



UNIVERSITY OF  
**CENTRAL**  
**ARKANSAS™**

# **DOCTORAL CAPSTONE MANUAL**

# Department of Occupational Therapy

Website: [www.UCA.edu/OT](http://www.UCA.edu/OT)

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## PROGRAM MISSION, VISION & PHILOSOPHY

### Mission

*Through an intentional investment in relationships, our program prepares community-engaged occupational therapy practitioners, scholars, and advocates for interprofessional collaboration in traditional and emerging practice settings.*

### Vision

*Our vision is to make a positive impact by facilitating occupational participation of diverse people, populations, and communities.*

The program is committed to promoting student awareness and appreciation of different cultural and social value systems. Student sensitivity is cultivated through the improved awareness of self and appreciation of diversity among client populations. The program seeks to instill in students a sense of self-direction, discernment, and a desire to assume active responsibility for leadership, advocacy, clinical research, advanced clinical skills, and education.

In addition to educating competent practitioners, leaders, and advocates, the program strives to have a strong positive influence on the profession throughout the state and region, by assisting in the development of new knowledge in the science of occupation and in conducting and disseminating clinical research that establishes the efficacy of OT services.

### Philosophy

#### *Preamble*

Occupational therapy (OT) education prepares occupational therapy practitioners to address the occupational needs of individuals, groups, communities, and populations. The education process includes both academic and fieldwork components. The philosophy of occupational therapy education parallels the philosophy of occupational therapy, yet remains distinctly concerned with beliefs about knowledge, learning and teaching.

#### *Fundamental Beliefs of Occupational Therapy Education:*

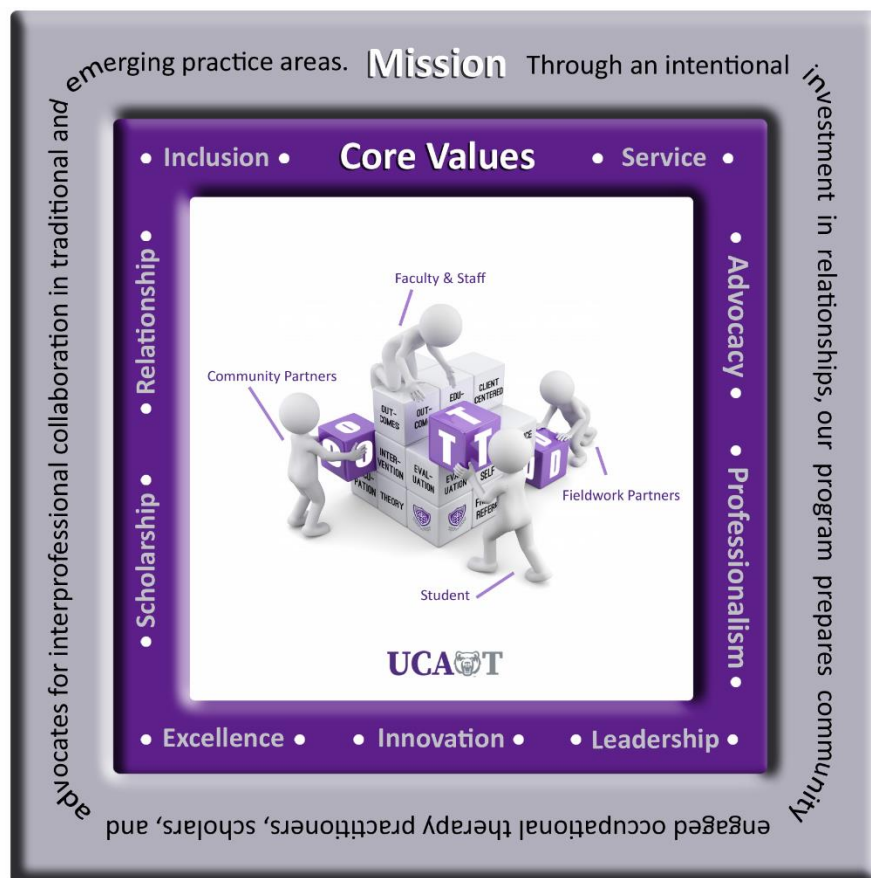
Students are viewed as occupational beings, in dynamic transaction with the learning context and the teaching-learning process. The learning context includes the curriculum and pedagogy and conveys a perspective and belief system that includes a view of humans as occupational beings, occupation as a health determinant, and participation as a fundamental right. Education promotes clinical reasoning and the integration of professional values, theories, evidence, ethics and skills. This will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in life through engagement in occupation (AOTA, 2014).

