mentor, DCC and/or faculty mentor. Students will navigate difficult situations using the resources that are available to them. Students must accept responsibility and follow through for personal learning as an adult learner including asking for clarification of assignments or concepts as needed. Each student should read the syllabus, directions and readings as described in this syllabus or within the Brightspace classroom. This also includes proofreading all assignments prior to submitting them. Instructors will deduct points from your grade on individual assignments if there are consistent spelling, grammar, formatting and/or APA errors.

All Springfield College OT students are expected to adhere to the AOTA Code of Ethics and to practice in a legal, ethical and professional manner. Refer to the student handbook for further clarification on professional behavior. Inappropriate behavior may result in removal of a student from the assigned site at the discretion of the DCC or site mentor at any time. Professional behavior assessments are at the discretion of the DCC who may remove a student at any time for any infractions of professional behavior which include, but are not limited to:

- Not following the work schedule or attempting to alter their schedule in any way without advanced approval of the site mentor and DCC.

- Not answering all communication from Springfield College faculty or staff while completing their DCE.
- Any pattern of behavior (more than one instance of a specific behavior) deemed unprofessional by either the DCC or site mentor.
- HIPAA violation of client confidentiality.
- Unethical or unlawful conduct.
- Inappropriate postings or communication on social media.
- Inappropriate interactions with clients or other professional contacts while on site.
- Disrespect to clients, therapists, other health professionals, fellow students, mentors and instructors

Entry Level OTD Curriculum Sequence

First Professional Year (PY1) - Fall - 15 credits
OCTH 501: OT Fundamentals (3 credits)
OCTH 503: Professional Seminar I (1 credit)
OCTH 505/506: Group Process and Group Process Lab (2 credits)
OCTH 510: Functional Human Anatomy (3 credits)
OCTH 511: Functional Human Anatomy Lab (1 credit)
OCTH 515: Functional Movement in Occupations (2 credits)
OCTH 560: Evidence Based Practice I (3 credits)

First Professional Year (PY1) - Spring - 18 credits
OCTH 512/514: Neuroscience and Occupation with Lab (3 credits)
OCTH 520: Development, Occupation, and Performance in Infancy and Childhood (4 credits)
OCTH 530: Occupation and Technology (1 credit)
OCTH 561: Evidence Based Practice II (3 credits)
OCTH 570: Social Policy in Healthcare (2 credits)
OCTH 584: Clinical Education I (2 credits)
OCTH 650: U.S. and Global Healthcare Systems: OT's Role (3 credits)

Second Professional Year (PY2) - Summer - 9 credits
OCTH 631: Occupation, Dysfunction, and Adaptation in Adults I with Lab (3 credits)
OCTH 632: Occupation, Dysfunction, and Adaptation in Adults II with Lab (3 credits)
OCTH 635: Development and OT Adaptation in Older Persons (3 credits)

Second Professional Year (PY2) - Fall - 13 credits
OCTH 621: Application of Theory and Evidence in Pediatric OT Practice (3 credits)
OCTH 633: Occupation, Dysfunction, and Adaptation in Adults III with Lab (3 credits)
OCTH 634: Occupation, Dysfunction, and Adaptation in Adults IV (4 credits)
OCTH 720: OT in Community Practice (2 credits)
OCTH 721: Capstone Experience and Project Development I (1 credit)

Second Professional Year (PY2) - Spring - 14 credits
OCTH 625: Development, Occupation, and OT Adaptation in Adolescents with Lab (3 credits)
OCTH 637: Occupation, Dysfunction, and Adaptation in Adults V (3 credits)
OCTH 651: OT Management, Leadership, and Advocacy (3 credits)
OCTH 683: Professional Seminar III (1 credit)
OCTH 722: Capstone Experience and Project Development (4 credits)

Third Professional Year (PY3) - Summer - 6 credits
OCTH 684: Clinical Education II (6 credits)

Third Professional Year (PY3) - Fall - 7 credits
OCTH 685: Clinical Education III (6 credits)
OCTH 723: Capstone Experience and Project Development III (1 credit)

Third Professional Year (PY3) - Winter - 1 credit
OCTH 687: Professional Seminar IV (1credit)

Third Professional Year (PY3) - Spring - 12 credits
OCTH 784: Capstone Experience (10 credits)
OCTH 785: Capstone Project (2 credits)

Courses Related to Skill Development for the Doctoral Capstone Project/Experience

OCTH 501 Occupational Therapy Fundamentals
This course is a study of the historical and current philosophies, practice models, frames and frameworks of occupational therapy with emphasis on present scope of practice issues and concepts. The values of occupational performance and activity in prevention, intervention and health maintenance are addressed. Students practice the occupational therapy process and professional reasoning in developing and evaluating occupation-based intervention plans.

OCTH 503 Professional Seminar I
Students in this seminar explore their understanding of themselves, discuss the illness/disability experience, and begin the process of developing a professional identity as a student and an occupational therapist. Through reflective experiences and active learning experiences, students examine therapeutic use of self and the dynamics of professional caregiving. Professional ethics, standards of practice, and interpersonal skills are practiced and discussed during the seminar.

OCTH 505/506 Group Process Lecture & Lab
This course involves a lecture and laboratory experience during which the process of group dynamics, therapeutic listening and use of self, observation skills, and methods of therapeutic intervention are explored and practiced.

OCTH 560 Evidence Based Practice in Occupational Therapy I
This is the first in a two course sequence that provides a foundation in scientific inquiry as it relates to clinical practice, and an overview of methodologies used in occupational therapy and healthcare research. Using current OT and healthcare literature sources, students analyze concepts that include the theoretical basis of research studies, research ethics, research design and sampling, and methods of analyzing and reporting data. Students focus on principles of evidence-based practice and apply them to client-centered scenarios across the lifespan in a variety of settings.

OCTH 561 Evidence Based Practice in Occupational Therapy II
This is the first in a two course sequence that provides a foundation in scientific inquiry as it relates to clinical practice, and an overview of methodologies used in occupational therapy and healthcare research. Using current OT and healthcare literature sources, students analyze concepts that include the theoretical basis of research studies, research ethics, research design and sampling, and methods of analyzing and reporting data. Students focus on principles of evidence-based practice and apply them to client-centered scenarios across the lifespan in a variety of settings.

OCTH 570 Social Policy and Social Justice in Healthcare
This course focuses on the current and historical factors influencing the development of social and healthcare policies to promote overall awareness of the healthcare delivery system and processes as well as selected health issues important to consumers and healthcare professionals. There will be special emphasis on the influence of political, economic, social, and cultural factors in the development of health and social policy. Themes that run throughout the course include the importance of understanding the interrelationships between politics, culture, socioeconomic status, health status and healthcare delivery; cultural humility; issues of quality, access and cost; legal concerns; and the need for health professionals to serve as activists within the wider social system.

OCTH 584 Clinical Education I & Professional Seminar II
This course is a combination of seminars and hands-on learning experiences that includes a combination of simulation, simulated environments, standardized patients, faculty-led hands-on learning experiences, and/or clinical or community experiences under the supervision of a fieldwork educator within a practice environment. The course provides experiences as an introduction to occupational therapy clinical skills of screening/evaluation, clinical observation, intervention planning and implementation, documentation, and safety awareness and clinical reasoning.

OCTH 650 United States and Global Healthcare Systems: Occupational Therapy's Role
Being an ethical and effective clinician includes understanding the health care systems (e.g., funding, laws, regulations) within which we work. Additionally, clinicians must be aware of conditions that affect access to health care. Students in this course study and apply information about health care systems in the United States and OT's role and responsibilities within this system. Additionally, students explore U.S. health care systems within the context of global health and consider not only the current role of OT, but the potential role of OT.

OCTH 651 OT Management, Leadership and Advocacy
Students explore management from the position of being a manager as well as being an effective member of a clinical team. They explore the nature of the profession and the responsibility it entails. Students identify opportunities for leadership. As students analyze their own skills relative to management, leadership and entrepreneurship, they develop an advocacy plan or project that they will carry out during the semester.

OCTH 683 Professional Seminar III
Students participate in a seminar designed to assist in the transition from the OT academic setting to full-time fieldwork. Students review AOTA and Springfield College O.T. Department fieldwork policies and procedures, complete or update required training in clinical procedures (e.g., HIPAA, Universal Precautions, background checks), and discuss conceptual foundations of fieldwork education, problem solving strategies and the student evaluation process.

OCTH 687 Professional Seminar IV
Students participate in a seminar designed to assist in the transition from fieldwork to career. Students discuss fieldwork successes and challenges and how that has and will influence their career goals and strategies. Students learn about and prepare for national certification, state licensure, and other policies and procedures related to entering the profession.

Entry-Level OTD Specific Course Sequence

OCTH 721: Capstone Experience and Project Development I
This is the first in three courses designed to assist students in developing their Doctoral Capstone Experience. In this first course, students explore occupation-based community programs as they relate to the domains and processes of OT while simultaneously exploring their own interests. Theories, stages of development and developmental procedures inherent in community-based practice OT programs are reviewed and applied to the steps and stages students will take in their own DCE planning.

OCTH 722: Capstone Experience and Project Development II
This is the second component of a three-course sequence which centers on the DCE from a preparatory and developmental phase. Students will identify personal strengths, areas for growth and professional goals which will facilitate the development of a plan for the DCE and DCP which will be carried out in subsequent semesters. Students will complete a literature review and needs assessment and use the outcomes information to develop DCE and DCP proposals which include objectives, learning activities, timelines, and evaluation methodology.

OCTH 723: Capstone Experience and Project Development III
This is the third of a three-course sequence which centers on the Doctoral Capstone preparation and development. In this course, students will finalize their DCE and DCP plans. In this course, students will complete all necessary preparations for the DCE including the development and submission of Memoranda of Understanding (MOU), as well as grant proposals, research proposals to the Institutional Review Board(s) (IRB), and/or other equivalent preparatory projects as necessary for DCE implementation.

OCTH 784: Doctoral Capstone Experience
The final DCE allows for the development of in-depth knowledge in an area of student interest, providing students with the opportunity to extend, refine and hone the knowledge and skills gained throughout the didactic and fieldwork components of the program. Students will engage in learning experiences focused on clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education and/or theory development. Prior fieldwork or work experience **may NOT** be substituted for any part of the DCE, or the implementation of the DCE or DCP.

OCTH 785: Doctoral Capstone Project
This course is designed to guide students in completing and disseminating their individual DCP related to the DCE performed in OCTH 784. Students will evaluate their DCE outcomes based on their individual plans, and demonstrate their synthesis of knowledge into a manuscript/article and portfolio which will be disseminated to the department, students and other associated parties.

Capstone Design

Capstone Areas of Focus

Consistent with the curriculum design, and the accreditation requirement to focus on an area of interest, the Springfield College Entry-Level OTD program was designed to offer targeted areas in which students can focus their capstone experience. While there will likely be areas of overlap among and between the areas of focus, the primary areas of focus are:

- Clinical skills
- Research skills
- Administration
- Program development and evaluation
- Policy development
- Advocacy
- Education
- Leadership

The doctoral capstone consists of two parts:

- Capstone experience
- Capstone project

Capstone Experience Timeline

The DCE is a 14 week experience that can be completed on a full time basis which requires a 32 hour a week minimum. The DCE can be completed on a part time basis with planning and approval from the students' respective DCE site. All students must successfully complete the DCE within 24 months of completion of the didactic coursework and level II fieldwork. Students who are unable to successfully complete the DCE within the 24 month timeframe may be dismissed from the program. The department recognizes that there are sometimes extenuating and unforeseen circumstances that may require a leave of absence or an extension of the DCE timeline. Requests to extend the DCE timeline must be submitted in writing to the Occupational Therapy Review Committee (OTRC), who will determine whether an extension is granted.

