CAPSTONE PROJECT

OTD students are expected to complete a final project across OCTH 7402 Capstone Project I and OCTH 7452 Capstone Project II. The capstone project reflects the synthesis of knowledge, reflective practice and skills developed during the OTD program. All projects will consist of project development, implementation, and evaluation.

Purpose of the Capstone Project:

The primary purpose of the capstone project is to focus the student on the development, implementation, and evaluation of a project related to their area of practice. Examples of projects include, but are not limited to,

1) Research Study
2) Clinical program development
3) Academic program development
4) Academic or continuing education course development
5) Leadership or policy program development
6) Textbook development

Students will work closely with their capstone mentor and be supported by their capstone project advisory committee in translating theory and evidence into their project. Through the Capstone project, the student will demonstrate his/her understanding of new Occupational Therapy concepts/knowledge and the ability to lead and practice at the highest level of professional practice. The project offers the student an opportunity to demonstrate skills as an innovative leader and master practitioner at the doctoral practice level.

Capstone Project Advisory Committee

The student will be assigned a Capstone Project Mentor from among the faculty of the University of Utah Division of Occupational Therapy faculty. The mentor will be a faculty member whose expertise most closely matches the interest area of the student. The mentor will be assigned by the 3rd week of OCTH 7402 Capstone Project I.

The Capstone Project Advisory Committee must be established by the middle of OCTH 7402 Capstone Project I.

The role of the Capstone Project mentor, in conjunction with the Committee, is to mentor the student in the development and implementation of the Capstone Project Proposal, Project Implementation and Evaluation, and Scholarly Manuscript. This will be accomplished by a series of meetings with the OCTH 7402 Capstone Project I professor, the Capstone mentor and the Committee. These meetings are designed to develop, critique, and focus the student’s work.
The Mentor and Committee are expected to provide guidance throughout the process and to assist the student to prepare for the Capstone Project Proposal Defense, oral seminar presentation, scholarly manuscript, and submission of manuscript to a professional publication. Committee members are expected to communicate with each other and attend the Defense and seminar presentation.

The Committee consists of three (3) advisors:

a. Chair (mentor) – One Capstone Project full-time faculty member from the Occupational Therapy faculty of the University of Utah holding a doctoral degree.
b. Committee Member – One faculty member from the Occupational Therapy faculty of the University of Utah holding a doctoral degree
c. Committee Member – One member with a doctoral degree who has expertise in the Capstone Project topic area from outside the Division of Occupational Therapy

**Capstone Project Committee Student Responsibilities**

It is the responsibility of *the student to*:

1) Initiate contact with his/her capstone project chair to set up weekly meetings.
2) Discuss with chair possibilities for 2\textsuperscript{nd} and 3\textsuperscript{rd} members of Capstone Project Advisory Committee
3) Initiate the request to the desired 2\textsuperscript{nd} and 3\textsuperscript{rd} committee members. Obtain CV from a member outside of the Division of Occupational Therapy. Communicate acceptance to chair, and send CV of outside members. If acceptance is not obtained, discuss alternate person(s) with chair.
4) Complete Capstone Project Advisory Committee form
5) Communicate regularly with chair regarding progress, goals, plans, changes, questions, etc. Involve other committee members as needed for guidance.
6) Schedule capstone project proposal defense.
7) Read and comply with all relevant policies and procedures as set forth by the Division of Occupational Therapy, the Capstone Project, the College of Health, and the University of Utah Graduate School.
8) Report problems and delays of progress in completing the Capstone Project Proposal, final project and/or scholarly manuscript to the Capstone Project Chair.
Capstone Project Proposal

The Capstone Project is designed to be completed over two academic semesters in classes Capstone Project I and Capstone Project II. Depending on the semesters in which these classes are taken, the student may also have the intervening summer to work on the project, but with minimal faculty mentoring to facilitate scholarly independence.

