

**The University of Texas at El Paso
College of Health Sciences
Doctor of Physical Therapy Program
COURSE SYLLABUS**

PT 6116

Physical Therapy Capstone Project

Fall 2018

Credit Hours: 1

Contact Hours: 15

Schedule: Independent Study
Oral Defense (with Faculty only) Mon Dec 10, 2018 from 9am-noon
Poster Presentation (Public) December 13, 2018 from 4-7 pm

Capstone Instructors:

Celia Pechak, PT, PhD, MPH (DPT Research Coordinator)
Bryan Boyea, PT, DPT, OCS
Kevin Browne, PT, ScD, OCS
Mark Caulkins, MD, DPT
Loretta Dillon, PT, DPT
Alvaro Gurovich, PT, PhD
Michelle Gutierrez, PT, DSc
Rhonda Manning, PT, DPT, PCS

Course Description:

During the final semester of the Doctor of Physical Therapy Program, students will complete an evidence-based research manuscript and poster presentation relevant to physical therapy practice. Most students will complete an evidence-based report related to a patient case. Selected students, at the invitation of a core faculty member, will participate in the faculty member's original research line. All students must produce a manuscript suitable for publication in a peer-reviewed journal and a poster appropriate for presentation at a state or national conference.

Course Objectives:

Prior to this semester, the student will have:

1. Developed a research question
2. Designed an appropriate study to answer the research question (for most students, this will be systematic review to answer a PICO question)
3. Completed a study to answer the research question

During this course, the student will:

1. Produce a manuscript consistent with the requirements of *Physical Therapy* (7D9, 7D11)
2. Produce a poster that summarizes his/her research project and is appropriate for presentation at a state or national conference (7D9, 7D11)
3. Demonstrate knowledge of research design and validity through a professional quality

presentation and an oral defense of his/her research project (7D9, 7D11)

Resources:

Resources related to Systematic Reviews:

- <http://libguides.utep.edu/ptsr> (site created by UTEP Librarian for DPT Program)
- <http://research.library.gsu.edu/c.php?g=115802&p=752506>
- Murad MH et al. How to read a systematic review and meta-analysis and apply the results to patient care: users' guides to the medical literature. *JAMA*. 2014;312(2):201:171-179.
- AMA Manuals are in Beverly's office and the UTEP Library
- Additional resources below.

Resources related to Research Posters:

- UTEP Library Guide for Poster Design: <http://libguides.utep.edu/posters>
 - NOTE that this does not demonstrate use of bullet points, but use of bullets is also appropriate on research posters
- Also see:
 - Miller J E. Preparing and Presenting Effective Research Posters. *Health Services Research*, 2007;42(311–328). doi:10.1111/j.1475-6773.2006.00588.x
- There are *many* other resources for how to create research posters – so search the Web for “how to create a research poster” or something similar
- Also there are examples on 3rd floor by DPT faculty offices

Supplemental Resources:

Jewell DV. Guide to Evidence-Based Physical Therapist Practice, 3rd Ed. Burlington, MA: Jones & Bartlett Learning; 2015. ISBN-13: 978-1-284-03416-5

Portney LG, Watkins MP. *Foundations of Clinical Research: Applications to Practice*. 3rd Ed. Philadelphia, PA: FA Davis Co; 2015. ISBN-13: 978-0-8036-4657-5

Fettters L, Tilson J. *Evidence Based Physical Therapy*. Philadelphia, PA; FA Davis; 2012. ISBN-13: 978-0-8036-1716-2

Methods of Instruction:

Individual instruction will be held with respective capstone advisor to complete the manuscript and poster presentation requirements.

Methods of Evaluation:

Graded activities and their weight are as follows:

Research Manuscript	40%
Poster	20%
Poster Presentation	20%
Oral Defense (individual grade)	10%
Reflection Paper (individual grade)	10%

UTEP DOCTOR OF PHYSICAL THERAPY PROGRAM GRADING SCALE

The following letter grade scale is used for the UTEP Doctor of Physical Therapy Program:

Letter Grade Scale	Numerical Grade Scale
A	90-100
B	80-89
C	75-79
F	Below 75

Course Content: Research project (systematic review or other research study)

Special Accommodations (ADA):

“If you have or suspect a disability and need accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148.” You can also e-mail the office at cass@utep.edu or go by their office in Union Building East. For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

