

HOW HOSTING A DOCTORAL CAPSTONE STUDENT CAN HELP YOU TACKLE THAT PROJECT YOU'VE BEEN PUTTING OFF

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MICHIGAN OTD PROGRAMS - CAPSTONE LAUNCH

UNIVERSITY OF
MICHIGAN
FLINT

Summer 2022

WESTERN
MICHIGAN
UNIVERSITY

Spring 2023

CONCORDIA UNIVERSITY
ANN ARBOR

Spring 2024

Today's Discussion

TOPIC OUTLINE

- What is the Doctoral Capstone
- Doctoral Capstone ACOTE Standards
- Compare & Contrast Fieldwork to Capstone
- Doctoral Capstone Team & Special Role of Site Mentor
- University OT Doctoral Capstone Timeline & Curricular Prep
- Doctoral Capstone Experience (DCE) Examples & Timeline
- Benefits of Hosting a Doctoral Capstone Student
- Ideas and Questions from the Audience

What is a Doctoral Capstone?

TWO PARTS: EXPERIENCE & PROJECT

An in-depth exposure to a concentrated area, which is an integral part of the program's curriculum design.

(AOTA, 2018)



Doctoral Capstone Parts

DOCTORAL CAPSTONE EXPERIENCE & PROJECT



DOCTORAL CAPSTONE EXPERIENCE (DCE)

14-week on-site experience started after all coursework, all fieldwork and completion of capstone preparatory activities.

DOCTORAL CAPSTONE PROJECT

Project must demonstrate synthesis and application of knowledge gained.

(AOTA, 2018)



Concentrated Area of Study

ADVANCED CLINICAL PRACTICE SKILLS

Niche/specialty area experience (i.e. hippotherapy, low vision clinic, AT center)

RESEARCH SKILLS

Examining, developing, refining, and evaluating OT's body of knowledge

ADMINISTRATION/LEADERSHIP

Evaluate service-delivery models, conduct management functions, write grant proposals

POLICY AND PROGRAM DEVELOPMENT

Design evidence-based programs to address unmet needs of a population

ADVOCACY

Contribute to OT initiatives, state association efforts (backpack awareness, CarFit events)

EDUCATION

Development of training modules, continuing ed webinars, curriculum

(Deluliis & Bednarski, 2020)

