



MISSOURI STATE UNIVERSITY

**Occupational Therapy
Doctoral Capstone Project and
Experience Manual**

Springfield, Missouri

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Missouri State University
McQueary College of Health and Human Services
Occupational Therapy Program
Occupational Therapy Doctoral Capstone Project and Experience Manual

Preface

This manual is intended to provide doctoral students (EL-OTD and PP-OTD), Content Experts, and Faculty Capstone Advisors with a description of procedures and expectations for the Occupational Therapy Doctoral (OTD) Capstone Project and Doctoral Capstone Experience (DCE).

Missouri State University, the Occupational Therapy Program Director, faculty, and staff welcome comments and suggestions for improving all areas of the academic and fieldwork process.

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Section I: Overview

Mission and Philosophy: The mission of the Occupational Therapy (OT) Programs at MSU is to educate holistic, reflective occupational therapy practitioners who understand the complexity of occupation and value its role in promoting health and wellness.

Didactic and experiential learning develops generalist practitioners prepared to meet the needs of persons, groups, and populations across various settings, including those in rural and underserved communities. Grounded in the core values of OT, graduates will function as change agents and partners with a diverse society to facilitate quality care through evidence-based practice, interprofessional collaboration, scholarship, and a commitment to lifelong learning.

The OT Program embraces the Philosophical Base of Occupational Therapy (AOTA, 2017), asserting that humans are complex beings with an innate need and inalienable right to engage in purposeful activity, who learn through participation in meaningful occupation and are intrinsically and extrinsically motivated, creative, and inquisitive. The OT Program integrates these concepts to foster academic achievement and self-reflection in students as they prepare to serve individuals, groups, communities, and populations (AOTA, 2020). We believe that best practice in occupational therapy education “emphasizes continuing critical inquiry in order that occupational therapists (are) prepared to function and thrive in the dynamic environments of a diverse and multicultural society, using the power of occupation as the primary method of evaluation, intervention, and health promotion” (p. 678).

Curriculum Design and Threads: The curriculum design is influenced by engagement theory and adult learning principles (Knowles et al., 2011). The course sequence introduces students to the scientific, historic, and theoretical foundations of occupational therapy, while emphasizing theoretical understanding as the basis for holistic practice. An intentional effort was made to center all learning on occupation, basing reasoning on the core theoretical tenets of the profession (Fisher, 2013). It is designed to support the continual maturation of the learner, emphasizing a shift away from teacher-led classroom discussion toward unique student-directed learning experiences in real-world settings. Six curricular threads are woven through the fabric of the OTD Program. They include ***occupation-based practice, ethical leadership, community engagement, cultural humility, scientific inquiry, and lifelong learning***.

The increased requirements for practice-based scholarship and research in the doctoral accreditation standards result in an occupational therapist who can rigorously implement evidence-based practice, understand care delivery models, and is prepared to meet the future occupational needs of society (Accreditation Council for Occupational Therapy Education [ACOTE®], 2018).

The Doctoral Capstone Project and Experience is coordinated by the Doctoral Capstone Coordinator (DCC). Each student is also assigned a Faculty Capstone Advisor (FCA) with expertise in their area of study and a Content Expert (CE) is identified who facilitates the on-site experience. Specific individualized objectives are established in collaboration with the student, FCA, and CE. (See section III for role definitions.)

The purpose of the **Doctoral Capstone Project** component is to develop the student's capacity to engage in scholarly activities acknowledging and facilitating scholarship for growth, development, and vitality of the profession (AJOT, 2016). The capstone project is designed around the scholarly question that is developed collaboratively with the experiential site (identified during the proposal course).

Students will:

- Develop a scholarly project in one of the four following areas through completion of the capstone project: Scholarship of Discovery, Scholarship of Integration, Scholarship of Application, Practice or Engagement, or Scholarship of Teaching and Learning.
- Produce a scholarly product related to the project.

The **Doctoral Capstone Experience (DCE)** component is designed to develop occupational therapists with advanced skills, beyond the level of a generalist.

A graduate from an ACOTE®-accredited doctoral occupational therapy program must:

- Relate theory to practice and demonstrate synthesis of advanced knowledge in a practice area through completion of a culminating project and experience.
- Develop in-depth exposure to one or more of the following areas in occupational therapy: Clinical skills, Research skills, Administration, Program Development and Evaluation, Policy Development Advocacy, Education, and Leadership (Accreditation Council for Occupational Therapy Education [ACOTE], 2023, p. 42).

Missouri State University Doctoral Programs Outcomes and Objectives

Upon completion of the EL-OTD program, graduates will:

1. Demonstrate **competence** as generalists in current and emerging practice areas.
2. Provide **occupation-based practice** interventions that promote independence, participation, health, and wellness among diverse persons, groups, and populations within rural and underserved communities.
3. Demonstrate **leadership behaviors** consistent with the legal and ethical standards, and the values, vision, and attitudes of the occupational therapy profession.
4. Utilize interprofessional knowledge and skills embodying the University's Public Affairs mission in **community engagement**.
5. Demonstrate **cultural humility and sensitivity** to social, geographic, economic, gender, racial, and ethnic diversity during personality interactions and in professional practice.
6. Implement the holistic occupational therapy process demonstrating use of theory, **scientific-inquiry**, clinical reasoning, client-centered and individualized intervention, and effective oral and written communication skills.

7. Engage in **life-long learning** through ongoing self-assessment and mindful reflection, continuing education, and scholarship.

8. Demonstrate **synthesis of in-depth knowledge** in the focused area of study.

The Capstone Project and Doctoral Capstone Experience, along with the preparatory coursework, all link to the Missouri State University OTD Program outcomes, objectives, and curricular threads. For additional information, please see the Doctor of Occupational Therapy Student Manual.

ACOTE Capstone Doctoral Standards 2023

D.1.0. Doctoral Capstone

The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following areas in occupational therapy: clinical skills, research skills, administration, program development and evaluation, policy development, advocacy, education and leadership. The doctoral capstone consists of two parts:

- Capstone Project
- Capstone Experience

The student will complete a 14-week capstone experience and an individual related capstone project to demonstrate synthesis and application of knowledge gained.

