ENTRY-LEVEL OCCUPATIONAL THERAPY DOCTORAL PROGRAM
DOCTORAL CAPSTONE EXPERIENCE
POLICY MANUAL

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Dear Students,
Congratulations on your acceptance into Utica University's Entry-level Occupational Therapy Doctoral (OTD) Program! We are pleased that you have chosen occupational therapy as your profession. It is an exciting time to begin your graduate academic career, which will provide you with what you need to enter into the OT profession. Welcome to an exciting future career in OT!

This Manual was developed to provide specific, detailed information about the Entry-level Occupational Therapy Doctoral Program. On the following pages, you will find essential information needed to assist you in successfully completing this program. The Doctor of Occupational Therapy (OTD) Student Handbook is a supplement to your Utica University Academic Course Catalogs (available online), the Utica University Student Handbook and Student Code of Conduct (available online), the OT Student Handbook and the OT Fieldwork Manual (both available per orientation email and online). This Manual provides pertinent information regarding the doctoral portion of your professional education.

Please keep this Entry-Level Occupational Therapy Doctoral Program Doctoral Capstone Experience Policy Manual in a secure place, as you will be required to refer to it throughout your academic fieldwork education and capstone experience at Utica University. It is highly recommended that you save this manual on your desktop, laptop, cloud-based storage, or flash drive.

Please note that you are expected to be aware of all the content in this manual and abide by the policies and procedures throughout your time in the Entry-Level Occupational Therapy Doctoral Program. During the first capstone course, spring of year 2, you will be asked to acknowledge receiving this manual in writing. Please make sure you read all the pages of this manual and understand the content in its entirety.

SECTION I

Utica University Occupational Therapy Mission Statement

We facilitate learners' transformation into autonomous thinkers, competent occupational therapists, and innovative leaders through scholarly, professional, and community-oriented educational experiences.

Utica University Occupational Therapy Vision Statement

To be recognized as a regional center of academic excellence in occupational therapy, providing a graduate education program that exceeds the standards of the profession (ACOTE, 2023) while at the same time establishing local and global community alliances for innovative, collaborative projects and fieldwork that provide opportunities for professional development, scholarship, and addressing issues of justice.

Philosophy of Occupational Therapy

Humans are complex occupational beings who face occupational challenges (Gustafsson et al., 2014). They drive the process for change through individual choice and control.

Human occupation refers to being, doing and becoming: all of the activities that people are regularly engaged in and the contexts and meanings of this engagement. It is a core belief of the profession of occupational therapy that there exists a positive relationship between occupations, health, and well-being (AOTA, 2020).

Occupational therapy is the art and science of maximizing human potential and facilitating health and well-being by enabling participation in goal-directed, meaningful occupation (AOTA, 2017).

Client-centered and humanistic in nature, occupational therapy is directed toward persons, groups, and populations (AOTA, 2020). Occupational therapy is concerned with the client, their contexts and occupations, and the dynamic interaction among and between these factors.

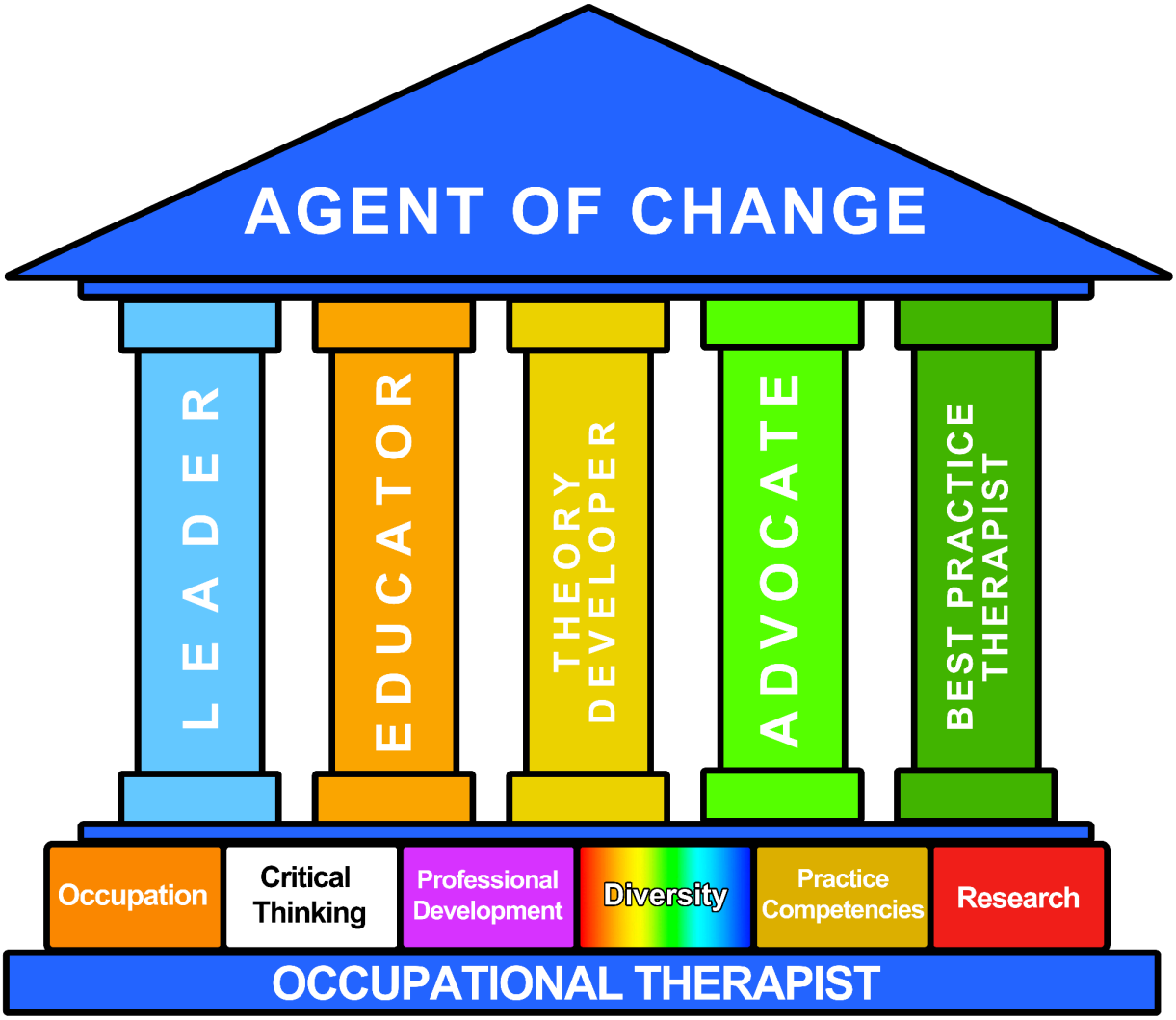
Consistent with global trends in health care as reported by the World Health Organization and with trends in occupational therapy practice, occupational therapy professionals believe in the power of participation in occupation as both the means and goal of occupational therapy with human well-being and occupational justice as the ultimate outcomes (AOTA, 2017).

OTD Program Outcome Statements

Building upon the foundational threads and keeping with the intent of the curriculum and mission of the program, students continuing on to year three will develop **in-depth** knowledge and advanced competencies in the thematic areas (See Figure 1) to become **agents of change,** demonstrating the knowledge and skills to competently perform as:

Best-Practice Occupational Therapists	*Graduates will be able to analyze and evaluate best practices, synthesizing information from a variety of sources in order to apply those practices to individuals, populations and communities in multiple contexts and across systems.*
Educators	*Graduates will be able to analyze and evaluate educational theory, applying that understanding, as well as instructional design, to the creation of educational experiences.*
Advocates	*Graduates will be able to apply an understanding of systems analysis to identify when such systems either impede or facilitate occupational justice and health equity. Students will select and appraise strategies for their ability to advocate for systems change.*
Theory Developers	*Graduates will be able to apply the process of theory development to an identified area that would benefit from an alternative perspective or model of practice to ensure occupational justice for individuals, populations and communities.*
Leaders	*Graduates will be able to analyze and evaluate current models of leadership in order to adopt a model appropriate to a specific context, enabling them as leaders to enact beneficial changes.*

Figure 1. Curricular Threads and Curricular Themes



Relationship to the Curriculum Design

The entry-level Occupational Therapy doctoral program is built on the foundation provided by the accredited masters' program. The OT masters' curriculum is designed to provide students with the ***general*** knowledge and skills needed to be successful entry-level practitioners (represented by threads). The OT doctoral curriculum is designed to build on this foundation while providing ***in-depth*** coursework in several areas which collectively provide the students with the necessary knowledge and skills (represented by themes) to act as change agents within the profession, the community, and society.

The first two years of the curriculum is based on a developmental perspective with courses in the first year focusing on content preparing students for practice with adolescents and adults. This first year is followed by a three-month full-time fieldwork level II in a setting providing OT services to adolescents and adults. The second year focuses on content preparing students for practice with children and their families. The didactic portion of the second year is 1 ¼ semesters with the other ¾ of the second semester comprising the second level II fieldwork, this time in a setting providing OT services to children.

The third year focuses on the role of ***a change agent, providing content and developing in depth skills as advocates, educators, leaders, theory developers****, and best practice therapists*.

Curricular Threads and Program Goals

The following program goals and curricular threads apply to the foundation knowledge and skills obtained in the first two years of the graduate program.