Occupational therapy education is the process by which practitioners acquire their professional

identity.

## INTRODUCTION TO DOCTORAL CAPSTONE EXPERIENCE

The Department of Occupational Therapy at the University of Central Arkansas is committed to the development of leaders, advocates, researchers, and skilled practitioners in occupational therapy. The UCA OTD Doctoral Capstone experience is the advanced practitioner phase of the curriculum where students develop advanced skills (those beyond a generalist level) and is integral to the acquisition of scholarly competencies as reflected in the program's curriculum design (see below). Students will have in-depth experiences in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. The UCA OTD Doctoral Capstone will include an individualized culminating project that will allow the student to demonstrate synthesis and application of knowledge gained. The student must successfully complete all coursework and Level II fieldwork, and complete preparatory activities in Doctoral Seminar courses prior to the commencement of the doctoral capstone experience (2011 ACOTE Standard C.2.0).



## DOCTORAL CAPSTONE: MEMBERS AND DEFINITIONS

The planning and execution of students' doctoral capstone experiences will require several individuals: Academic Faculty Advisor, OTD Doctoral Capstone Coordinator, Academic Fieldwork Coordinator, OTD Faculty Mentor, OTD Expert Mentor, and Site/Facility Supervisor.

**Academic Faculty Advisor** – Each student will be assigned an Academic Faculty Advisor upon admission to the OTD program. The Academic Faculty Advisor will assist the student to reflect on learning experiences each semester for the purpose of guiding the students' personal and professional development. Advisement sessions will be used in preparation for OTHY 7310 Doctoral Seminar III –Planning & Development and OTHY 7220 Doctoral Seminar IV Transition to Practice. Once assigned to OTD Faculty Mentor, all advisement will move to the OTD Faculty Mentor.

**OTD Doctoral Capstone Coordinator (DCC)** – The DCC is specifically responsible for the program's compliance with the capstone requirements of ACOTE Standards [D.1.0-D.1.8]. The role of the DCC is to provide students with the structure and information to begin the development of their capstone experiences in OTHY 7310 Doctoral Seminar III. The DCC will oversee each phase of the Doctoral Capstone from development to completion and dissemination. The DCC will ensure the capstone experience is unique and does not duplicate or interfere with Fieldwork experiences. The DCC will organize the assignment process for OTD students and OTD Faculty Mentors in order to have appropriate mentorship. The DCC will work directly with the OTD Faculty Mentors to identify and confirm sites to support each Doctoral Capstone. The DCC will also assist the Faculty Mentors and Expert Mentors as needed through the planning and execution of the doctoral capstone experiences. The DCC will ensure all policies and procedures are followed to ensure all sites have signed Memoranda of Understanding for the doctoral capstone experience prior to commencement and according to the standards and regulations of all regulating bodies.

**Academic Fieldwork Coordinator** – Prior to the assignment process, the Academic Fieldwork Coordinator will provide the DCC the Level II fieldwork site placements for each student in order to verify the proposed experience is above and beyond the student's fieldwork experiences and does not duplicate or conflict with any fieldwork experiences. Each student will be responsible to provide a justification of how the proposed capstone experience is different from his/her fieldwork experience.

**OTD Faculty Mentor (OTHY 7310)** – Following the assignment process, the OTD Faculty Mentor will assume mentorship, along with advisement of their assigned mentees. The OTD Faculty Mentor will provide evidence of expertise in the student's focused area of concentration for OTHY 7V50 Doctoral Capstone (2018 ACOTE Standard D.1.6). In addition, the OTD Faculty Mentor will advise the student's development of the doctoral capstone experience and professional behavior. In Fall Year III, the OTD Faculty Mentor will begin work with the student

in OTHY 7310 Doctoral Seminar III to meet the requirements set forth in the course. The OTD Faculty Mentor will submit all required paperwork to the DCC within the designated time frame.

