



Health Professions Division
Dr. Pallavi Patel College of Health Care Sciences
Department Of Occupational Therapy
Entry-Level Doctor of Occupational Therapy Program



2025-2026
DOCTORAL CAPSTONE MANUAL
Version April 2025

“That occupation is as necessary to life as food and drink.

That every human being should have both physical and mental occupation.

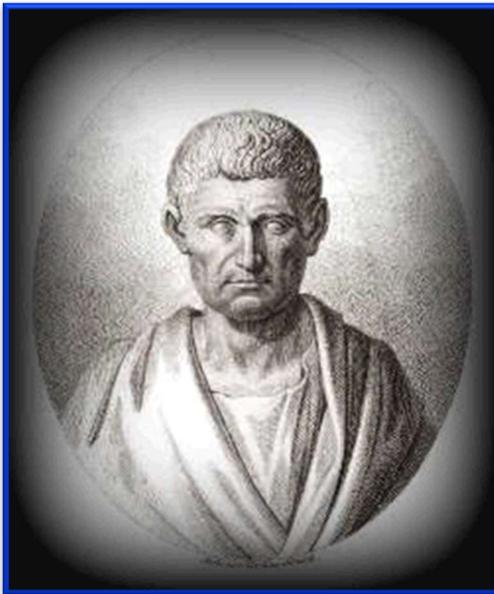
That all should have occupations which they enjoy, or hobbies. These are the more necessary when the vocation is dull or distasteful.

Every individual should have at least two hobbies, one outdoor and one indoor.

A greater number will create wider interests, a broader intelligence.

That sick minds, sick bodies, sick souls, may be healed through occupation.”

Dunton (1919)



“Anything that we have to learn to do we learn by the actual doing of it... We become just by doing just acts, temperate by doing temperate ones, brave by doing brave ones.”

Aristotle Nicomachean Ethics, Book II, p.9

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*This document is updated at the start of each academic year and is subject to change.



Welcome to the occupational therapy program at Nova Southeastern University, Tampa Bay Regional Campus (NSU Tampa Bay). The Department of Occupational Therapy publishes this manual to familiarize doctoral capstone students and content experts (referred to as mentors throughout this manual) with the doctoral experiential component of the NSU entry-level Doctor of Occupational Therapy (OTD) program, which we refer to as doctoral capstone. The manual includes information, guidance and official forms intended for use by faculty, students and mentors to navigate the collaborative process towards successful completion of the doctoral capstone required for graduation.

The NSU Tampa Bay's OTD curriculum provides extensive clinical education opportunities for students. The program offers a unique educational design which integrates 3-week Level I Fieldwork experiences within three intervention courses so that students can enrich didactic learning with observation, participation, and reflection. Additionally, the curriculum requires two 12-week full time Level II Fieldwork experiences during which each student has the opportunity to apply theoretical constructs to evaluation and intervention learned in the classroom to a variety of settings. Finally, the entry-level OTD student spends the last 16 weeks of the program participating in a capstone experience with a chosen mentor to provide advanced training in one of eight focus areas required by accreditation. The faculty at NSU believes that the sequence of didactic courses capped by fieldwork and the capstone experience prepares NSU Tampa OTD program graduates to enter the profession with knowledge and advanced skills for competent practice, professional leadership, and to remain contemporary in occupation-based practice in a variety of contexts for an ever-changing world.

Our mentors are an integral component of the OTD educational program. Our students benefit greatly from the expertise and knowledge of their chosen mentor as they increase their competence and go on to lead the profession and community through their contributions in educational leadership, community and professional service, life-long learning, scholarship and research. Thank you for your continued involvement and support of the NSU Tampa Bay OTD program.

Sincerely,

Christina Kane

Christina Kane Ed. D., MS, OTR/L
Assistant Professor & Doctoral Capstone Coordinator

VISION & MISSION STATEMENTS



Nova Southeastern University

Mission Statement

The mission of NSU—a selective, doctoral research university—is to deliver leading academic programs in a dynamic, innovative environment. We foster academic excellence, leadership, integrity, and scientific, economic, and community contributions through engaging and empowering our students, faculty, staff, alumni, and partners.

Vision Statement

Enhance Nova Southeastern University's reputation as a leading professional-dominant, doctoral research university providing competitive career advantages to our students and fostering alumni and partnership connections.

NSU's Core Values include opportunity, community, diversity, and integrity.

To learn more about NSU's core values at work:

[NSU Vision, Mission, and Core Values | Nova Southeastern University](#)
(accessed 04.16.2025)



NSU Health Professions Division

The Mission of Nova Southeastern University Health Professions Division is to train primary care health practitioners in a multidisciplinary setting, with an emphasis on medically underserved areas.

The institutional premise is that health professionals should be trained in a multidisciplinary setting and, whenever possible, with integrated education. The university trains students in concert with other health profession students so that the various disciplines will learn to work together as a team for the good of the public's health. During their didactic work, students share campus facilities and, in some cases, have combined classes. In their clinical experiences, they work together in facilities operated by the university.

Furthermore, the division aims to educate health care practitioners who will eventually increase the availability of health care in areas of Florida that suffer from health care shortages. The division aims to alleviate some of these shortages by exposing the entire student body to the needs, challenges, and rewards of rural, underserved urban and geriatric care. Existing curricula require all students to attend ambulatory care clerkships in rural or urban areas, or both, making Nova Southeastern University strongly oriented toward a pattern of training its students in areas geographically removed from the health center itself, and to the care of indigent and multicultural population groups. In doing this, it developed training programs that address the primary care needs of the region's most medically underserved populations.

The NSU Health Professions Division includes the following colleges:

Allopathic Medicine

Dental Medicine

Health Care Sciences-this college includes the Doctor of Occupational Therapy program

Nursing

Optometry

Osteopathic Medicine

Pharmacy

To learn more about the NSU Health Professions Division:



Mission of the Pallavi Patel College of Health Care Sciences

The College of Health Care Sciences strives to provide professionals with the skills necessary for the diagnosis, treatment and prevention of disease and disability in order to assure optimum health conditions in the community and beyond. With an unwavering commitment to ethical practice and in support of the Nova Southeastern University Core Values, the College endeavors to advance research, scholarship, and the development of leadership skills utilizing traditional educational methods, distance learning, and innovative combinations of both to achieve its educational goals.



NSU Tampa Bay Regional Campus' (TBRC) Entry-Level Doctor of Occupational Therapy Program (OTD) blended program is exemplary in promoting leadership, life-long learning, service, evidence-based reflective practice, and scholarship for professional excellence in occupational therapy. Through its innovative curricular design and delivery model, the NSU OTD program has a **Mission** of preparing qualified students to become successful occupational therapy practitioners, managers, and leaders as generalists with beginning specialization in a selected practice area. The program prepares students with knowledge and skills for competent entry-level occupation-based practice, professional leadership, and the drive to remain contemporary in a variety of contexts for an ever-changing world, armed with doctoral level of expertise and clinical reasoning applied to clinical specialization, research, theory explorations, program and policy development, administration, advocacy and/or education. As part of our **Vision**, our departmental **Mission** will seek to lead the profession and community

through its contributions in educational leadership, community and professional service, life-long learning, and scholarly endeavors.

PRACTICE STANDARDS

Adherence to the Occupational Therapy Code of Ethics and Core Values by the NSU Tampa faculty members, OTD students, Fieldwork Educators, and Doctoral Capstone Mentors alike is of utmost importance by university policy as well as the integrity of the OTD curriculum.

The most up to date version of the **Occupational Therapy Code of Ethics and Ethics Standards** can be accessed through the following link;

https://research.aota.org/ajot/article/74/Supplement_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics



Curriculum

Entry-Level Doctor of Occupational Therapy



Department of Occupational Therapy
Entry-Level Doctor of Occupational Therapy (OTD) Program

Philosophical Foundation, Core Beliefs and Occupation:

The Department of Occupational Therapy views occupation and occupational performance as the core constructs for organizing curriculum, community interactions, teaching-learning processes, and student outcomes for successful practice as occupational therapists. Occupation is a core construct of the curriculum. In Aristotle's words, *"anything that we have to learn to do, we learn by the actual doing of it...."*



Occupation is a complex process of doing, being and/or becoming; it is a medium for learning by doing and for developing roles of habit and reason. It provides a foundation, and primary focus for all matters associated with departmental functioning. The courses in the OTD curriculum promote clinical decision-making, problem-solving, and reflective practice at all levels of interaction with clients and populations, from initial examination to outcomes assessment. Students' clinical competency must measure up to both the basic sciences and reflective clinical skills prior to their assignment to any full-time fieldwork education and doctoral capstone experience.

"Anything that we have to learn to do we learn by the actual doing of it..... We become just by doing just acts, temperate by doing temperate ones, brave by doing brave ones."

Aristotle Nicomachean Ethics, Book II, p.9



The following statements further identify the critical aspects of occupation to the OTD program:

- Occupation as a product is the group of activities and tasks humans need, want and/or are obliged to do for participation in life
- Occupation involves a continuing process of adaptation
- Characteristics of occupation include, but are not limited to the following:
 - Basic human need
 - Determinant of health
 - Source of meaning
 - Source of purpose
 - Source of choice and control
 - Source of balance and satisfaction
 - Source of pleasure
 - Source of restoration
 - Source and means of adaptation
 - Means of productivity
 - Means of organizing time
 - Means of organizing materials and space
 - Therapeutic medium

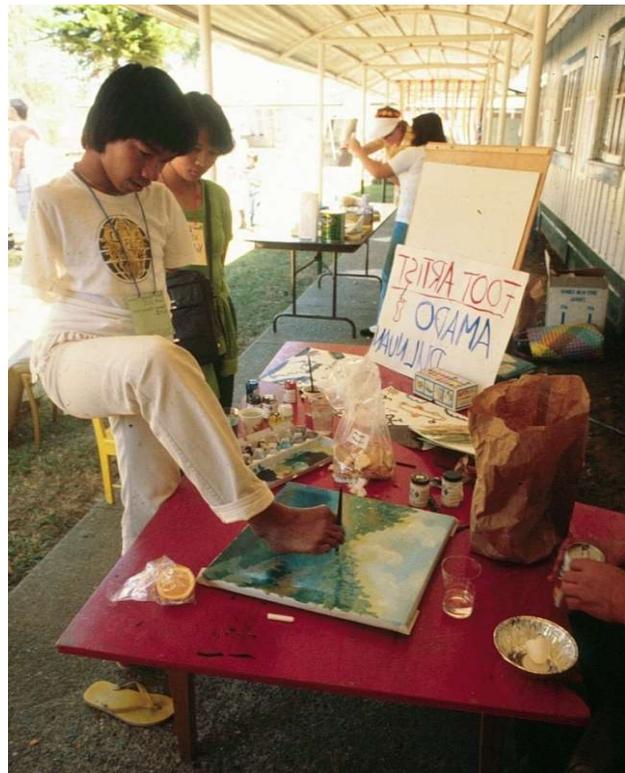
Beliefs about Occupational Therapy

The program's philosophy is consistent with the profession's core values of altruism, equality, freedom, justice, dignity, truth and prudence. It is embedded in our belief that occupational therapy is a health profession that optimizes participation in life. We believe that occupational therapy:

- integrates knowledge from the arts and sciences
- provides a holistic and balanced perspective for practice to meet client needs
- promotes well-being through engagement in occupation
- incorporates client-centered assessment and intervention based on strengths, needs and goals, to facilitate occupational performance

Beliefs about Human Beings

- Humans are unique in nature and influence their own occupational performance
- Humans are considered open systems who are influenced and changed through interactions with the human and non-human environment
- Humans have their own unique values, goals, desires, culture etc. which influence their occupational performance
- Humans have the right to make personal choices, engage freely in society and self-determine their life path
- Humans adapt their habits, routines and roles throughout their life course
- A human beings' strengths and needs are an integral part of his/her meaningful occupations



What Occupational Therapy Practitioners Do

Occupational therapy practitioners provide services to people across the lifespan to promote and/or develop meaningful engagement in their chosen or developmental occupations, through various evidence-based approaches in aging, children and youth, disability and rehabilitation, mental health, work-related programs, and other emerging areas of practice including advocacy, leadership, policy making, education and research. Occupational therapy services may include, among others, customized treatment programs to improve performance of daily activities in the home, workplace, and community; home and job site evaluations and adaptations; performance skills assessments and treatment; production and usage education for adaptive and other technology; guidance and education to family members and caregivers; advocacy and leadership for underserved individuals and groups; research and education.



