

# Doctoral Capstone Evaluation & Outcomes

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2021 Fall DCC Academic Leadership Council Meeting  
October 15, 2021



THE UNIVERSITY OF  
TOLEDO

# Objectives

- Review ACOTE Standard relating to A.6.3. Program Evaluation
- Discuss how evaluation results must be reflected in SP, curriculum, and other dimensions of program
- Provide examples of student performance and experience evaluations
- Discuss evaluation of doctoral capstone outcomes

## A.6.3. Program Evaluation

Programs must routinely secure and document sufficient qualitative and quantitative information to allow for analysis about the extent to which the program is meeting its stated goals and objectives to inform strategic changes. This must include, but need not be limited to:

# A.6.3. Program Evaluation (continued)

- Faculty effectiveness in their assigned teaching responsibilities.
- Effectiveness of instructional design.
- Students' competency in professional behaviors.
- Students' progression through the program.
- Student retention rates.
- Fieldwork and doctoral capstone performance evaluation.
- Student evaluation of fieldwork and the doctoral capstone experience.
- Evaluation of doctoral capstone outcomes.
- Student satisfaction with the program.
- Graduates' performance on the NBCOT certification exam.
- Graduates' job placement and performance as determined by employer satisfaction.
- Graduates' scholarly activity (e.g., presentations, publications, grants obtained, state and national leadership positions, awards).

## A.6.3. Program Evaluation (continued)

Programs must routinely and systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives. An annual report summarizing analysis of data and planned action responses must be maintained.

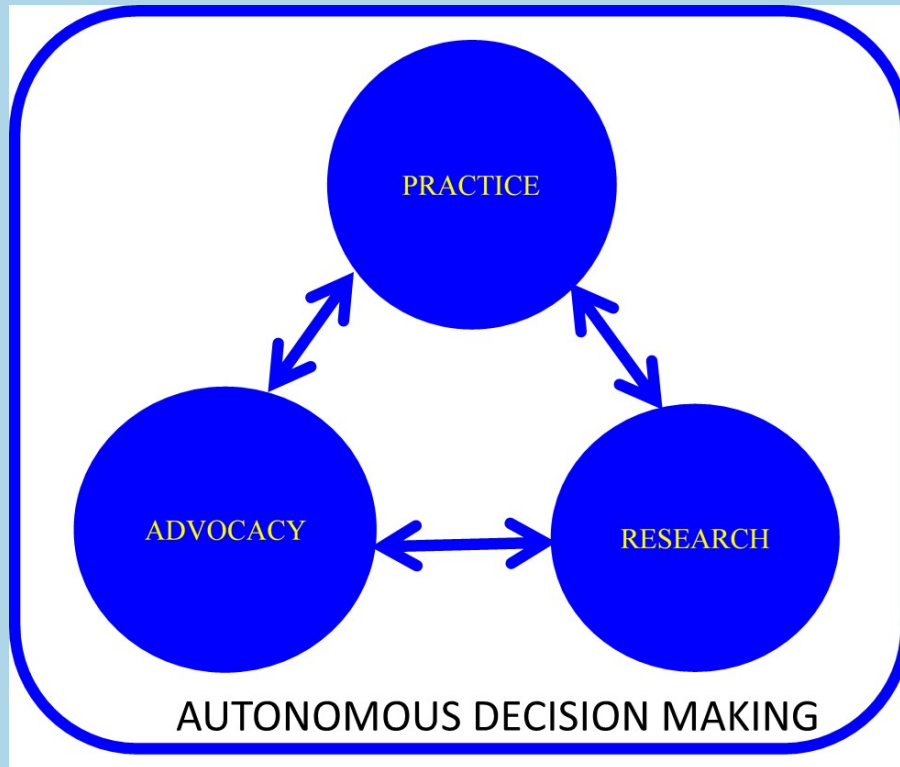
The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.

(AJOT, 2018)

# Curriculum Design

- Reflect the mission and philosophy of both the OT program and the institution
- Provide the basis for program planning, implementation, and evaluation
- Identify curricular threads and educational goals
- Describe the selection of the content, scope, and sequencing of coursework

# UToledo OTD Program Curriculum Design



# Curriculum Elements & Curriculum Threads

- Curriculum Elements
  - Practice, Advocacy, Research, and Autonomous Decision Making (PARADM)
  - Plan, implement, and systematically evaluate the OTD curriculum
- Curriculum Threads
  - Occupation, Professional Reasoning, Professional Identity (practitioner, educator, researcher, & leader)
  - Inter-woven across coursework to support & enhance curriculum design

# UToledo Capstone Projects

- Advocacy through a Professional Journal
- Advocacy Plan at the Organizational Level
- Case Study
- Course Development
- Program Development
- Program Modification
- Research

