



West Virginia University
School of Medicine
Division of Occupational Therapy
Doctoral Capstone Handbook

Welcome to the West Virginia University Division of Occupational Therapy Entry-Level Doctorate Program. We thank you and appreciate the time and talents that you are sharing with our students in their professional development. It is your efforts and guidance in the capstone process that facilitate the transition from students to clinicians.

This manual was developed as a reference tool for students and site supervisors from the Occupational Therapy Doctorate program at West Virginia University. These policies and procedures have been developed in accordance with ACOTE Standards.

If questions arise after reading this manual, please consult the Doctoral Capstone Coordinator, Assistant Director of Clinical Education, or OTD Program Director.

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1. WVU Entry Level OTD Program Doctoral Capstone Overview (ACOTE D.1.0)

The occupational therapy doctoral capstone consists of two parts: the [doctoral capstone experience](#) and the [doctoral capstone project](#). The WVU OTD curriculum design encourages a process of building knowledge through guided experiences and exploration, which is reflected throughout the capstone. The doctoral capstone experience and project are intended to provide the students “in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education and theory development” (ACOTE D.1.0).

2. Doctoral Capstone Description (ACOTE D.1.1 & D.1.2)

The occupational therapy doctoral capstone consists of two parts: the [doctoral capstone experience](#) and the [doctoral capstone project](#). Both are designed through a collaboration with the faculty and student. The Doctoral Capstone Coordinator (DCC) ensures that the settings utilized are consistent with the WVU curriculum design, including individualized specific objectives, and plans for supervision.

2.1 Doctoral Capstone Experience

All WVU OTD students will be required to complete a full-time, in-depth exposure in a concentrated area that may include on-site and off-site activities that meet developed goals/objectives of the doctoral capstone. The experience may include learning activities/methods such as: observing/shadowing, evaluating/intervening, interviewing consumers/expert, mentored readings, attending professional/governmental meetings, or the research process (recruitment of subjects, data collection, analysis). The majority of the experience must take place in a mentored practice setting/organization.

2.2 Capstone Experiential Length & Full-Time Policy (ACOTE D.1.5)

It is the policy of the WVU Division of Occupational Therapy that the length of the doctoral capstone experience be a minimum of 14 weeks (560 hours). This may NOT be completed on a part-time basis. No more than 20% (112 hours) of the 560 hours can be completed off-site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off-site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.

2.3 Doctoral Capstone Project (ACOTE D.1.8)

All WVU OTD students will be required to complete a project that demonstrates the student’s ability to relate theory to practice and to synthesize in-depth knowledge in 1 or more areas of focus that relate to the capstone experience. Projects are developed in collaboration with the DCC, faculty mentor, site mentor, and student.

2.4 Dissemination of the Capstone Project (ACOTE D.1.8)

All WVU OTD Students will maintain an electronic professional capstone portfolio. This illustrates the student's development of in-depth knowledge and documents the design and execution of the student's contributions to the agency/site. Assignments will be reviewed throughout the Doctoral Capstone Experience by the DCC, faculty mentor, and site mentor to ensure that the student is making adequate progress toward successful achievement of their learning objectives and student outcomes.

Following the successful completion of the doctoral capstone experience, all OTD students will be required to return to campus for verbal dissemination of their findings during week 15 of the Spring Year 3 Semester. Capstone Dissemination will be scheduled on campus and is open to the public.

Capstone Project will be scored by the OTD Faculty and graded based on the following:

- Formative and summative assessment of students' site-specific project/program objectives and the students' progress in attaining their individualized objectives will be completed by the site mentor at midterm and final.
- Demonstrates synthesis of in-depth knowledge in the focused area of study during a verbal presentation on campus.
 - Students will be required to present a 15-minute presentation
 - Students should prepare appropriate visual aids for the presentation, including but not limited to: PowerPoint presentations, handouts, posters, etc.
- Review of electronic portfolio