Roles and Responsibilities of the DCE/DCP Student

- In collaboration with the DCC and faculty mentor/advisor, students will engage in a preliminary planning process to identify interest and desired focus areas of the DCE.
- Collaborate with the site supervisor/mentor and faculty mentor/advisor to identify three individualized student learning objectives to customize the DCE to the learning needs and interests of the student.
- Effectively communicate and collaborate with all associated individuals, including but not limited to site mentor/supervisor, faculty mentor/supervisor, administrators, individuals receiving care or services, families, and/or any other involved parties.
- Apply the foundational skills of evidence based practice/knowledge to a guided scholarly capstone project.
- Perform tasks in a safe, inclusive and ethical manner.
- Adhere to facility/site, Springfield College, and professional standards of behavior; follow facility/site and Springfield College policies and procedures.
- Refine and apply didactic/classroom knowledge to practice settings at a higher level than previous level II fieldwork affiliations with guidance from the site supervisor/mentor and faculty mentor/advisor.
- Relate theoretical influence to practice through the synthesis of advanced knowledge.
- Acquire in-depth knowledge and experience in clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education and/or theory development.
- Maintain confidentiality in both clinical and academic settings, complying with HIPAA and FERPA regulations.
- Seek assistance when necessary; maintain open lines of communication with site supervisor/mentor, faculty mentor/advisor, and DCC.
- Complete assignments by the date and time required.
- Complete the Student Evaluation of the Capstone Experience at the completion of the 14 week experience.

Role of Doctoral Capstone Coordinator (DCC)

The Doctoral Capstone Coordinator is a core, full-time faculty member who is responsible for the planning, coordination and implementation of the doctoral capstone. The DCC negotiates the logistics of recruiting, assigning, confirming, and monitoring the DCE. The DCC serves as a resource for doctoral students, DCE sites and site mentors, faculty and capstone chairs, as needed, in regards to negotiating logistics and processing outcomes of the doctoral capstone. Additionally, the DCC provides orientation to the doctoral capstone process. The DCE and DCP are degree requirements for students enrolled in the OTD program. The DCE is expected to demonstrate ongoing collaboration with the course instructor of the capstone course sequence, which contains learning activities associated with the DCE and DCP at the completion and dissemination of the student's DCP (D.1.1; D.1.2; D.1.6). The DCC's responsibilities include:

- Ensure that the DCE and DCP is consistent with the school's curriculum design (D.1.3).
- Instruct students regarding the capstone processes and expectations (this may include orientation sessions, individualized counseling sessions, creation and use of a capstone manual, and course syllabi).
- Collaborate with the capstone student to identify student goals, interests, and to ensure there is no overlap with fieldwork education experiences.
- Educate the capstone students and site mentors on the ACOTE focus areas (D.1.0; D.1.1; D.1.2; D.1.3).
- Advise capstone students in determining site preferences and project focus (D.1.1; D.1.2; D.1.3).

- Identify and correspond with potential capstone sites, potential site mentors, establish affiliation agreements, and confirm capstone experience placements (D.1.1; D.1.2; D.1.4).
- Ensure all policies and procedures are followed, according to the academic institution and ACOTE standards.
- Obtain and disseminate necessary capstone student and site information, including but not limited to: confirmation letters, student data forms, student health/security clearances etc.).
- Maintain adequate records of capstone site information and allow student access.
- Ensure that the student will be mentored by an individual with expertise consistent with the student's area of focus (D.1.2).
- Educate faculty, capstone chairs, and site mentors on the roles and responsibilities, including the length of the experience as 14 weeks at a minimum with 32 hours/week presence on site (for full time completion) (D.1.5).
- Ensure all capstone sites have a signed Memorandum of Understanding (MOU), which must include individualized specific objectives, a plan for supervision/mentoring, responsibilities of all parties and that the student obtains appropriate collaboration and signatures. The MOU must be completed PRIOR TO the commencement of the DCE and according to the standards and regulations of all regulating bodies (D.1.4).
- Correspond professionally with capstone students and site mentors via electronic communication, phone calls, virtually and/or with site visits as appropriate.
- Support capstone student progress and provide remediation as needed.
- Ensure that an objective formal evaluation of the student's performance is completed during and at the completion of the DCE (D.1.7).
- Be available as a resource and consultant to the capstone student, site mentor and faculty mentor during the DCE.
- Evaluate (including data collection and analysis) the capstone experience to ensure that the program is in compliance with ACOTE standards related to "D" standards, and meeting academic institution specific student outcomes and goals.
- Record and assign grades for the DCE, according to the timelines stated by the Registrar's office.
- Ensure that formal letters or certificates are provided to site mentors following the completion of the DCE, acknowledging mentorship provided.
- In collaboration with the capstone project course instructor, ensure the completion and dissemination of the student's individual capstone project that relates to the capstone experience and demonstrates synthesis of in-depth knowledge in the student's area of focus (D.1.6).
- Together with the department chair and other associated faculty, assist in matching doctoral students with department faculty members for mentorship that align with capstone areas of focus and said faculty members' areas of interest and/or expertise.

Role of Capstone Faculty Mentor

- Advise students as they seek out potential sites and site mentors, typically starting at the beginning of OCTH 721 and through all remaining coursework to satisfy the Entry-Level OTD degree.
- In collaboration with the DCC and the student, assist the student to engage in a preliminary planning process to identify interests and desired focus of the DCE.
- Collaborate with the student and site supervisor/mentor to identify at least three individualized student learning objectives to customize the DCE to the learning needs and interests of the student.
- Maintain open communication with the student, site supervisor/mentor and the DCC throughout the sequence of doctoral courses.

- Notify the DCC should problems arise and collaborate with involved parties (DCC, student, site mentor, department chair etc.) to develop a plan for action and/or remediation.
- Create an environment conducive to learning.
- Adhere to all program, Springfield College, and professional policies and procedures including HIPAA and FERPA.
- Maintain ongoing and flexible availability to the capstone student as a resource and/or consultant which includes developing plans for supervision, identification of learning objectives, research planning, capstone site identification, and providing meaningful feedback on written work including but not limited to DCE/DCP drafts and proposals, literature reviews, CAP's, manuscripts, and any other relevant and associated assignments/documentation.
- Faculty mentorship aligns with OCTH 721, OCTH 722, OCTH 784 and OCTH 785

Role of the DCE Site Supervisor/Mentor

- Collaborate with the student and faculty mentor/advisor to identify at least three individualized student learning objectives to customize the DCE to the learning needs and interests of the student.
- Collaborate with the student to determine how objectives will be met at the site.
- Provide on-site and supportive mentorship to the OTD student.
- Evaluate the students' progress using the Doctoral Capstone Evaluation at midterm (approximately 7 weeks into the experience), and again at the completion of the DCE (week 14).
- Guide the OTD student to apply theory and conceptual knowledge to the practical situations involved in the project: to further develop problem solving skills; and to hone the competencies necessary to successfully complete the experience.
- Orient/instruct the OTD student to perform negotiated learning activities consistent with the student learning objectives.
- Meet state and national requirements to perform in the projects' area of focus; use expertise to guide and advance the students' knowledge and competence in the area of focus.
- Maintain confidentiality and adhere to HIPAA and FERPA throughout the DCE.
- Maintain open communication with the student, faculty mentor/advisor and DCC.
- Create an environment conducive to learning.

DCE Site Mentor/Supervisor Qualifications and Attributes

The community site mentor/supervisor serves as the students primary contact during the implementation phase of the capstone, and maintains responsibility to assist the student navigate at the project site. Once a site and site mentor have been chosen, both the student and site mentor will sign a mentorship agreement form that outlines the responsibilities of all involved parties. This form will document the mentor's expertise consistent with the students areas of focus/interest.

Differing from occupational therapy fieldwork, students connect with community site mentors as opposed to the site itself. The site mentor will assist the student to integrate into the site which includes but is not limited to developing relationships with the site staff, consumers, and other involved stakeholders. Community site mentors are chosen by students with the assistance of their faculty mentor and the DCC, and this choice is based on expertise in the subject area and connection to the project site relative to the student's Capstone project. The community site mentor does not have to be an OT. ***Although the faculty advisor and DCC may facilitate connections with community site mentors, the student has the primary responsibility of seeking potential mentors.***

Multiple DCE Site Supervisors/Mentors

Depending on the DCE site, individualized student objectives, and plan for the Capstone project and experience there may be more than one site mentor for a capstone experience. The need for multiple mentors/supervisors could be related to mentors' schedules, the demands of student supervision and/or to assure a quality learning experience. Identification of multiple mentors should occur in the planning phase of the capstone, and in some instances this need may present itself during the implementation phase. If there is more than one mentor/supervisor, consistent and clear communication is strongly recommended among all parties; the supervisors, the student, DCC and faculty mentor. All supervisors should provide feedback to the student, and complete the evaluation forms at midterm and at the final. Each supervisor can complete their own student evaluation form and submit it to the DCC, or the supervisors can collaboratively complete one evaluation form. Signatures from all supervisors are required.

Group Supervision Model at a DCE Site

It is common for one capstone experiential site to have multiple students at one time. When there is one supervisor providing mentorship to a group of students, it is imperative to have advanced planning and organization to optimize the learning experience that includes clear identification of the individualized student learning objectives and learning strategies. If there are multiple students from the SC OTD program at one site, the intent and purpose of their experience should be different and unique from the other. The supervision of multiple students can provide an opportunity for peer evaluation in a collaborative environment. Structuring student meetings to allow for discussions and verbal processing can be helpful along with one-to-one supervisory feedback.

Non-Occupational Therapy Professionals as Mentors

ACOTE does not currently require a capstone experience mentor to be an occupational therapist, however the site mentor must have the expertise consistent with the student's area of focus, and be able to demonstrate this expertise by providing a resume or CV. Depending on the experiential site, the opportunity may exist for different professionals to serve as a supervisor/mentor. This could include but not limited to including OTAs, psychologists, nurses, physicians assistants, teachers, social workers, physical therapists, recreation therapists, art therapists, speech and language pathologists etc.. The site mentor must be familiar with their site and the OT profession. It is recommended that students spend time with other professionals to gain a better understanding of their role, and how occupational therapy interacts, interfaces and collaborates with them.

Capstone Experience Goals

There are specific goals that students are expected to achieve by the end of the DCE. The program has identified individualized behavioral objectives for the DCE, which are specific to the philosophy of the program, curricular design, and program outcomes. In addition to these behavioral objectives, students will collaborate with their faculty advisor/mentor and their site supervisor/mentor to identify a minimum of 3 additional individualized learning objectives to customize the experience to their individualized learning needs. The 3 developed goals must be agreed upon by the student and the faculty advisor/mentor and confirmed/finalized by the site supervisor/mentor within the first week of the DCE. Similar to occupational therapy goals, the student identified learning objectives must be relevant to the experience, understandable, measurable (behavioral/observable) and achievable within the 14-week full time timeframe.

Capstone Experience
Entry level OTD students are required to complete one 14-week Doctoral Capstone Experience (DCE) following successful completion of their level II fieldwork. The goal of the DCE is to develop occupational therapists with in-depth knowledge and skills in a focused area of study. This is integral to acquiring a deeper practice-scholar set of competencies as reflected in the program's curricular design. The DCE is a direct connection between clinical practice and scholarship through the implementation of a doctoral capstone project (D.1.1; D.1.3; D.1.6).

In collaboration with the DCC, and faculty mentor, students will coordinate one-to-one meetings with the DCC to complete an interview and identify their preferences in site location, population/area of interest, and/or focused topic area for the DCE. Students are encouraged to start this process during OCTH 720. Students will be required to include their rationale for their interest in each of their preferences. In collaboration with the assigned faculty mentor and DCC, students will then be assigned a site and project based on interests and availability of sites/mentors. Assignment of all DCE sites is competitive and subject to availability and in many cases requires the student to commute a distance and/or relocate.

Capstone Experience Supervision
The 2023 ACOTE Standard (D.1.2), indicates that the OTD student should be mentored by an individual with expertise consistent with the OTD student's area of focus. Mentoring is a relationship between two people in which one person (the mentor) is dedicated to the professional and personal growth of the other (the mentee). A mentor has more experience and knowledge than the mentee (OTD student) relative to their identified area of focus. This advanced placement site will provide mentorship to the OTD students on site by a qualified and competent individual that does not necessarily have to be an occupational therapy practitioner. The mentor will assist the OTD student in applying knowledge to practical situations, further develop problem solving skills, as well as facilitate learning practical competencies. This individual will be called the Site Mentor. Site Mentors instruct and orient the OTD student as needed to perform specific negotiated learning activities that are consistent and parallel to the student's learning objectives. Site Mentors will sign a MOU which is inclusive of specific objectives, behavioral expectations, plan for supervising and mentoring, and responsibilities of all parties. The MOU is a collaborative effort between the OTD student and Site Mentor (D.1.4).