Educational Philosophy

The Department of Occupational Therapy views teaching and learning processes as systematic efforts that facilitate engagement of student, teacher and subject (Hooper, 2005). The departmental philosophy regarding teaching and learning is grounded in William Perry's Scheme of Intellectual and Ethical Development (Perry, 1970) that describes how students develop knowledge in progressive phases, as well as in other cognitive theories that emphasize how guided learner experiences build on previous knowledge and experience (Bruner, 1971; Dewey, 1938; Vygotsky, 1926). Learning progresses through complex ways of thinking and doing to help students develop skills such as critical thinking, reasoning, concept development and reflection for lifelong learning. Dewey (1933), in particular, drew on the ideas of classical educators such as Aristotle, Plato and Confucius in seeing reflection as a problem solving process that links various ideas together with previous ones in order to resolve an issue. The process in turn allows the learner to absorb (read, hear, feel), do (activity), and interact (socialize), (Wetterbrock & Nabeth, 2011).

A subject centered approach described by Palmer (1998), creates a community of learning centered around a central subject for aligning faculty and students. The learning interactions are supported by a framework based on the Community of Inquiry that employs a recursive model to support social, cognitive and teaching presences towards teaching and learning transactions (Garrison & Vaughan, 2008). You can find it in T:\Department\Academic Affairs\Philosophical Statement, Curriculum, Outcomes.

The core subjects, occupation and occupational performance, form the focus of learning and general processes within a hybrid of face to face and distance academic environment (Simonson, Smaldino, & Albright, 2011). Subject centered education promotes dynamic involvement of the learner with peers, faculty, and the core subject, as knowledge is constructed, or built together in context with teacher-student virtual and real time interaction, allowing for richness, recursion, relations, rigor and reiterative reflection (Doll, 1933).

- Richness refers to the depth of the curriculum, and a process that facilitates multiple layers of meaning and possibilities of interpretation.
- Recursion is the reflective interaction of the student with the environment, others, culture and with one's own knowledge.
- Relations allows for making connections with the understanding that individual perceptions are part of a larger cultural, economic and global milieu.
- Rigor refers to fostering understanding of the complexity of uncertainty and critical interpretation of what comes out of occupational chaos.
- Reiterative reflection is the ultimate process of looking at revisiting richness, recursion, relations, and rigor of information as they apply in the didactic and clinical aspects of each experience during the doctoral transformation.



In addition to these educational philosophies and approaches, the Department believes in the following regarding teaching and learning:

- Occupational therapy education focuses on preparing future practitioners to facilitate change in individuals and groups for optimal occupational performance.
- Occupational therapy education includes student skill development for evaluation and treatment, using evidence based resources, critical thinking, problem solving, and faculty expertise.
- Occupational therapy utilizes a wide knowledge base from arts and sciences for practice.
- Self-efficacious learning leads to lifelong learning.
- Learning is best achieved when there is a fit between teaching approaches and strategies, learning style and stage, and content/subject and teaching/learning technologies.

Framework for Curriculum Design

The Person-Environment-Occupation-Performance (PEOP) model by Christiansen and Baum (2005) provides a unifying concept for the overall curriculum. We define occupational performance as a process that includes the “doing of activities, tasks, and roles” and serves as a way of integrating an individual with their particular societal roles in various environments (Christiansen & Baum, 2005, p. 244). Occupational performance is a result of the person and environment interaction, or, in which roles and task are carried out, i.e., a human being in place while knowing and doing (Rowles, 1991). Likewise, the curriculum wraps itself around the Occupational Therapy Practice Framework (OTPF) to

reiterate the profession's core beliefs in the "relationship between occupation and health and its view of people as occupational beings, (AOTA, 2008)"

Each course intentionally considers and applies the PEOP – OTPF relationship with all course content and objectives as the major unifying curricular thread. Courses are logically sequenced to facilitate students' comprehensive knowledge and application of this relationship and its application to occupational therapy practice. The following course sequences weave into the curriculum for the entry level Doctor of Occupational Therapy (OTD) program designed to meet current ACOTE Standards for Doctoral Occupational Therapy Education, and provide consistency throughout the curriculum. While following the teaching exemplar in Doll's perspective of postmodern curriculum (i.e., rich, recursive, rigorous, relational, and reiteratively reflective), the courses fit into a curriculum sequence below:

- **Basic Sciences**
 - OTD 8100: Functional Anatomy for Occupational Therapy
 - OTD 8104: Neuroscience of Occupational Therapy
- **Foundations in Occupation**
 - OTD 8101: Introduction to Didactic, Clinical, and Research Experiences
 - OTD 8102: Foundations of Occupational Therapy
 - OTD 8103: Kinesiology in Occupations
- **Occupation Science & Technology**
 - OTD 8141: Development of Occupation Across the Life Span
 - OTD 8142: Occupational and Contextual Analysis
 - OTD 8143: Therapeutic Use of Self
 - OTD 8244: Innovations and Technology in Occupational Therapy
- **Occupational Interventions**
 - OTD 8151: Human Conditions and Occupations I
 - OTD 8152: Human Conditions and Occupations II
 - OTD 8271: Occupational Therapy Interventions I, Psychosocial & Community
 - OTD 8272: Occupational Therapy Interventions II, Children and Youth
 - OTD 8273: Occupational Therapy Intervention III, Physical Disabilities
- **Evidence Base & Exploration**
 - OTD 8161: Evidence in Occupational Therapy Practice/Qualitative Design
 - OTD 8262: Research Design/Quantitative Methods (Proposal)
 - OTD 8262L: Research Design-Lab (IRB)
 - OTD 8263: Research Project I-(Implementation)
 - OTD 8263L: Research Project I-Lab- Analysis, Interpretation & Paper
 - OTD 8364: Research Project II-Dissemination
- **Leadership & Globalization**
 - OTD 8281: Business of Practice and Management
 - OTD 8282: Professional Leadership
- **Clinical Competence**
 - OTD 8291 FW: Level I Fieldwork Experience, Occupational Therapy Interventions I— Psychosocial and Community
 - OTD 8292 FW: Level I Fieldwork Experience, Occupational Therapy Interventions II, Children and Youth

- OTD 8293 FW: Level I Fieldwork Experiences, Occupational Therapy Interventions III—Physical Disabilities
- OTD 8391: Level II Fieldwork Experience
- OTD 8392: Doctoral Certification and Capstone
- OTD 8393: Level II Fieldwork Experience II
- OTD 8494: Doctoral Capstone, Reflections & Exit Colloquium
- **Doctoral Transformation**
 - OTD 8311 OR 8312: Doctoral Seminar: Occupational Science OR Wellness in Occupational Therapy
 - OTD 8313 OR 8314: Doctoral Seminar: Applying Measurement Theory to Evaluation OR Sensory Processing of Occupational Performance
 - OTD 8315: Doctoral Seminar: Topics in Contemporary and Emerging Practice



Department Outcomes Measurement:

Program Evaluation:

The Department of Occupational Therapy in NSU Tampa will systematically review, evaluate and take appropriate action on the following aspects of the program to optimize educational experiences for both students and faculty especially as it relates to distance learning technologies. University and departmental course evaluations, direct student feedback in Program Director-student interactive sessions, group post semester analyses, individual faculty reflections, as well as alumni and employer surveys, all provide necessary information for ongoing and periodic reviews. These evaluations assure alignment with stated philosophy behind the curriculum, ACOTE standards, as well as institutional and departmental mission statements. Revisions to these aspects and also to the overall Strategic Plan of the program, will be made following careful assessment of departmental needs at specified times during each school year.

- Curriculum Design
- Course Content
- Admission Standards
- Faculty Assignments

- Faculty Performance
- Certification Examination Results
- Educational Support, especially Distance Technology
- Community Feedback
- Employment Statistics
- Course Sequence
- Faculty Development
- Student Feedback
- Effectiveness of Collaborations

Student Outcomes:

The Department of Occupational Therapy in NSU Tampa qualifies and prepares graduates to take the National Board Certification for Occupational Therapy (NBCOT) examination. Passing score on the NBCOT examination qualifies the graduate to obtain state licensure and enter the field as an entry level practitioner. NSU graduates are prepared to practice in a holistic, ethical, and client-centered manner at a variety of settings, with clients of any age or occupation oriented need, and as the case might be, in their beginning area of specialization. Graduates of the NSU OTD program will demonstrate knowledge and skills related to occupation and occupational performance, OT related intellectual capabilities, leadership skills, professional characteristics and therapeutic perspectives.

Knowledge and Skills Related to Occupation and Occupational Performance Include:

- Diagnoses
- Evaluation
- Intervention

OT Related Intellectual Capabilities

- Resourcefulness
- Critical Thinking
- Problem Solving
- Clinical Reasoning
- Reflection

Leadership Qualities Comprise:

- Ongoing Professional Development
- Attaining Leadership Positions
- Community-Oriented Practice
- Client Advocacy

Professional Characteristics Demonstrate:

- Integrity
- Cultural Competency



Are:

- Evidence Based
- Articulate Communication
- Professional Behavior
- Empathy



The OTD curriculum model illustrates didactic-to-clinical experiences designed for the Nova Southeastern University Tampa doctoral student. The inner circle features the eight clusters of course sequences within the hybrid entry level professional program. The concentric rings, shown starting from the inner layer comprise: 1) teaching exemplar; 2) learning threads; and 3) practice areas consistent with the profession's Centennial Vision.

The eight curriculum sequences provide opportunities for student experiences for lifelong learning applying the PEOP model and the OTPF. The sequences provide activities to learn the structure and function of the human body as it relates to occupations; theoretical and philosophical foundations of occupational therapy practice; expressions and use of occupations and technology for teaching and learning across the lifespan; identification and treatment of developmental and acquired occupational dysfunctions using occupation based interventions; evidence basis and scholarly explorations for accountable practice; leadership and advocacy for responsible collaborative, global practice; clinical competence in all areas of practice, and beginning specialization as a reflective doctorally prepared professional.