Curricular Thread	Program Goal	Year 1 Outcome	Year 2 Outcome
Occupation *is the integral thread in the fabric of the curriculum for occupational therapy.*	*Students will demonstrate an understanding of how engagement in occupation supports participation in context.*	*Articulate a working definition of OT and apply occupation-based concepts to the occupational therapy process within practice settings.*	*Evaluate and facilitate occupation-based practice with people, populations and communities.*
Autonomous, ***critical thinking*** *serves as an essential foundation for the development of the clinical reasoning, reflective thinking, and synthesis of research needed for evidence-based practice.*	*Students will demonstrate critical thinking and analysis for innovative, evidence-based practice.*	*Develop reflective thinking and apply circles of evidence to the occupational therapy process within practice settings.*	*Analyze and synthesize evidence to support innovative, occupation-based practice for people, populations and communities****.***
Professional development *is critical to the continuing competency of an*	*Students will demonstrate ethical and professional behaviors.*	*Develop awareness of ethics and professional behaviors and apply*	*Identify and navigate ethical and professional dilemmas to support positive outcomes for*

*occupational therapist who responds in a professional, effective, and ethical manner**.***		*concepts in a variety of practice settings.*	*people, populations and communities.*
*The appreciation of **diversity** is a foundation for cultural responsiveness and respectful engagement with people, populations and communities.*	*Students will demonstrate cultural responsiveness and an appreciation of diversity to promote occupational justice and inclusion.*	*Demonstrate an appreciation of diverse social and environmental factors impacting health, occupational justice, and participation in occupations across contexts.*	*Demonstrate skills in addressing occupational needs of diverse people, populations and communities in a way that considers social and environmental factors**.***
*The program supports **practice competencies** across the occupational therapy process in varied settings.*	*Students will demonstrate competent occupational therapy practice in settings across the occupational therapy process for people, populations, and communities and in collaboration with other professionals.*	*Demonstrate competency in the roles and activities required of a highly effective, collaborative entry-level occupational therapist practicing in a variety of adult contexts.*	*Demonstrate competency in the roles and activities required of a highly effective, collaborative entry-level occupational therapist practicing in a variety of children's contexts.*
*The program places an emphasis on **research** and evidence to support decision-making inherent to the practice and scholarship of occupational therapy.*	*Students will demonstrate the skills necessary to assume the role of beginning research investigator.*	*Demonstrate the skills necessary to be an informed consumer of research.*	*Demonstrate the skills necessary to be an informed consumer of research, synthesizing existing evidence for decision-making, and life-long scholarship.*

SECTION II

Roles and Responsibilities

OTD Student:

- Understands and abides by the academic program policies and procedures relative to the Capstone.
- Maintains an electronic portfolio which documents the learning experience, progression of written materials (drafts of chapters 1-6), time log, assignments and attainment of objectives.

- Maintains regular communication with Faculty Mentor and Expert Mentor.
- Completes the assignments and meets objectives as indicated in all 600 and 700-level course syllabi in preparation for completion of the Doctoral Capstone.
- Collaborate with the site and faculty mentor to ensure progress on individualized specific goals/objectives, as well as the evaluation and supervision plan for Capstone Experience and Capstone Project.
- Notify the Capstone Coordinator and mentors of any absences or concerns about performance, thus completing a minimum of 560 hours of Capstone Experience and time tracking log.
- Present Capstone Experience in a professional presentation at Utica University Graduate Symposium and prepare for the dissemination of an individual doctoral-level Capstone Project that relates to the Capstone Experience.
- Evaluate the site and site mentor to help continue to improve educational outcomes.

Academic Faculty Advisor:

- Advises and supports the student throughout the academic program.

Capstone Coordinator:

- Advise students on site selection to ensure student-site fit and alignment with curricular design. Link to form.
- Approves the Site Mentor and/or Expert Mentor (if the Site Mentor and Expert Mentor are different individuals) will be provided by the Capstone Coordinator.
- Collaborate with students and the sites to confirm contract completion.
- Obtain and maintain contracts with all Capstone Experience sites.
- Monitor project and project site(s) to ensure that necessary resources remain in place to support the student's individualized learning objectives.
- Assure compliance with ACOTE D standards.
- Collaborate on any student or site issues for experience.
- Serve as a Faculty Mentor as applicable.
- Provide training and assistance to Faculty and Expert Mentors as needed to ensure student responsibilities, assignments, and timelines are being followed.
- Provides training and assistance with the utilization of the electronic portfolio.
- Provide oversight to students for all Capstone Courses in the curriculum and the DCE electronic portfolio.
- Procure additional capstone sites to accommodate the number in the program to fulfill Utica University's mission and vision.
- Ensures that all operational policies and procedures related to the experiential component are followed, and manages communicating and coordinating sites, including the development of and signing of the MOU for the capstone sites.
- Monitor Capstone hours, provided by the student, to reflect a total of 540 hours, of which 80% has to be spent with the population.
- The Capstone Coordinator is responsible for submitting the final grade for the OTD Student Capstone Experience to Engage and Utica University Advisor.

The Faculty Mentor:

- Provides the learning tools and ongoing monitoring and advisement for the student's progression with their individualized learning plan and experiential component project for the duration of the Capstone Experience.
- Responsible for reviewing students' assignments in instructed coursework and for assessing their overall electronic portfolio in Capstone coursework (OCT 698, OCT 721 and OCT 788).
- Provides meaningful feedback on drafts of the Capstone project, as appropriate
- Provide guidance to the student in their communication and collaboration with Expert Mentor in order to support the students' individualized learning objectives and complete the Capstone Experience project.
- The Faculty Mentor will include the expert mentor's formative and summative evaluation of the student's performance in their experiential component project to assess their final portfolio in the OCT 788 course in the Spring of Year 3.
- The Faculty Mentor will provide this grade to the Capstone Coordinator to submit.

The Expert Mentor/Site Supervisor ("Site Mentor" here forward)

An Expert Mentor is someone who has skills and understanding in their area of expertise developed over time through a sound educational base as well as a multitude of experiences. The Expert Mentor will be identified in OCT 698 (Summer Year 2) by the student and/or the site as having content specific knowledge to guide the student in their experiential semester.

A Site Supervisor provides general supervision for a student at the designated project site when the Expert Mentor is not physically located at the assigned location. The Site Supervisor is someone who works with the population of interest and for the Capstone site. The supervisor will provide guidance for the student regarding site-specific policies and procedures. The Site Supervisor and Expert Mentor may in fact be the same person as the Faculty Mentor and Expert Mentor may be the same person.

The Expert Mentor or Site Supervisor (may or may not be the same person)

- Completes and returns the Memorandum of Understanding to the Capstone Coordinator.
- Serves as a mentor to the student's professional growth and facilitates the attainment of the student's learning objectives as identified in the student's individualized learning plan and proposed Capstone Experience project (i.e. Capstone Portfolio).
- If the Expert Mentor is also located at the practice site, supervision will be provided appropriate to the setting and Capstone Experience, with the scope and/or frequency of meetings to be determined by the Expert Mentor and student (and with consideration of State Licensure Board).
- Reviews student's time logs regarding the Capstone Experience project and provide guidance and feedback as needed.
- Provides formative and summative evaluations of the student's performance at

midterm and the end of their Capstone project, per the provided rubric, outcome measures, and Capstone Portfolio.
- Provides supervision to the student at the assigned location as needed to assist the student directed toward attaining their individualized learning objectives.
- Ensures student orientation and that the student complies with any rules and regulations specific to the agency/site.

The Academic Fieldwork Coordinator:

- Faculty member responsible for developing, implementing, managing, and evaluating fieldwork education (ACOTE, 2018).

SECTION III

Goal of the Doctoral Capstone Experience

The goal of the doctoral capstone experience is to develop occupational therapists with advanced skills beyond a generalist level. Students are provided a guided opportunity to demonstrate their ability to apply theory to practice through the development of a Capstone Project and then demonstrate the synthesis of advanced knowledge in a practice area through the Capstone Experience. Given the curriculum, philosophy, and design, each Capstone Project will intersect with the didactic portions of the curriculum, including the course series related to best practice, leadership, advocacy, education, and theory development. Students will bring previous life and professional experiences into the Program and will receive guidance from a Faculty Mentor and Site Mentor; therefore, each Capstone Project and Experience will be individualized and created with multiple influences.

Description of Doctoral Capstone Experience

The Doctoral Capstone Experience (DCE) is an individually designed, thorough student experience in a practice setting in one or more of the following areas of study: *clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.* It requires students to construct an individualized learning plan with specific objectives designed to meet planned outcomes. Practice settings will be consistent with the program's curriculum design. Each setting will provide supervision for the student that is appropriate to the setting and as agreed upon in collaboration with the student's Faculty Mentor and the Capstone Coordinator. The student will be mentored by an individual with expertise consistent with the student's area of focus (this supervising individual may or may not be physically located within the practice setting and may or may not be provided by an occupational therapist).

The DCE may be completed within community sites surrounding the University or elsewhere as opportunities present themselves that meet the goals and objectives identified in the student's individualized learning plan. The final determination for the Capstone site will be completed through advisement with the Doctoral Capstone Coordinator. Students wishing to utilize their current work setting to satisfy the 14-week requirement must seek approval from

the Doctoral Capstone Coordinator and/or Department Chair, and distinct additional experiential activities and learning objectives must be established.

Requirements of the Doctoral Capstone Experience

The experience must be full-time, at least 14 weeks, and include documentation of 560 hours.

No more than 20% of the 560 hours can be spent outside the mentored practice setting.

The goal of the experiential component is to develop occupational therapists with advanced skills consistent with the program's curricular design (ACOTE, 2018).

The Capstone Experience must be consistent with the student's individual learning plan and objectives. Time spent off-site may include independent study activities such as research and writing.

The student must demonstrate advanced knowledge to practice through the experiential activities.

All Level II Fieldwork and the experiential component must be completed within 18 months of successful completion of didactic coursework.

Prior fieldwork or work experience may not be substituted for the experiential component.

All students must successfully complete the required DCE experience within 18 months of completion of academic coursework. Failure to successfully complete the DCE within the 18-month period may result in dismissal from the Program. Unforeseen circumstances may require a leave of absence or an extension to the DCE that may extend the 18-month time frame. The Capstone Coordinator and/or the Department Chair will determine the impact of a Leave of Absence or extension on the 18-month time frame for completion of the DCE. Students requesting a leave of absence should also refer to Utica University Graduate Policies (https://catalog.utica.edu/content.php?catoid=64&navoid=4487).