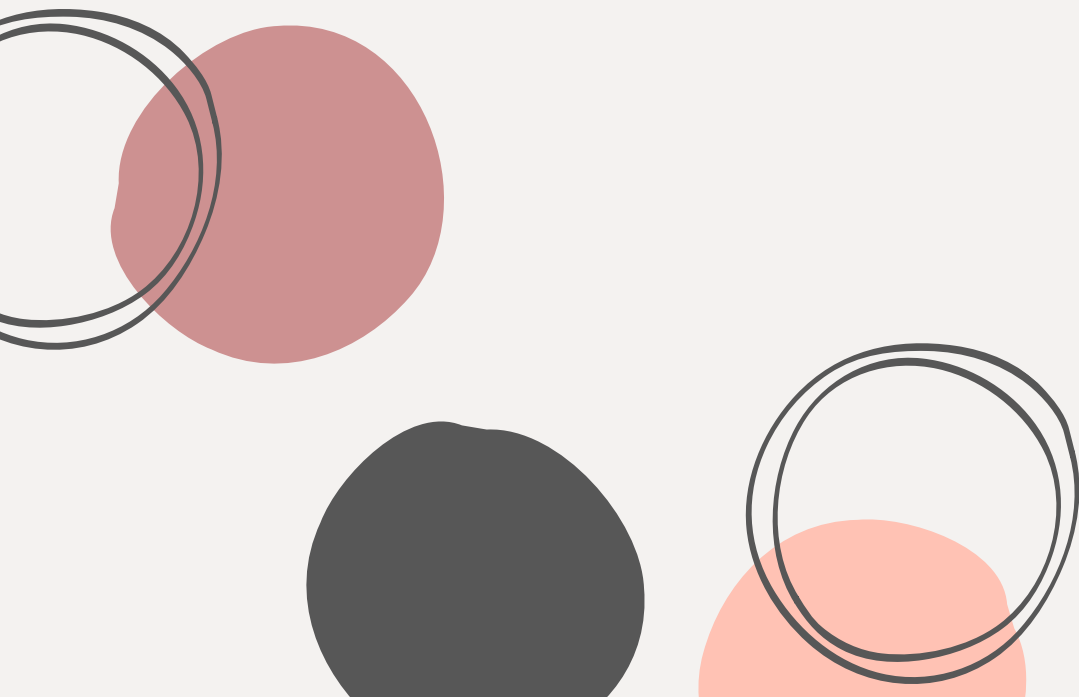


Doctoral Capstone ACOTE Standards

SECTIONS D.1.0 - D.1.8

- Reflects sequence and scope of curriculum content (D.1.1)
- Includes specific objectives and supervision plans (D.1.2)
- Preparation includes a literature review, needs assessment, goals/objectives and eval plan (D.1.3)
 - MOU is required (D.1.4)
- Must use a formal eval to measure student performance (D.1.7)
- Project completion and dissemination is required (D.1.8)

(AOTA, 2018)



Logistics of a Doctoral Capstone (D.1.5)

- 14 weeks (560 hours) minimum.
- Consistent with specific objectives and capstone project.
- No more than 20% of 560 hours can be completed off site.
 - Time spent off site may include independent study activities, research, writing, etc...
- Prior fieldwork or work experience are not to be substitutes for the doctoral capstone.

(AOTA, 2018)



FIELDWORK

- Supervisor: Fieldwork Educator
 - Required to be an OT
- Two full-time 12-week experiences
 - 100% on-site
- **Goal:** Entry-level practitioner
- Occurs after coursework is complete
- Eval tool: AOTA FWPE
- 1 PDU per week of supervision

DOCTORAL CAPSTONE

- Supervisor: Site Mentor
 - Can be an OT, but not required
- One 14-week (560hrs) minimum experience
 - 80% onsite, 20% allowed off-site
- **Goal:** Acquired in-depth knowledge in a focused concentration area
- Occurs after coursework & fieldwork is complete
- No standardized eval tool (eval is program-specific)
- 1 PDU per week of supervision

(AOTA, 2018)



Doctoral Capstone Team

SITE MENTOR

Content expert in student's concentrated area of study (D.1.6) who directly oversees student performance during the DCE.

FACULTY ADVISOR

Faculty member who regularly offers assistance with project planning, timetabling, guidance, resources and perspective to the student

CAPSTONE COORDINATOR

Full-time faculty member responsible for program's compliance with ACOTE D Standards.

Site Mentor Role

- Instruct as needed to perform negotiated learning activities
- Collaborate with capstone team to delineate mentorship responsibility and develop MOU.
- Provide orientation and guidance on site logistics
- Provide feedback and evaluation of student performance.



WHO ARE SITE MENTORS?

CONCENTRATED AREA OF STUDY

1. Clinical practice skills
2. Clinical practice skills
3. Program development
4. Program development
5. Leadership
6. Policy development
7. Administration
8. Research
9. Education
10. Education
11. Advocacy

SETTING TYPE

1. Medical setting
2. School setting
3. Non-Profit organization
4. Medical setting
5. Professional association
6. State or local office
7. Private practice
8. Healthcare or academic setting
9. Academia
10. Publishing company
11. National or local association

EXAMPLE SITE MENTOR

1. Any professional with expertise aligned with capstone focus
2. Teacher or Director of Special Ed
3. Executive Director
4. Unit Manager, Corporate Compliance Officer
5. Executive Director, Conference Committee Staff
6. Councilman, Legislator, PAC Representative
7. Owner, Financial Officer, Department Head or Director
8. Principal Investigator
9. OT or OTA Faculty, Center of Teaching Excellence Faculty
10. Academic Publisher, Senior Editor
11. Executive Director, Fundraising Chair, Volunteer Organizer



DOCTORAL CAPSTONE PLANNING

STUDENT INTERESTS

SITE'S UNMET NEEDS &
DESIRES & SITE MENTOR
EXPERTISE

MATCH FACULTY
ADVISOR AND SITE
MENTOR EXPERTISE



DOCTORAL CAPSTONE EXPERIENCE (DCE) EXAMPLES

CLINICAL PRACTICE SKILLS

- Case Study
- Scoping Literature Review
- Critically Appraised Topic
- Meta-Analysis of Evidence
- Creation of a Practice Guideline, pathway, protocol

RESEARCH

- An Outcome Study
 - Pretest/Posttest
 - Repeated Measures
 - Single-Subject Design
 - Survey
 - Interview
 - Focus Groups
- A Retrospective Study