The doctoral capstone coordinator will:

D.1.1. Collaboration for Designing the Doctoral Capstone	Ensure that the doctoral capstone is designed through collaboration with the student, a faculty member in the occupational therapy educational program who holds a doctoral degree, and an individual with documented expertise in the content area of the capstone.
D.1.2. Content Expert for Doctoral Capstone	Document that the content expert is informed of the plan for and purpose of the doctoral capstone and has content expertise in the focus area.
D.1.3. Design and preparation of Doctoral Capstone	<p>Document that the doctoral capstone is an integral part of the program's curriculum design and:</p> <ul style="list-style-type: none">• Reflects the mission and philosophy of the program.• Contributes to the development of in-depth knowledge in the designated area of interest.• Includes a literature review, needs assessment, goals/objectives, and a plan to evaluate program outcomes. This must be completed prior to the commencement of the 14-week doctoral capstone experience. <p>The doctoral capstone must be started after completion of all coursework and Level II fieldwork.</p>

D.1.4. Experiential Plan and Written Agreements for Doctoral Capstone	<p>Document that the process for ensuring valid written agreements between the organization and the program are in effect prior to and for the duration of the capstone experience.</p> <p>Ensure that there is a valid plan for the individual doctoral capstone experience that, at a minimum, includes:</p> <ul style="list-style-type: none"> • Individualized specific doctoral capstone experience objectives • Plans for evaluation, supervision, and mentoring • Responsibilities of all parties. <p>The agreement must be signed by all parties.</p>
D.1.5. Length of Doctoral Capstone Experience	<p>Require that the length of the doctoral capstone experience be a minimum of 14 weeks full-time, and a minimum of 32 hours per week. This may be completed on a part-time basis and must be consistent with the individualized specific objectives and capstone project. This must be equivalent in length to 14 full-time weeks of at least 32 hours per week. The program must have a mechanism to document that the students meet the requirements for capstone length. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.</p>
D.1.6. Doctoral Capstone Project	<p>Ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.</p>
D.1.7. Evaluation of Doctoral Capstone	<p>Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral capstone.</p>

References:

Accreditation Council for Occupational Therapy Education. (2023). *2023 Accreditation Council for Occupational Therapy Education (ACOTE ®) Standards and Interpretive Guide*. <https://acoteonline.org/accreditation-explained/standards/>

American Occupational Therapy Association. (2016). Scholarship in occupational therapy. *American Journal of Occupational Therapy*, 70, 7012410080. <http://dx.doi.org/10.5104/ajot.2016.706S07>

Doctoral Capstone Project

The project recognizes that for occupational therapists to promote, evaluate, and inform practice roles, they must be able to develop scholarly projects that generate new evidence through independent or collaborative work. Occupational therapists, trained at a doctoral level, possess a professional responsibility not only to use evidence to inform practice but to generate new knowledge through discovery, integration, application/practice/engagement, or teaching and learning.

The Doctoral Capstone Project is an independent, mentored project which serves as partial fulfillment of clinical doctoral education in which students implement a scholarly process that evaluates or defines professional practice, service delivery, and/or professional issues. Within this project, students develop a scholarly product in one of the following areas through the completion of a capstone project: Scholarship of Discovery, Scholarship of Integration, Scholarship of Application, Practice or Engagement, or Scholarship of Teaching and Learning.

The scholarly intent of the project is directly related to the goals and objectives of the DCE. A scholarly project extends the work at a facility, site, or community organization to expand the knowledge base, making creative connections within and across disciplines to integrate, synthesize, interpret, and create new perspectives, apply the knowledge generated within research or integration to address real problems, or to student teaching and learning, or generating a research process.

Development of Objectives and Demonstration for the Capstone Project

Students will work closely with an FCA and a CE in developing an individual plan to integrate new knowledge gained in OTD courses into their Capstone Project. Through the Capstone Project, the student will demonstrate their understanding of advanced occupational therapy concepts and the ability to lead and practice at the highest level of professional practice. The Capstone Project provides the student with an opportunity to demonstrate skills as an innovative leader and scholar-practitioner at the doctoral level.

Doctoral Capstone Experience

The DCE provides an opportunity for the student to relate theory to practice and demonstrate synthesis of advanced knowledge in a practice area through the completion of a culminating project. Students develop in-depth experience in one or more of the following areas through completing the DCE: Clinical Practice Skills, Research Skills, Administration, Leadership, Program and Policy Development, Advocacy, Education, or Theory Development. (Accreditation Council for Occupational Therapy Education [ACOTE®], 2019).

The DCE occurs at a community site where the student will establish a contextual framework to complete the Doctoral Capstone Project. The student develops goals and objectives in collaboration with their FCA and CE to achieve previously identified advanced skill(s) and an in-depth experience. The student seeks out this setting with the guidance of the FCA and in collaboration with the program Capstone Coordinator. The DCC ensures there is a written agreement in place before the initiation of the experience and that the agreement remains in effect for the duration of the experience.

NOTE: When seeking a CE in our local area or a DCE site within a facility that supports fieldwork students from Missouri State University, prior authorization from the Capstone Coordinator is required.

The length of the doctoral capstone experience must be a minimum of 14 weeks full-time, with a minimum of 32 hours/week, and be completed before graduation. Prior fieldwork or work experience may not be a substitute for the DCE. Students keep a weekly time log to track their time and submit these to the CE for

approval and to the DCC for review and as a mechanism to document that the students meet the requirement for capstone length.

A part-time DCE may be considered with:

- Approval from the DCC, FCA, CE, and organization,
- A demonstrated plan for completion of the previously developed individualized specific objectives and capstone project
- The experience must be equivalent in length to 14 weeks full-time of at least 32 hours/week and
- A completion timeframe within the program degree time limits of seven years.

