MOT Capstone Project Guidelines

November 2016
Program Graduation Requirements

Requirements for the degree of Master of Occupational Therapy include successfully passing all courses as defined in the OT Student Handbook, successfully completing all Fieldwork requirements within 24 months of completing the academic program, demonstrating competence through a final oral exam and scholarship through a completion of a capstone project as outlined in this policy manual.

During the first Spring term of the program, each core faculty of the Program will provide information on areas of emphasis and/or research associated with their own scholarly efforts and where students can assist and develop skill of scholarship commensurate with the award of a master level degree. The student will indicate a preference for a Graduate Committee Chair. Students can request to be assigned to any core faculty. Selection will be confirmed by the faculty member; however, the number of students per faculty is limited to no more than 10 each. The capstone project will be associated with the OCTH 600S level courses.

Comprehensive Oral Examination

During the final term of the academic program, each student will complete a final comprehensive oral examination conducted by his/her Graduate Committee. Students are given these topics no later than the start of the final term. See attachment A for a list of the topics to be addressed in this examination. To schedule this exam, students must comply with Graduate Studies’ policies and submit the Terminal Research Approval Form no later than 2 weeks prior to the examination date. A final copy of the final project must be distributed to all Graduate Committee members no later than 2 weeks prior to the oral examination.

Project Guidelines

Capstone Projects

The final Capstone project for the degree of Master of Occupational Therapy will consist of a project that demonstrates synthesis of the principles and practices of
occupational therapy through scholarly examination of a key issue. The student will select from three types of projects based on professional goals and interests. These projects can be completed as small groups if the content is broad enough to warrant the need for additional resources. The three project types are:

- **Research**: The student will work with his/her Committee Chair on a project that focuses on the processes of original research in an area related to the Committee Chair’s research agenda. Depending on the stage of the research project, the student may complete a needs assessment with literature review, conduct a pilot study, complete data analysis and report on an ongoing study, develop and validate an assessment or scale for a study, or other scholarly effort in support of a larger study being conducted by the Faculty Mentor. The final product will be a paper in line with standard publication format for the research design and a poster or paper presentation at a formal symposium or meeting.

- **Clinical**: The student will select an area of practice and complete a project which supports practice skill development and evidence based practice. Examples of projects include a case study, a scoping literature review of an emerging practice focus, a Critically-Appraised Topic, or a practice guideline. The final product will be a paper in line with standard publication format for these types of clinical projects and a poster or paper presentation at a formal symposium or meeting.

- **Community Engaged Scholarship**: The student will coordinate activities within their courses around a theme of a specific community need. The project can be one of two types.
  - Option 1: Develop a program or product idea and operationalize it based on specific community needs. Depending on the needs, this may entail seeking grant funding and/or doing a program evaluation. The final product will be a paper in line with standard publication format for project and a poster presentation at a formal symposium or meeting.
  - Option 2: Align course work throughout the program to highlight and meet specific community needs and specific professional interests. Each student will conduct a needs assessment of the ‘community’ of interest to determine the types of projects that are most needed. Within each course, the student will target appropriate assignments toward the identified needs. Across-course projects are encouraged. All completed assignments designated as meeting the purpose of the capstone will then be submitted in the form of a portfolio. Along with the assignments, the student will complete a reflective synthesis of the learning, accomplishments and remaining needs with a professional plan to meet these needs. The final product will be a portfolio containing the needs assessment with appropriate literature review and
plan, samples of evidence showing accomplishment of the plan’s goals, and the synthesis paper. Each student will also present a poster or paper presentation at a formal symposium or meeting reflecting a scholarly product of his/her efforts. See Attachment B for a Portfolio timeline.

During the second year within the OCTH 600S series classes, each student will analyze need, collect data, analyze the data, and write a report in partial completion of the Master of Occupational Therapy degree requirements. The format for any research report will be a manuscript for publication in a peer reviewed journal appropriate for the topic. Format for all final reports will be the APA Publication Manual (6th edition) and the author’s instructions from the chosen journal if considering publication.

The goal of these projects is to disseminate information about occupational therapy and its practice. As a minimum, these reports will be locally published within the Department of Occupational Therapy. Additionally, each student or group, with the concurrence of their Graduate Committee Chair, may choose to submit their project report for presentation at any local or national conference or colloquium. Additionally, students are encouraged to join their committee members in submitting their projects and ideas for journal publication.

### Related Course Expectations

**OCTH 522S**

During this course, each student will be introduced to the final Capstone Project options and be invited to identify her/his area of interest and be placed with the Faculty Mentor who will serve as her/his Graduate Committee Chair.

The Faculty Mentor will identify a series of 10-15 area focus questions that the students, either as a small group or individually, will use to develop the research projects and proposals in this class as well as develop a deeper understanding of the topic relating to the future Capstone project.

This course will serve to meet the requirements for ACOTE B Standards as they relate to research and the course assignment will serve as the Undergraduate Capstone project for the Combined 3+2 students. However, this course assignment may not become a part of the MOT Capstone unless identified as such by the Faculty Mentor/Graduate Committee. If a student selects the Research focus, they are encouraged to use this assignment as a part of their project development. Additionally, with the Community Engaged Scholarship portfolio project, the research proposal developed in this course can become a part of the final portfolio if it addresses a community need associated with the student’s focus. For all students,
the literature searches and literature reviews of the OCTH 522S research projects and
toposals can become the basis of the MOT Capstone Project if appropriate. Every
effort should be used to enable this course to facilitate the development of the final
MOT Capstone project.

**OCTH 600S series**

During the second year of the program, you will develop and complete the Capstone
Project. This can be done in a small group or individually depending on the extent of
the project. In the first term, the goal is to determine the need and conduct a thorough
literature search related to the project goals. At a minimum, a draft literature review
and the methods/plan sections of the final paper should be completed during this
term. Additionally, if an IRB approval is required, it should be obtained early in the
semester. Students needing to collect and analyze original data are encouraged to
begin data collection in the Fall term if possible.

It is the shared responsibility of the student and the Committee Chair to develop the
specific requirements and timeline for completion of the MOT Capstone Project.
However, the student is responsible for meeting the requirements for gradation set
forth by Graduate Studies and the EWU Graduate Catalog. See the OCTH 200S
course syllabi for specific requirements.

For format and guidelines, adhere to the basic instructions described in the APA
Publication Manual (6th ed.). However, the format of the final Capstone proposal will
vary depending on the type of project.

For all written products related to the MOT Capstone Projects, the cover page format
in Attachment C will be used.
Running head: brief title in capitals

Master of Occupational Therapy Capstone Project

< date submitted>

<1½“ space between>

<tentative title of research/project>

<yours name(s) in alphabetical order separated by commas>

Eastern Washington University

<omit the following except on the final written product>

Occupational Therapy Department Approval:

Committee Chair/Mentor: __________________________________________
(type name here below line)

Second Committee Member: _________________________________________
(type name here below line)

<1 ½ “ from bottom>
Attachment B