Many professionals are qualified to supervise OTD students as they carry out advanced clinical skills, research, program development, advocacy, teaching, or policy work specific to their doctoral interests and pursuits. The individual, on behalf of the DCE site, is responsible for the direct instruction and supervision of the OTD student in the professional rotation setting. This individual supervises, directs and facilitates the DCE. They may be the clinical supervisor, therapist, faculty member, or political/agency representative who acts on behalf of the site where the student is assigned for the rotation. The level and type of supervision will be customized to the setting type, the student's learning objectives and focus of their DCP which is stipulated in the MOU (D.1.4).

Direct clinical practice activities for community-based populations performed by the OTD student should be supervised by a professional who meets the state and national requirements to perform the area of practice. When the most appropriate professional to supervise students performing direct clinical practice activities is an occupational therapist, then the supervising occupational therapist must meet the state regulations and have a minimum of one-year practice experience post initial NBCOT certification.

The student must be mentored by an individual with expertise consistent with the student's area of focus (e.g. if the student's focus is occupational therapy for terminally ill or hospice clients - they must be mentored by a professional who works specifically within that realm). The Site Mentor does not have to be

an occupational therapist, thereby allowing for an inter-professional mentorship model. Depending on the DCE focus and/or setting, OTD students may have more than one Site Mentor.

During the DCE placement process, the assigned faculty mentor, along with the DCC will advise the OTD student as they seek out potential site mentors. Formal approval of the Site Mentor will be provided by the DCC via the MOU.

OTD students are expected to identify and achieve specific goals established by these parties. Springfield College has established behavioral objectives for the OTD DCE, in agreement with the curriculum philosophy and program outcomes within the MOU (D.1.1; D.1.4). A Site Mentor Agreement Form, Site Data Form, credentials and professional resume/CV will be obtained to verify and document the expertise and experience of the mentor (D.1.2). Additionally, the three student-specific individualized learning objectives will be developed by the student and SC Faculty Mentor to cultivate an experience to the learning needs of the OTD student. Student-specific objectives should be agreed upon by the student and Faculty Mentor. Objectives will be reviewed and finalized with the Site Mentor within the first week of the experience. A DCE Action Plan will be created by the OTD student in collaboration with the Site Mentor, SC Faculty Mentor and DCC, and will be used to meet the individualized learning objectives. All DCE program goals, objectives, and outcome measures both during and at the end of the advanced practice placement are collaborative between the DCC, OT student, and Site Mentor.

Capstone Experience Evaluation Methodology

Doctoral students are expected to achieve the established goals/objectives. The site supervisor/mentor with experience/expertise in the student's area of focus will evaluate the individualized objectives. The course OCTH 784 is graded pass/fail; however, a formal evaluation of performance will occur at midterm (approximately 7 weeks in for a full time placement) and at the conclusion of the DCE. A passing grade will be earned based on the following criteria:

- Successful completion of the 14 week full time or part time (as planned/agreed upon) experience
- Quality completion of all assignments (all assignments MUST be submitted to earn a passing grade).
- Satisfactory score on final Site Supervisor/Mentor Assessment form.
- Passing score on final Faculty Mentor/Advisor Assessment
- Submission of Student Evaluation of Capstone Experience.

The DCC will be responsible for assigning the final grade for the DCE.

Capstone Project

Doctoral students are required to complete a capstone project which demonstrates the culmination of experiences within the DCE including synthesis and application of knowledge (D.1.0). The capstone course sequence has been developed to facilitate the process of completion of the capstone and disseminate the outcomes of the experience and project (D.1.6). Students are required to collaborate with the DCC to determine the most appropriate method of dissemination based on individualized focus areas, projects and outcomes. Dissemination could include best practice guidelines, development of a webinar, a professional poster presentation or session, a popular press article, a manuscript or other form of dissemination. This process will be further described in OCTH 785.

Capstone Project Example Descriptions

All capstone projects must be completed within the 14-week experiential period. The project must be small enough in scale to be successfully completed within the allotted time frame. Each project option will start with a research question/problem statement. Options may consist of, but are not limited to the following examples:

1. *Research study:* Completing a capstone project in the realm of research will facilitate the OTD student to conduct a scientific research study that includes processes involved in health and disease. Studies could be related to identifying/using new ways to screen, prevent, diagnose and/or treat disease processes using occupational therapy guiding theories or occupation-based client-centered interventions. OTD students may engage in small experimental or quasi-experimental studies, observational studies or cross sectional studies to examine outcomes, or specified groups of people through looking at data collected in the past or in the future. The OTD student and faculty mentor will collaboratively develop a research question based on student interests and identified gaps in OT literature. A literature review is required to support the necessity of the research question. The OTD student is required to complete the steps of the research process including a description of the methods, data collection, data analysis, results, discussion and implications for the OT profession and/or for OT practice. This could be a pilot study using primary or secondary data that aligns with the faculty mentors research agenda.

2. *Academic course development:* This type of capstone project will allow the OTD student to create a vision, focus, objectives and disseminate content that meet a learner's needs. The student will identify appropriate resources, develop materials, tools, and experiences that will meet the course's objectives. The OTD student will research, collect and/or create materials, develop plans and/or assignments, methods and processes/procedures to create a learning experience and be able to evaluate performance. The OTD student must develop course policies, schedules and create learning objectives/syllabi.

3. *Clinical or community program development:* This type of capstone project will allow the OTD student to develop a health promotion/occupation-based program in a clinical or community setting. To be effective and develop a program that is sustainable, the OTD student will need to clearly identify a need within a site through performing a needs assessment and literature review. From there, the OTD student with support from the site mentor and faculty mentor will create goals that are measurable and attainable with objectives to meet the identified/supported need through the needs assessment. The OTD student will develop an intervention to address the need(s) and administer an outcome measure to determine overall effectiveness of the intervention, along with a plan to either discontinue the intervention or sustain it.

4. *Clinical case report for a peer reviewed journal:* This capstone project will allow the OTD student the opportunity to develop an article that describes and provides interpretation for an individual clinical case. The case should be unique in nature, such as an uncommon disease process or syndrome, demonstrate a variation of a disease process or condition, demonstrate unexpected variations in a condition, or in an intervention plan, demonstrate new information that has emerged, demonstrate a client that has at least 2 or more unexpected conditions/disorders/diseases that are being treated with an OT intervention. The OTD student will have to identify that the client/patient meets these criteria and disseminate the client/patient's presentation and reaction to intervention in a concise report/manuscript to be submitted to a peer reviewed journal.

5. *Development of clinical practice guidelines:* This type of capstone project will involve the OTD student being mentored by faculty and a clinical preceptor to develop best practices otherwise known as clinical practice guidelines. The OTD student will complete leg work to identify current recommendations for a condition or intervention, or identify a gap in the current clinical practice

guidelines for OT clinical practice. Clinical practice guidelines are dependent on a systematic review of evidence for providing treatment for a condition/disease process. The OTD student coupled with mentorship will determine which types of evidence and outcomes to be included in the guidelines. They will develop an analytical framework to support the development of the guidelines. The OTD student will incorporate evidence to support the newly generated framework. The OTD student will write a clear rationale statement supported by evidence gained using the analytical framework. Evidence must be identified and synthesized including identification of the type of evidence and outcomes that are included in the guidelines. Economic considerations should be included along with synthesis, grading and presentation of the evidence. The evidence is then translated into recommendations.

6. *Policy statement:* This type of capstone project facilitates the OTD students' abilities to create a policy statement or a position paper relative to an applicable OT issue. The OTD student along with the faculty mentor will choose a relevant OT topic of interest. The OTD student will then develop a statement with emphasis on the value of OT in the promotion of the identified topic. The OTD student will develop a statement of significance of the position or issue to OT practice and society as a whole. The position paper should offer a rationale for the position taken in the paper. The position paper/policy statement should illuminate the challenges and strategies to addressing the issue/topic at hand. The policy statement/position paper will end with a conclusion explaining why you, or your affiliated organization endorse this policy paper/statement.

7. *Continuing education course development:* This type of capstone project allows the OTD student to develop a CEU course that is appropriate, relevant, innovative and captivating for practicing OT clinicians. The OTD student with assistance from the faculty mentor and site mentor will develop a question to be answered or a need to be met through the development of this course. The OTD student will then generate a manuscript that includes the purpose/aims of the class, identify the target audience, learning objectives, clinical scenarios, and evidence based information supporting the course. The CEU course must have relevant references that support the construction of the class, and should include a posttest that will demonstrate participants abilities to understand, retain and apply the knowledge acquired.

8. *Strategic plan or program development:* This type of capstone project allows the OTD student the opportunity to develop and implement a program evaluation or quality improvement process for an existing program in a community site or clinical site. The OTD student will collaborate with a clinical or community advisor along with the faculty mentor to conduct an evaluation of a program that has not yet been evaluated, or has an evaluation plan in place. The OTD student will critique an OT-based or relative program concept or design; program implementation or process; program impact and outcomes. The OTD student will then use and create a program logic model to guide the program evaluation process. The OTD student will work with the faculty mentor and community/clinical site mentor for identification of stakeholders for the chosen program to be able to demonstrate collaboration within the program and emphasize the programmatic evaluation plan, feasibility, sustainability and relevance to the targeted population.

Differentiated Examples Across Various Capstone Projects

All written work for the OTD Capstone and related courses should be completed per APA 7th edition formatting The following are examples of what should be included in each of the correlating projects.

1. ***Research Projects:***
    a. **Title page**: Includes the title, author, date, and statement "in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at Springfield College"

    b. **Literature Review**: The literature review is a convincing argument for your project. At the conclusion of the literature review, the reader should be able to identify a clear issue that is going to be addressed through an occupation-based intervention and clearly identify that the author will address the issue in the proposed manner. This must include:

        i. ***Introduction*** - The introduction must state the topic or subject matter of the Capstone project and end with the purpose of the project and its relationship to OT. The introduction should be short and concise outlining the problem identified, its significance, rationale/reasoning for the project and the purpose of the project.

        ii. ***Background*** - The background must outline the key elements/themes located in the review of the literature as well as the methodology or process the student intends to use to complete this project. This section should be 2-4 pages in length with **no less than 10 relevant citations**. The background should include the problem/topic and its impact along with the theoretical understanding of the problem and possible solutions. This could include frameworks, or models in addition to guiding theories. The background must include a thorough explanation of the state of current knowledge on the topic and identify gaps in the knowledge that the capstone project addresses.

        iii. ***Summary paragraph*** - This paragraph should be succinct and summarize what the reader has already read regarding the present state of knowledge about the topic or problem, the gaps in knowledge, and a broad statement about the writer's plans to meet the identified need or fill the gap. Your research question or hypothesis must be included.

    c. **Methods:** Include the author's plans to answer the research question, address the problem statement or test the hypothesis. The author must provide enough details so that another researcher can repeat the study. The methods sections includes:

        i. ***Design*** - Clearly define the design of the research study (case study, grounded theory, narrative analysis, cross sectional etc.)

        ii. ***Participants*** - Define the participants in the study. Inclusion and exclusion criteria are required. Recruitment strategies are required.

        iii. ***Outcome Measures*** - This may not be applicable to some studies. For an intervention this section is required. Identify the assessments that were used to measure the effects of the study (Barthel Index, Modified Ashworth Scale, ACLS etc.). In the case of observational studies (cross-sectional, case-control, cohort

studies), address the assessments used to describe the sample of the participants studied.

iv. ***Procedures*** - Clearly describe the interventions performed. If you do not have an outcomes measure section, then describe the activities/occupations used to test your hypothesis. If your study is qualitative, provide a description of how you obtained information (survey, focus groups, interviews etc.). This section can include visuals such as flow charts of how participants progressed through the study and/or related pictures or tables.

v. ***Data Analysis*** - Clearly describe the methodology of how the data was, or will be analyzed. This section should include a description of the descriptive and inferential statistics that were used. This section requires a statement regarding how the data was manipulated for analysis (was the data described verbatim, was analysis completed using open, axial or selective coding to identify evolving themes such as The Data Analysis Spiral etc.).

d. **Results**: **For the final paper -** In this section there should be a description of your results, but not interpret your data. This section should consist of your statistical results, or the developing themes. This section could contain any tables or figures to present the data.
e. **Discussion**: **For the final paper -** The projects' results should be summarized in this section relative to the project question/problem statement and/or hypothesis. The discussion is the analysis of the project results relative to the literature. The discussion should include the implications of the results to the practice of OT. A discussion of strengths and limitations should be included in this section.

f. **Summary & Conclusions: For the final paper -** In this section the author provides the reader with the main/major "takeaways". A positive picture should be illustrated within this section. Despite limitations noted, identify what this study offers to further improve the understanding of this topic? The author should provide the reader with suggestions for future research endeavors.