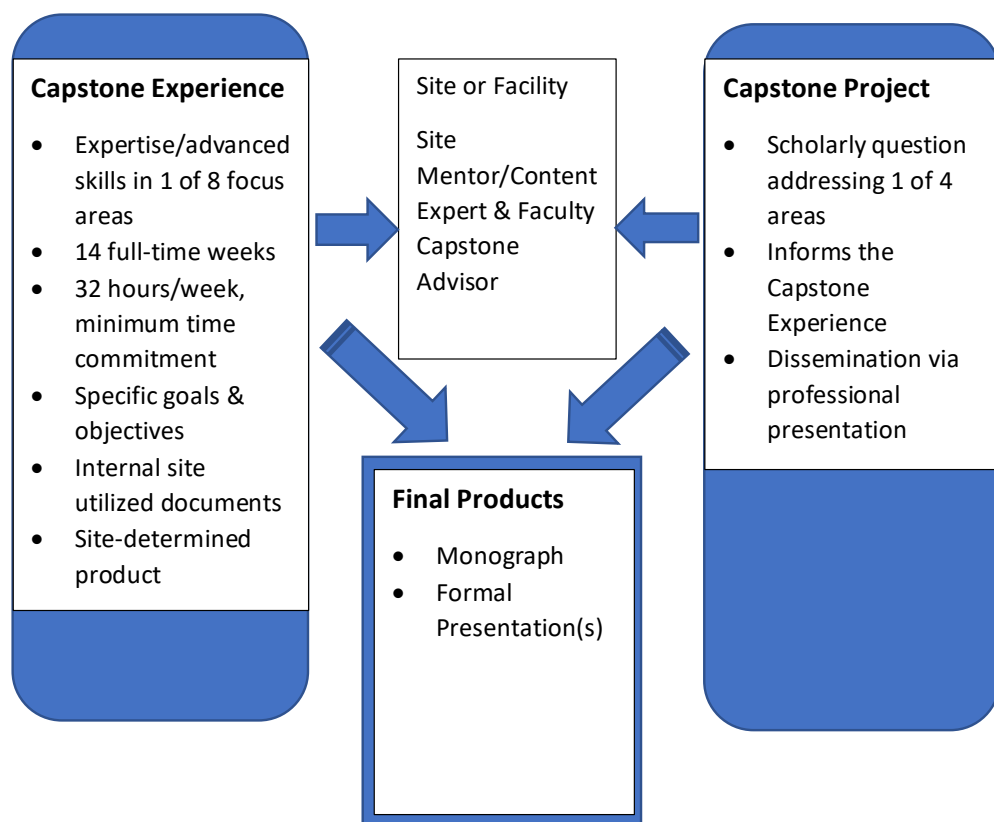
Development of Objectives for the DCE

The objectives for the DCE may overlap with the capstone project objectives; however, these objectives are specific to learning opportunities within the DCE site and are developed and documented separately.

See the relationship between the Capstone Project and the Capstone Experience in Figure 1.

The Relationship Between the Capstone Project and Experience

Figure 1



Section II: Timeline for Capstone Project and DCE

The following timeline summary is a guideline only. Specific timing of each step may be modified, with agreement from the FCA and CE, depending on the requirements of the specific capstone project and the availability of advisors. Each student will develop their own timeline and process summary specific to their individual capstone project in their Capstone Proposal (Form C). The following courses must be taken in this sequence. (See course syllabi for learning objectives and related ACOTE Standards.)

OTD 880 Doctoral Capstone I: Project Planning (2)

The student will identify an area of focus, examine the literature, identify a problem and purpose, plan and refine the capstone process, and set goals and objectives for the Capstone Project and Experience. The course is offered in the curriculum sequence during the Fall II Semester.

OTE 881 Doctoral Capstone II: Project Proposal (1)

Student designs a scholarly proposal related to the Doctoral Capstone Project and Experience and identifies a scholarly question, relevant literature, sample, design, measurement, and data analysis (quantitative or qualitative). The project proposal is developed in preparation for an in-depth capstone experience in one or more of the following areas: clinical practice skills, research skills, administration, program development and evaluation, policy development, advocacy, education, and leadership. The course is offered in the curriculum sequence during the Spring III semester.

OTE 980 Doctoral Capstone III: Experience (7)

This course provides students with an in-depth experience to pursue the individually designed doctoral-level project that synthesizes knowledge, attitudes, and skills and enables students to achieve specific competencies related to advanced practice. The project builds upon knowledge gained throughout the Doctor of Occupational Therapy Program, including 1) the use of research evidence to make clinical decisions, 2) leadership and change within systems and treatment contexts, and 3) development of theory-based innovative programs to meet the needs in a variety of practice areas and society at large. Once the final doctoral project is completed, project findings will be disseminated per course requirements. The course is offered in the curriculum sequence during the Summer III -Fall IV semester.

Section III: General Guidelines, Examples, and Resources

Who's Who in the Capstone Journey

Academic Faculty Advisor

Students continue discussions with their academic faculty advisor regarding the capstone project and experiential interests to generate scholarly questions and resources. The academic faculty advisor continues to address any academic issues outside of the capstone project and DCE. Regular academic advising continues each semester.

Content Expert (CE)

The role of the CE is to guide students in the development and implementation of the capstone project implementation and evaluation and professional presentation. These responsibilities are accomplished

through regular contact between the student, FCA, and the CE. Meetings may occur in person or virtually and are supplemented with regular email or telephone contact. FCAs and CEs work together to provide constructive critique of the student's work and provide direction throughout the DCE. The student discusses the potential CE's qualifications with their FCA before jointly agreeing to the assignment of the CE.

Doctoral Capstone Coordinator (DCC)

The DCC serves as the primary point of contact during the planning process leading up to completion of the capstone project and DCE. Teaching responsibilities include all three capstone courses, as well as assisting with coordination of assignment of FCA, site location, MOU establishment, and communication throughout the DCE. The DCC ensures that written agreements within a specific community site and the OT Program are in effect before and throughout the duration of the DCE.

Faculty Capstone Advisor (FCA)

The OT Program assigns students an FCA during the OTE 880 course. All capstone advisors are faculty members within the Occupational Therapy Program. Matches are made to align faculty expertise with the student's area of interest (practice, research, policy/program development, etc.) and the focus of the capstone. The role of the FCA is to provide faculty expertise as the capstone project is developed and to ensure that the capstone project meets university standards, including the development and dissemination of the monograph and presentation.

Content Expert Qualifications

- Documented evidence of expertise in the capstone content area.
- Terminal degree (i.e., PhD, OTD, PsyD, etc.) preferred but not required.
- Willingness and ability to provide evidence of credentials and expertise.
- A written agreement to work with students for the duration of the capstone project is obtained.
- Willingness to provide routine feedback to students throughout the process (in-person or virtually).
- Willingness to evaluate student outcomes.

