

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

Preface

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

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

We wish you success in your growth during this journey.

Section I: Overview

Overview

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

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

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

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

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

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

- Relate theory to practice and demonstrate synthesis of advanced knowledge in a practice area through completion of a culminating project.
- Develop in-depth experience in one or more of the following areas through completion of a doctoral experiential component: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

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

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

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

Capstone Project

The capstone is an independent mentored project as culmination of clinical doctoral education in which students demonstrate advanced skills in one or more of the following areas: (1) clinical practice, (2) research, (3) administration, (4) leadership, (5) program and policy development, (6) advocacy, (7) education, or (8) theory development. Students develop a plan, implement a doctoral-level project, write a publishable manuscript, and present the process both at Pacific University and in a professional venue (i.e. facility-based training, state association conference, AOTA conference, etc.). The doctoral-level project is typically completed during the Experiential Internship (OTD850) but may include work outside of the internship with the faculty advisors approval.

The primary purpose of the capstone project is to focus the student on the development, implementation, and evaluation of a doctoral-level project related to an area of interest where the student can demonstrate advanced occupational therapy skill development. Potential examples of projects include, but are not limited to,

- 1) Clinical program development with practice guidelines
- 2) Academic or continuing education course development and implementation
- 3) Leadership or policy development and implementation
- 4) Theory development and application
- 5) Research study involving data collection and analysis

Students will work closely with a faculty advisor and a community advisor in developing an individual plan to integrate new knowledge gained in OTD courses into their project. Through the Capstone project, the student will demonstrate his/her understanding of advanced Occupational Therapy concepts and the ability to lead and practice at the highest level of professional practice. The capstone provides the student with an opportunity to demonstrate skills as an innovative leader and scholar-practitioner at the doctoral level.

Doctoral Experiential Internship

The Doctoral Experiential Internship is developed to establish a setting and contextual framework within which to complete the Doctoral Capstone Project. The student will seek out this setting with the guidance of the capstone advisors and in collaboration with the program Experiential Coordinator. When seeking an occupational therapist in our local area or a doctoral experiential internship within a place of business that supports Level II students from Pacific University, prior authorization of the Experiential Coordinator is required.

The 640 hour (16 week) Doctoral Experiential Internship must be completed prior to graduation. Prior fieldwork or work experience may not substitute for this Doctoral Experiential Internship. A part time experiential internship may be considered with:

- a) The approval of the faculty,
- b) A demonstrated a plan for completion of 640 hours within a reasonable time period, and
- c) A completion timeframe within the program degree time limits.

Development of objectives

The objectives for the experiential internship may be inclusive of the capstone project objectives. Additional objectives specific to opportunities within the setting may also be developed. Objectives must be consistent with Capstone focus area. The Doctoral Experiential Internship must be completed within a setting that supports the fulfillment of the capstone project and a minimum of 512 hours of the experience must be spent within the setting engaging in activities related to the focus of the project.

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

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

OTD1 Fall

OTD520 Introduction to OT Doctorate, part I (2 credit).

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

Student will:

- Learn the experiential and capstone processes, and expectations.
- Learn how to search databases.
- Learn how to use bibliographic software (RefWorks).

OTD1 Spring

OTD520 Introduction to OT Doctorate, part II (1 credit).

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

Student will:

- Explore potential areas for completion of a doctoral experiential component: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.
- Explore potential areas for collaboration with faculty mentor.

OTD 580 Scholarship and Evidence-Based Practice I (3 credits).

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

Student will:

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

OTD2 Fall

Student will:

- Consider conceptual or theoretical model(s) used to frame the work.
- Consider the potential connection of your work to OTPF or Centennial Vision or AOTA research focus.

OTD2 Spring

OTD781 Preparation for Capstone & Internship, Part I (1 credit)

Students follow structured program to learn and apply the steps of developing the capstone scholarship project of the final semester.

Student will:

- Identify an area of focus and which of the eight categories are of interest (Faculty team will assign faculty capstone advisors matching your area of interest.).
- Develop capstone proposal with capstone mentor. Submit Form A Capstone Project and/or Doctoral Internship Faculty Advisor Agreement Form with a preliminary proposal for the capstone and experiential.
- submit Form C Entry-Level OTD Capstone/Doctoral Internship Proposal Form,
- Submit an audit trail and annotated bibliography using a reference manager program reflecting an exploration of the literature (The purpose is to inform the focus of capstone, identify gaps, determine scope of practice.).
- Identify potential community supervisors and doctoral experiential sites. Discuss with and submit to your capstone mentor and Academic Fieldwork Coordinator (AFWC) a list of potential sites relevant to learning goals/population to served. Begin formal process to record thoughts and actions.

