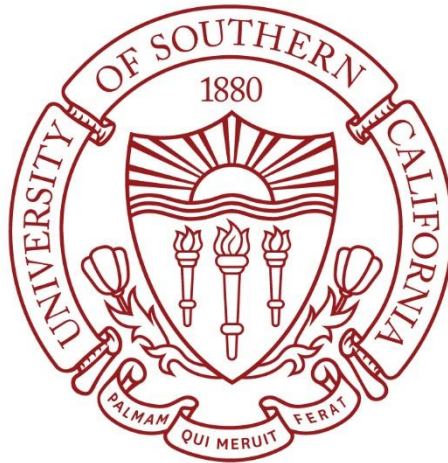


USC Mrs. T.H. Chan Division of
Occupational Science and Occupational Therapy



STUDENT HANDBOOK
Bachelor of Science (BS) and
Entry-Level Professional Doctorate (OTD)
Degree Programs in Occupational Therapy

2026-2027

Updated on October 7, 2026

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The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE®) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652- AOTA and its web address is <https://acoteonline.org/>.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). Upon passing the NBCOT certification exam, an individual becomes eligible to be recognized as an Occupational Therapist, Registered (OTR). However, all states also require a license to practice, and in some states—such as California—one cannot use the title “Occupational Therapist” until state licensure has been granted.

A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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Normal Business	(323) 442-1200
Campus Security on University Park Campus (UPC) EMERGENCY ONLY	(213) 740-4321
Normal Business	(213) 740-6000
Division Offices Chan Division Main Office (CHP-133, HSC 9003)	(323) 442-2850
Occupational Therapy Faculty Practice (OTFP).....	(323) 442-3340
Keck Hospital OT Office	(323) 442-5370
Registration Services https://arr.usc.edu/registration-services/ Degree Progress (JHH 010, UPC)	(213) 740-8500 (213) 740-7070
https://arr.usc.edu/degree-progress/ The Graduate School (STU 301, https://graduateschool.usc.edu/ Office of International Services (Royal St. Parking Structure, Suite 101) https://ois.usc.edu/	(213) 740-9033
Student Services Get Your USC Card: https://mycard.usc.edu/get-your-uscard/ One Stop at HSC: https://mycard.usc.edu/hsc/ Customer Service Center UPC	(213) 740-8709 (213) 442-2110 (213) 740-8709
Office of Student Accessibility Services (GFS 120, UPC) https://osas.usc.edu/	(213) 740-0776
Student Activities Center (SKS 410, UPC) https://campusactivities.usc.edu/	(213) 740-5649
The Writing Center (THH 216, UPC) https://dornsife.usc.edu/writingcenter/	(213) 740-3691
Bookstores/Libraries USC Bookstore (UPC) https://www.uscbookstore.com/	(800)-447-8620
HSC Bookstore (Seaver Hall, HSC)	(323) 442-2674
Norris Medical Library (HSC) https://libraries.usc.edu/locations/norris-medical-library	(323) 442-1116 (213) 740-4350
Leavey Library https://libraries.usc.edu/locations/leavey-library	
Student Health Services: studenthealth@usc.edu	(213) 740-9355
Financial Aid: https://financialaid.usc.edu/	(213) 740-2311
Transportation, Parking Services: https://transnet.usc.edu/	HSC: (323) 442-1201 UPC: (213) 740-3575

University publications supplemental to this handbook:

USC Catalogue: <https://catalogue.usc.edu/>

The USC Student Handbook: <https://policy.usc.edu/studenthandbook/>

Schedule of Classes and Registration Information: <https://classes.usc.edu/>

ADMINISTRATIVE FACULTY

For contact information go to: <https://chan.usc.edu/people/faculty>

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USC Chan Division of Occupational Science and Occupational Therapy

UNIVERSITY OF SOUTHERN CALIFORNIA
MRS. T.H. CHAN DIVISION of OCCUPATIONAL SCIENCE & OCCUPATIONAL THERAPY

DIVISION POLICIES

PROFESSIONAL CONDUCT, AS DEMONSTRATED BY COMPLIANCE WITH THE SPECIFICATIONS OF THESE POLICIES, IS EXPECTED OF ALL STUDENTS.

The purpose of this document is to present the policies of the USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy and to specify the standards of student academic performance and professional behaviors and expectations.

Students must read this document carefully to gain a precise understanding of Division expectations. These policies are intended to ensure nondiscriminatory recruitment and matriculation practices, preservation of student rights, and promotion of a standard of performance that will qualify you to meet the demands and challenges of occupational therapy practice. Your ability to practice as an occupational therapist will depend upon the extent of your knowledge and how you apply it to help people of all ages construct healthy, meaningful, and productive lives. Therefore, the faculty urges you to maintain the highest level of achievement. You are investing in your future as a professional person and in the success of the profession, and these policies have been implemented to assist you.

Student academic standards are facilitated by consultation with the Associate Chair for Academic, Faculty, and Student Affairs, Dr. Julie McLaughlin Gray, and the Program Directors. Faculty Advisors and Program Directors (2026-2027) are:

Dr. Samia H. Rafeedie	Entry-Level Occupational Therapy Professional Program (BS and Entry-OTD)
Dr. Amber Angell	PhD Program in Occupational Science
Dr. Sarah Bream	Post-Professional OTD Program
Dr. Emily Ochi	Post-Professional Master's Program
Dr. Ashley Uyeshiro Simon	Minor Program in Occupational Science

1. NON-DISCRIMINATION POLICY

The University of Southern California prohibits discrimination and harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic protected by law.

The University of Southern California complies with Title IX of the Education Amendments of 1972, Section 534 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, which respectively prohibit discrimination. Students who have an inquiry regarding these issues or who wish to file a complaint may contact the Office of Professionalism and Ethics (OPE) at <https://report.usc.edu/>, by completing a report online, or by phone at (213) 740-2500 or (800) 348-7454.

USC Chan Division of Occupational Science and Occupational Therapy

2. ACADEMIC STANDING

The Chan Division of Occupational Science and Occupational Therapy offers a Bachelor of Science (BS), a post-professional Master of Arts (MA), and an entry-level professional Doctorate in Occupational Therapy (OTD), as well as a Minor and a Doctor of Philosophy (PhD) in Occupational Science. Each academic program has its own specific educational requirements. Students are required to abide by the educational requirements and policies applying to the respective route of study chosen. This handbook specifically addresses the BS and entry-level OTD programs in occupational therapy.

The Chan Division offers a bachelor's to OTD program **leading to entry-level practice** in occupational therapy. In order to practice, students must successfully complete all course work for the entry-level OTD degree in occupational therapy, as well as successfully pass the equivalent of 24 full-time weeks of level II fieldwork. Following completion of the entry level OTD degree, candidates must successfully pass the national certification examination administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT), and acquire a state license. The NBCOT credential is a pre-requisite to state licensure.

The requirements of the Bachelor of Science degree include successful completion of all requirements for the BS degree of the USC Dornsife College of Letters, Arts and Sciences (LAS), and successful completion of occupational therapy coursework (see page 74).

Undergraduate students who choose to leave the educational program with the degree of Bachelor of Science in Occupational Therapy, or students who are not permitted to continue to the entry-level OTD program because of unacceptable grade point averages, will not be eligible to sit for the NBCOT certification examination. They may receive the BS degree in occupational therapy but will not be eligible for certification needed to practice. Those seniors who are admissible to the entry-level OTD program will receive their BS degree en-route to their OTD degree.

The requirements of the entry-level OTD degree include successful completion of all required occupational therapy coursework specific to the entry-level OTD degree option. Students complete the doctoral capstone project and experience as a final requirement for the entry-level OTD degree (see page 34). The program coursework is “lockstep” from semester-to-semester, with courses in each semester serving as prerequisites for subsequent semesters; and therefore; must be taken in the sequence in which it is designed. If a student fails a course in the entry-level OTD program, degree completion will be delayed by a minimum of one year.

As stated in the [2026-2027 USC Catalogue](#), faculty advisers, departments and programs take factors other than satisfactory grades and adequate GPAs into consideration in determining a student's qualifications for an advanced degree. A student's overall academic performance, specific skills and aptitudes, and faculty evaluations will be considered in departmental or program decisions regarding a student's continuation in a doctoral degree program.

Satisfactory progress toward an advanced degree as determined by the faculty is required at all times. Students who fail to make satisfactory progress, will be informed by their department chair, program director or school dean. The faculty has the right to recommend at any time after written warning that a student be dismissed from a graduate program for academic reasons or that a

USC Chan Division of Occupational Science and Occupational Therapy

student be denied readmission.

The faculty reserves the right to place a student on probation or dismiss any student whose lack of achievement in any academic area or whose lack of consistent adherence to the Chan Professional Behavior Standards and Expectations may indicate potential problems in clinical performance, as determined through the Faculty Advisor and Student Advisee Program (see page 18: FACULTY ADVISORS, FACULTY MENTORS, AND COMMUNICATION WITH FACULTY) Once dismissed, a student may be reinstated only after initiating a faculty review (please see Rights of Appeal on p. 17).

Leave of Absence: A graduate student in good standing, making satisfactory progress toward a degree, who must interrupt studies for compelling reasons, may petition for a leave of absence for a stated period. Once a leave of absence is approved, a student may return to the program during the same semester of the following academic year, due to the sequence and progression of the courses offered. A leave must be approved in advance by the Dean of the degree-conferring unit. Students who find it necessary to be excused from registration must request a leave of absence by the last day to drop or add courses. The request should include a plan for academic progress upon return. Students who fail to apply for a leave of absence are subject to policies governing continuous enrollment and readmission. Previous acceptance to the program does not guarantee readmission at a later time. Please refer to the USC Catalogue for more information. All requirements for the entry-level OTD degree, including all level II fieldwork and the Doctoral Capstone, must be completed within five calendar years from the date on which the student entered the program and/or began taking coursework. This time limit includes the period during which the student may be on special standing. Financial aid recipients considering a leave of absence should be aware of the financial aid implications. For more information, refer to the Leave of Absence website at: <https://loa.usc.edu/>; and the Withdrawal Implications for Recipients of Financial Aid section at <https://loa.usc.edu/steps-for-withdrawal/financial-aid/>

Student Health Leave of Absence: The University recognizes that health needs may occasionally interfere with a student's academic program. Accordingly, the University provides two types of health leaves, a Voluntary Health Leave of Absence and a Mandated Health Leave of Absence. Please see the details of both outlined at: <https://policy.usc.edu/student-health-leave-of-absence/>

For more information you may contact the Campus Wellbeing and Crisis Intervention office at <https://www.provost.usc.edu/campus-wellness-and-crisis-intervention/>.

3. ACADEMIC STANDARDS

- A. Matters concerning any course grade or assignment shall be discussed first with the instructor of the course. Faculty will have regular, announced office hours. For matters of more general academic concern, students are encouraged to consult with the academic director of the student's program of instruction.
- B. Undergraduate occupational therapy (OT) students must earn a grade of C or higher in both OT 509 and OT 510 and maintain a combined GPA of at least 3.0 across the two courses. A student who does not meet either one of these requirements will be placed on academic probation. The student must return to good academic standing by the end

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- of the following semester. Good academic standing is defined as earning a grade of C or higher in each course and achieving a combined GPA of at least 3.0 across all OT required courses. Failure to meet both requirements by the end of the following semester will result in dismissal from the program.
- C. A graduate OT student who is admitted to the program with a GPA less than 3.0 will have a registration hold based upon Graduate School requirements. The student must achieve a semester GPA of 3.0 or above in the first fall semester in order to continue in the program. Students are encouraged to meet with their faculty advisors mid-semester to review current standing and identify resources as needed.
- D. A graduate OT student who fails a required course and/or fails to achieve a 3.0 semester GPA for any semester in the program will be placed on academic probation and will be required to meet with a learning specialist at the Kortschak Center for Learning and Creativity to participate in individualized academic coaching. The student will receive a letter of academic warning/probation outlining the following:
- The student is required to meet with the learning specialist at least twice in the semester, with the first meeting scheduled by Week 3 of the semester immediately following the semester in which the student was placed on academic probation.
 - If the student's semester GPA falls below 3.0 in the subsequent semester, the student is dismissed.
 - If the student's semester GPA is 3.0 or above in the subsequent semester, but their cumulative GPA remains below 3.0, the student remains on academic probation until BOTH the semester GPA and the cumulative GPA are 3.0 or above. Because they remain on probation, if the student's semester GPA falls below 3.0 in the subsequent semester, the student is dismissed.
 - If the student's semester GPA is 3.0 or above or if the student earns credit for all required courses in the subsequent semester and the cumulative GPA is 3.0 or above, the student is no longer on academic probation.
 - If the student is no longer on academic probation and their semester GPA falls below 3.0 or if the student does not earn credit for a required course in a later semester, the student is NOT dismissed, but once again placed on academic probation.
- E. The minimum passing grade in all OT required courses is C or above. A student will be required to repeat any course in which the student earns a C- or below or receives a W (Withdrawal). A student may repeat professional OT courses only once if the student earns a C- or below, or receives a W. If a student does not earn a passing grade in a repeated professional course, the student is dismissed from the program.
- F. Undergraduate students may not take any course required for the OT major as Pass/Fail (P/F). Graduate students will not receive credit for any course taken as P/F.
- G. To be eligible for graduation, a graduate OT student must achieve a final overall cumulative GPA of 3.0 or above AND a GPA of 3.0 or above on all courses applied to the entry-OTD degree.

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4. RIGHTS OF APPEAL

Students who believe a grade has been assigned incorrectly are encouraged to first discuss the matter directly with their instructor. This initial step aims to preserve the student-instructor relationship and resolve issues through direct communication. If the discussion does not lead to a satisfactory resolution, students may initiate a formal appeal process.

All grade disputes must be submitted before the end of the term following the course in question. For example, a dispute regarding a fall course must be submitted before the end of the subsequent spring term. Students should note that this requirement applies to the initial submission of the dispute, not its resolution.

For most grade disputes, this appeal should be directed to the department chair and/or dean of the school. However, if the grade was imposed due to a violation of academic misconduct, the student must instead appeal to the VP for Academic Programs. The VP for Academic Programs may consult with relevant faculty and staff before making a final decision. (The USC Student Handbook, p. 57, Selected Academic Policies. <https://oec.usc.edu/wp-content/uploads/2025/11/Student-Handbook-2025-2026.pdf>)

For students in the Chan Division of Occupational Science and Occupational Therapy, the first level of appeal is the Associate Chair for Academic, Faculty, and Student Affairs. If the issue is not resolved, the second level of appeal is the Associate Dean of the Division. Students are required to address the appropriate person in writing, indicating details of their case. At each level of review, based upon University policy, the Associate Chair or the Associate Dean may personally review the appeal or appoint an ad hoc committee to review the issue.

5. ETHICAL STANDARDS AND ACADEMIC INTEGRITY

Ethical standards are a fundamental component of professionalism. The ultimate objective is mutual respect, enhancement of performance in the professional role, and enhancement of the program from which one graduates. These standards encompass all the responsibilities one assumes in relationships with peers, clients, instructors, supervisors, and the public. The basic components of the ethics involved are truth, equality, honesty, respect, and responsibility for self and others. The Chan Division of Occupational Science and Occupational Therapy expects adherence to the following ethical standards in both academic and fieldwork settings.

- a. Reliable and responsible action in following Division rules of conduct in any relationship within the Division or between Divisions, staff members, students, and others.
- b. Thoughtful and courteous behavior to guests of the Division, to faculty and staff, and to fellow classmates.
- c. Truth and honesty in all activities, interactions, and relationships. This includes carrying out assignments and agreements, use of Division or University materials and facilities, and performance on examinations. The Chan Division of Occupational Science and Occupational Therapy fully abides by the policies regarding academic integrity (The USC

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Student Handbook, p.11 - Integrity and Accountability: Student Community Expectations); <https://policy.usc.edu/studenthandbook/>

- d. Confidentiality of student records and examinations at all times.

6. FACULTY ADVISORS, FACULTY MENTORS, and COMMUNICATION WITH FACULTY

In the first fall semester of the entry-level OTD program, each student is assigned a faculty advisor who will be available throughout the program. Faculty advisors provide guidance and feedback on professional and academic matters and serve as a resource for personal matters should they arise. While each student will be assigned a designated faculty advisor, students are also encouraged to meet with a variety of Chan Division faculty throughout their academic program.

The Faculty Advisor and Student Advisee Program has been established to support entry-OTD students in both practice and classroom settings. The program includes:

- an introduction to the program and the role of the Faculty Advisor, presented during orientation week
- structured meetings between Faculty Advisors and Student Advisees, scheduled at least once a semester from Fall Year 1 to Spring Year 2, or more frequently as desired or requested by individual students or faculty
- a student self-assessment of professional behaviors completed in OT 511: Reflection in Practice, reviewed by the Student Advisee and Faculty Advisor to identify areas of strengths and areas for improvement
- regular and timely updates on student performance and professional behaviors submitted by Faculty Advisors to the Academic Program Director

During the third year of the program, entry-OTD students are matched with Faculty Mentors who have expertise consistent with the student's area of focus during their Level IIB Fieldwork and Doctoral Capstone Experience. Faculty Mentors regularly meet and advise students through the Doctoral Capstone Preparation Seminar courses facilitated in Fall and Spring of Year 3, and during the Doctoral Capstone Experience in the Summer.

7. CULTURE, COMMUNITY, AND BELONGING (CCB)

The USC Chan Division of Occupational Science and Occupational Therapy is committed to preparing exceptional leaders with a strong identity and understanding of occupation and its power to transform people and society. One of our primary strategies for achieving this goal is expanding opportunities for all individuals within the occupational science and occupational therapy workforce. This involves a commitment to accountability, transparency, and consistent engagement to ensure we create and maintain a welcoming and supportive community for all. More information is available at <https://chan.usc.edu/community/culture-community-belonging>

The Culture, Community, and Belonging Committee is a group of faculty, staff, and students who work collaboratively to support the mission of the USC Chan Division. Our programs are open to all eligible individuals. The Culture, Community, and Belonging committee operates all its programs and activities consistent with the University's Notice of Non-Discrimination. Eligibility is not determined based on race, sex, ethnicity, sexual orientation, or any other prohibited factor.