Student Responsibilities

- Complete **Form A: Capstone Project Faculty Advisor Agreement** with FCA.
- Initiate contact with the assigned FCA to set up a regular meeting schedule.
- Identify and discuss with FCA a possible CE.
- Initiate the request to the mutually agreed upon CE. Obtain a CV and/or other documentation of expertise and submit documents to your FCA.
- Submit signed **Form B: Capstone Project and Doctoral Capstone Experience Content Expert Agreement** (obtained from CE) and provide FCA with a copy. If authorization is not obtained, discuss alternate site mentor.
- Communicate regularly with both FCA and CE regarding progress, goals, plans, changes, questions, etc.

- Read and comply with all relevant policies and procedures as set forth by the Capstone Project, the Occupational Therapy Program, The McQueary College of Health and Human Services, and Missouri State University.
- Report problems and delays of progress in completing any aspect of the Capstone Project or Experience to the FCA and DCC.

Resources and Examples

Sources of Practice Problems to Address Through the Capstone Project and Experience

An experiential and capstone problem of practice may be identified by:

1. Responding to a community organization's request for support.
2. Independent identification through data analysis and/or consultation with a community organization or faculty member.

Examples of Capstone Projects and DCEs

These projects are intended to benefit practitioners and the public directly. The project shows your ability to develop your expertise and conduct scholarly inquiry and improves practice through exploration, analysis, problem-solving, and dissemination.

AOTA Focus Area/AOTA Area of Scholarship	Description	Types of Sites & Settings	Examples of Capstone Projects	Additional Examples
Clinical Skills: Scholarship of Application	Involves identification of a site or setting where more advanced (or a narrower focus of) OT interventions are used. May include pursuing continuing education, advanced training, certificates, etc.	Review the six AOTA Practice Areas: children and youth; health and wellness mental health; productive aging; rehabilitation, disability, and participation; and work and industry (AOTA, 2018).	<ul style="list-style-type: none"> • A case study • A scoping literature review of an emerging practice focus • A critically appraised topic • A meta-analysis of evidence regarding a specific intervention or approach • Creation (or refining) of a practice guideline, pathway, clinical protocol, or best evidence statement 	<ul style="list-style-type: none"> • Explore the impact of hippotherapy on children with ASDs. • Understand the benefits of kangaroo-care protocol in the NICU. • Develop competency with a modality such as AlphaStim to address PTSD among veterans. • Understand how sensory stimulation programs can be used with elderly adults with dementia. • Create a practice guideline to address sexuality with individuals with spinal cord injuries. • Create a clinical pathway rooted in the biopsychosocial model to address chronic pain among individuals who have sustained work-related injuries.
Administration: Scholarship of Application	Development of in-depth knowledge and skills in systems of	Working with distinguished expert	<ul style="list-style-type: none"> • Develop a system based on evidence for a program evaluation process for 	<ul style="list-style-type: none"> • Conduct a financial analysis to compare care

	<p>practice, administrative, or management functions in traditional and role-emerging sites.</p>	<p>administrators, entrepreneurs, managers, and supervisors who may/may not be occupational therapists. Settings may include private practices, managed care organizations, health systems, and community sites. Requires active skill building and collaboration in administration, management, and supervision outside of generalist expectations.</p>	<p>merit and promotion of employees.</p> <ul style="list-style-type: none"> • Revamp the administrative onboarding for occupational therapy fieldwork students at a clinical site. • Write a grant proposal to secure funding for an occupational therapist 8 hours per week at an adult day center to provide consultative services. 	<p>modes and potential cost savings or return on investment.</p> <ul style="list-style-type: none"> • Complete a workflow analysis on the use of transport in a healthcare facility and evaluate the impact on employee productivity. • Write a strategic business plan to initiate a new program or entrepreneur effort. • Create an evidence-based proposal to increase the retention of occupational therapy personnel.
<p>Leadership: Scholarship of Application</p>	<p>Work and collaborate with recognized individuals who exercise influence and represent different areas of the profession regionally, nationally, and internationally. Individualized learning objectives within this focus area may include exploration of personal leadership styles, reexamining leadership theories, and thorough</p>	<p>In-depth learning and exposure to leadership theories through completion of the Six Sigma Leadership certifications (Atmaca & Girenes, 2011).</p>	<ul style="list-style-type: none"> • Explore existing leadership projects and/or promote the idea of a leadership project with Occupational Therapy Leaders and Legacies Society to support a focus area in leadership. 	<ul style="list-style-type: none"> • Create and implement a leadership development project, such as leadership training, with MOTA or the Missouri License Board related to occupational therapy practice and policy. • Create and implement a leadership project within a SOTA.

	assessment and critique of a leadership project.			<ul style="list-style-type: none"> • Create and implement a leadership initiative within your state organization to increase membership.
Program Development and Evaluation: Clinical and/or Community: Scholarship of Application, Practice, or Engagement	Includes approaches, principles, and methods for developing and evaluating occupation-based programs and interventions for individuals and groups. Also includes evaluation of the program's effectiveness and outcomes once implemented. May address needs assessment, program planning, proposal writing, and measurement of program outcomes. May also address quality improvement aimed to develop, improve, pilot, or evaluate the effectiveness of a new tool, program, or workflow at a clinical or community site. Program development could take place in clinical and/or community (role-emerging) settings.	<p>Clinical Program Development: Developing and testing outcomes of occupational therapy programs in clinical settings, such as inpatient, outpatient, medical, or mental health facilities.</p> <p>Community Program Development: Develop and operationalize a program or product idea based on a specific need in the community, site, or population. This may also entail seeking grant funding or completing a program evaluation. Examples of sites can include homeless shelters, programs for at-risk youth, long-term structured residences, veterans' programs, inner-city outreach programs, criminal</p>	<ul style="list-style-type: none"> • Development of and implementation of a sensory diet for children with ASD in a school setting. • Creation of a cognition rehabilitation program for adults with chemotherapy cognitive-induced impairments in an acute care hospital. • Creation of a Snoezelen room or space at a dementia-care unit (Berkheimer, Qian, & Malmstrom, 2017). • Development of a therapeutic garden to increase participation in an inpatient rehabilitation unit. • Creation of a reverse activities of daily living program on an inpatient rehabilitation unit to address sleep routine and hygiene. 	<p>Community Program Examples</p> <ul style="list-style-type: none"> • Development of and implementation of a community wellness program for individuals who have a history of polysubstance use, in a halfway home. • Development of and implementation of a sleep hygiene program for veterans with PTSD. • Creation of sensory-friendly programs at a museum (Fletcher, Blake, & Shelffo, 2018) or other public spaces, such as a zoo. • Implementation of an evidence-based program for self-management of chronic disease (I.e., diabetes mellitus) in a