OTD2 Summer

Students will:

- Begin work on the literature review that is due in OTD782 Fall semester of OTD3.

(Students are not enrolled in a specific course related to the capstone but they are expected to continue their preparations. Students are strongly encouraged to begin the work that will be due in the fall of the 3rd year in OTD 782 Preparation for Capstone & Internship Part II as the fall semester can become very busy with other coursework or fieldwork.)

OTD 680 Scholarship and Evidence-Based Practice II (3 credits).

Students apply evidence-based practice techniques and principles to effectively analyze and synthesize professional literature to identify best-practices. Continued development of research method knowledge and application to support evidence-based practices and participation in practice-based research projects. Additional concentration on enhancing abilities to produce scholarly publications.

Student will:

- Generate research questions relevant to occupational therapy practice; support the question, design, and procedures.
- Collect, analyze and synthesize data from research questions.

- Complete a written literature review.

(Course currently under revision - See course syllabus for most current objectives)

OTD3 Fall

OTD782 Preparation for Capstone & Internship, Part II (1 credit).

Students follow structured program to learn and apply the steps of developing the capstone scholarship project of the final semester.

Student will:

- a) Complete and submit the formal literature review of their chosen area of focus to provide evidence for the capstone and internship.
- b) Finalize their choice for community advisor and the site of the doctoral internship with their faculty advisors.
- c) Approach the community supervisor for participation and complete the Capstone Project Community Supervisor Agreement Form (Form B) which will include a signature of agreement from community advisor.
- d) Work with the Doctoral Internship Coordinator to begin the process of completing contracts with their internship site.
- e) If required for the project, complete an Institutional Review Board (IRB) application (exemption or non-exemption), with oversight from the faculty advisor, and gain IRB approval. **NOTE: The IRB proposal must be submitted in coordination with the faculty advisor and students should not initiate the process independently.**

OTD3 Fall or Spring

Student will:

- Collaborate with the capstone mentor and AFWC to confirm the experiential placement. (AFWC will be responsible for the Memorandum of Understanding.)
- Complete Form B for the experiential placement. This serves as the contractual agreement with a community supervisor.

OTD 780 Scholarship and Evidence-Based Practice III (3 credits). (Half of class in Fall while other half in Level II Fieldwork, groups switch in Spring)

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

Student will:

- Design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis
- Implement a scholarly study that evaluates professional practice, service delivery, and/or professional issues.

(Course currently under revision - See course syllabus for most current objectives)

OTD3 Spring

OTD 783 Preparation for Capstone & Internship, Part III. (1 credit)

Students follow structured program to learn and apply the steps of developing the capstone scholarship project of the final semester.

Students will:

- a) Finalize all documentation with the faculty advisor, community advisor, and internship site. The plan may also include supporting supplemental documentation for capstone implementation (e.g. site agreement forms, release of information, additional medical/legal documents) as required. The student will create documents if needed. **The student will obtain signatures from both the faculty and community advisors on the Capstone Proposal before initiating capstone project.**
- b) Complete all sections of the Entry level Doctoral Experiential Internship Evaluation (Form D) with the exception of the “progress” and “comments” sections and submit.
- c) If required for the project, finalize an Institutional Review Board (IRB) application (exemption or non-exemption), with oversight from the faculty advisor, and gain IRB approval.
NOTE: The IRB proposal must be submitted in coordination with the faculty advisor and students should not initiate the process independently.
- d) Obtain a call for papers at a professional venue approved by the faculty and community advisors.

OTD3 Spring & Summer

OTD850 Doctoral Specialty Experiential Internship (16 credits).

Experiential opportunity for students to learn, practice, and apply knowledge from the classroom and practice settings at a higher level than prior fieldwork experiences with simultaneous guidance from faculty and internship mentor(s). Emphasis is on developing a specialized area of practice and to integrate work on the capstone project. Pass/No Pass.

Students will:

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

OTD3 Summer

OTD785 Capstone Project/Scholarship (4 credits).

Individually mentored project as culmination of clinical doctoral education for application of an evidence-based approach to case studies based on students' experiences during their experiential fieldwork and internship. Students will write a publishable report of their project results. Concludes with on-site presentation of results and findings of capstone project just prior to graduation.