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Our Mission

We strive to ensure that all faculty, staff, and students feel valued and supported, and are prepared to meet the different needs of individuals, populations, and the profession.

Our Goals

1. Develop and maintain an accessible, welcoming, and supportive climate within the Chan Division for all students, staff, and faculty.
2. Support faculty in the development and use of resources to competently deliver curriculum that prepares students to be responsive and effective practitioners.
3. Support the development and implementation of initiatives to recruit, hire, and retain highly qualified students, staff, and faculty.

Affinity Spaces

Information on Affinity Space meetings is available at <https://chan.usc.edu/community/culture-community-belonging/affinity-spaces>.

Affinity Spaces provide a physical or virtual environment designed to be supportive, respectful, and free from conflict or criticism. The purpose of these spaces is to provide a positive and welcoming environment for groups to come together and engage in community through open and honest dialogues to facilitate personal and professional growth. All are welcome to attend gatherings put together by the Affinity Spaces.

CCB Committee Contact Information: jesusdia@chan.usc.edu

8. PROFESSIONAL BEHAVIORS AND EXPECTATIONS

One objective of the Division and the academic programs is to develop professional awareness and to build professional habits. As such, certain standards of professional behavior are expected across the Chan Division community. The professional attributes and related skills outlined below align with our Chan Division Core Values and the [American Occupational Therapy Association \(AOTA\) 2025 Code of Ethics](#).

Students will have opportunities to continually reflect upon and hone their professional behaviors throughout the program, such as in various courses (including fieldwork) and the Advisor + Advisee Program. The Division holds all students to these professional behavior expectations. These expectations are outlined below, along with some key examples.

1. Communicative	
Related Skills	Examples
Works with faculty and peers in a productive way.	<u>Do</u> : Encourage participation from all group members in group activities, valuing contributions from all members.

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Communicates clearly and respectfully in written and verbal communication. Listens actively and encourages ideas and opinions from others. Responds and follows up in a timely fashion.	<u>Do NOT:</u> Dismiss others' opinions or contributions, such as by erasing the work of others on a group assignment without discussing as a team.
2. Responsible	
Related Skills	Examples
Recognizes that the impact of their actions may not always match their intentions. Assumes responsibility for own actions. Promptly notifies faculty and other concerned parties if circumstances prevent attendance or result in being late. Takes initiative to make up missed work and catch up on work tasks if absent. Persists in addressing responsibilities and challenges, seeking support or adjusting approaches when needed. Consistently prepares to engage with work tasks, responsibilities, and/or peers, instructors, and site supervisors. Tracks own learning progress, recognizes and takes initiative to seek supports.	<u>Do:</u> Continually reflect on your performance in all courses, identifying strengths and needs. If you need support, identify what would help and follow up in a timely manner. <u>Do NOT:</u> Silently struggle, hoping it will get better "next time" and wait until the end of the semester to ask for support.
3. Adaptable	
Related Skills	Examples
Demonstrates flexibility in unexpected situations and adjusts behavior if needed. Shifts perspectives, adapts to unexpected changes, and approaches challenges from multiple angles.	<u>Do:</u> Adjust to variability and demands across contexts including courses, fieldwork, and supervisors / educators. <u>Do NOT:</u> Expect consistency or reject alternate ways of doing things.

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Willingly provides and receives constructive feedback.	
Recognizes need and responds by seeking and utilizing supports.	
4. Present and Engaged	
Related Skills	Examples
Consistently engages in and is present during work activities, including in-class assignments, experiential and hands-on activities, and group work outside of class.	<u>Do</u> : Ask questions and take advantage of practice opportunities during class (discussions, hands-on, role playing, case analysis).
Attends classes, fieldwork, meetings, etc. regularly and on time.	<u>Do NOT</u> : Play online games or engage in other off task behavior on your devices.
Focuses and pays attention to instructors and peers during class.	
Behaves in ways that contribute to the classroom learning environment and learning opportunities for their peers.	
Demonstrates a cooperative and supportive attitude.	
5. Responsive	
Related Skills	Examples
Considers others' experiences, perspectives, and emotions when responding to others.	<u>Do</u> : Recognize inappropriate, unproductive or hurtful conversations, and use appropriate strategies to redirect, disengage or seek support while maintaining respectful communication.
Maintains a feedback rich environment focused on mutual goals.	
Addresses challenging situations and conflict, seeking help when necessary.	<u>Do NOT</u> : Blame others for your own actions or avoid conflict
Demonstrates flexibility when disagreements occur and navigates them constructively.	
6. Ethical	

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Related Skills	Examples
Upholds academic integrity in all work, as outlined by the USC Chan Student Handbook. Treats classmates, clients, faculty and others with compassion, respect and dignity. Addresses conflict in ways that repair relationships and strengthen community. Promotes inclusion, ensuring others feel welcomed, valued, and heard. Represents oneself and circumstances truthfully regardless of unfavorable consequences.	<u>Do</u>: Speak directly with your professor and/or classmates if you are aware of dishonest behavior. <u>Do NOT</u>: Submit work for a class assignment that has been written by someone else or use unauthorized sources for completing your assignments.

Professional relationships and mentoring established via faculty advisors and peer mentors are part of the Division's overall approach to developing professional behaviors and expectations. A top-down approach emphasizes role modeling and immersion in professional culture and activities. Students have opportunities to participate in professional occupational therapy associations at both state and national levels, as well as student leadership organizations within the Division. Through such engagement, students gain experience in active volunteerism and leadership which fosters the development of humanitarianism, integrity, and accountability. Participation in professional opportunities also promotes a critical awareness of personal behaviors and respect for others. Each year, several students receive Student Leadership Awards in the form of monetary support toward attendance at state, national, and/or international professional occupational therapy conferences.

a. OCCUPATIONAL THERAPY PROFESSIONAL ORGANIZATIONS

Student membership in both the American Occupational Therapy Association (AOTA) and the Occupational Therapy Association of California (OTAC) is required. AOTA and OTAC protect the scope of practice for occupational therapy and represent the profession at the national and state levels. Membership in these associations is comparable to holding "career insurance." It is our sincere hope that student membership will translate into lifelong membership. Therefore, student membership in AOTA and OTAC is essential.

Careful consideration of financial responsibilities is encouraged, as membership in both associations is required during the professional program. Students will also benefit personally and professionally from the advocacy, publications, member services, and events the associations provide. Various class assignments will require access to the AOTA member website, the OTAC member website, as well as other events, resources, and membership benefits.

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Apply for student membership on-line at <https://www.aota.org/> and <https://www.otaonline.org/>. Students **must provide proof of membership in both associations (membership I.D. numbers or membership cards) at the beginning of each fall semester. Students must maintain AOTA and OTAC memberships throughout enrollment in the professional program.**

b. STUDENT ORGANIZATIONS and GROUPS

Chan Registered Student Organizations (RSOs)

The Chan Division has several [Registered Student Organizations](#) (RSOs) that are recognized by the University and self-governed by Chan students with advisement by Chan faculty. The following RSOs are currently active in the Chan Division:

The mission of the [Asociación Hispanohablante de Terapia Ocupacional \(AHTO; Spanish-Speaking Occupational Therapy Association\)](#) is to improve the educational experience of Latinx and/or Hispanic-identifying occupational therapy students, serve as a resource for community members to support one another, and advance clinical care for Spanish-speaking and Latin American populations both locally and around the world.

The goal of [USC's Coalition of Occupational Therapy Advocates for Diversity \(COTAD\)](#) chapter is to empower occupational therapy students and practitioners in Chan Division to engage in practices that increase justice, equity, diversity, inclusion, anti-racism, and anti-oppression in all its forms for a transformative occupational therapy profession. This student-led organization also aims to provide safe spaces where students can engage in meaningful discussions surrounding current affairs, implicit biases, culture's impact on occupations, and the importance of marginalized representation in healthcare. COTAD works towards increasing the profession's visibility and accessibility to underrepresented groups, and cultural humility by sharing and learning about different lived experiences. Additionally, chapter leaders will have the opportunity to collaborate with other COTAD chapters nationwide. Here, members can share ideas and resources on how to create more supportive and diverse occupational therapy education programs. As the USC chapter continues to grow, we hope to see today's student leaders become tomorrow's advocates by learning the skills necessary to provide equitable services through the intersectionality lens of anti-racism and anti-oppression towards clients.

The [Occupational Therapy and Science Council \(OTSC\)](#) is the coordinating body for student activity in the Division. The council includes students in the Bachelor's, post-professional Master's, post-professional OTD, entry-OTD, and PhD programs. The purpose of the council is to serve as the [AOTA student occupational therapy association \(SOTA\)](#), as well as represent student interests to the Chan Division of Occupational Science & Occupational Therapy, the Graduate Student Government (GSG), and the University of Southern California. OTSC is a student-led organization that strives to represent Chan Division student needs and interests through meaningful and inclusive connections to USC, OTAC, AOTA, and the community in order to support student engagement and professional development. There are opportunities for discipline-specific education, professional development, interdisciplinary networking

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and volunteering, as well as fundraising efforts dedicated to non-profit and non-governmental agencies within the community. OTSC holds elections for officers and executive committee coordinators each year; however, all Chan Division students are members of this organization.

Communication across students, staff, and faculty is very important, and is supported by Chan Division Student Governance, which is a part of the Occupational Therapy and Science Council. Representatives include three elected students from the entry-OTD program, one from each year, as well as one bachelor's to entry-OTD student from any year, and one representative from each of the post-professional master's, post-professional clinical doctorate, and doctor of philosophy degree programs. The intention of student governance is to provide a means for students in all our programs to provide the Chan Division feedback, and to serve as a mechanism for the Chan Division to solicit input from students from all programs on a variety of issues.

The Chan Division Student Governance Council is intended to serve as an advisory group, representing student perspectives and input on a variety of topics. It is not a decision-making body. All input will be taken into consideration when making decisions, along with other perspectives and factors. Efforts will be made to provide students with sufficient and timely information so they can participate in decision-making processes.

The chart below outlines that kind of input student governance does and does not provide.

Student Governance Council may provide input related to the following topics*	Student Governance Council may not provide input related to the following topics*
Chan class schedule Chan communications Chan events and activities Chan registration timeline and process Chan Student Support and Engagement Classroom conditions and physical environment Curriculum (course offerings and course sequence) Fieldwork and Doctoral Capstone Scholarships and Student Worker positions *Note: Input that does not fit within the above categories will	Individual Student progress and course sequence Faculty and Staff Affairs, e.g. hiring, appointment(s), performance (aside from Student Learning Experience Evaluations), contracts/non-renewal, etc. University Topics: Input on the topics listed below should be directed to Undergraduate Student Government (USG) or Graduate Student Government (GSG) • Communication • Events • Facilities/Physical Campus • Policies • Security

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be redirected to the most relevant person/group.	
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The [Pre-Occupational Therapy Club](#) is open to all USC undergraduate students who are interested in learning more about occupational therapy. The club provides students with opportunities to participate in activities and events both on the USC campus and throughout the Los Angeles area.

Student Groups

In addition to Registered Student Organizations, the following **Chan Student Groups**, supported by Chan faculty, provide opportunities for student involvement in special areas of interest or represent local student chapters of national organizations:

The Alpha Eta Chapter of [Pi Theta Epsilon \(PTE\)](#), a specialized honor society for occupational therapy students and alumni, was established at USC in 1990-91 to recognize and encourage scholastic excellence. Using eligibility standards set by the national PTE organization, faculty advisors invite students to apply if first semester cumulative grade point averages fall within the top 35 percent of their class. PTE elects officers following selection of new initiates and sponsors scholarly presentations and activities throughout the year.

For additional details and information regarding various student organizations and groups, please visit <https://chan.usc.edu/people/student-groups>. In addition to role modeling and professional immersion, students are exposed to the knowledge and skills necessary for successful practice in occupational therapy by participating in the Chan Division's student organizations.

c. CHAN DIVISION STUDENT SUPPORT AND ENGAGEMENT

Students are encouraged to use office hours and interact with members of the teaching team outside of regularly scheduled class times. Students can access resources on the Chan website: <https://chan.usc.edu/students>.

Student support and engagement services are offered daily (Monday through Friday) in the Student Lounge, located in the Center for Health Professions (CHP) rooms 137 and 139, during the midday break from 12:15 – 1:15 pm. Services include educational support tailored to various courses, resources for developing effective studying and learning strategies, peer mentoring for program navigation, pathways for making connections with instructors and University resources, community building, and practice exploration. Additionally, student support services provide asynchronous, evidence-based resources on writing, APA formatting, and study techniques. Students have the flexibility to “drop-in” to the Student Lounge during the midday break or schedule meetings in-person, via Zoom, or in group formats ranging from large gatherings to 1-on-1.

Contact Tessa Milman at tmilman@chan.usc.edu for additional information. Click on

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this [Google form](#) to request a meeting.

In addition, check out our [Resource Guide](#) for help navigating all of the supports available at Chan and USC.

d. ATTENDANCE, ABSENCE, AND MAKE-UP WORK POLICY

Unless taken remotely during the third year of the program, all other courses are scheduled and approved as in-person, synchronous courses. Regular participation in in-person activities, discussions, demonstrations, simulations, and collaborative exercises is essential for students to meet course learning objectives, as these experiences cannot be fully replicated outside of class. Students earn grades and academic credit based on the criteria described in each course syllabus, successful completion of course requirements, and fulfillment of the professional expectations associated with each course.

Consistent with USC policy, grades are not awarded solely for attendance. However, regular attendance is a course expectation, because successful mastery of course content depends upon active participation in in-person instructional activities.

Attendance and participation are distinctly different expectations. Attendance refers to a student's presence in class, and students are expected to arrive on time, remain for the duration of the class, and participate in required learning activities. Students who arrive significantly late, depart significantly early, or miss a substantial portion of a class session may be considered absent for that session at the instructor's discretion. Participation pertains to a student's engagement in in-class learning experiences. Participation may contribute to the course grade when specified in the syllabus; attendance serves as a separate expectation that supports successful achievement of the course learning objectives.

Students are expected to attend all scheduled class meetings, and attendance at 85% of scheduled class sessions is the minimum acceptable standard. To clarify, for a course that meets 1x/week for 14 weeks, a student can miss only 2 class sessions to meet the minimum standard. For a course that meets 3x/week for 13 weeks, a student can miss only 6 class sessions.

Students will **only be permitted to participate remotely if approved by the instructor and aligned with the course learning goals and activities.**

Absence Notification

The Division does not excuse absences; however, illness, emergencies, and other unforeseen circumstances may require students to miss class. If a student is going to be absent, they are expected to notify the instructor(s) at least one hour before the start of class. If advanced notice is not possible because of situational circumstances, students should notify the instructor(s) as soon as possible.

Make-Up Work

Many in-class learning activities cannot be fully replicated outside of the classroom, and

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make-up work may or may not be available depending on the missed instructional activities. Students may be permitted to make up work associated with a maximum of 15% of class sessions. The instructor will determine whether make-up work is permitted and the manner in which it will be completed. Unless otherwise approved, make-up work must be completed before the beginning of the next class session. Completion of make-up work does not remove an absence from a student's attendance record and does not exempt the student from meeting the program's minimum attendance standard.

University-Approved Absences

Exceptions to the attendance policy may be granted for university-recognized circumstances, including approved accommodations through the Office of Student Accessibility Services (OSAS), religious observances, student-athlete obligations, military service, and jury duty, in accordance with USC policy. Students are responsible for notifying the instructor in advance and arranging to complete missed coursework or reschedule examinations. Absences for these approved reasons will not contribute to an attendance-related grade reduction.

Students should arrange with individual course instructors *in advance* to complete work that is missed and/or to reschedule final examinations as a result of conflict with religious/holy days. For additional information, students should consult with the [USC Office of Religious and Spiritual Life](#).

Health-Related Circumstances

If you are not feeling well, consult your healthcare provider for current guidance regarding attendance and isolation: <http://publichealth.lacounty.gov/media/coronavirus/guidances.htm>. Your health and the wellbeing of others are a priority—please follow the recommended precautions before returning to campus.

For extended or unexpected health concerns, the student will be referred to USC Student Health, the Director of the Academic Program, and/or Dr. Julie McLaughlin Gray, the Associate Chair for Academic, Faculty, and Student Affairs, for support in navigating campus resources and appropriate channels for academic or program-related adjustments.

Minimum Attendance Standard

Students who attend fewer than 85% of scheduled class meetings, excluding university-approved absences, will be subject to an attendance-related reduction in their final course grade. For each absence exceeding the 15% threshold, the student's grade will be reduced by one grade increment (e.g., A to A-, A- to B+, B+ to B), with a maximum reduction of one full letter grade (e.g., A to B, B to C). This reduction is applied after the student's final earned course grade has been calculated. Attendance-related grade reductions may lower the student's final course grade below the minimum grade required to pass the course or satisfy program requirements.

e. ASSIGNMENT SUBMISSION AND GRADING POLICY

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Students are expected to submit assignments on the due date and time listed on the syllabus. Unless otherwise noted, all assignments are to be submitted via Brightspace.

If a student anticipates they will be unable to submit an assignment on time as specified by the due date on the syllabus, they should notify the instructor in writing at least 24 hours before the deadline (1 business day; Monday through Friday) so a plan for completion can be determined in a timely manner. Please refer to the table below.

Occurrence	Student Action	Outcome
First Late Submission with Notice	Student notifies professor at least 24 business hours <i>before the deadline</i> for the assignment.	The student is permitted to submit the assignment late, <i>on/before a newly agreed-upon due date</i> , without any penalty.
Second (or More) Late Submission with Notice	Student notifies professor at least 24 business hours <i>before the deadline</i> for the assignment.	The student is permitted to submit the assignment late; however, a 5% deduction <i>per day</i> (24-hour period) is applied to the grade.
Any Late Submissions without Notice	Student does NOT notify professor at least 24 business hours <i>before the deadline</i> for the assignment.	The student is permitted to submit the assignment late; however, a 5% deduction <i>per day</i> (24-hour period) is applied to the grade.

For severe health concerns which may arise, the student will be referred to USC Student Health, the Director of the Academic Program, and/or Dr. Julie McLaughlin Gray, the Associate Chair for Academic, Faculty, and Student Affairs, for support in navigating campus resources and appropriate channels for academic adjustments.