		justice settings, foster care, adult day care facilities, or a psychosocial clubhouse organization.		primary care setting. <ul style="list-style-type: none"> • Development of and implementation of a medication management program for individuals with intellectual disabilities in an adult day program.
Policy Development: Scholarship of Application, Practice, or Engagement	Work and collaborate with recognized individuals who are engaged at federal or state legislative levels to develop and implement innovative programs or to create evidence-based health and social policy.	Primary care settings, state or local legislative offices, state associations, state or national political action committees (I.e., AOTPAC)	<ul style="list-style-type: none"> • Analyze a local, state, or national health care policy and propose a change in the policy and implementation of the policy. • Work with a legislator to propose policy changes related to access to and reimbursement for occupational therapy. • Seek out and engage in lobbying efforts with national interest groups such as the Disability and Rehabilitation Research Coalition (DRRC) as it urges Congress to fully support disability, independent living, and rehabilitation research through a variety of federal agencies. 	
Advocacy: Scholarship of Discovery	Work and collaborate with recognized individuals that are engaged at the federal and state legislation levels regarding issues that affect our practice (such as reimbursement and	Community organizations, state and national organizations, and offices of legislators.	<ul style="list-style-type: none"> • Develop and test a program that improves consumers' abilities to navigate health systems to improve health care access, delivery of, or outcomes. • Create a referral pathway for occupational therapy in primary care. 	

	scope of practice guidelines).		<ul style="list-style-type: none"> • Create and implement an advocacy project to help promote CarFit with local offices such as the American Automobile Association (AAA) and American Association for Retired Persons (AARP). • Create an in-depth analysis and policy statement regarding a particular practice issue. 	
Education: Scholarship of Teaching and Learning	Explore the role of an OT as an educator, including clients, staff, and students in community, clinical, and classroom settings. Work and collaborate with individuals actively pursuing an academic career or with expertise in education, including those with expertise in creating continuing education modules, programs, or academic publishers. Understand academic culture and policies, attend academic meetings, perform literature reviews to learn more about pedagogy, andragogy, and curriculum design, and assist in teaching and mentoring students.	School systems, higher education settings including OTA and OT degree levels, and other sites that have employees/staff who require annual training/education.	<ul style="list-style-type: none"> • Academic course development. • Curricular development and testing of learning outcomes of coursework in traditional and/or online OTR/OTA programs. • Development and implementation of a hybrid OT course. • Development and implementation of a continuing education course or webinar. • Client/family education program development. • Create a Staff development program. • Create a staff development training program at a local recreation center on best practice approaches to work with children with disabilities. • Develop training modules for staff in a hospice facility on end-of-care occupational engagement. • Develop a systematic review or best practice guidelines and an outcome product such as 	

			clinical guidelines, a tool kit, or a video that can be used for educational purposes, a manuscript for children’s book on disabilities awareness, resource manual for parents of children with special needs.	
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Section IV: Frequently Asked Questions

1. When should I start thinking about my doctoral capstone experience and capstone project?

Trust the process to work and follow the process carefully. Do not worry if you enter the program not knowing what you are going to focus your project on. Start thinking about possible topics while you are completing your initial core courses (five semesters prior to fieldwork.) Create a place to jot notes to yourself about interesting topics. You will be working on this topic intensively for a prolonged period, so it should be a topic you have a passion for/about. Although you must complete core coursework and level II fieldwork before beginning your capstone experience, all the planning will be finished in time. Take it one step at a time.

2. What should I do to prepare for my DCE and Capstone Project?

Complete all program requirements, including coursework and fieldwork. The evidence-based practice, research, and capstone sequence of courses will equip you with the knowledge of research questions, research methods, and data analysis that prepares you to conduct a capstone project. Choose a potential site and topic and discuss a plan for your DCE and Capstone Project with the help of your FCA. As soon as you have an idea of your topic, focus your reading and assignments to explore the existing literature.

3. Who should be my faculty advisor?

Your FCA may be different from your academic advisor. During the OTE 880 course, you will identify your areas of interest and be assigned an FCA. You will submit drafts of forms, literature reviews, and manuscripts to your FCA for editing and feedback.

4. Who should be my Content Expert (CE)?

Your CE should be someone with expertise in your chosen area of focus. This individual may or may not be an OT, depending on the scope of your project. Advanced degrees are preferable but not required if the individual has extensive knowledge to support your area of focus. You will identify potential CEs and present their credentials to your FCA, who will approve them prior to beginning to work with them.

5. What are the elements of a good capstone project proposal?

A good capstone project proposal contains a statement of the problem, the purpose of the project or study, the significance of the work, the theoretical framework, the design or how you are going to conduct the project, how you will analyze the data, and your professional goals. The capstone proposal is a contract. You will create the initial proposal in the OTE 881 course. That contract is likely to be refined as you move forward and refine the focus of your project. Stay in communication with your FCA and CE. Update the proposal as needs and elements of the project change.

6. What are the elements of a quality DCE site?

A quality facility or site for your DCE will allow you to develop skills beyond that of what you have gained in Fieldwork or your current career (PP-OTD students). You must be engaged in work that facilitates your

expertise in one of 8 areas defined in section 1 of this manual. It is important to explore potential sites and discuss these with the DCC (Dr. Boehne) in addition to your FCA to ensure that a contract is in place that allows you to participate at this site in the way you have envisioned. The site experiential is a contract between you and your CE. You will create the initial site proposal during OTE 881. That contract is likely to be refined as you move forward and revise the focus of your project. Stay in communication with your FCA, DCC, and CE and update your proposal as the project progresses.

7. How can I find good examples to follow for my proposal and capstone project?

Ask your DCC or FCA for examples of well-written proposals and projects.

8. Will I be doing research?

Very few capstone projects are considered research. Work closely with your FCA to determine if that is an area of interest to you. Before you begin collecting data, you must have the approval of the Institutional Review Board (IRB). New research projects require extensive planning and start-up tasks.

9. What if I must modify my capstone project or DCE site?

Work closely with your FCA to discuss any changes, minor or substantive, to the capstone project and the DCE site and goals. Be sure to also include the DCC in all discussions that may impact your choice of site. Changes happen frequently, so be prepared to change/update your proposal document and resubmit it to your FCA.

