



MISSOURI STATE UNIVERSITY

**Occupational Therapy
Doctoral Capstone Project and
Experience Manual
Post-Professional Program**

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, 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 capstone process.

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Section I: Overview

Mission

The mission of the Occupational Therapy Program at Missouri State University is to educate holistic, reflective occupational therapy practitioners who understand the complexity of occupation and value its role in the promotion of health and wellness. Didactic and experiential learning promotes occupation-based practice, community engagement, cultural humility, scientific inquiry, ethical leadership, and life-long learning to develop generalist practitioners who are prepared to meet the needs of persons, groups, and populations across a variety of settings, including those in rural and underserved communities.

Vision

The Occupational Therapy Program at Missouri State University will be nationally recognized as dynamic programs grounded in the core values of occupational therapy. Graduates will function as change agents and partner with a diverse society to facilitate quality care through evidence-based practice, interprofessional collaboration, scholarship, and a commitment to lifelong learning.

Statement of Philosophy

The Occupational Therapy (OT) Program at Missouri State University embraces the Philosophical Base of Occupational Therapy (American Occupational Therapy Association [AOTA], 2025) and the Philosophy of Occupational Therapy Education (AOTA, 2018). In concordance with this philosophy, we assert 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, 2018).
- In alignment with Adult Learning and Engagement Theories, knowledge and skill acquisition are accomplished through an on-going process of self-determination, direct participation, intrinsic motivation, authentic focus, and collaborative problem solving (Kearsley & Schneiderman, 1998; Knowles, 2012). Individuals bring with them life experience and prior knowledge that will shape the learning of both teacher and student.
- In-person and virtual classrooms, labs, community experiences, and clinical seminars are structured to facilitate learner reflection and enhance human problem-solving skills (AOTA, 2018; Schön, 1983). These attributes are considered central to lifelong learning, cultural humility, and ethical, evidence-based practice. Small group work encourages collaboration and consensus among members of the learning community and facilitates dynamic understanding, diversity exploration, and enhancement of leadership, advocacy, and communication skills.
- Authentic focus emphasizes real-world learning to promote transfer of didactic knowledge to current and emerging practice settings. In concordance with the American Occupational Therapy Association (AOTA, 2007), 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 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 that supports the growth, development, and vitality of the profession (AJOT, 2016). The Doctoral 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 Doctoral 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.

Doctoral Programs Outcomes and Objectives

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

1. Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.
2. Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.
3. Develop advanced practice skills that positively influence occupations carried out with, or for, underrepresented individuals as part of a community, national, or global group or organization.

4. Evaluate access to community resources and design community-or primary care programs to support occupational performance for persons, groups, and populations.
5. Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.
6. Strengthen professional identity through dissemination of doctoral work aimed at advancing the science of occupational therapy and influencing change at individual, community, and population levels.
7. Champion the importance of advocacy through advanced understanding of the profession's Code of Ethics to promote population health and system-level change.
8. Develop ethical leadership and teaching skills to foster collaboration and enhance communication strategies amongst practice and academic environments.

The Capstone Project and DCE, along with the preparatory coursework and fieldwork experiences, 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 Handbook.

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 process consists of two parts:

- Capstone Project
- Capstone Experience

The student will complete a 14-week DCE and an individually related Capstone Project to demonstrate the synthesis and application of the knowledge gained.

The DCC 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	Document that the doctoral capstone is an integral part of the program's curriculum design and: • Reflects the mission and philosophy of the program. • Contributes to the development of in-depth knowledge in the designated area of interest.

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	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. The doctoral capstone must be started after completion of all coursework and Level II fieldwork.
D.1.4. Experiential Plan and Written Agreements for Doctoral Capstone	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. Ensure that there is a valid plan for the individual doctoral capstone experience that, at a minimum, includes: - Individualized specific doctoral capstone experience objectives - Plans for evaluation, supervision, and mentoring - Responsibilities of all parties. The agreement must be signed by all parties.
D.1.5. Length of Doctoral Capstone Experience	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.
D.1.6. Doctoral Capstone Project	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.
D.1.7. Evaluation of Doctoral Capstone	Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral capstone.