Each project will consist of

1) a literature review that supports and justifies the project, identifying gaps in knowledge within the domain of study
2) a description of the method(s) that will be used to achieve the project
3) an evaluation plan
4) implementation of at least a portion of the project (to be determined by the Capstone Project Advisory Committee in collaboration with the student) (this step is irrelevant if project is secondary data analysis or chart review)
5) a section describing the results from the implementation
6) a discussion in which the results from the implementation is interpreted in light of the already existing knowledge presented in the literature review.
7) Submission to a professional publication a manuscript related to the project
8) Presentation of the final project to the faculty and fellow students via online synchronous seminar

During Capstone I, the student will finalize the plan for the project and complete the literature review, the description of the method(s), and the evaluation plan. Implementation, write up of results and discussion will occur during Capstone II. The student must receive a grade of “B” or better in Capstone I in order to register for Capstone II. If the Capstone Project is unable to be completed by the end of the Capstone II class for reasons other than unacceptable work or time management issues, the student will receive a grade of incomplete and will have to register the next semester for OCTH 7902 Independent Study and complete the project in that semester. The student will then complete the seminar with that semester’s Capstone II class. The grade in Capstone II will transition from and “I” to an “F” if the student does not complete the project within a maximum of one year. If the student is unable to complete the Capstone Project for unacceptable work or time management issues, the chair of the Capstone Project Advisory Committee will assign a grade of “F” for Capstone II and the student will have to repeat the class. The student will be dismissed from the program if a second failing grade is received.*

CAPSTONE PROJECT SUBMISSABLE PAPER

This paper should be a description of your project in a publishable form. You and your Capstone Project Advisory Committee (or Committee Chair) will decide the type of professional publication that would be most appropriate for your type and scope of project.
CAPSTONE PROJECT PROPOSAL DEFENSE AND FINAL DEFENSE

Prior to implementing the Capstone Project, the student must defend the Capstone Proposal before his/her Capstone Project Advisory Committee. The proposal defense is to ensure that the project planned by the student is 1) of sufficient academic rigor to meet Capstone Project requirements, 2) is reflective of a doctoral-level project, 3) scientifically and clinically sound and likely to contribute to the knowledge base of Occupational Therapy, and 4) serves as a contract between the student and the Committee regarding the agreed upon work necessary to earn a passing grade in Capstone II.

The Capstone Proposal Defense can be scheduled at any time after the Chair deems that the student’s project is sufficiently planned and in written form. **It is the student’s responsibility to coordinate/schedule a defense date with his or her Capstone Project Advisory Committee.** The Capstone Proposal must be successfully defended before the student can begin the process of obtaining formal approvals that are needed to implement the project (e.g., Institutional Review Board, approvals for program implementation from the institution in which the program will be implemented, etc.). Due to the inability of the student to control the time frame of receiving such institutional approvals, which can take a month or longer to obtain, it is critical for the student to have a clear understanding of the ramifications of proposal defense dates. For students who hold their defenses at the beginning of the Capstone II class, project implementation could be delayed until fairly late in the semester, most likely necessitating continuation of the Capstone Project into the following semester via OCTH 7902 Independent Study. The student should be aware that faculty availability is limited during May, June, July, and the beginning of August.

The Capstone Project Proposal Defense is a formal presentation of the Capstone Project followed by a question and answer period between the student and the Capstone Project Advisory Committee. Each member of the Capstone Project Advisory Committee must attend the defense in person or via audio or video teleconference. The Committee will decide to pass the proposal, pass the proposal with modifications, or fail the proposal. If the Committee vote is failure, the student will be required to retake the Capstone I class. The student will be dismissed from the program if a second failing grade is received.*

*Students must speak with their Capstone Project Chair regarding extenuating circumstances (i.e., illness, family emergency, etc) that affect the progression of the Capstone Project Proposal and/or Capstone Project. Each situation will be evaluated on a case by case basis with individual plans of action being developed.
SPECIFIC INSTRUCTIONS FOR VARIOUS CAPSTONE PROJECTS

Projects should be written (or converted into) using Microsoft Word. The print should be double-spaced in 11 or 12 point font using Arial or Times New Roman Font. Margins should be at least 1" on all sides. The project write-up should be in American Psychology Association format (i.e., headings, references).