3. Timeline Overview (ACOTE D.1.1)

The Doctoral Experiential and Capstone Project is positioned at the end of the curriculum to reflect its purpose to develop in-depth knowledge. Once students have demonstrated achievement of basic knowledge through successful completion of the academic portion of the curriculum and entry-level competence through completion of the clinical portion of the curriculum, they are best positioned to develop in-depth and specialized knowledge in an area of OT practice of their choice guided by faculty, the DCC, and the threads of the WVU OTD curriculum.

| Year | Semester | Capstone Courses & Overview | |
|------|----------|--|--|
| 1 | Summer | Students are developing knowledge in basic philosophies, theories, tenets, and practices of Occupational Therapy | |
| 1 | Fall | | |
| 1 | Spring | | |
| 2 | Summer | | |
| 2 | Fall | | |
| 2 | Spring | OTH 788 | Focusing interest, developing Capstone plan identifying sites, securing contracts and confirmations. |
| 3 | Summer | Repeat OTH 788 if needed | |
| 3 | Fall | OTH 789 | Finalizing plans, finalizing project and objectives. |
| 3 | Spring | OTH 809 & OTH 810 | Complete Experiential and Capstone project |

3.1 Year 1 – Foundations of Occupational Therapy

To develop in-depth knowledge in an area of interest, the student must first have an understanding and appreciation for the breadth and depth of Occupational Therapy Practice. As such, OTD students spend the first year of the program addressing the basic philosophies, theories, tenets, and practices of Occupational Therapy. Students expand their understanding of how basic sciences enhance and apply to practice. They learn the foundations of clinical reasoning and the basics of evaluation, assessment, and intervention. They also develop insight into the scope and domain of occupational therapy and acquaint themselves with the three levels of clients we serve: individuals, groups, and populations.

3.2 Year 2 – Doctoral Capstone Preparation

As the OTD student progresses through their second year, they identify their area of interest through the process of mentorship with their faculty advisor and faculty mentor. In the Spring Year 2 semester, they begin the formal capstone process through enrollment in OTH 788, Doctoral Planning 1. At the conclusion of OTH 788, students will complete OTD Capstone Experience & Project Plan Step 1 Assignment. This assignment is designed to have students create individualized learning objectives, strategies to achieve each learning objective, proposed timelines, theoretical basis explanations, and a draft literature review. The DCE Project Plan Step 1 assignment must achieve an 80% or better to progress to OTH 789. If the student fails to achieve an 80% or better, the student will repeat OTH 788 in the Summer of Year 3.

OTH 788 occurs in the curriculum one year prior to the initiation of the Doctoral Capstone and Experiential to allow adequate planning.

3.3 Year 3 – Final Planning (ACOTE D.1. 3) & Execution (ACOTE D.1.8)

The next step in the process is enrollment in OTH 789 Doctoral Capstone Planning 2. In this course the student works with the DCC, faculty advisor, faculty mentor, and site mentor to finalize all plans for the Capstone Project and Experience. This includes the development of objectives, a needs assessment, identification of potential grant funding, and IRB submission and approval if needed. The literature review, problem statement or question, methodology and timeline developed in OTH 788 are all reviewed and updated to ensure successful implementation of the project in the next semester. This course occurs in Fall Year 3, immediately before the semester of the experiential.

During OTH 789, students will submit the OTD Capstone Experience & Project Plan Step 2 and Step 3 Assignments. The Step 3 assignment will reflect the final draft of the experience and project plan. This assignment will include a revised and updated literature review that synthesizes the current knowledge, and reflects the needs assessment, gap identified, and type of scholarship (ACOTE D.1.3). The plan will include creation of 3 individual objectives to be included on the Part 2 Memorandum of Understanding (MOU) document. The Part 2 MOU document will serve as the evaluation plan for the project. All assignments must be finalized and approved by the doctoral capstone coordinator, faculty mentor, and site mentor prior implementing the project. Students must earn an 80% or better on the Step 3 assignment before being allowed to progress to OTH 809 and 810, doctoral capstone thesis, and doctoral capstone experience, respectively.

The student initiates the Doctoral Experiential and Capstone project in Spring Year 3, following successful completion of all didactic course work and clinical rotations. The student, with the mentorship of the site mentor, completes their project at the Experiential site. The student and site will maintain time logs to ensure appropriate time is spent on site. The time log is available in [Appendix A](#).