2. Clinical Program Development

a. **Title page:** Includes the title, author, date, and statement "in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at Springfield College".

b. **Literature Review:** The literature review must provide credible/relevant rationale for your project. At the end of the literature review, the reader should have a keen awareness and be in agreement that the issue(s) need to be addressed, and begin to see how the author addressed this issue through the proposed program. The literature review must consist of:

i. ***Introduction*** - The introduction must state the topic or subject matter of the capstone project and close with the purpose of the project and its relationship to occupational therapy. The introduction is short and concise and should outline the problem, its significance, reasoning for the project and the purpose of the project.

ii. ***Background*** - The background must outline the key elements from the literature review and method of how the student intends to complete the project. These sections should be no more than 2-4 pages in length with **a minimum of 5 citations**. The background should include the topic/problem and its impact, the theoretical underpinnings of the problem and potential resolutions. Frameworks, models and theories should be included to demonstrate the need to address the issue. The background should be thorough and explain the existing knowledge for the topic and identify gaps in knowledge that the capstone project seeks to fill.

iii. ***Summary paragraph*** - This paragraph must concisely and succinctly summarize the main points of the background and provide current knowledge relative to the topic/problem being addressed. Gaps in knowledge or service should be included along with a broad statement identifying how the author plans to fill the gaps.

c. **Program Description:** All of the steps necessary to implement the program or service should be clearly defined in this section. The author should start with a needs assessment for the proposed program. The population should be clearly defined for the program. Inclusion and exclusion criteria along with recruitment strategies to gain participants must be clearly defined. The context of the program implementation and description should be revealed. A timeline for program implementation is required. Additionally, identify how resources could be used including but not limited to program personnel, spatial requirements, materials, resources, etc. A budgeting and marketing plan should be included.

d. **Program Evaluation:** A defined plan to determine the effectiveness and overall quality of the implemented program should be provided. Outcomes measured may include participant satisfaction, barriers to participation, enhancements to quality of life or impact on the site or program etc..

e. **Results**: **For the final paper -** This section must include the findings relative to the program evaluation questions/topics.

f. **Discussion**: **For the final paper -** This section should clearly summarize your results relative to the program's initial questions and goals. The OTD student should report the interpretation of the results inclusive of the current literature. The discussion should include the resultant implications for the field of OT practice. A discussion of the strengths and limitations of this study should be included in this section. This section must report the implications for the host site, and potential policy and procedure changes.

g. **Summary/Conclusions**: **For the final paper** - The author provides the readers with the main takeaways in this section. The author should paint a positive picture despite the limitations. Identify what your developed program offers to improve comprehension of the identified topic/problem. The reader should be able to identify suggestions for future steps with this problem or a similar problem. The author should lead the reader into suggestions for future research.

3. Academic or continuing education course program development

a. **Title page**: Includes the title, author, date, and statement "in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at Springfield College".

b. **Literature review**: The literature review must provide a credible rationale for your project including the design and content of the developed course. At the end of the literature review, readers should understand why the course needs to be established for the betterment of occupational therapy practice.

   i. ***Introduction*** - The introduction is a brief (2-3 paragraphs) that state the topic/subject matter of the capstone project, its significance, rationale and purpose for the curriculum. The OTD student must identify the relationship of the developed program to occupational therapy.

   ii. ***Background*** - The background section should outline the key elements from the review of the literature and a clear methodology for how the student is going to complete this project. A statement of the problem/topic must be included along with its significance and theoretical understanding of what establishes credible instruction. Use of frameworks, models and theories should be illuminated as reinforcement for the need of the program. The literature should act as a foundational support for the content of the program as well as the method of delivery.

   iii. ***Summary paragraph*** - The summary paragraph should concisely summarize what the reader has already learned about the current knowledge surrounding the topic/problem being addressed. This section must address the need for the developed curriculum, identify the gaps in knowledge, and include a broad statement regarding the author's plans to fill the gaps in knowledge and education.

c. Program Description

   i. ***Needs Assessment*** - The OTD student will complete a formal needs assessment to identify the needs of a program, community or client to be able to determine priorities, make organizational improvements and allocate resources. The needs assessment must clearly identify the needs or gaps between where the organization/program envisions itself in the future concurrently demonstrating the organization or program's current state. The OTD student will use the needs assessment to develop a logic model to use during the implementation of the capstone project.

   ii. ***Vision and Mission Statements*** - These statements are developed to support and direct the program concisely and clearly. The mission statement should outline the program’s purpose and key objectives. The vision statement should connect the purpose and value of the organization and/or program. Both the vision and mission statement of the program should direct the curricular design.

   iii. ***Description of the Curricular Design*** - The curricular design dictates the course order and subject matter. OTD students must access the following article and use it as a resource as well as share it with site mentors/supervisors. The curricular design of the course must be clearly articulated.

American Occupational Therapy Association. (2021). *Occupational therapy curriculum design framework.* 75(3). https://doi.org/10.5014/ajot.2021.75S3008

iv. ***Proposed classes*** - A clear and thorough description of the classes and content should be articulated. Include the type of class or classes provided, along with the contents of what was provided including resources/activities and/or deliverables as a result of course attendance. Include learning activities, a schedule of courses/classes, evaluation plans and methodologies and/or grading scales.

v. ***Marketing Plans*** - The OTD student must include a marketing plan clearly indicating how participants were recruited to attend your class/course. If there are alternate components to your programming such as experiential learning opportunities, community clinics, special guests/educators used, include them as well along with rationale behind why they were chosen. Make sure to highlight the distinct value of OT in the development of your marketing plan.

vi. ***Infographics/Audio-visual Aids*** - Include any appropriate form of presentation content relative to your course/class and/or course materials. This is inclusive of lecture slides, handouts, assignments etc.

vii. ***Applicable readings*** - If applicable, include required course readings. Identify and list textbooks, workbooks or other sources of reading. Include your rationale for choosing each material.

d. **Course Evaluation**: The OTD student must present the continuing education course, or 2-3 lectures of an academic class for their capstone project to be considered complete. At the end of the CEU course a course evaluation must be distributed and is required of all participants.

e. **Results**: **For the final paper** - Describe the findings based on the course evaluation questions.

f. **Discussion: For the final paper** - Provide a summary of the results of your project related to the original questions and goals. Provide an interpretation of the results integrating the literature for your topic. Include the strengths and challenges/limitations you found from the planning and implementation phases of the curriculum and its evaluation.

4. Leadership or Policy Program Development

a. **Title page:** Includes the title, author, date, and statement “in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at Springfield College”.

b. **Literature Review**: The literature review must provide credible rationale for the development of your project. At the end of the literature review, the reader should have full comprehension of the need that is going to be addressed and how the author will address the issue using the proposed program.

i. ***Introduction*** - This section should be 2-3 paragraphs in length and indicate the problem, policy or administrative issue and its significance. The rationale for the project and purpose of the project should be clearly disseminated. The relationship of the problem, policy or administrative issue must be clearly connected to occupational therapy.

ii. ***Background*** - The background must outline the key elements located within the review of the applicable literature along with methodology indicating how the student will complete this project. The background must include a description of the existing knowledge for the problem, policy, or administrative concern and clearly identify gaps in knowledge coupled with its significance and theoretical understanding of the problems and its possible solutions.

iii. ***Summary paragraph*** - The summary paragraph must clearly and concisely summarize what the reader has read about the issue, and a comprehensive statement reiterating how the author will fill the gaps in current knowledge through the implementation of their program to address the problem, policy or administrative concern.

c. **Program Description**: Each step needed for the implementation of the leadership or policy program must be clearly described and included. The intended audience/population must be described for the leadership or policy program envisioned by the OTD student. The OTD students' intentions for accessing this group should be clearly identified. A clear description of the program's intended implementation plan should be included, along with the leadership and/or policy program plans. A timeline for the implementation plan must be included, along with how supplies and materials will be used and budgeted for (space, personnel, materials, equipment etc.).

d. **Program Evaluation**: Describe in detail your plans to measure the efficacy and value of your proposed program. A programmatic evaluation should include the quantity and quality of leadership opportunities, and how the policy was presented to administrators, stakeholders, constituents and other involved parties. Additionally, barriers that the program may impose on the intended population and relative ease of the program implementation should be clearly stated. The burden on the personnel including the need for advanced or additional training should be reported.

e. **Results**: **For the final paper** - Describe the findings relative to the program evaluation outcomes.

f. **Discussion**: **For the final paper** - The OTD student should provide a summary of the results relative to the program's original questions and objectives. An interpretation of the results should be provided along with identification of how they align or misalign with the current literature about the topic/problem. The implications of the program's results for occupational therapy should be discussed and clarified. Both strengths and limitations should be included from the planning and implementation phases of the policy or leadership program including the evaluation.

DCE Site Selection & Communication
The Doctoral Capstone Experience is a student-driven faculty-supported effort geared towards connecting students with sites that support their areas of focus/interest and learning objectives. In OCTH 720 students receive didactic content relative to community-based practice in OT, and start to brainstorm areas of focus for the DCE/DCP. Coursework in OCTH 721 coupled with faculty mentor support will assist in developing areas of interest, and exploration of potential DCE sites. Students are encouraged to explore potential sites within a desired geographical area. The DCC will ultimately work to secure sites, develop relationships with site mentors/advisors, as well as ensure MOU's are appropriately completed and signed. Students should forward all information to the DCC for investigation into site and site mentor appropriateness.

DCE Remote Experiences
In some instances, with advanced planning, students are able to complete their DCE remotely. This plan must be clearly developed and approved by the DCC.

DCE Site Cancellations and Delayed Starts
Students must recognize that cancellation of a DCE by a site may occur at any time prior to, or during the scheduled experience. These cancellations are beyond the control of the Springfield College Occupational Therapy Department, and therefore the department does not assume responsibility for expenses that the student may incur (scheduled airfare, housing deposits or other related expenses). In the event of a cancellation, students will be placed at an alternative site as soon as possible based on the identified interests of the student, alternative site availability as well as program and accreditation requirements. The DCC is responsible for communicating with students regarding cancellations. There may be instances where site placements are delayed which have the potential to impact degree conferral dates thus impacting your ability to schedule your NBCOT exam. Springfield College confers degrees in May, August and December.

DCE Geographical Considerations
As students advance through their doctoral coursework, they should start to plan to the best of their abilities potential geographical locations for DCE execution and discuss them with the DCC. The DCE is student-driven, and flexible to accommodate most geographical locations.

DCE Related Expenses
Students are responsible for providing their own transportation to all clinical experiences. While not a requirement, students are strongly advised to have a car available for clinician experiences, or secure another form of transportation. Students are also responsible for securing their own housing arrangements and managing their living expenses during their DCE. Students should anticipate additional living expenses for all capstone experiences which could include but are not limited to photo identification badges, laboratory fees, vaccinations requested by the site, health insurance, handouts/site materials that the site does not provide, drug screening, fingerprinting, criminal background checks, and CPR certification.

DCE Conflicts of Interest
Students will not be placed at capstone sites providing them with tuition forgiveness or tuition assistance, or where they have or have had a contractual employment arrangement. Students will not be placed at capstone sites where a member of the student's immediate family (e.g. father, mother, brother, sister, spouse) has some jurisdiction over occupational therapy practice (e.g. Chief Executive Officer, Chief Finance Officer of any organization, agency directors, agency board members, or agency employees) who are apt to come in contact with the OTD student as an integral part of their DCE. Students will not be

placed in sites where they were previously employed full time and/or at locations where there are personal relationships already in place. Students may be placed at a site where they had a level 2 fieldwork experience with all parties involved understanding that the DCE is not a third level 2. There must be clearly identified student objectives along with planning that allows the student to understand the culture of a population, gaps and/or needs. **Students are required to disclose any known or potential conflicts of interest to the DCC. Concealment and subsequent discovery of this information may result in termination of the DCE and potential program dismissal.**

DCE Site Holidays

Students at community or clinical sites that are open on holidays are expected to follow the schedule set by their site, which may mean being on site on holidays. Religious holidays require prior approval from the DCC and site mentor PRIOR to the start of the DCE. Arrangements for holidays where sites will be closed should be made PRIOR to the start of the DCE. This may alter the schedule of your experience. In the event that the DCE is scheduled during timeframes that extend beyond the traditional academic semester (e.g. during Spring break, holidays, weekends and/or between semesters, etc.) of Springfield College, the DCE site supersedes the academic schedule. All absences from the DCE should be reported to the DCC in writing via email by the OTD student including illness-related absences or emergency-related absences. OTD students should communicate their need for absences with their site mentor directly.