**OTD Expert Mentor** –The OTD Expert Mentor will be identified by the student and Faculty Mentor in the Fall Year III in OTHY 7310. The OTD Expert Mentor will provide evidence of skills and understanding in an identified area of expertise to guide the student in his/her doctoral residency. The Expert Mentor will participate in the completion of a Memorandum of Understanding to clearly outline his/her roles and responsibilities. A plan for ongoing supervision and meetings with the student to discuss issues during the doctoral capstone experience will be included. The Expert Mentor will also complete an assessment of the student and submit to the OTD Faculty Mentor at the end of the capstone experience.

**Note:** At times, the OTD Faculty Mentor and Expert Mentor may be the same person depending on the student’s interest and professional development.

**Site/Facility Supervisor** – The Site/Facility Supervisor will provide general supervision for a student at a specific location when the Expert Mentor is not physically on-site at the location. However, the Site/Facility Supervisor is knowledgeable with the population of interest or agency and can provide guidance for the student capstone experiences. The Site/Facility Supervisor must be identified as part of the course requirements in OTHY 7310 Doctoral Seminar III.

**Note:** At times, a Site/Facility Supervisor may not be needed and the Expert Mentor will serve in that capacity depending on the student’s interest and professional development.

## OTHY 7V50 DOCTORAL CAPSTONE: COURSE DESCRIPTION AND OBJECTIVES

The course description of OTHY 7V50 is:

*A mentored intensive and extensive learner-centered experience that is designed to develop advanced skills in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.*

The experience will be a minimum of 14 weeks (560 hours) with no more than 20% of the 560 hours being completed off-site from the mentored practice setting (2018 ACOTE Standard D.1.5). Time spent off-site may include independent study activities such as research and writing. This will ensure a concentrated experience in the designated area of interest (2018 ACOTE Standard D.1.1/C.1.8). Prior fieldwork or work experiences may not be substituted for any part of the doctoral experiential component (2018 ACOTE Standard D.1.5).

The 12 credit-hour course requires implementation and oral dissemination of an individual culminating project that allows the student to demonstrate synthesis and application of advanced knowledge in a designated area of interest (2018 ACOTE Standard D.1.8). The specific topics and learning opportunities will be documented between the doctoral student and OTD Faculty Mentor of the specific experience and submitted to the DCC to ensure compliance with capstone requirements (2018 ACOTE Standard D.1.1 and D.1.2)

The Doctoral Capstone is designed to be completed on a full-time basis for a minimum of 14 weeks. (2018 ACOTE Standard D.1.5). However, it may be completed on a part-time basis and must be consistent with the individualized specific objectives of the capstone project (2018 ACOTE Standard D.1.5). The UCA student will have a maximum of 12 months to complete the experience. The OTD DCC, OTD Faculty Mentor, OTD Expert Mentor, and/or the Department Chair will determine the impact of the leave of absence or extension on the time frame of completion.

### **Prerequisites for OTD Doctoral Capstone**

As stated in 2018 ACOTE Standard D.1.0, a student must successfully complete all coursework and Level II fieldwork and complete preparatory activities prior to the commencement of the 14-week doctoral capstone experience.

## **PROCESS AND TIMELINE OF THE DOCTORAL EXPERIENCES WITHIN THE CURRICULUM**

Once accepted into the program, the OTD student will be assigned an OTD Academic Faculty Advisor to assist in the students' personal and professional development. In the first semester (Fall I), the students will be oriented to the doctoral capstone experience in OTHY 6110 Doctoral Seminar I. In this course, the students explore community engagement and civic responsibility through integration of direct, indirect, advocacy, or research based service learning within an emphasis on analysis of the role of occupational therapy in strengthening communities. In Spring I (OTHY 6120 – Doctoral Seminar II), the students investigate and critically analyze simple and complex cases from an occupational therapy perspective using problem-based and solution focused learning. This exploration facilitates the student's knowledge and competencies as related to responsibilities as an occupational therapist with individuals who have various diagnoses. Through coursework (OTHY 6110 & OTHY 6120) and guidance from their academic faculty advisor, students will have developed their experiences and interests in various roles and among various populations within the first year of coursework.

