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: ___________________________________________

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.

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.
• 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 satisfactory for an interim level in the process.
0 - Unsatisfactory: Performance does not meet objectives.

I. Capstone Practicum

OVERALL MIDTERM SCORE       OVERALL FINAL SCORE
Pass ……………………8 and above Pass ……………………16 and above

II. Mentored Studies in Capstone Area

OVERALL MIDTERM SCORE       OVERALL FINAL SCORE
Pass ……………………6 and above

III. Mentored Capstone Dissemination

OVERALL MIDTERM SCORE       OVERALL FINAL SCORE
Pass ……………………5 and above

THE UNIVERSITY OF TOLEDO

10
## I. Capstone Practicum:

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

**Total Score:**

**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

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

**Total Score:**

**** 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)

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

Total Score:  
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.
STUDENT EVALUATION OF CAPSTONE EXPERIENCE
Occupational Therapy Doctorate Program

Directions: Please complete this form prior to the final meeting with your Site Mentor. During your final meeting share the completed form with your Site Mentor. The completed form should be co-signed by both you and your Site Mentor. One copy will remain at the Capstone Site and one copy will be returned to and signed by your Faculty Mentor.

Part I: Capstone Experience Information

Student’s Name: ____________________________
Faculty Mentor(s): __________________________
Site Mentor(s): ____________________________
Facility Name: ____________________________
Facility Address: ____________________________
Facility Phone/Fax/Email: ____________________________
Type of Capstone Project: ____________________________
(CS / PDP/PM / CD / APPJ / APOL / Research)
Capstone Dates: from ________ to ________

Part II: Appropriateness of the Site

1. Please rate how well you felt that the site supported you in meeting your individualized objectives.

   1 2 3 4 5 6 7 8 9 10

   Not Supported  Supported

2. Please refer to your individualized objectives and describe how your site helped to support the objectives.

3. What suggestions do you have that could have possibly enhanced your overall learning experience at this site?

Part III: Level of Support of Site Mentor

1. Please rate how well you felt that the Site Mentor supported you in meeting your individualized objectives.

   1 2 3 4 5 6 7 8 9 10

   Not Supported  Supported

2. Please refer to your individualized objectives and describe how the Site Mentor supported the objectives.

3. How do you feel the Site Mentor could have enhanced the amount and/or kind of support provided?

Part IV: Level of Support of Faculty Mentor

1. Please rate how well did the Faculty Mentor supported you in meeting your individualized objectives.

   1 2 3 4 5 6 7 8 9 10

   Not Supported  Supported

2. Please refer to your individualized objectives and state how the Faculty Mentor supported your objectives.

3. Please describe how the Faculty Mentor could have further supported your overall learning experience.
SECE (continued)

Part V: Capstone Experience Planning Process
1. Please rate to what extent did the planning process prior to the Capstone Experience support you in meeting your individualized objectives.
   
<table>
<thead>
<tr>
<th>1</th>
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<td>Supported</td>
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</tbody>
</table>

2. Please refer to your individualized objectives and state how the planning process supported your ability to achieve your objectives.

3. Please describe how the planning process could have further supported your overall learning experience?

Part VI: OTD Curriculum Preparation
1. Please rate to what extent did your participation in the OTD curriculum prior to the Capstone Experience support you in meeting your individualized objectives.

<table>
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</tbody>
</table>

2. Please refer to your individualized objectives and state how the OTD curriculum supported your objectives.

3. In your opinion, what are the strongest aspects of the OTD Curriculum relative to the needs of this Capstone Experience? Please be specific and include course references as appropriate?

4. What changes would you recommend to the OTD curriculum relative to your Capstone Experience?

Part VII: Long-Term Professional Growth
1. What are your next short-term goals which could help you to achieve your long-term professional goals?

2. Please provide any additional input that you feel would benefit the overall Capstone Experience.

We have mutually shared and clarified this Student Evaluation of the Capstone Experience report:

Student Name (Print) ____________ Student Signature & Date ____________

Site Mentor Name & Credentials (Print) ____________ Site Mentor Signature & Date ____________

Faculty Mentor Name & Credentials (Print) ____________ Faculty Mentor Signature & Date ____________
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

Questions
Resources

Beth Ann Hatkevich, PhD, OTR/L, FAOTA
BethAnn.Hatkevich@UToledo.edu

Carlson Library
https://carlson.utoledo.edu/
Search “Capstone Project”