DCE Dress Code

During the DCE, students are required to present themselves in a neat, clean and well-groomed manner as a healthcare professional. Students should dress professionally unless the affiliated site has a different specific dress code requirement. Students may be required to purchase specific items of clothing to meet the clinical site's requirements. Some facilities require students to wear a lab coat in addition to professional dress. Lab coats and other clothing specific to the site will be the financial responsibility of the student. Students should wear their Springfield College name tags during their experience unless a DCE site provides a separate identification tag. Name tags should be placed above the waist when onsite.

Safety of students, workers, and clients/patients is imperative. No torn or ragged clothing, halter tops, bare midriffs, symbols or words that are inappropriate (obscene, offensive, controversial) are allowed. Skirts should be no more than 3 inches above the knee. Short shorts are inappropriate to wear onsite. If in doubt, apply the three-inch rule above the knee. Students may be required to cover up tattoos and/or facial piercings (nose, brow, lip, etc.) at the discretion of the DCE site. Each student has the responsibility to engage in conversation with their site mentor to determine a site specific dress code. This should be completed PRIOR to the beginning of the DCE.

Problem Management During the DCE

On occasion, students may encounter problems, or challenges during the DCE. Should a problem or challenge arise related to a safety concern, the DCC and faculty mentor should be notified immediately, and an intervention plan will be developed and executed. Each case will be handled on an individual basis. The purpose of this policy is to provide guidance and outline the procedure for instructional and/or disciplinary interventions in the event of unsatisfactory student performance during the doctoral capstone placement. It is imperative to encourage early intervention with collaborative problem solving strategies to assure successful student performance. The following sequence may vary depending on the type and nature of the problem/unsatisfactory performance.

1. The site mentor reports a problem or unsatisfactory/unsafe student performance to the student and DCC upon onset or identification. The site mentor and DCC counsel the student on corrective actions. A learning contract is established.

2. A learning contract will be developed by the student, site mentor, and DCC. The faculty mentor may also be involved. The learning contract will include, but is not limited to, a description of the problem/nature of the problem; suggested learning strategies; suggested remediation planning; outcome measures; timelines; and consequences of successor failure to meet the requirements of the plan set forth.
3. The site mentor monitors student progress and provides formal (written) and informal feedback to the student and DCC for the duration of the DCE, at intervals established within the learning contract.
4. If the learning contract fails for any reason, the DCC and Program Chair will discuss the issues, implement a plan, and decide the outcome. If indicated, the issue will be referred to the OTRC.

Contact the DCC for feedback at any time during the DCE. This is a confidential relationship outside of reporting something that is mandated by law for the DCC to report. The DCC will only reveal issues you discussed with your site mentor (in the event of problems) with your consent.

If problems occur that cannot be resolved between the student and the site mentor should be presented to the DCC. The involvement of more people in a situation has the potential to facilitate more alternatives. Please notify the DCC immediately if you or your site mentor have concerns about student performance, conduct or safety and/or site related safety concerns. Involving the DCC early in the process may yield a better end result.

Tracking Time for the DCE

Whether on or off-site, the OTD student will be responsible for managing the time spent at their site each day through the use of the DCE Time Log Form provided. This log must be signed weekly by your site mentor, and must be descriptive and accurate. On a weekly basis, this time log, once completed and signed, will be submitted to Brightspace and reviewed by the DCC. Undocumented hours are subject to forfeit and may not be counted towards the experience. This system allows for accountability and autonomy while providing documented proof that students are completing the required number of on site and off site hours at an appropriate location, established within the MOU. Travel time to and from the student's site does not count towards hours. Travel time between sites does not count towards hours. Collected hours will count only when spent on site, working on the DCP, writing endeavors, work towards student-based objectives and/or learning subject matters relating to the project. On site hours can also be spent engaging in workshops, training events, conferences, courses or certifications. Time spent on site engaging in skilled observation, assessment, intervention planning, intervention execution, evaluation and dissemination are acceptable. Contact the DCC if you have questions pertaining to the suitability of settings or tasks and their ability to account for on-site and off-site work time.

Failure of the DCE / Dismissal from the OTD Program

Students who do not earn a passing grade in the DCE at the end of the experience or as a result of early termination of the experience **MAY** be offered a second DCE at the discretion of the OTRC and after successful completion of a remediation plan developed by the OTRC in collaboration with the DCC and Department Chair. If a student is able to continue in the program, the failed DCE must be repeated, which may include re-registering for the course. There is no guaranteed timeline for a second placement, as this is dependent upon the availability of sites, identification of appropriate site mentor(s)/supervisor(s), and the students' identified needs/area of focus. Students can only repeat a failed DCE placement **once.** A failure/non-passing DCE grade will be on the students' transcript until the course has been retaken and passed, at which time the passing grade will be reflected on the student's final transcript. A student who fails/does not pass a second DCE experience will be dismissed from the program.

Intellectual Property
One of the requirements of the capstone is to produce a publishable manuscript/article and present a poster at a public venue. Early on in the planning process, a frank conversation should occur between the student and faculty mentor and/or community site mentor to discuss intellectual property ownership sharing. Although students will be responsible for the implementation of the project, shared ideas and workload will often result in shared authorship with the faculty advisor and/or community site mentors.

Capstone participants have a responsibility and opportunity to share their experiences with others. Contributions to this may include original ideas critical to project implementation or manuscript/article development, suggestions on writing, and/or reviewing and commenting on drafts of written documents. Dissemination of information can include poster presentations, publications, paper presentations and engagement in national and/or local conferences.

List of Authors
- ➔ Involvement in the Capstone is not enough to be cited as an author
- ➔ Community site mentors and faculty mentors will qualify as authors either individually with the lead author or as a working group under the following circumstances:

1. They are involved with concept discussions about the paper or interpretation of findings
2. They review and make comments on at least one draft
3. They review the final version and approve it before publication submission

Order of Authors
- In most cases, the lead author (or the student) will become the first author
- The first author is ultimately accountable for the information that is being presented
- The lead author will propose the author list and order to the other authors
- Discussion and approval is based on contributions to the final product

Acknowledgements
- For those that contributed to the project in some way versus contributing to the written work
- Students can acknowledge individuals, organizations, community partners etc.
- There should be a general statement acknowledging Springfield College

Grade Appeals/Grievances
Refer to the Springfield College OT Student Manual for instructions and processes regarding grade appeals and grievances.

Extended Program
Modifications to the typical timelines are handled on a case by case basis by the Department Chair. Students should contact the Department Chair to discuss completion of the capstone experience on an alternate timeline.

Program Withdrawal
Students wishing to withdraw from the OT program are asked to send a formal letter of withdrawal to the Chair of the OT Department and to the Dean of Health Sciences. A student who has withdrawn from the OT program should contact the Registrar's Office directly to coordinate sending transcripts to another institution should that be indicated. A student who has withdrawn from the OT program may contact the appropriate faculty member(s) should they need a letter of recommendation sent to another institution or individual. Should a student who has withdrawn from the program wish to re-enroll, they must complete and submit a new application through the Graduate Admissions Office. It is advisable to include in the

cover letter or personal statement discussion of the reasoning for withdrawal and the desire for readmission.

Request for Accommodations
Students may request accommodations for the Doctoral Capstone Experience following the Department of Occupational Therapy procedures for accommodation requests which is within the student manual.

Leave of Absence
Entry level OTD students should follow the indicated processes written in the student manual regarding leave of absence from the Springfield College Occupational Therapy Department Student Handbook.

Serious Illness, Injury and/or Emergency Procedures
If a student becomes seriously ill or injured, the DCE site should direct the student to the nearest urgent care facility or emergency room. The DCC should be alerted to the illness/injury as soon as it is safely possible. Any student who is injured, or becomes ill during the time concurrent with the DCE may be required to produce written medical clearance to resume the DCE at the assigned site. All documentation regarding the student's ability to return to the experience must be submitted to the DCC and site supervisor. The potential exists for a community site to not accept a student returning if they do not have full medical clearance to continue with the experience.

Legal/Conduct Issues
Please refer to the Springfield College Occupational Therapy Department Student Handbook for a description of expectations regarding professional conduct.

Student Liability Insurance
All Springfield College Occupational Therapy Students are covered by Springfield Colleges liability insurance.

Academic Standards
Students in the entry level OTD program are expected to earn grades of a B or better, or grades of P for P/F courses, in all required coursework and must maintain a minimum semester and cumulative GPA of 3.0 or above. Any student who meets **all** of these standards is considered to be in good academic standing.

Any student whose academic performance is equal to or less than the criteria listed below in any of the following ways will be dismissed from the OT program:

1. Achieves a grade of C or below in any course
2. Achieves a grade of F in a P/F course
3. Achieves a semester or cumulative GPA of < 3.0
4. Earn greater than 9 credits of coursework with grades of B-/C+

*A student who has earned one B-/C+ is considered to be on programmatic academic probation as long as the total number of credits of coursework with a grade of B-/C+ does not exceed 9 credits.
**Please refer to the Springfield College OT Student Manual for further information.

Graduation Requirements
In order to be eligible for graduation, students must successfully complete and pass all required didactic coursework inclusive of all level I fieldwork experiences as well as two twelve week level II fieldwork experiences, plus successful completion of the DCE , as well as the DCP with dissemination.

Academic Probation
For further information regarding academic probation, please refer to the Occupational Therapy Department student manual which can be found within the OT departments PrideNet webpage.

Academic Integrity
Springfield College students are expected to be honest in all elements of the academic process, including coursework, use of College documents, and when serving as representatives of the College. Cheating, plagiarism, misrepresentation of facts, omissions, or falsifications in any connection with the academic process are violations of the Academic Honesty Policy (hereafter referred to as the Policy). Students found to be in violation of this Policy are subject to a range of sanctions, including, but not limited to, a reprimand, failing a course, and suspension or expulsion from the College. The Practice of Academic Honesty The information below is intended to help students understand the practice of academic honesty and potential offenses against the Academic Honesty Policy. Misunderstanding these practices or the Policy will not be accepted as an excuse for a violation of it. If a student is in doubt about how to practice academic honesty in a course or in conduct, he or she should consult with the course instructor, the chairperson of the department, or the dean of his, her or their school. Please refer to the Springfield College Occupational Therapy website to review the full Academic Honesty and Integrity Policy for Occupational Therapy students at
https://pridenet.springfield.edu/ICS/Academic_Departments/Occupational_Therapy_(OT)/OT_Dept_Policies__Procedures.jnz

Institutional Review Board
College regulations require that all research projects involving human or animal subjects be reviewed even if the research does not involve experimentation if it is purely observational, or if it appears totally harmless. In addition, projects must be reviewed whether or not they are funded. Graduate research that involves collecting data using human or animal subjects must be approved before the project begins. Please review the Springfield College IRB website to review their policies and standards. The IRB application can be found here
https://pridenet.springfield.edu/ICS/icsfs/New_application_IRB.pdf?target=20d86550-6f7e-4978-b294-c8ef7ce528e2

SPRINGFIELD COLLEGE / Department of Occupational Therapy

Appendices

Appendix A

Student Acknowledgement Form

All OTD students entering the professional and advanced practitioner phase of the program are expected to READ and UNDERSTAND the information and policies described in this manual and to ABIDE by the policies defined therein.

All students engaging in the Entry Level OTD track are expected to sign this **Acknowledgment Form** which will indicate their understanding and acceptance of these policies.

I, _____ have read and understand the policies and processes as outlined in this manual. I agree to follow and take responsibility for my actions as outlined in this manual. Should I choose to take other courses of action than those outlined, I will accept full responsibility for any consequences as a result of my actions in accordance with the Department, School and College Policy. **I acknowledge that I have downloaded a copy of this manual for my reference throughout the curriculum.** This confirms that I have read and fully understand the Springfield College Department of Occupational Therapy OTD Doctoral Capstone Experience Policy Manual. I have been given the opportunity to discuss this document with the Doctoral Capstone Coordinator and/or faculty mentor in the Occupational Therapy Department.