Our students come together at the end of the capstone experience for poster presentations. Faculty, other students, site mentors, and other community members are invited. We have each student complete a very short, one-minute verbal presentation of the most important parts of their poster. Then, the audience is welcomed to walk around and view all the posters, which are very similar to those at a conference. It ends up being fun for students and the audience.

Doctoral Capstone Experience Process

During the spring semester of the second year of academic coursework, students will be oriented to the capstone process in OCT 688 Capstone Project I, Becoming an Agent of Change. In this class, students explore the process of becoming a change agent (practice leadership) in the areas of best practice, leadership, advocacy, education, and theory development. Students will assess evidence about the current state of an area of interest and self-knowledge and use this to develop a personal perspective of occupational therapy and a professional development plan for

facilitating change via their eventual capstone project and experiential component. During the summer semester following year 2 in OCT 698 Capstone II Project Exploration and Proposal Development, students will explore population needs and opportunities for scholarship through the process of needs assessments and program development. Students will be required to secure a capstone site and mentor for this professional experience. The capstone experience will assist in advancing occupational therapy practice in the global community and broader society. Students will use the development of their own personal learning objectives, research to guide planning, examination of current trends in occupational therapy, and professional responsibility throughout the capstone experience. Community agencies will share their ideas and needs for potential "projects" that may contribute to the student's individual learning plan and the site-specific experiential component project. The student, with guidance from their academic faculty advisor and mentor, will begin reflecting upon their interests, knowledge, experiences, and professional development necessary to manage personal and professional objectives to plan and obtain resources for completion of the DCE The student's individualized program development plan will reflect the curricular themes with specific learning objectives to support the student's development of advanced skills. This semester, students also take HCA 521 Healthcare Systems a Continuum of Care, OCT 735 Best Practices with Persons, Groups, Populations, OCT 745 Advanced Theory and Theory Development, each providing a solid foundation for their Capstone Project and Experience.

In the fall semester, year three students embark on Capstone Proposal Defense and Experiential Component Preparation in OCT 721. This course outlines the deliverable outcomes of the DCE. Students will complete and submit an IRB for their Capstone project (if necessary), they will complete all necessary documents and supporting materials for the capstone experience, including finalized site-specific objectives, roles and responsibilities of the capstone team, plans for supervision and or mentoring, a statement of authorship, a sustainability plan, and a capstone deliverable timeline and subsequently finalize their capstone proposal. The Doctoral Capstone Coordinator will ensure a memorandum of understanding (MOU) that includes individualized specific objectives, supervision and mentoring plans, and all parties' responsibilities. These experiences are documented in the electronic Capstone Portfolio throughout the doctoral courses. During this semester, students explore advocacy in OCT 755 Advocacy for Populations and Communities, they examine leadership and management development in BUS 611/612 Principles and Practice of Leadership and educational theory in OCT 765 Advanced Skills for the Educator, further developing the student's skills, judgments, and attitudes essential for leadership in practice, and advanced knowledge culminating in their doctoral experiential component.

In the spring semester of year three in OCT 788 Capstone IV Experiential Component and Project Dissemination Doctoral Capstone, students will execute the 14-week Capstone Experience. Students follow outlined objectives for the semester with specific assignments based

on their DCE Project Proposal (**Appendix A**) and Proposed Timeline for the 14-week Doctoral Capstone Component (**Appendix B**). These assignments will allow the Faculty Mentor and the Site Mentor(s) to appropriately monitor the student's progress toward their individualized learning objectives and ensure the experiential component is meeting the needs of the student/facility. Before initiating the Capstone Experience, the student must complete all didactic coursework, including Level I and Level II Fieldwork.
During the Capstone Experience, the roles and responsibilities of the student, Faculty Mentor, and Site Mentor will be as follows:

Practice Areas of Capstone Development
The experiential component is an individually designed, in-depth student experience in a practice setting in one or more of the following areas of study:

- clinical practice skills,
- research skills,
- administration,
- leadership,
- program and policy development,
- advocacy,
- education or
- theory development.

Students implement an individualized learning and reflection plan with specific objectives designed to meet set goals. The experiential component crafts diverse, meaningful opportunities with planned outcomes that impact our local community.

Mentor/Supervision Requirements
The student, with the support of the Capstone Coordinator, will identify an appropriate Expert Mentor to guide content for the capstone project. The mentor may be a professional with expertise in the content area related to the capstone. The Expert Mentor may or may not be the Site Supervisor. As stated in the 2018 ACOTE Standards (D.1.), the OTD student should be mentored by an individual with expertise consistent with the OTD student's area of focus. Mentoring is defined as a relationship between two people in which one person (the mentor with more experience) is dedicated to the personal and professional growth of the other (the mentee with less experience). The DCE site will provide supervision to OTD students on-site by qualified and competent (but not necessarily an occupational therapy practitioner) personnel.

The Site Mentor will instruct and orient the OTD student as needed to perform specific negotiated learning activities consistent with the student's learning objectives. The Site Mentor is to sign an MOU **(Appendix C**), which includes individualized specific objectives, a plan for mentoring, and the responsibilities of all parties. The Site must maintain a contract with Utica University. Many professionals are qualified to supervise (mentor) OTD students as they carry out advanced best practice clinical skills, education/teaching, theory development, advocacy, and or leadership work specific to their doctoral pursuits. The Site Mentor must demonstrate

expertise consistent with the student's area of focus (e.g., if the student's focus is occupational therapy treatment for neonates – they must be mentored by a professional in the Neonatal Intensive Care Unit). The Site Mentor does not have to be an occupational therapist, thereby allowing for an inter-professional mentorship model.

The Site Mentor, who, on behalf of the DCE site, is responsible for the direct instruction and supervision of the OTD student in the DCE setting. This individual supervises, directs and facilitates the Capstone Experience. They may be the clinical supervisor, therapist, faculty member, or political or agency representative who acts on behalf of the site where the student is assigned for the DCE.

When the most appropriate professional to supervise students performing direct clinical practice activities is an occupational therapist, then the supervising occupational therapist must meet the state regulations and have a minimum of one year of practice experience post-initial NBCOT certification.

Depending on the DCE focus and/or setting, OTD students may have more than one Site Mentor. The Expert Mentor (who has expertise consistent with the student's area of focus) and Site Mentor may be one and the same or two different individuals.

During the DCE placement process, the OT Faculty Mentor, along with the Capstone Coordinator, will advise the OTD student as they seek out potential Site Mentor(s) among their educational, professional, or community networks. Formal approval of the Faculty Mentor, Site Mentor, and/or Expert Mentor (if the Site Mentor and Expert Mentor are different individuals) will be provided by the Capstone Coordinator, using the **Faculty Capstone Mentor Agreement Form (Appendix D), Site/Expert Mentor Agreement Form (Appendix E**). OTD students are expected to achieve specific goals established through their learning objectives and evaluated by these parties. The site mentor signs the MOU accompanied by appropriate documentation of credentials and a professional resume/CV obtained to verify and document the expertise and experience of the mentor (D.1.6).

Capstone Site Memorandum of Understanding

The memorandum of understanding (MOU) acquisition process begins early in OTD coursework, starting in OCT 698 Capstone II Project Exploration and Proposal Development and is finalized in OCT 721 Capstone III Project Proposal Defense and Experiential Component Preparation. Part of the student's responsibility is to acquire the partnership between the site/ facility and the student, as a requirement per ACOTE (2018) standard D.1.4. The student, Capstone Coordinator, Faculty Mentor, and Site/Expert Mentor collaborate to create the MOU. All parties must agree and have a signed MOU by the end of OCT 721 Capstone III Project Proposal Defense and Experiential Component Preparation. During this process, the student develops their plan, with review and guidance from the site and faculty mentors. Following documentation of all steps, the student submits the plan for facility approval. The facility provides the MOU approval.

This MOU ensures that there are individualized and specific objectives and plans for supervision or mentoring and that the responsibilities of all involved parties are identified and signed by all. This document may include a **Statement of Authorship (Appendix F)**,

credentials and qualifications of the Site Mentor, qualifications of the Faculty Mentor, the relationship of the DCE objectives to the curriculum design and professional outcomes of the program, and a statement of ownership of the materials created as part of the capstone. The Capstone Student is responsible for finalizing the MOU after collaborating with the capstone team. Once the MOU is established, students are expected to follow through with the DCE and may not change sites/mentors unless extraordinary circumstances develop.

In the event a facility indicates they will not take part in a partnership and a MOU is not provided, a meeting will be set up to redirect the student to develop an appropriate plan. The student may be provided additional time to complete this should extenuating circumstances arise in contract loss or revision, and will be assessed on an individual, as-needed basis.

Capstone Experience Objectives

The Doctoral Capstone is the culminating experience of the Entry-level Doctorate in Occupational Therapy (OTD). The experiential component crafts diverse, meaningful opportunities that impact our local community. Specific goals for the DCE will be established collaboratively between the student, Faculty Mentor, and Site Mentor. There will be variability in goals depending on the nature of the student project. Students will present their research experiences at the conclusion of the spring semester year three. Students are also encouraged to present to the school on Student Research day, which takes place at the end of each spring semester. Students will be greatly encouraged to disseminate in local and national professional organization venues as well.

In the OCT 788 Capstone Project IV Experiential Component and Final Project, students engage in experiential component site-specific activities, collecting and producing data, analyzing data, and writing up results. Students will create a product to disseminate this knowledge via peer-reviewed presentations or publications. Student engagement in this component of the capstone sequence fosters the change agent role as students implement innovative actions and exhibit critical inquiry that results in flexible, original, and ethical solutions with clients and facilities in the local community and beyond.