10. What happens if I struggle and/or cannot complete my capstone project and/or experience?

If you are struggling personally or experience some type of emergency during your capstone experience, you have the option to withdraw from the site and terminate the experience early. If you are considering this option, contact the DCC as soon as possible to discuss these concerns. You also need to contact the Office of Student Financial Aid to discuss and understand the implications for your financial aid package, if applicable. A capstone experience may be terminated early due to failure to perform assigned duties either due to (A) failure to meet mid-term objectives, or (B) failure to make progress after a satisfactory mid-term evaluation.

11. What are my responsibilities in writing up the capstone project?

You are responsible for submitting drafts of the monograph and capstone manuscript to your FCA. You are responsible for scholarly writing using the American Psychological Association (APA) style. Seek writing support early in the doctoral program to develop these skills. Work on chapters related to your monograph throughout assigned coursework in the curriculum, and you will be in fine shape. Begin early to think about how you will disseminate your project.

12. What are the responsibilities of my FCA and CE regarding my monograph?

Your FCA is responsible for reading your draft(s), providing editorial suggestions, and approving the final draft. In some circumstances, your CE and the DCC will also read and provide feedback.

13. What expectations should I have of my FCA?

Your FCA will be available for consultation and will provide explicit feedback on drafts of materials within reasonable timeframes. Faculty members may mentor several capstone projects in addition to other teaching, scholarship, and service responsibilities.

14. What will my FCA expect of me?

Expectations for capstone students include engaging in scholarly reflection, professional writing, attention to detail, professional communication skills, and timely submission. Your FCA expects high-quality work that is proofread carefully prior to submission. The FCA expects you to achieve your proposal as described and to communicate clearly and in a timely manner about progress. Regular communication is critical to all stages of your DCE and capstone project.

15. What are the expectations for the capstone project and DCE presentation?

Presentation dates will be agreed upon once the doctoral capstone experience is completed.

Project presentations are announced in advance. Audience members may include other students, faculty members, CEs, practitioners from the community, and university administration. Audience members may ask questions or make comments at the close of the presentation, as is typical for a professional conference.

You are expected to give a professional presentation using presentation software and audio-visual equipment. The presentation should summarize:

- The problem(s) you addressed
- Significance to practice
- The key points from the literature
- A conceptual framework
- How your capstone and DCE fit together
- How you assessed/analyzed the problem
- Your experiential component, site, learning activities, etc.
- Conclusion and recommendations for education, practice, or research as relevant, and
- Next logical steps in both examining and solving the problems(s).

16. Do I need media releases for everyone featured in my presentation or written work?

Yes. If you use any form of media in which a person can be identified (including but not limited to picture, video, audio), then you must obtain a “Consent to Use Media” form (Appendix B) on file for everyone. If the individual is a minor, then you must have a “Consent to Use Media” form completed by a parent or legal guardian.

Section V: Guidelines for the Preparation of Documents

Monograph

The Monograph contains a compilation of the capstone manuscript, experiential, and other documents completed as steps through the process. Please see Appendix A: Capstone Document for Publication for the complete list of sections to include in the monograph document. You will compile sections throughout the doctoral program.

Capstone Manuscript

The Capstone Manuscript is written at a level for submission to a professional publication. You may choose to submit it for publication in a professional publication. Depending on the nature of your project and its results, this might be a peer-reviewed journal or another type of professional publication, such as *OT Practice*. The manuscript may take many forms, such as a white paper, systematic review, position paper, research report, etc. The format of the article will be determined by the publication to which you plan to submit the manuscript. If you choose to submit for publication, you will need to check the *Instructions to Authors* page on the publication's website and review other articles that have been produced by that publication for an author's guide. If you are not going to submit for publication, use the seventh edition of the *Publication Manual of the American Psychological Association* (APA) to format your paper.

Discuss authorship with your FCA and CE. Authorship is based on the amount of contribution that a person gave to the project, the interpretation of the project, and the writing of the paper. It would be common for at least your FCA to be a co-author on this paper. You may also include your CE as a co-author based on contribution to the project. At the very least, you will provide acknowledgment to your CE within your submission for her/his contributions. The American Psychological Association Science Student Council has prepared a document entitled *Tips for Determining Authorship Credit* that you can use to help you determine what is appropriate for your project.

Experiential Product

The experiential product demonstrates the results of your work in the community setting. Students will include a copy, link, description, screenshot, or other demonstration of 'the experiential individualized specific objectives and culminating project' within their final scholarly product.

Section VI: Forms and Appendices

Form A: Doctoral Capstone Project/Experience Faculty Capstone Advisor Agreement

Missouri State University

Doctor of Occupational Therapy Program

I. Student:

I understand it is my responsibility to contact and secure the signature of my assigned Faculty Capstone Advisor (FCA) for my project. I agree to negotiate with my FCA about the topic, content, and organization of the project and experience and to submit all drafts and materials promptly as required by my advisor.

Printed Student Name: _____

Student Signature: _____ Date: _____

Duration of Agreement From _____ to _____

II. Faculty Capstone Advisor

My signature on this form indicates my willingness to serve as an advisor for the capstone project and experience. I agree to review all drafts submitted by the student and provide constructive feedback promptly on the topic, content, and organization of the project and experience.

Print Faculty Name: _____

Faculty Signature: _____ Date: _____

Form B: Doctoral Capstone Experience Content Expert Agreement
Missouri State University
Doctor of Occupational Therapy Program

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

I. Student:

I understand it is my responsibility to contact and secure the signature of my Content Expert (CE) for my Doctoral Capstone Experience. I agree to negotiate with my CE regarding the topic, content, and organization of the project and to submit all drafts and materials on a timely basis.

Print Student Name: _____

Student Signature: _____ Date: _____

Duration of Agreement: From _____ to: _____

II. For the Content Expert:

My signature on this form indicates my ability to meet the requirements set forth below and my willingness to serve as supervisor for the capstone experience. I agree to review all drafts which are submitted by the student and provide feedback and grading (when applicable) on the topic, content, and organization of the experience.