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Policies and Procedures

The Capstone Process

The Capstone Equation consists of a Capstone Project, which involves the entire scholarly process, plus a Capstone Experience, which involves experiential learning, resulting in completion of the Doctoral Capstone requirement following dissemination of the results. Students enroll in OTE 880 Doctoral Capstone I: Project planning during the Fall III semester. Students choose an area of focus or topic of interest, begin the literature review, formulate a scholarly question, and begin the needs assessment process. During week 12 of the Fall semester, students are matched with a Faculty Capstone Advisor (FCA). During the Spring III semester, students enroll in OTE 881 Doctoral Capstone II: Project Proposal. Students are paired with a site, begin working with a Content Expert, and develop learning objectives and evaluation methods for their Capstone Project. During the Summer III semester, the student enrolls in OTE 980 Doctoral Capstone III: Experience & Project, which includes a 14-week full-time implementation experience at the site, a write-up of the project, and dissemination of the experience. This course is an integral part of the program's curriculum design and includes an in-depth experience in one or more of the following focus areas: clinical skills, research skills, administration, leadership, program development and evaluation, policy development, advocacy, or education.

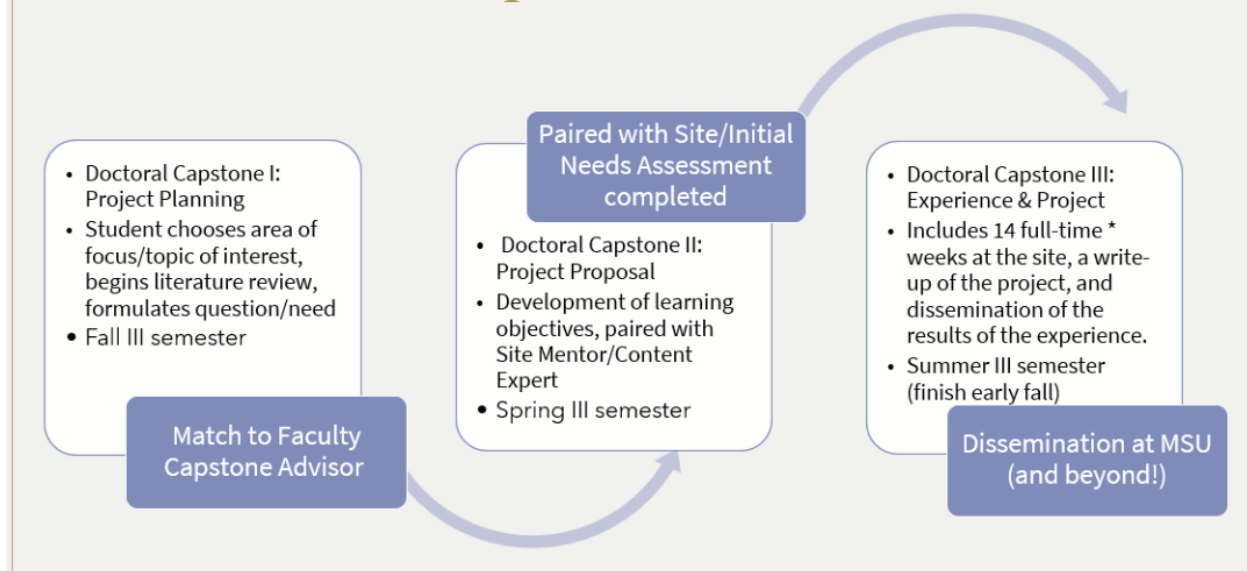
Doctoral Capstone Experience (DCE)

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 skills, Research skills, Administration, Program Development and Evaluation, Policy Development, Advocacy, Education, or Leadership. (Accreditation Council for Occupational Therapy Education [ACOTE®], 2023).

The DCE takes place at a community site, where the student will establish a contextual framework for completing 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 guidance from the FCA and in collaboration with the program's DCC. The DCC ensures that a written agreement is in place before the experience begins and remains in effect for its duration.

See the image below depicting the Doctoral Capstone Process at MSU.

