



Health Professions Division
Dr. Pallavi Patel College of Health Care Sciences
Department Of Occupational Therapy
Entry-Level Doctor of Occupational Therapy Program



2022-2023
DOCTORAL CAPSTONE MANUAL
Version March 3 2022

“That occupation is as necessary to life as food and drink.

That every human being should have both physical and mental occupation.

That all should have occupations which they enjoy, or hobbies. These are the more necessary when the vocation is dull or distasteful.

Every individual should have at least two hobbies, one outdoor and one indoor.

A greater number will create wider interests, a broader intelligence.

That sick minds, sick bodies, sick souls, may be healed through occupation.”

Dunton (1919)



“Anything that we have to learn to do we learn by the actual doing of it... We become just by doing just acts, temperate by doing temperate ones, brave by doing brave ones.”

Aristotle Nicomachean Ethics, Book II, p.9

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Glossary of Terms

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*This document is updated at the start of each academic year and is subject to change.



Welcome to the occupational therapy clinical education program at Nova Southeastern University, Tampa Bay Regional Campus (NSU Tampa Bay). The Department of Occupational Therapy publishes this manual to familiarize doctoral capstone students and mentors with the doctoral experiential component of the NSU entry-level Doctor of Occupational Therapy (OTD) program, which we refer to as doctoral capstone. The manual includes information, guidance and official forms intended for use by faculty, students and mentors to navigate the collaborative process towards successful completion of the doctoral capstone required for graduation.

The NSU Tampa Bay's OTD curriculum provides extensive clinical education opportunities for students. The program offers a unique educational design which integrates 3-week Level I Fieldwork experiences within three intervention courses so that students can enrich didactic learning with observation, participation, and reflection. Additionally, the curriculum requires two 12-week full time Level II Fieldwork experiences during which each student has the opportunity to apply theoretical constructs to evaluation and intervention learned in the classroom to a variety of settings. Finally, the entry-level OTD student spends the last 16 weeks of clinical education participating in a capstone experience with a chosen mentor to provide advanced training in one of eight focus areas required by accreditation. The faculty at NSU believes that the sequence of didactic courses capped by fieldwork and the capstone experience prepares NSU Tampa OTD program graduates to enter the profession with knowledge and advanced skills for competent practice, professional leadership, and to remain contemporary in occupation-based practice in a variety of contexts for an ever-changing world.

Our mentors are an integral component of the OTD educational program. Our students benefit greatly from the expertise and knowledge of their chosen mentor as they increase their competence and go on to lead the profession and community through their contributions in educational leadership, community and professional service, life-long learning, scholarship and research. Thank you for your continued involvement and support of the NSU Tampa Bay OTD program.

Sincerely,

Christina Kane

Christina Kane Ed. D., MS, OTR/L

Assistant Professor & Doctoral Capstone Coordinator

Guiding Principles,
Mission & Vision Statements
&
Code of Ethics



VISION & MISSION STATEMENTS

Nova Southeastern University



NSU's Vision is that b

NSU's Core Values guide the motivation for our actions and embrace; integrity, academic excellence, community, diversity, innovation, opportunity, scholarship/research, and student centeredness. **Academic Excellence** is the provision of the highest quality educational and learning experiences made possible by academically and professionally qualified and skilled instructional faculty and staff, opportunities for contextual learning, state-of-the-art facilities, beautiful surroundings, and effective resources necessary to support learning at the highest level. Additionally, academic excellence reflects the successful relationship between engaged learners and outstanding instructional faculty and staff.

Innovation is the creative and deliberate application of teaching, research, scholarship and service for effective education, and the development of useful products or processes providing a value added to the community. **Opportunity** fosters the possibility for anyone associated with NSU to acquire an education or an educational experience through creative, yet sound pedagogical programs.

Research/Scholarship products are disseminated and evaluated through intellectual discourse, application, assessment, and other mechanisms of the relevant peer community.

Diversity includes, but is not limited to, race, ethnicity, culture, religion, philosophy, gender, physical, socioeconomic status, age and sexual orientation. Differences in views, interpretations and reactions derived from diversity are important. **Diversity** enriches a learning environment focused on preparing individuals to live and work in a global society.

NSU is a **community** of faculty, staff, students and alumni that share a common identity and purpose who engages with the university's external community through diverse services, clinical programs, and community-based research and resources. Our community extends into professional, intellectual, as well as geographical domains that both support and are the focus of our educational mission.

NSU Health Professions Division



The **Mission** of Nova Southeastern University Health Professions Division is to train primary care health practitioners in a multidisciplinary setting, with an emphasis on medically underserved areas.

The institutional premise is that health professionals should be trained in a multidisciplinary

setting and, whenever possible, with integrated education. The university trains students in concert with other health profession students so that the various disciplines will learn to work together as a team for the good of the public's health. During their didactic work, students share campus facilities and, in some cases, have combined classes. In their clinical experiences, they work together in facilities operated by the university.

Furthermore, the division aims to educate health care practitioners who will eventually increase the availability of health care in areas of Florida that suffer from health care shortages. The division aims to alleviate some of these shortages by exposing the entire student body to the needs, challenges, and rewards of rural, underserved urban and geriatric care. Existing curricula require all students to attend ambulatory care clerkships in rural or urban areas, or both, making Nova Southeastern University strongly oriented toward a pattern of training its students in areas geographically removed from the health center itself, and to the care of indigent and multicultural population groups. In doing this, it developed training programs that address the primary care needs of the region's most medically underserved populations.

Mission of the Pallavi Patel College of Health Care Sciences

In the spirit of improving and maintaining optimum health conditions in the community, the College of Health Care Sciences prepares professionals with essential skills. These skills are necessary for the diagnosis, treatment, and prevention of diseases; for the support of the populace in maintaining proper health and safety; for the management of rehabilitative processes; and for the education of the community. The College of Health Care Sciences endeavors to train both graduate and undergraduate professionals in the arts of improving the quality of life in the community.



NSU Tampa Bay's Entry-Level Doctor of Occupational Therapy Program (OTD) blended program is exemplary in promoting leadership, life-long learning, service, evidence-based reflective practice, and scholarship for professional excellence in occupational therapy.



Through its innovative curricular design and delivery model, the NSU OTD program has a **Mission** of preparing qualified students to become successful occupational therapy practitioners, managers, and leaders as generalists with beginning specialization in a selected practice area. The program prepares students with knowledge and skills for competent entry-level occupation-based practice, professional leadership, and the drive to remain contemporary in a variety of contexts for an ever-changing world, armed with

doctoral level of expertise and clinical reasoning applied to clinical specialization, research, theory explorations, program and policy development, administration, advocacy and/or education. As part of our **Vision**, our departmental **Mission** will seek to lead the profession and community through its contributions in educational leadership, community and professional service, life-long learning, and scholarly endeavors.

PRACTICE STANDARDS

Adherence to the Occupational Therapy Code of Ethics and Core Values by the NSU Tampa faculty members, OTD students, Fieldwork Educators, and Doctoral Capstone Mentors alike is of utmost importance by university policy as well as the integrity of the OTD curriculum.

The most up to date version of the **Occupational Therapy Code of Ethics and Ethics Standards** can be accessed through the following link;

https://research.aota.org/ajot/article/74/Supplement_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics



Curriculum

Entry-Level Doctor of Occupational Therapy



Department of Occupational Therapy *Entry-Level Doctor of Occupational Therapy (OTD) Program*

Philosophical Foundation, Core Beliefs
and Occupation:

The Department of Occupational
Therapy views occupation and



occupational performance as the core constructs for organizing

curriculum, community interactions, teaching-learning processes, and student outcomes for successful practice as occupational therapists. Occupation is a core construct of the curriculum. In Aristotle's words, *"anything that we have to learn to do, we learn by the actual doing of it...."* Occupation is a complex process of doing, being and/or becoming; it is a medium for learning by doing and for developing roles of habit and reason. It provides a foundation, and primary focus for all matters associated with departmental functioning. The courses in the OTD curriculum promote clinical decision-making, problem-solving, and reflective practice at all levels of interaction with clients and populations, from initial examination to outcomes assessment. Students' clinical competency must measure up to both the basic sciences and reflective clinical skills prior to their assignment to any full-time fieldwork education and doctoral capstone experience.

"Anything that we have to learn to do we learn by the actual doing of it..... We become just by doing just acts, temperate by doing temperate ones, brave by doing brave ones."

Aristotle Nicomachean Ethics, Book II, p.9



The following statements further identify the critical aspects of occupation to the OTD program:

- Occupation as a product is the group of activities and tasks humans need, want and/or are obliged to do for participation in life
- Occupation involves a continuing process of adaptation
- Characteristics of occupation include, but are not limited to the following:
 - Basic human need
 - Determinant of health
 - Source of meaning
 - Source of purpose
 - Source of choice and control
 - Source of balance and satisfaction
 - Source of pleasure
 - Source of restoration
 - Source and means of adaptation
 - Means of productivity
 - Means of organizing time
 - Means of organizing materials and space
 - Therapeutic medium

Beliefs about Occupational Therapy

The program's philosophy is consistent with the profession's core values of altruism, equality, freedom, justice, dignity, truth and prudence. It is embedded in our belief that occupational therapy is a health profession that optimizes participation in life. We believe that occupational therapy:

- integrates knowledge from the arts and sciences
- provides a holistic and balanced perspective for practice to meet client needs
- promotes well-being through engagement in occupation
- incorporates client-centered assessment and intervention based on strengths, needs and goals, to facilitate occupational performance

Beliefs about Human Beings

- Humans are unique in nature and influence their own occupational performance
- Humans are considered open systems who are influenced and changed through interactions with the human and non-human environment
- Humans have their own unique values, goals, desires, culture etc. which influence their occupational performance
- Humans have the right to make personal choices, engage freely in society and self-determine their life path
- Humans adapt their habits, routines and roles throughout their life course
- A human beings' strengths and needs are an integral part of his/her meaningful occupations



What Occupational Therapy Practitioners Do

Occupational therapy practitioners provide services to people across the lifespan to promote and/or develop meaningful engagement in their chosen or developmental occupations, through various evidence-based approaches in aging, children and youth, disability and rehabilitation, mental health, work-related programs, and other emerging areas of practice including advocacy, leadership, policy making, education and research. Occupational therapy services may include, among others, customized treatment programs to improve performance of daily activities in the home, workplace, and community; home and job site evaluations and adaptations; performance skills assessments and treatment; production and usage education for adaptive and other technology; guidance and education to family members and caregivers; advocacy and leadership for underserved individuals and groups; research and education.



Educational Philosophy

The Department of Occupational Therapy views teaching and learning processes as systematic efforts that facilitate engagement of student, teacher and subject (Hooper, 2005). The departmental philosophy regarding teaching and learning is grounded in William Perry's Scheme of Intellectual and Ethical Development (Perry, 1970) that describes how students develop knowledge in progressive phases, as well as in other cognitive theories that emphasize how guided learner experiences build on previous knowledge and experience (Bruner, 1971; Dewey, 1938; Vygotsky, 1926). Learning progresses through complex ways of thinking and doing to help students develop skills such as critical thinking, reasoning, concept development and reflection for lifelong learning. Dewey (1933), in particular, drew on the ideas of classical educators such as Aristotle, Plato and Confucius in seeing reflection as a problem solving process that links various ideas together with previous ones in order to resolve an issue. The process in turn allows the learner to absorb (read, hear, feel), do (activity), and interact (socialize), (Wetterbrock & Nabeth, 2011).

A subject centered approach described by Palmer (1998), creates a community of learning centered around a central subject for aligning faculty and students. The learning interactions are supported by a framework based on the Community of Inquiry that employs a recursive model to support social, cognitive and teaching presences towards teaching and learning transactions (Garrison & Vaughan, 2008). You can find it in T:\Department\Academic Affairs\Philosophical Statement, Curriculum, Outcomes.

The core subjects, occupation and occupational performance, form the focus of learning and general processes within a hybrid of face to face and distance academic environment (Simonson, Smaldino, & Albright, 2011). Subject centered education promotes dynamic involvement of the learner with peers, faculty, and the core subject, as knowledge is constructed, or built together in context with teacher-student virtual and real time interaction, allowing for richness, recursion, relations, rigor and reiterative reflection (Doll, 1933).

- Richness refers to the depth of the curriculum, and a process that facilitates multiple layers of meaning and possibilities of interpretation.
- Recursion is the reflective interaction of the student with the environment, others, culture and with one's own knowledge.
- Relations allows for making connections with the understanding that individual perceptions are part of a larger cultural, economic and global milieu.
- Rigor refers to fostering understanding of the complexity of uncertainty and critical interpretation of what comes out of occupational chaos.
- Reiterative reflection is the ultimate process of looking at revisiting richness, recursion, relations, and rigor of information as they apply in the didactic and clinical aspects of each experience during the doctoral transformation.



In addition to these educational philosophies and approaches, the Department believes in the following regarding teaching and learning:

- Occupational therapy education focuses on preparing future practitioners to facilitate change in individuals and groups for optimal occupational performance.
- Occupational therapy education includes student skill development for evaluation and treatment, using evidence based resources, critical thinking, problem solving, and faculty expertise.
- Occupational therapy utilizes a wide knowledge base from arts and sciences for practice.
- Self-efficacious learning leads to lifelong learning.
- Learning is best achieved when there is a fit between teaching approaches and strategies, learning style and stage, and content/subject and teaching/learning technologies.

