Doctoral Capstone Experience Memorandum of Understanding (MOU)

The purpose of this document is to establish a memorandum of understanding (MOU) which outlines individualized student specific objectives, plans for supervision, and responsibilities of all parties for the student’s doctoral capstone experience.

Student Name:
Capstone Site Name:
Site Mentor(s) Name:
Dates of Doctoral Capstone Experience (DCE):

I. Individualized Specific Objectives:

   a. Student will develop professional reasoning skills through scholarly exploration evident by conducting a comprehensive literature review and needs assessment to inform their specific objectives prior to the doctoral capstone experience (DCE).

   b. Student will achieve greater resiliency throughout the doctoral capstone experience (DCE) as measured by goal attainment scaling (GAS).

   c. Student will utilize evidence-based, occupation-focused practice resources to inform their participation in the doctoral capstone experience (DCE).

   d. Student will articulate how they use CliftonStrengths results and the Intentional Relationship Model (IRM) to understand unique interpersonal characteristics and manage interactions between the doctoral capstone experience (DCE) team members.

   e. Student will advocate for the distinct value of occupational therapy to clients, to team members, and to community members throughout participation in the doctoral capstone experience (DCE) and by dissemination of doctoral capstone project.

   f. Student will…

   g. Student will…

   h. Student will…

   i. Student will…

II. Plans for Supervision:
Site mentor(s) shall supervise student throughout the doctoral capstone experience (DCE). The site mentor(s) providing supervision during the student’s DCE will possess and provide verification of expertise consistent with the student’s area of focus prior to the onset of the DCE (ACOTE Standard D.1.6). The site mentor(s) does not have to be an occupational therapist. Specific plans for supervision for each student’s doctoral capstone will be identified, agreed upon, and signed off by all parties.

A. Supervision consists of:
   1. An orientation phase
   2. Instruction, support, and evaluation
   3. Determination of the knowledge base of the student
   4. Guidance to encourage the student to correct any gaps of knowledge
   5. Opportunity for the student to apply knowledge with mentorship
   6. Feedback on the student’s performance

B. Supervision varies according to:
   1. The practice of the site
   2. The needs of the student
   3. The discretion of the site mentor(s)

Information may be presented formally (e.g. regularly scheduled meetings) and/or informally (e.g. brief discussions periodically throughout the day). Site mentor(s) shall provide the student opportunity for spontaneous discussions, as well as opportunity for a regularly scheduled mentoring session (approximately one hour per week). The amount of supervision will decrease as the student becomes more proficient and assumes greater responsibility as the doctoral capstone progresses. At all times, however, the site mentor(s) should be aware of the student’s objectives and action being taken to work toward objective achievement. The goal of the doctoral capstone is for the student to develop an in-depth knowledge and demonstrate synthesis and application of knowledge in the designated area of interest (ACOTE Standard D.1.1).

III. Responsibilities of All Parties:

A. Capstone Coordinator Responsibilities

The Capstone Coordinator “is specifically responsible for the program’s compliance with the capstone requirements of Standards Section D.1.0” (AOTA, 2018).

It is the Capstone Coordinator’s responsibility to do the following:

1. Educate students and the site mentor(s) regarding the capstone processes, expectations, as well as roles and responsibilities of capstone team. Education may occur in-person, via online conference or phone conference to accommodate both parties’ schedules and communication preferences.
2. Meet in large groups and individually with students to determine site preferences and preferred area of concentration and identify and communicate with potential capstone sites and site mentor(s).
3. Facilitate the initial contact with the potential doctoral site and site mentor(s).
4. Collaborate with the Academic Fieldwork Coordinator (AFWC) to identify potential doctoral capstone sites, student capstone preferences and discuss each student’s fieldwork education plan.
5. Verify and document that the site mentor(s) expertise consistent with the student’s identified area of concentration prior to the start of the DCE (ACOTE Standard D.1.6).
6. Verify and document that the student successfully completes each step of DCE preparation comprehensively which includes completion of a literature review, needs assessment,
goals/objectives, and an evaluation plan (ACOTE Standard D.1.3).

7. Coordinate DCE development in collaboration with the student and site mentor(s) at a setting consistent with WMU OTD program’s curriculum design (ACOTE Standard D.1.2).

