

Entry-Level Doctor of Occupational Therapy Doctoral Capstone

OVERVIEW OF OCCUPATIONAL THERAPY

Occupational therapy practitioners have a strong foundation in the biological, physical, social, and behavioral sciences. OTs look at all aspects of a person's life and areas of function to support optimal health. By promoting a client-centered approach to performing daily activities (occupations related to self-care, home management, and community participation), and adoption of healthy habits and routines (medication management, safety), occupational therapy practitioners facilitate health across the lifespan. OTs can be direct care providers, consultants, educators, case managers, and advocates for patients and their families.

OVERVIEW OF DOCTORAL CAPSTONE

Chatham's OTD students complete a Doctoral Capstone in the last term of their doctoral program. The goal of the Doctoral Capstone is to provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, and education.

What is the Doctoral Capstone?

A 14-week full-time experience with a capstone project that demonstrates synthesis and application of student knowledge gained through the experience.

How will my organization benefit from partnering for the Doctoral Capstone?

Students can provide programming through an occupational therapy lens for clients, caregivers, or staff. Through a needs assessment, students identify unmet needs or program health and wellness goals. This can involve working directly with clients, creating education or training for staff of volunteers, completing administrative work such as tracking outcomes relevant for continued funding, completing quality improvement projects, creating clinical guidelines or patient education materials/tools, developing and implementing programming, or bringing an evidence-based practice focus as it related to specific intervention techniques, etc.

The Doctoral Capstone should be mutually beneficial—the site benefits from the project, while the student benefits from learning how to put these in-depth skills into practice.

Who can be a Site Mentor?

The Site Mentor does not have to be an OT, but they must have expertise consistent with the student's area of focus.

What will I be expected to do as a Site Mentor?

- Agree on topic/focus for experience.
- Confirm tentative schedule.
- Engage in Needs Assessment process.
- Provide mentorship during implementation.
- Evaluate student's progress at midterm and final.

What can an OT student do at your site?

Specific interventions OT students can provide to address patients' primary care needs include, but are not limited to:

- Chronic disease management and prevention
- Health promotion and lifestyle modification
- Mental and behavioral health management
- Acute care, including pain management
- Safety and falls prevention
- Promoting community integration
- Palliative and end-of-life care
- Driving and community mobility
- Ensuring access to community resources
- Redesign of physical environment or use of sensory strategies to support participation
- Family and caregiver assistance and support
- Addressing individual goals such as increasing ADL/IADL, job skills, play and leisure, social participation, sleep, etc.

What are the benefits for me if I become a Site Mentor?

- Research and Outcome Measurement for site
- Program Development for site
- PDU/CEUs for specific disciplines
- Scholarly Collaboration
- Access to Chatham University library database

CONTACT INFORMATION

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