Framework for Curriculum Design

The Person-Environment-Occupation-Performance (PEOP) model by Christiansen and Baum (2005) provides a unifying concept for the overall curriculum. We define occupational performance as a process that includes the “doing of activities, tasks, and roles” and serves as a way of integrating an individual with their particular societal roles in various environments (Christiansen & Baum, 2005, p. 244). Occupational performance is a result of the person and environment interaction, or, in which roles and task are carried out, i.e., a human being in place while knowing and doing (Rowles, 1991). Likewise, the curriculum wraps itself around the Occupational Therapy Practice Framework (OTPF) to

reiterate the profession's core beliefs in the "relationship between occupation and health and its view of people as occupational beings, (AOTA, 2008)"

Each course intentionally considers and applies the PEOP – OTPF relationship with all course content and objectives as the major unifying curricular thread. Courses are logically sequenced to facilitate students' comprehensive knowledge and application of this relationship and its application to occupational therapy practice. The following course sequences weave into the curriculum for the entry level Doctor of Occupational Therapy (OTD) program designed to meet current ACOTE Standards for Doctoral Occupational Therapy Education, and provide consistency throughout the curriculum. While following the teaching exemplar in Doll's perspective of postmodern curriculum (i.e., rich, recursive, rigorous, relational, and reiteratively reflective), the courses fit into a curriculum sequence below:

- **Basic Sciences**
 - ANAT 5420: Anatomy
 - ANAT 5423: Neuroanatomy
- **Foundations in Occupation**
 - OTD 8101: Introduction to Didactic, Clinical, and Research Experiences
 - OTD 8102: Foundations of Occupational Therapy
 - OTD 8103: Kinesiology in Occupations
- **Occupation Science & Technology**
 - OTD 8141: Development of Occupation Across the Life Span
 - OTD 8142: Occupational and Contextual Analysis

- OTD 8143: Therapeutic Use of Self
- OTD 8244: Innovations and Technology in Occupational Therapy
- **Occupational Interventions**
 - OTD 8151: Human Conditions and Occupations I
 - OTD 8152: Human Conditions and Occupations II
 - OTD 8271: Occupational Therapy Interventions I, Psychosocial & Community
 - OTD 8272: Occupational Therapy Interventions II, Children and Youth
 - OTD 8273: Occupational Therapy Intervention III, Physical Disabilities
- **Evidence Base & Exploration**
 - OTD 8161: Evidence in Occupational Therapy Practice/Qualitative Design
 - OTD 8262: Research Design/Quantitative Methods (Proposal)
 - OTD 8262L: Research Design-Lab (IRB)
 - OTD 8263: Research Project I- (Implementation)
 - OTD 8263L: Research Project I-Lab- Analysis, Interpretation & Paper
 - OTD 8364: Research Project II-Dissemination
- **Leadership & Globalization**
 - OTD 8281: Business of Practice and Management
 - OTD 8282: Professional Leadership
- **Clinical Competence**
 - OTD 8291 FW: Level I Fieldwork Experience, Occupational Therapy Interventions I— Psychosocial and Community
 - OTD 8292 FW: Level I Fieldwork Experience, Occupational Therapy Interventions II, Children and Youth
 - OTD 8293 FW: Level I Fieldwork Experiences, Occupational Therapy Interventions III— Physical Disabilities
 - OTD 8391: Level II Fieldwork Experience
 - OTD 8392: Doctoral Certification and Capstone
 - OTD 8393: Level II Fieldwork Experience II
 - OTD 8494: Doctoral Capstone, Reflections & Exit Colloquium
- **Doctoral Transformation**
 - OTD 8311 OR 8312: Doctoral Seminar: Occupational Science OR Wellness in Occupational Therapy



- OTD 8313 OR 8314: Doctoral Seminar: Applying Measurement Theory to Evaluation OR Sensory Processing of Occupational Performance
- OTD 8315: Doctoral Seminar: Topics in Contemporary and Emerging Practice

Department Outcomes Measurement:

Program Evaluation:

The Department of Occupational Therapy in NSU Tampa will systematically review, evaluate and take appropriate action on the following aspects of the program to optimize educational experiences for both students and faculty especially as it relates to distance learning technologies. University and departmental course evaluations, direct student feedback in Program Director-student interactive sessions, group post semester analyses, individual faculty reflections, as well as alumni and employer surveys, all provide necessary information for ongoing and periodic reviews. These evaluations assure alignment with stated philosophy behind the curriculum, ACOTE standards, as well as institutional and departmental mission statements. Revisions to these aspects and also to the overall Strategic Plan of the program, will be made following careful assessment of departmental needs at specified times during each school year.

- | | |
|---|-----------------------------------|
| • Curriculum Design | • Admission Standards |
| • Course Content | • Faculty Assignments |
| • Faculty Performance | • Course Sequence |
| • Certification Examination Results | • Faculty Development |
| • Educational Support, especially Distance Technology | • Student Feedback |
| • Community Feedback | • Effectiveness of Collaborations |
| • Employment Statistics | |

Student Outcomes:

The Department of Occupational Therapy in NSU Tampa qualifies and prepares graduates to take the National Board Certification for Occupational Therapy (NBCOT) examination. Passing score on the NBCOT examination qualifies the graduate to obtain state licensure and enter the field as an entry level practitioner. NSU graduates are prepared to practice in a holistic, ethical, and client-centered manner at a variety of settings, with clients of any age or occupation oriented need, and as the case might be, in their beginning area of specialization. Graduates of the NSU OTD program will demonstrate knowledge and skills related to occupation and occupational performance, OT related intellectual capabilities, leadership skills, professional characteristics and therapeutic perspectives.

Knowledge and Skills Related to Occupation and Occupational Performance Include:

- Diagnoses
- Evaluation
- Intervention

OT Related Intellectual Capabilities Are:

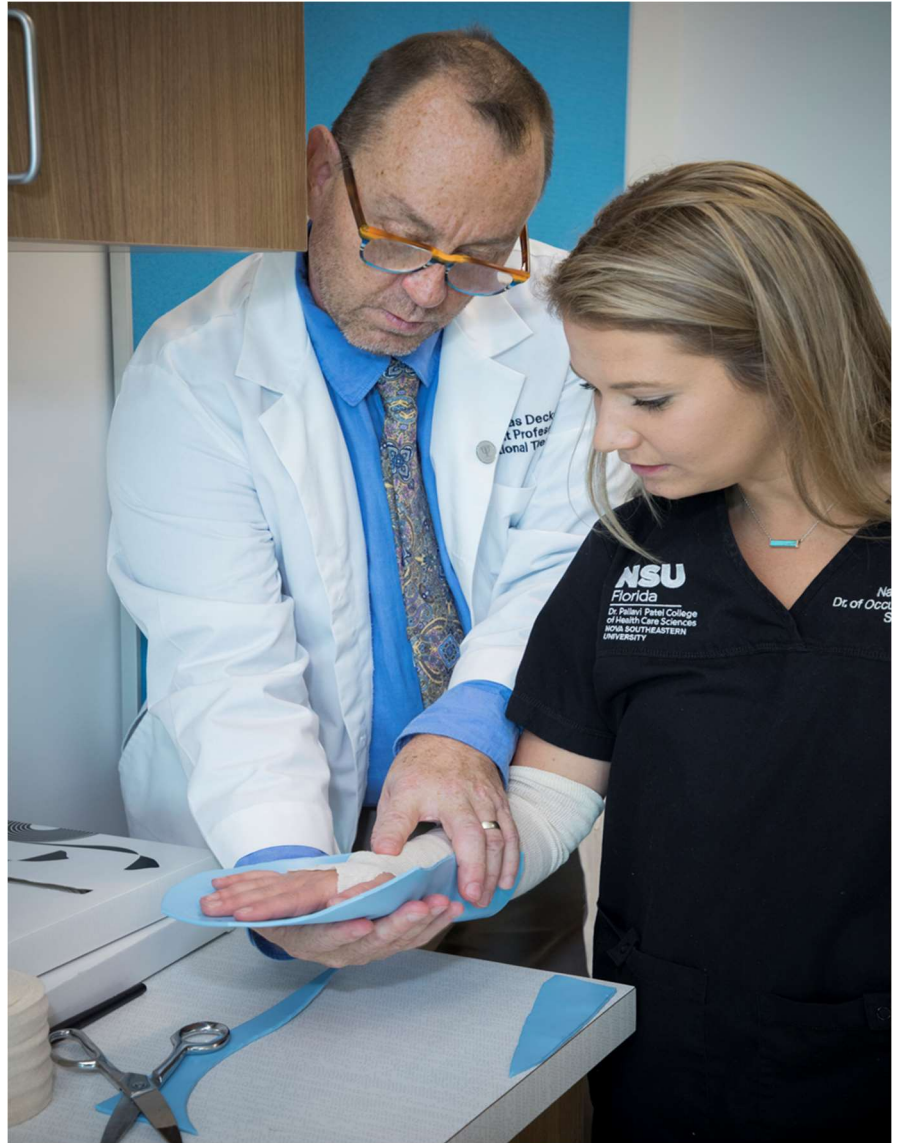
- Resourcefulness
- Critical Thinking
- Problem Solving
- Clinical Reasoning
- Reflection

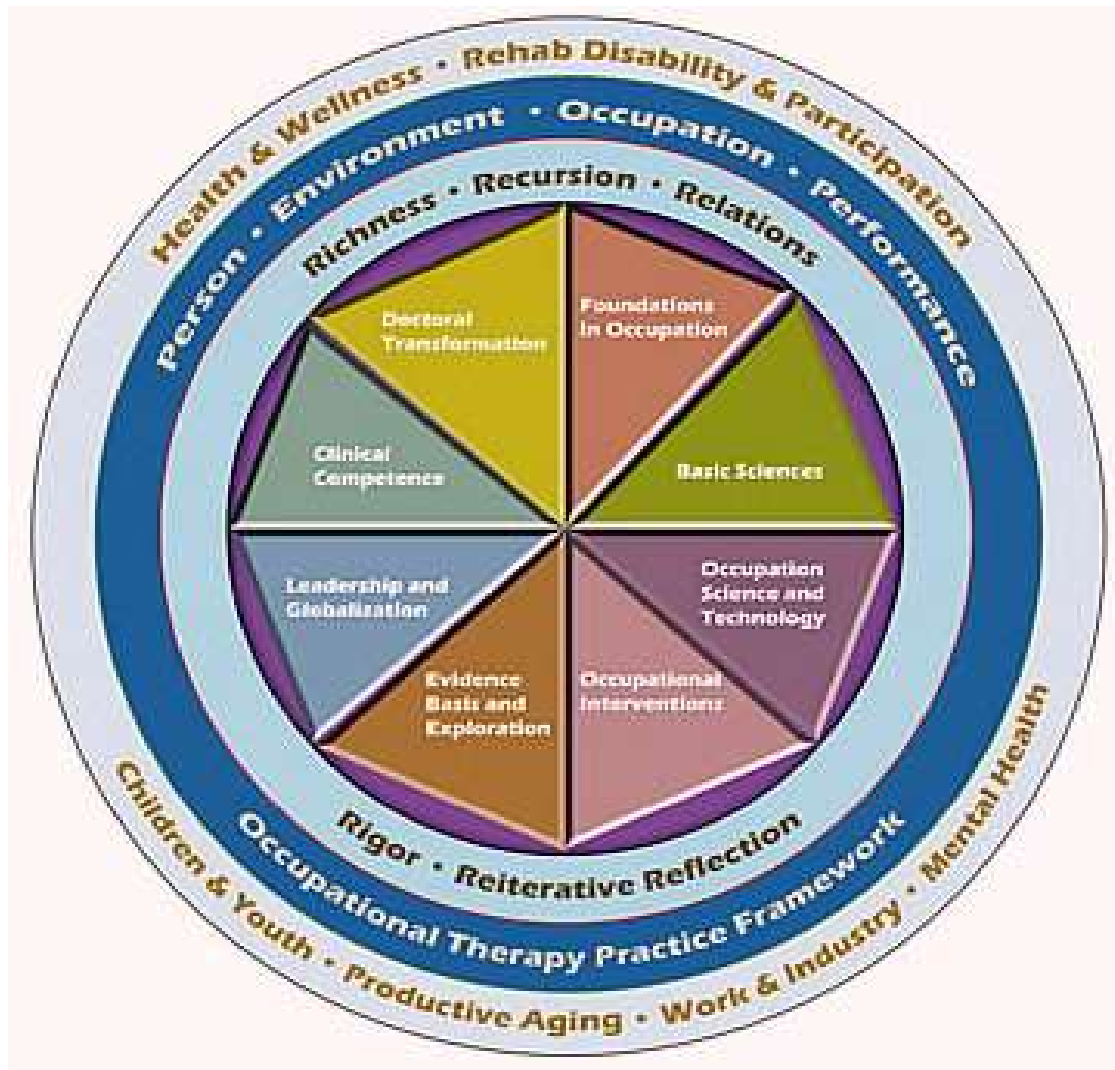
Leadership Qualities Comprise:

- Ongoing Professional Development
- Attaining Leadership Positions
- Community-Oriented Practice
- Client Advocacy

Professional Characteristics Demonstrate:

- Integrity
- Cultural Competency
- Evidence Based
- Articulate Communication
- Professional Behavior
- Empathy





The OTD curriculum model illustrates didactic-to-clinical experiences designed for the Nova Southeastern University Tampa doctoral student. The inner circle features the eight clusters of course sequences within the hybrid entry level professional program. The concentric rings, shown starting from the inner layer comprise: 1) teaching exemplar; 2) learning threads; and 3) practice areas consistent with the profession's Centennial Vision.

The eight curriculum sequences provide opportunities for student experiences for lifelong learning applying the PEOP model and the OTPF. The sequences provide activities to learn the structure and function of the human body as it relates to occupations; theoretical and philosophical foundations of occupational therapy practice; expressions and use of occupations and technology for teaching and learning across the lifespan; identification and treatment of developmental and acquired occupational dysfunctions using occupation based interventions; evidence basis and scholarly explorations for accountable practice; leadership and advocacy for responsible collaborative, global practice; clinical competence in all areas of practice, and beginning specialization as a reflective doctorally prepared professional.

Entry- Level OTD Curriculum Outline

Summer, YEAR I			
Subject	Course #	Title	Credit Hours
ANAT	5420	Anatomy	5
OTD	8101	Introduction to Didactic, Clinical, and Research Project Experiences	3
OTD	8102	Foundations of Occupational Therapy	3
OTD	8141	Development of Occupation Across the Lifespan	3
Total:			14
Fall, YEAR I			
OTD	8103	Kinesiology in Occupations	4
OTD	8161	Evidence in Occupational Therapy Practice/Qualitative Design	3
OTD	8142	Occupational and Contextual Analysis	3
OTD	8151	Human Conditions and Occupations I	3
Total:			13
Winter, YEAR I			
ANAT	5423	Neuroanatomy	3
OTD	8152	Human Conditions and Occupations II	3
OTD	8143	Therapeutic Use of Self	3
OTD	8161	Research Design, Quantitative (Proposal)	3
Total:			12
Summer, YEAR II			
OTD	8271	Occupational Therapy Interventions I – Psychosocial & Community	6
OTD	8291	Level I Fieldwork Experience, Occupational Therapy Interventions I, Psychosocial & Community	2

OTD	8244	Innovations and Technology in Occupational Therapy	3
OTD	8262L	Research DesignLab (IRB)	1
			Total: 12
Fall, YEAR II			
OTD	8272	Occupational Therapy Interventions II – Children & Youth	8
OTD	8292 FW	Level I Fieldwork Experience, Occupational Therapy Interventions II, Children and Youth	2
OTD	8263	Research Project I-Implementation	1
OTD	8281	Business of Practice and Management	3
			Total: 14
Winter, YEAR II			
Subject	Course #	Title	Credit Hours
OTD	8273	Occupational Therapy Intervention III – Physical Disabilities	8
OTD	8293 FW	Level I Fieldwork Experience, Occupational Therapy Interventions III, Physical Disabilities	2
OTD	8263L	Research Project I – Lab-Analysis, Interpretation & Paper	1
OTD	8282	Professional Leadership	3
			Total: 14
Summer, YEAR III			
OTD	8391	Level II Fieldwork Experience	9
			Total: 9
Fall, YEAR III			
OTD	8392	Doctoral Certification and Capstone	2
OTD	8311 OR 8312	Doctoral Seminar: Occupational Science OR Wellness in Occupational Therapy	3
OTD	8313 OR 8314	Doctoral Seminar: Applying Measurement Theory to Evaluation OR Sensory Processing of Occupational Performance	3
OTD	8315	Topics in Contemporary & Emerging Practice	3