Doctoral Capstone Process at MSU



Development of Experiential Plan and Objectives

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 Student Learning Objectives for the DCE are specific to learning opportunities within the DCE site and serve as a key document for evaluation during the implementation of the Capstone Experience. This document includes individualized specific objectives, plans for supervision and mentoring, and responsibilities and signatures of all parties. A copy (or link) of the CE's CV or resume that reflects expertise in the student's area of focus is submitted with the Experiential Plan during the proposal process. The Experiential Plan will also serve as a plan for mentoring /supervision and the midterm and final evaluation for the Capstone Experience.

Addendum: Any changes to the Experiential Plan once the capstone experience begins require a meeting with the DCC to discuss them. If changes are approved, the student is responsible for creating an addendum to the original Plan and obtaining approval signatures from all parties. This must be completed within the first 2 weeks of the capstone experience.

Evaluation and Grading Procedures

Students receive a Pass/Not Pass grade for completion of all three Doctoral Capstone courses. Grading rubrics for all assignments are shared with students via the Brightspace course site. Students receive written feedback from their Faculty Capstone Advisor and their Content Expert during OTE 881: Project Proposal, and throughout OTE 980: Capstone Experience and Project. Student performance is graded through feedback at the midterm and final of OTE 980 by their CE and FCA, as documented in the Experiential Plan document. Students will present their project at the DCE site at a time scheduled with the site, before the end of the 14 weeks. Formal dissemination of the student's Capstone Project and Experience occurs on campus during the OT Research Symposium at the end of the semester. On-campus attendance at the OT Research

Symposium is required to meet the dissemination requirement (ACOTE® D.1.7.). Students are also required to complete an evaluation of the capstone experience.

Doctoral Capstone Experience (DCE)

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The DCE takes place at a community site, where the student will establish a contextual framework for completing 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 guidance from the FCA and in collaboration with the program's DCC. The DCC ensures that a written agreement is in place before the experience begins and remains in effect for its duration.

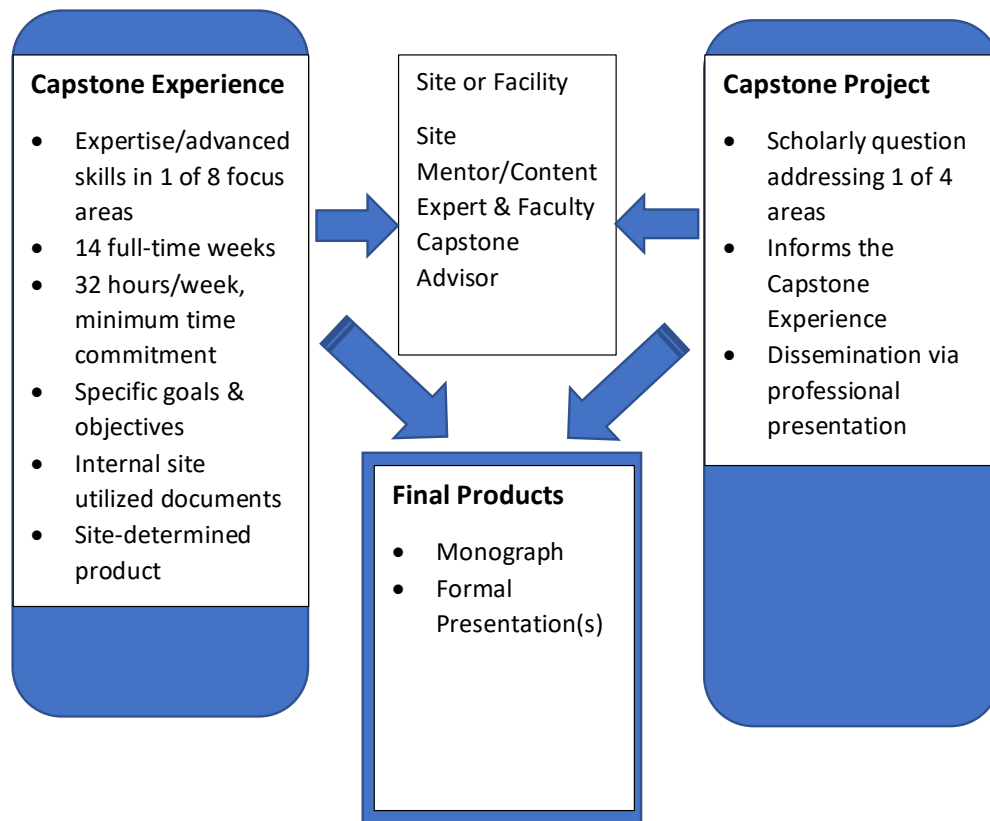
The doctoral capstone experience must be completed before graduation. Prior fieldwork or work experience may not be a substitute for the DCE. Students keep a weekly time log to track their time and submit it to the CE for approval and to the DCC for review.