ADMINISTRATION

- Conduct a Financial Analysis
- Evaluate Service Delivery Models
- Write a Grant Proposal
- Revamp the administrative on-boarding process for OT FW students.
- Create an evidence-based Proposal to Increase OT Personnel Retention

DOCTORAL CAPSTONE EXPERIENCE (DCE) EXAMPLES

PROGRAM DEVELOPMENT

- Develop and Implement a Sensory Diet Program w/ Children in a School.
- Create a Cognitive Rehab Protocol for Patients w/ Chemo-Induced Impairment
- Create a Snozelen Room on a Dementia-Care Unit
- Develop a Therapeutic Garden Space

POLICY DEVELOPMENT

- Analyze a Policy and Propose a Change
- Work with a Legislator to Propose a Policy Change
- Create a PDP w/ Details about Pursuit of an Elected Position Related to Advocacy/Legislation
- Engage in National Lobbying Efforts w/ Special Interest Groups

LEADERSHIP & ADVOCACY

- Create a Leadership Initiative with a State Association to Increase Membership
- Create a Staff Training to Create a Culture of Safety by Teaching Other Disciplines Safe Patient Handling
- Create and Implement an Advocacy Project (CarFIT, AOTA Capitol Hill Day, Backpack Awareness Day)

EDUCATION

- Develop an Academic Module or Course
- Develop a Hybrid OT Course
- Develop a CEU Course
- Create a Staff Development Program
- Develop Textbook or Instructional Technology Resources

WMU OT Doctoral Capstone Timeline

INCLUDING RELEVANT CURRICULAR PREPARATION



Research Specific Prep

Science of OT
Research Project Preparation
Quantitative Research
Qualitative Research
Research Dissemination

Leadership Specific Prep

Leadership, Development & Advocacy
Professional Development Resiliency
Meetings

Capstone Prep Course

Literature Review
Needs Assessment
Goals/Objectives
Evaluation Plan



YEAR I, SEMESTER I
SUMMER II

YEAR II, SEMESTER VII
SPRING

YEAR II, SEMESTER VIII
SUMMER I

YEAR II, SEMESTER X
FALL

YEAR III, SEMESTER XI
SPRING

Orientation

Faculty Advisor Match

Capstone Prep Course

Finalize & Sign MOU

Doctoral Capstone Experience
& Project Dissemination

Site Mentor Match

UM-Flint OT Doctoral Capstone Timeline

INCLUDING RELEVANT CURRICULAR PREPARATION

Research Specific Prep

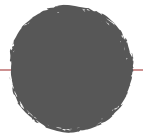
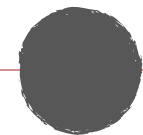
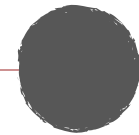
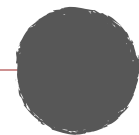
Scientific Inquiry I & II
Research Methods & Design
Evidence Based Practice
Occupational Therapy Theory
Occupational Science

Leadership Specific Prep

Interprofessional Ethics
Leadership and Management
OT in the Promotion of Health and
Wellness

Capstone Prep Course

Capstone Project Design I, II, III
Introduction to Capstone Residency
Doctoral Residency
Doctoral Capstone Project Dissemination



YEAR 1 SPRING

Intro to Capstone

YEAR 2 WINTER

Capstone Design

YEAR 2 SPRING

Capstone Project Development

YEAR 3 WINTER

Project and Experience
Finalization

YEAR 3 SUMMER

Experience & Project
Dissemination

Concordia University Ann Arbor OT Doctoral Capstone Timeline

INCLUDING RELEVANT CURRICULAR PREPARATION



Research Specific Prep

Critical Analysis of Evidence
Clinical Questioning
Research Methodology & Design

Leadership Specific Prep

Professional Identity & Practice
Cultural Humility
Client-Driven Reasoning

Capstone Prep Course

Embedded throughout curriculum
Literature Review
Needs Assessment
Action Plan
Connection to CUAA mission, site,
and occupation



YEAR 1 SUMMER

YEAR 1 - 2

YEAR 2 SPRING

YEAR 3 FALL

YEAR 3 SPRING

Inspiration

(2-3 ideas)

Exploration

(research and interviews)

Alignment

(ID faculty mentor &
potential site mentors)

Solidification

(final fit & site/mentor MOU)

Implementation

(experience, project,
dissemination)