F. POLICY CONCERNING GRADED ASSESSMENTS AND COURSE EXAMINATIONS:

Students are informed well in advance of the schedule and due dates for graded assessments (exams, quizzes, papers, etc.) in each course. It is the student's responsibility to prioritize these dates and times in order to meet course requirements, and it is advantageous to take all exams at the day/time when they are administered. Depending on the course learning objectives and in-class activities, some graded assessments cannot be offered at an alternate time, and students will receive a 0/no credit for the assessment.

Accommodations needed, due to a student's specific disability(ies) or health condition, must be approved by the USC Office of Student Accessibility Services (OSAS) and should be requested at the beginning of the semester, well in advance of exams. If a student has OSAS-approved accommodations and wishes to use them for graded assessments/course exams, the student should notify the course instructor a minimum of two weeks prior to the exam. Accommodation requests submitted fewer than two weeks prior to an examination are not guaranteed to be implemented. Approved accommodations are effective only for the semester in which they are authorized by OSAS and communicated to instructors, and they will not be applied retroactively.

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Graded assessments MUST be completed on the date and at the time scheduled. Acknowledging that emergencies can arise on the day of a graded assessment, the following policy will apply:

- If a student is late for a graded assessment/exam, they may complete it as scheduled with any remaining time available.
 - For circumstances in which a student is late for/missing more than one scheduled assessment, the student will be referred to the Director of the Academic Program, and/or Dr. Julie McLaughlin Gray, the Associate Chair for Academic, Faculty, and Student Affairs, for support in navigating campus resources.
- If a student cannot be present for a graded assessment/exam due to self-limiting conditions (e.g., flu, headache, gastroenteritis), the student must notify the course instructor of their absence as soon as possible in order to reschedule the graded assessment at the instructor's convenience.
 - For severe health concerns which may arise, the student will be referred to USC Student Health, the Director of the Academic Program, and/or Dr. Julie McLaughlin Gray, the Associate Chair for Academic, Faculty, and Student Affairs, for support in navigating campus resources and appropriate channels for academic adjustments.

Documentation supporting emergency situations requiring extensive modifications to the course assessment schedule (i.e. multiple assessments must be rescheduled or rescheduling of final examination) must be provided for:

- Hospitalizations, significant injuries, or concussions
- Death of immediate family member

Failure to provide the appropriate documentation will result in a "0" for the assessment/examination.

G. PROFESSIONAL ATTIRE

Appropriate mode of dress is reviewed annually to reflect professional responsibilities and role demands of students. Because one objective of the program is to develop professional awareness and to build professional habits, certain standards of dress and behavior are expected.

1. When students have classes in settings away from university premises, professionally suitable clothing is required and must conform to the standards of the setting.
2. Clothing for Level I and Level II fieldwork must conform to the facility standards and not be in conflict with any agency's policies. The student is expected to be familiar with these policies and to wear appropriate attire. If an agency does not require uniforms for occupational therapy personnel, suitable conservative, or business-casual, attire should be worn.

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3. Unless otherwise instructed, jeans, shorts and open-toed shoes are not appropriate for either off-campus classes, site visits, or fieldwork.
4. All occupational therapy professional students are provided a name tag by the Division. Students are expected to wear their name tags at all times while in practice settings, unless otherwise instructed. Students must purchase a replacement name tag if lost.
5. In some facilities, students will be expected to wear a white lab coat with USC Chan Occupational Science and Occupational Therapy student insignia on the sleeve or front of the coat, hospital scrubs, or other uniform. Students will receive a white lab coat at the Division White Coat Ceremony the first fall semester in the program. Student insignia is available at the HSC bookstore.

H. USE OF SOCIAL MEDIA

Social media such as LinkedIn, Twitter, Instagram, Facebook, YouTube, among others, blurs the lines between the professional and the personal. Potential employers might examine an individual's social media site(s) to assess their behavior related to ethical decision-making and/or respectful and courteous communication. A recently published AOTA Advisory Opinion included the following statement with regards to on-line social networking (OSN):

Although posting information on a social networking site is not inherently unprofessional, health care providers need to be cognizant of their responsibility to carefully select the content and amount of information they post. As health care providers, occupational therapy practitioners, educators, and students should ensure that their postings are consistent with professional, legal, and ethical standards, behavior the term *e-professionalism* was coined to describe.

(AOTA Advisory Opinion for the Ethics Commission on Social Networking, p.3, 2016).

Be aware that when posting on any social media site students must adhere to privacy and confidentiality laws and guidelines, such as the Health Insurance Portability & Accountability Act (HIPAA) and copyright restrictions. Never post any material about a patient, client, or family.

Students should have no expectation of privacy on social networking sites. People using social networking sites have no legal obligation to maintain confidentiality. In addition, information you have deleted can be stored and viewed by others. In considering a post to any social media site, students should think about how it will reflect on them, the Division, or the University if it were to become widely known among students and faculty.

The rules for academic integrity also apply to postings on social media sites. For example, if a student learns about cheating from a social media post, they must report it.

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If students have questions about this topic, they are encouraged to discuss them with faculty and/or review on-line information related to the best practices regarding the use of social media.

Helpful website to reference:

<https://www.aota.org/publications/student-articles/career-advice/social-media>

Access the full AOTA Advisory Opinion at (requires AOTA membership to access):

<https://www.aota.org/-/media/corporate/files/secure/practice/ethics/advisory/ethics-and-social-media.pdf>

I. COMPLIANCE WITH REQUIREMENTS FOR PATIENT/CLIENT CONTACT

Students may visit childcare centers, clinics, or hospitals as part of their didactic courses, as well as during fieldwork experiences. The University requires all occupational therapy students be in compliance with the following requirements **at all times** during their academic program (list is subject to change): health clearance compliance (including Annual Tuberculosis (TB) testing), cardiopulmonary resuscitation (CPR) certification, HIPAA training, Question, Persuade, Refer (QPR) training, and annual bloodborne pathogens training. Students are responsible for ensuring compliance in each of these areas. Refer to Section 10 (The Fieldwork Program) for additional details.

9. STUDENTS WITH DISABILITIES and the USC Office of Student Accessibility Services (OSAS)

The USC OSAS staff is responsible for ensuring equal access for students with disabilities in compliance with state and federal law. OSAS assists in creating an accessible USC environment through reasonable accommodations, training, and collaboration. Services for students with disabilities include:

- Assistance in providing readers, scribes, note-takers, and interpreters
- Advocacy with faculty
- Special accommodations for test-taking needs
- Auxiliary aid and equipment loans
- Assistance with architectural barriers
- Information on accessible seating at USC sporting events
- Assistive technology
- Support for individual needs
- Information on various disabilities

Students requesting academic accommodations based on a disability are required to register with OSAS each semester. OSAS will provide a letter of verification for approved accommodations when adequate documentation is filed. In order to utilize accommodations, students must submit a copy of the verification letter to their course instructors or to the Director of the Professional Program.

With documentation of disability, students may request accommodations for coursework,

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exams (including the NBCOT exam), and fieldwork.

Should a student have approved accommodations through OSAS and wish to utilize them for course exams, the student should notify the faculty member a minimum of two (2) weeks prior to the exam. The Division will make a good faith effort to implement all accommodation requests; however, some accommodations may require additional time to put in place. Accommodations can only be used in the semester that they are approved by OSAS and provided to instructors; they cannot be implemented retroactively.

OSAS is located on UPC, Grace Ford Salvatori Hall (GFS) Room 120. Telephone: 213.740.0776. Information can be obtained and students can register online at the OSAS website: osas.usc.edu; or send an email to: OSASFrontDesk@usc.edu.

10. THE FIELDWORK PROGRAM

Students participating in fieldwork experiences assume professional roles and responsibilities, including service and care delivery to clients. In compliance with accreditation standards, fieldwork provides experiences with diverse client groups across the lifespan; to persons with psychosocial, physical, and/or developmental performance deficits; and in various service delivery models reflective of current practice in the profession. Consistent presence on scheduled fieldwork days is required for successful completion (refer to the Level I fieldwork portion of each practice immersion course syllabus and Guidelines and Procedures for Absences in the Fieldwork and Capstone Manual).

Level I Fieldwork:

Level I fieldwork is embedded in academic coursework. The goal of Level I fieldwork is to gain exposure to and an understanding of the current and/or potential role of occupational therapy professionals in various practice settings with a variety of client populations. In addition, students begin to develop their professional identity and integrate classroom learning with practice opportunities. Students engage in a level I fieldwork experience for one full day per week for nine weeks during each of the four practice immersion courses. Students are placed in a practice setting related to the immersion course in which they are enrolled and are expected to follow the full-time schedule of the fieldwork site. Fieldwork experiences are assigned by the Fieldwork Team in collaboration with students and fieldwork sites. Students choose and rank available sites in order of preference through the PRISM database.

Level II Fieldwork:

Level II fieldwork is a more in-depth practice experience, in which students assume direct client care/practice responsibilities under the supervision of a licensed occupational therapist. The emphasis is on further developing clinical reasoning skills, acquiring and applying knowledge and skills in the practice environment, and professional behaviors and expectations, including communication. The student is expected to achieve entry-level competence in the specific practice area to which they are assigned by the completion of each Level II fieldwork experience.

The Accreditation Council for Occupational Therapy Education (ACOTE, 2023) requires a **minimum of 24 weeks of full-time Level II fieldwork**. Our curriculum fulfills this requirement through two placements:

- One 12-week **full-time** Level II experience
- Two **part-time** Level II experience, split across 2 semesters

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The first Level II fieldwork experience (Level IIA) is full-time for 12 weeks during the summer of the second year in the program. During the full-time Level II experience, students are not permitted to participate in any other academic coursework. The second Level II fieldwork is part of the third year, referred to as the Level IIB Fieldwork to Capstone Pathway, and occurs across the fall and spring semesters of the third year of the program. The second Level II fieldwork is 20 hours/week for a minimum of 29 weeks across the fall and spring semesters. Third-year courses will be taken concurrently with the fieldwork experience. The Doctoral Capstone Experience is 14 full-time weeks during the summer semester of the third year in the same practice setting as the second level II fieldwork.

The student must register for two units of OT 636 (Fieldwork with Seminar) for their first Level II fieldwork experience. For the second Level II fieldwork (Level IIB), students register for one unit of OT 636 in the Fall and one unit in the Spring. Students are NOT permitted to attend Level II fieldwork unless they are registered for the course. Successful completion of 4 units of OT 636 is required for the entry-level doctoral degree in occupational therapy, and for NBCOT certification eligibility. If a student is on probationary status, Level II fieldwork may be postponed. A student may repeat an unsuccessful Level II Fieldwork only once. If a student fails TWO level II fieldworks, they will be dismissed from the occupational therapy doctorate program, will be ineligible for credentialing by NBCOT, and will not be able to practice occupational therapy.

International Students:

International students will need to apply for the [Curricular Practical Training \(CPT\)](#), which is a type of off-campus work authorization that allows F-1 international students to participate in academic internships during their degree program. CPT also allows students to gain work experience in their field of study while earning academic credit and advancing toward program completion. CPT is available for full-time or part-time employment, depending on the academic department's requirement. All international students should reach out to the Office of International Services (OIS) for support and guidance in this process: <https://ois.usc.edu/>.

While opportunities exist for fieldwork and capstone experiences outside the greater Los Angeles area, including several international locations, all international students with F-1 and J-1 visas must follow U.S. government immigration regulations to maintain their international student status. **All international students with F-1 and J-1 visas may complete their full-time Level IIA in summer at locations outside of Los Angeles and may complete their Level IIB + Capstone Pathway either in the Los Angeles area or as an international study abroad experience.** Please direct visa-related questions to the USC Office of International Services <https://ois.usc.edu/>.

Fieldwork Prerequisites Required by the University/Division:

In order to participate in Level I or II fieldwork, students must maintain compliance with all of the following prerequisite requirements:

- [Health Clearance](#) through USC Student Health. Refer to the USC Student Health website for specific University requirements: <https://studenthealth.usc.edu/>
- [Bloodborne Pathogens](#) exposure training (completed annually)
- [Health Insurance Portability & Accountability Act \(HIPAA\)](#) training. The HIPAA Privacy Education program for students is available at: <https://ooc.usc.edu/hipaa-privacy-education-program>

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- Cardiopulmonary Resuscitation (CPR) certification by the American Heart Association in Basic Life Support (BLS) for Healthcare Providers. Students must complete this course through the Chan Division in September of the first year. Certification is valid for 2 years. Students will be required to renew prior to the 3rd year of the program. There is an additional fee associated with this class.
- QPR (Question, Persuade, Refer) training provides students with the skills to recognize suicide warning signs and intervene promptly to provide support and referrals, as well as the confidence to take action in a crisis. More information can be found at: <https://qprinstitute.com/>

Site-Specific Onboarding Requirements:

In addition to the University/Division prerequisites listed above, some fieldwork sites require any one of the following: fingerprinting, criminal background check, drug testing, mask-fit testing, and/or on-site orientation. The student is responsible for the cost of additional requirements. It is the student's responsibility to complete all prerequisites and to allow 6-8 weeks for processing of results prior to the start of each fieldwork experience. Contact the Academic Fieldwork Contracts and Prerequisites Administrator at otfw@chan.usc.edu or 323-442-1851 for assistance if needed.

The Fieldwork Placement Process:

Level I and Level II fieldwork assignments are based on availability of placements, the student's self-identified priorities and preferences, a randomized matching process in PRISM, and site-specific interviews. In order to engage in any fieldwork placement, students must be compliant with University prerequisites. In addition, the performance in Level I fieldwork and course learning activities will be taken into consideration during the Level II fieldwork placement process.

Certain Level II fieldwork sites require a faculty recommendation as part of their placement process. Students will be informed when a site has this requirement. In these instances, the Academic Fieldwork Coordinators will consult with a faculty member who has expertise in the relevant practice area and had the opportunity to teach and evaluate the student. The faculty member will complete the Fieldwork Readiness Form (FRF) based on the student's demonstrated knowledge, skills, professional attitudes, and overall readiness for the specific practice setting, as observed through classroom participation, course assessments, practicums, and other learning activities (see Appendix B).

Communication with fieldwork sites (new or existing) for placement is the responsibility of the Academic Fieldwork Coordinators (AFWCs). Students are encouraged to provide the AFWCs with information about potential sites that are not included on the Fieldwork Site database, including contact information. **Students may NOT contact sites directly to arrange or request their own fieldwork placements. Doing so can put a student at risk of losing the opportunity for placement at those sites, which may delay their participation in fieldwork** and completion of the program

If a student initiates the cancellation of a fieldwork assignment once it is confirmed, reassignment will only be considered after all students are initially placed. Stipend opportunities are rare and can become available at any time. The Chan Division's placement process will be upheld regardless of when stipend opportunities become available.

Disclosure of Relationship with Fieldwork Site:

To support a fair, objective, and educationally appropriate fieldwork experience, students are

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expected to disclose any current or prior relationship with a fieldwork site to which they are matched. Such relationships may create actual or perceived conflicts of interest, boundary concerns, or other circumstances that could affect the student's learning experience, supervision, or evaluation. Disclosure allows the Academic Fieldwork Coordinator (AFWC) to review the circumstances and determine whether the placement remains appropriate. **Disclosure of a relationship does not necessarily preclude a student from completing fieldwork at that site.** A student must disclose to an Academic Fieldwork Coordinator (AFWC) when they have been matched to a fieldwork site with which they have a current or past relationship (e.g. have previously been employed and/or volunteered, currently are employed and/or volunteer, have previously received services, or at which a family member of the student is employed). Failure to do so may result in inability to complete fieldwork at that site and delay progression in the program.

Disability/Health-Related Accommodations for Fieldwork:

If a student requires disability-related accommodations specifically for fieldwork, the process of identifying and establishing the needed accommodation(s) should be initiated as early as possible in the student's academic program. The process of obtaining accommodations for fieldwork is completed separately from the process for classroom accommodations, as the needs may be distinctly different.

Accommodations for fieldwork must be approved by the USC Office of Student Accessibility and Services (OSAS). Students must register with OSAS at <https://osas.usc.edu/> and submit supporting documentation as requested. If accommodations are granted, the student must register with OSAS each semester to maintain/revise such accommodations. Once the student's accommodations have been approved by OSAS, the student may wish to discuss their specific needs with an AFWC. Additionally, the AFWC can assist the student to identify accommodations that support successful completion of the fieldwork experience. Accommodations can only be used in the semester that they are approved by OSAS and provided to the AFWC/fieldwork educator(s); they cannot be implemented retroactively.

Once accommodations are approved by OSAS, the student will also decide whether or not to discuss their specific accommodation needs with the fieldwork educator (FWE). The decision to disclose the specific nature of their disability to the FWE is at the student's discretion.

Fieldwork sites are not required to provide accommodations unless the student is registered with OSAS, has approved accommodations for fieldwork, and provides documentation from OSAS to the FWE at the site. The site determines whether the requested accommodations will interfere with the student's ability to perform essential job functions. Open communication between the student and the fieldwork educator will facilitate successful completion of this process. The AFWC is available to provide support throughout the process.

Performance Concerns During Fieldwork:

Level I

Participation and professional behavior in Level I fieldwork accounts for 10% of the practice immersion course grade. If a student receives a 5-point or more deduction in their level I fieldwork grade, is terminated from fieldwork, or receives an unsatisfactory overall fieldwork performance rating on the Level I Fieldwork Performance Development Form by Educator, the student must submit a written self-reflection with goals and plans for future improvement to the assigned

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Academic Fieldwork Coordinator by the last scheduled day of class.

Note: The student may not start their next fieldwork experience until the reflection is submitted

If a student is terminated or receives an unsatisfactory overall fieldwork performance in two Level I fieldwork experiences, their Level II A fieldwork may be postponed until a remediation process is completed.