_____ _____

Occupational Therapy Student Signature Date

If you have any questions concerning the concepts of this manual please speak with the DCC and/or your faculty mentor prior to signing this form.

IMPORTANT NOTE:
The materials contained herein are subject to change. The Department of Occupational Therapy reserves the right to alter or amend the terms, conditions, and requirements as necessary.

Appendix B

Doctoral Capstone Experience and Project Faculty Mentor/Advisor Agreement Form

Date:

OTD Student Name:

Area of interest for Capstone:

Focus area(s) of DCE:

Tentative Title of Capstone Project:

General Overview of Capstone Project (100 words or less):
*This may be subject to change based on the completion of the needs assessment, but is meant to ensure the OTD student, Faculty Mentor and DCC are considering the capstone project in similar ways.

I, _____ agree to the following:
(Print faculty capstone mentors name)

1. I will serve as Faculty Capstone Mentor for _____ throughout the duration of the DCE/DCP Capstone process.
2. I will review and provide feedback on the individualized learning objectives that the student creates (in collaboration with their site mentor) in order to customize their doctoral experience. This may also include contribution to the midterm and final evaluations of the student.
3. I will participate in a mentoring meeting with my mentee for a total of 2 contact hours minimum a week in person, via Zoom, phone call, or other negotiated form of contact.
4. I will communicate with the Doctoral Capstone Coordinator (Dr. Vaughn) regarding any concern or needs during the experience.
5. I will collaborate with and guide the student to complete a capstone product that best meets the learning objectives of the students as well as the dissemination form that is feasible given the capstone project (e.g. blog, popular press article, scholarly manuscript, poster presentation, webinar, etc.).*

*This product may be subject to change but is to be agreed upon by the Capstone Mentor and student.

_____ _____
Faculty Mentor Signature Date

I, _____ agree to:
(OTD Student Name)

1. Communicate regularly with all involved parties (DCC, Site Mentor, Faculty Mentor) to ensure that they are aware of any changes made to my DCE project and plan.
2. Collaborate with my capstone team to determine the type of capstone product that best aligns with my individualized learning objectives and my type of project.
3. Participate in the planning of faculty mentorship meetings and complete all required tracking forms associated with mentorship meetings.
4. Initiate a plan for completion of the capstone product.
5. Collaborate with and include my Site Mentor, DCC, and Faculty Mentor along with any other appropriate party as contributing authors on scholarly products, including but not limited to manuscripts, presentations and posters.

_____Date_____
(OTD Student Signature)

*****Doctoral Capstone Coordinator Use Only*****

_____Date Received_____
(DCC Signature)

Appendix C

Capstone Preliminary Timeline - DRAFT

Instructions and Rationale: Over the course of your 14-week DCE you will be engaging in a variety of tasks and activities, some of which will be pre-planned, and others that will organically happen. In an effort to mitigate anxiety and allow for a clearer picture of what your DCE *could* look like each of you will develop a preliminary timeline. This first version will serve as a DRAFT, and we will revisit this in the fall during OCTH 722 where it is highly likely (and recommended) that changes will be made. Please keep in mind that this is going to be a fluid document that will have many changes even as your DCE becomes finalized and upon its start.

Using the table below, identify weekly plans for your 14-week DCE. I have inserted some suggestions to get you started. Some broad things to consider including can look like:

- ➔ **Marketing your research**
- ➔ **Participant recruitment**
- ➔ **Acquiring informed consents**
- ➔ **Developing programming**
- ➔ **Implementing programming**
- ➔ **Research associated with programming**
- ➔ **Engaging in weekly or daily meetings on site**
- ➔ **Weekly meetings with site mentor(s)**
- ➔ **Collecting data**
- ➔ **Analyzing data**
- ➔ **Developing project tangibles**
- ➔ **Disseminating to your site**
- ➔ **Completion of weekly time logs**

Week 1	• **Become acquainted with the staff you will be working with** • **Organize work space** • **Learn site policies/procedures** • **Observe _____** • **Meet new people, introduce myself and my capstone**

	● Complete weekly time log, have site mentor sign it
Week 2	● Develop plans for research, acquire consent, spread word about research ● Complete weekly time log, have site mentor sign it
Week 3	● Complete weekly time log, have site mentor sign it
Week 4	● Complete weekly time log, have site mentor sign it
Week 5	● Complete weekly time log, have site mentor sign it
Week 6	● Complete weekly time log, have site mentor sign it
Week 7	● Complete Midterm Evaluation with site mentor, have faculty mentor sign it ● DCC Midterm Meeting ● Complete weekly time log, have site mentor sign it
Week 8	● Complete weekly time log, have site mentor sign it
Week 9	● Complete weekly time log, have site mentor sign it
Week 10	● Think about and make plans for site dissemination ● Start to refine sustainability plans and integrate them ● Complete weekly time log, have site mentor sign it
Week 11	● Complete weekly time log, have site mentor sign it
Week 12	● Complete weekly time log, have site mentor sign it
Week 13	● Complete weekly time log, have site mentor sign it
Week 14	● Complete Final Evaluation with site mentor, have faculty mentor review/sign it ● Complete OTD student evaluation of the DCE Site/Experience and submit it to Brightspace ● Complete weekly time log, have site mentor sign it

Appendix D

Doctoral Experiential Site Confirmation Form

Student Name:	**Site Name:**
Department of Occupational Therapy Doctoral Capstone Coordinator 263 Alden Street HSC #415 Springfield, MA 01109 413-748-3831 (DCC office)	Address: City/State/Zip: Site Mentor: Email: Phone: Fax:

Rotation Specialty/Focus:

Dates of Rotation:

Site Mentor:

By signing, I authorize the placement of the above student for a professional experiential rotation during the dates noted.

Doctoral Capstone Coordinator Signature

_____

Dr. Lori Vaughn, OT, OTD, OTR
lvaughn@springfieldcollege.edu

Appendix E

SPRINGFIELD COLLEGE / Department of Occupational Therapy

Doctoral Capstone Experience Site Data Form

Date:
Student Name:
Name of Site:
Site Address:
Tentative Dates of DCE:

DCE	
Site Supervisor	
Credentials	
Phone	
Email	
External Mentor	
Credentials	
Phone	
Email	
Director of site	
Phone	
Website address	
Corporation Status	_____For profit ____Nonprofit ___State Gov't ____Federal Gov't

DCE Setting

Hospital Based Settings

_____Inpatient Acute
_____Inpatient Rehab
_____SNF/Subacute/LTC
_____General outpatient rehab
_____Pediatric Hospital/Unit
_____Inpatient Psychiatric
_____ Outpatient hands

School-Based Settings

_____Early Intervention
_____School

Community Based Settings

_____Pediatric Community
_____Older Adults Community Living
_____Outpatient/Hand Private Practice
_____Adult Day Program for Developmental Disabilities
_____Pediatric Outpatient Clinic
_____Behavioral Health Community
_____Older Adult Day Program
_____Home Health

Other area(s): Please Specify

Age Groups: Choose all that apply

_____0-5 years old
_____6-12 years old
_____13-21 years old
_____22-64 years old
_____65+ years old

Number of Staff:

OTR's:
OTA/COTA's:
PT's:
PTA's:
SLP's:
Resource Aids:
Other:

Student Prerequisites (check all that apply)	**Health Requirements (check all that apply)**
_____CPR _____Medicare/Medicaid fraud check _____Criminal background check _____Child protection/abuse check _____Adult abuse check _____Fingerprinting _____First aid training _____Infection control training _____HIPAA training _____Professional liability insurance _____Own transportation _____Interview	_____Hep B _____MMR _____Tetanus _____Chest X RAY _____COVID-19 Vaccine _____Drug screening _____TB/Mantoux _____Physical Exam _____Varicella Vaccine _____Influenza Vaccine _____Other requirements (please list)

Please list how students should prepare for the DCE placement such as readings, and/or learning specific evaluations/interventions used in your setting(s):

<u>Student Work Schedule</u>
**A minimum of 14 weeks (32 hours/week) must be completed*
Scheduled hours per day, hours per week and days per week:

_____hours per day, _____ hours per week, _____ days per week

Do students work weekends? _____Yes _____No _____Occasionally

Do students work evenings? _____Yes _____No _____Occasionally

Indicate level of structure for the OTD student:
_____No structure
_____High level of structure
_____Moderate level of structure
_____Low level of structure

Describe level of supervisory support for the OTD Student:
_____High level of supervision
_____Moderate level of supervision
_____Low level of supervision

Meals provided:
_____Yes _____No

Area for OTD student within the site to complete work/tasks:
_____Yes _____No

Stipend Provided:
_____Yes _____No
If yes, amount provided_____

Describe the DCE environment/atmosphere for student learning:

Describe the available public transportation (if any):

Describe the role of occupational therapy in this setting (if present):

Please identify any external review agencies that accredit/recognize this setting and year of most recent accreditation/recognition (i.e. Joint Commission, CARF, Department of Health etc.).

Describe the DCE site mission or purpose (can be attached if needed):

Appendix F

DCE Time Log

Students should use this log to track their hours, as well as on/off site hours to support full completion of their 14-week (32 hour minimum per week) experience.

Week 1	**Time In**	**Time Out**	**On or Off Site**	**Total Hours per Day**
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Mentor Signature:_____

Tasks Accomplished (include day/date and description):

Week 2	Time In	Time Out	On or Off Site	Total Hours per Day
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Mentor Signature:_____

Tasks Accomplished (include day/date and description)

Week 3	Time In	Time Out	On or Off Site	Total Hours per Day
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Mentor Signature:_____

Tasks Accomplished (include day/date and description)

Week 4	Time In	Time Out	On or Off Site	Total Hours per Day
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Mentor Signature:_____

Tasks Accomplished (include day/date and description)

Week 5	Time In	Time Out	On or Off Site	Total Hours per Day
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Mentor Signature:_____

Tasks Accomplished (include day/date and description)

Week 6	Time In	Time Out	On or Off Site	Total Hours per Day
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Mentor Signature:_____

Tasks Accomplished (include day/date and description)

Week 7	Time In	Time Out	On or Off Site	Total Hours per Day
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Mentor Signature:_____

Tasks Accomplished (include day/date and description)

Week 8	Time In	Time Out	On or Off Site	Total Hours per Day
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Mentor Signature:_____

Tasks Accomplished (include day/date and description)

Week 9	Time In	Time Out	On or Off Site	Total Hours per Day
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Mentor Signature:_____

Tasks Accomplished (include day/date and description)

Week 10	Time In	Time Out	On or Off Site	Total Hours per Day
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Mentor Signature:_____

Tasks Accomplished (include day/date and description)

Week 11	Time In	Time Out	On or Off Site	Total Hours per Day
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Mentor Signature:_____

Tasks Accomplished (include day/date and description)

Week 12	Time In	Time Out	On or Off Site	Total Hours per Day
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Mentor Signature:_____

Tasks Accomplished (include day/date and description)

Week 13	Time In	Time Out	On or Off Site	Total Hours per Day
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Mentor Signature:_____

Tasks Accomplished (include day/date and description)

Week 14	Time In	Time Out	On or Off Site	Total Hours per Day
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Mentor Signature:_____

Tasks Accomplished (include day/date and description)

Appendix G

Doctoral Capstone Memorandum of Understanding (MOU) - Student/Site Mentor

The purpose of this document is to establish a memorandum of understanding which outlines individualized student specific objectives, plans for supervision, and responsibilities of all parties for the student's doctoral capstone experience.

Capstone Title:

Student Name:

Dates of Doctoral Capstone Experience (DCE):

The memorandum of understanding required for this capstone proposal has been reviewed and approved by the following:

Faculty Mentor Signature:_____

Date:_____

Doctoral Capstone Coordinator Signature:_____

Date:_____

Primary Area of Focus:
____Clinical skills _____Research skills _____Administration _____Policy development
_____Program development & evaluation _____Advocacy _____Education _____Leadership

Secondary Area of Focus (if applicable):
____Clinical skills _____Research skills _____Administration _____Policy development
_____Program development & evaluation _____Advocacy _____Education _____Leadership

DCE Site Name & Address:

Primary Site Mentor Name, Title, and Credentials:

Primary Site Mentor Email:

Primary Site Mentor Phone:

Please include the following:

1. Description of Qualifications of Site Mentor aligned with the area of focus (please send evidence via resume, CV, or other qualifications that show expertise aligned with the focus area to Dr. Lori Vaughn (lvaughn@springfieldcollege.edu) when submitting this form. Attach as an appendix.

