

Bridging Clinical Practice and Entrepreneurship in OT Education: Capstone project

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Introduction

- Entrepreneurship and leadership skills are encouraged within OT education to support creativity and innovative practice (McClure, 2011).
- Although business education is required in accredited occupational therapy programs, practitioners continue to report a need for deeper knowledge in the business aspects of OT practice (Grill, M., & Epley, E. 2025).
- The HPU OTD Health and Wellbeing course includes early exposure to business concepts such as program development, marketing, budgeting, and finance.
- This capstone project explores ways to strengthen the entrepreneurship content in the Health and Wellbeing course to better prepare students for innovative practice.

Project Description

- This project enhanced how entrepreneurship concepts are presented within HPU's Health and Wellbeing course by improving clarity, updating resources, and integrating OT specific examples.
- Guided by student feedback and current literature, the revisions strengthened instruction in community program development, marketing, and budgeting. These updates help students recognize that business skills are not just financial tasks. They are tools that allow occupational therapists to lead, advocate, and build programs that last.

Purpose/Aims

Purpose:

- To support students in sustaining their purpose as occupational therapists and serving their communities through meaningful and lasting practice by strengthening the entrepreneurship content in the Health and Wellbeing course.

Aims:

- To bridge clinical practice and business innovation through strengthening the teaching module on entrepreneurship for HPU OTD students.
- To assess student perspectives on existing course content related to entrepreneurship and identify opportunities for improvement.
- To enhance learning outcomes in areas of community program development, marketing, and budgeting.

Methods

- A targeted literature review covering 2011–2025 was completed to examine evidence on effective entrepreneurship education across OT and related health professions. Because available literature was limited, the review extended beyond the standard 10-year range. These findings directly guided revisions to the course materials.
- A needs assessment was distributed to the 2024–2025 OTD cohorts who previously completed the course. Student feedback was reviewed to identify strengths, gaps, and specific areas where entrepreneurship content needed improvement.

Needs Assessment Results



- Course content was examined for alignment with ACOTE standards. Guided by student feedback and literature, enhancements were made to the entrepreneurship components, including the integration of OT-focused videos, podcasts, and evidence-based resources on community program development, marketing, and budgeting.
- This project underwent regular review by HPU OTD faculty to maintain quality, relevance, and accuracy. Feedback was incorporated at multiple checkpoints, including proposal development, needs assessment, curriculum design, and evaluation planning. Faculty oversight ensured the project met program expectations and reflected best practices in OT education and entrepreneurship.

Discussion

- Embedding entrepreneurship in OT education promotes leadership, advocacy, and innovation.
- Students benefit from applied learning activities that support the integration of business and financial concepts into OT practice.
- Early exposure to program development, budgeting, and marketing supports confidence in pursuing community-based and emerging practice roles.
- Teaching entrepreneurship in OT programs supports future therapists in developing innovative and sustainable models that meet the evolving needs of healthcare and the communities they serve.

References



Results/Outcomes

Updated Entrepreneurship Module

- Revised and enhanced content for Weeks 3, 4, and 7 of the Health and Wellbeing course which focused on community program development, marketing, and budgeting.
- Integrated clearer explanations of key business concepts, including program development, marketing, budgeting, and revenue models.
- Added OT-specific examples, along with new videos, podcasts, and evidence-based PDFs for resources.

Created Updated Instructional Video

- Produced a new Week 7 Budgeting and Finance instructional video with improved clarity and added OT-relevant examples.

Instructional Video Feedback

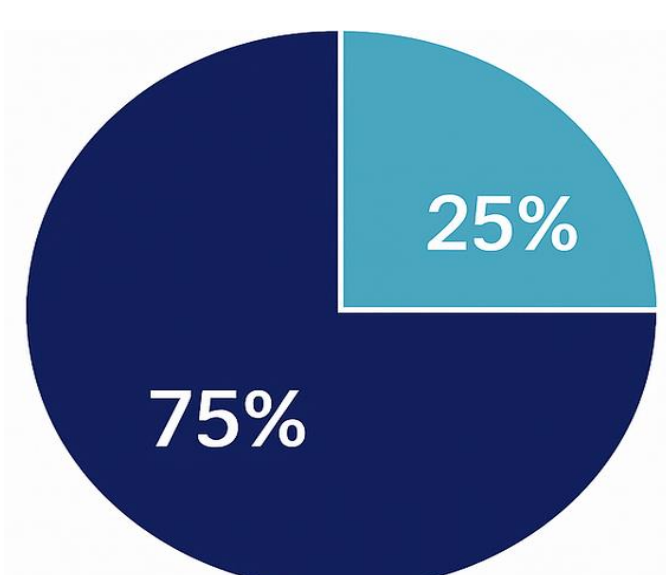
- A mixture of faculty and OTD students from the 2024–2025 cohorts reviewed the updated Week 7 instructional video and completed a feedback survey.

Appropriateness of the module for entry-level OTD students:

- 75% rated it Excellent and 25% rated it Good, with no Fair or Poor ratings.

Helpfulness of OT-specific examples and resources:

- 75% rated the examples Very Helpful and 25% rated them Helpful.



Qualitative feedback themes:

- Clear, direct, and well-organized content.
- Strong OT-centered examples that improved understanding.

Course Alignment Evaluation

- Compared the course revisions against a modified checklist adapted from Kennesaw State University's Master Course Design Checklist and confirmed that all learning objective and alignment criteria were met.
- Evaluated the updated module using evidence-based online learning standards, including clear learning objectives, alignment between content and assessments, structured weekly modules, and student-friendly design.

Implementation

- The revised modules were positively received and demonstrated improved clarity, applicability, and readiness for implementation in the 2026 cohort.