Upon completion of the Doctoral Capstone Experience, the student will:

- Implement a scholarly study that evaluates professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning). (B 6.1, 6.2)

- Create a scholarly report appropriate for presentation or for publication in a peer-reviewed journal that supports skills of clinical practice. The report will be made available to professional or public audiences. (B 6.3)

- Ensure that there is a valid memorandum of understanding for the doctoral capstone experience that, at a minimum, includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. The memorandum of understanding must be signed by both parties. (D 1.4)

- Complete a Doctoral Capstone Experience (DCE) within a minimum of 14 weeks (560 hours) that is consistent with the individualized specific objectives and a capstone project. No more than 20% of the 560 hours can be completed off-site from the mentored practice setting to ensure a concentrated experience in the designed area of interest. Time spent off-site may include independent study activities such as research and writing. Prior FW or work experience may not be substituted for this doctoral capstone experience (D.1.5.)

- Be mentored by an individual with expertise consistent with the student's area of focus. (D 1.6)

- Apply a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral experiential component. Assessment – student-generated assessment of experience (D 1.7)

- Ensure completion and dissemination of an individual doctoral capstone project that relates to the DCE and demonstrates synthesis of in-depth knowledge in the focused area of study (D.1.8.).

Prerequisites

The Doctoral Capstone is the culminating experience of the Entry-level Doctorate in Occupational Therapy (OTD). Students must successfully complete all didactic program requirements, FW requirements and successful completion of OCT 688 Capstone I Becoming an Agent of Change, OCT 698 Capstone II Project Exploration and Proposal Development, OCT 721 Capstone III Proposal Development and Experiential Component Preparation prior to beginning OCT 788 Capstone IV Experiential Component and Final Project.

Site Visits

Regular communication with the capstone site and mentor may occur through forum posts, email, phone, U.S. mail, and site visits, as needed. The Capstone Coordinator will make a physical visit to each site at midterm (site visit form), if local and if possible. Students are required to submit their Site Mentor's contact information and credentials. The Capstone Coordinator will also request a copy of their CV and/or resume to document experience in the DCE student-selected area. The purpose of site visits and monitoring is multidimensional and may include but is not limited to:

- Student performance evaluation
- DCE site evaluation
- Project evaluation
- Site Mentor evaluation
- Assistance with managing student performance problems
- Site Mentor and staff education/development

Evaluation of the Experiential Component

The formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the DCE is maintained in an electronic professional portfolio, the Capstone Portfolio. This illustrates the student's development of advanced skills and knowledge and documents the design and execution of the student's contributions to the facility. Assignments and reflections will be reviewed throughout the DCE by the Faculty Mentor and the Site Mentor to ensure that the student is making adequate progress toward the successful achievement of the learning plan. The final portfolio is assessed by the Faculty Mentor and includes formative and summative assessments from the Expert Mentor/Site Supervisor regarding student performance. Evaluation is completed at both midterm and final **(Doctoral Capstone Experience (DCE) Evaluation of the OTD Student (Appendix G)**.

Guidelines for review and grading of the Capstone Experience Portfolio include:

1. Faculty Mentors will monitor the student's experience via the electronic portfolio and through formative and summative evaluations provided by the site mentor. Site Mentors will provide approval of the DCE proposal that the student will provide. Site Mentors have access to student time logs to monitor their progress and provide feedback to the Capstone Coordinator and Faculty Mentor.

2. Individual assignments will be assessed (formative assessment) by the Faculty Mentor within 5 business days of the submission deadline. If it is deemed that the student has insufficiently completed an assignment, they will have 5 days to resubmit. Inadequate performance on any assignment may result in a delay in the completion of their DCE.

3. The final (summative) assessment of the portfolio is completed by the faculty mentor and will include:

- an assessment of the student's progression towards their learning objectives,
- an evaluation of the student by the Site Mentor, using provided **Doctoral Capstone Experience (DCE) Evaluation of the OTD Student (Appendix G)**, outcome measures and Capstone Portfolio.

A Faculty Mentor who identifies a student as not making adequate progress during the Capstone Experience must immediately notify the student in writing and with the student (using reflective practices) and mentors, develop a corrective plan **(Appendix I).** This notification must also be forwarded to the Capstone Coordinator. If the student is unable to meet the actions delineated, they will receive a failing grade.

The Capstone Experience is a pass/fail grade. To pass, the student must satisfactorily complete the 14-week (560 hours) experience, complete all required assignments, satisfactorily complete their individualized learning plan, receive a satisfactory evaluation from their Site Mentor and Faculty Mentor and complete the **Capstone Student Evaluation of the Doctoral Capstone Experience and Site Mentor (Appendix H).**

Assignments/Grading Policy

Successful completion of all coursework prior to beginning the DCE is required by ACOTE standard (D.1.0). All fieldwork experiences must be passed, and prior FW may not be

substituted for any portion of the DCE. Assignment and grading requirements for OCT 788 are found in the course syllabus and include the following:

Midterm student-generated assessment of experience	10%
Chapter 5	15%
Chapter 6	15%
Final student-generated assessment of experience	10%
Final Capstone Written Report	30%
Presentation (poster) / Publication (manuscript)	20%
	Total: 100

2. Doctoral Capstone Presentation 20%

Program Evaluation and Outcome Measures

All DCE objectives and outcome measures, during and at the end of the advanced practice placement, using Utica University DCE forms, are collaborative between the OTD Capstone Coordinator, the OTD student, and the Site Mentor. Evaluation methods and grading of the OTD students are expected to achieve the specific outcomes established above. Professional behavior, as noted in the OT Student Handbook, is expected throughout the OTD Program. Exactly how the objectives are met has been left to the student, the site, and the Site Mentor, with input and guidance from the Program as needed. This may include site sustainability and/or continuation of the project. Evaluation of the individualized objectives occurs under the supervision of a site mentor with expertise in the student's chosen area.

Evaluation of performance is completed via the **Doctoral Capstone Experience (DCE) Evaluation of the OTD Student (Appendix G)** at midterm (~7 weeks) and at the completion of the 14-week experience. Note that there is space provided for both the OTD student and the site mentor to add his/her own objectives. All objectives must be:

1. Relevant to the field experience setting.
2. Understandable to the student, Site Mentor, and Faculty Mentor.
3. Measurable.
4. Behavioral/observable.
5. Achievable within the specified timeframe.

The OTD capstone student and Site Mentor will revisit the established learning goals at

midterm and at the final as evidence of accomplishment. The student must successfully meet or exceed these objectives and assessment criteria.

The OTD student is required to complete the **Capstone Student Evaluation of the Doctoral Capstone Experience and Site Mentor (Appendix H)** at (~7 weeks) and at the end of the 14-week experience. At the end of the DCE, the OTD student and the Site Mentor should then meet to discuss both evaluations. The signature of both the Site Mentor and OTD student is required on both evaluation forms. The Site Mentor should mail/submit the original signed evaluations at the completion of the 14-week capstone experience. Evaluations without the signatures of both parties will not be accepted.

Requirements for successful completion of the DCE include the following: **1.** Satisfactory completion of the 14-week (560 hours) full-time experience **2.** Satisfactory completion and submission of all learning objectives, learning activities, and evidence via completion of the DCE Evaluation of the OTD Student Form **3.** Satisfactory completion of all required assignments **4**. Completion of the Student Evaluation of DCE Form.
The Faculty Mentor will be responsible for assigning the final grade, and the Capstone Coordinator will place the grade in the UU Banner system. Refer to the course syllabi for grading criteria.

Withdrawal from/Failure of the DCE

Withdrawals from an OTD DCE will be considered a "Fail" or "Not Pass", except by the decision of the OTD Capstone Coordinator. The Capstone Coordinator will consider the circumstances for withdrawal prior to deciding on the grade or plan to complete the 14-week requirement.

Students who fail the DCE (a failing/non-passing grade at the final or termination by the site due to failing performance) *may* be offered a second opportunity after a plan of remediation has been successfully completed and/or at the discretion of the OTD Capstone Coordinator and Department Academic Standards Committee. In order to repeat the DCE, the OTD Student must re-register for the same course. The dates and location of the new DCE Placement are dependent on the availability of placement sites, potential site mentors, and match of student's needs. Students are allowed to repeat **only one** failed DCE Placement. A "Fail" or "Not Pass" will be entered in the student's transcript, except by decision of the OTD Capstone Coordinator. After the course has been retaken & passed, a passing grade will be assigned and will be reflected on the final transcript. Students who fail two DCE experiences will face dismissal from the program. Refer to the OT Student Handbook for specifics about grading policies.

Access to Capstone Site Information

Site Files

Site-specific information on capstone sites is located in EXXAT. The Utica University OT Program is using EXXAT, a web-based software program to maintain student fieldwork documents, fieldwork placement information, and site-related documents. Training will be provided on the use of EXXAT. Documentation on EXXAT will be managed by the Capstone

Coordinator and will be identified as applying to the OTD student and Capstone criteria.

Housing, Transportation & Food

Students are responsible for ALL housing needs relating to their clinical assignments. Therefore, it is important to plan ahead to meet all financial obligations during the DCE. Travel, living arrangements, commuting/parking costs, and day-to-day personal expenses may be greater than the expenses incurred during an academic semester, please be cognizant in planning. On-site housing and food stipends are rarely available. Transportation and food are the sole responsibility of the student. This includes transportation expenses to and from the sites. Some Capstone experiences may require students to commute between multiple locations during the Capstone; therefore, reliable transportation is necessary. While there are options for public transportation in the Utica area, a Capstone site that has adequate access to public transportation cannot be guaranteed. The Capstone Coordinator works closely with all students to minimize transportation costs and hardships whenever possible. Problems with transportation and housing are not acceptable reasons for requesting a change in Capstone assignment as students are given placement information in advance, allowing time for appropriate arrangements to be made. Students must consider cost in planning Capstone site preferences during the Capstone selection process. However, no capstone request can be guaranteed.