Development of Student Learning Objectives for the DCE

The Student Learning 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



Accommodation for Students with Disabilities

Students requesting classroom or academic accommodations must first register with the Disabilities Resource Center. The Disabilities Resource Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. For information about the policies and procedures for accommodations, see: [Disability Resource Center](#).

Problems During the Capstone Experience

Occasionally, students may experience difficulties during the Capstone Experience. Safety is of primary importance, and the Program will intervene if issues arise. Each case will be handled on an individual basis and follow specified procedures. The purpose of this policy is to outline a sequential procedure for instructional and/or disciplinary interventions in the event of unsatisfactory student performance during the DCE placement. Early intervention is encouraged with an emphasis on collaborative problem-solving to ensure successful student performance. The procedure is designed to be sequential but may vary depending on the individual circumstances.

1. The Site Mentor/CE reports unsatisfactory performance to the student and DCC upon identification. The Site Mentor/CE and DCC counsel the student on corrective actions.

2. A learning contract will be developed jointly between the student, Site Mentor/CE, and DCC; the FCA may also be involved. The learning contract will include but not be limited to a description of the problem, suggested learning strategies, outcome measures, timelines, and consequences of success/failure to meet requirements set forth in the plan.
3. The Site Mentor/CE monitors student progress and provides formal (written) and informal (verbal) feedback to the student and DCC for the duration of the DCE, at intervals established in the learning contract.
4. If the learning contract fails for any reason, the DCC and Program Director will discuss the issues, implement a plan, and decide the outcome. If indicated, the issue will be referred to the Academic Performance Review Committee within the OT Program. Please contact the DCC if you would like feedback at any time. Problems that cannot be resolved between the student and Site Mentor/CE should be presented to the DCC as soon as possible.

Students are allowed one opportunity to retake the OTE 980 Doctoral Capstone Experience course if they do not pass it on the first attempt.

Withdrawal from the DCE prior to Completion

Leaving a DCE site without prior notification and a receipt of written or direct telephone response from the DCC or Program Director is viewed as a serious infraction of professional ethics and is considered abandonment of one's professional responsibilities to the clients (if applicable) and the site. Individual cases will be reviewed in the event of abandonment, and consequences will be considered, including, but not limited to, failure of the Capstone Experience and ineligibility to petition for return to the program.

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 DCC, 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 specific course syllabi for learning objectives.

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 as part of the curriculum sequence during the final Fall 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 as part of the curriculum sequence during the final Spring 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 final Summer and Fall semesters.

Completion

The Capstone Project and Experience must be completed within 18 months of completion of all didactic coursework.

Doctoral Capstone Experience Course Hour Allocation

Students are expected to engage in approximately 12.5 - 14 hours per week of capstone-related activities during the 3-credit portion of OTE 980 (summer semester) and 14–16 hours per week during the 4-credit portion (fall semester). At a minimum, students must document 150 total hours for the 3-credit portion and 224 total hours for the 4-credit portion. **Students whose projects require additional development, implementation, data collection, or dissemination activities may exceed these minimum expectations.**

Capstone hours include activities directly related to the development, implementation, evaluation, dissemination, and scholarly completion of the approved capstone project. Examples include literature review, project planning, stakeholder meetings, data collection and analysis, product development, manuscript preparation, presentation development, faculty mentoring meetings, and dissemination activities.