In Year Two, the OTD student will continue to explore population needs and opportunities for scholarship as he/she becomes immersed in research projects for OTHY 7317, OTHY 7317 and OTHY 7319. The student will also engage in the assessment and intervention planning for individuals and populations in OTHY 6321, OTHY 6438, OTHY 6510, and OTHY 6511. Lastly, the student will experience 12 credit hours of Level II Fieldwork in diverse settings. The student must successfully complete all coursework, Level II Fieldwork, and complete preparatory activities prior to the commencement of the doctoral capstone experience in Year III of the program (2018 ACOTE Standard D.1.0)

Prior to the start of Year Three, the student will submit a Capstone Preliminary Draft Proposal form/s for possible doctoral capstone experiences. The student will provide information to define their interests and generate ideas for Expert Mentors in mid-July in Year Two. Each student will provide a justification to ensure there are no conflicts or duplication between the proposed Doctoral Capstone interest and Fieldwork experiences. Once all submissions are reviewed, the student will be notified of the OTD Faculty Mentor prior to enrollment in OTHY 7310 Doctoral

Seminar III. The OTD Faculty Mentor will replace the OTD Academic Faculty Advisor and will mentor the student until graduation.

By Year Three, the student should have successfully completed all previous coursework and have been assigned to an OTD Faculty Mentor for the doctoral capstone experience. At that time, students will plan for their doctoral capstone experience in OTHY 7310, including relevant and current evidence to support the scope of the capstone and demonstrate an alignment with the curriculum design and sequence (2018 ACOTE Standards D.1.1 and D.1.2). During the doctoral capstone experience development, the OTD Faculty Mentor will advise the OTD student as they seek out potential OTD Expert Mentor and Site/Facility Mentor(s) among professional, educational, and community networks. Formal approval of all Mentor(s) must be obtained by the Faculty Mentor and the DCC and should be in agreement with the curriculum philosophy and program outcomes. In addition, the student and OTD Faculty Mentor will develop a memorandum of understanding to include: individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. The memorandum of understanding will be signed by student, representative of the partnering person/ agency, Faculty Mentor, and the DCC. (2018 ACOTE Standard D.1.4).

After successful completion of OTHY 7310 Doctoral Seminar III – Planning and Development, the student will proceed to complete 14 weeks (12 credit hours) of OTHY 7V50 Doctoral Capstone (Early implementation of 2018 ACOTE Standard D.1.3). The student will complete the OTD program in the summer of Year Three following the successful oral dissemination of the Doctoral Capstone Proposal demonstrating synthesis and application of advanced knowledge in a designated area of interest.

## **SUPERVISION OF DOCTORAL CAPSTONE EXPERIENCE**

According to the 2018 ACOTE Standards D. 1.4, D.1.6, and D.1.7, the DCC will ensure documentation and verify that the OTD student is being mentored by an individual with expertise consistent with the student’s area of focus prior to the initiation of the doctoral capstone experience. Mentoring is defined as, “a relationship between two people in which one person (the mentor) is dedicated to the personal and professional growth of the other (the mentee)” (ACOTE Standards Glossary). A mentor has more experience and knowledge than the mentee.

According to the above criteria, the OTD Faculty Mentor, OTD Expert Mentor and/or Site/Facility Supervisor may supervise the doctoral capstone experience but the plan of supervision should be outlined according to the student’s individualized learning plan. Depending on the Doctoral Capstone focus and/or emphasis, the OTD student may have more than one Site/Facility mentor but should be outlined in the student’s learning plan.

## **STUDENT PROGRESSION THROUGH DOCTORAL CAPSTONE EXPERIENCE**

If a student withdraws or does not successfully complete the doctoral capstone experience, the OT Program Progression Policies and Procedures outlines the process. However, if the student does not successfully complete the doctoral capstone within the designated timeframe, the



student will have a maximum of 12 months to successfully complete the experience. The OTD DCC, OTD Faculty Mentor, OTD Expert Mentor, and/or the Department Chair will determine the impact of the leave of absence or extension on the time frame of completion.