The student will complete the project as approved in OTH 789. Unexpected difficulties will be handled by coordinated effort between the student, DCC, faculty mentor, and site mentor.

At the conclusion of the 14-week Experiential the student will return to campus to present their final Capstone Project in an event open to the public (ACOTE D.1.8). The student will provide both the oral presentation and a final written project which will be made available through an electronic thesis database at WVU and submitted for publication in professional journals. Students will be supported in this process by the Doctoral Capstone Coordinator.

4. Doctoral Capstone Team Members

4.1 Doctoral Capstone Coordinator (ACOTE A.2.5)

Dr. Kayleigh Nolan, PhD, MOT, OTR/L, SCLV serves as the WVU Doctoral Capstone Coordinator (DCC). The DCC oversees all aspects of the Capstone Project and Experience in the WVU Division of OT Entry Level Doctorate Program.

4.2 Faculty Advisor (ACOTE A.3.7)

The OTD program at WVU has a robust advising system. All students enrolled in the OTD program are assigned an OT faculty member advisor at the commencement of their educational program. Students meet with their faculty advisor at least once per semester while in the program. Prior to the advising appointment, the students are required to complete an online self-assessment of their professional behaviors to discuss with their advisor at the meeting. As part of the advisement, students are expected to reflect each semester for the purpose of guiding their professional development and potential capstone projects. These advisements are used in preparation for the doctoral capstone planning that occurs in OTH 788 and OTH 789. Faculty advisors complete an electronic form at each session to ensure that all aspects of advising are covered during the meeting.

4.3 Faculty Mentor (ACOTE D.1.2)

A faculty member with demonstrated expertise in the student's focused area of interest, population, and/or identified roles will serve as a mentor for the development of the capstone project. Assignment of the faculty mentor will occur during OTH 788 Doctoral Capstone Planning 1. The faculty mentor will collaborate with the Capstone Coordinator to meet stated course benchmarks. The faculty mentor will also confer with the DCC to confirm and finalize appropriate doctoral capstone settings.

4.4 Site Mentor (ACOTE D.1.6)

A site mentor provides general supervision for a student at the designated project site. Supervision and/or mentorship must be provided as detailed in the MOU and in compliance with ACOTE standard D.1.6. The DCC will ensure and verify that the student is mentored by an individual with expertise consistent with the student's area of focus prior to the onset of the doctoral capstone experience through review of the proposed site mentor's CV/resume. The DCC will utilize the Site Mentor Screening

Form in [Appendix D](#) to ensure a consistent and thorough review of prospective site mentors' expertise and fit for mentorship. The mentor does not have to be an occupational therapist.

The site mentor is someone who works with the population of interest and for the agency where the student is completing their doctoral capstone. The site mentor will provide guidance for the student regarding site specific policies and procedures.

4.5 Assistant Director of Clinical Education (ACOTE A.2.10)

The Assistant Director of Clinical Education initiates and maintains a database that includes: MOU Affiliation Agreements, vaccination records, CPR certification, first aid certification, HIPPA certification, and OSHA certification.

5. Policies & Procedures

5.1 MOU Policy (ACOTE D.1.4)

It is the policy of the WVU Division of Occupational Therapy that all sites supervising doctoral capstone students will have a memorandum of understanding (MOU) consisting of two parts.

5.1a Part 1 - MOU Affiliation Agreement

- The Assistant Director of Clinical Education initiates a new MOU Affiliation Agreement following notification from the DCC regarding student placement.
- The Assistant Director of Clinical Education, in conjunction with the HSC Legal Department, facilitates obtaining signatures from both parties before the capstone experience.
- The legal responsibilities of each party are documented within the MOU Affiliation Agreement.
- A record of the MOU Affiliation Agreement is maintained electronically in a database and also sent to the site. MOU Affiliation Agreements are renewed every 1-5 years.

5.1b Part 2 - MOU Individualized Objectives

- During OTH 789, the student will generate three Individualized OTD Student Outcomes in collaboration with the Doctoral Capstone Coordinator (DCC), faculty mentor, and site mentor.
- These objectives will be formatted into the MOU Individualized Objectives Document. This document will be provided to all parties before the commencement of the capstone experience by the DCC. The individualized objectives will be included on Student Midterm and Final Evaluation form during the Doctoral Capstone Experience.
- The student objectives, site supervision/mentoring, and responsibilities are outlined in the document.