1. Research Project
   A. Title page – Includes title, author, date, statement “in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at the University of Utah”
   B. Literature review – the literature review is a persuasive argument for your project. At the end of the literature review, the reader should be saying “of course this is a problem that needs to be addressed and of course the writer will address the problem in the manner suggested.” It consists of:
      I. Introduction - this is a short (no more than a couple paragraphs) discussion of the problem and its significance, the rationale for the project, and the purpose of the project. This section should include a strong statement of the relationship of this problem and project to Occupational Therapy or Occupational Science.
      II. Background – this is an in-depth literature review and synthesis. It should include the problem and its significance and the theoretical understanding of the problem and its possible solutions. This may include frameworks or models in addition to theories. It should include a thorough description of the current status of knowledge in the domain of study and identify gaps in the knowledge that the project will address.
      III. Summary paragraph – this paragraph should concisely summarize what the reader has been told thus far about our current level of knowledge regarding the problem, where the holes in our knowledge are, and a broad statement of how the writer plans to plug that hole in the knowledge. It should include a research question(s) and/or hypothesis(es)
   C. Methods – this section describes in detail how the writer plans to answer the question(s) or test the hypothesis(es). There should be enough detail so a different researcher could replicate the study. In the proposal, this section is written in the future tense. In your final write up of your project, you will convert this section to past tense. The methods section includes:
      I. Design – In one or two sentences, describe the design of the research study (e.g., single subject study, double-blind randomized parallel group study, grounded theory, narrative analysis, etc)
      II. Participants – describe who the participants in your study will be. Include inclusion and exclusion criteria (how you decide whether someone gets to participate in your study or not). Describe where you will recruit them from.
      III. Outcome Measures – You may or may not have this section. If you are running an intervention, you will. Describe what assessments you will use
to determine if your intervention worked or not. (e.g., Stroke Impact Scale, Canadian Occupational Performance Measure, Functional Independence Measure). If you are doing an observational study in which you are testing a process, you may still have a section like this in which you use assessments to characterize the sample. For example, if you were going to investigate how well elderly people can select a particular type of product from a supermarket shelf compared to younger people, you might want to measure their general intelligence (people often use the verbal analogies from the WAIS-R to do this), their perceptual skills, their general selective attention skills, etc. The assessments that you would use to measure these skills would be described here. You would probably title this section something other than “outcome measures”. Discuss this with your Chair.

IV. Procedures – In this section, describe in detail what the participants do as part of your study in the order that the participant experiences the activities. If you assign subjects to different groups, you should describe that process here. You should describe any interventions you used. If you don’t have an outcome measures section, then the activities used to test the hypothesis should be described here (check out some of the procedure sections in cognitive or biomechanical articles for examples). If you are doing a qualitative study, you should describe how you gather your data (interview, focus group, having the participants send you pictures that for them personally relate to your topic, etc). This section can include figures, such as flow charts of how participants proceed through the study and pictures of study stimuli or tasks.

V. Data analysis – Describe how the data will be/was analyzed. This should include a description of the descriptive and inferential statistics to be used. At the proposal stage, this is estimated as some of the specific methods used will depend on how the data appear after collection (e.g., whether parametric or nonparametric tests should be used). The section should include what you did to the data to get it into the form needed for analysis (e.g., for each participant, the trials in the valid condition were averaged followed by computation of the average reaction time in the valid condition across the participants in the experimental group; the data was transcribed verbatim and were analyzed using open, axial and selective coding to identify emergent themes and subthemes.)

D. Results – This section will only appear in your final written project. It describes your results, but should not contain interpretation of your data. It should contain your statistical results (e.g., the reaction time in the valid trials was significantly shorter for individuals in the experimental compared to the control group, F(2,5) = ###, p < ###), or the themes that emerged. This section contains any tables or graphs or figures of the data.