Examples of Experiences, Projects & Dissemination

The screenshot shows a web browser window with the URL uindy.edu/health-sciences/ot/otd-capstone-projects#. The page features a dark header with the University of Indianapolis logo and a 'MENU' button. Below the header is a breadcrumb trail: HOME > COLLEGE OF HEALTH SCIENCES > OCCUPATIONAL THERAPY > OTD CAPSTONE PROJECTS. The main content area is titled 'OTD CAPSTONE PROJECTS' and 'CLASS OF 2020'. A paragraph of text describes the completion of the Doctoral Capstone & Experiential (DCE) for the Doctor of Occupational Therapy Class of 2020. A right-hand sidebar contains a navigation menu with three sections: 'OCCUPATIONAL THERAPY', 'DOCTOR OF OCCUPATIONAL THERAPY', and 'MASTER OF OCCUPATIONAL THERAPY', each with a list of sub-links.

UNIVERSITY OF INDIANAPOLIS

MENU

HOME > COLLEGE OF HEALTH SCIENCES > OCCUPATIONAL THERAPY > OTD CAPSTONE PROJECTS

OTD CAPSTONE PROJECTS

CLASS OF 2020

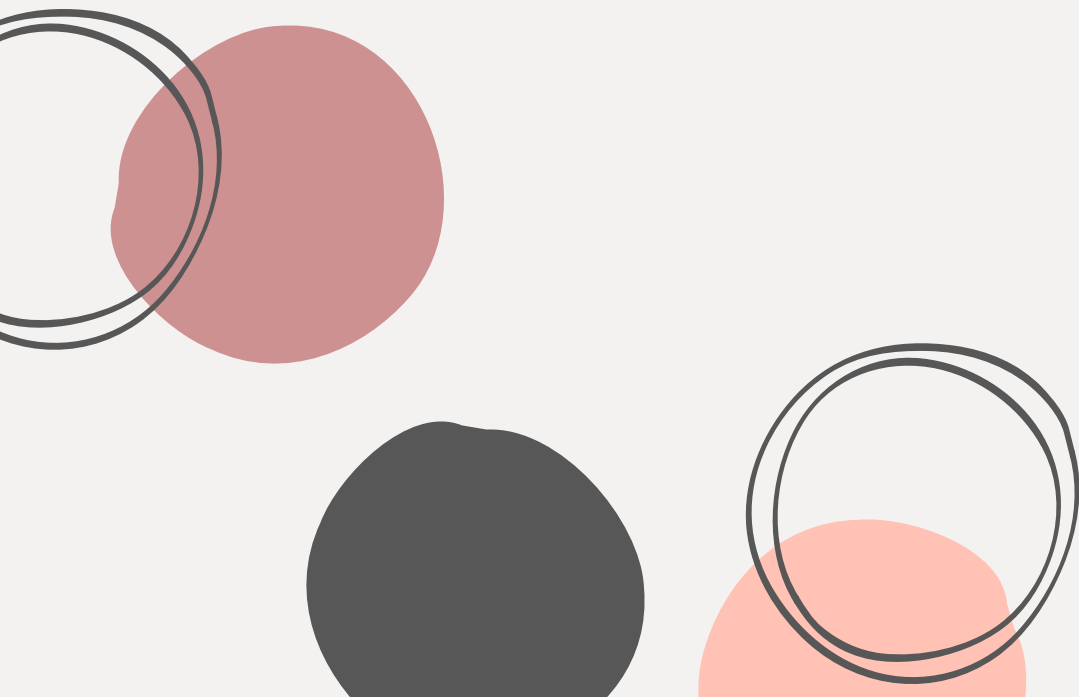
The University of Indianapolis, School of Occupational Therapy is proud to announce the completion of the Doctoral Capstone & Experiential (DCE) for the Doctor of Occupational Therapy Class of 2020. This cohort worked diligently during their DCE to not only learn advanced skills but also to give back to their community sites in time and talent through their large variety of projects. Although the COVID-19 pandemic led to restrictions, the students creatively complied and found ways to complete their DCE remotely through the use of technology. Please view the VoiceThread presentations linked below and learn through our students' projects!