## EVALUATION OF THE DOCTORAL CAPSTONE EXPERIENCE

The formal evaluation of the student's performance will occur at Week 7 and at the completion of the Doctoral Capstone will occur in OTHY 7V50 Doctoral Capstone course. The student will be responsible for his/her own learning plan along with the OTD Faculty Mentor. Specific learning objectives and student responsibilities will be identified and agreed upon between the student, OTD Faculty Mentor, OTD Expert Mentor and/or Site/Facility Supervisor. All assessment outcomes will be reviewed and signed by the OTD Faculty Mentor, DCC and Program Chairperson.

## REQUIRED FORMS

1. **Complete Capstone Preliminary Draft Proposal/s form for assignment of OTD**

<https://uca.edu/web/forms/view.php?id=1440>

2. **Faculty Mentors and obtain approval from FW Coordinator (Appendix A).**
3. **OTD Faculty Mentor Agreement Form (Appendix B)**
4. **OTD Expert Mentor Agreement Form (if different from OTD Faculty Mentor) (Appendix C)**
5. **Site Mentor/Site Supervisor Agreement Form (if needed) (Appendix D)**
6. **Doctoral Capstone Time Log (Midterm 7<sup>th</sup> week & Final 14<sup>th</sup> week) (Appendix E)**
7. **Memoranda of Understanding (sample) (Appendix F)**
8. **Doctoral Capstone Evaluation Form of the OTD Performance (Midterm 7<sup>th</sup> week & Final 14<sup>th</sup> week) Completed by all supervising parties (OTD Faculty Mentor, OTD Expert Mentor, OTD Site Mentor, and Supervisor/External Advisor) to be submitted in Blackboard and included in the Final Doctoral Capstone Documentation.**

**Links to the Midterm and Final Evaluation Forms will be provided in Spring III**

## TIMELINE OF DOCTORAL CAPSTONE

ACTIVITY	DATE
OTHY 6110 Doctoral Seminar I Service Learning	Fall Year I
Attend OTD advising sessions	Fall Year I – Fall Year II
Attend OTD Faculty Mentor Informational Sessions	Fall Year I – Fall Year II
Meet with potential OTD Faculty Mentors (as needed)	Fall Year I – Fall Year II
OTHY 6120 Doctoral Seminar II Problem & Solution-Based Learning	Spring Year I
OTD Student Completion of Capstone Preliminary Draft Proposal Form/s	Summer Year II (July 10)
OTD Student & OTD Faculty Mentor Assignment	Summer Year II
Completion of Appropriate Mentor Agreement Forms ( <i>OTD Faculty Mentor, OTD Expert Mentor, &amp;/or Site Mentor/Site Supervisor</i> )	Fall Year III
OTHY 7310 – Doctoral Seminar III Planning & Development ( <i>Completion &amp; submission of all course requirements, including appropriate OTD Capstone Documentation to OTD Faculty Mentor and Doctoral Capstone Coordinator</i> )	Fall Year III
OTHY 7220 – Doctoral Seminar IV Transition to Practice	Spring Year III
OTHY 7V50 – Doctoral Capstone ( <i>Completion of Midterm Evaluation of Doctoral Capstone (7<sup>th</sup> week) &amp; Doctoral Capstone Time Log Completion of Final Evaluation of Doctoral Capstone (14<sup>th</sup> week) &amp; Doctoral Capstone Time Log</i> )	Spring Year III (April-May – Summer Year III (July – August)
Presentation of Doctoral Capstone Experience	Summer Year III (August)
Graduation/Degree granted upon completion of all requirements	Summer Year III (August)