Student will:

- a) Submit Capstone Manuscript to faculty mentor for review and editing.
- b) Submit a final scholarly Capstone Manuscript to faculty and community advisors (for public dissemination).
- c) Submit a final Capstone Document for publication on Common Knowledge.
- d) Submit the OTD Capstone Project Non-Exclusive License Agreement (Form E).
- e) Present the project at Pacific University prior to graduation.

Section III: General guidelines, examples, and resources

Who's who

Capstone Faculty Advisor

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

Academic Faculty Advisor

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

Capstone Community Supervisor Responsibilities

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

Capstone Community Supervisor Qualifications

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

Capstone Student Responsibilities

It is the responsibility of *the student* to:

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

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

Examples of Capstone Projects

A capstone project is intended to be of direct benefit to practitioners and the public. The project demonstrates your ability to conduct disciplined inquiry. Capstone projects improve practice through exploration, analysis, problem solving, and dissemination.

Here are some examples:

Focus area	Problem	Scholarly question
Program and policy development	Patient non-adherence continues to be a challenge for healthcare providers at the rate of 25-50%.	How can shared decision making as a new approach to medical practice improve provider-patient communication in order to enhance patient adherence, patient satisfaction, and quality of care?
Education	Novice practitioners must quickly adopt a new skill set under the time and performance pressures of clinical practice.	What is the usefulness of simulation in fabrication of custom hand orthosis?
Research, advocacy	All veterans, regardless of sexual orientation have inconsistent health indicators, including occupational performance.	What are older LGBTQ veteran's experiences with community engagement and social participation?

Sources of Practice Problems

A capstone problem of practice may be identified by:

- 1) Joining an existing faculty project.

- 2) Responding to a community organization's request for support.
- 3) Independent identification through data analysis and/or consultation with a community organization or faculty member.

Section IV: Frequently Asked Questions

1. When should I start thinking about my capstone project?

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

2. What should I do to prepare for my capstone?

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

3. Who should be my faculty capstone advisor?

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

4. Who should be my community capstone/internship supervisor?

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

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

A good capstone proposal contains a statement of the problem, the purpose of the project or study, the significance of the work, the theoretical framework, the design or how you are going to conduct the project, how you will analyze the work, and your professional goals. The capstone proposal is a contract. You will create the initial proposal in the spring of OTD2. That contract is likely to be refined as you move forward and refine the focus of your work. Stay in communication with your faculty capstone advisor and community capstone/internship supervisor. Update the proposal as needs change.

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

Common Knowledge on the Pacific University library web site has completed capstone project presentations: <http://commons.pacificu.edu/otd/>. Ask your faculty capstone advisor for examples of well-written proposals and projects.

7. Will I be doing research?

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

8. What if I must modify my project?

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

9. What are my responsibilities in writing the capstone project?

You are responsible for submitting drafts of capstone manuscript and capstone document to your faculty capstone advisor. You are responsible for scholarly writing using American Psychological Association (APA) style. Seek writing support early in the doctoral program to develop skill. Work on chapters to your capstone document throughout the curriculum and you will be in fine shape. Many of those chapters are part of your capstone or evidence-based practice courses. Begin early to think about how you will disseminate the project.

10. What do my faculty capstone advisor and community capstone/internship supervisor do regarding my manuscript?

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

11. What else should I expect of my capstone faculty advisor?

Per the School Teaching & Learning Agreement, your capstone faculty advisor will be available for consultation and will provide explicit feedback on drafts of materials within a reasonable time. Keep in mind that faculty members are busy. They mentor several capstone projects in addition to other teaching, scholarship, and service responsibilities. Your capstone faculty advisor may experience unexpected or emergency events in their own lives that prevent them from accomplishing particular tasks related to your capstone project.

12. What will my capstone faculty advisor expect of me?

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

13. What should I expect at my capstone project presentation?

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

14. What are the expectations for a capstone project presentation?

Capstone project dress rehearsal and final presentations take place the week prior to commencement in August. The School of Occupational Therapy staff makes all room reservations and schedules. You are expected to have a 15-25 minute professional presentation using presentation software and audio-visual equipment. The presentation typically summarizes

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

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

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

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

16. When do I participate in commencement?

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

Section V: Guidelines for the preparation of documents

Capstone Document

The Capstone Document contains a compilation of the capstone manuscript, experiential project, and other documents completed as steps through the process. Please see Appendix A (Capstone Document for publication on Common Knowledge) for the complete list of sections in the capstone document. The Capstone Document is submitted to Common Knowledge for publication. You will compile sections throughout the doctoral program.