The use of expected and minimum hours shifts the focus from simply accumulating hours to demonstrating progress toward scholarly outcomes.

Holidays

Students at community Capstone sites that are open on holidays will be expected to follow the schedule set by their site and CE, which may mean being on-site on holidays. Absences for religious holidays require notice to the DCC and Site Mentor/CE prior to the start of the Capstone Experience. Please note that several holidays occur during the DCE timeline.

Section III: General Guidelines, Examples, and Resources

Collaborative Institutional Training Initiative (CITI) Training Records

Students are required to keep their CITI Training records for Human Subject Research current and to upload them to the Brightspace course site during OTE 881. For additional information on required training courses, see [the CITI Training Site](#).

Institutional Review Board

Capstone projects that may involve research will need:

1. Prior approval from the FCA (end of OTE 880 or early in OTE 881) and
2. IRB approval no later than week 14 of OTE 881.

The IRB office will make the decision if an IRB is required and should be contacted by the student early in the OTE 881 course.

University regulations require that all research projects involving human or animal subjects be reviewed even if the research does not involve experimentation, if it is purely observational, or if it appears totally harmless. In addition, projects must be reviewed, whether or not they are funded. Research that will involve collecting data using human or animal subjects must be approved before the project.

The Institutional Review Board (IRB) reviews all research involving humans. For further information on these offices see <https://ora.missouristate.edu/IRB.htm> The site contains links to all necessary forms.

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 carried out through regular contact among 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 students' work and provide direction and guidance throughout the DCE. The student discusses the potential CE's qualifications with their DCC before jointly agreeing to the assignment of the CE.

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.

Doctoral Capstone Coordinator (DCC)

The DCC serves as the primary point of contact during the planning process, leading to completion of the Capstone Project and DCE. Teaching responsibilities include all three capstone courses, as well as assisting with coordinating the assignment of the FCA and CE, site location, MOU establishment, and communication

throughout the DCE. The DCC ensures that written agreements for 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 FCAs 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 it meets university standards, including the development and dissemination of the monograph and the presentation.

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 an alternate Content Expert.
- Communicate regularly with the DCC, FCA, and CE regarding progress, goals, plans, changes, questions, etc.
- Read and comply with all relevant policies and procedures as set forth by the Doctoral Capstone Project Manual, the Occupational Therapy Program, the McQueary College of Health and Human Services, and Missouri State University.
- Report problems and delays in completing any aspect of the Capstone Project and 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 demonstrates your ability to develop your expertise, conduct scholarly inquiry, and improve 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).	• 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	• 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 practice, administrative, or management functions in traditional and role-emerging sites.	Working with distinguished expert 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.	• Develop a system based on evidence for a program evaluation process for merit and promotion of employees. • 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.	• Conduct a financial analysis to compare care modes and potential cost savings or return on investment. • 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.
Leadership (Scholarship of Application)	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 assessment and critique of a leadership project.	In-depth learning and exposure to leadership theories through completion of the Six Sigma Leadership certifications (Atmaca & Girenes, 2011).	• 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.	• 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 an SOTA. • 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.	Clinical Program Development: Developing and testing outcomes of occupational therapy programs in clinical settings, such as inpatient, outpatient, medical, or mental health facilities. 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 justice settings, foster care, adult day care facilities, or a psychosocial clubhouse organization.	• 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.	Community Program Examples • 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 primary care setting. • 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 engaged at the federal or state legislative levels to develop and implement innovative programs or 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)	- 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 who are engaged at the federal and state legislative levels on issues affecting our practice (such as reimbursement and scope of practice guidelines).	Community organizations, state and national organizations, and legislators' offices.	- Develop and test a program that improves consumers' abilities to navigate health systems to improve health care access, delivery, or outcomes. - Create a referral pathway for occupational therapy in primary care. - 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.	• 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.	