Entry- Level OTD Curriculum Outline

Summer, YEAR I			
Subject	Course #	Title	Credit Hours
OTD	8100	Functional Anatomy for Occupational Therapy	5
OTD	8101	Introduction to Didactic, Clinical, and Research Project Experiences	3
OTD	8102	Foundations of Occupational Therapy	3
OTD	8141	Development of Occupation Across the Lifespan	3
Total:			14
Fall, YEAR I			
OTD	8103	Kinesiology in Occupations	4
OTD	8161	Evidence in Occupational Therapy Practice/Qualitative Design	3
OTD	8142	Occupational and Contextual Analysis	3
OTD	8151	Human Conditions and Occupations I	3
Total:			13
Winter, YEAR I			
OTD	8104	Neuroscience of Occupational Therapy	3
OTD	8152	Human Conditions and Occupations II	3
OTD	8143	Therapeutic Use of Self	3
OTD	8161	Research Design, Quantitative (Proposal)	3
Total:			12
Summer, YEAR II			
OTD	8271	Occupational Therapy Interventions I – Psychosocial & Community	6
OTD	8291	Level I Fieldwork Experience, Occupational Therapy Interventions I, Psychosocial & Community	2

OTD	8244	Innovations and Technology in Occupational Therapy	3
OTD	8262L	Research DesignLab (IRB)	1
			Total: 12
Fall, YEAR II			
OTD	8272	Occupational Therapy Interventions II – Children & Youth	8
OTD	8292 FW	Level I Fieldwork Experience, Occupational Therapy Interventions II, Children and Youth	2
OTD	8263	Research Project I-Implementation	1
OTD	8281	Business of Practice and Management	3
			Total: 14
Winter, YEAR II			
Subject	Course #	Title	Credit Hours
OTD	8273	Occupational Therapy Intervention III – Physical Disabilities	8
OTD	8293 FW	Level I Fieldwork Experience, Occupational Therapy Interventions III, Physical Disabilities	2
OTD	8263L	Research Project I – Lab-Analysis, Interpretation & Paper	1
OTD	8282	Professional Leadership	3
			Total: 14
Summer, YEAR III			
OTD	8391	Level II Fieldwork Experience	9
			Total: 9
Fall, YEAR III			
OTD	8392	Doctoral Certification and Capstone	2
OTD	8311 OR 8312	Doctoral Seminar: Occupational Science OR Wellness in Occupational Therapy	3
OTD	8313 OR 8314	Doctoral Seminar: Applying Measurement Theory to Evaluation OR Sensory Processing of Occupational Performance	3
OTD	8315	Topics in Contemporary & Emerging Practice	3

OTD	8364	Research Project II -Dissemination	2
			Total: 13
Winter, YEAR III			
OTD	8393	Level II Fieldwork Experience II	9
			Total: 9
Winter/Summer, YEAR III/IV			
OTD	8494	Doctoral Capstone, Reflections & Exit Colloquium	12
			Total: 12

Total Credit Hours to Graduation = 122

Level I FWE = 360 hours; Level II FWE = 960 hours; Capstone = 640 hours

Total Clinical Education Hours = 1960 hours

Tampa Bay Regional Campus Doctor of Occupational Therapy (OTD) Course Descriptions

See Course Descriptions in Nova Southeastern University Dr. Pallavi Patel
College of Health Care Sciences Student Handbook

[NSU Florida Student Handbook](#)



The Doctoral Capstone Project & Experience Policies

The Doctoral Capstone Project & Experience

Doctoral Capstone Project & Experience

According to ACOTE (2023), the goal of the doctoral capstone is to provide students with an in-depth exposure to one or more of the following areas in occupational therapy: clinical skills, research skills, administration, program development and evaluation, policy development, advocacy, education, and/or leadership. The doctoral capstone consists of the experience and the project. Preparation for implementation of the capstone project during the capstone experience occurs throughout the program starting with Doctoral Capstone Seminars in year I and II, with completion of the capstone project preparation during OTD 8392-Doctoral Certification & Capstone. The doctoral capstone project preparation must be completed prior to beginning the capstone experience during summer of year IV while enrolled in OTD 8494- Doctoral Capstone, Reflections & Exit Colloquium. See the Capstone Progression Table (Appendix N) for details.

Students prepare for the implementation of their capstone project through the completion of a literature review, needs assessment, the development of goals/objectives and an evaluation plan. They are guided through the planning and development phases of capstone by the Doctoral Capstone Coordinator, a faculty member who holds a doctoral degree and a content expert, known as the capstone mentor. This capstone team collaborates throughout the first three years of the program to insure the student competes a doctoral capstone that contributes to the development of in-depth knowledge in the students area of interest. The NSU TBRC OTD doctoral capstone includes 16 weeks of full-time (minimum of 32 hours/week) experience during which they implement their capstone project. Students disseminate their project with the capstone site as well as during the NSU TBRC OTD Capstone Roundtable, held at the end of the summer term of the fourth year.

Student Policies for Doctoral Capstone Experience

Prerequisite Policies

The Nova Southeastern University *Dr. Pallavi Patel College of Health Care Sciences Student Handbook* requires students have health insurance, AIDS education, and immunizations for the doctoral capstone experiences. Students must provide proof of continued health insurance through submission of an insurance card. An affiliated facility may also require a student to pass a State of Florida Department of Health screening prior to rotation. Other requirements that may be held by the affiliated facility include, but are not limited to, fingerprinting, criminal background check, urinalysis for drugs and alcohol, and proof of immunizations. If a student does not meet all requirements held by the affiliated facility prior to the first day of the scheduled experience, the student's placement will be cancelled, or if the placement has begun, the student will be asked to leave. Any cost associated with additional site requirements is the responsibility of the student.

As a prerequisite for the doctoral capstone experience, the student is responsible for reading a copy of the contractual agreement between the University and the affiliated facility if one is in place and

meeting additional requirements as described in the course syllabus for OTD 8494: Doctoral Capstone, Reflections & Exit Colloquium.

Students are responsible for maintaining their own records. The Doctoral Capstone Coordinator does not mail confidential records to facilities. Students are required to review materials (if available), call the facility, and verify current information at least one month prior to arrival.

As a prerequisite for the doctoral capstone experience, students must contact potential mentors and or mentoring sites after collaboration with the DCC. When a student has found a capstone mentor and/or site that agrees to provide mentorship they will complete the **Mentor Agreement Form** (see Appendix G) including the the stated purpose, goals and focus areas for the capstone with the mentor signing the form indicating agreement. The student will collaborate with the DCC in determining whether a Facility Agreement or Memorandum of Understanding (Appendix M) is appropriate for the individual students capstone. The student will initiate the Capstone Experience (CE) Affiliation Agreement request form if a new affiliation agreement is required. Three to five weeks before starting the capstone experience the student will initiate communication with the mentor and site via the **Mentor Confirmation Form** (see Appendix H) to confirm placement at the site and to determine the needs of the facility, i.e., dress code, orientation time, parking, immunizations, and background check.

If the student does not contact the site in a timely manner and the capstone experience does not start on time, the student will be responsible for any action taken which may include:

- Meeting with the Committee on Student Progress
- Delay of start of the capstone experience
- Need to make up rotation hours at the discretion of the site supervisor and the course instructor
- Cancellation and failure of the experience by the course instructor which would result in student receipt of a Failure (F) on their academic record and necessitate enrolling in and paying for the course the next available time. Appropriate policies will apply in case of a history of academic failure and/or professional behavior.

Capstone experience start dates generally occur immediately following the end of the winter term in year three, with a gap between completion of level II B fieldwork and the capstone experience start date. Early start dates are available only **when permission is granted** by the DCC. Early start dates may be considered when it is required by the mentoring site or it facilitates an improved capstone experience and project implementation. Students must provide the DCC with early start requests prior to the start of the winter term in year three in order to be considered, using the **Early Capstone Start Request Form** (appendix O)

Upon completion of the capstone experience, students must attend a mandatory course wrap-up session. The mechanism for this session will vary and the student is responsible for reading their course syllabus and doctoral capstone manual to ensure participation. Failure to attend will be considered an unexcused absence and may affect passing the course.

Student Documentation Requirements

To ensure compliance with NSU obligations, and to ensure student safety, students must upload immunization information into the NSU system prior to the first Level I or community field trip placement, and must resubmit annually as needed prior to the capstone experience: (See background check and immunization policy for details.)

- Health Information
- Proof of immunizations
- Physician's physical examination
- Medical insurance
- Evidence of successful completion of required CPR training
- Evidence of HIV/AIDS education/ Bloodborne pathogens
- Background check
- HIPAA Training
- OSHA Training

A Level I background screen is completed prior to admission into the OTD program. During the OT Intervention II course, a level II background check is completed through the division of Children and Families for participation in coursework in the school system. This background check may be required by facilities for doctoral capstone experiences as well, so students are responsible for meeting this requirement when informed. Results of these screens will impact further participation in the OTD program.

Failure to submit the documents will result in cancellation or delay of the capstone experience placement. Students assume the responsibility for keeping the aforementioned records current through the last 18 months of the program. For more details on student documentation, refer to the student documents section.

Personal Safety

Personal safety of all individuals is very important. Students should apply the general safety guidelines outlined in the Campus Safety Booklet at all times during their clinical affiliations, including the capstone experience. During an affiliation, students must get to know the area in which they are affiliating and be aware of any potential hazards. Clinical/Doctoral sites normally provide the student with any helpful information relating to potential personal safety hazards and ways to minimize risk. If a student has any concerns about their personal safety, they should discuss this with their mentor and inform their capstone coordinator.

Dress Code

During the doctoral capstone experience, students must comply with the Health Professions Division dress code policy unless the affiliating facility has different specific dress requirements. Students inappropriately dressed or groomed may be required to leave the facility and this will be considered

an unexcused absence. Repeated violations will be considered improper professional behavior and will result in referral to the Committee on Student Progress, disciplinary action, which may include termination of the fieldwork experience or doctoral capstone experience.

The mentor should send the student home if the student is non-compliant with the dress code. The student is required to make up any lost time that may result. The NSU OTD-S dress code for clinical education is that which applies for classroom dress as outlined in the College of Health Care Sciences Handbook. In addition, students are to present a professional appearance and demeanor at all times. The NSU dress code is not to be modified unless the affiliating facility has a different, specific dress requirement. The PPCHCS student handbook should be referenced on a regular basis to insure compliance with dress code if the capstone site does not have a specific policy.

Professional Behavior

Students are expected to practice in a legal, ethical, and professional manner. Failure to do so will result in failure of the capstone experience. Documentation of that behavior will be completed by the Doctoral Capstone Coordinator or Doctoral Capstone Mentor as the case may be using the Doctoral Capstone Evaluation form or prescribed form. Inappropriate behavior may result in removal of a student from the assigned capstone site at the discretion of the Mentor and the Doctoral Capstone Coordinator.

Attendance/Tardiness

Before beginning a doctoral capstone experience, the student will contact the mentor at the capstone site. The site mentor will provide the student with the basic orientation information such as: hours of operation, dress code, how to find parking, and where they can eat lunch, etc. Students must be prepared to begin their capstone experience at the designated, agreed upon times and days. During the capstone experience, students follow the hours and pattern of operation of the site. For example, some students may be assigned five 8-hour days/week and others may be assigned four 10-hour days.