OCCUPATIONAL THERAPY
//
Occupational Therapy
OTD Capstone Projects

DOCTOR OF OCCUPATIONAL THERAPY
//
About the OTD Program
OTD Admission Requirements
OTD Curriculum
OTD Tuition
Early Assurance/Early Entry

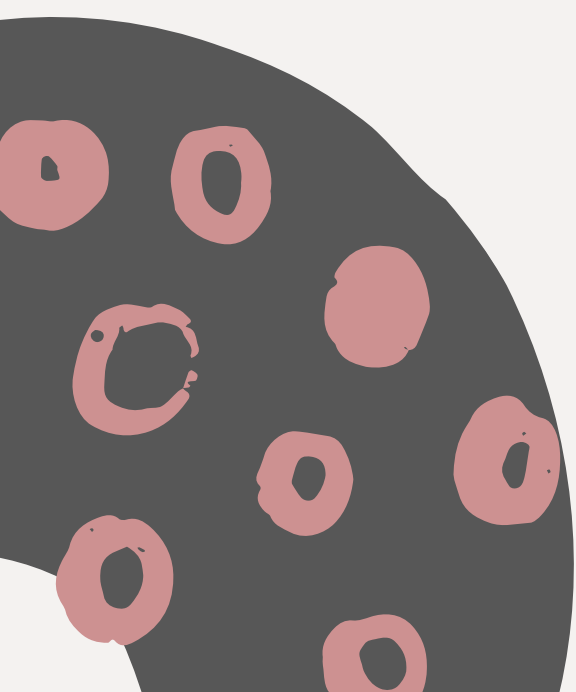
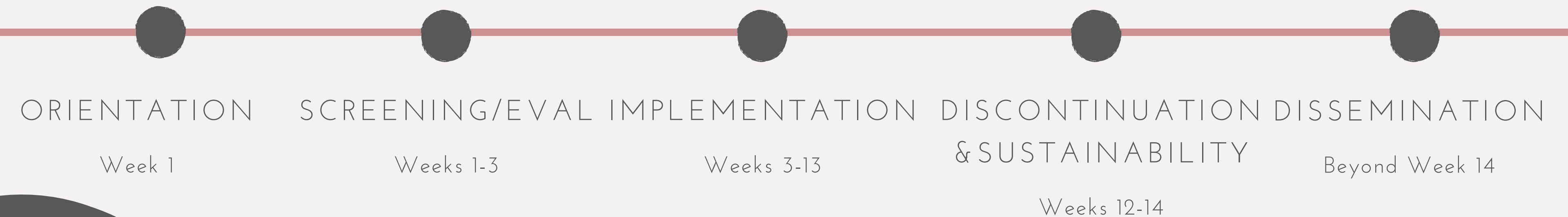
MASTER OF OCCUPATIONAL THERAPY

University of Indianapolis



Anticipated Timeline of Doctoral Capstone Experience

AN ONGOING JOURNEY



(Deluliis & Bednarski, 2020)

BENEFITS OF HOSTING A DOCTORAL CAPSTONE STUDENT



- SCHOLARLY
COLLABORATION

Access to university resources

- DELIVERABLES
(PRODUCTS)

Clinical guidelines, patient education
materials, evidence-based practice
resources



Let's Brainstorm



AREAS OF CONCENTRATION

Advanced Clinical Practice

Research

Administration

Leadership

Program & Policy Development

Advocacy

Education

Theory Development

GOALS OF YOUR DEPARTMENT

What are the short-term goals?

What are the long-term goals?

WHO POSSESSES
SPECIFIC EXPERTISE
THAT CAN ALSO
DELEGATE TASKS TO A
CAPSTONE STUDENT?

[Google Forms Worksheet](#)

Capstone idea? Contact us!

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References

American Occupational Therapy Association. (2018). *2018 ACOTE Accreditation Standards and Interpretive Guidelines*. Retrieved from <https://www.aota.org/Education-Careers/Accreditation/StandardsReview.aspx>

Deluliis, E. D., & Bednarski, J. A. (2020). *The entry level occupational therapy doctorate capstone: A framework for the experience and project*. SLACK Incorporated.

Benefits of Hosting a Capstone Student

Please complete the following survey upon completion of this session. You will be emailed a certificate to receive your PDU's upon completion of the survey. Please allow 2-4 weeks for processing time. Thank you!

Link to Survey:

https://waynestate.az1.qualtrics.com/jfe/form/SV_86QJ3CfTPxUsP5z

ACOTE Standards for your reference as needed:

<https://acoteonline.org/wp-content/uploads/2020/04/2018-ACOTE-Standards.pdf>

Please note Fieldwork Standards(C Standards) start on page 39 - 44