Section IV: Frequently Asked Questions

1. When should I start thinking about my doctoral Capstone Project and Capstone Experience?

Trust the process to work and follow the process carefully. Do not worry if you enter the program not knowing what you will focus your project on. Start thinking about possible topics while you are completing your initial doctoral courses. 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. 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 prepare 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 DCC and 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 before you begin working 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 the project's needs and elements 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 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 in addition to your FCA to ensure that an Experiential Plan is in place that allows you to participate at this site as you have envisioned. The Experiential Plan is a contract between you and your CE. You will create the initial site proposal during OTE 881. That plan is likely to be refined as

you move forward and revise your project's focus. 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 DCC and 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 an emergency during your DCE, you may 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 DCE 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 the assigned Capstone 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 simultaneously, in addition to other teaching, scholarship, and service responsibilities.

14. What will my FCA expect of me?

Updated 08.2026

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 Capstone Project and DCE.

15. What are the expectations for the dissemination of my Capstone Project and DCE?

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, community practitioners, and university administrators. 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 problem(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

Authorship

Dissemination of the Capstone Project and Experience is an important part of doctoral-level work. The Occupational Therapy Program strongly encourages students to submit their work for publication and/or presentation. Submitting a manuscript often depends on the contributions of a group of individuals, including advisors, committee members, and external experts. It is critical that contributions and authorship be discussed openly from the outset and throughout the project.

The student, FCA, Site Mentor/CE, and other applicable persons will achieve consensus about authorship early in the OTE 980 course. Typically, the student will serve as first author, and the FCA serves as second or co-author.

Updated 08.2026

Writing Style

Papers submitted for all three capstone courses are to be written according to the American Psychological Association (APA) style. Students are expected to reference the most current version of the APA manual. For additional assistance, contact the University Writing Center at <https://writingcenter.missouristate.edu/>

Monograph

The Monograph contains a compilation of the capstone manuscript, experiential documents, and other documents completed as steps in the process. Please see Appendix A: Monograph Guidelines 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, a systematic review, a position paper, or a research report. 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 made 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 their contribution to the project. At the very least, you will acknowledge your CE in your submission for their 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. Collaborate with the student and Faculty Capstone Advisor in the development of the Capstone Experience learning objectives.
5. Agreement to work with the student for the duration of the capstone experience.
6. Willingness to provide routine feedback to student throughout the process (face-to-face or virtually).
7. Willingness to support the student in the development of a scholarly report and professional presentation.
8. Willingness to provide an evaluation of performance at the midpoint and conclusion of the Capstone Experience related to student learning objectives and 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 skills; () Research skills; () Administration; () Leadership; () Program Development and Evaluation; () Policy Development; () Advocacy; () Education; or () Leadership		

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). The first 5 learning objectives must link directly to the OTD Program learning objectives. The final 3 learning objectives are student- or site-specific.

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 ☐ Accomplished ☐ Making progress ☐ Not progressing, needs attention FINAL ☐ Accomplished ☐ Making progress ☐ Not progressing, needs attention	MIDTERM
	Final		FINAL
<u>MSU OTD Objective 2:</u>	Midterm	Check one of the following statuses: MIDTERM ☐ Accomplished ☐ Making progress ☐ Not progressing, needs attention FINAL ☐ Accomplished ☐ Making progress ☐ 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>	Midterm	Check one of the following statuses: MIDTERM ☐ Accomplished ☐ Making progress	MIDTERM
	Final		

		☐ Not progressing, needs attention FINAL ☐ Accomplished ☐ Making progress ☐ Not progressing, needs attention	FINAL
<u>MSU OTD Objective 4:</u>	<i>Midterm</i>	Check one of the following statuses: MIDTERM ☐ Accomplished ☐ Making progress ☐ Not progressing, needs attention FINAL ☐ Accomplished ☐ Making progress ☐ 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 ☐ Accomplished ☐ Making progress ☐ Not progressing, needs attention FINAL ☐ Accomplished ☐ Making progress ☐ 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 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>Objective 6</u> <u>Student or Site led</u> <u>(highlight which)</u>	<i>By final (only reporting period)</i>	FINAL ☐ Accomplished ☐ Making progress ☐ 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 ☐ Accomplished ☐ Making progress ☐ Not progressing, needs attention	FINAL
<u>Objective 8</u>		FINAL	FINAL

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

*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.