Capstone Manuscript

The Capstone Manuscript is written at a level for submission to a professional publication and will be published on Common Knowledge as Section One in the Capstone Document. You may also choose to submit it for publication in a professional publication beyond Common Knowledge. Depending on the nature of your project and its results, this might be a peer-reviewed journal or another type of professional publication, such as *OT Practice*. The manuscript may take many forms, such as a white paper, systematic review, position paper, research report, etc. The format of the article will be determined by the publication to which you plan to submit the manuscript. If you choose to submit for publication beyond Common Knowledge, you will need to check the *Instructions to Authors* page on the publication's website and review other articles that have been produced by that publication for an author's guide. A recommended manuscript format for a peer-reviewed journal is in the appendices and should guide your manuscript development if you choose not to submit to a publication beyond Common Knowledge.

Discuss authorship with your capstone faculty advisor and community capstone/internship supervisor. Authorship is based on the amount of contribution that a person gave to the project, interpretation of the project, and the writing of the paper. It would be common for at least your faculty capstone advisor to be a co-author on this paper, but if the faculty advisor was minimally involved (e.g., you were so stellar in your project development, implementation, interpretation, and writing that it didn't require much input from the faculty advisor), you may be sole author. You may also include your community supervisor as co-author based on contribution to the project. At the very least, you will provide acknowledgement to your community supervisor within your submission for her/his contributions. The American Psychological Association Science Student Council has prepared a document entitled [*A Graduate Student's Guide to Determining Authorship Credit and Authorship Order*](#) that you can use to help you determine what is appropriate for your project.

Experiential Product

The experiential product (Section Three in the Capstone Document) demonstrates the results of your work in the community setting. Include in the Capstone Document a copy, link, description, screenshot or other demonstration of 'the experiential individualized specific objectives and culminating project'.

NOTE: Experiential projects may take many different forms, including but not limited to: a policy/procedure manual, website, program manual, video, brochure, training materials, or quality improvement process.

Instructions for Capstone Professional Presentation

Create a presentation of your project of appropriate length and format for your chosen venue. Potential venues include but are not limited to: your state association annual conference, AOTA national conference, or a specialty practice conference. Format examples include but are not limited to: a brief report, workshop, or poster presentation. Your presentation should consist of a PowerPoint or other presentation software file that can be sent to the Pacific University School of Occupational Therapy and to other students in the OTD785 class. The presentation should include

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

In addition to presenting at a professional venue, you will give a 15-25 minute presentation in person at Pacific University to your Capstone Project Advisors and classmates. This may be the same as your professional presentation or it may be different if your professional presentation is required to be a different length or format. Other faculty or practicing therapists who are interested may also attend. There will be a short period for questions from the audience for each presentation. Following the presentation, students will meet individually with their Capstone Project Advisors for feedback and grading. Presentations will be recorded and posted to Pacific's Common Knowledge website along with your paper.

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

Section VI: Forms and Appendices

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

Appendix A: Capstone Document for publication on Common Knowledge
Appendix B: Manuscript Template
Appendix C: Consent to Use of Media

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

I. For the Student:

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

Print Student Name: _____

Student Signature: _____ Date: _____

Duration of Agreement: From: _____ to _____

II. For the Faculty Capstone Advisor:

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

Print Faculty Name: _____

Faculty Signature: _____ Date: _____

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

I. For the Student:

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

Print Student Name: _____

Student Signature: _____ Date: _____

Duration of Agreement: From: _____ to _____

II. For the Community Supervisor:

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

Print Community Supervisor Name: _____

Community Supervisor Signature: _____ Date: _____

Contact Information: (email) _____ (phone) _____

Capstone and Doctoral Internship Community Supervisor Requirements:

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

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

Check which proposal you are submitting:

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

Name		Email	
Faculty Advisor		Community Supervisor	
Date(s) Submitted			
Capstone Category	<input type="checkbox"/> clinical practice, <input type="checkbox"/> research, <input type="checkbox"/> administration, <input type="checkbox"/> leadership, <input type="checkbox"/> program and policy development, <input type="checkbox"/> advocacy, <input type="checkbox"/> education, or <input type="checkbox"/> theory development		