Level II

If a student's performance is determined to be deficient *at any time during the fieldwork experience*, the on-site fieldwork educator and/or student will notify the AFWC. Ongoing communication between the site, the student, and the AFWC is essential during this process. Following a discussion regarding the student's status, the following option(s) may be offered to the student:

- The student will continue the fieldwork experience. There is no guarantee of the outcome. Possible outcomes may include:
 - The student corrects the deficiencies and successfully completes the fieldwork experience. A learning contract may be utilized to facilitate this process, with all parties agreeing to the expectations.
 - The student continues but does not achieve a passing score despite remediation efforts. The student receives a grade of "no credit" (NCR) for the fieldwork experience.
- The student may withdraw from the fieldwork experience immediately. The student must log on to their registration page and indicate that they are withdrawing from the course. Depending on the date of withdrawal from the course, the student will receive a grade of "W" or "NCR." The Level II fieldwork experience must be repeated in its entirety.
- The fieldwork site may request that the academic program withdraw the student from the fieldwork experience. In accordance with the terms of the affiliation agreement (contract) between the site and the academic program, the facility may be required to state their reasons for the request in writing. If the academic program withdraws the student from the fieldwork experience, the student's fieldwork will end at that time, and a grade of "W" or "NCR" is given for the course. The Level II fieldwork experience must be repeated in its entirety.

If a student's Level II fieldwork experience results in an unsuccessful outcome, the length of the entry-OTD program will be extended. For an unsuccessful Level IIA fieldwork, the program will be extended by one year. For an unsuccessful Level IIB fieldwork experience, the program will be extended by at least one semester and possibly up to one year. The student will meet with the academic program director to discuss an individualized plan for program completion and work with the AFWC to reflect on the experience and develop a remediation plan to address concerns that were identified during the fieldwork experience. The student will need to enroll in a minimum of 1 unit (typically OT 790) to maintain enrollment in the program and to complete the agreed-upon remediation process, prior to engaging in another Level II fieldwork experience. This may include additional clinical experience in the specific area of practice, readings and case studies, and/or other strategies. When the remediation process is successfully completed, the student will be scheduled

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for another Level II fieldwork experience according to the academic program's course registration requirements (i.e., semester registration deadlines).

A student may repeat OT 636 either for the first Level II fieldwork OR for the second Level II fieldwork BUT NOT BOTH. A student who does not successfully complete all Level II fieldwork requirements as described above will be dismissed from the occupational therapy doctorate program at USC, will be ineligible for credentialing by NBCOT, and will not be permitted to practice occupational therapy.

11. DOCTORAL CAPSTONE

The Doctoral Capstone is completed in the summer of year 3, as a culmination of the first two and a half years of the entry-OTD program, and more specifically, the two previous semesters (fall and spring of year 3). These two semesters leading into the Doctoral Capstone intentionally house two part-time Level II fieldwork experiences at the same site as the Doctoral Capstone for building confidence, collaboration, expertise, and investment in the site and population served. Doctoral Capstones can focus on clinical practice, research, policy and advocacy, administration, or pedagogy.

The Doctoral Capstone consists of two parts – the Doctoral Capstone Experience and the Doctoral Capstone Project. For the Doctoral Capstone Experience, students, in consultation with their site and faculty mentors, develop individually tailored learning objectives in alignment with the entry-OTD program outcomes and outline strategies for meeting those objectives that align with the Capstone site operations. For the Doctoral Capstone Project, students, in consultation with their site and faculty mentors, develop and implement individual Doctoral Capstone Projects that demonstrate a synthesis and application of knowledge gained and that align with the Capstone site's operations.

Consistent with Accreditation Council for Occupational Therapy Education (ACOTE, 2023) guidance, the Doctoral Capstone experience is 14 full-time weeks. The USC Chan Doctoral Capstone is 40 hours per week total, with up to 8 hours per week that can be engaged in off site. The Capstone Experience learning goals are outlined, and the Capstone Project is briefly described in a Written Agreement that is developed collaboratively and agreed to by the student, the site mentor, and the faculty mentor (with signatures) before the start of the Doctoral Capstone.

The entire third year of the program, including the Doctoral Capstone, can be completed outside of Los Angeles, California, and accompanying coursework is offered remotely. Students who intend to complete their Doctoral Capstone abroad will need to prepare in advance and closely coordinate their plans with the fieldwork team. During the final summer of enrollment, students are expected to conduct a professional presentation to the USC Chan Community that briefly summarizes their experiences and submit a portfolio documenting their Doctoral Capstone Experience and Doctoral Capstone Project development and implementation. The Doctoral Capstone and portfolio represent the final requirements for the entry-OTD degree program.

12. THE NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY (NBCOT) EXAMINATION

The National Board for Certification in Occupational Therapy (NBCOT) offers a computerized examination for registration as an occupational therapist following the completion of an entry-level OTD degree in occupational therapy. Students should use the NBCOT website at

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<https://www.nbcot.org/> to verify application procedures, costs, and corresponding deadlines. NBCOT contact information: National Board for Certification in Occupational Therapy, Inc., One Bank Street, Suite 300, Gaithersburg, MD 20878. Tel. 301.990.7979, or email at: info@nbcot.org.

Please be aware that a felony conviction *may* affect a graduate's eligibility for the NBCOT certification examination or in attaining state licensure. Refer to the NBCOT website for additional information.

13. STATE LICENSURE - CALIFORNIA BOARD OF OCCUPATIONAL THERAPY (CBOT)

All states require a license in order to practice occupational therapy in the United States of America. NBCOT certification is a prerequisite for licensure in all states. Students are responsible for researching and abiding by the licensure processes of each state. Students may access current information for the California Board of Occupational Therapy (CBOT) at www.bot.ca.gov. For additional information, please contact the California Board of Occupational Therapy, 1610 Arden Way, Suite 121, Sacramento, CA 95815; Telephone: 916.263.2294

Please be aware that the Occupational Therapy Practice Act (California Business and Professions Code, Section 2570-2571) includes a specific section on representation to the public, California Occupational Therapy Practice Act (Business and Professions Code, Section 2570.18). This section also applies to international students who are trained as occupational therapists outside of the United States.

The section states:

“(a) A person shall not represent to the public by title, by description of services, methods, or procedures, or otherwise, that the person is authorized to practice occupational therapy in this state, unless authorized to practice occupational therapy under this chapter.

(b) Unless licensed to practice as an occupational therapist under this chapter, a person may not use the professional abbreviations “O.T.,” “O.T.R.,” or “O.T.R./L.,” or “Occupational Therapist,” or “Occupational Therapist Registered,” or any other words, letters, or symbols with the intent to represent that the person practices or is authorized to practice occupational therapy.

(c) Unless licensed to assist in the practice of occupational therapy as an occupational therapy assistant under this chapter, a person may not use the professional abbreviations “O.T.A.,” “O.T.A./L.,” “C.O.T.A.,” “C.O.T.A./L.,” or “Occupational Therapy Assistant,” “Licensed Occupational Therapy Assistant,” or any other words, letters, or symbols, with the intent to represent that the person assists in, or is authorized to assist in, the practice of occupational therapy as an occupational therapy assistant.

(d) The unauthorized practice or representation as an occupational therapist or as an occupational therapy assistant constitutes an unfair business practice under Section 17200 and false and misleading advertising under Section 17500.” Retrieved from https://www.bot.ca.gov/board_activity/laws_regs/cc_regulations.shtml-4125).

Until you have acquired your California OT license, carefully consider how you use post-nominals containing the letters “OT” so that you do not inadvertently represent yourself to the public as

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being authorized to practice occupational therapy in California. If you are applying for a license in another state, please familiarize yourself with that state's Practice Act and Regulations.

Instead of using OTD after your name, you can use: "OT Doctoral Graduate" or "OTD (license pending)." This is particularly important as you update your résumé, email signature, LinkedIn and other professional profiles, conference materials, presentations, and other professional communications following graduation.

You are encouraged to **read** the applicable language from [California Board of Occupational Therapy \(CBOT\) Regulation §4125 regarding professional representation](#).

14. STUDENT ELECTRONIC LIST-SERV SUBSCRIPTION SERVICE AND BRIGHTSPACE RESOURCE COURSE

Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy maintains several electronic mailing lists for disseminating information to occupational therapy students in a timely manner. There are separate lists for undergraduate students, each cohort of students in the entry-OTD program, students in the post-professional master's program, students in the post-professional OTD program, and students in the PhD program. Incoming students are automatically subscribed to the appropriate list if they have a USC email address by the time classes begin. It is critical to become a member of these email distribution lists, as important Division announcements and communication are sent via this mechanism. Upon graduation, students are automatically removed from their assigned mailing list. All students are responsible for addressing email sent to their USC e-mail account. For information, please contact USC Information Technology Services (ITS) at 213-740-5555 or find instructions online at: <https://itservices.usc.edu/email-and-collaboration/>. If you discover you are not receiving emails sent from a list, or if you need assistance, please contact the Division Information Technology office at 323-442-1539 or at IT@chan.usc.edu.

All students are enrolled in the Division's Brightspace Student Resource Course, which serves as a central location for important information and resources throughout the program. The course includes program schedules and calendars, scholarship opportunities, university and Division resources, student support services, and other helpful materials. Students are encouraged to access the course regularly to review updates and stay informed. The course is available at any time through Brightspace using the USC username and password to log in.

15. COMMENCEMENT

The USC Commencement Ceremony is composed of two parts. There is a University-wide ceremony with general conferring of degrees and there are also satellite ceremonies of the individual divisions or units at which individual names are called, and individual achievement is recognized. Both the USC Commencement Ceremony and the Chan Commencement Ceremony are held in May. Students are welcome to participate in the general Commencement ceremony (for details, see <https://commencement.usc.edu/>) and in the Chan Division of Occupational Science and Occupational Therapy satellite ceremony (details are provided by the Chan Events Coordinator every spring semester) if they are within 2 semesters of the May commencement ceremony (within the same calendar year).

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16. GRADUATE STUDENT HOUSING – UNIVERSITY PARK CAMPUS AND HEALTH SCIENCES CAMPUS

There are several apartment complexes just north of the University Park Campus (UPC) which are available to occupational therapy graduate students. Applications for these apartments are managed by University Housing Services and more information can be found on their website: <https://housing.usc.edu>. The inter-campus shuttle service provides residents with transportation to and from USC's University Park Campus (UPC) and the Health Sciences Campus (HSC).

Additionally, there are housing options on the HSC which are not managed by the University, but can be explored at Currie Hall. For more information, visit <https://www.americancampus.com/student-apartments/ca/los-angeles/currie-hall>

17. COURSE AND/OR SCHEDULE ADJUSTMENTS

All courses and/or schedules are subject to change. The Division's Student Support Services will provide specific details regarding schedules and courses as they become available.

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CURRICULUM FRAMEWORK

1. MISSION and VISION of the UNIVERSITY OF SOUTHERN CALIFORNIA

The Mission and Strategic Vision of the University

The USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy (USC Chan) developed its mission to reflect the philosophy of occupational therapy, as well as to promote and enhance the mission and strategic vision of the University of Southern California.

The central mission of the University of Southern California is the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit. The principal means by which our mission is accomplished are teaching, research, artistic creation, professional practice and selected forms of public service. (*The Role and Mission of the University of Southern California*, 1993, p. 1)

As asserted in the 2018 USC Strategic Plan: *Answering the Call*, “The University of Southern California’s ascent as one of the world’s premier research universities is unparalleled. Accelerating our rise will require a more expansive view of the role of higher education within and beyond the academy. To be the great 21st century research university:

- We must **lead through values** – reaffirming our commitment to our core academic principles, to our code of ethics, and to each other, while adding new voices and exploring new, equitable ways of acting in the world.
- We must **lead through people** – nurturing a cadre of faculty, students, and staff who embrace not just the entrepreneurial spirit, but the inclusive spirit and the convergent spirit as well.
- We must **lead through impact** – seizing opportunities and solving the intractable problems of our city and the world, supporting the underserved who wish to improve their lives and the lives of others, and reinventing medicine and caregiving to improve health and wellness for all.
- And we must **lead through transformation** – asking how we might reimagine higher education, elevate the value of a university degree, expand access and opportunity for those of immense talent who will make us the most prosperous society in the world, and reimagine the college experience to prepare graduates to face world challenges with optimism and purpose” (p.2).

In response to the 2018 USC Strategic Plan, the Chan Division recently updated its Strategic Plan, including our mission and vision. In that plan, we chart a course for the Chan Division to advance the University’s priorities of transformative education and relevant scholarship. With compassion and integrity, our impact on community and global service will reflect a collaborative and inclusive spirit, priorities highly compatible with our profession’s overarching purpose to meet society’s diverse occupational needs.

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The Mission and Vision of the Chan Division

Mission Statement

Through innovative research, education and clinical practice, the USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy optimizes people's engagement in the ordinary and extraordinary activities of life.

The mission of the Mrs. T. H. Chan Division of Occupational Science and Occupational Therapy mirrors and upholds the University's mission to benefit both individuals and society by fostering the development of the whole person: "the human mind and spirit" (The Role and Mission of the University of Southern California, 1993, p.1). The Chan Division's mission reflects our fundamental commitment to health through research, education, practice, innovation, and inclusion.

The Chan Division maintains a vivid presence on both the Health Sciences Campus and the University Park Campus, strongly reflecting the University's strategic initiatives encouraging excellence in professional programs that involve innovative collaborations, interdisciplinary research, and visionary education, as well as creative programs that build upon the local urban environment and extend internationally. Our mission complements that of the World Federation of Occupational Therapists (WFOT), "to promote occupational therapy as an art and science internationally...and to support the development, use and practice of occupational therapy worldwide, demonstrating its relevance and contribution to society" (WFOT, 2020).

Such partnerships have allowed us to create lasting impact within our communities and ensure those who stand to benefit from our work are integral to the process at its outset. Like the University at large, the Chan Division's core values of integrity, collaboration, innovation, compassion, inclusion, and distinction drive not just the endpoints we strive for, but also the ethics by which we achieve them (USC Strategic Plan, 2018). Through its multiple degree programs, the Chan Division supports both the mission and strategic vision of the University in its attention to teaching, the development of new knowledge through faculty and student research and scholarship, and service to the community. Our curricula promote integration and translation of research at all levels, from doctoral studies that build science in service of the profession and community, to the appraisal and synthesis of research findings for clinical decision-making by professional students. Furthermore, the University's aim to integrate flagship arts and professional programs in order to address social needs also influences the design of the entry-level occupational therapy doctorate program, which embraces diversity, full participation, and health equity. This curriculum will elevate a social justice framework and juxtapose it with medicine and the physical sciences to support both the art and the science of occupational therapy practice.

Vision Statement

Lead innovation to advance health and well-being through meaningful occupations.

The vision statement of the Chan Division was influenced by three major factors: 1) acknowledgement of the Chan Division's history of leadership and capacity for continued innovation and influence; 2) alignment with the Herman Ostrow School of Dentistry of USC, in which the Chan Division is housed, and its value of improving the systemic health and well-being of local, national,

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and global communities; and 3) the American Occupational Therapy Association (AOTA) vision for the future of the occupational therapy profession. We aspire to expand the knowledge base of both occupational science and occupational therapy, and to strengthen the services and outcomes of the profession as we move forward in the 21st century. We share the AOTA Vision 2025, which foresees occupational therapy as an inclusive profession that, “maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living” (AOTA, 2017, p. 7103420010).

Our vision and strategic plan are aligned with USC’s 2018 Strategic Plan to, “create informed and prepared citizens of the world, to advance new knowledge, and to serve the public good” (p.1). Through their preparation as **Experts in Occupation; Reflective, Responsive and Engaged Professionals; Practice Scholars; Global Citizens; and Visionaries Shaping Change**, our graduates will be well-situated to transform the health and well-being of individuals and society.

2. PHILOSOPHY OF THE MRS. T.H. CHAN DIVISION OF OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY

Fundamental Beliefs about Human Beings

Not only do human beings have an intrinsic need to engage in meaningful occupations throughout their lives, but they have a right to engage in occupations because occupations have a strong impact on development, health, and well-being across the lifespan (AOTA, 2017). With the complex understanding of occupation within the sociocultural, economic, and political contexts, occupational scientists are experts at studying the impact of occupation on health and well-being, and occupational therapists are experts in implementing occupation as a therapeutic modality, as both a means and an end in therapy (Gray, 1998). According to Bailliard (2020), “occupational scientists have a role to play in promoting justice” (p. 13).

Wilcock & Hocking (2015) define occupational justice as equitable or fair opportunities and resources, “to do, be, belong and become what people have the potential to be and the absence of avoidable harm” (p. 414) through three fundamental ideas: 1.) Humans need to engage in occupations as a determinant of health, in ways that are agreeable to their culture and belief systems and in ways that support sustaining well-being; 2.) Occupation is immersed in the environmental and personal contexts and includes many structural factors like the economy, various policies, and cultural values, which are all considered determinants of occupation (Stadnyk et al, 2010); and lastly, 3.) Engagement in occupation can improve the lives of people who are in vulnerable situations (Hocking, 2017). Our philosophy includes a belief in the significance of occupation for these reasons, and for the need to advance its radiating effects on overall life quality through academic, medical, political, and social spheres.

These fundamental beliefs align with the philosophical base of the profession of occupational therapy, which describes participation in meaningful occupation as a determinant of health, and “fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation (AOTA, 2017, p. 7112410045p1).