INDEPENDENT RESEARCH PROJECT	
Advisor	Student
Dr Celia Pechak	Daniel Millar
	Samantha Guerrero
	Nnedinma Ubani
Dr Michelle Gutierrez	Ana Paula Goncalves Lionel
SYSTEMATIC REVIEWS	
Advisor	Students
Dr Loretta Dillon	Vanessa Parra Reba Joseph Alex Tafoya
	Michael Gallegos Kimberly Escobar Grace Joo
Dr Mark Caulkins	Taylor Molnar Ashley Alvidrez Stephanie Carranza Ryan Canak
Dr Bryan Boyea	Lauren Cruz Andrea Goche Alejandra Rodriguez
Dr Rhonda Manning	Shawna Lee Ciara Fraher Ray Delgado Hope Casteneda
	Sandra Walker Lisa Soule Pamela Isita Nicholas Lehker
Dr Alvaro Gurovich	Luis Nevarez Teffanie Banat Angel Perez
Dr Kevin Browne	Kris Leon Madeline Livergood Rodrigo Quevedo Mitch Rausch

Instructions & Deadlines for Capstone Project:

- Meet with Capstone advisor on **Wednesday Aug 29**: Every article should have been appraised by each member of the group using standardized appraisal tool, and group consensus should have been reached prior to this date. See instructions on page 6 of this syllabus for more information as to what you will need to present.
- Full 1st **DRAFT OF MANUSCRIPT** (with all sections completed per *PTJ* author instructions, including abstract) is due to your Capstone advisor on **Friday Sept 14 by 5pm**
 - Each advisor has the option to set earlier deadlines for portions of the manuscript
 - Faculty are required to send you their input within 2 weeks
- **FINAL MANUSCRIPT** is due to your Capstone advisor on **Friday Oct 19** – this is the paper that will be graded.
- Full 1st draft of the **POSTER** is due to your Capstone advisor on **Friday Nov 2**
 - You will create a poster as a slide using PowerPoint, formatted for **48" width x 36" height**
 - Note that there is no single best way to do a research poster – but typically “less is more”. You have each been to a Capstone poster presentation for previous DPT students, and there are examples by faculty offices. Additionally, there are many online resources related to *creating a research poster*.
 - Each faculty member may have slightly different opinions on what constitutes the best look of a poster – follow the instructions of YOUR Capstone advisor
 - Faculty are required to send you their input within 1 week
- FINAL draft of the **POSTER** (formatted for **48" width x 36" height**) is due to your Capstone advisor & to John in ILC jpena13@utep.edu on **Monday Nov 26 by 5pm**
 - John will print out a ½-size hard copy of poster that week (paid for by DPT Program) that advisors and students will critique together the following week. You will need to pick up your printed poster in ILC before your scheduled meeting with your Capstone advisor.
- You will meet with your Capstone advisor on **Monday Dec 3** to determine what final edits are needed (notes will be placed directly on the hard copy of the poster) – communicate directly with your advisor regarding time and location. After you have received final input from your Capstone advisor, you will need to make corrections on the file.
- You must submit a **PDF** file for the (FINAL-FINAL) **POSTER** for printing **Wednesday Dec 5 by 5pm** – email the file to Beverly (and cc your Capstone Advisor). REMINDER: The poster should be formatted for **48" width x 36" height**. The DPT Program will pay for the cost of printing the poster for students that submit their file by the deadline; if you do not meet the deadline, then you are responsible for arranging printing and payment. If the DPT Program arranges printing of your poster, you will be advised where to pick the printed poster up. Pick it up as soon as you are notified to ensure that printing was done correctly.
- Email your **REFLECTION PAPER** to your Capstone advisor on **Wednesday Dec 5 by 5pm**
 - Each paper should have 6 paragraphs: an introductory paragraph, one paragraph answering each of the following, and a concluding paragraph.
 - Each student will submit a 1 ½ to 2 page doubled-spaced paper electronically to his/her advisor answering the following in the body of the paper.
 1. What did the Capstone project teach you with respect to evidence-based