## Appendix A

### Capstone Preliminary Draft Proposal

<https://uca.edu/web/forms/view.php?id=1440>

Use the link above to complete this preliminary draft proposal of your capstone plan. This plan enables you to to define your interests and help the Capstone Coordinator with establishing appropriate faculty mentoring. Up to three forms may be completed to represent multiple interests of yours. However, you must be willing to accept any form you submit as your preliminary draft proposal. According to ACOTE, the goal of the doctoral experiential component is to develop an occupational therapist with skills that are more advanced (skills that are beyond the generalist level). (2018 ACOTE Standard D.1.0)

**Student Name:**

**Proposed title of capstone:**

**Choose as many of the following areas of interest that you would be willing to use in this proposal:**

- Research**
- Policy**
- Advance Clinical Practice**
- Advance Community Practice**
- Advocacy**
- Education**
- Administration**
- Leadership**
- Theory Development**
- Other:**

**Proposed objectives (list at least 3 and no more than 5):**

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

**Proposed expert mentors (list at least 1 and no more than 5). Refer to the handbook for the definition of expert mentor.**

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

**Provide a brief description of your plan for your capstone including face to face and virtual implementation. Include in your proposal your responsibilities, potential sites, organizations, facilities, connections, etc. that might be involved that you might collaborate with if you have any.**

**Provide an explanation of how the proposed capstone experience is beyond your fieldwork experiences and more advanced with skills beyond that of a generalist.**

## Appendix B

### OTD Faculty Mentor Agreement Form

I, \_\_\_\_\_, agree to the following:  
(print OTD Faculty Mentor name)

1. I will serve as OTD Faculty Mentor for \_\_\_\_\_ throughout his/her doctoral capstone experience beginning in the Fall Year III in course, OTHY Doctoral Seminar III through to the completion of the experience at the end of Summer Year III.

Description of Experience (approved by Faculty Mentor)

Working title of Capstone Experience/ Project:

- a. Area of Interest for Capstone Experience:
  - b. Overview of Capstone Experience (100 – 150 words):
  - c. OTD Faculty Mentor:
  - d. Doctoral Capstone Site/Facility Setting (site name/address):
  - e. Doctoral Capstone Site/Facility Supervisor (name, title, credentials, phone & email):
  - f. Population at the Site/Facility
2. I will provide evidence of my qualifications and expertise to serve as a OTD Faculty Mentor in the designated area of interest.
  3. I will review and provide feedback on the individualized learning objectives the student creates in order to customize his/her doctoral capstone experience.
  4. I will oversee the student's plan of activities and ensure that the student documents all activities performed in the doctoral capstone experience, including mentoring meetings with all involved parties.
  5. I will participate in mentoring meetings with my mentee (OTD student) at least bimonthly using face-to-face, phone, Skype, or any other negotiated format.
  6. I will communicate with the Doctoral Capstone Coordinator, Dr. Lorrie George-Paschal regarding any concerns or needs during this experience.

\_\_\_\_\_  
**OTD Faculty Mentor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**OTD Student Signature**

\_\_\_\_\_  
**Date**

**Approved by:**

\_\_\_\_\_  
**Doctoral Capstone Coordinator, *Chris Ryan, OTD, OTR/L***

\_\_\_\_\_  
**Date**

## Appendix C

### OTD Expert Mentor Agreement Form (to be completed if different from OTD Faculty Mentor)

I, \_\_\_\_\_, agree to the following:  
(print OTD Expert Mentor name)

1. I will serve as OTD Expert Mentor for \_\_\_\_\_ throughout his/her doctoral capstone experience beginning in the Fall Year III in course, OTHY Doctoral Seminar III through to the completion of the experience at the end of Summer Year III.

Description of Experience (provided to prospective Expert Mentor prior to signature)

Working title of Capstone Experience/ Project:

- g. Area of Interest for Capstone Experience:
- h. Overview of Capstone Experience (100 – 150 words):
- i. OTD Faculty Mentor:
- j. Doctoral Capstone Site/Facility Setting (site name/address):
- k. Doctoral Capstone Site/Facility Supervisor (name, title, credentials, phone & email):
  1. Population at the Site/Facility
2. I will provide evidence of my qualifications and expertise to serve as a OTD Faculty Mentor in the designated area of interest.
3. I will review and provide feedback on the individualized learning objectives the student creates in order to customize his/her doctoral capstone experience in conjunction with the OTD Faculty Mentor.
4. I will oversee the student's plan of activities and ensure that the student documents all activities performed in the doctoral capstone experience, including mentoring meetings with all involved parties.
5. I will participate in mentoring meetings with my mentee (OTD student) at least bimonthly using face-to-face, phone, Skype, or any other negotiated format.
6. I will communicate with the OTD Faculty Mentor (\_\_\_\_\_) regarding any concerns or needs during this experience.

