Objective: The purpose of this quality assurance (QA) study was to investigate the University of Mississippi Medical Center’s (UMMC) first graduating cohort from their Doctor of Occupational Therapy (OTD) program. Perceptions of the capstone experience were examined to determine if the students felt adequately prepared for their capstone placements and perceived the overall purpose of their capstone was met (i.e., in-depth exposure for advanced skill development). Method: This study utilized an electronic survey to collect data from OTD graduates. Study data were collected and managed using REDCap electronic data capture tools hosted at UMMC. Results: A large majority of respondents reported that the preparatory methods were adequately effective in preparing them for their placement. Specifically, communication with key leaders, forms, assignments, and specific courses within the program have the explicit purpose of preparing students for capstone, and according to the student responses, these aspects adequately prepared them for their experiences. Regarding advanced skill development, student responses revealed their overall confidence as well as their individual subskill increased following the capstone experience. Each student is assigned to a distinct area, known as a trek, and UMMC’s OTD program has their own unique capstone system which determines if the students felt adequately prepared for their capstone site. Primary Aim 1: To determine the perceptions of graduates on how well they were prepared by the program to enter the capstone site. Primary Aim 2: To assess the perceived role that select OTD courses had in preparing the capstone student for their individualized capstone experience. Primary Aim 3: To assess the OTD graduate’s perceptions on their professional development toward the acquisition of advanced skills as graduates from a level-advanced occupational therapy program in terms of confidence, research, problem solving, critical thinking, knowledge base, etc. Literature Review offered an opportunity for a deeper analysis to perceive as positive methods to effectively prepare students for entry into the capstone experience. However, feedback on the Phase I Literature Review offered an opportunity for a deeper analysis to determine if the assignment details and timeline could be enhanced by the program. Overall, student feedback revealed positive perceptions regarding individual courses and capstone-implemented systems. Further research is needed to corroborate how students feel individual courses prepared them for their specific capstone trek. Since findings revealed positive perceptions for advanced skill development, this supports the belief that the OTD program is addressing both the ACOTE standards and program goals. Reflection: A Quality Assurance Study on the Doctor of Occupational Therapy Program’s Capstone: Perceptions of the Advanced Experience by Program Graduates. Edwards, M., OTS; Richardson, M., OTS; McIntosh, M., OTS; Wells, B., OTS; Morgan, C., PhD, MHSA, OTR/L. School of Health Related Professions: Department of Occupational Therapy University of Mississippi Medical Center. Results: The UMMC preparatory meetings, forms and assignments were all perceived as positive methods to effectively prepare students for entry into the capstone experience. However, feedback on the Phase I Literature Review offered an opportunity for a deeper analysis to determine if the assignment details and timeline could be enhanced by the program. Overall, student feedback revealed positive perceptions regarding individual courses and capstone-implemented systems. Further research is needed to corroborate how students feel individual courses prepared them for their specific capstone trek. Since findings revealed positive perceptions for advanced skill development, this supports the belief that the OTD program is addressing both the ACOTE standards and program goals.