Employment during Capstone

With the expense of graduate education, many students feel the need to work during the school year. Utica University Occupational Therapy Students are expected to prioritize their responsibilities as the DCE's are an extension of the classroom and is a full-time clinical commitment, not unlike having a full-time job. With this understanding, full-time work is not realistic and can lead to decreased performance in the classroom/clinic and/or health problems. Reasonable work hours can be incorporated into your schedule; however, you are expected to rearrange your work schedule to accommodate class and DCE requirements, including allowing adequate time for study. Students are STRONGLY DISCOURAGED from pursuing employment while they are completing full-time capstone experiences. It is very common for DCE assignments to require additional time beyond the regular 40-hour work week, including evening hours and weekend shifts.

The weekly schedule and hours of the Capstone are set collaboratively by the Site Mentor, student, and Capstone Coordinator. Some DCEs and/or sites may require evening or weekend hours. Any changes to the dates for the capstone experience must be approved and documented in writing by the Capstone Coordinator AND the Site Mentor before the start of the capstone experience.

Capstone Experience Incident Reports

Students are required to report all critical incidents when they occur to the Capstone Coordinator, Site Mentor, and Faculty Mentor as appropriate. When the incident occurs, the student should complete an incident report (injury, accident, breakage, etc.) as directed by the Site Mentor and notify the Faculty Mentor and Capstone Coordinator. An incident report is a form that is filled out in order to record details of an unusual event that occurs. Critical incidents include patient falls, patient injury, patient upset/complaint with student, student fall/syncopal episode, seizure event, and any other incidents considered critical. If a student is unsure if an incident is considered reportable, they are to contact the site mentor. Should the

student, in the course of their Capstone experience, have a health-related incident or accident, they may need to ensure a Student Health Incident/Accident Report is completed within 24 hours of the incident/occurrence.
https://www.utica.edu/finance/environment/safety/media/Accident_Report_Blank.pdf

SECTION IV

Prerequisites for Capstone Experience

Students are required to maintain all of their medical documentation located in EXXAT to cover them throughout semesters 6 through 8 which includes the dosctoral capstone experience.

Health Requirements:

Following the New York State Health Department and the terms of the contractual agreements between the university and host facilities, students must adhere to the following policy regarding health requirements. Students must be prepared to complete any additional state or agency/facility health requirements required by their specific placement site. These requirements promote the protection of students, clinicians and individuals served at the host facilities.

Policy:

At their own expense, each student is required to have an ANNUAL physical examination and specified immunizations/titers.

Other requirements include current Basic Life Support certification - American Heart Association hands-on course and proof of personal health insurance.

These requirements must be completed by the due dates established by the Utica University Occupational Therapy program. Students should plan to ensure that the required items are submitted on time and are current and valid for the duration of the fieldwork experiences. Students must keep accurate and current copies of these health records at all times.

Failure to observe the stated deadlines and requirements will prevent the student from participating in fieldwork education, which will delay or prevent progress in the student's program.

Utica University has contracted with EXXAT to provide compliance tracking with these requirements. Physical exams and additional health requirements are submitted directly by the student to EXXAT using directions provided by the students' programs. **Students will establish an EXXAT Account (See Appendix J)**

Health Information

Health Insurance-All students must be covered by health insurance while engaged in any lab work and fieldwork. Students must provide proof of insurance coverage and upload it to EXXAT.

Health Work:

- Annual physical
- Mantoux/PPD/QuantiFeron Gold Plus (GFT-GIT) or T-SPOT(blood tests) within one year, sometimes more frequently (site-specific)
  chest x-ray within five years if positive must have results of a positive test,
- Measles, Mumps, and Rubella (MMR) documentation
- Hepatitis B (Hep-B) documentation or signed a declination
- Tetanus, diphtheria, and pertussis (Tdap) within ten years
- Flu shot (Annual)
- COVID Vaccination or declination

Students must complete their health work at the beginning of each semester for lab participation and before each fieldwork/capstone placement as dictated by the AFWC/DCC and the fieldwork/capstone site**.**

Student Profile
Student Profiles are to be completed in EXXAT by the student by the established deadlines. Student Profile is sent with the confirmation letters and student packets for all placements. Be honest when presenting personal data.

Basic Life Support (BLS): CPR and AED American Heart Association Training (Hands-on, not online)
Current BLS is a requirement for the OT program. Note that the timing of the certification must cover the entire time of each placement. If it expires during your placement, you should renew early to prevent a lapse. You can locate a course by checking the American Heart Association web page; however, not all agencies list current courses. Schools, hospitals, fire departments, and community agencies often host courses for staff and first responders and are suggested options for locating a course within your geographic area.
Students must provide a copy of the BLS card to EXXAT.
A copy of the card will be included with the student placement packet.

Malpractice/ Professional Liability Insurance
Each student in the Occupational Therapy program at Utica University must have malpractice/professional liability insurance.
Utica University has bought into a blanket malpractice/professional liability insurance plan covering a $2,000,000 incident/$4,000,000 aggregate for the student to purchase. This $18.00 (2020) charge will be connected to the student account in each of the following courses: OCT 553, OCT 633 and OCT 721.

HIPPA/FERPA, Infection Control, Prevention, Blood Borne Pathogens Training.
Students receive HIPPA/FERPA training and training for infection control and standard precautions in fieldwork preparation class. Students must demonstrate knowledge of these areas before beginning fieldwork and do so prior to starting the capstone experience (OCT 721). Students will complete the verification of this training and upload it to EXXAT. This

documentation of training will be included and sent in the student packet to the fieldwork and capstone sites.

Capstone Site Mentor Contact Information
Each student is responsible for gathering the information on their site mentor and uploading to EXXAT before the beginning of the capstone experience, which will include their Site Mentor's contact information and CV, establishing their expertise in the area of the student's project. Students will complete the Utica University Doctoral Capstone Memorandum of Understanding Form, which contains the necessary information.

Facility Requirements above Utica University Requirements including but not Limited to Fingerprinting/Background Check/Criminal Background Check
The student is responsible for contacting the site mentor at the capstone site for requirements and details. A criminal background check result may be a requirement of the site.

Contract
Students must review and sign an Attestation on EXXAT that they have examined the specific contract for their placement site, site-specific objectives, and capstone data form before arrival at the capstone site.

Appendices

Appendix A. Doctoral Capstone Project / Experience Proposal

UTICA
UNIVERSITY

Doctoral Capstone Project and Experience Proposal

Final

Capstone Student Name:

Name of DCE Site and Address	
Site Mentor Name and Contact Information	
Capstone Team Members	*(Please list the names and titles of each member of your capstone team and their role)*
Purpose of DCE	(*Must have literature to support purpose*)
Areas of Primary Focus	*(Please note the primary and secondary areas of focus of your proposed Capstone Project and Experience)***:**
Clinical Practice Skills	□
Research Skills	□
Administration	□
Leadership	□
Program Policy & Development	□
Advocacy	□
Education	□
Theory Development	□
Literature Review:	*(Attach Literature Review to the end of this document and reference list)*
Summary of Needs Assessment:	
Goals with Objectives:	
Brief Synopsis of Model/Theory and Frame of Reference to Guide your DCE:	**Must be supported with literature. Include your figure at the end of the document*
Plan for Evaluation:	(*How will you determine project outcomes- what outcome measures will you use and why? Use support from literature)*
Plan for Dissemination:	

Tables & Figures (if applicable)	
References:	
Appendices:	

Adapted from: DeIuliis E.D., & Bednarski, J.A. (2020). *The entry-level occupational therapy doctorate capstone: A framework for the experience and project.* Slack Inc. N.J

Appendix B. Capstone Deliverable Timeline

UTICA UNIVERSITY

Proposed Timeline for the 14-Week Capstone Experience

INSTRUCTIONS*: Please complete the following schedule as a tentative plan of how you envision your time spent during the 14-week doctoral experience. You do not necessarily need a separate learning objective for each week. This plan may be general and subject to change. This is a tool to help you consider how you will spend time meeting your learning objectives and completing your capstone project. Experiences, actions, and steps that you will take should align with your chosen focus area(s). Please share this with your entire capstone team.*

WEEK	**LEARNING OBJECTIVES**	**PROPOSED ACTIONS** (experiences, actions, or steps must be congruent with objectives)	**PROPOSED DELIVERABLES** (must be congruent with action steps)
Week 1	1a 2b 3c	1a 2b 3c	
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7 Midterm Evaluation due			
Week 8			
Week 9			
Week 10			

Week 11			
Week 12			
Week 13			
Week 14 Final Evaluation due Poster Presentation			

Appendix C. Doctoral Capstone Memorandum of Understanding

Occupational Therapy Program
Doctoral Capstone
Memorandum of Understanding

Title of the Doctoral Capstone Experience:_____

Area of Primary Focus:

Clinical Practice Skills □	Program and Policy Development □
Research Skills □	Advocacy □
Administration □	Education □
Leadership □	Theory Development □

Area of Secondary Focus:

Clinical Practice Skills □	Program and Policy Development □
Research Skills □	Advocacy □
Administration □	Education □
Leadership □	Theory Development □

Doctoral Capstone Experience Team

OTD Student:
Doctoral Capstone Coordinator:
Faculty Mentor:

Qualifications of the Faculty Mentor:
Name of Site:
Primary Site Mentor: Name and Title:
Qualifications of site Mentor (Attach resume and or certifications):

Doctoral Capstone Experience and Project Purpose (evidence from the literature is required):

Doctoral Capstone Experience and Project Individualized Goals and Objectives:
Relationship of Doctoral Capstone Experience Objectives to ELOTD Curriculum Design and Professional Outcomes:

<table>
<tr><td colspan="2">Doctoral Capstone Experience Responsibilities & Supervision Plan:</td></tr>
<tr><td>Student will demonstrate at a minimum (not limited to the following)