We have historically conceptualized occupational science as the *Science of Everyday Living*. Current research in occupational science examines the complex array of personal, social, community, behavioral, developmental, sociocultural, and environmental factors that influence how we engage

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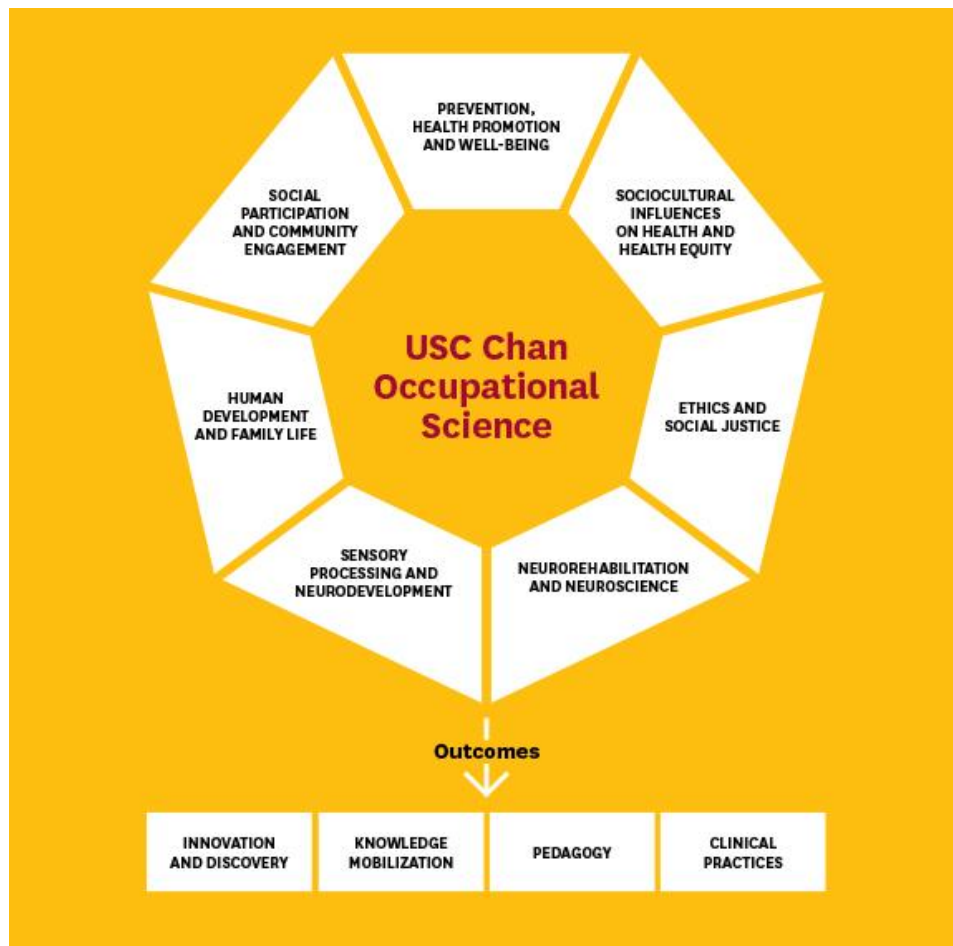
in life's activities and how our participation shapes our health, identity, sense of purpose, and fulfillment (Chan Division, 2020, para. 3). Although occupations may appear simple, occupational scientists and occupational therapists recognize that performing them involves a complex interplay of physical, psychosocial, spiritual, and contextual dimensions. Ranging from the mundane to the exceptional, there is worth attached to each occupation whether it is one of the simple activities, rarely valued until gone, such as brushing teeth, or one of the driving occupations that form the core of identity, like parenting. Occupations can also develop organically, through political demonstrations where people organize themselves for shared goals and in protest of systemic injustice. This is reflected in the social movement supporting Black Lives Matter that has elevated the importance of collective occupation most recently in the United States (Lavalley & Johnson, 2020). These occupations are the focal point of occupational scientists and occupational therapists – the extraordinary nature of engaging in ordinary life.

Our mission to optimize people's engagement in these ordinary and extraordinary activities of life is manifested in the intersection between our research, our educational programs, and our practice, all of which are grounded in occupational science. As depicted in Figure 1, there are eight core content areas that comprise the domains of occupational science, which are focus areas of research in the Chan Division. Linking research, clinical practice, and educational activities to these core concepts supports the Chan Division's mission and philosophy, as well as the profession's, to meet society's occupational needs through expert practice and research grounded in occupation.

Occupational science answers the call of USC's Strategic Plan which encourages the translation of research from bench to bedside to serve people across the globe, as well as locally with a priority in investigating , "the early antecedents of good long-term health; the major health problems of Los Angeles, such as obesity, diabetes, high blood pressure, and cancer; disease related to environmental impacts such as pollution, health policy and health care delivery, and dementia and other health problems associated with an aging population" (USC Strategic Plan, 2018, p.8). These following domains in occupational science inform our research, pedagogy, and clinical practice.

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Figure 1. Domains of Research in Occupational Science under Investigation at the Chan Division



Fundamental Beliefs about Learning: A Learner-Centered Approach

A main tenet of the University of Southern California's 2018 Strategic Plan is to, "reimagine higher education, elevate the value of a university degree, expand access and opportunity for those of immense talent who will make us the most prosperous society in the world, and reimagine the college experience to prepare graduates to face world challenges with optimism and purpose" (p. 2). In line with this vision, as well as our fundamental belief that human beings learn through intentional engagement with the environment, our philosophy of education reflects a commitment to learner-centered approaches (Weimer, 2002) which are emphasized throughout the entry-level occupational therapy doctorate program curriculum, from admissions to classroom and co-curricular activities.

Learner-centered education is commensurate with AOTA's (2018) Philosophy of Occupational Therapy Education, which emphasizes supporting, "active, engaging, diverse, and inclusive learning within and beyond the classroom environment; a collaborative process that builds on prior knowledge and experience; continuous professional judgment, evaluation, and self-reflection; and lifelong learning and continuous advocacy for the profession and society's occupational needs" (p.1).

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Learner-centered education emphasizes the student's role in being responsible for their learning, allowing students to establish a deep understanding of their knowledge (Baeton, Dochy, Struyven, Parmentier, & Vanderbruggen, 2015). The instructor's role in student learning shifts from "giver of information" to "facilitator of learning" as the educator employs a variety of learning strategies throughout the curriculum. Opportunities for engaging with content; learning explicit skills with opportunities to think, problem-solve, evaluate evidence, analyze arguments, and generate hypotheses; reflecting on what is being learned and how it is being learned; empowerment and control over the learning process, and encouraging collaboration and communication are staples of this learning approach (Weimer, 2002) and critical in the occupational therapy profession.

Based upon these essential elements of education, we have designed our curriculum to offer opportunities to build a unified community of learning that fosters professionalization and real-world problem-solving to ensure transfer of knowledge. We prepare our graduates to be autonomous professionals who possess the knowledge and skills necessary for the changing diverse health care landscape. As articulated by Weimer (2002), the "net effect of the expansion and evolution of knowledge is that learning will be a much more important aspect of professional life than in the past" (p.49).

According to USC's Strategic Plan (2018), "what is required of a leading institution of higher learning is to rise to the challenges facing society and higher education for the 21st century" (p. 3). Toward the ultimate goal of creating innovating visionaries for change; reflective, responsive, and engaged professionals; and practice scholars, students are encouraged to take responsibility for their learning throughout the program and to interact with the content in relevant ways (Weimer, 2002). Critical reflection is central, for both students and faculty (Brookfield, 1995; Brookfield, 2006; Weimer, 2002), as is the commitment to consider multiple and diverse perspectives that extend beyond Western understandings that currently dominate healthcare professions (Hammell, 2019).

The following section details the underlying assumptions of our learner-centered approach (depicted in Figure 2) which further informs our curriculum design and selected learning strategies.

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Figure 2. Assumptions of the USC Occupational Therapy Learner-Centered Approach.



The Chan Division’s assumptions of the learner-centered approach align with AOTA’s fundamental beliefs of occupational therapy education in that, “the learning context includes the curriculum and pedagogy and conveys a perspective and belief system that include a view of humans as occupational beings, occupation as a health determinant, and participation in occupations as a fundamental human right” (2018, p. 7212410070). Recognizing that not all students arrive with the same levels of knowledge and academic preparedness, implementing inclusive pedagogy is essential to our teaching approach because it attempts to support all learners to reach their full potential, without labeling some students as “different” (Florian, 2015). A key principle of inclusive pedagogy is that all students offer value to the learning environment, and the Chan Division designed a curriculum that values difference and embraces opportunities to work with students rather than impose predetermined actions upon them. As Hockings (2010) described, inclusive teaching and learning are the methods by which, “pedagogy, curricula, and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all” (p.1).

Universal design in learning (UDL) and inclusive pedagogy are used interchangeably (Hitch, Macfarlane, & Nihill, 2015). Providing multiple means of representation (the “what” of learning); providing multiple means of action and expression (the “how” of learning); and providing multiple means of engagement (the “why of learning”) are all principles of UDL which are embedded within our curriculum design. The intention of incorporating these ideas into our pedagogy is to increase accessibility of the curriculum and assessment processes, with the ultimate goal of extending the learning and strengthening its impact (Hanesworth, Bracken, Elkington, 2018).

Our instructional methods are grounded in learner-centered and inclusive pedagogy reflected in our belief that in order to effectively engage and learn, students must be involved in building on experience, learning by doing, mastery through immersion, transfer through application, and communities of learning.

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Building on Experience

Our graduate students are not only ethnically and racially diverse, representing a myriad of cultures and identities, but they also bring a remarkable spectrum of age groups, life journeys and experiences, diversity of thought, and academic backgrounds that further enhance the depth of our community. This diversity of thought and experience is an invaluable asset that enriches classroom discussions, research collaborations, community engagement, and the overall academic discourse.

We have structured the curriculum to ensure that our students have opportunities to share their experiences in the world and build a communal horizon of understanding (Gadamer, 1965/1982). Building upon and integrating such prior knowledge is recognized by AOTA (2018) as a component of occupational therapy education. Our approach is similar to the developmental and holistic perspective described by Ambrose, Bridges, DiPietro, Lovett and Norman (2010, p.3-4) in that we recognize that the developmental process of learning in which a student is engaged simultaneously intersects with a student's own personal development. While educators frequently recognize that a student comes to an educational program with prior abilities, knowledge and skills, Ambrose et al. stress that students also come with values grounded in their own personal experiences, as well as perceptions about themselves and others (2010). All of these factors influence engagement in the learning process. Within our programs, students are encouraged to share and build upon prior experiences, and to learn from others' perspectives and experiences, while developing their occupational therapy professional identities.

Learning by Doing

This assumption reflects a core principle of occupational therapy and is also compatible with a learner-centered philosophy (Weimer, 2002). As occupational therapists who believe that, "through active engagement within the internal and external environments, humans evolve, change, and adapt" (AOTA, 2007, p.678), we use "doing" in our therapy and in our teaching through methods of active learning.

Active learning is a teaching method that promotes students' skill development and exploration of values and attitudes through instructional activities that encourage students to think about what they are doing; therefore, engaging in higher order thinking. This allows students to build on their own knowledge, enhance understanding, and gain experiences in using that knowledge. Active learning can be facilitated through class discussions and group reflections, as students engage with others to think critically about the content at hand (Crumly, 2014).

Case-based learning facilitates learning by doing by providing students with scenarios that resemble real-life situations. Students are typically presented with a case and are asked questions which elicit clinical reasoning skills and analysis of the information in order to resolve the question. Case-based learning is important to provide students an opportunity to experience situations they may encounter in clinical practice and to enhance clinical decision-making skills (Bridges et al., 2020).

Team-based learning is another active learning, student-centered strategy that is comprised of three phases. Borges et al. (2010) briefly describes each phase of team-based learning which begins with preparation. In the preparation phase, the students study in advance through readings

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or through an assignment that is given by the instructor. The second phase is readiness assurance where students are tested individually and in groups through readiness assurance tests (RATs) to demonstrate their knowledge learned in the preparation phase. Lastly, the application phase is where the instructor provides problem-solving exercises to allow students to apply course concepts. Team-based learning also facilitates collaborative learning as students discuss questions in the group readiness assurance phase among one another to come to a single answer. Critical thinking is further developed in the application phase as students apply course concepts to problem solve. Team-based learning has been shown to improve skills in communication, teamwork, decision making, problem-solving, and other leadership skills (Goktepe, Turnmen, Yalonn & Zeybekoglu, 2018).

Experiential learning provides students an opportunity to apply knowledge in a supported practice environment, further enhancing the understanding of course material while also developing professional skills. Experiential learning occurs in a practice environment where students meet with a real patient and carry out practice skills through the guidance and feedback of an instructor or a practicing clinician. This method has been an effective method in filling the gap between theory and clinical practice, as students learn to apply knowledge in a real-life practice environment (Knecht-Sabres, 2013).

Based upon research findings, Bonwell and Eison (1991) described the types of engagement, necessary for students to learn, that extend well beyond just listening. Such engagement includes problem-solving, discussion, reading and writing and, most importantly, high-level analysis and synthesis of information (p.1). In support of these findings, we minimize the use of traditional lectures, and classes are regularly divided into small learning groups for discussion and problem-solving. Our physical spaces are specifically designed to promote frequent small group discussion and activities, and students participate in multiple experiential learning laboratories involving hands-on interaction with therapeutic media, experts by experience, and standardized patients.

Mastery through Immersion

In the various contexts of contemporary health care, recent graduates practice in demanding arenas in which they must often work autonomously to interpret and implement policy and institutional guidelines effectively and ethically upon entry (Del Bueno, 2005; Dyess & Sherman, 2009). Recognizing these contextual demands, our curriculum aims to develop mastery in preparation for self-directed practice as a generalist. Mastery is defined by Ambrose et al. (2010) as, “the attainment of a high degree of competence within a particular area” (p.95). We believe that mastery is best achieved through PRACTICE IMMERSION: concentrated study of only one practice area at a time throughout a given semester. Accordingly, each immersion is structured as an intensive 8-unit course encompassing didactic and laboratory experiences, along with corresponding Level I fieldwork in either *adult physical rehabilitation, mental health, productive aging and geriatrics, or pediatrics*. Through this curriculum component, students acquire all essential knowledge and skills for evaluation and intervention in only one of the respective practice areas within a semester timeframe. Students are assigned to one of four rotations, each of which rotates through the four practice immersions, taking one of the immersions in each of four semesters (see Figure 3). These practice immersions provide key elements, outlined by Ambrose et al., necessary for students to attain mastery in a particular domain: “they need to develop a set of key component skills, practice them to the point where they can be combined fluently and used with a fair degree of automaticity, and know when and where to apply them appropriately” (2010, p.95). When applied here to the

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development of a generalist occupational therapist's knowledge and skills, this immersion principle mirrors the reasoning processes of experts who, "organize knowledge into large, conceptual 'chunks' that allow them to access and apply that knowledge with facility" (2010, p.98). Furthermore, practice immersions will prepare students to address the occupational and health needs of diverse and global communities through the incorporation of learning opportunities that foreground the lived experiences of diverse populations.

Figure 3. Rotations through Practice Immersions

	Rotations: Practice Immersions					
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Rotation A	Foundation Courses	OT 501 Adult Physical Rehabilitation	OT 502 Mental Health	OT 503 Pediatrics	OT 504 Productive Aging and Geriatrics	Rotation Ends
Rotation B	Foundation Courses	OT 502 Mental Health	OT 503 Pediatrics	OT 504 Productive Aging and Geriatrics	OT 501 Adult Physical Rehabilitation	Rotation Ends
Rotation C	Foundation Courses	OT 503 Pediatrics	OT 504 Productive Aging and Geriatrics	OT 501 Adult Physical Rehabilitation	OT 502 Mental Health	Rotation Ends
Rotation D	Foundation Courses	OT 504 Productive Aging and Geriatrics	OT 501 Adult Physical Rehabilitation	OT 502 Mental Health	OT 503 Pediatrics	Rotation Ends

Transfer through Application

We believe that professional autonomy also requires students to be actively engaged in real-world problem-solving, and that the best learning occurs when students can immediately apply knowledge learned in the classroom to clinical and practice contexts. Contemporary research suggests that transfer of learning is neither easy nor automatic, but can be enhanced through opportunities to practice application, and in multiple contexts (Ambrose et al., 2010). Based upon this research, we have designed our current practice courses to include experiential learning laboratories as well as weekly Level I fieldwork in a corresponding practice setting. These opportunities require immediate translation of concepts and skills from classroom to clinic, thus enhancing transfer of learning. In addition, because students rotate through four such practice immersion experiences, all with related fieldwork, they experience multiple and varied contexts in which to apply aspects of the occupational therapy process, further enhancing their knowledge transfer.

Communities of Learning

Our learner-centered philosophy is also grounded in the recognition that learning occurs in social contexts or communities (CAPT, 2005). Because we believe in the importance of shared communities of learning to foster a unified, coherent professional identity, students in our professional program are divided into four groups, each with its own rotation or sequence of practice immersion experiences, as described above (see Figure 3). At the same time, during every semester all students together study an essential core of knowledge and skills related to all practice areas, what we refer to as "thread courses." We deliberately bring students from different groups together in several of these thread courses in order to foster students' professional socialization and overall class cohesiveness. Figure 4 below displays the thread courses that all rotation groups take concurrent with each practice immersion course, as well as those thread courses that combine

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student groups together. Finally, we extend this socialization into professional communities as well. Several co-curricular activities offer multiple opportunities for students to extend learning into professional contexts, as well as develop leadership experience and capacity. Student organizations host social, professional, and scholarly events. Students participate in Research Day, Interprofessional Education experiences, and other academic symposia. Several scholarships are offered annually to support student participation at local, state, and national professional conferences.

Habits of Critical Reflection

Lastly, mastery and professional socialization are also achieved through reflective practice. The AOTA Philosophy of Occupational Therapy Education (2018) describes the value of continuous professional judgment, evaluation, and self-reflection while developing a, “sound reasoning process that is client-centered, occupation-based, and theory-driven while also encouraging the use of best evidence and outcomes data to inform the teaching-learning experience” (p. 2). Critical thinking and reflection is threaded throughout our curriculum, as described below, and faculty development is key to our student and learner-centered philosophy (Brookfield, 1995; Brookfield, 2006). Students are taught to reflect on their occupations, their clinical reasoning, and their professional identities through multiple course assignments and activities. Faculty also model the self-reflective practice expected of professional students through ongoing curriculum review, mid-semester course evaluations, and thoughtful review of teaching evaluations during the merit review process. We uphold that, “self-awareness is the foundation on which further development as a confident, self-directed, and self-regulated learner grows” (Weimer, 2002, p.51-52).