- practice?
2. How did this project enhance your clinical reasoning skills?
 3. How will you become a better DPT based on what you learned from this Capstone project?
- **ORAL DEFENSE** (private) is scheduled for **Monday December 10** in the Campbell Building with your Capstone advisor plus 2 additional faculty members. All 3 will ask you questions, but only the latter 2 faculty members will grade your performance in the Defense.
 - After a 10 minute or less presentation of the project, you will EACH be required to answer 5 questions regarding your project and general research knowledge & you will receive an individual grade
 - See below for rubric and instructions
 - See Blackboard for guidance on how to best prepare for the defense
 - **POSTER PRESENTATION** (public) is scheduled for **Thursday December 13 from 5-7pm**
 - Poster must be mounted on the poster board provided in Health Sciences and Nursing (HSN) Building lobby by 4:50pm
 - Be prepared to explain your project in 3-5 minutes (plus Q&A), sharing the responsibility equally among all group members
 - Remember that your audience will include first year DPT students, academics, and clinicians, as well as family/friends who may have no understanding of PT or research
 - Each student should be equally prepared to present any or all parts of the project
 - Bring one signature page for each member of the group. See Blackboard for instructions on how to format this page to meet UTEP Graduate School requirements.
 - After each person has successfully met expectations for the Capstone, the Capstone advisor will sign this page.
 - All signed signature pages should be scanned, placed in front of the Capstone paper, and a single PDF emailed to Beverly on **Friday December 14 by NOON**

Systematic Review Instructions:

The systematic review will be completed by a team of 3-4 students. All students will be active in the extraction and appraisal of articles found to answer a clinical question. The team must construct a clear, concise, and answerable question that is based on a specific patient problem students encountered during the curriculum.

- EVERY student is required to be involved in EVERY portion of the work – including:
 - EVERY student should have been involved in searching ALL databases.
 - While you may of course choose to split up sections of the manuscript, particularly initially, EVERY student should still be involved in editing every portion of the paper.
- EVERY student must APPRAISE every article (all 10 articles or more if you have more than 10 articles).

- Your Methods section should clearly explain how your search was completed – including all words used in the search. The point is that you give enough information that your literature search it is reproducible.
- Create a table like below as an APPENDIX in your paper. You can find more information about it at: www.cebm.net/finding-the-evidence-1-using-pico-to-formulate-a-search-question/

P	I	C	O
Elder	Closed-chain	Aerobic exercise	Functional mobility
Geriatric	Strengthening	endurance	balance
	Strength training		Fall risk

- Of the 10 articles that you formally appraise, a MINIMUM of the top six (6) should be synthesized in your systematic review.
 - You must include the appraisal table(s) of all them in your paper as a table(s) OR as an appendix(es)
- Each group can choose whatever standardized appraisal tool(s) to use as appropriate – you must justify why you chose them (eg, used in other published systematic reviews in PTJ) and you discuss validity/reliability issues in your paper (with references)
 - Here is a good link with lots of options depending on the type of study: www.unisa.edu.au/Research/Sansom-Institute-for-Health-Research/Research/Allied-Health-Evidence/Resources/CAT/
 - The CEBM worksheets are found at: www.cebm.net/critical-appraisal/
 - Other resources can be found at: www.casp-uk.net/#!/checklists/cb36
 - If in doubt, get pre-approval from your advisor

Each group will present to his/her advisor on **Wednesday August 29** (as part of a grade for Specific Populations PT 5225). You should be prepared to provide a 15-20 minute PowerPoint presentation addressing the following:

- PICO question
- Briefly review Methods
- Briefly review Appraisal table(s) for ALL articles
- Then explain the single BEST article in depth that addresses your PICO question

Then your advisor will further probe your knowledge with questions related to your methods, the articles, and research methods in general – to help prepare you for the REAL Capstone defense in December

The team must work cohesively by setting structured objectives to complete the final product. The goal of which is for all members to contribute equally to the completion of a systematic review suitable for publication. Through using effective communication and constructive conflict resolution as necessary, the faculty expects that the team will meet all objectives in a professional manner. However, in the event a conflict cannot be resolved, the team has the power to dismiss a team member. The consequences of being dismissed from a team will delay graduation, at a minimum of one semester, for the dismissed team member. The individual will have to complete

an independent project and present an oral defense in the spring semester to the satisfaction of all faculty.

Format: All students who complete a systematic review **must follow the relevant *Physical Therapy (PTJ) author guidelines*** “how to prepare a manuscript for submission” then “Special Requirements for Reviews” found at: https://academic.oup.com/ptj/pages/Author_Guidelines

Read and follow all details of the instructions on the PTJ Website. The exception is that only an unmasked manuscript will be submitted to the faculty advisor; a “masked version” (or blinded version – ie, where your name and institution would not be included) does not have to be submitted. Also students do not need to submit “online-only” materials nor video for this assignment.