Print CE Name: _____

CE Signature: _____ Date: _____

Contact Information: Email: _____ Phone: _____

Doctoral Capstone Experience CE Requirements:

1. Documented evidence of expertise in the content area. (Provision of a copy of CV or other documentation along with a signed agreement form).
2. Terminal degree preferred but not required.
3. Willingness and ability to provide evidence of credentials and experience.
4. Agreement to work with the student for the duration of the capstone experience.
5. Willingness to provide routine feedback to student throughout the process (face-to-face or virtually).
6. Willingness to support the student in the development of a scholarly report and professional presentation.
7. Willingness to provide evaluation of performance toward student outcomes.

Form C: Capstone Project/Scholarship Proposal
Missouri State University
Doctor of Occupational Therapy Program

Indicate which proposal you are submitting:

_____ Initial Submission _____ Revised Submission (draft #_____)

Name		Email	
FCA		CE	
Date(s) Submitted			
Scholarship Focus	() Scholarship of Discovery; () Scholarship of Integration; () Scholarship of Application, Practice, or Engagement; () Scholarship of Teaching and Learning		
Experience Category	() Clinical Practice; () Research; () Administration; () Leadership; () Program and Policy Development; () Advocacy; () Education; or () Theory Development		

What long-term goal(s) do you hope to make progress toward with your capstone project?

Which conceptual or theoretical model(s) will you use to frame your work? Describe how you will apply your identified model(s).

Outline how you will achieve your goals below by indicating your learning objectives, activities to achieve your objectives, and proposed evidence of achievement of learning objectives (add rows to table as needed).

Learning Objective	Activities to Achieve Objective	Proposed Timeline for Objective	Proposed Evidence of Achievement of Objective

Signatures below signify acceptance of the above proposal and approval to proceed with the project's implementation.

Student Date

Faculty Capstone Advisor Date

Form D: Doctoral Capstone Experience Learning Plan and Evaluation
Missouri State University
Occupational Therapy Doctorate Program

ACOTE D.1.1. Ensure that the doctoral capstone is designed through collaboration with the student, a faculty member within the occupational therapy educational program who holds a doctoral degree, and an individual with documented expertise in the content area of the capstone.

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

The planning and evaluation process is customized with the experiential site and each student through the completion of this form. This form will walk the student and site mentor/content expert through defining the experience including supervision and evaluation.

Student Name:	Site and Address:
Capstone Experience Dates:	
Capstone Site Mentor Name and Contact:	
Faculty Capstone Advisor:	
Site Mentor's expertise relevant to Capstone Experience:	
Description of Capstone Experience to be written by the student and site and approved by the Capstone Coordinator and Site Mentor:	
Resources/Learning Resources to be utilized during the Capstone Experience:	

Responsibilities of all Parties: Verifying the hours the student completed.

Student is Responsible for:

1. Working collaboratively with the site mentor, faculty mentor and doctoral capstone coordinator to create specific learning objectives.
2. Obeying all policies and procedures of the facility, including health requirements and prompt notification of student absences.
3. Fulfilling all duties and assignments made by the site mentor, unless exempted, within the time limit specified. The student will only participate in activities as assigned by the site mentor.
4. Completing 560 hours (14 weeks full-time) of capstone experience, at least 80% of which (448 hours) must be completed within the mentored setting. Absences must be made up to ensure 560 total hours of experiential learning.
5. Evaluating the capstone experience site mentor and site to help continue to improve educational outcomes.
6. Writing a letter of appreciation to the site mentor for the educational opportunities offered to the student.

FCA is Responsible for:

1. Mentoring the student in reviewing evidence, assessments, and treatments relevant to the capstone project.
2. Maintaining a collaborative relationship with capstone sites and students including periodic contact with the student.
3. Collaborating and providing guidance for development of individualized learning objectives.

DCC is Responsible for:

1. Assuring that there is a written agreement in place for the experiential site prior to the capstone experience.
2. Developing and implementing a policy for the withdrawal of students from the capstone experience.
3. Providing training on mentoring and the Occupational Therapy Program's expectations for mentors.
4. Collaboratively identify a Content Expert who will mentor the student during the experience.
5. Making regular and periodic contact with the facility where students are placed.
6. Overseeing the development of individualized learning objectives.
7. Assigning the final grade as the instructor of record for OTE 980.

CE is Responsible for:

1. Collaborating with the student and faculty mentor in the development of the capstone experience learning objectives that provide opportunities for the practical implementation of theoretical concepts from didactic content.
2. Providing supervision and mentoring of the student during completion of their capstone experience.
3. If the student is providing skilled occupational therapy services, the supervision guidelines for the provision of occupational therapy services by students for each state are to be followed.
4. If the Content Expert is unavailable to supervise the student on a particular date, the site will provide a replacement supervisor for that period.

- a. The student may spend additional time at other locations within the site organization as assigned by the Content Expert.

5. Evaluate each student at the midpoint and conclusion of the capstone experience using the specific learning objectives listed on this form. The mentor will be provided with the evaluation.
6. Provide the Occupational Therapy Program with a copy of their CV/Resume or a paragraph regarding their expertise in relation to the student's capstone project and experience.
7. Communicate and collaborate with the student and the Capstone Coordinator if problems arise during the Capstone Experience.

<u>Learning Objectives</u>	<u>Evidence of Accomplishment</u> <i>How will performance be measured and evaluated and by whom? Name external project, skill, etc.</i>	<u>Progress</u> <i>Site and/or faculty will rate student's progress at midterm and final.</i>	<u>Comments for Midterm and Final</u> <i>Content Expert should comment on the student's progress on each objective.</i>
<u>MSU OTD Objective 1:</u>	Midterm	Check one of the following statuses: MIDTERM <input type="checkbox"/> Accomplished <input type="checkbox"/> Making progress <input type="checkbox"/> Not progressing, needs attention FINAL <input type="checkbox"/> Accomplished <input type="checkbox"/> Making progress <input type="checkbox"/> Not progressing, needs attention	MIDTERM
	Final		FINAL
<u>MSU OTD Objective 2:</u>	Midterm	Check one of the following statuses: MIDTERM <input type="checkbox"/> Accomplished <input type="checkbox"/> Making progress <input type="checkbox"/> Not progressing, needs attention FINAL <input type="checkbox"/> Accomplished <input type="checkbox"/> Making progress <input type="checkbox"/> Not progressing, needs attention	MIDTERM
	Final		FINAL