The ACOTE 2023 standard D.1.5. requires that the length of the doctoral capstone experience be a minimum of 14 weeks full-time (minimum of 32 hours/week), however the NSU TBRC program requires the capstone experience be a minimum of 16 weeks full-time. Students are expected to follow the schedule and hours agreed upon by the capstone mentor. This may include hours over the minimum of 32/week.

If the department provides weekend services and/or the capstone mentors regular work schedule includes weekends, students are required to work weekend hours. Students should follow a similar work schedule to that worked by their mentor. If the clinical site provides coverage on holidays, students may be assigned holiday coverage. The student is to be offered time off consistent with the policies and procedures of the capstone site for any holiday coverage, following a similar procedure of the capstone mentor. We encourage that the time off be used within the week of this extra coverage so the student is not overly taxed. The student and mentor must determine the learning

experiences and goals to be achieved during weekend and holiday coverage. Guidelines for supervision of students must be followed on weekends.

An **unexcused absence** during the capstone experience places the student in severe jeopardy of not fulfilling course requirements. The need for make-up days is determined on an individual basis by mutual agreement of the DCC and mentor. Make-up time can occur at the end of the doctoral capstone experience or during the rotation, but cannot be guaranteed. It will be offered to students only for extreme, unforeseen circumstances. Students must make travel arrangements for departures after the end of the workday, and may not be excused for personal business or to attend continuing education courses unless it is considered part of the capstone experience and is mutually agreed upon between the DCC, doctoral student and mentor. Because of the seriousness of the consequences, students are strongly encouraged to have perfect attendance.

Under extreme, unforeseen circumstances that result in absence, students **MUST** call their mentor at the beginning of the workday and ask to be excused. If they do not speak with the mentor directly, they are to leave a message and talk to the mentor as soon as possible. The student must also notify their DCC and/or course instructor at the University. The mentor and course instructor will determine the need for and agree on arrangements for make-up within 48 hours of the absence. Because the clinical site becomes an extension of the university, the course instructor must know where the student is and when the student is absent in the interest of good risk management.

Tardiness conveys a very negative impression. It suggests lack of planning and preparedness and is viewed by many as rude. It can disrupt the operation of the mentor and the mentoring site. This applies not only to morning reporting but beginning duties after meals, attending meetings, etc. Students **MUST** call the mentor as soon as possible if they are going to be late. Persistent tardiness may jeopardize the student's successful completion of the goals for clinical education. It is the student's responsibility to initiate discussion about modifying the daily schedule if there are reasons other than personal convenience that are resulting in tardiness.

Counseling Students

Mentors are to seek advice from the doctoral capstone coordinator should student performance or behavior problems arise. The mentor must use professional judgment in distinguishing between advising (recommending, suggesting) in order to improve weaknesses in student performance, and referring for professional counseling when a student has problems that are disrupting the ability to function.

The University has a counseling staff on call for student emergencies and provides professional services for impaired students. Mentors are encouraged to take immediate action by contacting the DCC to arrange for intervention if the need arises.

University Calendar

within a two-year time frame, per ACOTE requirement, starting from the date of completion of the formal coursework.

The NSU OTD doctoral capstone experience must comprise a minimum of 16 weeks and must be consistent with the individualized specific goals and capstone project. Students should expect to participate in the mentored capstone experience in the setting similar to their mentor. Prior fieldwork or work experience may not be substituted for the capstone experience. Students will be required to submit a mentor signed, weekly log/journal every other week (appendix K) as attestation of the learning activities and hours completed.

Doctoral Capstone Experiences Are Graded as Pass/Fail

Student Failure Procedure

The capstone experience requirement is covered by grading policy similarly applied to didactic courses; this includes the experiences embedded with didactic courses such as the three intervention courses.

1. Failure at a doctoral capstone experience will result in failure of the course and referral to the Committee on Student Progress (CSP).
2. Additional tuition will be charged for repeated courses, including the doctoral capstone experience. The maximum final grade in the doctoral capstone experience is a pass (*P*), as numerical scores are not assigned in those courses. Students must earn a 75% or higher on submitted assignments in order to receive a passing grade.

The stringency of this policy underscores the seriousness of this issue. Doctoral capstone experiences are of such importance and requires demonstration of practitioner competency and professional behavior in a real clinical setting with real time clients.

The student's participation, discussion of student performance, course assignments, and written evaluations will be used to determine the grade for the course. This includes the electronic requirements. Termination for unacceptable performance may result in a failing grade of F.

Withdrawal or Termination from a Doctoral Capstone Experience

Students who withdraw or are asked to withdraw from a doctoral capstone experience due to inadequate performance will receive a failing grade (F) for that rotation. There is no credit for partial time served in a doctoral capstone experience that must be terminated due to inadequate performance. The capstone experience may be retaken once, only if there have been no other course failures including fieldwork experiences. Additional tuition will be charged for repeated courses, including Doctoral Capstone experiences. Students who fail two capstone experiences will be automatically dismissed from the program.

Students who withdraw from a capstone experience due to illness are required to provide a physician's statement indicating the student's ability to resume full duties before being rescheduled for the capstone experience. Acceptable performance termination may result in a grade of "PR" (progressing). A student who develops a health or other serious problem preventing capstone experience completion in the scheduled time frame warrants a "PR" grade as well.

In the case of an incomplete experience, an attempt would be made to have the student finish the capstone experience at the same site. Student withdrawal from a capstone experience is strongly discouraged and should only be considered in extreme situations. Withdrawal from a capstone experience cannot be done without the permission of the DCC in collaboration with the capstone mentor. The proper withdrawal procedures must be completed. Failure to follow this procedure may result in a failure of the capstone experience.

Termination of the capstone experience once it has started is rare. The most common reason is for unacceptable student performance and lack of professional behaviors. Students terminated for unprofessional behavior or lack of performance will receive a failing grade (F) for the capstone experience. There is no credit for partial time served in a capstone that must be terminated. All capstone sites reserve the right to request that a student be removed from the capstone experience.

If a student is terminated from a capstone experience, remedial work may be required. Remedial work will be for the purpose of addressing problems seen on the terminated capstone experience. The purpose of the work will be to allow the student to maximize success on a subsequent, make-up experience. Make-up capstone experiences will be assigned by the DCC following consultation with student. Make-up experiences will not necessarily follow the typical course schedule time frames and will involve additional costs for tuition and other related expenses.

If the student has previously been terminated from a fieldwork experience or has failed a previous fieldwork, the student will be referred to CSP.

Students will be placed a maximum of two times for a capstone experience, unless they have a prior course failure. The capstone experience may be retaken once, only if there have been no other course failures including fieldwork experiences. The student will be required to meet with the mentor and may be required to sign a contractual letter regarding responsibilities for subsequent placements. Credit for time served will NOT be granted, unless appropriately determined by faculty review. Capstone experiences that are required to be retaken will involve additional costs for tuition and other related expenses

Cancellation of Doctoral Capstone Experience

Student Initiated Cancellation

Once a capstone site has been confirmed, student requests for a change of affiliation **WILL NOT** be honored unless there is an extreme emergency situation. An extreme situation is identified as death of an immediate family member, or serious personal illness. Documentation of the situation will be

required (i.e. obituary of family member or confirmation of medical problem from physician). In other situations student will provide written documentation to the DCC explaining reasons for altering the original agreed upon placement. The DCC will review the documentation and determine if a change is acceptable. If so, the following procedure will be implemented:

1. Meeting with DCC and student to discuss capstone experience placement.
2. DCC and student agree to a new site.
3. All involved persons and program director are notified of change.

Site Initiated Cancellation

A doctoral capstone experience site may need to cancel a confirmed placement. This happens when the staffing situation is not adequate to provide the required learning environment or the capstone mentor is no longer able to accommodate the capstone experience for the student. Also, occasionally a facility closes or merges with another organization and the confirmation of placement cannot be honored. If a cancellation should occur, the procedure is as follows:

1. Student is notified the capstone experience has been cancelled by the site.
2. Meeting with DCC to discuss new site options.
3. DCC works with the student to find a new capstone site.

A cancellation of the capstone (either student or site initiated) may delay a student's experience. Neither NSU nor the site is liable. It is possible that this change of site will result in a later graduation date, as the site may need to be rescheduled for a later time frame that originally scheduled.

What to Do When You Are Done with a Capstone Experience

To complete the course involving the capstone experience, the following documents must be submitted as scheduled in the course shell:

- Mentor Agreement Form
- Mentor Confirmation Form
- Mentor CV/Resume
- Attestation of Facility Agreement OR Completed MOU
- Completed Doctoral Capstone 16-Week Plan/Log
- Doctoral Capstone Student Assessment of Mentor
- Midterm Mentor Evaluation of Student
- Final Mentor Evaluation of Student
- Dissemination of Capstone Project including a poster, final paper and participation in Capstone Round Table

NOTE: Grades cannot be submitted before these forms and assignments are complete and turned in following directions and proper formatting.

Development of the Doctoral Capstone Experience & Project Plan Doctoral Capstone Mentor & Site Identification Process

The NSU TBRC capstone process is student-driven with guidance provided by designated faculty, the DCC, and the capstone mentor (content expert). The curriculum progresses students through four stages of the capstone process; development, planning, implementation and dissemination. See Appendix N for the Capstone Progression Table, a table illustrating a student's progression in the capstone process.

The development phase occurs during the first and into the second year of the OTD program. This phase includes identifying roles, responsibilities, and expectations for the capstone, development of the student's understanding of the ACOTE focus areas, identifying students' areas of interest including potential capstone settings and populations that may be served, as well as exploration of potential capstone ideas. Students complete two assignments during year one; AOTA Keynote Address Identifying Capstone Project Ideas (Appendix B) and Developing Capstone Project & Experience Ideas (Appendix C). Students participate in Doctoral Capstone Seminars at each Institute of the term, as outlined in the Capstone Progression Table (appendix N).

The planning phase begins during year two and continues into year three. During year two students complete three assignments designed to refine their capstone ideas and to prepare for outreach to potential mentors and sites. The three assignments include: Developing a PICO Question & Capstone Annotated Bibliography (Appendix D), Refinement of PICO Question & Start of Capstone Literature Review (Appendix E), and Draft Capstone Project Plan (Appendix F). During the second year, third term of the program, students identify potential capstone mentors and sites, creating communication plans in collaboration with the DCC as they begin their outreach to sites and/or mentors.

Upon returning to didactic coursework following completion of the level II A Fieldwork Experience in the fall of their third year, students participate in OTD 8392: Certification and Capstone, a 2 credit course during which they finalize the planning phase of capstone, completing the literature review, needs assessment, and developing capstone goals and objectives. In addition the 16-week plan is developed in collaboration with the capstone mentor.

The final phases of the capstone process, implementation and dissemination, are completed during the 4th and final year of the curriculum while enrolled in OTD 8494: Doctoral Capstone Experience. Students complete their 16-week capstone experience and implement their capstone project at a chosen site under the guidance and mentorship of the capstone mentor. Dissemination of the capstone project is achieved through capstone site presentations as deemed appropriate by the capstone mentor, as well as student participation in the annual NSU TBRC OTD Capstone Round Table and submission of a final capstone project poster to the NSUWorks site.