● Commitment to self-directed learning and fulfillment of all DCE and OTD 788 expectations
● Adherence to requirements for attendance and appropriate number of hours.
● Consistent communication with the DCE team and other appropriate entities/people
● Adherence to Supervision Responsibilities & Guidelines
● Demonstration of professional roles and responsibilities for both the site and university guidelines
●
Additional Responsibilities:</td><td>Site Mentor will Demonstrate at a minimum (not limited to the following)

● Adherence to the mentoring guidelines relative to the area of focus for this DCE
● Provision of appropriate resources for the Utica University DCE student
● Will serve as a professional role model for the Utica University DCE student

Additional Responsibilities:</td></tr>
<tr><td colspan="2">Statement of Planned Dissemination of the Final Capstone Project:</td></tr>
<tr><td colspan="2">Authorship agreement between the Student, Site Mentor, and Faculty Mentor (note; materials developed for the site(ie handouts, program protocols…) by the student are the property of the site unless otherwise noted):</td></tr>
<tr><td colspan="2">Signatures noting understanding and agreement to the above statement of responsibilities:</td></tr>
<tr><td>Student:</td><td>Date:</td></tr>
<tr><td>Site Mentor:</td><td>Date:</td></tr>
<tr><td>Faculty Mentor:</td><td>Date:</td></tr>
<tr><td>Doctoral capstone Coordinator:</td><td>Date:</td></tr>
</table>

Adapted from: DeIuliis E.D., & Bednarski, J.A. (2020). *The entry-level occupational therapy doctorate capstone: A framework for the experience and project.* Slack Inc. N.J.

Appendix D. Faculty Mentor Capstone Agreement Form

Faculty Mentor Capstone Agreement Form

Doctoral Student: **Date:**

General Overview of Capstone Project (100-150 words):

Possible Site Setting(s) Location(s) (type/ site name(s) and address(es):

Possible Population(s):

Potential Utica University Faculty Mentor and rationale for top 3 choices:

1.

2.

3.

Potential Site Mentor: (name, title, credentials, phone and email. If no potential Site Mentor has been established, enter "not established")

FACULTY MENTOR AGREEMENT

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

I will serve as Faculty Capstone Mentor for _____ throughout their OTD program beginning in the __ semester of their ___ year through the ___ semester of their __ year.

I will review and provide feedback on the individualized learning objectives the student creates (in collaboration with their site supervisor) in order to customize their doctoral experience.

I will participate in a mentoring meeting with my mentee at least once a month using Zoom, GoogleMeet, phone or other negotiated form of contact.

I will communicate with the Doctoral Capstone Coordinator (Dr. Annmarie Kinsella) regarding any concerns or needs during the experience.

_____ Date:_____ Capstone Mentor Signature

_____ Date:_____ OTD Student Signature

Approved by:
_____ Date:_____
Annmarie Kinsella, OTD, MD OTR/L
Doctoral Capstone Coordinator Signature

Appendix E. Site Mentor/Expert Agreement Form

Occupational Therapy Doctoral Program
Site Mentor/Expert Agreement Form

Doctoral Student: **Date:**

Setting and Location of Doctoral Capstone Experience (DCE):

Focus Areas of DCE (check):

_____Research
_____Advanced Clinical Practice
_____Advanced Community Practice
_____Administration
_____Leadership
_____Advocacy
_____Teaching
_____Theory Development
_____Other, please describe

Tentative Title of Capstone Project:

General Overview of Capstone Project (150 words or less):
This may be subject to change based on the completion of the needs assessment but is meant to ensure the Site/Expert Mentor and OTD student are considering the capstone project in similar ways.

SITE/EXPERT MENTOR AGREEMENT

I, _____, agree to:
Site/Expert Mentor Name

Serve as_____Site/Expert Mentor during a 14-week DCE placement. (Insert name of OTD student)

1. I will discuss and provide guidance to the student in relation to my defined area of expertise as it

relates to their capstone project. I will provide documentation of expertise in the OTD student's chosen focus area(s) by submitting a copy of a resume, CV, or continuing education in the area(s). *This may include years of experience, certifications, workshops, etc. Please contact the Capstone Coordinator with any questions regarding this.

2. I will participate in advising meetings with the student at least once a month using GoToMeeting, Zoom, or other negotiated form of contact.
3. Collaborate with the OTD student to create individualized student learning objectives to customize this capstone experience using the Doctoral Capstone Experience (DCE) Project Proposal Form and the Proposed Timeline for the 14-Week Doctoral Capstone Component Form.
4. Complete a midterm and final evaluation of the OTD student using the DCE Evaluation of the OTD student.
5. Communicate with the Capstone Coordinator regarding any concerns or needs during the experience and provide input as requested related to the student's planning, professionalism, and interactions with the site mentor.
6. Collaborate with the OTD student and be listed as a contributing author (as appropriate) regarding scholarly products, including but not limited to manuscripts, presentations and posters.

Potential Site Mentor: (name, title, credentials, phone, and email. If no potential site mentor has been established, enter "not established").

_____ Date:_____ Site/Expert Mentor
Signature & Credentials

Site/Expert Mentor Email:

Site/Expert Mentor Phone:

_____ Date:_____ Site/Mentor
Signature & Credentials

Site/Expert Mentor Email:

Site/Expert Mentor Phone:

_____ Date:_____ OTD Student Signature

Approved by:

_____ Date:_____
Annmarie Kinsella, OTD, MS, OTR/L
Doctoral Capstone Coordinator Signature

Appendix F. Doctoral Capstone Project Authorship

Doctoral Program in Occupational Therapy

Doctoral Capstone Project Authorship

General Guidelines

- Materials developed for the site (i.e. handouts, program protocols.) by the student are the site's property unless otherwise noted.
- The faculty mentor serves as the Primary Investigator of mentored research and owns the data. The Student is automatically the first author of research unless a Faculty or site mentor agrees to take the lead in the group research or doctoral capstone project.
- Students are the first authors of project posters & paper assignments, followed by Faculty mentor and then the Site mentor. The order of authorship for outside-of-campus/site presentations (i.e. professional conferences and publications) is determined below. Several forms may be needed if doing more than project paper & poster.
- Students and faculty mentors will always be acknowledged for their contributions.
- Students may lose authorship listing if, post-graduation they do not respond to other author's requests for a period of six months.
- Please refer to this site prior to establishing authorship.
  http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html

Title of project/poster, manuscript for publication, or presentation.

First author:
Second author:
Third author:
Fourth author:
Additional authors in order of citation:

Students who abandon a manuscript or presentation after 6 months forfeit the right of authorship.
Signatures of all authors signify agreement with the above order of authorship.

_____

Student Signature Date

_____

Capstone Coordinator Date

_____

Faculty Mentor Date

_____

Site Mentor Date

Appendix G. Doctoral Capstone Experience Evaluation of the OTD Student

Utica University
Doctoral Capstone Experience
Evaluation of the OTD Student

Student Name: **Site Mentor Name:**

DCE Site: **Site/Setting:**

Date of Midterm Review: **Date of Final Review:**

Select the Focus of the DCE:

Clinical Practice Skills □	Program and Policy Development □
Research Skills □	Advocacy □
Administration □	Education □
Leadership □	Theory Development □

INSTRUCTIONS:
The site mentor will complete this evaluation form during the midterm (7 weeks) and final (14 weeks). The site mentor and the OTD student will review the evaluation collectively and sign that they agree on the evaluation. The OTD student is encouraged to complete a self-assessment to guide the discussion and the learning process.

Note that the last 3 or more objectives (potential 12-14) are the objectives that the OTD student and the Site Mentor have agreed upon as what the student wants/needs to know and what skills the student needs to develop. All objectives must be met: (1) relevant to the DCE setting and project; (2) understandable to the OTD student, Site Mentor, and Capstone Coordinator; (3) Measurable; (4) behavioral/observable; and (5) achievable within the specified time frame.

Please use this scale to rate the objectives below and provide comments to indicate evidence as indicated.
5 = Exceeding, **4** = Met, **3** = Making Progress, **2** = Not Making Progress, **1** = Needs Attention

OTD Objective #1 Student will demonstrate effective communication skills and work interprofessionally skills with those who receive and provide care at the site.
Evidence of accomplishment, to be completed by student and site mentor:

MIDTERM:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

OTD Objective #2 The student will demonstrate positive interpersonal skills and insight into one's professional behaviors to accurately appraise one's disposition, strengths, and areas for improvement.
Evidence of accomplishment, to be completed by student and site mentor:

MIDTERM:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

OTD Objective #3 The student will demonstrate the ability to practice an educative role for consumers, peers, students, interprofessional teams, and others.

Evidence of accomplishment, to be completed by student and site mentor:

MIDTERM:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

OTD Objective #4 The student will develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.
Evidence of accomplishment, to be completed by student and site mentor:

MIDTERM:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

OTD Objective #5: The student will apply a critical foundation of evidence-based professional knowledge, skills, and attitudes.
Evidence of accomplishment, to be completed by student and site mentor:

MIDTERM:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

OTD Objective #6: Student will apply principles and constructs of ethics to individual, institutional, and societal issues, and articulate justifiable solutions to these issues, and act in an ethical manner.
Evidence of accomplishment, to be completed by student and site mentor:

MIDTERM:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

OTD Objective #7 The 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.
Evidence of accomplishment, to be completed by student and site mentor:

MIDTERM:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

OTD Objective #8 The student will demonstrate competence in following program methods, quality

improvement, and/or research procedures utilized at the site.
Evidence of accomplishment, to be completed by student and site mentor:

MIDTERM:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

OTD Objective #9 The 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 the SiteMentor, Faculty Mentor, and Doctoral Capstone Coordinator.
Evidence of accomplishment, to be completed by student and site mentor:

MIDTERM:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

OTD Objective #10 The student will relate theory to practice and demonstrate synthesis of advanced knowledge in a specialized practice area through the completion of a doctoral field experience and scholarly project.
Evidence of accomplishment, to be completed by student and site mentor:

MIDTERM:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention

Comments:

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

OTD Objective #11 The student will Acquire in-depth experience in one or more of the following focused areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.
Evidence of accomplishment, to be completed by student and site mentor:

MIDTERM:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

OTD Student Selected Objective #1
Evidence of accomplishment, to be completed by student and site mentor:

MIDTERM:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention

Comments:

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

OTD Student Selected Objective #2
Evidence of accomplishment, to be completed by student and site mentor:

MIDTERM:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

OTD Student Selected Objective #3

Evidence of accomplishment, to be completed by student and site mentor:

MIDTERM:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

FINAL:

5 = Exceeding	4 = Met	3 = Making Progress	2 = Not Making Progress	1 = Needs Attention
Comments:				

We are interested in obtaining an accurate profile of the OTD student's capacity fo the profession. We would appreciate your additional comments regarding the areas in which you rated the student on the previous pages.