8. Ensure the DCE and capstone project is designed in alignment with WMU OTD program’s curriculum design (ACOTE Standard D.1.1).

9. Ensure that the student has successfully completed all required coursework and fieldwork experiences prior to the start of the doctoral capstone experience (DCE) (ACOTE Standard D.1.5).

10. Verify and document student completion of all necessary site-specific requirements prior to the start of the DCE.

11. Coordinate and submit all necessary student and site information such as confirmation letters, data forms, student health/security clearances, etc.

12. Ensure there is a signed memorandum of understanding (MOU) consisting of student individualized objectives, mentoring/supervision plans and responsibilities of all parties, established prior to the start of the DCE (ACOTE Standard D.1.4).

13. Maintain ongoing communication and collaboration with the student and site mentor(s) during the entire DCE. Collaboration may occur in-person, video or phone conference, or via email communication to accommodate both parties’ schedules and preferences.

14. Ensure the student completes 560 hours total over the 14-week DCE with no more than 20% of the time completed off-site. Time spent during the DCE will be tracked and detailed using learning logs (ACOTE Standard D.1.5).

15. Monitor student progress during the DCE through completion of written and verbal communication.

16. Provide continuous, in-direct supervision over all site mentor(s) and student mentor-mentee relationships throughout the duration of the DCE program.

17. Oversee the mentor-mentee relationship with the site mentor(s) by reviewing learning logs and feedback provided using an objective formal assessment “Student Evaluation of Doctoral Capstone Performance” during midterm (week 7) and final (week 14) evaluations (ACOTE Standard D.1.7).

18. Oversee the mentor-mentee relationship with the student through review of student’s discussion board posts and self-reflection of own performance using an objective formal assessment Student Self-Evaluation of Doctoral Capstone Experience Performance and Mentor Evaluation of Student Doctoral Capstone Experience Performance during midterm (week 7) and final (week 14) evaluations (ACOTE Standard D.1.7).

19. Provide conflict resolution to capstone team members as necessary at any point during doctoral capstone preparation, experience, and project development.

20. Build and maintain an electronic database of capstone site information and grant student access to this information.

21. Send formal letters and certificates to the site mentor(s) following student completion of the doctoral capstone, acknowledging the mentorship provided.

22. Verify and document student completion and dissemination of their capstone project related to the DCE and ensure that the student demonstrates synthesis of in-depth knowledge in their area of concentration (ACOTE D.1.8).

B. Site Mentor Responsibilities

The Site Mentor is an individual affiliated with the Site who is responsible for providing supervision and
mentorship to the student as the student completes the DCE and capstone project. Site mentorship may be shared between two or more individuals at a Site, however, a primary site mentor will need to be identified.

It is the Site Mentor’s responsibility to do the following:

1. Provide verification of Site Mentor’s experience and expertise in the student’s specific area of concentration. Examples include resumes, curriculum vitae, CEU certificates, etc.
2. Collaborate with the capstone coordinator and student to ensure a memorandum of understanding (MOU) consisting of student individualized objectives, mentoring/supervision plans and responsibilities of all parties, is established and signed prior to the student’s start of the DCE.
3. Review the student’s literature review on the mutually agreed upon capstone topic specific to the area of concentration prior to the start of the DCE.
4. Coordinate the student’s completion of a formal need assessment via SWOT analysis with all relevant stakeholders to help the student gain perspective about the Site/organization and the target population being served by the organization prior to the start of the DCE.
5. Orient the student to the site’s mission, vision, purpose, policies, and procedures as well as site environment, culture, population served, key site employees and stakeholders.
6. Coordinate logistical aspects of the student experience including access to facilities, materials, staff, clients, and other considerations as appropriate during the 14-week DCE.
7. Provide supervision and mentorship of student; maintain ongoing communication with the student and capstone coordinator during the 14-week DCE.
8. Approve and sign off on the student’s hours logged using the Capstone Experience Learning Log during the 14-week DCE.
9. Formally evaluate the student’s performance at midterm (week 7) and final (week 14) using the Mentor Evaluation of Student Doctoral Capstone Experience Performance.
10. Assist the student in planning for and delivery of the capstone project dissemination in collaboration with the capstone coordinator.