Facilities and mentors selected to provide doctoral capstone experiences to NSU entry-level occupational therapy students are an integral component of the OTD curriculum. Each site meets an educational objective reflective of the sequence, depth, focus and scope of content in the curriculum design. The curriculum is organized using **the Person-Environment-Occupation Performance (PEOP)**

model developed by Christiansen, Baum and Bass (2015). The PEOP model recognizes the dynamic, complex relationship between people, environments and occupational performance. Although other models and frames of reference are taught and utilized throughout the curriculum, the faculty believes the PEOP model provides a solid guide to evaluate people/persons, environments and occupations. The PEOP model emphasizes occupations (valued roles, tasks and activities) and requires a holistic top-down approach to client care. Use of the ideas and descriptions from this model provide a guide for occupational therapists to work both within the medical model in addition to well-populations. Capstone mentors must recognize that positive changes in the relationship between a person, his/her environment and occupation (valued roles, tasks and activities) can improve health. They must also provide the student(s) the opportunity to engage with the population served at the capstone site, if applicable to their project.

Once the determination has been made that a facility recognizes the value of occupation, and meets the curriculum need, the DCC and student initiate placement for specific doctoral capstone experience dates as noted in the process above.

Doctoral Capstone Process

The ACOTE 2023 “D” Standards reflect the Doctoral Capstone as comprised of two parts, the Capstone Project and Capstone Experience. Students will meet with the DCC throughout the program to explore potential capstone focus areas, client/community/populations of interest as well as capstone project ideas as outlined above. Students will participate in Doctoral Capstone Seminar sessions held each Institute in order to prepare for completion of the capstone project while completing the capstone experience.

Students must successfully participate in scheduled Doctoral Capstone Seminars including completion of all capstone preparation assignments, prior to beginning OTD 8392- Capstone and Certification during the fall of year III. In OTD 8392 students will complete their preparation for the capstone project as well as finalize identification of capstone experience sites and mentors.

The student will work with their chosen mentor to insure the appropriate facility agreements and/or Memorandum of Understanding is in place. Students may request a new facility agreement be initiated, providing contact information to the DCC for the needed site(s). A Memorandum of Understanding (MOU) may also be appropriate in place of, or in conjunction with, a facility agreement. The need for a facility agreement and/or MOU will be determined by the DCC and site mentor.

Disciplinary and Appeals Policies

Students who do not adhere to stated policies and procedures are subjected to disciplinary action. Infractions may involve deficiencies in academic or clinical performances and professional behavior. All infractions are reviewed by the DCC, the Committee on Student Progress, and the Program Director. Where warranted, written disciplinary warnings will be entered into the student's file. More than two warnings for the same infraction will result in immediate dismissal from the program. If the

infraction is serious and violates ethical codes of the occupational therapy profession, the student will be dismissed from the program. Only one such serious infraction as described above is required for dismissal.

All academic or clinical failures, disciplinary warnings, and dismissals may be appealed. The student shall be entitled to present a formal written appeal to the Program Director. Students may appeal further through the normal appeal channels. If a student is dismissed from the program, he or she may apply for readmission to the Program Director. The student will be considered, provided adequate evidence that the conditions and/or factors that caused the prior poor performance have changed significantly, and there is reasonable expectation of satisfactory performance if permitted to resume studies.



Student Documentation Requirements

Student Document Requirements

Students must comply with applicable facility policies and procedures.

Students must comply with facility health requirements prior to beginning their clinical rotations. Health requirements vary between facilities, and change frequently. Each student must call the assigned facility to ensure that they provide all necessary information in a timely manner.

The student's responsibility is to provide the following information to the DCC prior to beginning the doctoral capstone experience, and whenever requested. Failure to submit these documents will result in immediate cancellation of the doctoral capstone, failure in the related course, and referral to the committee on student progress.

Health Information

Students are required to present evidence of recent (within last year) physical examination. Sample medical forms are available in the OTD Student Center.

Students are responsible for any costs involved in the physical and for obtaining copies of all records. The university is not responsible for providing this information to the facility.

Some facilities may require students to complete an additional physical examination and have certain immunizations following the facility's policies and procedures. Students are strongly encouraged to determine this by contacting the site mentor before the capstone experience begins to make arrangements to have any necessary examinations completed **before** beginning the rotation.

The purpose of the physical examination is protection of the public. Since student patient/client contact is no different than that of the employees, the facility's requirements must be met. In addition, for planning educational experiences, it is necessary that students reveal any medical or movement problems that need to be accommodated or monitored. Disciplinary action will be taken against students who fail to divulge information that places others or self at risk. **This physical exam and risk information is confidential.** The student's written consent must be obtained before the information can be released to any other parties. The physical exam may include the following information. The capstone student is responsible for communicating with the capstone site regarding any specific clearance requirements for the site:

1. History of serious prior illness, hospitalizations, surgery
2. History of work injuries
3. PPD skin test and chest X-ray if positive
4. Identification of limitations that would jeopardize accomplishing the clinical education goals, including lifting limitation, previous neck or back injuries, etc.
5. Current medications
6. Record of Hepatitis B immunization or letter declining vaccination.
7. Flu shot (during flu season).

The facility has the right to dismiss or refuse to accept a student for the capstone experience should they determine that information was withheld resulting in or may result in risk to self or patients. Copies of all records are to be maintained by the student and distributed by the student upon request by the academic institution or facility. NSU is not able to distribute student records.

Medical Insurance

All students are required to have a current health insurance policy, which must be shown to the Doctoral Capstone Mentor, if requested, on the first day of the capstone experience. Students must attest to this by completing and signing the Health Insurance Policy Form (Appendix J) at the start of OTD 8494: Doctoral Capstone Experience.

If emergency care is required, each student is personally responsible for all expenses that result from such care during clinical practice so a major medical health insurance policy is highly recommended.

Should a minor emergency occur, first aid should be administered as it would for an employee. Should there be a more serious accident; proper emergency action should be taken. The student is responsible for alerting the capstone mentor of any potential medical problems and action that may be necessary because of an existing condition.

Liability Insurance

Doctoral Capstone Mentor sites will receive a copy of the University's liability insurance policy coverage letter with the MOU/contract. If the capstone mentor has not received this copy and it is required please contact the DCC. Note: The agency providing NSU's liability insurance does not provide the university with a copy of the updated liability forms until July 1 of the year (one day after the old coverage expires). This is expected and occurs annually. Students on capstone experiences can request the form from the DCC.

CPR and Universal Precautions (HIV/AIDS) Training and OSHA

As part of their coursework, students receive training in CPR, Universal Precautions, OSHA and human trafficking recognition and prevention as required for health care workers in the State of Florida. Upon completion of each requirement, students are provided with a certificate good for two years.

Fingerprinting and Background Check

Immunization Policy

All NSU OTD students will comply with policies related to fingerprinting, background checks and immunizations in order to ensure that they meet standards for client care and OT practice at their mentoring site. If capstone experience sites require immunizations the student is responsible for providing this information to the facility.

The Student Affairs office is responsible for ensuring immunizations and background checks are completed prior to participation in a capstone experience with support of the course instructor as required by the capstone site.

Procedures

To ensure compliance with NSU obligations, and to ensure student safety, students must upload immunization information into EXXAT prior to the first Level I and must resubmit annually as needed prior to the applicable rotation or experience: (See background check and immunization policy for details.)

- Health Information
- Proof of immunizations
- Physician's physical examination
- Medical insurance
- Evidence of successful completion of required CPR training
- Evidence of HIV/AIDS education/ Bloodborne pathogens
- Background check
- HIPAA Training
- OSHA Training

Failure to submit the documents will result in cancellation or delay of the capstone experience placement. Students assume the responsibility for keeping the aforementioned records current, through the last 18 months of the program. For more details on student documentation, refer to the student documents section. Additional documentation may be required based on the specific capstone site requirements.

Students are responsible for maintaining their own records, which should be uploaded on to Exxat under required documents. Through Exxat, the student will have the ability to share his/her profile with the capstone site through an electronic link. Examples of documents to upload to Exxat: health insurance card, CPR card, immunization documents, background checks, and any other documents to share with the capstone site. The DCC will not send any of these uploaded documents to the site unless the site explicitly requires these documents to come directly from the university.

A student may be required to receive additional immunizations during their time as an OTD student. The reason is that specific agencies have specific requirements.

For example:

- Immunization #1: At entry into the OTD program, proof of immunization is required.
- Immunization #2: As Year Two Students, each Level I Fieldwork experience will have specific requirements for that facility. For example: One site may request a PPD within 3 months, while another facility requests a PPD within one year.
- Immunization #3: As year three students, each level II facility and/or capstone experience site will have specific requirements for that facility. For example: One site may require tetanus, while another facility may not.

Background Check Policy

Policy

All NSU OTD students will comply with policies related to background check in order to ensure that they meet standards for client care and OT practice. If capstone sites require additional background checks, it is the student's responsibility to obtain and submit the necessary background check information.

The Student Affairs office is responsible for ensuring these processes are adhered to, in conjunction with the OT Department.

Procedures

- Specific Student Affairs and Fieldwork/Capstone procedures are outlined in their respective policies.
- A student may be required to get multiple (up to 8) background checks during the time here as an OTD student. The reason is that specific agencies within the state of Florida do not currently have a system to share background check information.

For example:

- Background Check #1: Before entry into the OTD program, a background check is completed to ensure the student is eligible for licensure.
- Background Check #2: OT Interventions 2 (pediatrics) requires a DCF background check in order to participate in mandatory classroom assignments.
- Background checks #3-8: Each of the three Level I Fieldwork experiences and each of the 2 Level II Fieldwork experiences may require specific background checks.

Note: The stringency of the background check policy required at each facility ensures safety of the clients and populations served.

Confidentiality of Student Information

Student's records, including health information and evaluations are confidential as guaranteed by the Family Educational Rights and Privacy Act (FERPA). Information about the student's performance while in the clinic or the student's health records cannot be shared with 3rd parties outside the academic program without the student's written consent. Information regarding the rights of students can be found in the Dr. Pallavi Patel College of Health Care Science's Student Handbook. Facilities can obtain a copy by downloading a digital copy from the NSU OTD website. Each clinical site is encouraged to have a similar policy regarding the confidentiality of all student records.



Information for the Mentor

Information for the Mentor

Privileges for Mentor

Online Electronic Library

The Health Professions Division of Nova Southeastern University library sponsors a program to allow access to the **extensive online electronic library** to individuals who serve as the Clinical Coordinators, Fieldwork Educators, or Doctoral Capstone Mentors for a student. Individuals must have their own service provider in order to access the electronic library. An application must be completed and returned to the NSU OTD program in order to obtain access. Privileges are good for one year from the effective date (upon receipt of an email from the library granting the access).

Those interested in the access to the electronic library should contact the Fieldwork Support Coordinator at 813-574-5347 for an application.

Continuing Education Courses

The Occupational Therapy Program also offers a variety of **continuing education courses** throughout the year and discounts are given to Fieldwork Educators and Capstone Mentors. These discounts are only for a course offered by the Occupational Therapy program. The program cannot discount courses offered by other divisions within the university. Information on upcoming courses is sent to facilities on a periodic basis. If facilities have specific topics of interest please forward this information to the NSU OTD program through the **Doctoral Capstone Coordinator, (813) 574-5358, ckane1@nova.edu**.