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Figure 4. Cohorts Rotations: Practice Immersions Plus Thread Courses (all schedules are subject to change)

	Rotations: Practice Immersions + Thread Courses							
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 7	Semester 8	Semester 9
Rotation A	Theoretical Foundations of Occupational Science and Occupational Therapy Foundations of Occupation: Creativity, Craft and Activity Analysis Kinesiology in Daily Life Neuroscience in Daily Life Reflection in Practice	OT 501*** Adult Physical Rehabilitation	OT 502*** Mental Health	OT 503*** Pediatrics	OT 504*** Productive Aging and Geriatrics	Doctoral Capstone Preparation: Seminar 1	Doctoral Capstone Preparation: Seminar 2	Doctoral Capstone Experience with Seminar
		Practice Scholar: Applying Quantitative Evidence	Practice Scholar: Applying Qualitative Evidence	Visionaries: Innovation and Technology to Promote Occupation	Advanced Clinical Applications: Neurocognition and Occupation	Practice Scholar: Synthesizing Evidence and Practice Needs	Practice Scholar: Mobilizing Knowledge to Advance Practice	
		Communication in Practice	Facilitating Transformational Change in Practice	Visionaries: Global Health Systems, Policy, and Advocacy	Teaching and Learning Seminar: Becoming a Fieldwork Educator	Pedagogy in Higher Education: Seminar and Practicum		
		Foundations of Occupation: Sensory Processing in Daily Life	Applying Occupational Science: Health Promotion and Primary Care	Advanced Clinical Applications: Medical Complexity and Occupation				
Rotation B	Theoretical Foundations of Occupational Science and Occupational Therapy Foundations of Occupation: Creativity, Craft and Activity Analysis Kinesiology in Daily Life Neuroscience in Daily Life Reflection in Practice	OT 502*** Mental Health	OT 503*** Pediatrics	OT 504*** Productive Aging and Geriatrics	OT 501*** Adult Physical Rehabilitation	Doctoral Capstone Preparation: Seminar 1	Doctoral Capstone Preparation: Seminar 2	Doctoral Capstone Experience with Seminar
		Practice Scholar: Applying Quantitative Evidence	Practice Scholar: Applying Qualitative Evidence	Visionaries: Innovation and Technology to Promote Occupation	Advanced Clinical Applications: Neurocognition and Occupation	Practice Scholar: Synthesizing Evidence and Practice Needs	Practice Scholar: Mobilizing Knowledge to Advance Practice	
		Communication in Practice	Facilitating Transformational Change in Practice	Visionaries: Global Health Systems, Policy, and Advocacy	Teaching and Learning Seminar: Becoming a Fieldwork Educator	Pedagogy in Higher Education: Seminar and Practicum		
		Foundations of Occupation: Sensory Processing in Daily Life	Applying Occupational Science: Health Promotion and Primary Care	Advanced Clinical Applications: Medical Complexity and Occupation				
Rotation C	Theoretical Foundations of Occupational Science and Occupational Therapy Foundations of Occupation: Creativity, Craft and Activity Analysis Kinesiology in Daily Life Neuroscience in Daily Life Reflection in Practice	OT 503*** Pediatrics	OT 504*** Productive Aging and Geriatrics	OT 501*** Adult Physical Rehabilitation	OT 502*** Mental Health	Doctoral Capstone Preparation: Seminar 1	Doctoral Capstone Preparation: Seminar 2	Doctoral Capstone Experience with Seminar
		Practice Scholar: Applying Quantitative Evidence	Practice Scholar: Applying Qualitative Evidence	Visionaries: Innovation and Technology to Promote Occupation	Advanced Clinical Applications: Neurocognition and Occupation	Practice Scholar: Synthesizing Evidence and Practice Needs	Practice Scholar: Mobilizing Knowledge to Advance Practice	
		Communication in Practice	Facilitating Transformational Change in Practice	Visionaries: Global Health Systems, Policy, and Advocacy	Teaching and Learning Seminar: Becoming a Fieldwork Educator	Pedagogy in Higher Education: Seminar and Practicum		
		Foundations of Occupation: Sensory Processing in Daily Life	Applying Occupational Science: Health Promotion and Primary Care	Advanced Clinical Applications: Medical Complexity and Occupation				
Rotation D	Theoretical Foundations of Occupational Science and Occupational Therapy Foundations of Occupation: Creativity, Craft and Activity Analysis Kinesiology in Daily Life Neuroscience in Daily Life Reflection in Practice	OT 504*** Productive Aging and Geriatrics	OT 501*** Adult Physical Rehabilitation	OT 502*** Mental Health	OT 503*** Pediatrics	Doctoral Capstone Preparation: Seminar 1	Doctoral Capstone Preparation: Seminar 2	Doctoral Capstone Experience with Seminar
		Practice Scholar: Applying Quantitative Evidence	Practice Scholar: Applying Qualitative Evidence	Visionaries: Innovation and Technology to Promote Occupation	Advanced Clinical Applications: Neurocognition and Occupation	Practice Scholar: Synthesizing Evidence and Practice Needs	Practice Scholar: Mobilizing Knowledge to Advance Practice	
		Communication in Practice	Facilitating Transformational Change in Practice	Visionaries: Global Health Systems, Policy, and Advocacy	Teaching and Learning Seminar: Becoming a Fieldwork Educator	Pedagogy in Higher Education: Seminar and Practicum		
		Foundations of Occupation: Sensory Processing in Daily Life	Applying Occupational Science: Health Promotion and Primary Care	Advanced Clinical Applications: Medical Complexity and Occupation				
	***Includes Level I Fieldwork in a Corresponding Practice Setting							

3. CURRICULUM DESIGN: SCOPE, CURRICULUM THREADS, CONTENT AND SEQUENCE OF
COURSEWORK, AND EDUCATIONAL GOALS

Introduction: The Need to Transition to the Clinical Doctorate-Degree-Level Educational Program

The transition to an entry-level clinical doctorate degree at USC Chan was inevitable. The profession's point-of-entry has been a topic of discussion, through various informal and formal channels, for well over ten years. Elevating the entry into the field to a clinical doctorate was decided as the next best step for the future of occupational therapy education here in the Chan Division.

According to the AOTA Board of Directors' Position Statement on Entry-Level Degree for the Occupational Therapist, "the increased requirements for practice-based scholarship and research in the doctoral accreditation standards result in an occupational therapist who is able to rigorously implement evidence-based practice, understand care delivery models, and is prepared to meet the future occupational needs of society" (2014, para. 2). This particular skill set will also be essential for addressing the rapidly evolving and complex health care systems and policies in the United States, while working with people, groups, and populations who are living with chronic health conditions, locally and around the globe. These skills will enable the profession to address efficiency and quality of care as autonomous practitioners who are experts at utilizing occupation as a unique therapeutic modality, differentiating it from many other healthcare and rehabilitation professionals (AOTA, 2014).

Interprofessional care teams, increased focus on primary care and chronic conditions, and specialization in practice demand that occupational therapists have the ability to critically appraise and synthesize data in order to become change-makers and leaders on the front lines. Creative solutions and powerful relationships with collaborators and community partners have already led the Chan Division to nurture growing relationships and ensure residency opportunities where a terminal degree in occupational therapy is essential to level out the playing field.

The AOTA Board of Directors reported that, "current high credit load in master's programs makes it very difficult to add additional content in specialized areas of practice...at this time, the occupational therapy master's programs greatly exceed the average credit load of other master's programs, prompting students to ask why their colleagues in other professions are graduating with a doctorate when, in most cases, they are only in school for 1 to 2 more semesters" (2014, para. 5). In fact, the landscape of health care professions in general is moving (or has already moved) towards advanced degrees, such as physical therapy, nurse practitioner, pharmacy, and psychology (Bureau of Labor Statistics, 2018). It is becoming increasingly difficult for occupational therapy to be "sitting at the table" when legislative and policy decisions are being made at the national level as a "non-doctoring profession."

Each year, more students entering the master's degree program at USC continue directly into our post-professional clinical doctorate (OTD) program. In 2008, less than 50% of incoming students pre-intended to continue into the post-professional OTD program, compared to 70% of the class of 2013. Every year USC graduates more students with OTDs, and with a larger percentage of the workforce holding advanced degrees, the OTD will increasingly become the standard for advanced clinical practice. Additionally, new accreditation standards require 50% of occupational therapy faculty to possess doctoral level degrees. Universities are recruiting many OTD graduates to fill these vacancies

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and more academic institutions (public, private, and for-profit organizations) are developing their own OTD programs.

The overall aim of the curriculum transformation effort was to create a Chan-branded “gold standard,” intellectually challenging but highly focused program, aligned with AOTA’s Accreditation Council for Occupational Therapy (ACOTE) standards, that effectively develops the professional skills and student confidence required in today’s local and global health care environment. Key components of this entry-level OTD program will be grounded in the occupational justice and inclusive pedagogy framework, where justice, equity, diversity, and inclusion are threaded throughout the program as theory and practice are critically analyzed and applied.

Scope of the Curriculum

In order to realize our vision to *lead innovation to transform health and well-being through meaningful occupations*, the Chan Division intends to graduate entry-level doctors of occupational therapy who are experts in occupation; reflective, responsive and engaged professionals; practice scholars; global citizens, and visionaries shaping change. Relating this to occupational therapy program preparation and to our curriculum specifically, we strive to develop professionals who are competent in the core knowledge and skills required for current practice settings, and who also understand holistically the complex nature of occupation and what it takes for people to flourish as occupational beings. Occupational therapy practitioners are now presented with more opportunities to not only participate on interdisciplinary teams, but also to lead them. To be maximally effective, they need to be nimble thinkers, innovative, and articulate, well-spoken advocates who convey the unique value of occupational therapy. They must overcome reticence and instead become comfortable in voicing their perspectives, and persuading others, in even the most intimidating of contexts. They must be credible, fully informed, and facile with the evidence that supports their practice.

Our graduates are well-prepared to *optimize people's engagement in the ordinary and extraordinary activities of life* through their deep and broad understanding of the complex nature of occupation and its relationship to health and well-being, and their knowledge and skills to address inequities in participation. We prepare students to realize this vision through a pervasive focus on our identified curriculum threads of occupational science, collaboration, knowledge mobilization, global perspectives and connections, and innovation. Justice, equity, diversity and inclusion serve as a unifying thread throughout the curriculum, supporting students to recognize and dismantle oppression as they learn to transform health and well-being through occupation, in practice and in their communities.

The USC entry-level occupational therapy doctorate program curriculum accomplishes these aims through a blend of **foundational education in occupation and occupational science, practice immersion courses, thread courses, targeted fieldwork, specialty electives and/or options for specialty pathways leading to advanced practice or certifications and culminates with a doctoral capstone experience**. An overview of the content of the curriculum follows a discussion of our curriculum threads.

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Figure 5. Model of the Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy Entry-OTD Curriculum



Program Outcomes and Associated Curriculum Threads

The core of our curriculum design is depicted in the model above (Figure 5). The model highlights the entry-OTD program outcomes and associated curriculum threads. Program outcomes reflect the educational goals of the program, or the attributes graduates possess upon completion. These outcomes are achieved through associated curriculum threads representing thematic content that is woven throughout the course scope and sequence and reflected in learning activities and assessment. The threads are **occupational science, collaboration, knowledge mobilization, global perspectives and connections, and innovation**, each of which is influenced by a universal thread of **justice, equity, diversity and inclusion**. These threads permeate all courses and are also given particular emphasis in a set of courses we specifically refer to as “thread courses.” These thread courses relate to all areas of occupational therapy practice and are presented in more detail below under Content of the Curriculum. Our curriculum threads inform our learning activities and assessment measures and are designed to empower the USC occupational therapy graduate to be a generalist practitioner who is an **expert in occupation**; a **reflective, responsive and engaged professional**; a **practice scholar**; a **global citizen**; and a **visionary shaping change**.

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Program Outcome: Experts in Occupation

Curriculum Thread: Occupational Science

Central to our curriculum, and woven into all curricular and co-curricular experiences, are understandings about the multi-faceted and complex nature of human occupation, its impact on individual and collective health and well-being, and its therapeutic utility and value. These understandings undergird occupational therapists' professional identity and capacity for effective practice. As previously described in our statement of philosophy, at USC, these complex understandings are informed by the discipline of occupational science. Our curriculum includes coursework specifically addressing the meanings and dynamics of occupation and activity, including the interaction of domains of occupation, performance skills, performance patterns, activity demands, environmental and personal contexts, and client factors; critical appraisals and applications of occupational science research findings; and historical and contemporary discourses within and about occupational science; all of which are also applied to building students' necessary knowledge and skills for current and emergent occupational therapy practice.

Students also participate in occupational self-analyses including self-reflection upon one's own occupational profile and exploration of occupation's impact upon health, well-being, identity and personal and social transformations. These learning activities are grounded in personal experiences, and shape our students' complex understandings of occupation and the self. Through a pervading perspective on occupation-centered practice and the infusion of research evidence and findings, the combined coursework is designed to develop professional leaders who will advance occupational therapy and occupational science.

"Thread courses" with concentrated focus on occupational science are: Foundations of Occupation: Creativity, Craft, and Activity Analysis; Theoretical Foundations of Occupational Science and Occupational Therapy; Foundations of Occupation: Kinesiology in Daily Life; Foundations of Occupation: Sensory Processing in Daily Life; Foundations of Occupation: Neuroscience in Daily Life; Applying Occupational Science: Health Promotion and Primary Care; and Applying Occupational Science: Lifestyle Redesign. Finally, the importance of occupation as both ends and means of the occupational therapy process is addressed in the practice immersion courses: Adult Physical Rehabilitation; Mental Health; Pediatrics; and Productive Aging and Geriatrics.

Program Outcome: Reflective, Responsive, and Engaged Professionals

Curriculum Thread: Collaboration

Students will be engaged in the continuous process of self-reflection on their capacities and diverse experiences to enhance their therapeutic skills, develop a strong professional identity, and provide compassionate and culturally-responsive care. In order to do this, practicing self-recognition will be prioritized so that students develop an awareness of their personal biases, positionality, and privilege. Nicholls and Elliot (2019) advocate for more reflexivity in occupational science and occupational therapy, even if it is challenging, particularly when it comes to acknowledging shame about racism and mourning losses over our ideal selves. Our students will embrace humility and service, and foster equity within and through their practice. They will be deeply committed to understanding the lived experiences, strengths, and motivations of the people with whom they interact in order to foster a collaborative process of pursuing and achieving person-centered,

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occupation-based goals. They will be responsive to the situated barriers, needs, opportunities, and constraints of contexts that influence health, well-being, and social participation. They will learn how to do what it takes to recognize the capabilities of others and shift their perspectives from being the expert to being a collaborator in care.

It is important for occupational therapy and occupational science to consider different models or approaches when working with diverse people with various abilities and disabilities to focus on a person or group's capability and less on deficits. There is a clear connection between occupational equity and occupational rights, informed by existing literature on human capabilities (Hammell, 2020). A more critical perspective of occupation is emerging through the lens of the capabilities approach, originally developed by Amartya Sen in 1979, and further adapted by Nussbaum in 2000. It appeals to interdisciplinary scholars and students alike, although originally intended to answer questions related to social justice, economics, social sciences, and public affairs, in addition to the study of welfare states reform and issues related to the global South or North.

The capabilities approach links development, quality of life, and freedom for human beings with key ideas about capabilities, functioning, agency, human diversity, and public participation in generating valued capabilities (Walker, 2005). In its simplest form, the capabilities approach, "refers to what people are actually able to be and do, rather than to what resources they have access to. It focuses on developing people's capability to choose a life that they have reason to value" (Walker, 2005, p. 103). Walker argues that freedom and capabilities go hand-in-hand, and in order to develop capabilities, one must have the freedom to do so. The approach highlights that people should have the opportunity to make meaningful choices from a range of options, and have the freedom to choose a life that they value. This is an approach that aligns with those clinicians who, "seek to address inequalities of occupational opportunity and inequities in participation" (Hammell, 2015, p. 78). This is relevant for our students, who are studying to become reflective, responsive and engaged professionals.

Our students will value ethical practice, cultural responsiveness, and inclusiveness. In addition to working with people, groups, and populations, our students will learn to navigate the complexities of the systems in which they will work and then proceed to work towards systemic change with people and their communities. "Thread courses" with a concentrated focus on collaboration are: Reflections in Practice, Communication in Practice, Facilitating Transformational Change in Practice, as well as the Practice Immersions in Adult Physical Rehabilitation, Mental Health, Pediatrics, and Productive Aging and Geriatrics.

Program Outcome: Practice Scholars

Curriculum Thread: Knowledge Mobilization

Contemporary clinical reasoning in occupational therapy and throughout the medical community is informed by evidence-based decision-making (Law, 2008). Evidence-based decision-making is a dynamic process that is congruent with the Chan Division's overall mission to develop leaders by empowering students to establish themselves as self-directed, life-long learners. A definition of evidence-based medicine, attributed to David Sackett and his colleagues (1996; 2000), portrays a process in which the best available research findings are integrated with clinical expertise and the patient or client's values, preferences, and circumstances (Hoffmann, Bennett, & Del Mar, 2017; Melnyk & Fineout-Overholt, 2010). Coursework and classroom activities are structured to develop and practice skills required in evidence-based service provision, namely: review of research, self-

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directed learning, and experiences in critical thinking and problem solving (Forrest & Miller, 2001).

Deliberate selection of textbooks and other course readings encompassing evidence for intervention decisions and methods, as well as in-class analysis of methods that are less supported, lay the groundwork for evidence-based practice. Our curriculum emphasizes the importance of all types of research for clinical decision-making and teaches students to critically appraise and match research findings to specific clinical questions. Heavily influenced by the work of Gabbay and Le May (2011), who used ethnography to study the “messy world of practice” in an interdisciplinary primary care setting, we view evidence-based practice as integrally tied to the clinical reasoning of an individual clinician who must, “blend formal, informal, tacit and experiential evidence into his or her main signposts for action” (p.xiii). Accordingly, the evidence-based practice process is also supported by the process of professional self-reflection (Pollock & Rochon, 2002). Students in the entry-OTD program are provided with multiple opportunities to develop their skills and habits as self-reflective practitioners by beginning as self-reflective students.

As trained critical thinkers and lifelong learners, our students will engage in all phases of knowledge mobilization, including knowledge generation, knowledge dissemination, knowledge uptake, and knowledge implementation (Phipps et al., 2016). By proficiently drawing upon scientific evidence, qualitative and quantitative approaches, and pragmatist theories, they will inform their clinical reasoning while engaging in best practices, supporting positive and equitable outcomes within diverse client populations, and driving both innovative program evaluation and quality improvement initiatives. Students will demonstrate competence in the primary tenets of knowledge mobilization, including a commitment to the development of meaningful and bi-directional partnerships with external stakeholders such as community members, clients, and other health professionals in order to inform and guide both clinical practice and engaged research. Through this process, they will facilitate the adoption and integration of innovative discoveries and interventions to shape practice and policy for broader societal impact.