1. Read the review process in detail as well as the PRISMA checklist and flow diagram.
2. PRISMA requirements are found at: <http://www.prisma-statement.org/>
(Key documents are found at this site including PRISMA checklist and PRISMA flow diagram).
3. The manuscript formatting instructions must be followed:
 - a. Title-follow character limits (this title will be used in the doctoral reception documents and on your graduation application)
 - b. Abstract –follow word limits and use of required subheadings
 - c. Body of manuscript-follow all instructions for word count, subheadings as stated, and for all sections as listed below:
 - i. Introduction
 - ii. Methods (with required subheadings per PTJ Website)
 - iii. Results
 - iv. Discussion
 - d. Acknowledgments
 - e. References
 - f. Tables
 - g. Figures
 - h. Appendixes

The title page of the manuscript should include the following:

- Title
- The University of Texas at El Paso
- Author(s)
- Faculty Advisor
- *Capstone project submitted in partial satisfaction of the requirements for the Doctor of Physical Therapy Degree.*

A signature page is also required that meets the UTEP Graduate School’s expectations. As described previously, you should bring the signature page to the Poster Presentation for your Capstone advisor’s signature. Formatting information is on Blackboard.

Independent Research Project Instructions: Students who are completing an independent research project should be communicating closely with his/her faculty advisor regarding expectations.

Manuscript Submission: The team will submit one Word-processed double-spaced manuscript along with any files of journal articles which are referenced to his/her advisor.

In addition, the final document along with one signature page per student must be scanned and emailed to Beverly Scarborough at bscarborough@utep.edu along with the PowerPoint of the poster presentation by the deadlines described above.

Manuscript Rubric: The rubric for students who complete a systematic review is below. Students who complete an independent research project will have similar expectations. However, the manuscript sections and content will vary depending on the type of study and manuscript (eg, quantitative versus qualitative); therefore his/her rubric will likely vary somewhat. Students who complete an independent research project should communicate closely with their Capstone advisors to be aware of expectations.

PT 6116 - Capstone Manuscript Rubric

	Criteria	Needs substantial improvement 0	Needs moderate improvement .5	Needs minor improvement 1-1.5	Meets standards 2
Style 2 points	Correct AMA style, title page with correct format, 10-15 references, citations, inclusive sections, and subheadings	AMA completely ignored	consistent errors	several errors	rare or no errors
Structure 2 points	Well structured & cohesive. Correct sentence structure, grammar, and spelling. Appropriate length. Appropriate transitions between paragraphs and sections.	writing structure needs major overhaul	several spelling or grammatical errors +/or more than 2 awkward or unclear sentences	few spelling or grammatical errors +/or 1 or 2 awkward or unclear sentences	no spelling or grammatical errors – well written and cohesive
Title 1 point	Title reflects scope of the review, no longer than 150 characters	title does not accurately reflect scope of review and > 150 characters	title does not accurately reflect scope of review but meets character limits	title is confusing or title is appropriate but > 150 characters (.8 pts)	no errors (1 pt)

Abstract 2 points	Structured using these subheadings: Background, Purpose, Data Sources, Study Selection, Data Extraction, Data Synthesis, Limitations, Conclusions	no subheadings, unable to summarize	summary is completed, no subheadings or inappropriate subheadings	summary is completed missing 1-2 components	well documented abstract
Introduction 2 points	Background information provides rationale for included purpose statement. Review of literature supports question or problem and is thorough and well described.	no background information and no purpose statement	little or no background information and/or poorly written purpose statement	some background information (insufficient rationale) and well-written purpose statement	well documented background information that leads to well-written purpose statement with all components supported by research literature
Methods 2 points	Structured using these subheadings: Data Sources and Searches, Study Selection, Data Extraction and Quality Assessment, Data Synthesis and Analysis	important information missing – impossible to follow and understand	important information missing – difficult to follow and understand	most important information included – easy to follow and understand with 1 or 2 exceptions	all important information included – easy to follow and understand
Results 2 points	PRISMA guidelines followed and flowsheet is included	guidelines not followed, no flowsheet	steps missing and data missing from the flow chart	1-2 omissions from the guidelines	no omissions