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

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

Learning Objective	Activities to Achieve Objective	Proposed Timeline for Each Objective	Proposed Evidence of Achievement of Learning Objective

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

Student

Date

Faculty Advisor

Date

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

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

Student Name: _____

Doctoral Experiential Internship Site and Address: _____

Doctoral Experiential Internship Dates: _____

Doctoral Experiential Internship Community Supervisor: _____

Supervisor's expertise relevant to this Experiential Internship

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

Student Name: _____

Initial Approval by Site Supervisor/Student/Faculty Advisor:

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

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

Community Supervisor Signature

Date

Student Signature

Date

Student Name: _____

Final Supervisor / Student Evaluation

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

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

Please check one:

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

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

Community Advisor Signature Date

Student Signature Date

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

Form E: OTD Capstone Project Non-Exclusive License Agreement

Title of Work:

Author:

Year:

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

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

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

Recording: Grant of License

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

Paper: Grant of License

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

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

Indemnification

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

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

Modifications to Agreement

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

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

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

Capstone Author

Name (print): _____

Address: _____

E-mail: _____

Date: _____

Signed: _____

Pacific University

Accepted by (print): Isaac Gilman

Title: Scholarly Communications & Research Services Lib.

Date: Effective as of date signed above.

Signed: Isaac Gilman

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

Section I: Knowledge, Skills, and Abilities

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

Project Development

1. Uses a client-centered approach

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Performs a comprehensive needs assessment that reflects the needs of all relevant stakeholders with little to no supervision.	Performs a near complete needs assessment that reflects the needs of many relevant stakeholders with minimal supervision.	Partial needs assessment that reflects the needs of some relevant stakeholders or required moderate supervision.	Did not complete or minimal completion of needs assessment of few relevant stakeholders with moderate to maximal supervision.

1. Score or N/A _____

2. Applies theory and OT models to guide the project development process.

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

2. Score or N/A _____

3. Justifies project: based on results of needs assessment and professional knowledge and expertise grounded in OT philosophy.

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

3. Score or N/A _____

4. Articulates the project/product to be implemented and outcome expected to relevant stakeholders.

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Clearly articulates the project/product to be implemented and outcome expected to all relevant stakeholders with little to no supervision.	Clearly articulates the project/product to be implemented and outcome expected to the majority relevant stakeholders with minimal supervision.	Ambiguously articulates the project/product to be implemented and outcome expected to some relevant stakeholders in the project or requires moderate supervision.	Does not articulate the project/product to be implemented and outcome expected to relevant stakeholders in the project.

4. Score or N/A _____

Comments on Evaluation/Needs Assessment/Project Development:

Project Implementation

5. Quantity of work/service provision

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Project contributions and service consistently exceed objectives and expectations of the project.	Satisfies the objectives and expectations of the project. Contributes fair share to project.	Contributes less than fair share to group effort. Some objectives or expectations of the project were not met.	Does not satisfy objectives or workload expected of the project.

5. Score or N/A _____

6. Utilizes an occupation-based approach

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Consistently without cuing	Frequently with little to no cuing	Occasionally; or require moderate cuing to do so.	Rarely; or requires maximal cuing to do so.

6. Score or N/A _____

7. Uses literature/external sources to guide and justify the development and implementation of the project/product.

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Skillful selection of primary and secondary resources consistently based on sound critical review and reasoning. Able to clearly articulate reasoning to others.	Skillful selection of primary and secondary resources frequently based on sound critical review and reasoning. Able to articulate reasoning to others.	Skillful selection of primary and secondary resources occasionally based on sound critical review and reasoning. Requires assistance to articulate reasoning to others.	Selection of primary and secondary resources is rarely based on sound critical review and reasoning. Unable to clearly articulate reasoning to others.

7. Score or N/A _____

8. Quality of Intervention/Implementation

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Independently selects & implements strategies that are consistently effective to facilitate participation or learning by beneficiaries.	Selects & implements strategies that are frequently effective to facilitate participation or learning by beneficiaries given minimal supervision.	Selects & implements strategies that are occasionally effective to facilitate participation or learning by beneficiaries given moderate supervision	Selects & implements strategies that are rarely effective to facilitate participation or learning by beneficiaries given moderate to maximal supervision.