5.2 DCE Student Evaluation Policy (ACOTE D.1.7)

It is the policy of the WVU Division of Occupational Therapy that the DCC will elicit formal feedback at midterm (week 7) and final (week 14) from the site mentor regarding student performance. The midterm student evaluation is included in [Appendix B](#). The final student evaluation is included in [Appendix C](#).

Procedures:

1. The student will transfer their individualized learning objectives from their MOU Individualized Objective document to the corresponding sections on the midterm and final evaluation forms.
2. At midterm, the student will complete all sections requiring self-reflection by the beginning of week 7 and then share the form with the site mentor. At final, the student will complete all sections requiring self-reflection by the beginning of week 14 and then share the form with the site mentor.
3. The site mentor will provide ratings and written feedback on student progress towards objectives.
The site mentor should provide ratings according to the following scale:
Needs attention: the student has not demonstrated skill or requires frequent mentor coaching/feedback
Making progress: the student is currently developing skills: shows skill, may be in progress of completing desired outcomes, may be inconsistent, or occasionally needs mentor coaching/feedback
Met: consistently demonstrates required skills without prompting.
Exceeding expectations: independently demonstrates appropriate skills that demonstrate independence, critical thinking, and expertise.
4. The site mentor and student will meet together to review the evaluation and sign.
5. The student will submit the midterm evaluation on SOLE by the due date.

5.3 DCE Student Immunization Policy

It is the policy of the WVU Division of Occupational Therapy that students must comply with all immunizations, titers, health, background, drug, and health screening requirements outlined in the division's respective OTD Fieldwork Handbook. Once the OTD student has reached the capstone experience of their curriculum requirements, students must comply with all immunizations, titers, health, background, drug, and health screening requirements outlined by the capstone site. Adherence to these requirements must be documented no later than the start of the capstone experience. Items (such as TB tests, CPR certifications, and immunizations) must be updated so they do not expire during the capstone experience. Students must also comply with any additional immunizations, titers, health, background, drug, and health screening requirements outlined by the capstone site.

Appendix B: Midterm Student Evaluation

| | |
|--|---|
|  <p>West Virginia University SCHOOL OF MEDICINE</p> | <h3>Division of Occupational Therapy Doctoral Capstone Experience Midterm Student Evaluation</h3> |
|--|---|

ACOTE Standard D.1.7 requires that a formal evaluation mechanism be used for objective assessment of the student’s performance during and at the completion of the doctoral capstone experience. The site mentor and student will contribute to the evaluation in order to provide a comprehensive assessment of the student’s progress towards and achievement of established objectives.

| | | | |
|---------------------|--|------------------|--|
| Student Name | | Site Mentor Name | |
| Faculty Mentor Name | | Site | |

Procedures:

1. The student will transfer their individualized learning objectives from their MOU Individualized Objective document to the corresponding sections on this form.
2. The student will complete all sections requiring self-reflection by the beginning of week 7 and then share the form with the site mentor.
3. The site mentor will provide ratings and written feedback on student progress towards objectives.

The site mentor should provide ratings according to the following scale:

 - Needs attention: the student has not demonstrated skill or requires frequent mentor coaching/feedback
 - Making progress: the student is currently developing skills: shows skill, may be in progress of completing desired outcomes, may be inconsistent, or occasionally needs mentor coaching/feedback
 - Met: consistently demonstrates required skills without prompting.
 - Exceeding expectations: independently demonstrates appropriate skills that demonstrate independence, critical thinking, and expertise.
4. The site mentor and student will meet together to review the midterm evaluation and sign.
5. The student will submit the midterm evaluation on SOLE by the due date.