E. Discussion – This section will only appear in your final written project. In this section, you should summarize your results in relation to your original questions.
and/or hypotheses. You should discuss the interpretation of your results in light of the literature. You should discuss the ramifications of your results for Occupational Therapy (and any other disciplines that you might want to talk about) or Occupational Science. You should discuss the limitations of your study.

F. Summary/Conclusions – This section will only appear in your final written project. You should provide the reader with the take home message from your discussion. Be positive here. Despite limitations, your study suggests further understanding of your problem. Tell the reader what that is and some suggestions for future research.

2. Clinical Program development
   A. Title page – Includes title, author, date, statement “in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at the University of Utah”
   B. Literature review – the literature review is a persuasive argument for your project. At the end of the literature review, the reader should be saying “of course this is a problem that needs to be addressed and of course the writer will address the problem in the manner suggested.” It consists of:
      I. Introduction - this is a short (no more than a couple paragraphs) discussion of the problem and its significance, the rationale for the project, and the purpose of the project. This section should include a strong statement of the relationship of this problem and project to Occupational Therapy or Occupational Science.
      II. Background – this is an in-depth literature review and synthesis. It should include the problem and its significance and the theoretical understanding of the problem and its possible solutions. This may include frameworks or models in addition to theories. It should include a thorough description of what the current status of knowledge in the domain of study and identify gaps in the knowledge that the project will address.
      III. Summary paragraph – this paragraph should concisely summarize what the reader has been told thus far about our current level of knowledge regarding the problem and its solution, where the holes in our knowledge/service provision are, and a broad statement of how the writer plans to plug that hole in the knowledge/service provision with this program.
   C. Program description – In this section, describe all the steps that you have to go through in order to implement the program. Start with a needs assessment for your program. Describe the program’s target group. Include inclusion and exclusion criteria and from where you will recruit the participants. Include a description of the context in which the program is intended to be implemented. Then describe the program. Include a schedule for the implementation. Include a plan for resource utilization (e.g., space, personnel, materials, equipment, etc).
This should include an estimated budget including a plan for obtaining the necessary funding for the program.

D. Program Evaluation – In this section, describe how you plan to test the effectiveness and quality of your program. Possible questions you might want answered include the outcomes of the participants including satisfaction, what was the burden of the program on the participants especially in light of the outcomes experienced, the smoothness with which the program was implemented, the burden on the personnel, did the personnel need more training, what was the impact on the facility, etc.

E. Results - This section will only appear in your final written project. It describes your findings in relation to your program evaluation questions.

F. Discussion - This section will only appear in your final written project. In this section, you should summarize your results in relation to your original questions and goals. You should discuss the interpretation of your results in light of the literature. You should discuss the ramifications of your results for Occupational Therapy (and any other disciplines that you might want to talk about) or Occupational Science. Be sure to address the ramifications for your and similar facilities and potentially policy. You should discuss the limitations of your program and its evaluation.

G. Summary/Conclusions – This section will only appear in your final written project. You should provide the reader with the take home message from your discussion. Be positive here. Despite limitations, your program suggests further understanding of your problem. Tell the reader what that is and some suggestions for future steps with this or similar programs.

3. Academic program development
   A. Title page – Includes title, author, date, statement “in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at the University of Utah”

   B. Literature review – the literature review is a persuasive argument for your project. It should include the rationale for the design and the content of the program. At the end of the literature review, the reader should be saying "of course this is a program that needs to be developed" and the reader should have no surprises regarding what he or she finds in the description of the curriculum (i.e., "oh what a neat way to do this" is OK; “why in the heck is this in the design” is not). It consists of:

   I. Introduction - this is a short (no more than a couple paragraphs) discussion of the problem and its significance, the rationale for the project, and the purpose of the curriculum. This section should include a strong statement of the relationship of this problem and project to Occupational Therapy or Occupational Science.

   II. Background – this is an in-depth literature review and synthesis. It should include the problem and its significance and the theoretical understanding
of what constitutes good pedagogy. This may include frameworks or models in addition to theories.