OTD	8364	Research Project II -Dissemination	2
			Total: 13
Winter, YEAR III			
OTD	8393	Level II Fieldwork Experience II	9
			Total: 9
Winter/Summer, YEAR III/IV			
OTD	8494	Doctoral Capstone, Reflections & Exit Colloquium	12
			Total: 12

Total Credit Hours to Graduation = 122

Level I FWE = 360 hours; Level II FWE = 960 hours; Capstone = 640 hours

Total Clinical Education Hours = 1960 hours

Doctor of Occupational Therapy (OTD) Course Descriptions for Class Entering 2021

Year One, Summer Semester, (14 Credit Hours)

ANAT 5420: Anatomy

This basic science course details human anatomy through laboratory activities designed for student teams to study prosected cadavers, sections, bone sets, videotapes, radiographs, and models. Computer program supplements laboratory experiences. **(5 credits)**

OTD 8101: Introduction to Didactic, Clinical & Research Project Experiences

This course introduces concepts of human occupation and the framework for active participation in learning about evidence-based practice of occupational therapy. It formally introduces the student to the delivery model of the curriculum including the concept and their responsibilities during distance and face-to-face sessions, self-directedness and independence. The course also serves as a preservice training on safety and health precautions as well as fieldwork placement policies, professional behaviors, and relationship to curriculum design. Requirements to participate in Level 1 and Level II Fieldwork placements, and Capstone Project and Experience requirements are covered. **(3 credit hour)**

OTD 8102: Foundations of Occupational Therapy

This course traces the historical, philosophical and theoretical underpinnings of occupational therapy as it evolved into contemporary practice. The students applies theories, models, and frames of

reference in understanding how social, political and economic factors continually influence current and future practice with attention given to interdisciplinary practice. (3 credits)

OTD 8141: Development of Occupations across the Lifespan

This course provides opportunities not only to learn the continuum of human development that influences health and independence across the lifespan, but also to refine observation, analysis, reflection and communication skills. The course engages the student to explore how culture, environment, spirituality, sex and age influences human occupation. Includes field trips to selected facilities. (3 credits)

Year One, Fall Semester, (13 Credit Hours)

OTD 8103: Kinesiology of Occupations

This course promotes the understanding of normal human motion through skills learned in applying the principles of biomechanics, joint kinematics, joint kinetics, and muscle function. Experiences in the analysis and assessment of movement, muscle strength, and joint range of motion provide the student with opportunities to articulate the connection between kinesiology and occupational performance. (4 credits)

OTD 8142: Occupational & Contextual Analysis

This course focuses on analyzing occupations and occupational performance in different contexts, including applications of technology. The course provides opportunities for students to engage in, and analyze the projects according to their occupational demands as well as the meaning of, and avenues for success and occupational competence. Students not only learn to structure, adapt, plan, present and assess occupations for therapeutic use, but also to articulate concepts and theories that influence engagement and participation, especially within cultural, personal, temporal, virtual, physical and social contexts of occupational performance. (3 credits)

OTD 8151: Human Conditions and Occupation I

This course focuses on how pathophysiological conditions affect intrinsic human factors so that students can make the link between the factors and occupational performance. This course integrates information from Anatomy, Medical Terminology, and Introduction to Didactic, Clinical and Capstone Experiences. (3 credits)

OTD 8161: Evidence and Occupational Therapy Practice

This is the first course in a 4-course series on research. It provides students with fundamental knowledge to become critical consumers of research evidence. This course focuses on topics of relatedness of research and occupational therapy practice, critical appraisal of research evidence, and research critique of both quantitative and qualitative research. (3 credits)

Year One, Winter Semester, (12 Credit Hours)

ANA 5423: Neuroanatomy

Anatomy of central and peripheral nervous systems. Laboratory activities consist of student teams studying prosected cadavers, sections, radiographs, and models. **(3 credits)**

OTD 8152: Human Conditions and Occupation II

Building on the understanding of pathophysiological conditions learned in OTD 8151, this course expands the application of occupational concepts to people with disorders or injuries to the immune, cardiopulmonary, urinary, gastrointestinal, endocrine, nervous, musculoskeletal and neurocognitive systems. **(3 credits)**

OTD 8153: Therapeutic Use of Self

This course provides hands-on experiences in applying the therapeutic use of self when interacting with individuals, groups, and treatment teams. Through the course, the student designs, participates in, and runs occupation-based groups, as well as works within a treatment team. **(3 credits)**

OTD 8262 Research Design/Quantitative Methods— Proposal

This course is the second of four in a series of evidence based practice and research methods. Students develop a viable research proposal. At the end of the semester, students will complete a research proposal and have it ready to submit for IRB review. **(3 credits)**

Year Two, Summer Semester, (12 Credit Hours)

OTD 8271: Occupational Therapy Interventions I, Psychosocial & Community Mental Health

This course focuses on the application of the Person-Environment-Occupation-Performance Model (PEOP) for occupational therapy evaluation and treatment with emphasis on wellness, prevention, and community-based therapy practice. Includes Level I Fieldwork Experience. **(6 credits)**

OTD 8291 FW: Level I Fieldwork Experience, Occupational Therapy Interventions I—Psychosocial and Community

This course comprises fieldwork seminars during on campus institutes throughout the semester and three weeks of supervised Level I fieldwork experience at an approved setting. This is the clinical education component of OTD 8271: Occupational Therapy Interventions I, Psychosocial & Community, "to introduce students to the fieldwork experience, and develop a basic comfort level with and understanding of the needs of clients." These experiences are designed to enrich didactic coursework through observation and directed participation in selected aspects of the occupational therapy process. **(2 credits)**

OTD 8244: Innovations & Technology in Contemporary Occupational Therapy

The student of this course takes a critical look at day to day occupations and state of the art technology such as video games, computer assisted interventions, nanotechnology, documentation, triangulation, thematic analyses and other software, robotics, etc. Within the light of person,

environmental, occupation and professional factors, the student identifies applications for a future-oriented innovative practice at any level of intervention within different contexts. (3 credits)

OTD 8262L: Research Design Lab-IRB

This course is the lab portion of the second of four in a series of evidence based practice and research methods. Students develop a viable research proposal. At the end of the semester, students will complete a research proposal and have it ready to submit for IRB review. (1 credits)

Year Two, Fall Semester, (14 Credit Hours)

OTD 8272: Occupational Therapy Interventions II, Children & Youth

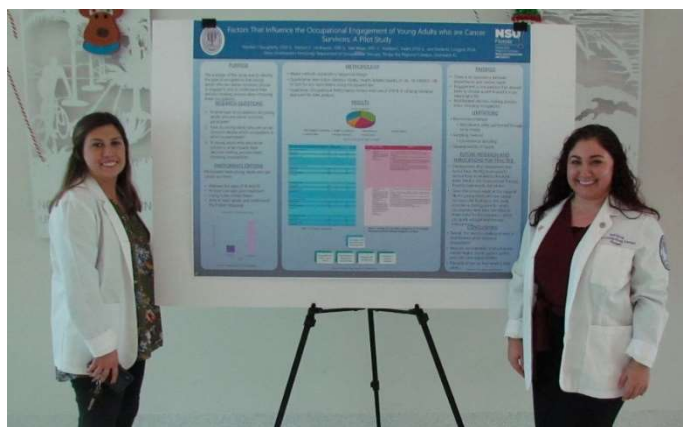
Students apply the PEOP model in identifying barriers and supports for participation and engagement of children and youth with multiple conditions within the context of diverse environments. Includes Level I Fieldwork Experience. (8 credits)

OTD 8292 FW: Level I Fieldwork Experience, Occupational Therapy Interventions I—Children & Youth

This course comprises fieldwork seminars during on campus institutes throughout the semester and three weeks of supervised Level I fieldwork experience at an approved setting. This is the clinical education component of OTD 8272: Occupational Therapy Interventions II, Children and Youth, "to introduce students to the fieldwork experience, and develop a basic comfort level with and understanding of the needs of clients." These experiences are designed to enrich didactic coursework through observation and directed participation in selected aspects of the occupational therapy process. (2 credits)

OTD 8281: Business of Practice and Management

This course provides the opportunity to view occupational therapy from a business perspective to prepare students for different roles in the US health care system including manager/program director, supervisor, and entrepreneur. Students will articulate responses to ethical and legal issues related to the profession using information they learn about delivery systems, regulatory and reimbursement mechanisms that affect service delivery from referral to discharge. (3 credits)



OTD 8263: Research Project I- (Implementation)

In this third course of a 4-course series for research, we build on both the 'OTD 8161: Evidence and OT Practice' & 'OTD 8262: Research Design' courses from the previous semesters. More specifically in the previous research course (OTD 8262-Lab) students worked as a research project group with their individual faculty co-investigator in order to receive final IRB approval and be ready to implement their study during this course (OTD 8363: Research Project-I-Implementation). In OTD 8363 students will continue to work as a research project group with their individual faculty co-investigator to implement their final culminating scholarly research project that has been in development since previous Winter Semester (Year-2) of their OTD program. (1 credit hours)

Year Two, Winter Semester, (14 Credit Hours)

OTD 8273: Occupational Therapy Interventions III, Physical Disabilities

This course is the final occupational therapy interventions course. It addresses evaluation and treatment of adult and older adult occupational performance in various environments. Includes Level I Fieldwork Experience. (8 credits)

OTD 8293 FW: Level I Fieldwork Experiences, Occupational Therapy Interventions III—Physical Disabilities

This course comprises fieldwork seminars during on campus institutes throughout the semester and three weeks of supervised Level I fieldwork experience at an approved setting. This is the clinical education component of OTD 8273: Occupational Therapy Interventions III, Physical Disabilities, "to introduce students to the fieldwork experience, and develop a basic comfort level with and understanding of the needs of clients." These experiences are designed to enrich didactic coursework through observation and directed participation in selected aspects of the occupational therapy process. (2 credits)

OTD 8282: Professional Leadership

This course will introduce the student to the leadership responsibilities and opportunities inherent in becoming a member of a profession. Students will explore basic leadership theories and examine their own leadership strengths and opportunities to expand or improve upon as well as apply applicable leadership theories and leadership self-analysis to the practical, contextual, and ethical dimensions that exist within the occupational therapy profession and contemporary practice. Emphasis will also be placed on the occupational therapist's role in professional advocacy, professional associations, inter-professional collaboration, and role-emerging and non-traditional practice settings. (3 credits)

OTD 8263L: Research Project I-Data Analysis/Interpretation

In this OTD 8363-Lab course students will continue to work with their course instructor (i.e., faculty co-investigator) to complete the final steps of their research project by conducting analyses of the data collected during the previous Fall semester (in OTD 8363). In addition, students will use this time to prepare the initial draft of their report for disseminating their research result information. By the end of OTD 8363-Lab the students will have performed their data analysis and have completed work toward an initial draft of their research manuscript. The students will present their final research findings of their final culminating scholarly project during their subsequent OTD 8464 course. (1 credit)

Year Three, Summer Semester, (9 Credit Hours)

OTD 8391: Level II Fieldwork Experience

Twelve week supervised internship in approved practice setting. **Prerequisite:** Completion of Formal Pre-doctoral Certification Courses. (9 credits)

Year Three, Fall Semester, (13 Credit Hours)

OTD 8392: Doctoral Certification & Capstone

Upon completion of all formal predoctoral certification and Level II Fieldwork Experiences, the student must pass competency- based examination. After successfully passing the examination, the student has the opportunity through this course to reflect on the academic and clinical components of the curriculum, including planning for the culmination of the capstone project, and receives an introduction to the doctoral experiential component. **Prerequisite:** Successful completion of Doctoral Capstone Seminars and 24 credits of Level II Fieldwork Experiences. **(2 credit)**

Doctoral Transformation Courses:

Student has the opportunity to select one of two courses listed below, related to a specialization area. **(3 credits)**

- **OTD 8311: Doctoral Seminar: Occupational Science**

The course presents an overview of conceptual frameworks, literature, taxonomies, and research strategies of occupational science. Topics will be examined from multidisciplinary perspectives on work, play, leisure, occupation and contexts for occupation. Students will select an area for in-depth study. **(3 credits)**

OR

- **OTD 8312: Doctoral Seminar: Wellness and Health Promotion**

This course examines occupational therapy's role in wellness and health promotion, disability postponement, and prevention in general. Students critically examine various practice models with a view toward developing and refining their own roles in these practice areas. **(3 credits)**

Doctoral Transformation Courses:

Student has the opportunity to select one of two courses listed below, related to a specialization area. **(3 credits)**

- **OTD 8313: Doctoral Seminar: Applying Measurement Theory to Evaluation**

Provides students with a general background in measurement theory and assists students to actively apply this information to the evaluation process in occupational therapy. The application component of the course addresses evaluation at both the individual and program levels. At the completion of this course, students can critically examine and select the most appropriate tools for practice situations using the theory and principles of measurements. **(3 credits)**

OR

- **OTD 8314: Doctoral Seminar: Sensory Processing of Occupational Performance**

Examination of the theory and practice of sensory processing in occupational therapy through the original literature, and current information from neuroscience and evidence-based practice found in articles and through interaction with classmates. Students will apply this knowledge to a specific group of individuals or to a curriculum plan. Advanced-level course: It is anticipated that students will have some prior knowledge and experience in this area of practice. **(3 credits)**

OTD 8315: Topics in Contemporary & Emerging Practice

This course provides focused training in one of four learning tracks that addresses occupation-based contemporary and emerging practice areas, advanced skills, &/or professional development. The four learning tracks are Skills, Mental Health, Children and Youth, and Physical Disabilities. Each track will contain no more than four modules including, but not limited to: SKILLS: *Physical Agent Modalities, Anatomy, Neuroanatomy, Kinesiology*; MENTAL HEALTH: *Addictions, Trauma-induced Care, Post-Traumatic Stress Disorder, Violence & Abuse*; CHILDREN & YOUTH: *NDT, NICU, School System, Behavioral Interventions*; PHYSICAL DISABILITIES: *Oncology, Work Programs/Ergonomics, Splinting, Hands Specialty*. (3 credits)

OTD 8364: Research Project II – Dissemination

This is the final course of the four-course series of research methods, and culminates with the opportunity for the student to prepare presentation of a research project to the community. (2 credits)

Year Three

Winter Semester, (9 Credit Hours)

OTD 8393: Level II Fieldwork Experience II

Twelve week supervised internship in approved practice setting. **Prerequisite:** Completion of Formal Pre-doctoral Certification Courses and OTD 8391. (9 credits)

Winter/Summer Semesters, (12 Credit Hours)

OTD 8494: Doctoral Capstone Experience, Reflections & Exit Colloquium

This 16-week doctoral experiential component provides the student the opportunity to develop advanced skills, i.e., beyond a generalist level in an approved specialization area for clinical practice skills. Other options include in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. The course concludes with the dissemination of the capstone project, an exit colloquium and reflection of the student's doctoral education. **Prerequisite:** Doctoral Certification & Capstone, Completion of 24 weeks of Level II FW (12 credits)



The Doctoral Capstone Project & Experience Policies

The Doctoral Capstone Project & Experience

Doctoral Capstone Project & Experience

According to ACOTE (2018), preparation for the doctoral capstone project includes the completion of a literature review, needs assessment, goals/objectives, and an evaluation plan based on specific focus areas and developed by the student in collaboration with the DCC. Potential focus areas for the capstone project and experience include: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development. Preparation for implementation of the capstone project during the capstone experience occurs throughout the program starting with Doctoral Capstone Seminars in year I and II, with completion of the capstone project preparation during OTD 8392-Doctoral Certification & Capstone. The doctoral capstone project preparation must be completed prior to beginning the capstone experience during summer of year IV while enrolled in OTD 8494-Doctoral Capstone Experience.