| WVU OTD Doctoral Capstone Experience Learning Objective #1 | | | |
|---|--|--|--|
| <p>The OTD student will demonstrate effective leadership skills as evidenced by time management, organization, and professional behaviors.</p> <p>The site mentor should consider the OTD student's abilities to:</p> <ul style="list-style-type: none"> • Be prompt and arrive on time • Complete assignments and projects by deadlines • Set priorities, be dependable, and follow through with responsibilities. • Take initiative • Seek and acquire information from a variety of sources • Demonstrate flexibility as needed | <p>Student reflection on progress towards goal</p> | <p>Site mentor rating</p> <p><input type="checkbox"/> 4: Exceeding</p> <p><input type="checkbox"/> 3: Met</p> <p><input type="checkbox"/> 2: Making Progress</p> <p><input type="checkbox"/> 1: Needs Attention</p> | <p>Evidence to support rating (to be completed by site mentor)</p> |
| WVU OTD Doctoral Capstone Experience Learning Objective #2 | | | |
| <p>The OTD student will demonstrate effective interpersonal and communication skills.</p> <p>The site mentor should consider the OTD student's abilities to:</p> <ul style="list-style-type: none"> • Utilize appropriate terminology (for the setting), grammar, and spelling for successful completion of written projects, assignments, and/or documentation. • Interact appropriately with individuals, such as eye contact, empathy, respectfulness, use body language and non-verbal communication, exhibit confidence when appropriate. • Recognize and handle personal and/or professional frustrations and obligations • Work with others cooperatively, considerately, and effectively • Respond appropriately to social cues. | <p>Student reflection on progress towards goal</p> | <p>Site mentor rating</p> <p><input type="checkbox"/> 4: Exceeding</p> <p><input type="checkbox"/> 3: Met</p> <p><input type="checkbox"/> 2: Making Progress</p> <p><input type="checkbox"/> 1: Needs Attention</p> | <p>Evidence to support rating (to be completed by site mentor)</p> |

| | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> Respect confidentiality | | | |
| WVU OTD Doctoral Capstone Experience Learning Objective #3 | | | |
| <p>The OTD student will apply theories and evidence to the doctoral capstone experience to address the needs of the individuals/groups/populations at the site.</p> <p>The site mentor should consider the OTD student's abilities to:</p> <ul style="list-style-type: none"> Take responsibility for locating scientific literature and resources that apply to the setting Analyze, synthesize, and interpret information | Student reflection on progress towards goal | Site mentor rating <input type="checkbox"/> 4: Exceeding <input type="checkbox"/> 3: Met <input type="checkbox"/> 2: Making Progress <input type="checkbox"/> 1: Needs Attention | Evidence to support rating (to be completed by site mentor) |


| | | | |
|--|---|---|---|
| Individualized OTD Student Outcome #1 | | | |
| List Objective #1 here: | Student reflection on progress towards goal | Site mentor rating <input type="checkbox"/> 4: Exceeding <input type="checkbox"/> 3: Met <input type="checkbox"/> 2: Making Progress <input type="checkbox"/> 1: Needs Attention | Evidence to support rating (to be completed by site mentor) |
| Individualized OTD Student Outcome #2 | | | |
| List Objective #2 here: | Student reflection on progress towards goal | Site mentor rating <input type="checkbox"/> 4: Exceeding <input type="checkbox"/> 3: Met <input type="checkbox"/> 2: Making Progress <input type="checkbox"/> 1: Needs Attention | Evidence to support rating (to be completed by site mentor) |

| Individualized OTD Student Outcome #3 | | | |
|---|---|--|---|
| List Objective #3 here: | Student reflection on progress towards goal | Site mentor rating <input type="checkbox"/> 4: Exceeding <input type="checkbox"/> 3: Met <input type="checkbox"/> 2: Making Progress <input type="checkbox"/> 1: Needs Attention | Evidence to support rating (to be completed by site mentor) |
| Doctoral Capstone Project | | | |
| Doctoral Capstone Project (Briefly describe here) | Student reflection on progress towards project completion | Site mentor Rating <input type="checkbox"/> 4: Exceeding <input type="checkbox"/> 3: Meet <input type="checkbox"/> 2: Making Progress <input type="checkbox"/> 1: Needs Attention | Evidence to support rating (to be completed by site mentor) |

| | | |
|-----------------------|--|---|
| Midterm Score | _____ / 28 | _____ % |
| Please Indicate: | <input type="checkbox"/> Student Passed at Midterm The student earned a score of 14 or greater. | <input type="checkbox"/> Student Did NOT Pass Midterm The student earned a score of 13 or below. |
| Student Signature | | |
| Site Mentor Signature | | |