\_\_\_\_\_  
**OTD Expert Mentor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**OTD Student Signature**

\_\_\_\_\_  
**Date**

**Approved by:**

\_\_\_\_\_  
**OTD Faculty Mentor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Doctoral Capstone Coordinator, *Chris Ryan, OTD, OTR/L***

\_\_\_\_\_  
**Date**

## Appendix D

### Site Mentor/Site Supervisor Agreement Form

\_\_\_\_\_, agree to the following:  
(print Site/Facility Supervisor name)

1. I will serve as the Site/Facility Supervisor for \_\_\_\_\_ throughout their doctoral capstone experience as described below:

#### Description of Experience

Working title of Capstone Experience/ Project:

- a. Area of Interest for Capstone Experience:
  - b. Overview of Capstone Experience (100 – 150 words):
  - c. OTD Faculty Mentor:
  - d. Doctoral Capstone Site/Facility Setting (site name/address):
  - e. Doctoral Capstone Site/Facility Supervisor (name, title, credentials, phone & email):
  - f. Population at the Site/Facility
2. I will supervise the student when on site and as needed for the planning and completion of the doctoral capstone experience.
  3. I will complete an evaluation form (attached) at approximately 7 weeks and at the final of the 14 weeks of the student's capstone experience in regards to their performance.
  4. I agree to communicate with the OTD Faculty Mentor, ( \_\_\_\_\_ ), regarding any concerns or needs during the experience and provide input related to the student's planning, professionalism, and interactions while at the site.

\_\_\_\_\_  
**Site/Facility Supervisor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**OTD Student Signature**

\_\_\_\_\_  
**Date**

**Approved by:**

\_\_\_\_\_  
**OTD Faculty Mentor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Doctoral Capstone Coordinator, *Chris Ryan, OTD, OTR/L***

\_\_\_\_\_  
**Date**

## Appendix E

### Doctoral Capstone Time Log

Student: \_\_\_\_\_

Doctoral Capstone OTD Faculty Mentor: \_\_\_\_\_  
(Print)

Dates	Activity Description ON-SITE Must be <b>at least</b> 80% or 448 hours	# of minutes/hours	Related Learning Objective #

Dates	Activity Description OFF-SITE Must be <b>less than</b> <b>20%</b> or 112 hours	# of minutes/hours	Related Learning Objective #

\_\_\_\_\_  
**OTD Student Signature**

\_\_\_\_\_  
**Date**

**Approved by:**

\_\_\_\_\_  
**OTD Faculty Mentor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Doctoral Capstone Coordinator, *Chris Ryan, OTD, OTR/L***

\_\_\_\_\_  
**Date**

## Appendix F



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OCCUPATIONAL THERAPY

### MEMORANDUM OF UNDERSTANDING

#### Doctoral Capstone Experience

This learning-based Memorandum of Understanding is agreed upon by and between the University of Central Arkansas Occupational Therapy Doctoral Program (“UCA OTD”), \_\_\_\_\_, the UCA OTD Student (“Student”), and \_\_\_\_\_, the Doctoral Experience Capstone Expert Mentor (“Expert Mentor”). Hereinafter all those named above shall be collectively referred to as the “Parties”.