The goal of the doctoral capstone project and experience is to develop an occupational therapist with skills that are more advanced or those beyond the level of a generalist. The doctoral-level experiential component of the curriculum exists from entry to completion of the program. The doctoral capstone experience includes 16 weeks of in-depth experience in one or more of the focus areas noted above.

Student Policies for Doctoral Capstone Experience

Prerequisite Policies

The Nova Southeastern University *Dr. Pallavi Patel College of Health Care Sciences Student Handbook*

https://www.nova.edu/publications/chcs/chcs_student_handbook/235/

requires students have health insurance, AIDS education, and immunizations for the doctoral capstone experiences. Students must submit insurance card or may sign a statement indicating that they met their requirements. An affiliated facility may also require a student to pass a State of Florida Department of Health screening prior to rotation. Other requirements that may be held by the affiliated facility include, but are not limited to, fingerprinting, criminal background check, urinalysis for drugs and alcohol, and proof of immunizations. If a student does not meet all requirements held by the affiliated facility prior to the first day of the scheduled placement, the student's placement will be cancelled, or if the placement has begun, the student will be asked to leave. Any cost associated with additional site requirements is the responsibility of the student.

As a prerequisite for the doctoral capstone experience, the student is responsible for reading a copy of the contractual agreement between the University and the affiliated facility if one is in place and meeting additional requirements as described in the course syllabus for OTD 8494: Doctoral Capstone, Reflections & Exit Colloquium.

Students are responsible for maintaining their own records. The Doctoral Capstone Coordinator does not mail confidential records to facilities. Students are required to review materials (if available), call the facility, and verify current information at least one month prior to arrival.

As a prerequisite for the doctoral capstone experience, students must contact potential mentors and or mentoring sites after collaboration with the DCC. When a student has found a capstone mentor and/or site that agrees to provide mentorship they will complete the Mentor Agreement Form (see Appendix G) including the the stated purpose, goals and focus areas for the capstone with the mentor signing the form indicating agreement. The student will collaborate with their mentor in completion of the Memorandum of Understanding and/or Facility Agreement (Appendix M) prior to the start of the experience as well as the Site Confirmation Form (see Appendix H) at least one month before the start of the doctoral capstone experience. The purpose of the confirmation contact is to confirm placement at the site and to determine the needs of the facility, i.e., dress code, orientation time, parking, immunizations, and background check.

If the student does not contact the site in a timely manner and the capstone experience does not start on time, the student will be responsible for any action taken which may include:

- Meeting with the Committee on Student Progress
- Delay of start of the capstone experience
- Need to make up rotation hours at the discretion of the site supervisor and the course instructor
- Cancellation and failure of the rotation by the course instructor which would result in student receipt of a Failure (F) on their academic record and necessitate enrolling in and paying for the course the next available time. Appropriate policies will apply in case of a history of academic failure and/or professional behavior.

Upon completion of the capstone experience, students must attend a mandatory course wrap-up session. Mechanism for this session will vary according to level, and the student is responsible for reading their course syllabus and doctoral capstone manual to ensure participation. Failure to attend will be considered an unexcused absence and will lower the student's final course grade by at least 10 percent.

Student Documentation Requirements

To ensure compliance with NSU obligations, and to ensure student safety, students must upload immunization information into the NSU system prior to the first Level I or community field trip placement, and must resubmit annually as needed prior to the capstone experience: (See background check and immunization policy for details.)

- Health Information
- Proof of immunizations
- Physician's physical examination
- Medical insurance

- Evidence of successful completion of required CPR training
- Evidence of HIV/AIDS education/ Bloodborne pathogens
- Background check
- HIPAA Training
- OSHA Training

A Level I background screen is completed through Certified Background Check.com prior to admission into the OTD program. During the OT Intervention II course, a level II background check is completed through the division of Children and Families for participation in coursework in the school system. This background check may be required by facilities for doctoral capstone experiences as well, so students are responsible for meeting this requirement when informed. Results of these screens will impact further participation in the OTD program.

Failure to submit the documents will result in cancellation or delay of the capstone experience placement. Students assume the responsibility for keeping the aforementioned records current through the last 18 months of the program. For more details on student documentation, refer to the student documents section.

Personal Safety

Personal safety of all individuals is very important. Students should apply the general safety guidelines outlined in the Campus Safety Booklet at all times during their clinical affiliations, including the capstone experience. During an affiliation, students must get to know the area in which they are affiliating and be aware of any potential hazards. Clinical/Doctoral sites normally provide the student with any helpful information relating to potential personal safety hazards and ways to minimize risk. If a student has any concerns about their personal safety, they should discuss this with their mentor and inform their capstone coordinator.

Dress Code

During the doctoral capstone experience, students must comply with the Health Professions Division dress code policy unless the affiliating facility has different specific dress requirements. Students inappropriately dressed or groomed may be required to leave the facility and this will be considered an unexcused absence. Repeated violations will be considered improper professional behavior and will result in referral to the Committee on Student Progress, disciplinary action, which may include termination of the fieldwork experience or doctoral capstone experience.

The mentor should send the student home if the student is non-compliant with the dress code. The student is required to make up any lost time that may result. The NSU OTD-S dress code for clinical education is that which applies for classroom dress as outlined in the College of Health Care Sciences Handbook. In addition, students are to present a professional appearance and demeanor at all times. The NSU dress code is not to be modified unless the affiliating facility has a different, specific dress requirement. For females, skirts must be of length and style to protect the student's modesty during treatment activity. Because NSU prefers a tailored professional look, lace, ruffles, T-shirts, polo shirts,

color trims, denims, corduroys, knits, and sheer fabric are not permitted. Male students must wear solid color or stripe dress shirts and ties. Shoes may be slip-on or tie, non-skid dress shoes. In addition, athletic or running shoes are not permitted. Socks or hosiery are mandatory. Lab coats and identification badges must be worn at all times, unless otherwise indicated.

Professional Behavior

Students are expected to practice in a legal, ethical, and professional manner. Failure to do so will result in failure of the clinical education experience. Documentation of that behavior will be completed by the Doctoral Capstone Coordinator or Doctoral Capstone Mentor as the case may be using the Doctoral Capstone Evaluation form or prescribed form. Inappropriate behavior may result in removal of a student from the assigned clinical facility at the discretion of the Mentor and the Doctoral Capstone Coordinator.

Attendance/Tardiness

Before beginning a doctoral capstone experience, the student will contact the mentor at the capstone site. The site mentor will provide the student with the basic orientation information such as: hours of operation, dress code, how to find parking, and where they can eat lunch, etc. Students must be prepared to begin their capstone experience at the designated, agreed upon times and days. During the capstone experience, students follow the hours and pattern of operation of the site. For example, some students may be assigned five 8-hour days/week and others may be assigned four 10-hour days.

The ACOTE standard D.1.5. requires that the length of the doctoral capstone experience be a minimum of 14 weeks (560 hours), however the NSU TBRC program requires the capstone experience be a minimum of 16 weeks (640 hours).

If the department provides weekend services and/or the capstone mentors regular work schedule includes weekends, students are required to work weekend hours. Students should follow a similar work schedule to that worked by their mentor. If the clinical site provides coverage on holidays, students may be assigned holiday coverage. The student is to be offered compensation time off consistent with the policies and procedures of the capstone site for any holiday coverage, following a similar procedure of the capstone mentor. We encourage that the time off be used within the week of this extra coverage so the student is not overly taxed. The student and mentor must determine the learning experiences and goals to be achieved during weekend and holiday coverage. Guidelines for supervision of students must be followed on weekends.

An **unexcused absence** during the capstone experience places the student in severe jeopardy of not fulfilling course requirements. The need for make-up days is determined on an individual basis by mutual agreement of the DCC and mentor. Make-up time can occur at the end of the doctoral capstone experience or during the rotation, but cannot be guaranteed. It will be offered to students

only for extreme, unforeseen circumstances. Students must make travel arrangements for departures after the end of the workday, and may not be excused for personal business or to attend continuing education courses unless it is considered part of the capstone experience and is mutually agreed upon between the DCC, doctoral student and mentor. Because of the seriousness of the consequences, students are strongly encouraged to have perfect attendance.

Under extreme, unforeseen circumstances that result in absence, students MUST call their mentor at the beginning of the workday and ask to be excused. If they do not speak with the mentor directly, they are to leave a message and talk to the mentor as soon as possible. The student must also notify their DCC and/or course instructor at the University. The mentor and course instructor will determine the need for and agree on arrangements for make-up within 48 hours of the absence. Because the clinical site becomes an extension of the university, the course instructor must know where the student is and when the student is absent in the interest of good risk management.

Tardiness conveys a very negative impression. It suggests lack of planning and preparedness and is viewed by many as rude. It can disrupt the operation of the mentor and the mentoring site. This applies not only to morning reporting but beginning duties after meals, attending meetings, etc. Students MUST call the mentor as soon as possible if they are going to be late. Persistent tardiness may jeopardize the student's successful completion of the goals for clinical education. It is the student's responsibility to initiate discussion about modifying the daily schedule if there are reasons other than personal convenience that are resulting in tardiness.

Counseling Students

Mentors are to seek advice from the doctoral capstone coordinator should student performance or behavior problems arise. The mentor must use professional judgment in distinguishing between advising (recommending, suggesting) in order to improve weaknesses in student performance, and referring for professional counseling when a student has problems that are disrupting the ability to function.

The University has a counseling staff on call for student emergencies and provides professional services for impaired students. Mentors are encouraged to take immediate action by contacting the DCC to arrange for intervention if the need arises.

University Calendar

The University calendar is suspended during the doctoral capstone experience. That is, the student follows the holiday and operation hours of the mentor and mentoring site, rather than the University's.

Occurrence Reports

Should the student be involved in any accident with potential injury to self or others during the capstone experience, they must comply with the facility's policies and procedures for reporting on the

appropriate documents. The student must notify the doctoral capstone coordinator when an incident occurs.

An addendum, completed by the student, must be included with the final capstone evaluation to describe these occurrences. Department managers or mentors may choose to complete an addendum on their organization's letterhead instead of, or in addition to, the student's report. The purpose of this reporting is to have a record of the incident should any future legal action be taken. Students are advised to complete the addendum when they complete the occurrence report so that the information is fresh in their minds. The facility's occurrence report is considered confidential information. Therefore, a copy is not to be provided to the University. The format for the addendum is:

ADDENDUM TO EVALUATION OF _____	
Student name:	
Date and time of occurrence:	
Names of people involved:	
Brief description of the occurrence:	
	_____ Signature and date of person reporting

Housing/Meals and Transportation

Students are responsible for all expenses related to the doctoral capstone experience. They must locate their own housing within commuting distance to the capstone site. Students may be eligible for stipends, meal tickets, or free housing that may be provided by the organization, however students must be prepared to meet all their financial needs during their doctoral capstone experience.

Placement and Grading Policies

Students will be permitted to participate in the capstone experience only after having successfully completed all corresponding didactic coursework, comprehensive examination, and fieldwork experience requirements. Students must comply with all policies and procedures of the capstone mentor site, Nova Southeastern University, and the American Occupational Therapy Association (AOTA) during the doctoral capstone experience. Students must complete all Level II Fieldwork and Capstone Experiences, as scheduled within the curriculum design, or on extenuating circumstances, within a two-year time frame, per ACOTE requirement, starting from the date of completion of the formal coursework.

The doctoral capstone experience must comprise a minimum of 16 weeks and 640 hours, and must be consistent with the individualized specific goals and capstone project. No more than 20% of the 640 hours can be completed outside of the mentored practice setting(s). Prior fieldwork or work experience may not be substituted for the capstone experience. Students will be required to submit a

mentor signed, weekly log/journal every other week (appendix K) as attestation of the learning activities and hours completed.

Doctoral Capstone Experiences Are Graded as Pass/Fail

Student Failure Procedure

The capstone experience requirement is covered by grading policy similarly applied to didactic courses; this includes the experiences embedded with didactic courses such as the three intervention courses.

1. Failure at a doctoral capstone experience will result in failure of the course and referral to the Committee on Student Progress (CSP).
2. Additional tuition will be charged for repeated courses, including the doctoral capstone experience. The maximum final grade in the doctoral capstone experience is a pass (*P*), as numerical scores are not assigned in those courses. Students must earn a 75% or higher on submitted assignments in order to receive a passing grade.

The stringency of this policy underscores the seriousness of this issue. Doctoral capstone experiences are of such importance and requires demonstration of practitioner competency and professional behavior in a real clinical setting with real time clients.

The student's participation, discussion of student performance, course assignments, and written evaluations will be used to determine the grade for the course. This includes the electronic requirements. Termination for unacceptable performance may result in a failing grade of F.

Withdrawal or Termination from a Doctoral Capstone Experience

Students who withdraw or are asked to withdraw from a doctoral capstone experience due to inadequate performance will receive a failing grade (F) for that rotation. There is no credit for partial time served in a doctoral capstone experience that must be terminated due to inadequate performance. The capstone experience may be retaken once, only if there have been no other course failures including fieldwork experiences. Additional tuition will be charged for repeated courses, including Doctoral Capstone experiences. Students who fail two capstone experiences will be automatically dismissed from the program.

Students who withdraw from a capstone experience due to illness are required to provide a physician's statement indicating the student's ability to resume full duties before being rescheduled for the capstone experience. Acceptable performance termination may result in a grade of "PR" (progressing). A student who develops a health or other serious problem preventing capstone experience completion in the scheduled time frame warrants a "PR" grade as well.

In the case of an incomplete experience, an attempt would be made to have the student finish the capstone experience at the same site. Student withdrawal from a capstone experience is strongly

discouraged and should only be considered in extreme situations. Withdrawal from a capstone experience cannot be done without the permission of the DCC in collaboration with the capstone mentor. The proper withdrawal procedures must be completed. Failure to follow this procedure may result in a failure of the capstone experience.

Termination of the capstone experience once it has started is rare. The most common reason is for unacceptable student performance and lack of professional behaviors. Students terminated for unprofessional behavior or lack of performance will receive a failing grade (F) for the capstone experience. There is no credit for partial time served in a capstone that must be terminated. All capstone sites reserve the right to request that a student be removed from the capstone experience.

If a student is terminated from a capstone experience, remedial work may be required. Remedial work will be for the purpose of addressing problems seen on the terminated capstone experience. The purpose of the work will be to allow the student to maximize success on a subsequent, make-up experience. Make-up capstone experiences will be assigned by the DCC following consultation with student. Make-up experiences will not necessarily follow the typical course schedule time frames and will involve additional costs for tuition and other related expenses.