# Capstone Experience Performance Evaluation (CEPE)

## Capstone Experience Performance Evaluation For the Occupational Therapy Doctorate Student

Student Name: \_\_\_\_\_  
 Dates of Placement: \_\_\_\_\_  
 Practicum Hours Completed: \_\_\_\_\_  
 Capstone Site: \_\_\_\_\_  
 Address: (Street or PO Box): \_\_\_\_\_  
 City/ State / Zip: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_

I certify that:

- \_\_\_\_\_ I have signed releases from persons whose photos appear in the dissemination.
- \_\_\_\_\_ The dissemination does not contain, or I have obtained permissions from the publisher(s) for copyrighted materials.
- \_\_\_\_\_ I have complied with HIPAA rules regarding inclusion of personal health information.
- \_\_\_\_\_ I have read this report

### Student Signature & Date

#### Midterm

Student Name (Print)	Student Signature & Date
Site Mentor Name & Credentials (Print)	Site Mentor Signature & Date
Faculty Mentor Name & Credentials (Print)	Faculty Mentor Signature & Date

#### Final

Student Name (Print)	Student Signature & Date
Site Mentor Name & Credentials (Print)	Site Mentor Signature & Date
Faculty Mentor Name & Credentials (Print)	Faculty Mentor Signature & Date

Summary of Scores: Midterm Score Pass/Fail Final Score Pass/Fail

Capstone Practicum: \_\_\_\_\_

Mentored Studies In Capstone Area: \_\_\_\_\_

Mentored Capstone Dissemination: \_\_\_\_\_

Note: The student and all faculty and site mentors must sign the completed form. A copy of this form will be retained by the faculty mentor(s) for a minimum of five (5) years.

## Capstone Experience Performance Evaluation For the Occupational Therapy Doctorate Student

[EXAMPLE ONLY]: Items will vary from student to student depending on the student's individualized Capstone goal and objectives.

### EXAMPLE Directions:

- There are three sections to the evaluation: Capstone Practicum (8 items), Mentored Capstone Dissemination (6 items), and the Mentored Studies in Capstone Area (3 items).
- Each item will be scored using the 0 to 3-point rating scale (see below).
- SM represents the site mentor, and FM represents the faculty mentor. The mentor with the (\*) will rate that specific item. If the students have more than one site mentor, the site mentors might insert an average score or might have responsibility for different items.
- On some items both the faculty mentor and the site mentor will both score the item. The two scores are then averaged in order to determine the final score for that item.
- Total the scores for each of the three sections on the evaluation.
- Record the midterm and final scores on the front cover sheet.
- Compare the overall midterm and final scores to the scale below. Note on the cover sheet whether the score is a passing or failing score.

### EXAMPLE Rating Scale for Student Performance:

- 3 - Exceeds Objectives: Performance is highly skilled.
- 2 - Meets Objectives: Performance is at a skilled level.
- 1 - Needs Improvement in or Completion of Objective: Performance is progressing but requires more development, or performance is satisfactory for an interim level in the process.
- 0 - Unsatisfactory: Performance does not meet objectives.

#### I. Capstone Practicum

<b>OVERALL MIDTERM SCORE</b>	<b>OVERALL FINAL SCORE</b>
Pass .....8 and above	Pass .....16 and above

#### II. Mentored Studies in Capstone Area

<b>OVERALL MIDTERM SCORE</b>	<b>OVERALL FINAL SCORE</b>
Pass .....2 and above	Pass .....6 and above

#### III. Mentored Capstone Dissemination

<b>OVERALL MIDTERM SCORE</b>	<b>OVERALL FINAL SCORE</b>
Pass .....5 and above	Pass .....12 and above



# CEPE (continued)

## I. Capstone Practicum:

	Midterm	Final								
1. Independently administers and interprets the NDT formal assessment.	<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM			<table border="1"><tr><td>SM*</td><td>SM</td></tr><tr><td></td><td></td></tr></table>	SM*	SM		
SM *	FM									
SM*	SM									
2. Evaluates occupations of daily living from an NDT perspective.	<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM			<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM		
SM *	FM									
SM *	FM									
3. Builds a comprehensive occupational profile that includes history, patterns of daily living, interests, values, needs, and cultural sensitivity.	<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM			<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM		
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4. Identifies and integrates the NDT model of practice with therapeutic occupation.	<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM			<table border="1"><tr><td>SM*</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM*	FM		
SM *	FM									
SM*	FM									
5. Demonstrates autonomous decision making in terms of clinical reasoning and problem solving using the NDT model of practice with therapeutic occupation.	<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM			<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM		
SM *	FM									
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6. Demonstrates effective communication skills with the site mentor and other interdisciplinary staff.	<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM			<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM		
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SM *	FM									
7. Demonstrates effective communication with the patient, family, and significant others.	<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM			<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM		
SM *	FM									
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8. Applies ethical and safety guidelines.	<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM			<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM		
SM *	FM									
SM *	FM									
<b>Total Score:</b>	<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>						

Comments on strengths and areas for improvement:

Midterm:

Final:

[EXAMPLE ONLY]: Items will vary from student to student depending on the student's individualized Capstone goal and objectives.