8. Score or N/A _____

Comments on Intervention/Implementation:

Professional Growth and Development

9. Assesses/identifies personal knowledge/skills and needs for learning.

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

9. Score or N/A _____

10. Identifies resources and strategies to gain needed knowledge and skills.

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

10. Score or N/A _____

11. Self-Directs project implementation

4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	0 Unsatisfactory
Independently implements strategies to gain needed knowledge & skill. Independently accesses resources and self-directs learning. Independently keeps advisor informed of progress.	With minimal supervision, implements strategies to gain needed knowledge & skill. Accesses resources, self-directs learning, & keeps advisor informed of progress with minimal cuing.	With moderate supervision, implements strategies to gain needed knowledge & skill. Accesses resources, self-directs learning, & keeps advisor informed of progress with moderate cuing.	Does not implement strategies to gain needed knowledge & skill. Does not accesses resource nor self-directs learning. Does not keep advisor informed of progress. OR requires maximal cuing/ supervision.

11. Score or N/A _____

12. Reflection/Adaptation

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

12. Score or N/A _____

Comments on Professional Growth & Development:

End Product: Manuscript

13. Manuscript Completion

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

13. Score or N/A _____

14. Manuscript Appearance/Presentation

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

14. Score or N/A _____

15. Quality of finished manuscript

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

15. Score or N/A _____

16. User friendly

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

16. Score or N/A _____

End Product: Presentation

17. Quality of Capstone Presentation

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

17. Score or N/A _____

18. User friendliness of Capstone Presentation

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

18. Score or N/A _____

Comments on End Products:

Score Section I

Sum: Addition of scores #1-#18	
Section I Percentage Grade: Divide sum by the total points possible and multiply by 100	

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

Rating Scale:

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

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

Comments on Professional Behavior:

Score Section II

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

Final Grade

Section I Percentage Grade	
Section II Percentage Grade	
Grade Sum of Section I & II divided by 2	
Letter Grade	

Student Name (printed): _____

Faculty Advisor Signature: _____

Date

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

Appendix A: Capstone Document for publication on Common Knowledge

Note: Prior to editorial comments by publication reviewers, the work belongs to the author and may be included on Common Knowledge in draft form.

Section One: Scholarly Manuscript (completed in OTD785 Capstone Project/Scholarship)

1.1 Complete manuscript appropriate for presentation or publication describing ‘culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area’. Manuscript template in appendices of capstone manual. (B.8.8., B.8.10.)

NOTE: Manuscript may take the form of a white paper, systematic review, position paper, research report, etc.

Section Two: Introduction and Overview of the Experiential and Capstone Projects (Completed throughout all capstone courses)

2.1 Overview of experiential/capstone project: Description of project; significance of the project. (What I wanted to get out of this? How did I choose my experiential project?)

2.2 Purpose statement: Purpose of the project; background, rationale or justification for the work.

2.3 Problem statement: Describe setting/context. Needs assessment, SWOT or supports and barriers (**This section may not be published on Common Knowledge if the project is program development or quality improvement, if so identify “Details withheld for confidentiality” and only include the synopsis, general timeline of what you did during your rotation.**)

Section Three: Experiential Project (completed in OTD850 Doctoral Experiential Internship)

3.1 Copy, link, description, screenshot or other demonstration of ‘the experiential individualized specific objectives and culminating project’ (C.2.3.). (**This section may not be published on Common Knowledge if the project is program development or quality improvement or otherwise proprietary information. If so, identify “Details withheld for confidentiality” and only include the synopsis of what you did during your rotation.**)

NOTE: Experiential projects may take the form of policy/procedure, website, program manual, video, brochure, training materials, quality improvement process, etc.

Section Four: Literature Review (Completed in OTD781 & 782 Preparation for Capstone)

4.1 Scholarly, PICO or research question

4.2 Audit trail, annotated bibliography

4.3 Literature review

Section Five: Scholarly Process. (Completed in OTD781, 782, 783 Preparation for Capstone; OTD720 Advances in OT Practice)

5.1 Conceptual/theoretical model(s) used to frame the work;

5.2 Connection to OTPF or Centennial Vision or AOTA Research focus

5.3 Describe your systematic scholarly process; method and methodology, type of project; procedures/design; delimitations/ limitations; participant recruitment/inclusion/exclusion; materials; equipment

5.4 Results of the evaluation plan for the process or product – will vary by project

Section Six: Reflection. (Completed in OTD785 Capstone Project/Scholarship)

6.1 Self-evaluation; Reflections/epilog (What went well? What would you do differently? How did you grow and change through this process? etc.)