Overall Strengths:

Areas for Growth:

Please check one:

□ All the learning objectives have been accomplished, and I recommend that the student pass the Doctoral Capstone Experience.

□ The student has not fulfilled the objectives for the Doctoral Capstone Experience and is **NOT** recommended to pass.

Student's Signature_____ Date:

Site Mentor (Print Name):_____

Phone:_____

Email Address:_____

Site Mentor Signature:_____

Appendix H. Capstone Student Evaluation of the Capstone Experience and Site Mentor

Capstone Student Evaluation of the Capstone Experience and Site Mentor

OTD Student:

Site Mentor:

Doctoral Capstone Site:

INSTRUCTIONS: The OTD student will complete this evaluation form at the completion of the 14-week experience. The Site Mentor and OTD student will review the evaluation collectively and sign that they have discussed. The student will then submit the form to the Capstone Coordinator according to the due dates in the course syllabus.

I. Briefly Describe the Doctoral Capstone Site/Setting:

II. Please use the scale below and rate the following:

1=Strongly Disagree

2=Disagree

3= Neither agree or disagree

4= Agree

5= Strongly Agree

Objective	Rating	Comments
My Site Mentor was accessible and available.	1 2 3 4 5	
My Site Mentor communicated regularly with me.	1 2 3 4 5	
My Site Mentor's behavior and attitude are an example of professionalism.	1 2 3 4 5	
My Site Mentor made sure to provide ample time to ask questions and provide feedback.	1 2 3 4 5	
I was provided ongoing feedback in a timely manner.	1 2 3 4 5	
My Site Mentor reviewed written work in a timely manner.	1 2 3 4 5	
My Site Mentor made specific suggestions to improve my performance	1 2 3 4 5	
My Site Mentor sequenced learning experiences to grade progression.	1 2 3 4 5	
My Site Mentor used a variety of instructional strategies. **List those used:**	1 2 3 4 5	
My Site Mentor identified resources to promote student development.	1 2 3 4 5	
My Site Mentor facilitated advanced clinical reasoning.	1 2 3 4 5	

I learned new things about myself and how they relate to future OT practice.	1 2 3 4 5	
Professional growth occurred for me during this DCE experience.	1 2 3 4 5	
Overall, this DCE met my expectations.	1 2 3 4 5	
My Site Mentor sequenced learning experiences to grade progression.	1 2 3 4 5	

III. ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of <u>your DCE</u>, circling the appropriate number.

OT Courses	Preparation Minimal Excellent	Comments
OCT 505 Theoretical Basis of OT	1 2 3 4 5	
OCT 506 Human Occupations	1 2 3 4 5	
OCT 525 Fundamentals of Transformative Learning	1 2 3 4 5	
OCT 526 CID Case-Informed Discussion: Adolescents and Young Adults	1 2 3 4 5	
OCT 543 Fieldwork Level IA Pre	1 2 3 4 5	
OCT 551 FW Level IC: Social Context	1 2 3 4 5	

OCT 571 Occupational Performance: Adolescents and Young Adults	1 2 3 4 5	
OCT 571 Occupational Performance: Adolescents and Young Adults	1 2 3 4 5	
OCT 573 Fundamentals of Practice I	1 2 3 4 5	
OCT 527 Case-Informed Discussion: Adults	1 2 3 4 5	
OCT 561 Professional Roles I: Development	1 2 3 4 5	
OCT 549 Research Seminar I	1 2 3 4 5	
OCT 552 Fieldwork Level IC: Psychosocial Factors Influencing Occupations	1 2 3 4 5	
OCT 654 FW Level IIA	1 2 3 4 5	
IPE 505 Interprofessional Practice experience	1 2 3 4 5	
OCT 601 Occupational Performance: Children Lecture	1 2 3 4 5	
OCT 601 Occupational Performance: Children Lab	1 2 3 4 5	
OCT 604 Case-Informed Discussion: Children	1 2 3 4 5	
OCT 605 Fundamentals of OT Practice, III	1 2 3 4 5	
OCT 622 Writing for the Profession	1 2 3 4 5	

OCT 623 Fieldwork Level IB Preparation	1 2 3 4 5	
OCT 633 Fieldwork IB	1 2 3 4 5	
OCT 637 OT Manager	1 2 3 4 5	
OCT 649 Research Seminar II	1 2 3 4 5	
OCT 668 OT Research Dissemination	1 2 3 4 5	
OCT 656 FW Level II B	1 2 3 4 5	
OCT 736 Best Practice in Emerging Areas for Children & Adolescent	1 2 3 4 5	
OCT 735 – Best-Practice with Persons Groups & Populations	1 2 3 4 5	
OCT 688 Capstone I: Becoming an Agent of Change	1 2 3 4 5	
OCT 698 Capstone Project II: Project Exploration and Proposal Development	1 2 3 4 5	
HCA 521 – Health Care Systems: Continuum of Care	1 2 3 4 5	
OCT 745 – Advanced Theory and Theory Development	1 2 3 4 5	
OCT 608 Foundations in Occupational Science	1 2 3 4 5	
OCT 721 – Capstone Project III: Proposal Defense & Experiential Component Prep	1 2 3 4 5	
BUS 611/612- Principles and Practices of Leadership I & II	1 2 3 4 5	

OCT 755 Advocacy for Populations & Communities	1 2 3 4 5	
OCT 765 – Skills for the Advanced Educator	1 2 3 4 5	

IV. CAPSTONE STUDENT REFLECTIONS

What courses or experiences contributed the MOST to your success on your DCE?

What changes would you recommend in your academic program relative to the needs of your DEC?

Before beginning a DCE at this site, a capstone student should study/ read/ prepare by:

The MOST rewarding part of this DCE was:

The MOST challenging part of this DCE was:

Site Mentor Signature:_____Date:_____

Student Signature:_____ Date:_____

Adapted from: DeIuliis E.D., & Bednarski, J.A. (2020). *The entry-level occupational therapy doctorate capstone: A framework for the experience and project.* Slack Inc. N.J.(p.184)

Appendix I.

Utica University
Learning Contract / Action Plan

Concern Area/ Performance Issue	Expected Performance Goal	Strategies, Actions & Resource(s) Required to meet the goal	Follow-up plan/ Timeline (include date for performance issue to be re-evaluated)	Resultant action if performance expectation is not achieved

Signatures indicate that both parties acknowledge the above performance concerns and agree to participate in the performance improvement plan outlined in the table above. The OTD student is responsible for accessing resources and implementing strategies to improve their performance and facilitate feedback in the identified problem areas. Failure to meet expected performance in the established timeline may indicate disciplinary action or a failed capstone experience.

Student Signature_____ Date_____

Site Mentor Signature(s) _____Date_____

Capstone Coordinator Signature_____Date_____

Program Director Signature_____Date_____

For use at Follow-up meeting:

Evidence to demonstrate Change in Performance:

- Review Met Expectations
- Review Did Not Meet Expectations

Student Signature_____ Date_____

Site Mentor Signature(s) _____Date_____

Capstone Coordinator Signature_____Date_____

Program Director Signature_____Date_____

Appendix J.

Utica University
Unpaid Occupational Therapy Doctoral Capstone Experience

Agreement

This AGREEMENT is made between _____ (the "Facility") located at _____ and, Utica, New York (the "University"), and is effective as of _____.

WHEREAS, the Facility and the University are mutually desirous of providing for the establishment, direction, and operation of an Occupational Therapy Doctoral Capstone experience (the Capstone Experience") to aid in the clinical education of Occupational Therapy Students of the University (the "Students").