C. Student Responsibilities

The Student is expected to collaborate with the Capstone Coordinator and Site Mentor(s) to ensure compliance with capstone experience requirements.

It is the Student’s responsibility to do the following:

1. Seek out guidance as needed from site mentor(s) and capstone coordinator when completing a literature review, needs assessment and developing individualized specific objectives prior to the DCE.
2. Complete a literature review on the mutually agreed upon topic specific to the area of concentration prior to the start of the DCE.
3. Complete a formal need assessment via SWOT analysis under the guidance of the site mentor(s) to gain perspective from stakeholders at the Site/organization and the target population being served by the organization prior to the start of the DCE.
4. Collaborate with the capstone coordinator and site mentor(s) to ensure that a memorandum of
understanding (MOU) consisting of student individualized objectives, mentoring/supervision plans, and responsibilities of all parties, is established and signed prior to the start of the DCE.

5. Complete and submit all preparatory doctoral capstone assignments electronically through the *Doctoral Capstone* e-learning course at the conclusion of the didactic portion of the curriculum.

6. Work with the faculty mentor and site mentor(s) to develop a realistic timeline for their DCE by using the *Doctoral Capstone Experience (DCE) Implementation Timeline* form. This form will document expected timelines for the student to complete each learning activity and associated learning objective.

7. Comply with all requirements as outlined in the DCE manual (i.e. immunizations, trainings, etc.) and with any additional requirements set forth by the faculty mentor, site mentor(s) and capstone coordinator.

8. Comply with all policies and procedures of the site, unless exempted, including prompt notification of student absences.

9. Maintain ongoing communication and collaboration with the faculty mentor, site mentor(s), and capstone coordinator throughout the entire DCE.

10. Wear a name badge that identifies the student as a WMU OTD Student while on site, unless otherwise specified by the site mentor(s).

11. Track all hours during their DCE using the *Capstone Experience Learning Log* to ensure compliance with completion of 560 hours minimum with no more than 20% of time spent off site on tasks such as independent study tasks including research and writing (D.1.5). All four tracking logs must be signed by the site mentor(s).

12. Collaborate with the site mentor(s) and capstone coordinator to plan for dissemination of their capstone project by using the *Capstone Dissemination Form*.

13. Formally self-evaluate own performance at midterm (week 7) and final (week 14) using the *Student Self-Evaluation of Doctoral Capstone Experience Performance*.

14. Complete and submit John Hopkins University’s School of Nursing Mentorship Profile Questionnaire and Mentorship Effectiveness Scale at the completion of their capstone experience and project to provide feedback to both their site mentor(s) regarding the student’s perceptions of each mentor’s ability to communicate, their strengths, their weaknesses, project outcomes and their effectiveness as a mentor.

IV. **Signatures of All Parties:**

The College of Health and Human Service’s Representative for purposes of the Memorandum of Understanding (MOU) is **Holly Grieves**. Notice will be sent to her attention at:

Holly Grieves, OTD, OTRL  
Capstone Coordinator  
Western Michigan University  
200 Ionia Avenue SW  
Grand Rapids, MI 49503  
Email: holly.grieves@wmich.edu  
Cell: (517) 388-1652  
Office: (616) 742-4842  
Fax: (616) 771-4200
The Capstone Site Representative for purposes of this MOU is ________________. Notice will be sent to his/her attention at:

**Capstone Site Name**
**ATTN: Capstone Site Representative**
**Capstone Site Address**
**Capstone Site Representative’s Email**
**Capstone Site Representative’s Phone Number**

This MOU is effective when signed by all parties. The individuals executing this MOU are authorized to sign on behalf of their institutions and certify that their institutions have accepted the terms of the agreement and further agree to comply with its terms except as noted above.

**College of Health and Human Services Representatives:**
By: ____________________________  
Nancy Hock, Ph.D., OTRL, CHT  
WMU, Chair, Department of Occupational Therapy  
Date: ____________________________

By: ____________________________  
Jennifer Harrison, PhD, Interim Dean  
WMU College of Health and Human Services  
Date: ____________________________

By: ____________________________  
Chris Cheatham, Ph.D.  
Vice Provost for Budget and Personnel, Provost and VP for Academic Affairs  
Date: ____________________________