III. Summary paragraph – this paragraph should concisely summarize what the reader has been told thus far about our current level of knowledge regarding and need for the curriculum, where the gaps in our knowledge/education provision are, and a broad statement of how the writer plans to plug that hole in the knowledge/education provision.

C. Program Description
i. Needs Assessment –
ii. Vision and Mission statements – these are inspiring words that clearly and concisely convey the direction of the program. A Mission Statement defines the program’s purpose and primary objectives. Vision statements also define the program’s purpose, but they do so in terms of the program’s values rather than bottom line measures (values are guiding beliefs about how things should be done.) The vision statement communicates both the purpose and values of the organization. The vision and mission of the program drive the curricular design.
iii. Curricular Design description – the curricular design drives the course sequence and content. The student should visit http://www.aota.org/Educate/EdRes/Model-Curriculum.aspx, the OT and OTA Model Curriculum (Educator-Researcher>Educator Resources>Model Curriculum), and read these documents.
iv. Proposed classes – this should include descriptions of the classes and their content
v. Syllabi for 3 classes – These should be complete syllabi which include a semester schedule, student evaluation plan, and grading scale.
vi. A 3 year budget
vii. A marketing plan – This marketing plan should include how you will recruit faculty and students to your curriculum. Are there any other pieces to your program, such as Fieldwork sites and educators that you will have to develop? Make sure that you address the uniqueness of your market in developing this plan.

D. Evaluation Plan – This section will describe your plan for evaluating your curricular program. You may, for example, develop questionnaires regarding the quality of the curriculum and send it to a group of people to judge the plan. You may gather qualitative data by interviewing individuals regarding their opinion of the curriculum.

E. Results - This section will only appear in your final written project. It describes your findings in relation to your curricular evaluation questions.

F. Discussion - This section will only appear in your final written project. In this section, you should summarize your results in relation to your original questions and goals. You should discuss the interpretation of your results in light of the literature. You should discussion the limitations of your curricular program and its evaluation.
4. **Academic or continuing education course development**

A. Title page – Includes title, author, date, statement “in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at the University of Utah”

B. Literature review – the literature review is a persuasive argument for your project. At the end of the literature review, the reader should be saying “of course this is a course that needs to be developed,” and the reader should have no surprises regarding what he or she finds in the description of the course. It consists of:
   
   I. Introduction - this is a short (no more than a couple paragraphs) discussion of the problem and its significance, the rationale for the project, and the purpose of the project. This section should include a strong statement of the relationship of this problem and project to Occupational Therapy or Occupational Science.
   
   II. Background – this is an in-depth literature review and synthesis. It should include the problem and its significance and the theoretical understanding of what constitutes good pedagogy. This may include frameworks or models in addition to theories. This may include frameworks or models in addition to theories.
   
   III. Summary paragraph – this paragraph should concisely summarize what the reader has been told thus far about our current level of knowledge regarding and need for the development of this type of course, where the holes in our knowledge/education provision are, and a broad statement of how the writer plans to plug that hole in the knowledge.

C. Course description

   I. Syllabus – This should be a complete syllabus which includes a semester/workshop schedule, learning objectives, student evaluation plan, and grading scale (if an academic course), textbooks, readings, and resources

   II. Lecture PowerPoint (or other appropriate form of presenting information to students) and course materials – develop the lectures for each of the classes to be held in the course. Develop course handouts.

   III. Describe the plan for the course readings – List the textbook and or other readings. Describe why you selected these materials.

   IV. Describe the evaluation methods you will use to evaluate student learning. Provide sample tests and directions for assignments.

D. Course evaluation You must either give the continuing education course or 2 lectures of an academic class for this project. You must collect class evaluations from your attendees. You will need to determine what evaluation methods you will use to complete this evaluation.

E. Results - This section will only appear in your final written project. It describes your findings in relation to your course evaluation questions.

F. Discussion - This section will only appear in your final written project. In this section, you should summarize your results in relation to your original questions.
and goals. You should discuss the interpretation of your results in light of the literature. You should discuss the limitations of your curricular program and its evaluation.