<p>Discussion 2 points</p>	<p>No more than 5 paragraphs, statement of principal findings, strengths and weaknesses of the studies, strengths and weaknesses in relation to other studies, discusses important differences in results and meaning of the SR: possible explanations and implications for clinicians and policymakers, unanswered questions and future research reported</p>	<p>important information missing – impossible to follow and understand</p>	<p>important information missing - difficult to follow and understand</p>	<p>most important information included with 1 or 2 exceptions</p>	<p>major points summarized</p>
<p>Meeting deadlines 1 point (individual grade)</p>	<p>Deadlines met throughout the 12 week internship and demonstrated timely communication with advisor and each team member.</p>	<p>missed more than 2 deadlines or did not communicate with advisor</p>	<p>missed 2 deadlines or poor communication</p>	<p>missed 1 deadline (.8 pts)</p>	<p>met all deadlines and communicated well with advisor (1 pt)</p>

Total 100 points: Weight factor as follow:

- | | | | |
|--|-------------|--|-------------|
| 1. Style: 2 points max X 5 | = 10 | 6. Methods: 2 points max X 7.5 | = 15 |
| 2. Structure: 2 points max X 10 | = 20 | 7. Results: 2 points max X 7.5 | = 15 |
| 3. Title: 1 point max X 2 | = 2 | 8. Discussion: 2 points max X 7.5 | = 15 |
| 4. Abstract: 2 points max X 5 | = 10 | 9. Deadlines: 1 point max X 3 | = 3 |
| 5. Introduction: 2 points X 5 | = 10 | | |

**PT 6116
CAPSTONE POSTER RUBRIC
(Group Grade)
Systematic Review**

Student Group: _____

Faculty Reviewer: _____

Poster Formatting

Criterion	Unsatisfactory Needs Remediation	Needs Improvement	Meets Expectations
Title, authors, and academic advisor (with correct credentials), and institution are centered with appropriate font	0	1	2
Conforms to AMA standards (including citations, tables, figures, references)	0	1	2
Professional quality display (eg, font size, background, color, etc)	0	1	2
Presentation is organized, flows well, and not cluttered	0	1	2
COMMENTS:			

Content

Criterion: <i>Systematic review process is clearly demonstrated</i>	Unsatisfactory Needs Remediation	Needs Improvement	Meets Expectations
Clear, concise, and focused research question is stated	0	1	2

Question is relevant to physical therapy practice	0	1	2
Eligibility criteria with rationale stated	0	1	2
Search strategy is comprehensive	0	1	2
Appraisal of included/excluded articles is appropriate	0	1	2
PRISMA flowchart is included as a Figure with all components included	0	1	2
Results of studies are reported	0	1	2
Summary of evidence is reported including strength of evidence	0	1	2
COMMENTS:			

Conclusion

Criterion: <i>Appropriate conclusions provided to answer the question posed</i>	Unsatisfactory Needs Remediation	Needs Improvement	Meets Expectations
General interpretation of the results & clinical implications are reported	0	1	2
Limitations & future research are reported	0	1	2
References are provided (on poster or separate handout)	0	1	2
COMMENTS:			
TOTAL = _____ / 30 points = _____%			

PT 6116
CAPSTONE ORAL DEFENSE
General Instructions

- Students should arrive to the assigned room early, and dressed in business attire.
- Once the room is available, the group should enter and upload their poster as a single PowerPoint slide onto the computer.
 - Students do NOT need to create a separate PowerPoint presentation, besides the poster slide.
- Each group will have a MAX of 10 minutes per group (with the time split equally among the individuals in the group) to present their project.
- The remainder of the time (35 minutes) will be the advisor and 2nd faculty member asking questions – for a total of 5 questions per student.
- The faculty member will address each question to a particular student; students should only answer their own questions.
- If a student attempts to help answer another student's questions, s/he will receive a grade deduction.
- Refer to the following rubric for more information.
- Students are NOT required to print and bring this rubric; faculty will already have printed copies.