Professional Development Units

At the end of the the capstone experience, each mentor will receive a certificate of appreciation from the University. NBCOT recognizes the mentoring process provided to students as the fulfillment of OT professional development, and the aforementioned certificate complies with the NBCOT format. The certificate of appreciation serves as a record for the Mentor which provides **12 Professional Development Units for the doctoral capstone** (PDUs can be split between multiple mentors). State continuing education rules vary and capstone mentors should check their state licensure guidelines for information on requirements.

ACOTE Guidelines for Student Supervision

Nova Southeastern University Guidelines

The Department of Occupational Therapy at Nova Southeastern University complies with ACOTE standards for the doctoral experiential component (doctoral capstone) and the OTD curriculum.

Role of the Mentor (Content Expert)

The mentor is an invaluable contributor to the NSU OTD education process. Guidance provided by the primary/site mentor includes, but is not limited to:

- Ensure protection of consumers and opportunities for appropriate role modeling of site-specific objectives. Initially, students may require more guidance in site processes and policy adherence, then guidance should be able to be reduced as the student acclimates and is able to work more independently. Factors that may impact mentor guidance include the capstone setting, the complexity of the site, and the ability of the student.
- Instruction and feedback in the doctoral focus area and/or the use of client evaluation, service intervention, treatment planning, discharge planning and documentation for their site where applicable.
- Exploration of and guidance in professional judgment and ethical issues.
- Feedback and evaluation of student performance. The capstone mentor is responsible for spending sufficient time with the student to determine his/her competency and to attest to the learning activities the student participates in on a weekly basis. This includes signing the 16-week log on a weekly basis which serves as the record of learning activities, hour spent in capstone, goals addressed and any reflections or barriers documented by the student. See Appendix K for the 16-week log
- Completion of a mid-term and final evaluation of the doctoral capstone student(s). See Appendix I for the evaluation format.

Multiple Mentors

Although many models of student supervision can be successful, the OTD program recommends that a student have no more than two site mentors for a capstone experience. The number of mentors can be determined by striking a balance that considers the mentors' schedules and the demands of student supervision and assuring a quality learning experience. If there is more than one mentor, good communication between them is strongly recommended. All mentors contribute to feedback and evaluation. Each mentor can do their own student evaluation form and submit it to NSU; or the mentors can collaborate on one evaluation form. If the capstone mentor is not an OT, there must be an OT mentor identified by the student as part of the capstone team.

Non-Occupational Therapy Professionals as Mentors (Content Experts)

During a doctoral capstone experience many professionals on staff can act as mentors. OTAs, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, recreation therapist, art therapist, etc., should be familiar with their site and the profession of OT. ACOTE does not require a capstone experience mentor to be an OT, however the site mentor must possess expertise consistent with the student's area of focus and demonstrate this expertise by providing a resume or CV. It can be very beneficial for a student to spend time with other professionals to gain a better understanding of their role and how the OTR interacts, interfaces and collaborates with them. If an OTA supervises a student for instruction on documentation, appropriate

evaluations (i.e. ADL), and treatment techniques, the OTR primary supervisor should follow-up with interpretation of evaluations, treatment planning, rationale and problem solving. In cases where an OT does not serve as the primary mentor, the student and DCC must identify an OT mentor to be a member of the student's capstone team.

Supervising of a Group of Students

It is quite common to have multiple students at one capstone site. When one supervisor is mentoring a group of students, there is an even greater need for advance planning and organization to make it an optimum learning experience that includes individualized learning objectives and learning strategies. It is most effective and efficient to form teams of students, who can work with patients/clients in a co-treatment/group setting, engage in initial reflection, feedback and provide support to each other. Supervising multiple students provides an opportunity for peer evaluation in a non-competitive, collaborative environment. This is made possible by structuring student meetings to allow for discussion of capstone programming/interventions related to the students capstone goals. Summaries of these meetings are shared with the mentor so that further discussion and processing can occur with the student group.

Provision of a Student Orientation at the facility

A formal, structured orientation to the facility and department as early as possible in the capstone experience relieves many student concerns and often forestalls potential problems that are a result of "no one told me" or "I don't know."

Time needed for orientation is primarily dependent on the size of the capstone site and the student's prior experience in that type of setting. Orientation to capstone mentoring sites will vary based on the focus area and the goals the student and mentor have developed. Examples of typical orientation topics may include the following topics but some may not apply based on the capstone setting:

1. Introduction to key personnel, chain of command
2. Tour of the site
3. Location of equipment and supplies
4. Desk space, office supplies, library and other resources
5. Introduction to documentation, the medical record, filing procedure
6. Introduction to patient/client scheduling
7. Introduction to billing
8. Observation of client interactions and care
9. Emergency procedures, evacuation routes, safety rules
10. Calendar of events for department
11. Student objectives for passing at the facility and a timetable to meet these objectives
12. Review of confidentiality and patient/employee/student rights policies
13. Review of student credentials
14. Hours of operation
15. Discussion of the student's strengths, weaknesses and goals

16. Discuss HIPAA guidelines as they apply to the facility
17. Review of agreed upon capstone goals and experience plan to ensure shared understanding between the mentor and student.

It is strongly recommended for each facility to have a departmental Clinical Education Manual or have students review appropriate sections of the Department's Policy and Procedure Manual that relate to the capstone students experience. Having students preview this document as they begin the capstone experience can help the orientation process. The student develops a feel for the organization and feels better prepared. Many times, orientation information can be extracted from the departmental policies and procedures. The following are suggestions of items that can be included in a clinical education manual or policy/procedure manual:

1. Statement of patients'/clients rights
2. Release of information/confidentiality
3. Photographic permission
4. Clinical research policy
5. Procedures for reporting illegal, unethical, and incompetent practice.
6. Affirmative action, equal opportunity statement
7. Departmental philosophy and objectives
8. Organizational chart
9. Criteria for selection of Doctoral Capstone Mentor
10. Staff development program
11. Peer/utilization/quality review program
12. Consumer satisfaction program
13. Support services available to students-parking, meals, library, lockers, info on the area, etc.
14. Geographic safety rules
15. Safety rules and occurrence reporting
16. Samples of documentation forms
17. Job descriptions
18. Objectives of clinical education program

Recommended Content for a Doctoral Capstone Manual

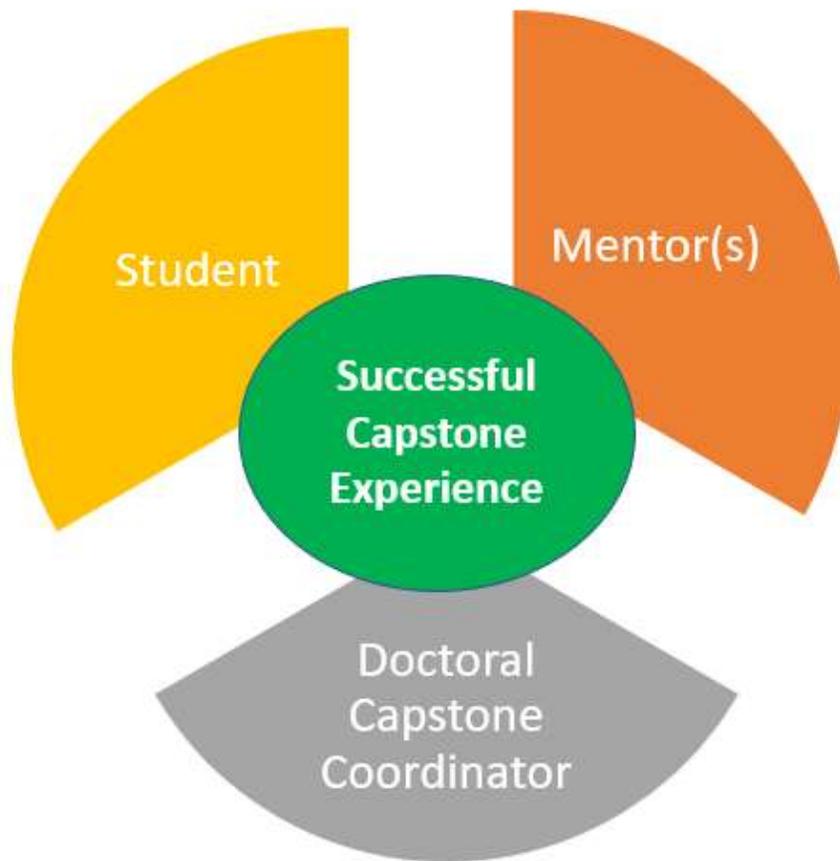
1. Orientation Outline
2. Assignments: The facility does not need to give the students didactic type assignments. The purpose of the doctoral capstone experience within a curriculum is to allow the student to develop skills with mentorship. The capstone experience is integral to all occupational therapy doctoral program education as a type of apprenticeship versus another location to do "book work".
3. Safety Procedures/Codes
4. Week-by-Week Schedule of Responsibilities
5. Patient Confidentiality Information (Patient Rights)
6. Guidelines for Documentation (based on the site and setting of the mentor organization):
 - a. Completed samples of all forms
 - b. Acceptable medical abbreviations

- c. Discharge plan
- d. Billing
- e. Dictation Directions, if applicable

Additional information that can gradually be added to the student manual

1. Organizational Chart of the Capstone Experience Setting
2. History of the Capstone Experience Setting
3. Department Information as appropriate for the mentoring site
 - a. Policy and procedures
 - b. Mission statement
 - c. Organizational chart
 - d. Essential job functions
 - e. Dress code
 - f. Essential Job Functions
 - g. General goals and objectives
 - h. Specific goals and objectives
 - i. Assignments
 - j. Forms and evaluation to be used by the student
 - k. Supervisory meeting schedule
 - l. Capstone Experience calendar: dates of beginning and end of experience, field trips, in-services, observations, assignment due dates, etc.
 - m. Absentee Policy
 - n. Documentation form for student supervisory meetings
 - o. Guidelines for students supervising assistants, aides, or volunteers
4. Regularly Scheduled Meetings:
 - a. Dates\times
 - b. Purpose of meeting
5. Special Client Related Groups\Programs
 - a. Purpose
 - b. Referral system
 - c. Operation
 - d. Transport
6. Client Confidentiality Information (*Patient Rights*)
7. Guidelines for Documentation
8. Responsibilities of:
 - a. Capstone Mentor
 - b. Capstone Student
9. Performance Evaluation Procedure and guidelines used in the evaluation of
 - a. Doctoral Student
 - b. Doctoral Capstone Mentor
 - c. Capstone Experience
10. The Mentor Site
 - a. General Information
 - 1) Philosophy and mission of facility

- 2) Staff Roster
 - 3) Description of facilities and programs
 - 4) Departmental emergency procedures
 - 5) Location of forms and equipment
 - 6) Procedure for using agency telephone system and taking messages
 - 7) Emergency procedures
 - 8) Location of departmental policy manual
11. Resources
 - a. Libraries
 - b. Audiovisuals
 - c. Personnel
 12. Community Agencies
 - a. Patient/Client Care
 - b. Evaluation and treatment procedures and forms used in the department
 - c. Theoretical base for treatment documentation guidelines
 - d. Billing procedures
 - e. Q, CARF, JACHO procedures
 - f. Description of clientele served
 13. Recommended Readings
 - a. The Clinical Program
 - b. Student Evaluation
 - b. Pretest/Posttest of student knowledge
 - c. Learning style inventory
 - d. Learning contract
 - e. Procedures and guidelines used in the evaluation of student, fieldwork supervisor and fieldwork experience.