5. Leadership or policy program development
   A. Title page – Includes title, author, date, statement “in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at the University of Utah”
   B. Literature review – the literature review is a persuasive argument for your project. At the end of the literature review, the reader should be saying “of course this is a problem that needs to be addressed and of course the writer will address the problem in the manner suggested.” It consists of:
      I. Introduction - this is a short (no more than a couple paragraphs) discussion of the problem/policy/administrative concern and its significance, the rationale for the project, and the purpose of the project. This section should include a strong statement of the relationship of this problem and project to Occupational Therapy or Occupational Science.
      II. Background – this is an in-depth literature review and synthesis. It should include the problem/policy/administrative concern and its significance and the theoretical understanding of the problem and its possible solutions. This may include frameworks or models in addition to theories. It should include a thorough description of what the current status of knowledge is about the problem and its potential solutions.
      III. Summary paragraph – this paragraph should concisely summarize what the reader has been told thus far about our current issue and a broad statement of how the writer plans to plug that hole in the knowledge through program implementation.
   C. Program description – In this section, describe all the steps that you have to go through in order to implement the leadership or policy program. Describe the intended audience for the leadership or policy program and how you will have access to this group. Include a description of the context in which the program is intended to be implemented. Then describe the program. Include a schedule for the implementation. Include a plan for resource utilization (e.g., space, personnel, materials, equipment, etc). This should include an estimated budget.
   D. Program Evaluation – In this section, describe how you plan to test the effectiveness and quality of your program. This might include the number and quality of leadership opportunities, presentation of policy to administrators etc. Possible additional questions you might want to address are what was the burden of the program on the intended audience, the smoothness with which the program was implemented, the burden on the personnel, did the you or other personnel need more training.
   E. Results - This section will only appear in your final written project. It describes your findings in relation to your program evaluation questions.
F. Discussion - This section will only appear in your final written project. In this section, you should summarize your results in relation to your original questions and goals. You should discuss the interpretation of your results in light of the literature. You should discuss the ramifications of your results for Occupational Therapy (and any other disciplines that you might want to talk about) or Occupational Science.

6. Textbook prospectus development

A. Title page – Includes title, author, date, statement “in partial fulfillment of the requirements of the Occupational Therapy Doctoral degree at the University of Utah”

B. Literature review – the literature review is a persuasive argument for your project. At the end of the literature review, the reader should be saying “of course this is a textbook that needs to be developed,” and the reader should have no surprises regarding what he or she finds in the textbook prospectus. It consists of:

   I. Introduction - this is a short (no more than a couple paragraphs) discussion of the problem and its significance, the rationale for the project, and the purpose of the project. This section should include a strong statement of the relationship of this problem and project to Occupational Therapy or Occupational Science.

   II. Background – this is an in-depth literature review and synthesis. It should include the problem and its significance and the theoretical understanding of what constitutes quality presentation of information in textbooks. This may include frameworks or models in addition to theories.

   III. Summary paragraph – this paragraph should concisely summarize what the reader has been told thus far about our current level of knowledge/information presentation and need for the development of this type of course, where the holes in our knowledge/education provision are, and a broad statement of how the writer plans to plug that hole in the knowledge.

C. Textbook description

   I. Create a table of contents

   II. Write 3 chapters of the textbook. Include pictures, figures and tables as appropriate.

   III. Write a detailed outline for the remaining chapters

   IV. Create an estimated timeline for book completion

   V. Develop a plan for marketing your prospectus to potential publishers

   VI. Submit plan to publishers

D. Textbook Prospectus Evaluation – This section will describe your plan for evaluating your prospectus. You may, for example, develop questionnaires regarding the quality of the textbook design and the information and flow of the written chapters and send it to a group of people to judge the plan. You may gather qualitative data by interviewing individuals regarding their opinion of the textbook.
E. Results - This section will only appear in your final written project. It describes your findings in relation to your course evaluation questions. Include responses from publishers.