2. General overview of Doctoral Capstone Experience and Project (100 words or less). This may be subject to change based on the completion of the needs assessment, but is meant to ensure the Site Mentor and OTD student are considering the capstone project in similar ways. Attach as an appendix.

Relationship to Springfield College Curriculum Design Acknowledgement of Springfield Colleges' Behavioral Objectives

Below are the OTD DCE learning objectives aligned with the curriculum design at Springfield College. You will see that space for the OTD Student and you, the Site Mentor, to mutually agree upon 3 student-specific objectives that would be achievable within the 14-week experience. These should align with the student's chosen area of focus. Once the 3 objectives are agreed upon, students should continue to collaborate with you to outline action steps, activities, and/or strategies to assist in goal achievement (see action plan and weekly schedule template provided).

1. Demonstrate effective communication skills and work interprofessionally with those who receive and provide care and/or services.
2. Display positive interpersonal skills and insight into one's professional behaviors to accurately appraise one's professional disposition strengths and areas of improvement.
3. Exhibit the ability to practice being in an educative role for consumers, peers, students, interprofessionals and all other involved parties.
4. Develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.
5. Apply a critical foundation of evidence based professional knowledge, skills and attitudes.
6. Apply principles and constructs of ethics to individual, institutional, and societal issues, and articulate justifiable resolutions to these issues and act in an ethical manner.
7. Perform tasks in a safe and ethical manner adhering to the site's policies and procedures, including those related to human subject research when relevant/applicable.
8. Demonstrate competence in following program methodologies, quality improvement and/or research procedures utilized within this site.
9. Learn, practice, and apply knowledge from the classroom and practice settings at a higher level than prior fieldwork experiences with simultaneous guidance from Site Mentor and Springfield College OT faculty.
10. Relate theory to practice and demonstrate synthesis of advanced knowledge in a specialized practice area through completion of a doctoral field experience and scholarly project.
11. Acquire in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

Student Individualized Objectives

Student Individualized Learning Objective #1

Student Individualized Learning Objective #2

Student Individualized Learning Objective #3

Signatures acknowledging Plans for Supervision, Individualized Student Objectives & Springfield College Behavioral and Learning Objectives

OTD Student_____ Date_____

DCE Site Mentor_____ Date_____

Site Mentor Acknowledgement of Supervision/Mentorship

I, _____ agree to:
(Site Mentor name)

1. Serve as a Site Mentor to _____ during a
   (SC OTD Student name)
   14 week DCE placement, which includes regular (at least weekly) communication.
2. Collaborate with the OTD student to create 3 individualized student learning objectives to customize this capstone experience.
3. Provide guidance and mentorship to the student's action plan to support accomplishment of the student learning objectives over the 14-week placement.
4. Complete a midterm and final evaluation of the OTD student using the DCE Evaluation of the OTD student form.
5. Communicate with the Capstone Coordinator regarding any concerns or needs during this experience.
6. Collaborate with the OTD student and be listed as a contributing author (as appropriate) regarding scholarly projects, including but not limited to, manuscripts, presentations and posters.
7. Provide documentation of expertise in the OTD student's chosen focus area(s) by submitting a copy of a resume, CV, or continued education in the area(s).*

*This may include years of experience, certifications, workshops etc. Please contact the Capstone Coordinator with any questions regarding this.

Site Mentor
Signature_____Date_____

Student Acknowledgement of Supervision/Mentorship

I, _____ agree to:
(SC OTD Student name)

1. Initiate a discussion with the Site Mentor to create 3 individualized student learning objectives to customize this capstone experience.
2. Collaborate with the Site Mentor on an action plan designed to accomplish the individualized student learning objectives.
3. Complete a capstone project and experience based on site needs and student driven initiatives during a 14 week experiential placement.
4. Work together with the Site Mentor to create a schedule that will at a minimum be 32 hours per week.
5. Create and implement a capstone project informed by evidence and based upon a Needs Assessment at the DCE site.
6. Complete the Student Evaluation of the DCE Site form at the completion of the DCE.
7. Proactively communicate with the Site Mentor regarding any questions during the experience.
8. Proactively communicate with the Doctoral Capstone Coordinator regarding any concerns or needs during the experience.
9. Collaborate with and include my Site Mentor, Department Chair and any other appropriate parties as contributing authors on scholarly products, including but not limited to manuscripts, presentations, and posters.
10. Demonstrate respectful interaction and communication with the student cohort, faculty, mentors, capstone coordinator, and other individuals who may be a part of your capstone.
11. Utilize constructive feedback from faculty, site mentor, and capstone coordinator for personal and professional growth.
12. Take responsibility for one's own skills and professional development (this can include professional writing skills, knowledge of IRB application process, grant funding etc.).
13. Complete and disseminate a culminating capstone project in a format and forum, within the timeframe determined by the academic program.
14. Abide by all College and DCE site rules, regulations, policies and procedures as outlined in the Springfield College Student Handbook, Springfield College Occupational Therapy Student Handbook and Capstone Policy Manual.

OTD Student Signature_____Date_____

Mail or email this form including required signatures and supporting documentation to the Doctoral Capstone Coordinator:

Lori Vaughn OT, MSOT, OTD, OTR
Springfield College
263 Alden Street
Health Sciences Building #403
Springfield, MA 01109
Phone: 413-748-3731
lvaughn@springfieldcollege.edu

Capstone Coordinator Use Only

DCC Signature_____

Date Received_____

Appendix H

Capstone Dissemination Plan Form

Instructions/Rationale: This form is intended to ensure that the student has identified an appropriate audience for dissemination of the Capstone project. Dissemination must include the Doctoral Experiential site and constituents as appropriate. The dissemination plan may include the completion and submission of a manuscript for publication and/or a presentation at a professional conference such as AOTA, MAOT, ConnOTA or equivalent. Student participation in the SC OTD Capstone Summit is required along with submission of a final capstone poster project.

Date Submitted:

Student Name:

Faculty Mentor Name:

Doctoral Experiential Site Name:

Site Mentor Name & Credentials

Capstone Project Title:

Summary of your dissemination plan of your Capstone project:

- **Dissemination objectives**
- **Audience(s)**
- **Purpose/message to convey**
- **Dissemination approach and methodology**
- **Available resources and/or resources needed**
- **Timeline**
- **Evaluation process**

Appendix I

Doctoral Capstone Experience (DCE) Action Plan to Achieve In-Depth Skills

This form is to be used after the MOU is complete. In collaboration with your Site Mentor, outline how you, the OTD student, will achieve 3 self-authored individualized learning objectives indicating activities or action steps to take, and proposed evidence of achievement of your learning objective (add rows to the table as needed). Remember that this should align with your focus areas, and that you have 14 weeks to complete the experience.

Individualized learning objectives or learning targets	Activities, strategies and/or actions to achieve objectives	Proposed timeline for each objective	The skills you possess and resources you can access to enable you	Proposed evidence of achievement of learning objectives (success criteria)

Signatures below signify acceptance of the above proposal and approval to move forward with implementation. It is the student's responsibility to access resources, carry out these and/or other strategies to increase their knowledge and skill, aligned with their chosen focus area.

OTD Student Signature_____Date_____

Site Mentor Signature_____Date_____

Appendix J

DCE Site Evaluation of the OTD Student

Instructions: The Site Mentor will complete this evaluation form at midterm (week 7) and at the final (week 14). The first section of this assessment focuses on 10 objectives highlighting student performance and professional behavior. The second section is specific to the OTD students individualized learning objectives developed with the site mentor prior to the beginning of the DCE.

Section 1

Required Objective #1 Presentation & DCE Site Behaviors: Students will refrain from engaging in personal communications during their DCE unless it is a true emergency. Students will refrain from using personal electronic devices for anything other than capstone planning and DCE/DCP implementation-activities including but not limited to cellular phones, electronic watches, tablets, laptops and/or wireless devices such as headphones. Students should speak respectfully to each other, to faculty members, and all DCE site associated staff. When engaging in DCE/DCP related activities, students should dress professionally, and wear their Springfield College name tags or follow site-specific dress code requirements. Students must use appropriate and inclusive language when engaging with each other, faculty, DCE sites and guest speakers.

Action Steps to Achieve Objective with Proposed Deadlines: ● *Action Step 1 (deadline or ongoing)* ● *Action Step 2 (deadline or ongoing)* ●	**Midterm Review:** ● Objective met ● In progress ● Unsatisfactory	**Midterm Comments:**
	Final Review: ● Objective met ● In progress ● Unsatisfactory	**Final Comments:**

Required Objective #2 Interpersonal Skills: Students should demonstrate positive interpersonal skills with peers, faculty, instructors, guest speakers, faculty mentors, DCE mentors, all corresponding DCE/DCP site-related employees including clients, caregivers, family members and other involved professionals. OTD students are a representation of Springfield College and the Springfield College Department of Occupational Therapy, and should behave in a manner reflective of the mission and vision of the College, department, and OT profession at all times. Students will use professional body language at all times during their DCE and related DCE activities. Students should be mindful of their verbal and nonverbal communication

Action Steps to Achieve Objective with Proposed Deadlines: ● *Action Step 1 (deadline or ongoing)* ● *Action Step 2 (deadline or ongoing)* ●	**Midterm Review:** ● Objective met ● In progress ● Unsatisfactory	**Midterm Comments:**
	Final Review: ● Objective met ● In progress ● Unsatisfactory	**Final Comments:**

Required Objective #3 Communication Skills & Responsiveness: Students will demonstrate appropriate, timely, clear and effective communications during the implementation of their Capstone (DCE/DCP) including all associated events and interactions with faculty, peers and capstone related individuals. Students should use professional body language in the classroom and in off-site locations including but not limited to an open and receptive posture and being oriented to the speaker etc..It is critical that students adapt communication appropriately and demonstrate understanding and application of functional communication within the classroom and community. Students should check their Springfield College email at least twice daily during the week at a minimum when engaged in DCE/DCP related activities. Students should respond to emails within one business day of receipt. Students should be mindful to direct communication to appropriate audiences, e.g. start with the appropriate person given the situation.

Action Steps to Achieve Objective with Proposed Deadlines: ● *Action Step 1 (deadline or ongoing)* ● *Action Step 2 (deadline or ongoing)* ●	**Midterm Review:** ● Objective met ● In progress ● Unsatisfactory	**Midterm Comments:**
	Final Review: ● Objective met ● In progress ● Unsatisfactory	**Final Comments:**

Required Objective #4 Organization: Students will use the resources provided to them through Brightspace and Google Drive to maintain organization of their work throughout the preparation, development and implementation of their Capstone. Students will disseminate their work in an organized manner using proper mechanics with attention to grammar, spelling, flow and APA 7th edition formatting. Students will proofread all DCE/DCP related written work with care and attention to detail. When and if students are working within a physical site for their DCE, maintaining organization of spaces and site-related items is expected.

Action Steps to Achieve Objective with Proposed Deadlines: ● *Action Step 1 (deadline or ongoing)* ● *Action Step 2 (deadline or ongoing)* ●	**Midterm Review:** ● Objective met ● In progress ● Unsatisfactory	**Midterm Comments:**

	Final Review: ● Objective met ● In progress ● Unsatisfactory	**Final Comments:**

Required Objective #5 Self-directed Learning: Students are responsible for advancing their knowledge and skills through accessing the course instructor and members of their capstone team as needed/required to further develop essential knowledge and skills to contribute to the advancement of OT through scholarly activities during their DCE/DCP. The entry-level OTD degree process is student driven with focus on students' independent initiation to engage with their peers, capstone team members, and course instructors. Students should demonstrate behaviors of taking responsibility for their actions as they relate to completing associated tasks, assignments, projects, etc., as well as maintaining a positive and solution-oriented attitude. Students should hand in required materials on time, or, if needed, negotiate appropriately for an extension prior to the due date and follow through.

Action Steps to Achieve Objective with Proposed Deadlines: ● *Action Step 1 (deadline or ongoing)* ● *Action Step 2 (deadline or ongoing)* ●	**Midterm Review:** ● Objective met ● In progress ● Unsatisfactory	**Midterm Comments:**
	Final Review: ● Objective met ● In progress ● Unsatisfactory	**Final Comments:**

Required Objective #6 Time-management: Students should be in timely attendance for the implementation of their Capstone (DCE/DCP). Students should be in timely attendance at their DCE site (in person and virtual) and engage in communication with their site mentor/DCE associates should there be a circumstance where you will be late, or not able to attend. Timely attendance means getting to your site at least 15 minutes early to be able to start on time. Time management also speaks to completing assigned DCE-related duties on time, and being thoughtful about the use of the capstone team members' time throughout your DCE/DCP.