Capstone Team Communication

COMMUNICATION

Communication between the Student, Mentor, and Academic Faculty

During the doctoral capstone experience the DCC will contact the mentor at various times prior to and throughout the implementation phase of the capstone. The mentor should feel free to contact the DCC at any time. Minimally the DCC, student and capstone mentor will meet together at the mid-point of the experience to review progress on goals and implementation of the capstone project.

In addition, students are required to communicate with the DCC via Canvas course messaging, which provides feedback and support from the faculty. At the mid-term and end of the doctoral capstone experience the completed and signed evaluation forms should be uploaded into the Canvas course shell following review and signing by the capstone mentor and student.

Documentation of Communication

When issues arise, academic faculty must document necessary communication with students, mentors and course instructor. This information is kept confidential, and is kept in the student's departmental file. This document should include names of persons involved in the conversation, who initiated the call, content of the conversation, action plan and follow up.

Communication with the Capstone Experience Sites

All communication with the capstone site is to be between the student, capstone mentor, faculty/OT mentor (as needed) and DCC of the academic program. Other individuals (such as family members, friends, etc.) may not contact the clinical sites at any time.

Contact Information for Doctoral Capstone Experience

Christina Kane EdD, MS, OTR/L
Assistant Professor & Doctoral Capstone
Coordinator
ckane1@nova.edu
Office: 813-574-5358
Cell: 813-606-1070

Nova Southeastern University
Health Professions Division
Dr. Pallavi Patel College of Health Care
Sciences
Department of Occupational Therapy
3400 Gulf to Bay Blvd.
Clearwater, FL 33759



Glossary of Clinical Education Terms

AOTA has specified terms related to clinical education as follows:

ACOTE: Accreditation Council for Occupational Therapy Education (ACOTE).

AOTA is proud of its 85-year history of accrediting occupational therapy educational programs. AOTA's current accrediting body, the Accreditation Council for Occupational Therapy Education (ACOTE®), accredits over 500 occupational therapy and occupational therapy assistant educational programs, including applicant and candidate programs, and excluding over 70 converted or in process OTD programs. For details on specific accreditation standards go to: <https://www.aota.org/Education-Careers/Accreditation/StandardsReview.aspx>

OTPF: *Occupational Therapy Practice Framework: Domain and Process, 4th Edition (Framework–IV)*

OTPF IV is an official document of the American Occupational Therapy Association (AOTA). Intended for internal and external audiences, it presents a summary of interrelated constructs that define and guide occupational therapy¹ practice. The *Framework* was developed to articulate occupational therapy's contribution to promoting the health and participation of people, organizations, and populations through engagement in occupation. It is not a taxonomy, theory, or model of occupational therapy and therefore must be used in conjunction with the knowledge and evidence relevant to occupation and occupational therapy.

Note: This document is 87 pages long. All Capstone Experience Mentors can access this document through the library access provided as a privilege for supervising students.



APPENDICES

APPENDIX A: Doctoral Capstone Educational Objectives

(Based on the 2023 ACOTE Standards for Doctoral Degree Level Education Program for the Occupational Therapist)

To qualify for OTD 8494: Doctoral Capstone, the student must successfully complete all courses, doctoral capstone seminars, doctoral capstone project preparation, level II fieldwork experiences, and competency requirements. OTD 8494 is the course that satisfies the ACOTE standard on the doctoral project and experiential component, referred to as the doctoral capstone experience in the NSU OTD curriculum. 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

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

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

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

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

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

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

The agreement must be signed by all parties.

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

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

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

The doctoral capstone shall be an integral part of the program's curriculum design and shall include an in-depth experience in one or more of the following focus areas:

- Clinical Skills
- Research Skills
- Administration
- Leadership
- Program Development and Evaluation
- Policy Development
- Advocacy
- Education

Appendix B:

Doctoral Capstone Seminar

Assignment 1: AOTA Keynote Address-Developing Capstone Ideas

Due Winter Year 1

During an AOTA 2019 keynote address presented by the Vice President of AOTA Ms. Debra Young, she discusses the roles Occupational Therapists play as professionals as well as identifying gaps in our communities for different populations of people.

AOTA Vision 2025: A Powerful Past is Key to A Bold Future

The roles and gaps identified by Ms. Young may help assist you in identifying potential doctoral capstone projects and experiences.

After listening to the keynote address by AOTA Vice President Debra Young, identify and discuss three potential capstone ideas you noted based on her presentation of the AOTA Vision 2025.

The link to the you tube video is here...

<https://youtu.be/X57QtIPcU-M>

Please submit a word document using APA 7th edition formatting, which provides a synopsis of Ms. Young's presentation as well as three potential capstone ideas you heard during her presentation. For each idea include the following...

1. The focus area the capstone would encompass.
2. The population and setting the capstone would include.
3. The project idea you could develop based on the presentation.

Submit an APA 7th edition formatted word document to the assignment drop box.

APPENDIX C:

Doctoral Capstone Seminar

Assignment 2: Developing Capstone Project & Experience Ideas

Due Winter Year 1

Describe your current area(s) of clinical/professional interest:

List 5 general professional career goals you would like to achieve during your Doctoral Capstone and which focus area(s) you believe it falls under (Clinical Skills/Research Skills/Administration/Program Development & Evaluation/Policy Development/Advocacy/Education/Leadership) :

- 1.
- 2.
- 3.
- 4.
- 5.

Choose 3 of the career goals listed above and formulate a general idea for a capstone project for each.

- 1.
- 2.
- 3.

APPENDIX D :

Doctoral Capstone Seminar

Assignment 3: Developing a Capstone PICO Question & Annotated Bibliography

Summer Year 2

Using a PICO framework, develop a searchable question related to your capstone idea. Consider the population and setting you are interested in working with for your capstone. You may use your NSU access to Microsoft 365 to access Copilot as an AI support to develop the searchable question and assist with identifying articles to begin the early stages of your literature search. The NSU librarian is also an excellent source to assist you in identifying your key words to assist your search in appropriate databases for your review of articles.

Identify 5 articles, less than 5 years old, that relate to your current capstone idea using the resources noted above. Create an annotated bibliography format in APA 7th edition to review the 5 articles. The header of your annotated bibliography should include your name, date, your capstone PICO question and your key search terms.

APPENDIX E :

Doctoral Capstone Seminar

Assignment 4: Refinement of PICO Question & Start of Capstone Literature Review

Fall Year 2

Complete the following assignment using APA 7th edition formatting. This will serve as the start to the literature review portion of your draft capstone project plan.

Using the PICO question from your previously submitted assignment or a refined searchable question, begin the literature review on your topic including the headings noted below as the start to your capstone paper. You will need to increase the number of articles used to write the beginning of your literature review on your capstone idea from 5 to 10 for this assignment.

Introduction that includes your chosen population, setting and proposed capstone project idea for your capstone. You should also include the PICO/searchable question you utilized and identify at least 3 databases you used to find your 10 articles.

Literature review should use scholarly writing and include references to the 10 articles you chose that relate to your searchable question and idea for a capstone project. Your literature review should provide the reader with the “current state” of your capstone topic and begin to identify gaps or needs of the population you plan to serve with your capstone project. The articles should support the need for the completion of your proposed capstone project.

Please attach your annotated bibliography as an appendix to your paper. This should include all 10 articles referenced for the completion of this paper.

*Recommend using librarian as a resource to assist with identification of database and best search methods for your question.

**Working with the NSU Writing Center on your paper is REQUIRED!

APPENDIX F :

Doctoral Capstone Seminar

Assignment 5: Draft Capstone Project Plan

Winter Year 2

Submission of a draft project plan during this term will allow for feedback from your instructors in preparation for the final submission in the fall year 3 course OTD 8392 Doctoral Capstone and Certification.

The required components of your final draft project plan are found below and must follow APA 7th edition formatting.

Introduction to Capstone Idea-a short overview of your idea for capstone. Include your proposed focus area(s), setting and population served.

Literature Review of Capstone Topic-your literature review should include 15 articles no more than 5 years old, providing background information on your capstone topic and leading to the needs assessment.

Needs Assessment-based on your literature review, what occupation-based need will your proposed project and experience meet for the client, community and/or organization identified through your literature review. (*Consider why it is important that this project be completed*) Utilize published data to assist in identifying the gap or need for your capstone project.

Capstone Goals-identify a minimum of 3 goals you plan to achieve during your capstone experience.

APPENDIX G : Doctoral Capstone Mentor Agreement Form

Student's Name:	Site Name:
Student's E-mail Address:	Site Address:
Phone	Site Phone Number:
Focus Area of the Capstone	
Mentor's Name & Credentials	
Mentor's E-mail Address	
Mentor's Phone	
Faculty/OT Mentor (as needed) Name & Credentials	Faculty/OT Mentor E-mail Address

Purpose Statement:
Measurable goals for the student's learning experience during their doctoral capstone:
1. <div style="border: 1px solid black; height: 30px; width: 90%; margin-left: 5px;"></div>
2. <div style="border: 1px solid black; height: 30px; width: 90%; margin-left: 5px;"></div>
3. <div style="border: 1px solid black; height: 30px; width: 90%; margin-left: 5px;"></div>

I, __ (mentor name) _____, agree to provide OTD student _____, with mentorship within my specialized area of experience and will assist them in achieving our mutually agreed upon doctoral capstone goals and objectives.

Mentor's Signature

Date

Faculty/OT Mentor Signature (as needed)

Date

APPENDIX H:

Doctoral Capstone Mentor Confirmation Form

(completed by student and signed by mentor 3-5 weeks before capstone start date)

Student's Name:	Site Name:
Student's E-mail Address:	Site Address:
Student's Phone:	Site Phone:
Focus Area of the Experience	
Mentor's Name & Credentials	
Mentor's E-mail Address	
Mentor's Phone	

I confirm the placement of the student named above for a doctoral capstone experience.

Site Mentor Signature: _____ Date Signed: _____

Printed Name: _____

Contact information for the NSU Tampa Bay Regional Campus Capstone Coordinator:

Christina Kane, EdD, MS, OTR/L
Doctoral Capstone Coordinator & Assistant Professor
E-mail: ckane1@nova.edu
Office: 813-574-5358
Cell: 813-606-1070

APPENDIX I:

Doctoral Capstone Experience Evaluation Form

Midterm and Final

Student Name: _____ Mentor Name: _____

Please indicate the focus area(s) for the capstone experience.

Administration		Education		Research	
Advanced Clinical Skills		Leadership		Theory Development	
Advocacy		Program/Policy Development		Other, (please describe)	

This evaluation form should be used by the capstone mentor to evaluate a doctoral student's performance at mid-term (approximately week 8) and during the final evaluation period (week 16). Please respond to all items below by placing a check in the box that best describes the mentor's assessment of the student's level of performance in each area.

Please use this scale to rate the student's performance:

Strongly Agree (SA) Agree (A) Disagree (DA) Strongly Disagree (SD) Not Applicable (NA)

Please add clarifying statements and/or examples in the comment/suggestion column as it relates to the specific statement of performance. Additionally, general comments or suggestions can be added at the end of the evaluation form.