If the student has previously been terminated from a fieldwork experience or has failed a previous fieldwork, the student will be referred to CSP.

Students will be placed a maximum of two times for a capstone experience, unless they have a prior course failure. The capstone experience may be retaken once, only if there have been no other course failures including fieldwork experiences. The student will be required to meet with the mentor and may be required to sign a contractual letter regarding responsibilities for subsequent placements. Credit for time served will NOT be granted, unless appropriately determined by faculty review. Capstone experiences that are required to be retaken will involve additional costs for tuition and other related expenses

Cancellation of Doctoral Capstone Experience

Student Initiated Cancellation

Once a capstone site has been confirmed, student requests for a change of affiliation **WILL NOT** be honored unless there is an extreme emergency situation. An extreme situation is identified as death of an immediate family member, or serious personal illness. Documentation of the situation will be required (i.e. obituary of family member or confirmation of medical problem from physician). In other situations student will provide written documentation to the DCC explaining reasons for altering the original agreed upon placement. The DCC will review the documentation and determine if a change is acceptable. If so, the following procedure will be implemented:

1. Meeting with DCC and student to discuss capstone experience placement.
2. DCC and student agree to a new site.
3. All involved persons and program director are notified of change.

Site Initiated Cancellation

A doctoral capstone experience site may need to cancel a confirmed placement. This happens when the staffing situation is not adequate to provide the required learning environment or the capstone mentor is no longer able to accommodate the capstone experience for the student. Also, occasionally a facility closes or merges with another organization and the confirmation of placement cannot be honored. If a cancellation should occur, the procedure is as follows:

1. Student is notified the capstone experience has been cancelled by the site.
2. Meeting with DCC to discuss new site options.
3. DCC works with the student to find a new capstone site.

A cancellation of the capstone (either student or site initiated) may delay a student's experience. Neither NSU nor the site is liable. It is possible that this change of site will result in a later graduation date, as the site may need to be rescheduled for a later time frame than originally scheduled.

What to Do When You Are Done with a Capstone Experience

To complete the course involving the capstone experience, the following documents must be submitted as scheduled in the course calendar:

- Mentor Agreement Form
- Mentor Confirmation Form
- All didactic assignments
- Doctoral Capstone 16-Week Plan
- OTD Capstone Experience Log
- Doctoral Capstone Student Assessment of Mentor
- Midterm Mentor Evaluation of Student
- Final Mentor Evaluation of Student
- Dissemination of Capstone Project

NOTE: Grades cannot be submitted before these forms and assignments are complete and turned in following directions and proper formatting.

Development of the Doctoral Capstone Experience & Project Plan Doctoral Capstone Mentor & Site Identification Process

The NSU TBRC capstone process is student-driven with guidance provided by faculty, the DCC, and the capstone mentor. The curriculum progresses students through four stages of the capstone process; development, planning, implementation and dissemination. See appendix N for the Capstone Progression Table, a table illustrating a student's progression in the capstone process.

The development phase occurs during the first and into the second year of the OTD program. This phase includes identifying roles, responsibilities, and expectations for the capstone, development of the students' understanding of the ACOTE focus areas, identifying students' areas of interest including potential capstone settings and populations that may be served, as well as exploration of potential capstone ideas. Students complete two assignments during year one; AOTA Keynote Address Identifying Capstone Project Ideas (appendix B) and Developing Capstone Project & Experience Ideas (appendix C). Students participate in Doctoral Capstone Seminars at each Institute of the term, as outlined in the Capstone Progression Table (appendix N).

The planning phase begins during year two and continues into year three. During year two students complete three assignments designed to refine their capstone ideas and to prepare for outreach to potential mentors and sites. The three assignments include: Developing a PICO Question & Initial Article Search (appendix D), Refinement of PICO Question & Start of Capstone Literature Review (appendix E), and Draft Capstone Project Plan (appendix F). During the second year, third term of the program, students identify potential capstone mentors and sites, creating communication plans in collaboration with the DCC as they begin their outreach to sites and/or mentors.

Upon returning to didactic coursework following completion of the level II A Fieldwork Experience in the fall of their third year, students participate in OTD 8392: Certification and Capstone, a 2 credit course during which they finalize the planning phase of capstone, completing the literature review, needs assessment, and developing capstone goals and objectives.

The final phases of the capstone process, implementation and dissemination, are completed during the 4th and final year of the curriculum while enrolled in OTD 8494: Doctoral Capstone Experience. Students complete their 16-week capstone experience and implement their capstone project at a chosen site under the guidance and supervision of the capstone mentor. Dissemination of the capstone project is achieved through capstone site presentations as deemed appropriate by the capstone mentor, as well as student participation in the annual NSU TBRC OTD Capstone Round Table and submission of a final capstone project poster to the NSUWorks site.

Facilities and mentors selected to provide doctoral capstone experiences to NSU entry-level occupational therapy students are an integral component of the OTD curriculum. Each site meets an educational objective reflective of the sequence, depth, focus and scope of content in the curriculum design. The curriculum is organized using **the Person-Environment-Occupation Performance (PEOP) model** developed by Christiansen, Baum and Bass (2015). The PEOP model recognizes the dynamic, complex relationship between people, environments and occupational performance. Although other models and frames of reference are taught and utilized throughout the curriculum, the faculty believes the PEOP model provides a solid guide to evaluate people/persons, environments and occupations. The PEOP model emphasizes occupations (valued roles, tasks and activities) and requires a holistic top-down approach to client care. Use of the ideas and descriptions from this model provide a guide for occupational therapists to work both within the medical model in addition to well-populations. Doctoral mentors must recognize that positive changes in the relationship between a person, his/her environment and occupation (valued roles, tasks and activities) can

improve health. They must also provide the student(s) the opportunity to engage with the population served at the facility if applicable.

Once the determination has been made that a facility recognizes the value of occupation, and meets the curriculum need, the DCC and student initiate placement for specific doctoral capstone experience dates as noted in the process above.

Doctoral Capstone Process

The ACOTE 2018 “D” Standards reflect the Doctoral Capstone as comprised of two parts, the Capstone Project and Capstone Experience. Students will meet with the DCC throughout the program to explore potential capstone focus areas, client/community/populations of interest as well as capstone project ideas as outlined above. Students will participate in Doctoral Capstone Seminar sessions held each Institute in order to prepare for completion of the capstone project while completing the capstone experience.

Students must successfully participate in scheduled Doctoral Capstone Seminars including completion of all assignments and other related capstone preparation assignments, prior to beginning OTD 8392 during the fall of year III. In OTD 8392 students will complete their preparation for the capstone project as well as finalize capstone experience sites and mentors.

The student will work with their chosen mentor to insure the appropriate facility agreements and/or Memorandum of Understanding is in place. Students may request a new facility agreement be initiated, providing contact information to the DCC for the needed site(s). A Memorandum of Understanding (MOU) may also be appropriate in place of, or in conjunction with, a facility agreement. The need for a facility agreement and/or MOU will be determined by the DCC and site mentor.

No later than one month prior to the scheduled start date for the Capstone Experience the student will complete the Mentor Confirmation Form (see Appendix H) and send the form to the mentor for signature. This communication with the mentor ensures continued agreement with the doctoral capstone plan and allows time for planning a new capstone experience and/or site should there be a change in the ability to accommodate the capstone student.

Disciplinary and Appeals Policies

Students who do not adhere to stated policies and procedures are subjected to disciplinary action. Infractions may involve deficiencies in academic or clinical performances and professional behavior. All infractions are reviewed by the DCC, the Committee on Student Progress, and the Program Director. Where warranted, written disciplinary warnings will be entered into the student's file. More than two warnings for the same infraction will result in immediate dismissal from the program. If the infraction is serious and violates ethical codes of the occupational therapy profession, the student will be dismissed from the program. Only one such serious infraction as described above is required for dismissal.

All academic or clinical failures, disciplinary warnings, and dismissals may be appealed. The student shall be entitled to present a formal written appeal to the Program Director. Students may appeal further through the normal appeal channels. If a student is dismissed from the program, he or she may apply for readmission to the Program Director. The student will be considered, provided adequate evidence that the conditions and/or factors that caused the prior poor performance have changed significantly, and there is reasonable expectation of satisfactory performance if permitted to resume studies.



Student Documentation Requirements

Student Document Requirements

Students must comply with applicable facility policies and procedures.

Students must comply with facility health requirements prior to beginning their clinical rotations. Health requirements vary between facilities, and change frequently. Each student must call the assigned facility to ensure that they provide all necessary information in a timely manner.

The student's responsibility is to provide the following information to the DCC prior to beginning The doctoral capstone experience, and whenever requested. Failure to submit these documents will result in immediate cancellation of the doctoral capstone, failure in the related course, and referral to the committee on student progress.

Health Information

Students are required to present evidence of recent (within last year) physical examination. Sample medical forms are available in the OTD Student Center.

Students are responsible for any costs involved in the physical and for obtaining copies of all records. The university is not responsible for providing this information to the facility.

Some facilities may require students to complete an additional physical examination and have certain immunizations following the facility's policies and procedures. Students are strongly encouraged to determine this by contacting the site mentor before the capstone experience begins to make arrangements to have any necessary examinations completed **before** beginning the rotation.

The purpose of the physical examination is protection of the public. Since student patient/client contact is no different than that of the employees, the facility's requirements must be met. In addition, for planning educational experiences, it is necessary that students reveal any medical or movement problems that need to be accommodated or monitored. Disciplinary action will be taken against students who fail to divulge information that places others or self at risk. **This physical exam and risk information is confidential.** The student's written consent must be obtained before the information can be released to any other parties. Minimally, the physical exam should include the following information:

1. History of serious prior illness, hospitalizations, surgery
2. History of work injuries
3. PPD skin test and chest X-ray if positive
4. Identification of limitations that would jeopardize accomplishing the clinical education goals, including lifting limitation, previous neck or back injuries, etc.
5. Current medications
6. Record of Hepatitis B immunization or letter declining vaccination.
7. Flu shot (during flu season).

The facility has the right to dismiss or refuse to accept a student for clinical practice should they determine that information was withheld resulting in or may result in risk to self or patients. Copies of all records are to be maintained by the student and distributed by the student upon request by the academic institution or facility. NSU is not able to distribute student records.

Medical Insurance

All students are required to have a current health insurance policy, which must be shown to the Doctoral Capstone Mentor, if requested, on the first day of the capstone experience. Students must attest to this by completing and signing the Health Insurance Policy Form (Appendix J) at the start of OTD 8494: Doctoral Capstone Experience.

If emergency care is required, each student is personally responsible for all expenses that result from such care during clinical practice so a major medical health insurance policy is highly recommended.

Should a minor emergency occur, first aid should be administered as it would for an employee. Should there be a more serious accident; proper emergency action should be taken. The student is responsible for alerting the capstone mentor of any potential medical problems and action that may be necessary because of an existing condition.

Liability Insurance

Doctoral Capstone Mentor sites will receive a copy of the University's liability insurance policy coverage letter with the MOU/contract. If the capstone mentor has not received this copy and it is required please contact the DCC. Note: The agency providing NSU's liability insurance does not provide the university with a copy of the updated liability forms until July 1 of the year (one day after the old coverage expires). This is expected and occurs annually. Students on capstone experiences can request the form from the DCC.

CPR and Universal Precautions (HIV/AIDS) Training and OSHA

As part of their coursework, students receive training in CPR, Universal Precautions, OSHA and human trafficking recognition and prevention as required for health care workers in the State of Florida. Upon completion of each requirement, students are provided with a certificate good for two years.

Fingerprinting and Background Check

Immunization Policy

All NSU OTD students will comply with policies related to fingerprinting, background checks and immunizations in order to ensure that they meet standards for client care and OT practice. If capstone experience sites require immunizations the student is responsible for providing this information to the facility.

The Student Affairs office is responsible for ensuring immunizations and background checks are completed prior to participation on a clinical education experience with support of the course instructor.

Procedures

To ensure compliance with NSU obligations, and to ensure student safety, students must upload immunization information into EXXAT prior to the first Level I and must resubmit annually as needed prior to the applicable rotation or experience: (See background check and immunization policy for details.)

- Health Information
- Proof of immunizations
- Physician's physical examination
- Medical insurance
- Evidence of successful completion of required CPR training
- Evidence of HIV/AIDS education/ Bloodborne pathogens
- Background check
- HIPAA Training
- OSHA Training

Failure to submit the documents will result in cancellation or delay of the capstone experience placement. Students assume the responsibility for keeping the aforementioned records current, through the last 18 months of the program. For more details on student documentation, refer to the student documents section. Additional documentation may be required based on the specific capstone site requirements.

Students are responsible for maintaining their own records, which should be uploaded on to Exxat under required documents. Through Exxat, the student will have the ability to share his/her profile with the capstone site through an electronic link. Examples of documents to upload to Exxat: health insurance card, CPR card, immunization documents, background checks, and any other documents to share with the capstone site. The DCC will not send any of these uploaded documents to the site unless the site explicitly requires these documents to come directly from the university.

A student may be required to receive additional immunizations during their time as an OTD student. The reason is that specific agencies have specific requirements.

For example:

- Immunization #1: At entry into the OTD program, proof of immunization is required.
- Immunization #2: As Year Two Students, each Level I Fieldwork experience will have specific requirements for that facility. For example: One site may request a PPD within 3 months, while another facility requests a PPD within one year.

- Immunization #3: As year three students, each level II facility and/or capstone experience site will have specific requirements for that facility. For example: One site may require tetanus, while another facility may not.

Background Check Policy

Policy

All NSU OTD students will comply with policies related to background check in order to ensure that they meet standards for client care and OT practice. If capstone sites require additional background checks, it is the student's responsibility to obtain and submit the necessary background check information.

The Student Affairs office is responsible for ensuring these processes are adhered to, in conjunction with the OT Department.

Procedures

- Specific Student Affairs and Fieldwork/Capstone procedures are outlined in their respective policies.
- A student may be required to get multiple (up to 8) background checks during the time here as an OTD student. The reason is that specific agencies within the state of Florida do not currently have a system to share background check information.

For example:

- Background Check #1: Before entry into the OTD program, a background check is completed to ensure the student is eligible for licensure.
- Background Check #2: OT Interventions 2 (pediatrics) requires a DCF background check in order to participate in mandatory classroom assignments.
- Background checks #3-8: Each of the three Level I Fieldwork experiences and each of the 2 Level II Fieldwork experiences may require specific background checks.

Note: The stringency of the background check policy required at each facility ensures safety of the clients and populations served.

Confidentiality of Student Information

Student's records, including health information and evaluations are confidential as guaranteed by the Family Educational Rights and Privacy Act (FERPA). Information about the student's performance while in the clinic or the student's health records cannot be shared with 3rd parties outside the academic program without the student's written consent. Information regarding the rights of students can be found in the Dr. Pallavi Patel College of Health Care Science's Student Handbook.

Facilities can obtain a copy by downloading a digital copy from the NSU OTD website. Each clinical site is encouraged to have a similar policy regarding the confidentiality of all student records.