“Thread courses” with concentrated focus on knowledge mobilization include Practice Scholar 1: Applying Quantitative Evidence; Practice Scholar 2: Applying Qualitative Evidence; Practice Scholar 3: Synthesizing Evidence and Practice Needs; and Practice Scholar 4: Mobilizing Knowledge to Advance Practice.

Program Outcome: Global Citizens

Curriculum Thread: Global Perspectives and Connections

Our curriculum will prepare students to address the occupational and health needs of our increasingly global communities, which can be found both within local contexts in the United States, as well as around the world. Throughout the curriculum, students will build their capacities as “global citizens,” which entails both a critical awareness of the wider world and one’s positionality within it (Simaan, 2000; Lattanzi, 2012), as well as a commitment to act for the benefit of all societies and not solely one’s own. (United Nations, n.d.). Global citizenship is conceptualized as, “awareness, caring, and embracing cultural diversity while promoting social justice and sustainability, coupled with a sense of responsibility to act” (Reysen & Katzarska-Miller, 2013, p. 858) and is grounded in an understanding of a “shared humanity” (Goddard & Sinclair, 2008). In this light, our students will build their understanding of the shared responsibilities of individuals, groups, communities, and societies to enable occupational wellbeing and justice in the world.

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The curriculum thread of “global perspectives and connections” is interwoven throughout the coursework across all three years of the program. Our curriculum prominently features occupational therapy and occupational science theories and models relevant to the lived experiences of diverse global populations. Students have opportunities to apply these concepts in their assignments in which they may analyze a client case, occupation, or context from a culturally diverse lens. Importantly, the curriculum is intentional in integrating the perspectives and scholarship originating from non-Western and non-English speaking communities and will orient our students to engage in decolonizing their learning and practice through global connections (Simaan, 2020; see a fuller discussion of decolonization in *Universal/Unifying Thread: Justice, Equity, Diversity and Inclusion*). Course readings and materials are selected to reflect a diversity of viewpoints and highlight scholars from around the world.

The curriculum also provides opportunities for students to build alliances and collaborations with members of global communities (both locally in the Los Angeles metropolitan area and internationally) to advocate for occupational justice and policy solutions that address complex global health issues. Students develop skills in building sustainable global partnerships while employing cultural humility and ensuring true bi-directional dialogue and respect for the wisdom of each partner (Hammell, 2015). Opportunities include occupational science seminars with international partners, fieldwork and doctoral capstone experiences both domestic and abroad, and interdisciplinary workshops. Students have access to two unique offices within the Division, China Initiative and Global Initiatives, which provide students with mentorship and avenues to build global partnerships.

“Thread courses” with a concentrated focus on global perspectives and connections include: Theoretical Foundations of Occupational Science and Occupational Therapy; Reflection in Practice; Communication in Practice; Facilitating Transformational Change in Practice; and Visionaries: Global Health Systems, Policy, and Advocacy.

Program Outcome: Visionaries Shaping Change ***Curriculum Thread: Innovation***

Innovation and informed risk-taking are lasting core values of the University and are heavily emphasized in the 2018 USC Strategic Plan. The USC Stevens Center for Innovation also notes that innovation can come from the arts and social sciences, as well as engineering or medicine. It can take the shape of new products or services; new ventures ranging from capitalized startups to non-profit organizations; as well as new organizational models. Innovation is not just the development or implementation of new technologies, software, or hardware, but instead can be any groundbreaking approaches or advancement that change the ways we live, work, and play. Innovation is central to USC’s “scholarship with consequence” pillar described in the 2018 Strategic Plan.

According to Anthony (2012), the potential for innovation lies within every individual. We concur with this dynamic perspective of people, organizations, and communities, and therefore, innovation will be a requirement for success and sustainability for all. We believe that our students are uniquely suited to ideate, create, and implement new innovations to optimize people’s engagement in the ordinary and extraordinary activities of life.

We identify innovation as a core curricular thread because of this imperative, and because of the

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key concepts which innovation combines. Anthony (2012) defines innovation as simply, “something different that has impact” (p. 18) when creativity yields action and implementation. In other words, innovation is not in thinking creatively; it is in doing or acting upon one’s creative ideas. Making the leap from thinking to doing involves risk-taking, a characteristic also mentioned in Clark’s (2010b) review of literature on power and confidence in relation to occupational therapy. Clark stressed the connections between practice, determination, risk-taking, and developing confidence. Risk-taking is particularly relevant to knowing and expressing one’s capacities for occupation.

Innovation occurs through the generation of new concepts, protocols, and frameworks that will change how we conceptualize occupation and its role in promoting well-being. As such, fostering innovative thinking has a critical role in our curriculum, and we strive to develop students who are innovative and forward-thinking, and who will shape the futures of their local, national, and international communities.

Serdyukov (2017) proclaims that the need for educational innovation has become acute, and increased change in educational innovation is necessary. Innovation requires three major steps starting with an idea, moving to its implementation, and then analyzing its outcomes. In education, innovation takes many forms including new pedagogical theory, methodological approach, instructional tool, or institutional structure, all of which can produce a significant change in teaching and learning.

As noted above, new methodological approaches can foster innovation in educational settings. Teleteaching is one example of such an innovation which has steadily gained traction in the past decade. Crampsey (2013) describes teleteaching as a collective term pertaining to the shared concepts of telemedicine, telerehabilitation, and telehealth. Teleteaching is a type of blended learning which incorporates the use of electronic media with the traditional classroom set-up (Crampsey, 2013). This approach is cost-effective and accessible to many, and once the necessary technology is acquired, enables increased student engagement and participation. Teleteaching encourages critical thinking and clinical reasoning, which are concepts that need to be applied through active learning. The opportunities afforded by teleteaching have become more apparent than ever, as a result of the COVID-19 pandemic. Enfolded such innovations into our curriculum, as the Chan Division has done, has been critical to meeting the increased demand for providing remote-based services that meet society’s changing needs, during the pandemic and beyond.

“Thread courses” with concentrated focus on innovation include: Visionaries: Innovation and Technology to Promote Occupational Engagement; Visionaries: Global Health Systems, Policy, and Advocacy; Advanced Clinical Application: Neurocognition and Occupation; Advanced Clinical Applications: Medical Complexity and Occupation; Teaching and Learning Seminar: Becoming a Fieldwork Educator; and Pedagogy in Higher Education: Seminar and Practicum.

Universal/Unifying Thread: Justice, Equity, Diversity and Inclusion

Justice, equity, diversity and inclusion comprise a unifying thread across the curriculum. This thread prepares students to build their reflective capacity, and to recognize oppression and take action against it in partnership and collaboration with individuals, communities and organizations, in order to promote justice, equity, and inclusion for diverse populations. The thematic content for this thread is interwoven throughout all courses and contributes explicitly to all of the program

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outcomes. Each program outcome explicitly addresses forms of oppression and inequities intentionally in at least one student learning objective (Hagopian et al., 2018).

Ideological, institutional, interpersonal and internalized oppression negatively impact individuals' abilities to choose and participate in occupation. These include systemic racism, ethnocentrism, sexism, heterosexism, ableism, lack of access, classism, unjust laws and inequities, among other forms of oppression (Hammel, 2016). Occupational therapy and occupational science have developed within a primarily White, individualistic, Western, middle class, able-bodied and Judeo-Christian cultural system and may unintentionally reproduce the above forms of oppression (Dirette, 2018; Grenier, 2020; Aldrich et al., 2017; Gerlach et al., 2018). Decolonizing practice and education can support practitioners and educators to counter the assumptions that may unintentionally oppress individuals from non-Western cultures or structurally marginalized groups. Decolonizing entails incorporating (new) concepts and examples from beyond the Anglophone perspective and academic arena (Simaan, 2020) and, "acknowledging, challenging, and unlearning the dominance of Western ways of knowing about occupation" (Gibson & Farias, 2020, p. 445). It requires unsettling assumptions about what occupations or types of participation are healthful or normative, directly addressing the conditions that shape lived realities, and interrogating why particular types of knowledge are not included in curriculum and practice (Gibson & Farias, 2020; Mahoney & Kiraly-Alvarez, 2019).

The justice, diversity, equity and inclusion thread will prepare students to dismantle oppression and decolonize occupational therapy through a four-tiered approach based on the Social Justice Standards (Learning for Justice, 2018): strengthening reflective capacity and ability to recognize oppression, seeing capacity in others, empowering others, and taking action in partnership.

The first step involves strengthening students' reflective capacity so that they are aware of and able to articulate their own positionality, intersectionality, explicit and implicit biases, and privilege (Sue, et al., 2009), in addition to any shame they may have surrounding their experiences of racism or internalized oppression (Nicholls & Elliot, 2019). Students must be "active participants" in the learning process in order to engage in this work (Gat & Ratzon, 2014; Grady, Brungardt & Doll, 2018). Group discussions and small group work will be utilized to facilitate reflection and dialogue (Kumagai & Lypson; 2009). Reflective journaling combined with interactive and discussion-based learning activities will support students to understand themselves, recognize differences between themselves and others, and be able to recognize forms of oppression-- ideological, institutional, interpersonal and internalized (Brown et al., 2011; Grady et al., 2018; Jackson et al., 2018; Tervalon & Murray-Garcia, 1998; Trentham et al., 2007). Students will be supported to both reflect on their own experiences and critique structural processes and conditions (Emery-Whittington & Te Maro, 2018; Gibson & Farias, 2020). Therefore, this step will also involve learning with communities that have been historically colonized/marginalized to understand how structural forces marginalize groups and communities, as well as how communities resiliently adapt (Zafran et al., 2020).

Second, this thread will support students to become aware of the strengths, assets, and resources of individuals, communities, and populations. This part may involve decolonizing their own way of looking at the world, so that they do not focus on deficits but rather see capacity in others (Simaan, 2020). This will also involve developing the understanding that individuals have different conceptions of reality, truth, and the meaning of occupation (Iwama, 2003), and questioning assumptions regarding the value of certain constructs such as competency and independence (Grenier, 2020).

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The third step involves gaining tools to empower others, whether that is individuals, communities, or populations (Hyett, Kenny & Dickson-Swift 2019). Here, we use the definition of empowerment shared by Hammel (2016) and the World Bank (2014) that involves strengthening, “people’s capabilities: their freedom—or opportunity—to choose what they wish to do and to be and their ability to act on these wishes” (Hammel, 2016, p. 285). People are not unable to take action due to a lack of ability, but rather, because of “restricted opportunities” (Hammel, 2016, p. 283). This approach to empowerment acknowledges that, “cultural values and expectations and structural barriers, such as poverty, racism, and sexism, determine that, for many, choices are severely constrained” (Hammel, 2016, p. 284). Students will learn to assess what people are able to do, what their circumstances currently allow, and then support individuals and communities’ assets and capabilities to take action (Hammel, 2016).

Decolonizing practice must be accompanied by training in anti-racist or “oppression busting” strategies so reflection and critique can be connected to action (Gibson & Farias, 2020). This thread will support students to partner or collaborate with others to enact broader systemic changes to dismantle oppression, not through assuming the role of expert who can solve intractable problems on their own, but through the role of collaborator, partner and life-long learner. Through this thread, students will strengthen their ability to question their own perspective; listen to individuals, communities and populations; and be a part of dismantling oppression, and supporting justice, equity and inclusion for diverse communities.

Content and Sequence of the Curriculum

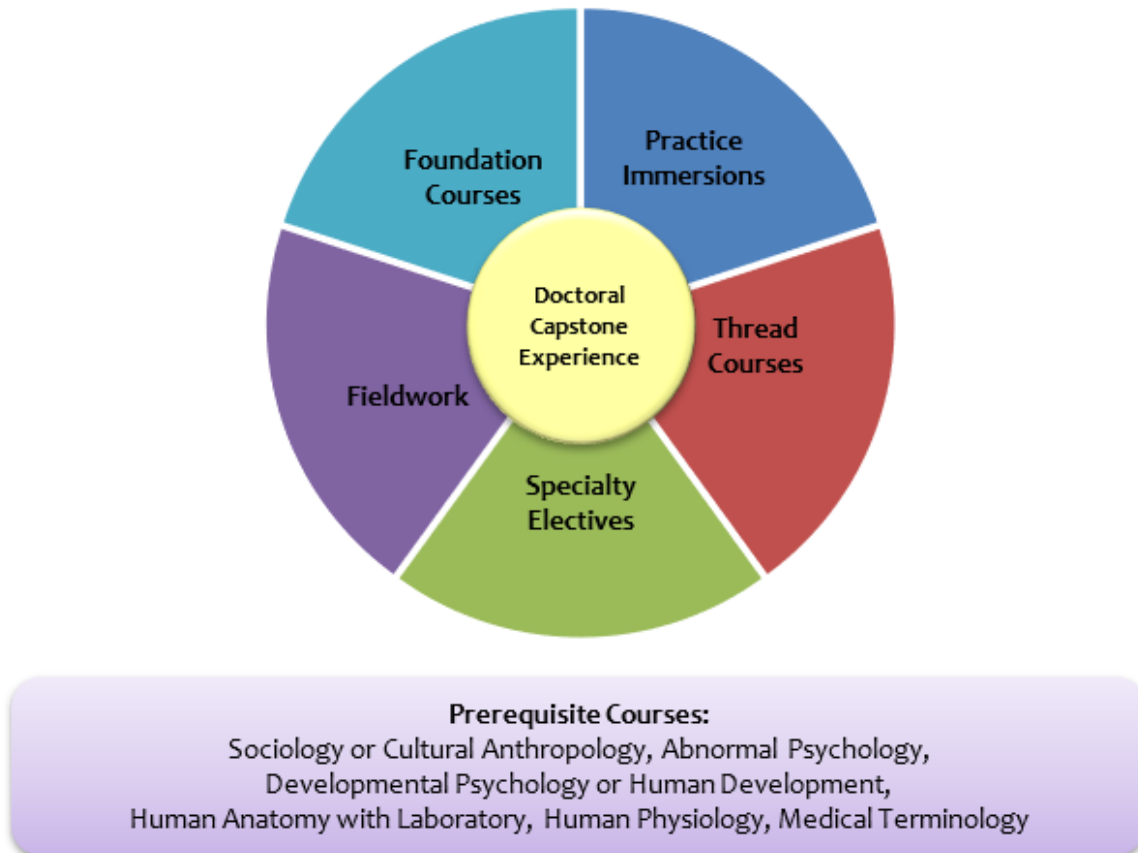


Figure 6. Components of the Chan Division Entry-Level Occupational Therapy Clinical Doctorate Program Curriculum

Key components of our curriculum design are depicted in Figure 6 above. Each component is detailed below.

Prerequisite Courses

Courses prerequisite to the professional program are carefully selected to provide introductory knowledge associated with our curriculum threads. Consequently, they also support students' opportunities to build upon prior knowledge. Related to our curriculum thread of *occupational science*, students must take courses Sociology or Anthropology, Abnormal Psychology, (for which General Psychology is typically required), and Developmental Psychology or Human Development. Analysis of occupation in current practice settings, is informed by preparation in Human Anatomy with Laboratory and Human Physiology. Medical Terminology readies our students to enter Level I practice settings early in their professional preparation, jump-starting their knowledge and skills for generalist practice and, as a result, accelerated transition into *collaborative* roles.

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Foundation Courses

Students in the professional program start with foundational courses which begin to develop their understanding of the complex nature of occupation. These begin with the Theoretical Foundations of Occupational Science and Occupational Therapy; Foundations of Occupation: Creativity, Craft and Activity Analysis; Foundations of Occupation: Kinesiology in Daily Life; Foundations of Occupation: Neuroscience in Daily Life in the first semester of the entry-level OTD program; and Foundations of Occupation: Sensory Processing in Daily Life in the second semester.

Practice Immersions

Following and building upon these foundational courses, students begin their rotations through practice immersion courses meant to develop mastery through immersion, as described in our learning philosophy. The entire class is divided into four rotation groups. Over four semesters, each rotation group takes one practice immersion course per semester in adult physical rehabilitation, mental health, productive aging and geriatrics, and pediatrics. Each of these intensive courses combines classroom activity, team-based learning, lecture, and experiential learning laboratories, along with corresponding weekly Level I fieldwork, to allow students to focus on one area of practice at a time and to immediately integrate classroom learning with practical application in order to develop competence in the knowledge and skills required for evaluation and intervention in each practice setting.

Thread Courses

The practice immersion courses are taken concurrently with thread courses that further develop essential professional knowledge and skills related to all practice areas. These courses reflect and underscore key curriculum threads which are simultaneously woven through all courses: occupational science; collaboration; knowledge mobilization; global perspectives and connections; innovation; and justice, equity, diversity, and inclusion.

These thread courses are: Foundations of Occupational Science and Occupational Therapy; Foundations of Occupation: Creativity, Craft, and Activity Analysis; Foundations of Occupation: Kinesiology; Foundations of Occupation: Neuroscience; and Foundations of Sensory Processing: Neuroscience and Behavior; Reflection in Practice; Communication in Practice; Facilitating Transformational Change in Practice; Practice Scholar 1: Applying Quantitative Evidence; Practice Scholar 2: Applying Qualitative Evidence; Practice Scholar 3: Synthesizing Evidence and Practice Needs; Practice Scholar 4: Mobilizing Knowledge to Advance Practice; Visionaries: Global Health Systems, Policy, and Advocacy, Visionaries: Innovation and Technology to Promote Occupation(see Figure 7 below for an outline of curriculum threads and thread content).

Specialty Electives and Graduate Certificates

Throughout the entry-level OTD program, students may take optional specialty elective courses to expand their knowledge and advance their skillset. Students select from advanced clinical courses in topics including: Hand Rehabilitation, Advanced Practice in Physical Agent Modalities, Enhancing Motor Control for Occupation, Ergonomics, Sensory Processing and Sensory Integration, and Dysphagia Across the Lifespan, among others. Students may also choose to work towards a graduate certificate in Foundations of Lifestyle Redesign[®] or Sensory Processing and Sensory

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Integration, while completing their clinical doctorate degree.