6.2 Recommendations for next steps as a Pacific capstone project

Section Seven: Appendices

7.1 Include letters of permission, consent forms, IRB proposal/approval, and authorship attribution

Appendix B: Manuscript Template

Capstone project title here in ALL CAPITAL LETTERS. No more than 12 words in length.

by

[Your name matching that of the registrar at Pacific University]

A Capstone Project submitted to the
Faculty of the School of Occupational Therapy at Pacific University

[Month and Year]

in Partial Fulfillment of the Requirements for the Degree of

Doctor of Occupational Therapy

[NOTE: Follow current APA formatting. Personalize the information in brackets and leaving the instructions until you are finished. *Remove instructions prior to submission.*]

© Copyright [Year] by [Student's name]

All Rights Reserved

Abstract

[REQUIRED – Abstract text here. Provide a concise summary of the work. Describe the purpose of the study, the rationale or significance, methods, results, and conclusions of the work. Format in double-spaced, 12-point Times New Roman font. Page numbers at the top right corner. Left justify the document with one-inch margins. The abstract has a word limit of 150-250.

Keywords: insert 3-4 keywords or phrases]

Acknowledgments

[OPTIONAL – Insert acknowledgements here, not to exceed one page, or delete this page.]

Table of Contents

[REQUIRED – Table of Contents here. Format the Table of Contents in single-spaced, 12-point Times New Roman font. Double-space the Table of Contents from the page header. The Table of Contents does not include pages prior to or including this page.]

	Page
List of Illustrative Materials	vi
Level One Heading – Section One	1
Level Two Heading	2
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List of Illustrative Materials

[OPTIONAL – Insert List of Illustrative Materials, if applicable, including all not-text objects: tables, maps, graphs, charts, drawings, figures, photographs or illustrations. Format the List of Illustrative Materials in single-spaced, 12-point Times New Roman font. Double-spaced TOC from the page header. List materials in chronological order as they appear in the paper. Do not delete the section break at the bottom of this page.]

	Page
Table 1 – Title	1
Figure 2 – Title	2
Table 3 – Title	3

Title Main Body Text page

[REQUIRED. Main section headings should be Level One Headings based on current APA style. Format in double-spaced, 12-point Times New Roman font. Pagination begins on the first Main Body Text page with Arabic numeral 1. The first heading of the Main Body Text is the Title, followed by an introduction. Citations must conform to current APA style. Illustrative Materials must be legible with good contrast, fit within the margins, and conform to current APA style. This template includes heading levels based on the current APA style. The body of the manuscript is to be no more than ~20 pages in length.

Level One Heading

Level one heading is centered, boldface, and has uppercase and lowercase letters. Different level headings organize the paper. Not all levels of headings are needed. A Level One Heading should be the main sections of the paper (e.g., Literature Review, Methods and Methodology, Findings, Discussion).

Level Two Heading

Level two headings are flush left, boldface, with uppercase and lowercase letters. They relate to the subject matter in the level one paragraph(s).

Level three heading. Level three headings are indented, boldface, lowercase, in-line with the paragraph, and ending with a period. They are related to subject matter in the level two paragraph(s).

Level four heading. Level four headings are indented, boldface, italicized, lowercase, in-line with the paragraph, and ending with a period. They are related to subject matter in the level three paragraph(s).

Level five heading. Level five headings are indented, italicized, lowercase, in-line with the paragraph, and ending with a period. They are related to subject matter in the level four paragraph(s).

References

[REQUIRED – Insert your References here; only include references for works cited within the document.

Format according to current APA style.]

Appendix or Appendices

[OPTIONAL – List appendices here. Appendices may include letters of permission, consent forms, Institutional Review Board proposal and approval, authorship attribution, tools or assessments with copyright permission, surveys or forms created for the project, PowerPoint presentations, etc.]

[Appendix A – Title

Each appendix is listed with an alpha subheading (e.g., Appendix A, Appendix B, Appendix C).]

Appendix C



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

CONSENT TO USE MEDIA

I hereby give permission to audiotape, videotape, or take photographs of me or the person(s) for whom I am an official guardian. I understand that the use of such media is to be used for the purpose of educating students and professionals or for promotion and marketing of the Pacific University School of Occupational Therapy.

Name of person (please print)

If applicable, name of guardian (please print)

Date

Pacific University, College of Health Professions

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

For audiotapes, videotapes, or photographs of any person under the age of 18 years, permission of his or her official guardian must be obtained.