Information for the Mentor

Information for the Mentor

Privileges for Mentor

Online Electronic Library

The Health Professions Division of Nova Southeastern University library sponsors a program to allow access to the **extensive online electronic library** to individuals who serve as the Clinical Coordinators, Fieldwork Educators, or Doctoral Capstone Mentors for a student. Individuals must have their own service provider in order to access the electronic library. An application must be completed and returned to the NSU OTD program in order to obtain access. Privileges are good for one year from the effective date (upon receipt of an email from the library granting the access).

Those interested in the access to the electronic library should contact the Fieldwork Support Coordinator at 813-574-5347 for an application.

Continuing Education Courses

The Occupational Therapy Program also offers a variety of **continuing education courses** throughout the year and discounts are given to Fieldwork Educators and Doctoral Mentors. These discounts are only for a course offered by the Occupational Therapy program. The program cannot discount courses offered by other divisions within the university. Information on upcoming courses is sent to facilities on a periodic basis. If facilities have specific topics of interest please forward this information to the NSU OTD program through the **Clinical Education Team**, OTDTampa@nova.edu, or Dr. Christina Kane, Doctoral Capstone Coordinator, (813) 574-5358, ckane1@nova.edu.

Professional Development Units

At the end of the the capstone experience, each mentor will receive a certificate of appreciation from the University. NBCOT recognizes the mentoring process provided to students as the fulfillment of OT professional development, and the aforementioned certificate complies with the NBCOT format. The certificate of appreciation serves as a record for the Mentor which provides **12 Professional Development Units for the doctoral capstone** (PDUs can be split between multiple mentors). State continuing education rules vary and capstone mentors should check their state licensure guidelines for information on requirements.

ACOTE Guidelines for Student Supervision

Nova Southeastern University Guidelines

The Department of Occupational Therapy at Nova Southeastern University complies with ACOTE standards for Level I and Level II fieldwork experiences, as well as for the doctoral experiential component (doctoral capstone) and the OTD curriculum.

Role of the Mentor

The mentor is an invaluable contributor to the NSU OTD education process. Supervision by the primary mentor includes, but is not limited to:

- Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of site-specific objectives. Initially, supervision should be direct and then decrease to less direct supervision as is appropriate for the setting, the complexity of the site, and the ability of the student.
- Instruction and feedback in the doctoral focus area and/or the use of client evaluation, service intervention, treatment planning, discharge planning and documentation for their site where applicable.
- Exploration of and guidance in professional judgment and ethical issues.
- Feedback and evaluation of student performance. The capstone mentor is responsible for spending sufficient time with the student to determine his/her competency and to score the doctoral capstone evaluation forms, and recommends, through the evaluation, whether the student passes or fails.
- Completion of a mid-term and final evaluation of the doctoral capstone student(s). See Appendix I for the evaluation format.

Multiple Mentors

Although many models of student supervision can be successful, the OTD program recommends that a student have no more than two supervisors for a capstone experience. The number of supervisors can be determined by striking a balance that considers the mentors' schedules and the demands of student supervision and assuring a quality learning experience. If there is more than one supervisor, good communication between the supervisors is strongly recommended. All supervisors contribute to feedback and evaluation. Each supervisor can do their own student evaluation form and submit it to NSU; or the supervisors can collaborate on one evaluation form.

Non-Occupational Therapy Professionals as Mentors

During a doctoral capstone experience many professionals on staff can act as supervisors. OTAs, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, recreation therapist, art therapist, etc., should be familiar with their site and the profession of OT. ACOTE does not require a capstone experience mentor to be an OT, however the site mentor must possess expertise consistent with the student's area of focus and demonstrate this expertise by providing a resume or CV. It can be very beneficial for a student to spend time with other professionals to gain a better understanding of their role and how the OTR interacts, interfaces and collaborates with them. If an OTA supervises a student for instruction on documentation, appropriate evaluations (i.e. ADL), and treatment techniques, the OTR primary supervisor should follow-up with interpretation of evaluations, treatment planning, rationale and problem solving. In cases where an OT does not serve as the primary mentor every effort will be made to assign an OT mentor to the student's capstone team.

Supervising of a Group of Students

It is quite common to have multiple students at one capstone site. When one supervisor is mentoring a group of students, there is an even greater need for advance planning and organization to make it an optimum learning experience that includes individualized learning objectives and learning strategies. It is most effective and efficient to form teams of students, who can provide co-treatment, initial reflection, feedback and support to sister students. Supervising multiple students provides an opportunity for peer evaluation in a non-competitive, collaborative environment. This is made possible by structuring student meetings to allow for discussion of documentation, treatment plans, and verbal processing of practice dilemmas. Students can individually revise written materials to respond to the feedback. Both drafts should be turned into the supervisor for review. Summaries of these meetings are shared with the mentor so that further discussion and processing can occur with the student group. It is helpful for student teams to present well-developed client case presentations, in-services, and videos of intervention at these student meetings. One-to-one supervisory feedback will be necessary on a less frequent basis.

Provision of a Student Orientation at the facility

A formal, structured orientation to the facility and department as early as possible in the capstone experience relieves many student concerns and often forestalls potential problems that are a result of "no one told me" or "I don't know."

Time needed for orientation is primarily dependent on the size of the capstone site and the student's prior experience in that type of setting. Orientation to capstone mentoring sites will vary based on the focus area and the goals the student and mentor have developed. Examples of typical orientation topics may include the following topics:

1. Introduction to key personnel, chain of command
2. Tour of the site
3. Location of equipment and supplies
4. Desk space, office supplies, library and other resources
5. Introduction to documentation, the medical record, filing procedure
6. Introduction to patient/client scheduling
7. Introduction to billing
8. Observation of OT patient care
9. Emergency procedures, evacuation routes, safety rules
10. Calendar of events for department
11. Student objectives for passing at the facility and a timetable to meet these objectives
12. Review of confidentiality and patient/employee/student rights policies
13. Review of student credentials
14. Hours of operation
15. Discussion of the student's strengths, weaknesses and goals
16. Discuss HIPAA guidelines as they apply to the facility
17. Review of agreed upon capstone goals and experience plan to ensure shared understanding between the mentor and student.

It is strongly recommended for each facility to have a departmental Clinical Education Manual or have students review appropriate sections of the Department's Policy and Procedure Manual that relate to the capstone students experience. Having students preview this document as they begin the capstone experience can help the orientation process. The student develops a feel for the organization and feels better prepared. Many times, orientation information can be extracted from the departmental policies and procedures. The following are suggestions of items that can be included in a clinical education manual or policy/procedure manual:

1. Statement of patients'/clients rights
2. Release of information/confidentiality
3. Photographic permission
4. Clinical research policy
5. Procedures for reporting illegal, unethical, and incompetent practice.
6. Affirmative action, equal opportunity statement
7. Departmental philosophy and objectives
8. Organizational chart
9. Criteria for selection of Doctoral Capstone Mentor
10. Staff development program
11. Peer/utilization/quality review program
12. Consumer satisfaction program
13. Support services available to students-parking, meals, library, lockers, info on the area, etc.
14. Geographic safety rules
15. Safety rules and occurrence reporting
16. Samples of documentation forms
17. Job descriptions
18. Objectives of clinical education program

Provision of Expectations by the Facility

Recommendations are made to create and maintain a student manual for the doctoral capstone experience.

Recommended Content for a Student Fieldwork/Doctoral Capstone Manual

1. Orientation Outline
2. Assignments: The facility does not need to give the students didactic type assignments. The purpose of the doctoral capstone experience within a curriculum is to allow the student to develop skills with supervision. The capstone experience is integral to all occupational therapy doctoral program education as a type of apprenticeship versus another location to do "book work."
3. Safety Procedures/Codes
4. Week-by-Week Schedule of Responsibilities
5. Patient Confidentiality Information (Patient Rights)
6. Guidelines for Documentation (based on the site and setting of the mentor organization):

- a. Completed samples of all forms
 - b. Acceptable medical abbreviations
 - c. Discharge plan
 - d. Billing
 - e. Dictation Directions, if applicable
 - 7. The Occupational Therapy Practice Framework: Domain and Process
- Additional information that can gradually be added to the student manual
- 1. Organizational Chart of the Capstone Experience Setting
 - 2. History of the Capstone Experience Setting
 - 3. Department Information as appropriate for the mentoring site
 - a. Policy and procedures
 - b. Mission statement
 - c. Organizational chart
 - d. Essential job functions
 - e. Dress code
 - f. Essential Job Functions
 - g. General goals and objectives
 - h. Specific goals and objectives
 - i. Assignments
 - j. Forms and evaluation to be used by the student
 - k. Supervisory meeting schedule
 - l. Capstone Experience calendar: dates of beginning and end of experience, field trips, in-services, observations, assignment due dates, etc.
 - m. Absentee Policy
 - n. Documentation form for student supervisory meetings
 - o. Guidelines for students supervising assistants, aides, or volunteers
 - 4. Regularly Scheduled Meetings:
 - a. Dates\times
 - b. Purpose of meeting
 - 5. Special Client Related Groups\Programs
 - a. Purpose
 - b. Referral system
 - c. Operation
 - d. Transport
 - 6. Client Confidentiality Information (*Patient Rights*)
 - 7. Guidelines for Documentation
 - 8. Responsibilities of:
 - a. Capstone Mentor
 - b. Capstone Student
 - 9. Performance Evaluation Procedure and guidelines used in the evaluation of
 - a. Doctoral Student
 - b. Doctoral Capstone Mentor
 - c. Capstone Experience
 - 10. The Capstone Experience Department

- a. General Information
 - 1) Philosophy and mission of facility
 - 2) Staff Roster
 - 3) Description of facilities and programs
 - 4) Departmental emergency procedures
 - 5) Location of forms and equipment
 - 6) Procedure for using agency telephone system and taking messages
 - 7) Emergency procedures
 - 8) Location of departmental policy manual
- 11. Resources
 - a. Libraries
 - b. Audiovisuals
 - c. Personnel
- 12. Community Agencies
 - a. Patient/Client Care
 - b. Evaluation and treatment procedures and forms used in the department
 - c. Theoretical base for treatment documentation guidelines
 - d. Billing procedures
 - e. Q, CARF, JACHO procedures
 - f. Description of clientele served
- 13. Recommended Readings
 - a. The Clinical Program
 - b. Student Evaluation
 - b. Pretest/Posttest of student knowledge
 - c. Learning style inventory
 - d. Learning contract
 - e. Procedures and guidelines used in the evaluation of student, fieldwork supervisor and fieldwork experience.



Capstone Team Communication

COMMUNICATION

Communication between the Student, Mentor, and Academic Faculty

During the doctoral capstone experience the DCC will contact the mentor at various times prior to and throughout the implementation phase of the capstone. The mentor should feel free to contact the DCC at any time. Minimally the DCC, student and capstone mentor will meet together at the mid-point of the experience to review progress on goals and implementation of the capstone project.

In addition, students are required to communicate with the DCC via Canvas course messaging, which provides feedback and support from the faculty. At the mid-term and end of the doctoral capstone experience the completed and signed evaluation forms should be uploaded into the Canvas course shell following review and signing by the capstone mentor and student.

Documentation of Communication

When issues arise, academic faculty must document necessary communication with students, mentors and course instructor. This information is kept confidential, and is kept in the student's departmental file. This document should include names of persons involved in the conversation, who initiated the call, content of the conversation, action plan and follow up.

Communication with the Capstone Experience Sites

All communication with the capstone site is to be between the student, capstone mentor, faculty mentor and DCC of the academic program. Other individuals (such as family members, friends, etc.) may not contact the clinical sites at any time.

Contact Information for Doctoral Capstone Experience

Christina Kane EdD, MS, OTR/L
Assistant Professor & Doctoral Capstone
Coordinator
ckane1@nova.edu
Desk: 813-574-5358
Cell: 813-606-1070

Nova Southeastern University
Health Professions Division
Dr. Pallavi Patel College of Health Care
Sciences
Department of Occupational Therapy
3400 Gulf to Bay Blvd.
Clearwater, FL 33759



Glossary of Clinical Education Terms

AOTA has specified terms related to clinical education as follows:

ACOTE: Accreditation Council for Occupational Therapy Education (ACOTE).

AOTA is proud of its 85-year history of accrediting occupational therapy educational programs. AOTA's current accrediting body, the Accreditation Council for Occupational Therapy Education (ACOTE®), accredits over 500 occupational therapy and occupational therapy assistant educational programs, including applicant and candidate programs, and excluding over 70 converted or in process OTD programs. For details on specific accreditation standards go to: <https://www.aota.org/Education-Careers/Accreditation/StandardsReview.aspx>

OTPF: *Occupational Therapy Practice Framework: Domain and Process, 4th Edition (Framework–IV)*

OTPF IV is an official document of the American Occupational Therapy Association (AOTA). Intended for internal and external audiences, it presents a summary of interrelated constructs that define and guide occupational therapy¹ practice. The *Framework* was developed to articulate occupational therapy's contribution to promoting the health and participation of people, organizations, and populations through engagement in occupation. It is not a taxonomy, theory, or model of occupational therapy and therefore must be used in conjunction with the knowledge and evidence relevant to occupation and occupational therapy. The revisions included in this second edition are intended to refine the document and include language and concepts relevant to current and emerging occupational therapy practice.

Note: This document is 87 pages long. All Fieldwork Educators and Capstone Experience Mentors can access this document through the library access provided as a privilege for supervising students.



APPENDICES

APPENDIX A:

Doctoral Capstone Educational Objectives

(Based on the 2018 ACOTE Standards for Doctoral Degree Level Education Program for the Occupational Therapist)

To qualify for OTD 8494: Doctoral Capstone, the student must successfully complete all courses, doctoral capstone seminars, doctoral capstone project preparation, level II fieldwork experiences, and competency requirements. OTD 8494 is the course that satisfies the ACOTE standard on the doctoral project and experiential component, referred to as the doctoral capstone experience in the NSU OTD curriculum. The doctoral capstone site and the educational program must comply with the ACOTE standards listed below:

D.1.1. Ensure that the doctoral capstone reflects the sequence and scope of content in the curriculum design so the doctoral capstone can allow for development of in-depth knowledge in the designated area of interest.

D.1.2. Ensure that the doctoral capstone is designed through collaboration of the faculty and student, and provided in setting(s) consistent with the program's curriculum design, including individualized specific objectives and plans for supervision.

D.1.3. Ensure that preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. Preparation should align with the curriculum design and sequence and is completed prior to the commencement of the 14-week doctoral capstone experience.

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

D.1.5. Require that the length of the doctoral capstone experience be a minimum of 14 weeks (560 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and capstone project. No more than 20% of the 560 hours can be completed off site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.

D.1.6. Document and verify that the student is mentored by an individual with expertise consistent with the student's area of focus prior to the onset of the doctoral capstone experience. The mentor does not have to be an occupational therapist.

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.

D.1.8. 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.

The doctoral capstone shall be an integral part of the program's curriculum design and shall include an in-depth experience in one or more of the following focus areas:

- Clinical Practice Skills

- Research Skills
- Administration
- Leadership
- Program and Policy Development
- Advocacy
- Education
- Theory Development

Appendix B:

Doctoral Capstone Seminar

Assignment 1: AOTA Keynote Address-Developing Capstone Ideas

Due Fall Year 1

During an AOTA 2019 keynote address presented by the Vice President of AOTA Ms. Debra Young, she discusses the roles Occupational Therapists play as professionals as well as identifying gaps in our communities for different populations of people.