F. Discussion - This section will only appear in your final written project. In this section, you should summarize your results in relation to your original questions and goals. You should discuss the interpretation of your results in light of the literature. You should discuss the limitations of your textbook plan and its evaluation

SUBMISSIBLE MANUSCRIPT

From your capstone project, you and your Capstone Project Advisory Committee Chair will decide on the scope of a manuscript appropriate for submission to a professional publication. Depending on the nature of your project and its results, this might be a peer-reviewed journal, such as the American Journal of Occupational Therapy, or might be another type of professional publication, such as OT Practice. The manuscript may take many forms, such as a structured literature review or a full research article. The format of the article will be determined by the publication to which you plan to submit the manuscript. You will need to check the Instructions to Authors page on the publication’s website and review other articles that have been published by that publication for guides on how to write the manuscript. You will need to discuss authorship with your Chair. Authorship is based on the amount of contribution that a person gave to the project, interpretation of the project, and the writing of the paper. It would be common for at least your Chair to be a co-author on this paper, but if the Chair was minimally involved (e.g., you were so stellar in your project development, implementation, interpretation, and writing that it didn’t require much input from the Chair), you might be a sole author. Decisions about authorship for others on your Committee or who helped with your project should be made based on contribution to the project and in discussion with your Chair. You should submit proof of submission to the Chair of your Capstone Project Advisory Committee.

INSTRUCTIONS FOR CAPSTONE FINAL DEFENSE

Create a 40 minute presentation of your project. This should consist of a Powerpoint file that can be sent to the Division of Occupational Therapy at the University of Utah and to other students in the Capstone II class. The presentation should include

1. Review of the literature to persuade the audience that the project needed to be done. This includes the gaps in the knowledge that your project addressed.
2. A description of what your project entailed. Include any issues that came up as you implemented your project and how you solved those issues or if unsolvable, the implications of those issues.
3. The results of your project.
4. Discussion: What did you find out from your project? How does it help to fill the gaps in our knowledge? What implications do your results have for Occupational Therapy and/or Occupational Science, as well as for other disciplines? What were the limitations? What would you do differently? What would be some logical next steps?

You will give the presentation online (format depends on the current availability of software at the University of Utah) to your Capstone Project Advisory Committee and classmates. Other faculty or practicing therapists who are interested may also attend. There will be a short period for questions from the audience for each presentation. Following all of the presentations, the audience will leave. At that time, students will meet individually with their Capstone Project Advisory Committees. The Committees will pose methodological and theoretical questions relating to the project to their students. Successful completion of the defense will be a presentation that is polished, clearly expresses the rationale, implementation, results, and implications of the project, and the ability to answer questions posed. The questions of the Committee can be expected to request clarifying information regarding methods, data, or something presented in the presentation, or assessing the ability to think on the spot regarding information related to the project. You may not know the answer to each question. That is OK, but it would be expected that you could give a best guess at the moment (“off the top of your head”) with the acknowledgement that a firmer answer could only come with further exploration of the topic.
This form is to be filed in by the student and submitted to the Director of the Occupational Therapy Doctorate program.

Degree sought ______________________________________________

Name (Last, First, Middle)______________________________________________________

Address_____________________________________________________________________

U of U ID# ________________________________________________________________

STUDENT’S SUPERVISORY COMMITTEE: The committee, consisting of a chair plus two faculty members for the OTD degree is to be nominated by the Chair of the Capstone Project Advisory Committee according to departmental policy. One or more members of the advisory committee shall be appointed from another department. Recommended changes in committee appointments must be submitted to the Director of the Occupational Therapy Doctoral program. Committee appointments are not final until approved by the Director of the Occupational Therapy Doctoral program.

Please type names and have members initial or sign next to them.

COMMITTEE: Chair ______________________________________________________

Member __________________________ Department __________________________

Member __________________________ Department __________________________

APPROVAL

Donna Costa, DHS, OTR/L, Director of the Occupational Therapy Doctoral program.