1. **PURPOSE:** The purpose of this agreement is to ensure all parties are aware and in agreement with the expectations of the learning experience. The student is responsible for the development and implementation of the doctoral capstone experience as a requirement of the UCA OTD program and accreditation body (ACOTE), under the mentorship of UCA OTD faculty. Practical or ideological outcomes from Doctoral Capstone projects or research may be beneficial to any or all Parties as they contribute to the successful completion of the Doctoral Experience Component.
2. **DUTIES OF UCA OTD:** The UCA OTD shall assist the Student as they plan for and execute their individualized Doctoral Experience Component work. On behalf of the UCA OTD:
  - a. The Faculty Mentor will oversee the Student’s development of measurable Learning Objectives for their chosen DCE.
  - b. The Faculty will mentor the Student as they develop a Plan for their chosen DCE.
  - c. The Faculty will supervise the Student’s implementation of the Plan for the Student’s chosen DCE.
  - d. The Faculty will complete a Midterm Assessment and a Final Assessment of the Student’s performance and progress in their chosen DCE.
3. **DUTIES OF UCA OTD STUDENT:** The Student shall assume full responsibility for the completion of the Doctoral Experience Component while satisfying all demands of the UCA OTD curriculum. The Student will collaborate with OTD Faculty Mentor(s) and/or their respective Expert Mentor(s) to:
  - a. Develop measurable Learning Objectives for their chosen Doctoral Experience Component.
  - b. Develop an executable Plan for their chosen Doctoral Experience Component.
  - c. Implement the Plan for their chosen Doctoral Experience Component.
  - d. Create and provide to UCA OTD and Practice Setting Mentor(s) a Midterm Assessment tool and a Final Assessment tool. These evaluation tools should enable the Student’s UCA OTD Faculty Mentor and/or their Expert Mentor to adequately assess the Student’s performance and progress in their Doctoral Experience Component.
4. **DUTIES OF THE EXPERT MENTOR(S):** The Expert Mentor(s) provide(s) access to facilities and/or professional expertise in the student’s chosen area of occupational therapy practice for the UCA OTD student to develop skills beyond that of a generalist. The Expert Mentor (s) agree(s) to have the Student work in collaboration with him/her so the Student can gain the needed educational experience as determined in the Student’s Learning Objectives.



5. **NON-FUND OBLIGATING DOCUMENT:** Each party shall be fiscally responsible for their own portion of work performed under the Memorandum of Understanding (MOU). This agreement is not a pecuniary-obligating document, and affords no such authority.
6. **HIPAA COMPLIANCE:** The Parties agree to comply with the requirements of the Health Insurance Portability and Accountability Act of 1996, Pub. L. No. 104-191 (“HIPAA”) and the privacy standards adopted by the U.S. Department of Health and Human Services (“HHS”) as they may be amended from time to time, as well as any State laws/regulations addressing patient confidentiality.
7. **NON-DISCRIMINATION:** The Parties agree to continue their respective policies of nondiscrimination based on Title 11 of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, and national origin, Title 9 of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.
8. **COMMENCEMENT/EXPIRATION DATE:** This agreement is executed as of the date of the last signature and is effective through \_\_\_\_\_ at which time it will expire unless extended by the Parties, in writing.
9. **TERMINATION:** Any Party may terminate or modify this agreement for any reason by providing thirty (30) days written notice to all Parties. This agreement may also be terminated in the event of a substantial breach by any party. Should this agreement be terminated or modified prior to the completion of the Doctoral Capstone (14 weeks &/or 560 hours), the OTD Student and Faculty Mentor will determine other learning experiences in order to accomplish the stated learning objectives in a timely manner.
10. **LIABILITIES:** No Party shall assume any liabilities of any other Party. The Parties do not waive any defense regarding the potential injury, death, or damages to property, as a result of entering into this contract. This provision shall not be construed to limit UCA’s OTD’s rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract.

The mutual understanding between all parties involved in the Doctoral Capstone is indicated by the below signatures for a duration of 14 weeks or 560 hours (April – July) in 2020.

**Doctoral Capstone Experience Topic/Focus:**

\_\_\_\_\_

**OTD Student Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**UCA OTD Faculty Mentor Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Doctoral Capstone Experience Expert Mentor Name:**

\_\_\_\_\_

**Mentor Phone Number:** \_\_\_\_\_

**Mentor Email Address:** \_\_\_\_\_

**Mentor Fax Number:** \_\_\_\_\_

**Doctoral Capstone Experience Practice Setting (Site/s) and Address:**

\_\_\_\_\_

**Expert Mentor Signature/Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_