Form adapted from KGI DCE Site Mentor Evaluation Template

Appendix C: Final Student Evaluation

| | |
|---|--|
|  | <p>Division of Occupational Therapy Doctoral Capstone Experience Final Student Evaluation</p> |
|---|--|

ACOTE Standard D.1.7 requires that a formal evaluation mechanism be used for objective assessment of the student’s performance during and at the completion of the doctoral capstone experience. The site mentor and student will contribute to the evaluation in order to provide a comprehensive assessment of the student’s progress towards and achievement of established objectives.

| | | | |
|---------------------|--|------------------|--|
| Student Name | | Site Mentor Name | |
| Faculty Mentor Name | | Site | |

Procedures:

1. The student will transfer their individualized learning objectives from their MOU Individualized Objective document to the corresponding sections on this form.
2. The student will complete all sections requiring self-reflection by the beginning of week 14 and then share the form with the site mentor.
3. The site mentor will provide ratings and written feedback on student progress towards objectives.
 - The site mentor should provide ratings according to the following scale:
 - Needs attention: the student has not demonstrated skill or requires frequent mentor coaching/feedback
 - Making progress: the student is currently developing skills: shows skill, may be in progress of completing desired outcomes, may be inconsistent, or occasionally needs mentor coaching/feedback
 - Met: consistently demonstrates required skills without prompting.
 - Exceeding expectations: independently demonstrates appropriate skills that demonstrate independence, critical thinking, and expertise.
4. The site mentor and student will meet together to review the final evaluation and sign.
5. The student will submit the final evaluation on SOLE by the due date.

| WVU OTD Doctoral Capstone Experience Learning Objective #1 | | | |
|--|--|---|--|
| <p>The OTD student will demonstrate effective leadership skills as evidenced by time management, organization, and professional behaviors.</p> <p>The site mentor should consider the OTD student's abilities to:</p> <ul style="list-style-type: none"> • Be prompt and arrive on time • Complete assignments and projects by deadlines • Set priorities, be dependable, and follow through with responsibilities. • Take initiative • Seek and acquire information from a variety of sources • Demonstrate flexibility as needed | <p>Student reflection on progress towards goal</p> | <p>Site mentor rating</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4: Exceeding <input type="checkbox"/> 3: Met <input type="checkbox"/> 2: Making Progress <input type="checkbox"/> 1: Needs Attention | <p>Evidence to support rating (to be completed by site mentor)</p> |
| WVU OTD Doctoral Capstone Experience Learning Objective #2 | | | |
| <p>The OTD student will demonstrate effective interpersonal and communication skills.</p> <p>The site mentor should consider the OTD student's abilities to:</p> <ul style="list-style-type: none"> • Utilize appropriate terminology (for the setting), grammar, and spelling for successful completion of written projects, assignments, and/or documentation. • Interact appropriately with individuals, such as eye contact, empathy, respectfulness, use body language and non-verbal communication, exhibit confidence when appropriate. • Recognize and handle personal and/or professional frustrations and obligations • Work with others cooperatively, considerately, and effectively • Respond appropriately to social cues. • Respect confidentiality | <p>Student reflection on progress towards goal</p> | <p>Site mentor rating</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4: Exceeding <input type="checkbox"/> 3: Met <input type="checkbox"/> 2: Making Progress <input type="checkbox"/> 1: Needs Attention | <p>Evidence to support rating (to be completed by site mentor)</p> |