AOTA Vision 2025: A Powerful Past is Key to A Bold Future

The roles and gaps identified by Ms. Young may help assist you in identifying potential doctoral capstone projects and experiences.

After listening to the keynote address by AOTA Vice President Debra Young, identify and discuss three potential capstone ideas you noted based on her presentation of the AOTA Vision 2025.

The link to the you tube video is here...

<https://youtu.be/X57QtIPcU-M>

Please submit a word document using APA 7th edition formatting, which provides a synopsis of Ms. Young's presentation as well as three potential capstone ideas you heard during her presentation. For each idea include the following...

1. The focus area the capstone would encompass.
2. The population and setting the capstone would include.
3. The project idea you could develop based on the presentation.

Submit an APA 7th edition formatted word document to the assignment drop box.

APPENDIX C:

Doctoral Capstone Seminar

Assignment 2: Developing Capstone Project & Experience Ideas

Due Winter Year 1

Describe your current area(s) of clinical/professional interest:

List 5 general professional career goals you would like to achieve during your Doctoral Capstone and which focus area(s) you believe it falls under (Administration/Program or Policy Development/Advocacy/Clinical Skills/Research/Leadership/Education/Theory Development) :

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

Choose 3 of the career goals listed above and formulate a general idea for a capstone project for each.

- 1.
- 2.
- 3.

APPENDIX D :

Doctoral Capstone Seminar

Assignment 3: Developing a PICO Question & Initial Article Search

Summer Year 2

Read Chapter 3 of text “The Entry-Level Occupational Therapy Doctorate Capstone: A Framework for the Experience and Project”. After completing the reading, choose one of the ideas from your previously completed "Development of Capstone Project & Experience Focus Areas" assignment, or choose a new capstone topic of interest.

Using the PICO framework reviewed in the chapter, develop a searchable question, and **find three articles related to your question**. Review the articles and provide an overview of each, answering the questions below.

Use APA 7th edition formatting in your response, which should be written in the format of a scholarly paper, not listing responses by number.

1. State your capstone idea including the population served, setting in which your project would be implemented, and focus area.
2. State your searchable question using the PICO framework provided in the text reading.
3. Provide an overview of the articles and how they relate to your capstone idea and PICO question.

APPENDIX E :

Doctoral Capstone Seminar

Assignment 4: Refinement of PICO Question & Start of Capstone Literature Review

Fall Year 2

Complete the following assignment using APA 7th edition formatting. This will serve as the start to the literature review portion of your draft capstone project.

Using the PICO question from your previously submitted assignment or a refined searchable question (see examples in Chapter 3 table 3-1 from text Entry-Level OTD Capstone text), complete a literature review on your topic including the elements noted below as part of your paper...

Introduction that includes your proposed capstone project idea and searchable question, as well as at least 3 databases you used to find your 5 articles.

Literature review should consist of a narrative review of the 5 articles you chose that relate to your searchable question and idea for a capstone project. Your review should include a description of how the article supports the need for the completion of your proposed capstone project.

*Recommend using librarian as a resource to assist with identification of database and best search methods for your question.

**Working with the NSU Writing Center on your paper is REQUIRED!

APPENDIX F :

Doctoral Capstone Seminar

Assignment 5: Draft Capstone Project Plan

Winter Year 2

You will be continuing to work towards capstone project preparation with the final completion in fall of year 3 during the course *OTD 8392-Doctoral Certification and Capstone*. Submission of a draft project plan during this term will allow for feedback from your instructors in preparation for the final submission.

The required components of your final draft project plan are found below and must follow APA 7th edition formatting.

Introduction to Capstone Idea-a short overview of your idea for capstone. Include your proposed focus area(s), setting and population served.

Literature Review of Capstone Topic-your literature review should include 7-10 articles preferably no more than 5 years old, providing background information on your capstone topic and leading to the needs assessment.

Needs Assessment-based on your literature review, what occupation-based need will your proposed project and experience meet for the client, community and/or organization identified through your literature review. (*Consider why it is important that this project be completed...answer the question "so what?"*)

Goals & Objectives for Capstone Experience-identify a minimum of 3 goals.

APPENDIX G :

Doctoral Capstone Mentor Agreement Form

Student's Name:	Site Name:
Student's E-mail Address:	Site Address
Phone	Site Phone
Focus Area of the Capstone	
Mentor's Name & Credentials	
Mentor's E-mail Address	
Mentor's Phone	
Faculty/OT Mentor (as needed) Name & Credentials	Faculty/OT Mentor E-mail Address

Purpose Statement:	
Measurable goals for the student's learning experience during their doctoral capstone:	
1.	
2.	
3.	

I, _____, agree to provide _____ (clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development) activities and guidance to support NSU, OTD student _____, in achieving his/her doctoral capstone experience learning objectives.
--

Mentor's Signature

Date

Faculty/OT Mentor Signature

Date

APPENDIX H:

Doctoral Capstone Mentor Confirmation Form

Student's Name:	Site Name:
Student's E-mail Address:	Site Address:
Student's Phone:	Site Phone:
Focus Area of the Experience	
Mentor's Name & Credentials	
Mentor's E-mail Address	
Mentor's Phone	

I confirm the placement of the student named above for a doctoral capstone experience.

Site Mentor Signature: _____ Date Signed: _____

Printed Name: _____

Return the signed form by email to:

Christina Kane, EdD, MS, OTR/L
Doctoral Capstone Coordinator & Assistant Professor
E-mail: ckane1@nova.edu
Landline: 813-574-5358 * Cell: 813-606-1070

APPENDIX I:

Doctoral Capstone Experience Evaluation Form

Midterm and Final

Student Name: _____ Mentor Name: _____

Please indicate the focus area(s) for the capstone experience.

Administration		Education		Research	
Advanced Clinical Skills		Leadership		Theory Development	
Advocacy		Program/Policy Development		Other, (please describe)	

This evaluation form should be used by the capstone mentor to evaluate a doctoral student's performance at mid-term (approximately week 8) and during the final evaluation period (week 16). Please respond to all items below by placing a check in the box that best describes the mentor's assessment of the student's level of performance in each area.

Please use this scale to rate the student's performance:

Strongly Agree (SA) Agree (A) Disagree (DA) Strongly Disagree (SD) Not Applicable (NA)

Please add clarifying statements and/or examples in the comment/suggestion column as it relates to the specific statement of performance. Additionally, general comments or suggestions can be added at the end of the evaluation form.

The mid-term evaluation should be returned to the doctoral capstone coordinator no later than week 10 and the final evaluation should be returned immediately following the end of the capstone experience. Evaluations should be returned by email to Christina Kane (ckane1@nova.edu).

MIDTERM						FINAL						Comments/Suggestions
	SA	A	DA	SD	N/A		SA	A	DA	SD	N/A	
Statements About Student's Level of Performance												
1. Demonstrates effective communication skills and works inter-professionally with those who receive and provide services.												
2. Demonstrates positive												

adherence to the mentor site's policies and procedures, including those related to human subject research, when relevant.												
8. Demonstrates competence in following program methods, quality improvement, and/or research procedures utilized at the site.												
9. Learns, practices, and applies knowledge, from the classroom and clinical education practice settings completed prior to this capstone experience.												
10. Relates theory to practice and demonstrates synthesis of advanced knowledge in a specialized practice area through completion of a doctoral capstone experience and final capstone project.												
Student is progressing towards achievement of their specific capstone goals as stated and agreed to by mentor. (MID-TERM ONLY)												
Acquired in-depth experience in doctoral capstone experience identified focus area. (FINAL ONLY)												
Student has achieved all agreed upon capstone goals during the capstone experience. (FINAL ONLY)												

Mid-Term Review: General Comments/Suggestions to Capstone Student

Overall Rating Midterm Review:

- ☐ Satisfactory Performance
- ☐ Unsatisfactory Performance

Signature of Mentor: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

Final Review: General Comments/Suggestions to Capstone Student

Overall Rating Final Review:

- ☐ Exemplary Performance
- ☐ Satisfactory Performance
- ☐ Unsatisfactory Performance

Final Review:

Signature of Mentor: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

APPENDIX J:
Health Insurance Policy Form

Health Insurance is required. Students must maintain a valid health insurance policy throughout the course of study in the occupational therapy program. Failure to maintain a valid insurance policy will result in removal from fieldwork experience(s) until proof of compliance is provided. At the outset, and throughout all fieldwork experience(s), the student may be required to show proof of a valid health insurance policy.

Any costs incurred through illness and/or a hospitalization during attendance in the Occupational Therapy Program and related fieldwork experience(s) is the student's sole responsibility. Nova Southeastern University Inc., is not responsible for any costs incurred through illness and/or a hospitalization during attendance in the Occupational Therapy Program and related fieldwork experience(s)

I have read, understand and agree to comply with the health insurance policy of Nova Southeastern University.

Student name printed: _____

Student signature: _____

APPENDIX K:

OTD Capstone Experience Log & Journal

Occupational Therapy Doctoral Capstone Student: _____

Doctoral Capstone Mentor & Site: _____

Instructions:

1. Complete the top section of the form including student, mentor, and site name.
2. Complete the table below including the agreed upon goals for the capstone experience.
3. Enter information in appropriate columns of the weekly log, including the date and signature of your Mentor at the end of each week.
4. Include a reflection and challenges statement for each 2-week period (see assignment details in course shell).
5. Save a copy before submitting on due date.
6. Use the saved copy for entering the log and journal entries for future following weeks.
7. Log and Journal should be uploaded to the Canvas shell every other week throughout the experience.

	Capstone Experience Goals:
1.	
2.	
3.	
4.	
5.	
6.	

Dates	Weekly Activity Description	Related Learning Objective #	# Hours	Mentor Signature & Date
Week 1				

(insert dates here)				
Week 2 (insert dates here)				
Reflections/ Challenges				
Week 3				
Week 4				
Reflections/ Challenges				
Week 5				
Week 6				
Reflections/ Challenges				
Week 7				
Week 8				
Reflections/ Challenges				
Week 9				
Week 10				
Reflections/ Challenges				
Week 11				
Week 12				
Reflections/ Challenges				
Week 13				
Week 14				

Reflections/ Challenges				
Week 15				
Week 16				

APPENDIX L:
Verification of Receiving/Reviewing Doctoral Capstone Manual
with
Doctoral Capstone Policies and Procedures

My signature below indicates I read, understood, have had the opportunity to ask questions regarding the information in the doctoral capstone manual. I also understand the information included in this manual are subject to change based on standard and/or program modifications. My signature indicates I will adhere to the OTD program's doctoral capstone policies and procedures.

Printed Name: _____ Date: _____

Signature: _____

APPENDIX M: Memorandum of Understanding/Facility Agreement

Memorandum of Understanding for Doctoral Capstone Experience
--

Contact Information

Student's Name:	Mentor's Name, Credentials & Title:
E-mail:	Address:
Phone:	Phone:
	E-mail
Name of Facility:	
Facility Address:	
Faculty, Credentials & Title: Christina Kane EdD, MS, OTR/L Doctoral Capstone Coordinator & Assistant Professor	
Address: 3400 Gulf to Bay Blvd., Clearwater, FL 33759	
Phone: Office: 813-574-5358; Cell: 716-574-9963	
E-mail ckane1@nova.edu	

Approvals

Student's Name	Student's Signature	Date
Name of Site Mentor	Mentors Signature	Date
Faculty Mentor's Name	Mentors Signature	Date

Methods to evaluate student progress

Students will be evaluated by their mentor at mid-term and following completion of the capstone experience on the following objectives:

- #1: Student will demonstrate effective communication skills and work inter-professionally with those who receive and provide care.
- #2: Student will demonstrate positive interpersonal skills and insight into one's professional behaviors to accurately appraise one's professional disposition, strengths, and areas for improvement.
- # 3: Student will demonstrate the ability to practice educative roles for clients, peers, students, interprofessional personnel, and others.
- # 4: Student will develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.
- # 5: Student will apply a critical foundation of evidence-based professional knowledge, skills, and attitudes.
- # 6: Student will apply principles and constructs of ethics to individual, institutional, and societal issues, articulate justifiable resolutions to these issues and act in an ethical manner.
- # 7: Student will perform tasks in a safe and ethical manner and adhere to the site's applicable policies and procedures, including those related to human subject research (subject to all approvals required by the Institutional Review Board), when relevant.
- # 8: Student will demonstrate competence in following program methods, quality improvement, and/or research procedures utilized at the site.
- # 9: Student will learn, practice, and apply knowledge from the classroom and practice settings at a higher level than prior fieldwork experiences, with simultaneous guidance from Site Mentor and NSU Faculty Mentor.
- # 10: Student will relate theory to practice and demonstrate synthesis of advanced knowledge in a specialized practice area through completion of a doctoral capstone project.
- # 11: Acquire in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Both the student and Site Mentor agree that if any PHI is accessed during the experience that is not aggregated or de-identified, HIPAA will apply and both parties must comply with HIPAA regarding the access, use and disclosure of such PHI.

STUDENTS WILL ALSO HAVE 3-5 GOALS & OBJECTIVES SPECIFIC TO THEIR CAPSTONE EXPERIENCE THAT ARE AGREED UPON BETWEEN THE STUDENT AND SITE MENTOR

PRIOR TO START OF THE CAPSTONE EXPERIENCE. ALL GOALS & OBJECTIVES ARE SUBJECT TO THE APPROVAL OF THE DOCTORAL CAPSTONE COORDINATOR (DCC).

Site Mentor Credentials

- The Site Mentor will submit their resume or curriculum vitae reflecting mentor credentials in focus area to the capstone student prior to start of the experience.

Site Mentor Responsibilities

- Provide supervision and mentorship to doctoral OT student in their capstone area of focus.
- Orient the student to the applicable rules, regulations, procedures, and policies of the capstone site.
- Weekly validation and sign off on a log and journal.
- Completion of a mid-term and final assessment of the OTD student, using forms or a web-based program provided by the DCC.
- Communicate with the DCC regarding any concerns impacting the ability of the OTD student to achieve a successful capstone experience.
- Maintain in strict confidence and compliance with applicable laws the confidentiality of any student educational information provided to or obtained by the Site Mentor.

Student Responsibilities

- Complete weekly logs to track activities and progression towards achievement of all learning objectives with bi-monthly submission of log to DCC.
- Communicate with NSU DCC through weekly logs and direct communication as needed to insure a successful capstone experience.
- Complete assignments posted and provide timely responses to communications via the OTD 8494 Canvas course during the capstone experience dates.
- Complete an evaluation of the Site Mentor at the completion of the capstone experience.

Doctoral Capstone Coordinator ("DCC") Responsibilities

- Be available by email, telephone, video conference, and/or in-person to both the student and the Site Mentor to insure a positive and mutually beneficial capstone experience.
- Contact the Site Mentor and student at least once during the experience and more frequently as needed.
- Review submitted weekly logs on a regular basis to ensure continual student progress towards achieving stated goals and objectives.
- Review Site Mentor mid-term evaluations and final evaluations of capstone student as well as student assessment of mentor.
- Serve as a liaison between the University and capstone experience site and Site Mentor.