<u>Learning Objectives</u>	<u>Evidence of Accomplishment</u> <i>How will performance be measured and evaluated and by whom? Name external project, skill, etc.</i>	<u>Progress</u> <i>Site and/or faculty will rate student's progress at midterm and final.</i>	<u>Comments for Midterm and Final</u> <i>Content Expert should comment regarding the student's progress on each objective.</i>
<u>MSU OTD Objective 3:</u>	<i>Midterm</i>	Check one of the following statuses: MIDTERM <input type="checkbox"/> Accomplished <input type="checkbox"/> Making progress <input type="checkbox"/> Not progressing, needs attention FINAL <input type="checkbox"/> Accomplished <input type="checkbox"/> Making progress <input type="checkbox"/> Not progressing, needs attention	MIDTERM
	<i>Final</i>		FINAL
<u>MSU OTD Objective 4:</u>	<i>Midterm</i>	Check one of the following statuses: MIDTERM <input type="checkbox"/> Accomplished <input type="checkbox"/> Making progress <input type="checkbox"/> Not progressing, needs attention FINAL <input type="checkbox"/> Accomplished <input type="checkbox"/> Making progress <input type="checkbox"/> Not progressing, needs attention	MIDTERM
	<i>Final</i>		FINAL
<u>MSU OTD Objective 5:</u>	<i>Midterm</i>	Check one of the following statuses: MIDTERM <input type="checkbox"/> Accomplished <input type="checkbox"/> Making progress <input type="checkbox"/> Not progressing, needs attention FINAL <input type="checkbox"/> Accomplished <input type="checkbox"/> Making progress <input type="checkbox"/> Not progressing, needs attention	MIDTERM
	<i>Final</i>		FINAL
<u>Learning Objectives</u>	<u>Evidence of Accomplishment</u> <i>How will performance be measured and evaluated and</i>	<u>Progress</u> <i>Site and/or faculty will rate student's progress at midterm and final.</i>	<u>Comments for Midterm and Final</u> <i>Content Expert should comment regarding the</i>

	<i>by whom? Name external project, skill, etc.</i>		<i>student's progress on each objective.</i>
<u>Objective 6</u> <u>Student or Site led</u> <u>(highlight which)</u>	<i>By final (only reporting period)</i>	FINAL <input type="checkbox"/> Accomplished <input type="checkbox"/> Making progress <input type="checkbox"/> Not progressing, needs attention	FINAL
<u>Objective 7</u> <u>Student or Site led</u> <u>(highlight which)</u>	<i>By final (only reporting period)</i>	FINAL <input type="checkbox"/> Accomplished <input type="checkbox"/> Making progress <input type="checkbox"/> Not progressing, needs attention	FINAL
<u>Objective 8</u> <u>Student or Site led</u> <u>(highlight which)</u>	<i>By final (only reporting period)</i>	FINAL <input type="checkbox"/> Accomplished <input type="checkbox"/> Making progress <input type="checkbox"/> Not progressing, needs attention	FINAL

Summary of Capstone Project:

Brief description of case study (intervention/program/facility analysis):

Mentoring Agreement:

Student and Site Mentor will meet _____ times per week for _____ minutes.

Student responsibilities for meetings	Mentor responsibilities for meetings:

Initial Approval by CE/Student/FCA

I agree with the above stated objectives and feel that all learning objectives are obtainable within the fourteen-week timeframe. I believe that the stated objectives encompass all aspects of the student role in this capstone experience. I understand that the site mentor or student can add additional objectives at any time as the situation and experience dictate with approval from the faculty advisor. Any objectives that are proposed to be removed or modified will need to be approved by the faculty advisor and the Capstone Coordinator.

Content Expert Signature	Date	Student Signature	Date
Faculty Capstone Advisor	Date	Doctoral Capstone Coordinator	Date

Midterm: Please choose an option below and sign.

_____ Objectives are progressing, and the student and site mentor have discussed timelines to meet the remaining objectives.

_____ Objectives are progressing, but the student and site mentor need to discuss progress with the Capstone Coordinator.

By signing below, I certify that progress on learning objectives has been reviewed between the site mentor and the student.

Student	Site Mentor	Date
---------	-------------	------

Final: Please choose an option below and sign.

_____ All objectives have been met.

_____ All objectives have not been met; therefore, a meeting is needed with the student, Capstone Coordinator, and Faculty Advisor to determine a plan for successful completion.

By signing below, I certify that the final progress on learning objectives has been reviewed between the site mentor and the student.

Student	Site Mentor	Date
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*The Final passing grade is determined by the Doctoral Capstone Coordinator, with heavy consideration given toward the progress made on identified learning objectives. *

Appendix A: Monograph Document Components

Section One: Capstone Project Manuscript (completed throughout all capstone courses)

1.1 Complete manuscript appropriate for presentation or publication describing ‘culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area.’

NOTE: Manuscript may take the form of a white paper, systematic review, position paper, research report, etc.

Section Two: Introduction and Overview of the Experiential and Capstone Project (Completed throughout all capstone courses)

2.1 Overview of experiential/capstone project: Description of the project; its significance. (How did you choose your experiential project? What significance is your project contributing to the field or OT?)

2.2 Purpose statement: Purpose of the project; background, rationale, or justification for the work.

2.3 Problem statement: Describe the setting/context. Needs assessment, SWOT, or supports and barriers results.

Section Three: Experiential Product (completed in OTE 980)

3.1 Copy of, link to, and description of the final product of your DCE. Include alignment with the learning objectives you designed for the DCE.

NOTE: Experiential products may take the form of policy/procedure, website, program manual, video, brochure, training materials, quality improvement process, etc.

Section Four: Literature Review (Completed in OTE 880 and OTE 881)

4.1 Scholarly question

4.2 Annotated bibliography

4.3 Literature Review

Section Five: Scholarly Process (completed throughout all capstone courses)

5.1 Conceptual/theoretical model(s) used to frame the work

5.2 Connection to OTPF, Centennial Vision, or AOTA Research Focus

5.3 Describe your systematic scholarly process: method and methodology, type of project, procedures/design, limitations, materials, equipment

5.4 Results of evaluation plan for the process or product – will vary by project

Section Six: Reflection (completed in OTD 980)

6.1 Self-evaluation: reflections/epilogue – what went well? What would you do differently? How did you grow and change through this process?)

6.2 Recommendations for next steps as a Missouri State University capstone project

Section Seven: Appendices

7.1 Include forms A-D, authorship form, consent forms, and any other applicable forms.