PT 6116
CAPSTONE ORAL DEFENSE RUBRIC
(Individual Grade)

Student: _____

Faculty Reviewer: _____

Expectations	Does Not Meet Expectations (0 points)	Partially Meets Expectations (1 point)	Fully Meets Expectations (2 points)	Score
Vocabulary	Consistently uses incorrect vocabulary in answering the questions	Uses incorrect vocabulary on occasion	Consistently uses correct vocabulary in answering the questions	
Clarity	Gives vague answers and/or consistently unable to use precise language in answering the questions; reviewer must repeatedly ask follow-up questions to obtain clear answers	Gives vague answers at times and/or imprecise language is used; reviewer(s) must ask a follow-up question to clarify knowledge base at times	Answers the questions clearly; uses precise language when answering questions such that follow-up questions are rarely or never required by the reviewer(s)	
Speaking Skills	Consistently unable to answer the questions confidently, relying on notes, and/or looking to others for answers	Relies on notes at times and is somewhat uncomfortable with or unsure of the topic	Answers the questions confidently and without notes, and keeps eye contact with the reviewers	

Continued on next page

Expectations	Does Not Meet Expectations (0 points)	Partially Meets Expectations (2.5 points)	Fully Meets Expectations (5 points)	Score
Question #1 Completeness & accuracy of Answer	Answer is consistently incomplete and/or consistently inaccurate	Answer lacks completeness &/or rambling &/or is partially inaccurate	Answer to question is overall complete, concise, and accurate (with <10% error)	
Question #2 Completeness & accuracy of Answer	Answer is consistently incomplete and/or consistently inaccurate	Answer lacks completeness &/or rambling &/or is partially inaccurate	Answer to question is overall complete, concise, and accurate (with <10% error)	
Question #3 Completeness & accuracy of Answer	Answer is consistently incomplete and/or consistently inaccurate	Answer lacks completeness &/or rambling &/or is partially inaccurate	Answer to question is overall complete, concise, and accurate (with <10% error)	
Question #4 Completeness & accuracy of Answer	Answer is consistently incomplete and/or consistently inaccurate	Answer lacks completeness &/or rambling &/or is partially inaccurate	Answer to question is overall complete, concise, and accurate (with <10% error)	
Question #5 Completeness & accuracy of Answer	Answer is consistently incomplete and/or consistently inaccurate	Answer lacks completeness &/or rambling &/or is partially inaccurate	Answer to question is overall complete, concise, and accurate (with <10% error)	
Professionalism		(-)5 points if student does not dress professionally (ie, business attire) as if presenting at a state or national conference		
Professionalism		(-)5 points if student does not consistently demonstrate professional behavior; eg, arrives late, interrupts the reviewer, attempts to answer other students' questions, demonstrates negative non-verbal communication		
COMMENTS:				
TOTAL = _____ / 31				%

**Public Poster Presentation
(Individual Grade)**

General expectations: Each student is expected to participate fully in the public presentation of his/her group's poster, and demonstrate professional dress and behavior as if presenting at a state or national conference. If a student meets these expectations, s/he will earn 20 of 20 points. Failure to meet these expectations will result in deductions per below:

- -20 points if student does not attend public poster presentation
- -20 points if student does not consistently present his/her fair share of the poster (eg, each student in a group of 4 should present ~25% of the poster)
- -5 points for unprofessional dress
- -5 points for unprofessional behavior (eg, negative body language, repeatedly interrupting colleagues, chewing gum, etc)
- -1 point for each minute late

TOTAL = _____ / 20 points

**Reflection Paper
(Individual Grade)**

General Expectations: Each student will submit a 1 ½ to 2 page doubled-spaced paper electronically to his/her advisor answering the following in the body of the paper.

Criterion	Unsatisfactory Needs Remediation	Needs Improvement (2-3 errors)	Meets Expectations	Score
Meets sufficient length, format, grammar, punctuation expectations.	0	1 – 1.5	2	
Introductory paragraph sufficient depth and content.	0	1 – 1.5	2	
Sufficient depth and reflection on “What did the Capstone project teach you with respect to evidence-based practice?”	0	1 – 1.5	2	
Sufficient depth, reflection on “How did this project enhance your clinical reasoning skills?”	0	1 – 1.5	2	
Sufficient depth, reflection on “How will you become a better DPT based on what you learned from this Capstone project?”	0	1 – 1.5	2	
Sufficient depth, reflection on “How could this Capstone project be improved for future cohorts?”	0	1 – 1.5	2	
Concluding paragraph of sufficient depth and content.	0	1 – 1.5	2	
COMMENTS:				
TOTAL = _____ / 14				%