## II. Mentored Studies in Capstone Area

	Midterm	Final								
1. Analyzes literature related to the area of outpatient neurological based occupational therapy practice.	<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM			<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM		
SM *	FM									
SM *	FM									
2. Constructs an annotations assignment describing each reference in terms of its relevance to the neurological based occupational therapy practice.	<table border="1"><tr><td>SM</td><td>FM*</td></tr><tr><td></td><td></td></tr></table>	SM	FM*			<table border="1"><tr><td>SM</td><td>FM*</td></tr><tr><td></td><td></td></tr></table>	SM	FM*		
SM	FM*									
SM	FM*									
3. Creates a professional portfolio describing learning experiences and achievements (due at the end of the second week of February).	<table border="1"><tr><td>SM</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM	FM			<table border="1"><tr><td>SM</td><td>****</td></tr><tr><td></td><td></td></tr></table>	SM	****		
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<b>Total Score:</b>	<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>						

\*\*\*\* Faculty member who guides the portfolio process will evaluate this item.

Comments on strengths and areas for improvement:

Midterm:

Final:

[EXAMPLE ONLY]: Items will vary from student to student depending on the student's individualized Capstone goal and objectives.



# CEPE (continued)

## III. Mentored Capstone Dissemination

	Midterm	Final								
1. Develops a comprehensive evaluation which includes an NDT assessment on the selected client.	<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM			<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM		
SM *	FM									
SM *	FM									
2. Applies an occupation based intervention plan based on the NDT model of practice for the selected client.	<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM			<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM		
SM *	FM									
SM *	FM									
3. Identifies and prepares discharge plans for the selected client.	<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM			<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM		
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SM *	FM									
4. Conducts a follow up phone interview or home evaluation on the selected client 2 weeks after discharge.	<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM			<table border="1"><tr><td>SM *</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM *	FM		
SM *	FM									
SM *	FM									
5. Composes a scholarly professional paper on the case report in a format designed for publication.	<table border="1"><tr><td>SM *</td><td>FM*</td></tr><tr><td></td><td></td></tr></table>	SM *	FM*			<table border="1"><tr><td>SM *</td><td>FM*</td></tr><tr><td></td><td></td></tr></table>	SM *	FM*		
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	<table border="1"><tr><td colspan="2">Average</td></tr><tr><td></td><td></td></tr></table>	Average				<table border="1"><tr><td colspan="2">Average</td></tr><tr><td></td><td></td></tr></table>	Average			
Average										
Average										
6. Develops and formally presents the Capstone Project to peers, faculty, and the community.	<table border="1"><tr><td>SM</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM	FM			<table border="1"><tr><td>SM</td><td>FM</td></tr><tr><td></td><td></td></tr></table>	SM	FM		
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<b>Total Score:</b>	<table border="1"><tr><td></td></tr></table>		<table border="1"><tr><td></td></tr></table>							
<b>Comments on strengths and areas for improvement:</b>	<table border="1"><tr><td></td></tr></table>		<table border="1"><tr><td></td></tr></table>							
<b>Midterm:</b>	<b>Final:</b>									

[EXAMPLE ONLY]: Items will vary from student to student depending on the student's individualized Capstone goal and objectives.







# Evaluation of Doctoral Capstone Outcomes

Graduate Survey – Helped to achieve

- Practice goals (entry-level proficiency)
- Advocacy goals (promote health, advocate for client, utilize leadership)
- Research (use and discuss evidence-based practice skills)
- Autonomous decision making (professional behavior, accept responsibility, etc.)
- \*Own personal goals (relating to capstone)

# Evaluation of Doctoral Capstone Outcomes (continued)

## Graduate Survey – Participation since graduation

- Professional presentations
- Grant writing
- Research
- Publications
- Program development
- Attend conferences
- Boards/committees
- Awards
- Professional organizations
- Engage in advocacy efforts
- \*Academia

# Data Analysis & Report

- Completion of Capstone Semester
  - Final Project
  - Presentation Critique
  - Capstone Experience Performance Evaluation
  - Student Evaluation of Capstone Experience
- Graduate Survey [reflects doctoral capstone]
  - 1 year
- \*Capstone Survey
  - 3 years



# Outcome Examples

- Community-based positions (developed by student)
- Participation in research studies
- Course development
- Non-traditional interprofessional Level II FW
- Academic position
  - Faculty
  - AFWC

# References

*The American Journal of Occupational Therapy*, 2018,  
Vol. 72(Supplement\_2), 7212410005p1–  
7212410005p83.DOI: [https://doi.org/10.5014/  
ajot.2018.72S217](https://doi.org/10.5014/ajot.2018.72S217)

# Questions



# Resources

Beth Ann Hatkevich, PhD, OTR/L, FAOTA

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Carlson Library

<https://carlson.utoledo.edu/>

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