The mid-term evaluation should be returned to the doctoral capstone coordinator no later than week 10 and the final evaluation should be returned immediately following the end of the capstone experience. Evaluations should be returned by email to Christina Kane (ckane1@nova.edu).

	MIDTERM					FINAL					Comments/Suggestions
	SA	A	DA	SD	N/A	SA	A	DA	SD	N/A	
Statements About Student's Level of Performance											
1. Demonstrates effective communication skills and works inter-professionally with those who receive and provide services.											

<p>2. Demonstrates positive interpersonal skills and insight into professional behaviors to accurately appraise professional disposition, strengths, and areas for improvement.</p>															
<p>3. Demonstrates the ability to practice educative roles for clients, peers, students, interprofessional personnel, and others.</p>															
<p>4. Develops essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.</p>															
<p>5. Applies a critical foundation of evidence-based professional knowledge, skills, and attitudes in working with the population served by capstone site.</p>															
<p>6. Applies principles and constructs of ethics to individual, institutional, and societal issues, and articulated justifiable resolutions to these issues and acted in an ethical manner.</p>															

<p>7. Performs tasks in a safe and ethical manner and demonstrated adherence to the mentor site’s policies and procedures, including those related to human subject research, when relevant.</p>																			
<p>8. Demonstrates competence in following program methods, quality improvement, and/or research procedures utilized at the site.</p>																			
<p>9. Learns, practices, and applies knowledge, from the classroom and clinical education practice settings completed prior to this capstone experience.</p>																			
<p>10. Relates theory to practice and demonstrates synthesis of advanced knowledge in a specialized practice area through completion of a doctoral capstone experience and final capstone project.</p>																			
<p>Student is progressing towards achievement of their specific capstone goals as stated and agreed to by mentor. (MID-TERM ONLY)</p>																			
<p>Acquired in-depth experience in doctoral capstone experience identified focus area. (FINAL ONLY)</p>																			

Student has achieved all agreed upon capstone goals during the capstone experience. (FINAL ONLY)																		
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Mid-Term Review: General Comments/Suggestions to Capstone Student

Overall Rating Midterm Review:

- Satisfactory Performance
- Unsatisfactory Performance

Signature of Mentor: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

Final Review: General Comments/Suggestions to Capstone Student

Overall Rating Final Review:

- Exemplary Performance
- Satisfactory Performance
- Unsatisfactory Performance

Final Review:

Signature of Mentor: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

APPENDIX J:
Health Insurance Policy Form

Health Insurance is required. Students must maintain a valid health insurance policy throughout the course of study in the occupational therapy program. Failure to maintain a valid insurance policy will result in removal from fieldwork experience(s) until proof of compliance is provided. At the outset, and throughout all fieldwork experience(s), the student may be required to show proof of a valid health insurance policy.

Any costs incurred through illness and/or a hospitalization during attendance in the Occupational Therapy Program and related fieldwork experience(s) is the student's sole responsibility. Nova Southeastern University Inc., is not responsible for any costs incurred through illness and/or a hospitalization during attendance in the Occupational Therapy Program and related fieldwork experience(s)

I have read, understand and agree to comply with the health insurance policy of Nova Southeastern University.

Student name printed: _____

Student signature: _____

APPENDIX K:

OTD 16-Week Capstone Experience Plan, Log & Journal

Occupational Therapy Doctoral Capstone Student: _____

Doctoral Capstone Mentor & Site: _____

OT Capstone Mentor (as required): _____

Instructions:

1. Complete the top section of the form including student, mentor(s), and site name.
2. Complete the table below including the agreed upon goals for the capstone experience.
3. Enter information in appropriate columns of the weekly log, including the date and signature of your Mentor at the end of each week.
4. Include a reflection and challenges statement for each 2-week period (see assignment details in course shell).
5. Save a copy before submitting on due date.
6. Use the saved copy for entering the log and journal entries for future following weeks.
7. A cumulative log/journal should be uploaded to the Canvas shell every other week throughout the experience.

	Capstone Experience Goals (note AT LEAST 3):
1.	
2.	
3.	
4.	
5.	

Dates	Weekly Activity Description	Related Goal	# Hours	Mentor Signature & Date
-------	-----------------------------	--------------	---------	-------------------------

Week 1 (insert dates here)				
Week 2 (insert dates here)				
Reflections/ Challenges				
Week 3				
Week 4				
Reflections/ Challenges				
Week 5				
Week 6				
Reflections/ Challenges				
Week 7				
Week 8				
Reflections/ Challenges				
Week 9				
Week 10				
Reflections/ Challenges				
Week 11				
Week 12				
Reflections/ Challenges				
Week 13				

Week 14				
Reflections/ Challenges				
Week 15				
Week 16				
Total Hours Accumulated in Capstone Experience				

Mentor Signature of 16-week plan: _____

APPENDIX L:
Verification of Receiving/Reviewing Doctoral Capstone Manual
with
Doctoral Capstone Policies and Procedures

My signature below indicates I read, understood, have had the opportunity to ask questions regarding the information in the doctoral capstone manual. I also understand the information included in this manual are subject to change based on standard and/or program modifications. My signature indicates I will adhere to the OTD program's doctoral capstone policies and procedures.

Printed Name: _____ Date: _____

Signature: _____

APPENDIX M: Memorandum of Understanding

Memorandum of Understanding for Doctoral Capstone Experience

Contact Information

Student's Name:	Mentor's Name, Credentials & Title:
E-mail:	Address:
Phone:	Phone:
	E-mail
Name of Facility:	
Facility Address:	
Doctoral Capstone Coordinator Christina Kane EdD, MS, OTR/L Assistant Professor	
Address: 3400 Gulf to Bay Blvd., Clearwater, FL 33759	
Phone: Office: 813-574-5358; Cell: 716-574-9963	
E-mail ckane1@nova.edu	

Approvals

Student's Name	Student's Signature	Date
Name of Site Mentor	Mentors Signature	Date
OT Mentor's Name (as needed)	Mentors Signature (as needed)	Date

Methods to evaluate student progress

Students will be evaluated by their mentor at mid-term and following completion of the capstone experience on the following objectives:

- #1: Student will demonstrate effective communication skills and work inter-professionally with those who receive and provide care.
- #2: Student will demonstrate positive interpersonal skills and insight into one's professional behaviors to accurately appraise one's professional disposition, strengths, and areas for improvement.
- # 3: Student will demonstrate the ability to practice educative roles for clients, peers, students, interprofessional personnel, and others.
- # 4: Student will develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.
- # 5: Student will apply a critical foundation of evidence-based professional knowledge, skills, and attitudes.
- # 6: Student will apply principles and constructs of ethics to individual, institutional, and societal issues, articulate justifiable resolutions to these issues and act in an ethical manner.
- # 7: Student will perform tasks in a safe and ethical manner and adhere to the site's applicable policies and procedures, including those related to human subject research (subject to all approvals required by the Institutional Review Board), when relevant.
- # 8: Student will demonstrate competence in following program methods, quality improvement, and/or research procedures utilized at the site.
- # 9: Student will 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 NSU Faculty Mentor.
- # 10: Student will relate theory to practice and demonstrate synthesis of advanced knowledge in a specialized practice area through completion of a doctoral capstone 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. Both the student and Site Mentor agree that if any PHI is accessed during the experience that is not aggregated or de-identified, HIPAA will apply and both parties must comply with HIPAA regarding the access, use and disclosure of such PHI.

STUDENTS WILL ALSO HAVE 3-5 GOALS & OBJECTIVES SPECIFIC TO THEIR CAPSTONE EXPERIENCE THAT ARE AGREED UPON BETWEEN THE STUDENT AND SITE MENTOR

PRIOR TO START OF THE CAPSTONE EXPERIENCE. ALL GOALS & OBJECTIVES ARE SUBJECT TO THE APPROVAL OF THE DOCTORAL CAPSTONE COORDINATOR (DCC).

Site Mentor (Content Expert) Credentials

- The Site Mentor will submit their resume or curriculum vitae reflecting mentor credentials in focus area to the capstone student prior to start of the experience.

Site Mentor (Content Expert) Responsibilities

- Provide supervision and mentorship to doctoral OT student in their capstone area of focus.
- Orient the student to the applicable rules, regulations, procedures, and policies of the capstone site.
- Weekly validation and sign off on a log and journal.
- Completion of a mid-term and final assessment of the OTD student, using forms or a web-based program provided by the DCC.
- Communicate with the DCC regarding any concerns impacting the ability of the OTD student to achieve a successful capstone experience.
- Maintain in strict confidence and compliance with applicable laws the confidentiality of any student educational information provided to or obtained by the Site Mentor.

Student Responsibilities

- Complete weekly logs to track activities and progression towards achievement of all learning objectives with bi-monthly submission of log to DCC.
- Communicate with NSU DCC through weekly logs and direct communication as needed to insure a successful capstone experience.
- Complete assignments posted and provide timely responses to communications via the OTD 8494 Canvas course during the capstone experience dates.
- Complete an evaluation of the Site Mentor at the completion of the capstone experience.

Doctoral Capstone Coordinator ("DCC") Responsibilities

- Be available by email, telephone, video conference, and/or in-person to both the

student and the Site Mentor to insure a positive and mutually beneficial capstone experience.

- Contact the Site Mentor and student at least once during the experience and more frequently as needed.
- Review submitted weekly logs on a regular basis to ensure continual student progress towards achieving stated goals and objectives.
- Review Site Mentor mid-term evaluations and final evaluations of capstone student as well as student assessment of mentor.
- Serve as a liaison between the University and capstone experience site and Site Mentor.

OT Mentor Responsibilities

- Available as needed to assist as an OT content expert.
- Be available by email, video conference, or telephone to the student and/or the Site Mentor to ensure integration of occupational therapy context and learning throughout the capstone experience.

APPENDIX N:

**Capstone Progression Table
NSU-Tampa Bay Regional Campus
Doctor of Occupational Therapy Program**

Year	Summer	Fall	Winter	1:1 Capstone Advisement Meetings
1	OTD 8101: Introduction to Didactic, Clinical and Research Experiences	Fieldwork & Doctoral Capstone Seminars (5)	Doctoral Capstone Seminars (5)	As requested by student
2	Doctoral Capstone Seminars (4)	Doctoral Capstone Seminars (5)	Doctoral Capstone Seminars (5)	X
3	Level II A FW	OTD 8392: Certification & Capstone	Level II B FW	X
4	OTD 8494: Capstone Experience			

Appendix O:

Early Capstone Start Request Form

Please complete the attached information below and submit this form to the DCC prior to the start of the winter term in year three of the OTD program. Your request will be considered, and the decision will be shared with the student within 2 weeks of submission.

Student Name:

Mentor Name:

Mentor Site:

Proposed Early Start Date:

Justification for Early Start:

Student Signature:

Mentor Signature:

DCC Decision: Approve

Deny

DCC Signature:

NSU

Florida

Tampa Bay
Regional Campus
**NOVA SOUTHEASTERN
UNIVERSITY**

Health Professions Division * College of Health Care Sciences
Department of Occupational Therapy *Tampa Bay Regional Campus

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