Action Steps to Achieve Objective with Proposed Deadlines: ● *Action Step 1 (deadline or ongoing)* ● *Action Step 2 (deadline or ongoing)* ●	**Midterm Review:** ● Objective met ● In progress ● Unsatisfactory	**Midterm Comments:**
	Final Review: ● Objective met ● In progress ● Unsatisfactory	**Final Comments:**

Required Objective #7 Accountability: Students will be accountable for their actions, words, communications and responsiveness throughout the planning, development and implementation of their DCE/DCP. Students will avoid placing blame on others, and work effectively through difficult situations with the support of their site mentor, DCC and/or faculty mentor. Students will navigate difficult situations using the resources that are available to them. Students must accept responsibility and follow through for personal learning as an adult learner including asking for clarification of assignments or concepts as needed.

Action Steps to Achieve Objective with Proposed Deadlines: ● *Action Step 1 (deadline or ongoing)* ● *Action Step 2 (deadline or ongoing)* ●	**Midterm Review:** ● Objective met ● In progress ● Unsatisfactory	**Midterm Comments:**

	Final Review: ● Objective met ● In progress ● Unsatisfactory	**Final Comments:**

Required Objective #8: The OTD student demonstrates competence in following the site's program methods, quality improvement initiatives and/or research procedures utilized at the DCE site.

Action Steps to Achieve Objective with Proposed Deadlines: ● *Action Step 1 (deadline or ongoing)* ● *Action Step 2 (deadline or ongoing)* ●	**Midterm Review:** ● Objective met ● In progress ● Unsatisfactory	**Midterm Comments:**
	Final Review: ● Objective met ● In progress ● Unsatisfactory	**Final Comments:**

Section 2

Student Learning Objective #1: (insert)

Action Steps to Achieve Objective with Proposed Deadlines: ● *Action Step 1 (deadline or ongoing)* ● *Action Step 2 (deadline or ongoing)* ●	**Midterm Review:** ● Objective met ● In progress ● Unsatisfactory	**Midterm Comments:**
	Final Review: ● Objective met ● In progress ● Unsatisfactory	**Final Comments:**

Student Learning Objective #2: (insert)

Action Steps to Achieve Objective with Proposed Deadlines: ● *Action Step 1 (deadline or ongoing)* ● *Action Step 2 (deadline or ongoing)* ●	**Midterm Review:** ● Objective met ● In progress ● Unsatisfactory	**Midterm Comments:**

	Final Review: ● Objective met ● In progress ● Unsatisfactory	**Final Comments:**

Student Learning Objective #3: (insert)

Action Steps to Achieve Objective with Proposed Deadlines: ● *Action Step 1 (deadline or ongoing)* ● *Action Step 2 (deadline or ongoing)* ●	**Midterm Review:** ● Objective met ● In progress ● Unsatisfactory	**Midterm Comments:**
	Final Review: ● Objective met ● In progress ● Unsatisfactory	**Final Comments:**

MIDTERM Verifications and Signatures → to be completed at the end of week 7

Number of hours completed on site at the DCE (Weeks 1-7): _____

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

Total number of hours completed during the DCE by midterm (end of week 7): _____

_____ _____

Student Date

_____ _____

Site Mentor(s) Date(s)

_____ _____

Faculty Mentor Date

_____ _____

Doctoral Capstone Coordinator Date

FINAL Verifications and Signatures → to be completed at the end of week 14

Number of hours completed on site at the DCE (Weeks 1-14): _____

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

Total number of hours completed during the DCE by final (Weeks 1-14): _____

Pass/Fail Recommendation from Site Mentor:

_____The OTD student has met all learning objectives and I recommend they pass the Doctoral Capstone Experiential.

_____ The OTD student has met most learning objectives, there is an explanation of unmet objectives in the comments of the student's evaluation above, and I recommend they pass the Doctoral Capstone Experiential.

_____The OTD student has not met the majority of learning objectives, and I recommend that they do not pass the Doctoral Capstone Experiential.

Pass/Fail Recommendation from Faculty Mentor:

_____The OTD student has met all learning objectives and I recommend they pass the Doctoral Capstone Experiential.

_____ The OTD student has met most learning objectives, there is an explanation of unmet objectives in the comments of the student's evaluation above, and I recommend they pass the Doctoral Capstone Experiential.

_____The OTD student has not met the majority of learning objectives, and I recommend that they do not pass the Doctoral Capstone Experiential.

_____ _____

Student Date

_____ _____

Site Mentor(s) Date(s)

_____ _____

Faculty Mentor Date

_____ _____

Doctoral Capstone Coordinator Date

Appendix K

Faculty Mentor's Evaluation of OTD Student Performance

Students Name:

Faculty Mentors Name and Credentials:

Rating Scale:

4 = Exceeds Expectations: The student engages in the behavior described 93% + of the time.

3 = Meets Expectations: The student engages in the behavior described 83-92% of the time.

2 = Needs Improvement: The student engages in the behavior described 70-82% of the time

1 = Does Not Meet Expectations: The student engages in the described behavior < 70% of the time.

Professional Behavior	Rating Score
Professionalism / Leadership	xxxxxxxxxxxxxxx
1. Student demonstrates accountability for their own actions and decisions.	
2. Student self directs advising sessions to meet their needs.	
3. Student monitors their own progress to ensure successful achievement of self-identified capstone project growth and development goals.	
Effective Use of Time and Resources	xxxxxxxxxxxxxxx
4. Student manages advising appointments in a timely manner (scheduling/arrival time).	
5. Student arrives prepared for advising appointments.	

6. Student initiates information gathering from multiple sources and does not depend solely on the advisor.	
Interpersonal Skills	xxxxxxxxxxxxxxx
7. Student modifies their communication style to effectively maintain open and constructive communication.	
8. Student effectively resolves conflicts with others.	
9. Student is accommodating to differences in individual styles of performance (i.e.: supervisory style, learning style, work style, work pace).	
Problem Solving / Critical Thinking	xxxxxxxxxxxxxxx
10. Student exhibits openness to alternative and contradictory ideas.	
11. Student assesses the effectiveness of their own performance.	
12. Student offers solutions to problems and supports effectiveness of performance.	
13. Student justifies solutions to problems or effectiveness of performance using evidence for support.	

Comments on Professional Behavior:

Scoring: Total Points_____ / (divided by) **52 points** maximum, then multiple by 100

Final Score:_____

Appendix L

OTD Students Evaluation of the Capstone Faculty Mentor

Student:

Faculty Mentor:

Date/Semester:

Rationale & Instructions: Consider each of the following aspects of your academic mentorship and arrange for a discussion of your experience with your ***faculty mentor***. This is an important opportunity for you to give and receive feedback about this experience, and to set out on a smooth course for the next semester. It is recommended that this form be completed with your faculty mentor at the **end of <u>each</u> semester** during your doctoral capstone course sequence. Each semester this form, once signed by both parties, should be scanned and placed within your individual folder in Google Drive. This evaluation has been developed through 2 lenses; your assessment of your faculty mentor and your assessment of yourself.

Faculty Mentorship Component	Student Reflections & Comments
Guidance in the development of your mentorship plan for the semester	
The degree to which my faculty mentorship relationship facilitated the achievement of my learning objectives for this semester	
Clarity regarding my faculty mentors role.	
Regularity and schedule of meeting with my faculty mentor	
Availability and flexibility of my faculty mentor	
The degree to which my faculty mentor is a good professional role model for me	
The degree to which my faculty mentor	

encourages me, supports me, and provides me with constructive feedback	
The degree to which my academic mentor listens to me and respects me and my opinions	
The degree to which I received assistance with professional networking	
The degree to which my faculty mentor understands my role as a student	
The degree to which my faculty mentor relationship supports my proficiency in professional writing	
The degree to which my faculty mentor relationship has supported increasing my knowledge and skills	
The degree to which my faculty mentor relationship supports and prepares me for the next steps in the Doctoral Capstone process.	
OTD Student Component	
Awareness and clarity of what I have to learn and/or what I have to further improve	
Awareness and clarity of my strengths relative to assignments and Capstone related tasks	
The degree to which I was able to integrate the feedback given to me by my faculty mentor	
The degree to which I carried out my responsibilities as a student (quality of work, timeliness of submissions/requests)	
How often I sought guidance/feedback; was it frequent and in advance of deadlines?	

Adapted from the Boston University OTD Manual Academic Mentorship Evaluation

Student Signature:_____

Faculty Mentor Signature:_____

Appendix M

OTD Student Evaluation of the DCE Site

Instructions: The OTD student will complete this evaluation form at the completion of the 14-week experience. Both the Site Mentor and the OTD student will review the evaluation collectively and sign that they have discussed it. The student will then submit the form **within three days from the last day of the experiential.**

1. Student Name:

2. DCE Site Name:

3. Site Mentor Name:

4. My Site Mentor was accessible and available.
   _____Strongly Disagree
   _____Disagree
   _____Neither agree nor disagree
   _____Agree
   _____Strongly Agree

5. My Site Mentor communicated regularly with me.
   _____Strongly Disagree
   _____Disagree
   _____Neither agree nor disagree
   _____Agree
   _____Strongly Agree

6. My Site Mentor's behavior and attitude is an example of professionalism
   _____Strongly Disagree
   _____Disagree
   _____Neither agree nor disagree
   _____Agree

_____Strongly Agree

7. My Site Mentor made sure to provide ample time to ask questions and provide feedback.
   _____Strongly Disagree
   _____Disagree
   _____Neither agree nor disagree
   _____Agree
   _____Strongly Agree

8. I was provided ongoing feedback in a timely manner.
   _____Strongly Disagree
   _____Disagree
   _____Neither agree nor disagree
   _____Agree
   _____Strongly Agree

9. My Site Mentor reviewed written work in a timely manner.
   _____Strongly Disagree
   _____Disagree
   _____Neither agree nor disagree
   _____Agree
   _____Strongly Agree

10. My Site Mentor made specific suggestions to me to improve my performance.
    _____Strongly Disagree
    _____Disagree
    _____Neither agree nor disagree
    _____Agree
    _____Strongly Agree

11. My Site Mentor provided clear performance expectations
    _____Strongly Disagree
    _____Disagree
    _____Neither agree nor disagree
    _____Agree
    _____Strongly Agree

12. My Site Mentor sequenced learning experiences to grade progression.
    _____Strongly Disagree
    _____Disagree
    _____Neither agree nor disagree
    _____Agree
    _____Strongly Agree

13. My Site Mentor used a variety of instructional strategies.
    _____Strongly Disagree
    _____Disagree
    _____Neither agree nor disagree
    _____Agree
    _____Strongly Agree

14. My Site Mentor identified resources to promote student development.
    _____Strongly Disagree
    _____Disagree
    _____Neither agree nor disagree
    _____Agree
    _____Strongly Agree

15. My Site Mentor facilitated advanced clinical reasoning.
    _____Strongly Disagree
    _____Disagree
    _____Neither agree nor disagree
    _____Agree
    _____Strongly Agree

16. My Site Mentor demonstrated expertise in my chosen focus area(s).
    _____Strongly Disagree
    _____Disagree
    _____Neither agree nor disagree
    _____Agree
    _____Strongly Agree

17. I learned new things about myself and how they relate to future OT practice.
    _____Strongly Disagree
    _____Disagree
    _____Neither agree nor disagree
    _____Agree
    _____Strongly Agree

18. Professional growth occurred for me during this DCE experience.
    _____Strongly Disagree
    _____Disagree
    _____Neither agree nor disagree
    _____Agree
    _____Strongly Agree

19. Overall, this DCE placement experience met my expectations.
    _____Strongly Disagree
    _____Disagree
    _____Neither agree nor disagree
    _____Agree
    _____Strongly Agree

20. Before beginning a doctoral capstone experience at this site, a student should study/read/prepare by:

21. The most rewarding part of this DCE was:

22. The most challenging part of this DCE was:

***This evaluation is being completed remotely and the site mentor has given you permission to input their signature for them _____Yes _____No*

OTD Student
Signature_____Date_____

Site Mentor
Signature_____Date_____