WVU OTD Doctoral Capstone Experience Learning Objective #3

| | | | |
|---|--|--|--|
| <p>The OTD student will apply theories and evidence to the doctoral capstone experience to address the needs of the individuals/groups/populations at the site.</p> <p>The site mentor should consider the OTD student's abilities to:</p> <ul style="list-style-type: none"> • Take responsibility for locating scientific literature and resources that apply to the setting • Analyze, synthesize, and interpret information | <p>Student reflection on progress towards goal</p> | <p>Site mentor rating</p> <p><input type="checkbox"/> 4: Exceeding</p> <p><input type="checkbox"/> 3: Met</p> <p><input type="checkbox"/> 2: Making Progress</p> <p><input type="checkbox"/> 1: Needs Attention</p> | <p>Evidence to support rating (to be completed by site mentor)</p> |
|---|--|--|--|

Individualized OTD Student Outcome #1

| | | | |
|--------------------------------|--|--|--|
| <p>List Objective #1 here:</p> | <p>Student reflection on progress towards goal</p> | <p>Site mentor rating</p> <p><input type="checkbox"/> 4: Exceeding</p> <p><input type="checkbox"/> 3: Met</p> <p><input type="checkbox"/> 2: Making Progress</p> <p><input type="checkbox"/> 1: Needs Attention</p> | <p>Evidence to support rating (to be completed by site mentor)</p> |
|--------------------------------|--|--|--|

Individualized OTD Student Outcome #2

| | | | |
|--------------------------------|--|--|--|
| <p>List Objective #2 here:</p> | <p>Student reflection on progress towards goal</p> | <p>Site mentor rating</p> <p><input type="checkbox"/> 4: Exceeding</p> <p><input type="checkbox"/> 3: Met</p> <p><input type="checkbox"/> 2: Making Progress</p> <p><input type="checkbox"/> 1: Needs Attention</p> | <p>Evidence to support rating (to be completed by site mentor)</p> |
|--------------------------------|--|--|--|

Individualized OTD Student Outcome #2

| | | | |
|---|---|---|---|
| List Objective #3 here: | Student reflection on progress towards goal | Site mentor rating <input type="checkbox"/> 4: Exceeding <input type="checkbox"/> 3: Met <input type="checkbox"/> 2: Making Progress <input type="checkbox"/> 1: Needs Attention | Evidence to support rating (to be completed by site mentor) |
| Doctoral Capstone Project | | | |
| Doctoral Capstone Project (Briefly describe here) | Student reflection on progress towards project completion | Site mentor rating <input type="checkbox"/> 4: Exceeding <input type="checkbox"/> 3: Met <input type="checkbox"/> 2: Making Progress <input type="checkbox"/> 1: Needs Attention | Evidence to support rating (to be completed by site mentor) |

| | | |
|-----------------------|--|---|
| Final Score | _____ / 28 | _____ % |
| Please Indicate: | <input type="checkbox"/> Student Passed The student earned a score of 21 or greater AND the student earned a 3 or 4 in each category. | <input type="checkbox"/> Student Did NOT Pass The student earned a score of 20 or below OR earned a score of 2 or 1 in any category. |
| Student Signature | | |
| Site Mentor Signature | | |

Appendix D: Site Mentor Screening Form

| | |
|---|---|
|  | <p>Division of Occupational Therapy OTD Capstone Site Mentor Screening Form</p> |
|---|---|

Purpose: Ensure that OTD students are mentored by Site Mentor with expertise in the OTD student’s area of focus prior to the onset of the capstone experience. The mentor does not have to be an occupational therapist. (D.1.6)

| | |
|--|--|
| Capstone Student Name | |
| Name of Proposed DCE Site | |
| Name of Proposed Site Mentor (First & Last Name) | |
| Site Mentor contact information | |
| Faculty Mentor (First & Last Name) | |

Procedure: The Doctoral Capstone Coordinator (DCC) will utilize this form to screen the prospective site mentor’s CV/resume to determine if the individual is an appropriate mentor. The DCC will make a final decision.

| Area of Review | Information Provided/Reviewed |
|--|-------------------------------|
| Education (level, degree, certificates) | |
| Work experience (setting, length) | |
| Supervision experience (employees, volunteers, students) | |

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|--|---|
| Specialized training or licensure (does the individual have the appropriate training for the setting, licensure for any specific discipline and in good standing with their respective governing body) | |
| FINAL RECOMMENDATION (The DCC will choose one) | Accept as Site Mentor ____ More Information Needed ____ Reject ____ |