Faculty Mentor Responsibilities

- Available as needed to assist as an OT content expert.
- Be available by email, video conference, or telephone to the student and/or the Site Mentor to ensure integration of occupational therapy context and learning throughout the capstone experience.

AGREEMENT BETWEEN
NOVA SOUTHEASTERN UNIVERSITY, INC.
AND

THIS AGREEMENT is entered into by and between **Nova Southeastern University, Inc.**, a Florida not for profit corporation ("University"), having a place of business at 3200 South University Drive, Fort Lauderdale, Florida 33328, and _____ on behalf of itself and its associated facilities ("Facility" or "Facilities"), having a place of business at _____. The University is entering into this Agreement on behalf of its Dr. Pallavi Patel College of Health Care Sciences' Program in Occupational Therapy.

WHEREAS, the University offers educational programs for the development of occupational therapists, and has responsibility for the training of students who require clinical education in various medical and health-related settings to complete their professional development; and

WHEREAS, the Occupational Therapy education program ("Education Program") will be enhanced because of opportunities for students to observe and participate in patient care through the cooperative efforts of the Facility and the University; and

WHEREAS, the Facility operates one or more facilities that deliver patient care and is willing to provide such opportunities for participation in patient care and administrative responsibilities to the University's occupational therapy students (the "Student(s)") at the facilities listed in Appendix "A" hereto and made a part herein and which may be modified to reflect current associates and is further willing to assign staff to serve as clinical instructors pursuant to this Agreement; and

WHEREAS, the purpose of this Agreement is to establish a mutually beneficial affiliation between the University and the Facility and associated Facilities by providing University's Students a clinical or other practicum educational experience at the Facility to enhance the development of such Students in the attainment of their professional goals.

NOW, THEREFORE, for and in consideration of the premises and the mutual covenants and agreements herein contained, the parties agree as follows:

1. **RESPONSIBILITIES OF THE UNIVERSITY**

A. The University shall assign certain Student(s) to the Facility for purposes of clinical rotations as part of the Education Program. All assigned Students shall have completed the prerequisite didactic portion of the Education Program.

B. The University shall provide the Facility with the current clinical course objectives of the Education Program and evaluation and any other forms to be completed by Facility with respect to the STUDENT experiences.

C. The University shall inform Students that they must comply with the applicable Facility policies and procedures.

D. The University shall inform Students that they must comply with the Facility's health requirements prior to beginning a clinical rotation at the Facility.

E. The University agrees to maintain, for itself and the Students, professional liability insurance with limits no less than One Million Dollars (\$1,000,000) per claim and Three Million Dollars (\$3,000,000) annual aggregate. The professional liability insurance shall remain continuously in effect (through prior acts coverage in renewal policies, tail coverage or otherwise) during the period of the applicable statute of limitations. Such coverage may be afforded via commercial insurer, captive insurer, self insurance, or a combination thereof. A certificate of insurance evidencing this coverage shall be provided to the Facility prior to the arrival of the first student at a Facility.

F. The University agrees to provide Students with training in universal precautions (OSHA standards) for prevention of HIV and other infectious diseases.

2. RESPONSIBILITIES OF THE FACILITY

A. Prior to the commencement of Student clinical rotations, the Facility shall provide to the University a current set of the Facility's rules, regulations, policies and procedures to which Students are expected to comply.

B. The Facility shall designate qualified professional(s) assigned by it as clinical instructors for Students. During the term of this Agreement, the Facility's clinical instructors, who shall supervise Students and who shall be employees of the Facility, shall have the following responsibilities as they relate to the Students:

i. Meet with the Students on the first day of the clinical rotation to (i) review educational objectives for each Student's rotation(s), (ii) assign clinical/work schedules, and (iii) review relevant Facility policies and procedures.

ii. Introduce Students to key clinical and auxiliary personnel at the Facility.

iii. Provide clinical instruction in accordance with the University's course objectives, the availability of patients and other clinical resources at the Facility. Clinical assignments shall include self-study and library research of clinical topics. Such assignments shall be consistent with each Student's role pursuant to this Agreement.

iv. Provide each Student with hands-on clinical experience. Such experience shall include, but not be limited to (i) eliciting patient histories, (ii) performing initial physical examinations, (iii) entering permissible chart entries (such entries denoted as "O.T. Student" and countersigned by supervising clinical instructor), and (iv) establishing diagnosis, goal setting, patient care planning, treatment, intervention, and discharge planning.

v. Provide each Student with frequent feedback on clinical and professional performance, formally and accurately review each Student's progress by meeting to review evaluations at mid-rotation and during the last week of rotation, and timely complete and sign all evaluation forms provided by the University. The Facility may keep a copy of the evaluation only with the Student's written consent.

C. Make available parking, classrooms, library and/or medical references, and cafeteria (at Student's expense) to Students while they are assigned to the Facility.

D. The Facility shall permit the Education Program's faculty to visit the Facility during rotations for purposes of ascertaining that the University's educational objectives for each Student's rotation are met.

E. The Facility shall also permit representatives of the University's accrediting bodies to visit the Facility upon providing reasonable prior written notice.

F. The Facility shall be responsible for providing or arranging for emergency care of Students in the event of injury or illness when Students are on Facility premises. The Students shall be responsible for the cost of such care. Students shall be required to maintain medical insurance during the rotation at their own expense.

G. The Facility agrees to maintain commercial general insurance in amounts no less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) annual aggregate and professional liability insurance (for itself, its employees and agents) in amounts no less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate. A certificate of insurance evidencing this coverage shall be provided to the University at time of execution of this Agreement. If claims-made, the professional liability insurance shall remain continuously in effect (through prior acts coverage in renewal policies, tail coverage or otherwise) during the period of the applicable statute of limitations. The Facility represents and warrants that supervisors to Students who are not employees of the Facility, shall maintain professional liability coverage in amounts no less than specified herein for the Facility.

H. The Facility shall maintain in strict confidence all Student education records, including, but not limited to academic, health, background check, and drug screen report information, provided to or obtained by the Facility, and in connection therewith, shall comply with all applicable laws and regulations.

I. The Facility agrees that Students will not replace staff nor will they provide health care services to patients except as part of a supervised educational program.

3. EXCLUDED PARTIES

Each party hereby certifies to the other that neither it nor its agents and employees involved in the operation of this Agreement at the Facility have been debarred, suspended or otherwise excluded from Medicaid, Medicare and/or any other applicable federally funded health care program.

4. HIPAA REQUIREMENTS

The parties agree to comply with the Health Information Technology for Economic and Clinical Health Act ("HITECH Act"), Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. Section 1320d ("HIPAA") and any current and future regulations promulgated thereunder, including, without limitation, the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 ("Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Part 142 ("Federal Security Regulations"), and the federal standards for

electronic transactions contained in 45 C.F.R. Parts 160 and 162, all collectively referred to herein as "HIPAA Requirements". The parties agree not to use or further disclose any Protected Health Information (as defined in 45 C.F.R. Section 164.501) or Individually Identifiable Health Information (as defined in 42 U.S.C. Section 1320d), other than as permitted by the HIPAA Requirements and the terms of this Agreement. The parties agree to make their internal practices, books and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for determining compliance with the Federal Privacy Regulations. In addition, the parties agree to comply with any state laws and regulations that govern or pertain to the confidentiality, privacy, security of, and electronic and transaction code sets pertaining to, information related to patients. The University may de-identify any and all Protected Health Information for educational purposes created or received by the University under this Agreement, provided, however, that the de-identification conforms to the requirements of the Standards for Privacy of Individually Identifiable Health Information at 45CFR Part 164, Subparts A and E. Solely for the purpose of defining the Students' role in relation to the use and disclosure of Facility's Protected Health Information, the Students are defined as members of the Facility's workforce, as that term is defined by 45 CFR 160.103, when engaged in activities pursuant to this Agreement. However, the Students are not and shall not be considered to be employees of Facility.

5. REMOVAL OF STUDENTS FROM FACILITY

Both parties agree that in the event a conduct or performance problem arises related to the clinical rotation of any Student, the Facility and the University shall promptly attempt to effectuate a resolution. In the event a resolution of the problem cannot be reached, the Facility reserves the right to reasonably request withdrawal of a Student whose work or conduct is not in full accord with the Facility's standards of performance or policies or procedures. Notwithstanding the foregoing, the Facility may remove a Student without prior consultation with University if the Student poses an immediate threat to the health or safety of Facility's patients or employees, and in any such event, the Facility shall promptly notify the University in writing of its action and the reasons for removal.

6. RELATIONSHIP

A. Both parties expressly intend that with respect to this Agreement the parties shall be independent contractors, and neither party shall have the power to bind the other party or contract in the name of the other party. All persons employed by a party in connection with this Agreement shall be considered employees or contractors of that party and shall in no way, either directly or indirectly, be considered employees or agents or contractors of the other party.

B. Students shall participate in the Program hereunder for the sole consideration of obtaining an educational experience. It is understood that in no event shall Students be compensated or represent themselves as agents or employees of the Facility. Students shall wear pictured name tags identifying their status with the University, and clearly display their name tag identifying them as a "Occupational Therapy Student". At the same time it is understood that in no event shall the employees or agents or contractors of the Facility be considered or represent themselves as agents or employees or representatives of the University.

C. The Facility shall at all times maintain responsibility for patient care.

7. TERM

The initial term of this Agreement shall be for one (1) year, commencing on _____, **20__** and expiring on _____, **20__**, and thereafter, shall automatically renew for yearly terms; provided, however, that either party may terminate this Agreement at any time by furnishing at least sixty (60) days prior written notice to the other. Any such termination shall not prevent Students then participating in clinical rotations from completing their assignments at the Facility pursuant to the terms and conditions of this Agreement.

8. NOTICE

Any and all notices required or permitted hereunder shall be in writing and deemed effective: (i) upon hand delivery with a receipt obtained, (ii) upon receipt, refusal of receipt or the date noted as uncollected when sent by certified or registered mail, return receipt requested and postage prepaid, or (iii) the earlier of receipt or two (2) business days after deposit with a nationally recognized overnight delivery service (e.g., Federal Express), to the address set forth below or to such other addresses as a party may provide the other in writing pursuant to this paragraph.

As to UNIVERSITY: Nova Southeastern University
3200 South University Drive
Fort Lauderdale, FL 33328
Attn: Dean, Dr. Pallavi Patel
College of Health Care Sciences
Email: swilson@nova.edu

As to FACILITY:

9. NO DISCRIMINATION

The parties shall comply with all anti- discrimination laws (including, without limitation, those relating to race, color, religion, sex, national origin, age, disability, marital status, veteran status, sexual orientation, gender identity or other protected status) relating to their respective activities pursuant to this Agreement.

10. ENTIRE AGREEMENT AND MODIFICATION

This Agreement constitutes the entire understanding of the parties with respect to the matters covered herein, and supersedes any prior or contemporaneous agreements, representations or discussions, whether written or oral. This Agreement may only be altered, amended, or modified by a written instrument duly signed by the parties.

11. LAW GOVERNING

This Agreement shall be governed by and construed in accordance with the laws of the state Florida, without regard to its conflicts of law principles. With respect to any action arising out of this Agreement, the parties accept the exclusive jurisdiction of the state courts in Florida, and agree that venue shall lie exclusively in Broward County, Florida.

12. COUNTERPARTS AND SIGNATURES OF THE PARTIES

This Agreement may be executed in one or more counterparts, each of which shall be an original, but all of which taken together shall constitute one and the same agreement. The parties represent and warrant that the person signing on behalf of the party has authority to sign as its representative. An electronic signature of a party pursuant to law, or a signature of a party transmitted by electronic means, shall be deemed an original signature for purposes of this Agreement.

13. INTERPRETATION

With respect to the interpretation of this Agreement concerning an ambiguity or otherwise, there shall be no presumption against the drafter of the Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement effective on the last date set forth below.

NOVA SOUTHEASTERN UNIVERSITY, INC.

By: _____

By: _____

Title: _____

Title: Guy Nehrenz Sr., Ed.D., MA, RRT
Interim Dean and Professor, Dr. Pallavi
Patel College of Health Care Sciences

Date: _____

Date: _____

APPENDIX N:

**Capstone Progression Table
NSU-Tampa Bay Regional Campus
Doctor of Occupational Therapy Program**

Year	Summer	Fall	Winter	1:1 Capstone Advisement Meetings
1	OTD 8101: Introduction to Didactic, Clinical and Research Experiences	Doctoral Seminars (5)	Doctoral Seminars (5)	
2	Doctoral Seminars (4)	Doctoral Seminars (5)	Doctoral Seminars (5)	X
3	Level II A FW	OTD 8392: Certification & Capstone	Level II B FW	X
4	OTD 8494: Capstone Experience			

Appendix O:

OTD-Department of Occupational Therapy Occupational Therapy Faculty

Name and Title	Phone #	Email
Ricky Davenport, <i>Associate Professor and Director, Ph.D. Program in Occupational Therapy Interim Program Chair</i>	954-262-1265	rd2481@nova.edu
Ricardo C. Carrasco, PhD, OTR/L, FAOTA <i>Director & Professor</i>	813-574-5429	rc1265@nova.edu
Mariana D'Amico, EdD, OTR/L, FAOTA <i>Professor</i>	813-574-5351	mdamico@nova.edu
Joanne Flanagan PhD, OTR/L		jflanaga@nova.edu
Gustavo Reinoso, PhD, OTR/L <i>Associate Professor</i>	813-574-5344	greinoso@nova.edu
Thomas Decker, OTD, OTR/L <i>Assistant Professor</i>	813-574-5347	tdecker@nova.edu
Kim Yetman, OTD, OTR/L <i>Academic Fieldwork Coordinator & Assistant Professor</i>	813-574-5345	ky89@nova.edu
Christina Kane. Ed. D., MS, OTR/L <i>Doctoral Capstone Coordinator & Assistant Professor</i>	813-574-5348	ckane1@nova.edu
Yu Hsiang Liang Paultre OTD, OTR/L		yliangpa@nova.edu
Beverly Seredick, OTD, OTR/L <i>Assistant Professor</i>	813-574-5343	bseredic@nova.edu

Administrative Staff

Name and Title	Phone #	Email
OTD Front Desk	813-574-5340	
Laurene Bowe <i>Fieldwork Support Coordinator</i>	813-574-5341	lb459@nova.edu
Karla Quiñones <i>Program Support Coordinator</i>	813-574-5315	kquinones@nova.edu

NSU

Florida

Tampa Bay Regional Campus

NOVA SOUTHEASTERN UNIVERSITY

Health Professions Division * College of Health Care Sciences
Department of Occupational Therapy * Tampa Bay Regional Campus

3400 Gulf to Bay Boulevard * Clearwater FL 33759-4514

Fax Number (813) 574-5330

Area code and prefix for all phone 813-574 + Ext.

The toll free number is (800) 356-0026

The international toll free number is (800) 541-6682