NOW THEREFORE, IT IS MUTUALLY AGREED THAT:

i. <u>The Doctoral Capstone</u>

a. The Facility and the university shall determine the maximum number of Students who may participate in the Capstone Experience, the length of the Capstone Experience, and the learning experiences for such Students, including a statement of criteria for participation.
b. The facility and the university shall each appoint a representative who shall serve as the contact person for the development, coordination, and implementation of the capstone experience (the "University representative" and the "Facility representative").
c. The Facility Representative and the University Representative shall determine the facilities and resources that will be made available to the Students by the Facility and the dates and times such facilities and resources may be used.
d. The Facility Representative and the University Representative will institute a plan for periodic conferences to evaluate the effectiveness of the Capstone experience.

ii. <u>The University Responsibilities:</u>

a. The University will place in the Doctoral Capstone Experience only students registered in Utica University's Program of Occupational Therapy

who have successfully completed any appropriate prerequisite courses and/or other clinical educational experience.

b. The University will select and assign the Students, who shall not be subject to any employment recruitment process or screening by the Facility.
c. The University will inform the Facility of the level of training each students has received and will provide current information regarding the Student's clinical educational goals.
d. The University shall determine the expectations and requirements for the Doctoral Capstone Experience participation, and award academic credit for the Student's successful completion of the Doctoral Capstone Experience.
e. The University shall provide the Facility Representative with copies of applicable curricula.
f. The University shall notify the Facility of any changes in the academic curriculum.
g. The University shall provide time and opportunity for orientation of Facility personnel to the Occupational Therapy Program of the University.
h. The University shall notify the Facility when there is a change in the staffing of the Doctoral Capstone Coordinator.
i. The University's assignment of Students to the Facility for practical experiences shall be for a pre-determined period of time, which may be altered with agreement from the facility and the University.
j. The University shall contact the supervising clinical instructor during the affiliation to discuss student performance.
k. The University shall have the right to remove any of the Students from the Capstone Experience at any time, in accordance with the University's policies.
l. The University shall ensure that all Students obtain and maintain health insurance covering accidents and sickness with such companies and with the terms and limits that the University reasonably requires.
m. The University shall ensure that all Students obtain and maintain personal professional liability insurance of $1,000,000/ $3,000,000 with such companies and with such terms and limits as the University reasonably require.
n. The University shall ensure that all Students are aware of and have complied with the Facility's policies regarding the need for any health screenings, vaccinations, criminal background checks and/or other Facility requirements before the commencement of the Capstone experience.
o. The University or Students shall provide the Facility with student information, medical/immunization records, professional liability insurance information, health insurance information (including names of insurance companies and policy numbers), and any other forms required by the Facility, at least one month before the start of the capstone experience.
p. The University will inform all Students that they are responsible for:

i. following the Facility's rules, regulations, policies, and procedures;
ii. paying all applicable expenses, including without limitation meals, laundry of uniforms, medical expenses, transportation, and books; and
iii. providing the Facility with records of each student's immunizations and/or other medical tests as may be required by the Facility.

iii. <u>Facility Responsibilities:</u>

a. The Facility will make available to each of the Students' its facilities and staff as the Facility determines reasonable and appropriate to provide opportunities for educational experience related to the Capstone Experience.
b. The Facility will provide a variety of learning experiences appropriate to the setting. The experiences and skills taught to the Students shall build upon their academic experience, apply generally to the field of occupational therapy, and shall not be specifically limited to the Facility's practice or operation.
c. The Facility, in coordination with the Doctoral Capstone Coordinator, will plan and implement an occupational therapy clinical education program for the Students that meets the specific objectives of the clinical experience.
d. The Students shall not perform routine work such as filing or other clerical work, or otherwise assist in the operations of the Facility.
e. The Students will not replace, substitute for, or augment the work of paid employees of the Facility. The hours and workload of the Facility's employees will not be reduced as a result of any of the Students capstone experience.
f. Each student's capstone experience shall be for a fixed period which shall be established in advance and may be altered with agreement from facility and University.
g. The Facility shall not use any student's capstone experience as a trial period to determine whether s/he is suitable for employment. Each student will be specifically advised that s/he should have no expectation of being hired by the Facility as an employee.
h. The Facility shall maintain full responsibility for any patient care throughout the term of the capstone Experience.
i. The Facility will allow Students, at their own expense, to use any available cafeteria and/or snack bar facilities of the Facility.
j. The Facility shall maintain applicable general and professional liability insurance coverage in such amount and under such terms as may be required by applicable law and shall, upon request, provide copies of certificates of such insurance coverage to the University.
k. The Facility will provide or arrange for emergency health care to Students in case of accident or sudden illness occurring at the Facility, at the expense of the student.

l. The Facility shall arrange for and provide close supervision of Students by persons designated by the Facility who have the requisite knowledge and experience to supervise students in the occupational therapy program.
m. The Facility shall advise the University of changes in personnel, operation or policies which materially relate to the Capstone Experience and/or any of the Students participation.
n. The Facility will provide the University and all Students with copies of, or other reasonable access to, the Facility's current policies and procedures with which Students must comply.
o. The Facility will provide Students with an appropriate orientation, which includes training on HIPAA privacy policies and procedures with respect to protected health information.
p. The Facility will allow on-site visits by University representatives upon prior notice during normal working hours. The Facility will permit reasonable inspection by organizations and individuals responsible for accrediting or regulating the University and will cooperate in supplying non-privileged information reasonably required to assist the University in maintaining accreditation.
q. The Facility may immediately suspend, and/or require the University to withdraw, any of the Students from the Capstone Experience if, in the discretion of the Facility, the student poses a risk of harm to the Facility's patients, employees, contractors, visitors, or other Students. If reasonably possible, such suspension or withdrawal will be implemented cooperatively by the Facility and the University.
r. The Facility will evaluate the performance of Students at least two times during the clinical rotation (preferably at the midpoint of the rotation and during the final week), and will return the completed written evaluation to the University within one week of the end of the affiliation.
s. The Facility will provide ongoing opportunities for formal and informal verbal feedback to the Students regarding clinical performance.
t. The Facility will notify the University when student's clinical performance is deficient and is not improving or when the student's level of performance may result in safety concerns for patient care.
u. The Facility will provide the University with information/forms as required by the University and the New York State Education Department, and any applicable accreditation council for the Students' field of education.

iv. GENERAL PROVISIONS

a. **Term and termination**. The term of this Agreement will begin on _____ and will continue for a period of five (5) year(s), and shall automatically renew for additional one (1) year terms, unless terminated by either party. Either party shall have the right to terminate this Agreement, with or without cause, following ninety (90) days' written notice by registered mail to the other party. However, termination shall not be effective with respect to those Students

enrolled in the Doctoral Capstone Experience at the time of the notice of termination until such Students have completed their scheduled rotation at the Facility.

b. **Mentorship/Supervision**. The Facility and the University agree that during the period when Students are enrolled in the Capstone Experience at the Facility, the Students will be under the supervision and control of the Facility and will adhere to the Facility's policies and procedures regarding health care delivery and the Students' role in delivering same.

c. **Indemnification.** The University will indemnify and hold the Facility harmless from and against any and all costs, expenses, losses, claims, damages, and/or liabilities (including, but not limited to, reasonable attorneys' fees) directly arising from the negligent acts or omissions of the University, or of its faculty or staff while on the premises of the Facility. The Facility shall indemnify, defend and hold the University harmless from and against any and all costs, expenses, losses, claims, damages, and/or liabilities (including, but not limited to, reasonable attorneys' fees) arising from or relating to the negligent acts or omissions of the Facility, its officers, agents or employees, including, but not limited to, those relating to client care. In no event, however, shall either party be liable to the other party for any punitive, special, exemplary, or consequential damages of any kind or nature. This Section shall survive termination or expiration of this Agreement for any reason.

d. **No Wages or Fees**. No cash payment shall be provided to or received by the University, Students, or the Facility for participation in this Agreement. As set forth more fully in the attached notice to each of the Students, no Student shall receive or be entitled to any wages for his or her fieldwork/clinical experience.

e. **Status of Parties**. The parties agree that Students participating in the education Fieldwork are not the employees or agents of the Facility or the University, nor are they entitled to any benefits from the Facility or the University, including but not limited to workers' compensation, unemployment insurance coverage, health benefits (except as herein above provided), coverage or any other benefits provided by the Facility or the University to its employees. Each Student's agreement to this status will be confirmed in the attached notice.

f. **HIPAA Compliance**. Students shall be deemed to be volunteer members of the Facility's "workforce" for purposes of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and all corresponding laws and regulations. The University is not a Business Associate of the Facility. The Facility shall not disclose protected health information to the University for any purpose, including Student evaluations, unless such disclosure is pursuant to a HIPAA-compliant authorization.

g. **Severability**. If, for any reason, any provision of this Agreement is held invalid, such invalidity will not affect any other provision of this Agreement not held so invalid, and each such other provision will, to the full extent consistent with law, continue in full force and effect.

h. **Notice**. Any notice required to be sent to the parties under this Agreement will be sent by certified mail, return receipt requested, and addressed as follows:

To the University:

Utica University
Occupational therapy Department
Dr. Annmarie Kinsella
1600 Burrstone Road
Utica, NY, 13502
(315)792-3239
askinsel@utica.edu

To the Facility:

i. **Nonexclusive Agreement**. This Agreement is not exclusive. The Facility reserves the right to offer a cooperative education Capstone Experience to students of other educational institutions and the College has the right to offer its students cooperative education Fieldwork at other facilities.

j. **Nondiscrimination**. Neither the Facility nor the College will discriminate against any person because of race, color, religion, sex, marital status, sexual orientation, age, veteran status, handicap, disability, national origin, or other legally protected characteristic.

k. **Entire Agreement; Modification and Waiver.** This Agreement constitutes the entire Agreement between the parties pertaining to the subject matter contained in it and supersedes all prior and contemporaneous agreements, representations, and understandings of the parties. No supplement, modification, or amendment of this Agreement shall be binding unless executed in writing by all of the parties. No waiver of any of the provisions of this Agreement shall be deemed or shall constitute a waiver of any other provision, whether or not similar, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

IN WITNESS WHEREOF, this Agreement has been executed for the dates set forth below.

For: Site name:	For: Utica University
_____	_____
Name	University Representative
_____	_____
Date Signed	Date Signed

v.

Student Acknowledgement Page

Occupational Therapy Program

School of Health Professions and Education

I, _____, have been informed about the Doctoral Capstone Experience criteria, including specific policies and procedures related to the progression through the Entry level Occupational Therapy Doctoral Program. I acknowledge that I have an on-going opportunity to ask questions and seek clarification of the program requirements, policies, and procedures. I am aware that I must achieve the following:

1. A cumulative grade point average of at least 3.2 (on a 4.0 scale).
2. Successfully complete all prerequisite courses with a minimum grade of 'B-' or better.
3. Successfully complete all major related science courses with a minimum grade of "B"

I accept the student expectations as explained in the orientation on this day _____.

.

Signature: _____Date: _____