Fieldwork

Fieldwork experiences are central to the design of the professional program curriculum and, as previously described, are threaded throughout to provide students with exposure to a diverse array of practice settings as well as multiple opportunities to apply and enhance learning. Level I fieldwork is a component of each practice immersion course (Adult Physical Rehabilitation, Mental Health, Productive Aging and Geriatrics, and Pediatrics) in which each student is assigned to a fieldwork setting related to the practice area. These experiences emphasize exposure to settings and populations as well as the application of classroom learning in the practice context. Students begin Level I fieldwork during the second or third week of each immersion course (depending on the semester) and participate at the site one day a week for 9 weeks.

In addition to these four Level I fieldwork experiences, students typically complete the required minimum 24 weeks of Level II fieldwork in two distinct practice areas. The first Level II fieldwork will occur in the summer of year 2 as one 12-week full-time experience. The second Level II fieldwork will be completed part-time in two semesters during the fall and spring of year of 3, while enrolled in several thread courses and engaging in the doctoral capstone preparation work which will segue into the doctoral capstone experience in the summer of year 3. Figure 8 below displays the timing and integration of Level I and Level II fieldwork experiences throughout the curriculum for each group rotation.

Doctoral Capstone

The impact of our students' doctoral capstone work is shaped not only by what they do and how they think, but ultimately who they become and the actions they take. While not explicitly tied to the doctoral capstone, students' commitment and ability to influence meaningful change is intricately tied to their development as **Experts in Occupation; Reflective, Responsive and Engaged Professionals; Practice Scholars; Global Citizens; and Visionaries Shaping Change** through thread courses that foster self-reflection, critical perspectives, collaboration, innovation, and advocacy to address health disparities and other forms of sociocultural and socioeconomic oppression that limit opportunities for engagement in meaningful, purposeful, satisfying and health-promoting occupation. The doctoral capstone experience is a culmination of the first two and a half years of the program, and more specifically, the two previous semesters (fall and spring of year 3). The two semesters leading into the doctoral capstone experience (DCE) intentionally house two part-time Level II fieldwork experiences at the same site as the DCE for building confidence, collaboration, expertise, and investment in the site and population served.

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Figure 7. Entry-OTD Curriculum Threads

Curriculum Threads: 3-year Progression			
Curriculum Threads	Year 1	Year 2	Year 3
Occupational Science	- Describe and outline foundational concepts of occupational therapy and occupational science. - Complete an occupational self-analysis; reflect upon one's own occupational profile, and explore relationships between occupation and well-being, identity and health. Analyze occupations for their therapeutic properties. - Integrate occupational therapy and occupational science principles in various practice contexts. - Begin to explore applications of occupational science to Lifestyle Redesign.	- Explore applications of occupational science to health promotion and primary care. - Continue to integrate occupational therapy and occupational science principles in various practice contexts, and advanced applications for neurocognition and numerous medical complexities across the life span - Apply occupational science principles, research evidence, and practice-based evidence to support clinical reasoning.	- Plan for the direct application of broad concepts of occupation and occupational science into deliverables relevant to particular populations within specific contexts. - Integrate occupational science concepts/perspectives into dialogues within a community of practice. - Apply knowledge of occupational therapy and occupational science to the design and implementation of a doctoral capstone project. - Advocate for the therapeutic benefits of using occupation as a modality as a member of an interdisciplinary team.
Collaboration	- Strengthen one's capacity for self-reflection. - Increase awareness of personal biases, positionality, and privilege. - Engage in community building circles and develop skills for connecting, partnering, and collaborating with others. - Begin to develop a strong professional identity.	- Continue to refine communication skills and therapeutic use of self. - Provide compassionate care with cultural humility in practice contexts and immersions. - Continue to develop one's professional identity, including the continued development of skills addressing compassionate and culturally-responsive care.	- Actively engage in reflective work within a community of practice, focusing on ethical practice, cultural responsiveness, and inclusiveness. - Collaborate and partner with stakeholders to design and implement a doctoral capstone project. - Establish one's professional identity. - Demonstrate a deep commitment to appreciating the lived experiences, strengths, and motivations of the people with whom students will interact, in order to foster a collaborative process of pursuing and achieving person-centered occupation-based goals. - Respond to the situated barriers, needs, opportunities, and constraints of the contexts that influence health, well-being, and social participation during the doctoral capstone experience. - Navigate the complexities of the systems in which they will work and then proceed to work towards systemic change with people and
Knowledge Mobilization	- The curriculum emphasizes the importance of all types of research for clinical decision-making and teaches students to critically appraise and match research findings to specific clinical questions, particularly in the practice scholar courses that focus on quantitative and qualitative evidence. - Become self-reflective students, as part of the evidence-based practice process. - Describe key concepts of knowledge mobilization principles - Analyze and critique the validity and usefulness of both qualitative and quantitative research studies, including the design and methodology. - Use scholarly literature and data from the individual	- Utilize national and international resources, including appropriate literature within and outside of occupational therapy and occupational science, for consideration in clinical decision-making. - Continue to use scholarly literature to make evidence-based decisions within a variety of fieldwork practice contexts, and advanced clinical application courses.	- Conduct a comprehensive contextual practice analysis that explores the factors influencing practice context. - Synthesize research evidence for a population's occupational needs and best practices to meet those needs. - Design and implement a program evaluation/quality improvement plan at the doctoral capstone site. - Demonstrate competence in the primary tenets of knowledge mobilization, including a commitment to the development of meaningful and bidirectional partnerships with external stakeholders in order to inform and guide both clinical practice & engaged research during the third year, leading to the doctoral capstone experience.
Global Perspectives and Connections	- Develop a global perspective through a review of international literature and by utilizing a global lens within dialogues. - Develop and demonstrate cultural humility within practice context and immersions. - Identify occupational and health needs of local and global communities.	- Critically examine local and global cultures and their influence on health, well-being, and management of care. - Explore international and intercultural issues, including those of non-Western and non-English-speaking cultures, within course readings, discussions, and dialogues related to occupational therapy and occupational science. - Consider and appreciate cultural diversity and apply culturally relevant interventions within a variety of practice contexts *Students will continue to build their capacities to embrace cultural diversity and build their understanding of "shared humanity and responsibilities" during clinical rotations (Level II)	- Evaluate and address global and diverse needs within a practice context, whether in the United States or internationally. - Participate in international exchange experiences. *Students will continue to build their capacities as "global citizens" requiring both a critical awareness of the wider world and one's positionality within it.
Innovation	- Identify best practice and emerging trends in the use of technology across practice settings. - Practice innovative thinking through the intentional creation of occupational therapy interventions. - Develop one's capacity for innovative approaches and problem solving by navigating novel clinical scenarios, practice context, and immersions. - Collaboratively engage in various groups, working with diverse peers, which requires risk-taking and provides opportunities for leadership roles.	- Identify and implement design principles and practices that support the development of new and existing technologies. - Understand and apply principles of systems thinking to current practice environments where occupational therapy is provided. - Develop critical advocacy skills for practice advancement and change. - Design and apply innovative solutions, technology, and occupational therapy interventions across different settings.	- Engage in creative problem solving, innovative program design, and critical forward thinking required to design and implement a doctoral capstone project. - Implement a doctoral capstone project that build on concepts, protocols, and frameworks that define occupation in a novel way and emphasize its role in promoting well-being. - Explore the art and science of teaching, with a focus on innovations and best practice in how to use various instructional methods including teleteaching, flipped classrooms, and student-centered learning approaches
JEDI (Justice, Equity, Diversity, and Inclusion)	- Articulate and reflect on one's identity (including intersectionality, positionality, and privilege) and develop compassion for one's self. - Evaluate values and biases, as well as their impact on developing therapeutic use of self and ethical decision making. - Describe the value of diversity within relationships and within the profession.	- Identify the strengths, assets and resources of individuals, communities and populations. - Develop skills to critique structural processes. - Evaluate systems of oppression and how structural inequities maintain and create oppression within systems and could limit access to occupation and health.	- Take action related to decolonizing practice and disrupting oppression. - Engage in microinterventions to combat aspects of systemic oppression. - Partner with individuals, communities and populations to address barriers to access and participation, in order to take action. - Reflect on personal and professional values and create a personalized vision for addressing justice, equity, diversity and inclusion in future practice and professional life.

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4. CHAN ENTRY-OTD CURRICULUM, SCOPE & SEQUENCE

Year 1 (2026-2027)					
Fall 1	Units	Spring 1	Units	Summer 1	Units
OT 519 Theoretical Foundations of Occupational Science and Occupational Therapy	3	Immersion 1 + Level I FW OT 501, 502, 503 OR 504 (13 weeks)	8	Immersion 2 + Level I FW OT 501, 502, 503 OR 504 (13 weeks)	8
OT 516 Foundations of Occupation: Creativity, Craft and Activity Analysis	3				
OT 510 Foundations of Occupation: Kinesiology in Daily Life	3	OT 526 Practice Scholar: Applying Quantitative Evidence	3	OT 536 Practice Scholar: Applying Qualitative Evidence	3
OT 514 Foundations of Occupation: Neuroscience in Daily Life	3	OT 517 Foundations of Occupation: Sensory Processing in Daily Life	3	OT 539 Applying Occupational Science: Health Promotion and Primary Care	3
OT 511 Reflection in Practice	3	OT 521 Communication in Practice	3	OT 531 Facilitating Transformational Change in Practice	3
	15		17		17
					49
Year (2027-2028)					
Fall 2	Units	Spring 2	Units	Summer 2	Units
Immersion 3 + Level I FW OT 501, 502, 503 OR 504 (13 weeks)	8	Immersion 4 + Level I FW OT 501, 502, 503 OR 504 (13 weeks)	8	OT 636 Level II Fieldwork with Seminar (12 weeks)	2
OT 617 Visionaries: Innovation and Technology to Promote Occupation	3	OT 622 Advanced Clinical Applications: Neurocognition and Occupation	3		
OT 618 Visionaries: Global Health Systems, Policy, and Advocacy	3	OT 623 Advanced Clinical Applications: Medical Complexity and Occupation	3		
OT 619 Applying Occupational Science: Lifestyle Redesign®	3	Optional Elective(s)	2-4		
	17		14 - 18		2
					33
Year 3 (2028 – 2029)					
Fall 3	Units	Spring 3	Units	Summer 3	Units
OT 636 Level II Fieldwork with Seminar (12 weeks; Part Time; Same setting as the DCE)	1	OT 636 Level II Fieldwork with Seminar (12 weeks; Part Time; Same setting as the DCE)	1	OT 730 Doctoral Capstone Experience with Seminar	3
OT 715 Practice Scholar: Synthesizing Evidence and Practice Needs	3	OT 725 Practice Scholar: Mobilizing Knowledge to Advance Practice	3		
OT 713 Doctoral Capstone Preparation: Seminar 1	1	OT 723 Doctoral Capstone Preparation: Seminar 2	1		
OT 710 Teaching and Learning Seminar: Becoming a Fieldwork Educator	1	OT 720 Pedagogy in Higher Education: Seminar and Practicum	1		
Optional Elective(s)	2-4	Optional Elective(s)	2-4		
	6 - 10		6 - 10		3
					15
					Total Units
					97

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Educational Goals: Student Learning Outcomes and Strategies for Evaluation

Program Outcomes	Student Learning Outcomes	Strategies for Evaluation
Experts in Occupation	1. Graduates will integrate occupational science theories and concepts into occupational therapy practice, education, and research.	OT 502: Occupation and Recovery Evidence Activity OT 519: Prep Notes Assignment & Application Paper OT 636: Fieldwork Performance Evaluation OT 713: Professional Development Plan OT 723: Professional Development Plan OT 730: Final Portfolio and Final OTD Capstone Presentation
	2. Graduates will evaluate occupation and occupational needs considering the complex relationships among people, contexts, and occupations	OT 501: Team and Individual OT Process Case Applications OT 502: Case Learning Activities in Best Practice Setting; Lessons and OT Assessment In-Service Presentation; and OT Assessment Protocol OT 503: Pediatric Evaluation Assignment; Pediatric OT Case Study OT 504: Life story Project; Home Assessment; Standardized Patient Experience 2 and 4 (midterm and final practicums) OT 516: Activity Analyses 1-3; Final Summative Reflection Paper OT 619: Lifestyle Redesign Final Assignment OT 622: Cognitive Activity Analyses; Cognitive-Functional Evaluation (C-FE) assignment; Cognitive Environmental Scan of Local Public Transportation OT 623: Clinical Case Investigations 1-5 OT 636: Fieldwork Performance Evaluation OT 713: Professional Development Plan OT 715 Evidence Synthesis Matrix and Narrative, Stakeholder Interview Findings and Synthesis OT 723: Professional Development Plan OT 725 Synthesis Matrix and Narrative Review of Select Outcomes Measures OT 730: Final Portfolio and Final OTD Capstone Presentation
	3. Graduates will design and implement occupation-based interventions to optimize people's engagement in life.	OT 501: Final Exam - Intervention Practicum; Team and Individual OT Process Case Applications OT 502: Client Care Coordination Plan; Learning Activities; and Written/Oral Final

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		OT 503: Intervention Toolkit; Pediatric OT Case Study OT 504: Home Assessment; Standardized Patient Experience 2 and 4 (midterm and final practicums) OT 619: Practicum Assessments OT 623: Final Case Investigation OT 636: Fieldwork performance evaluation OT 713: Professional Development Plan OT 723: Professional Development Plan OT 725 Design Consultation Plan OT 730: Engagement in Monthly Seminar/Community of Practice
	4. Graduates will partner with persons, groups, or populations to address barriers that limit full occupational participation.	OT 504: Home Assessment; Standardized Patient Experiences 2 and 4 (midterm and final practicums) OT 623: Clinical Case Investigations 1-5 OT 636: Fieldwork performance evaluation OT 713: Professional Development Plan OT 723: Professional Development Plan OT 725 Design Knowledge Mobilization (KMB) Plan and Products/Events OT 730: Final Portfolio and Final OTD Capstone Presentation
	5. Graduates will collaboratively design and implement occupation-focused programs and/or systems to impact health among persons, groups, and populations.	OT 501: Team OT Process Case Application OT 713: Professional Development Plan OT 723: Professional Development Plan OT 725 Design Consultation Plan OT 730: Final Portfolio and Final OTD Capstone Presentation
Global Citizens	1. Graduates will articulate current topics in occupational therapy and occupational science across global contexts in order to engage with global communities, both domestically and internationally.	OT 516: Final Summative Reflection Paper OT 519: Prep Notes and Conversation Synthesis Assignments OT 618: Why Choose OT Campaign Community Presentation OT 713: Professional Development Plan OT 723: Professional Development Plan OT 730: Monthly Excerpts from Reflective Journal Entries and Final Portfolio
	2. Graduates will analyze current global health issues in relation to occupational therapy and occupational science.	OT 516: Final Summative Reflection Paper OT 713: Professional Development Plan OT 723: Professional Development Plan OT 730: Monthly Excerpts from Reflective Journal Entries and Final Portfolio

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	3. Graduates will collaborate with stakeholders to address the occupational and health needs of global communities.	OT 527: Presentation: International Comparisons of Health Care Systems OT 636: Fieldwork Performance Evaluation OT 713: Professional Development Plan OT 723: Professional Development Plan OT 730: Monthly Excerpts from Reflective Journal Entries and Final Portfolio
	4. Graduates will partner with individuals, groups, and communities to advocate for occupational justice and policy solutions addressing complex global health issues.	OT 618: Community Programs: Levels of Prevention & Defining Your Target Population and Health of the Local Community Assignment OT 531: Occupational Reconstruction Proposal OT 636: Fieldwork Performance Evaluation OT 713: Professional Development Plan OT 723: Professional Development Plan OT 730: Monthly Excerpts from Reflective Journal Entries and Final Portfolio
	5. Graduates will utilize occupational therapy and occupational science theories relevant to the lived experiences of culturally and linguistically diverse populations from the Global South.	OT 636: Fieldwork Performance Evaluation OT 713: Professional Development Plan OT 723: Professional Development Plan OT 730: Monthly Excerpts from Reflective Journal Entries and Final Portfolio
Reflective, Responsive, and Engaged Professionals	1. Graduates will enact personal and unique assets, abilities, and characteristics in order to cultivate, nurture, and sustain therapeutic partnerships.	OT 504: Life Story Project, Home Assessment OT 511: Summative Analysis and Reflection Skill Building Plan OT 521: Transcribed Motivational Interview and Interpersonal Analysis Paper OT 618: Thomas Kilman Inventory (TKI) Personal Assessment and Reflection OT 636: Fieldwork Seminar OT 713: Professional Development Plan OT 723: Professional Development Plan OT 730: Candidate's Self-Evaluation and Monthly Excerpts from Reflective Journal Entries

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	2. Graduates will demonstrate resilience through self-compassion and restorative activities.	OT 636: Fieldwork Seminar OT 511: Mindfulness Paper or Presentation OT 618: Personal Well-Being Portion of the Personal and Professional Development Plan OT 619: Peer-to-Peer Practice Self-Evaluation OT 713: Professional Development Plan OT 723: Professional Development Plan OT 730: Candidate's Self-Evaluation and Engagement in Monthly Seminar/Community of Practice
	3. Graduates will integrate principles of inclusivity, equity, and dignity for all persons into practice.	OT 501: Final Exam - Intervention Practicum and Team and Individual OT Process Case Applications OT 504: Standardized Patient Experience 2 and 4 (midterm and final practicums) OT 516: Activity Analyses 1-3; Craftivism Project OT 622: Exploring a Clinical Question and Case Application Assignments OT 623: Final Case Study OT 730: Monthly Excerpts from Reflective Journal Entries
	4. Graduates will cultivate and sustain therapeutic partnerships that integrate the lived experiences of persons, groups, and populations	OT 504: Life Story Project, Home Assessment OT 521: Transcribed MI Interview OT 636: Fieldwork Performance Evaluation OT 730: Monthly Excerpts from Reflective Journal Entries
	5. Graduates will demonstrate culturally responsive practices both within and across sociocultural groups.	OT 503: Intervention Toolkit, Pediatric OT Case Study OT 504: Life Story Project; Home Assessment; Standardized Patient Experience 2 and 4 (midterm and final practicums) OT 511: Implicit Bias Reflection OT 516: Activity Analyses 1-3 OT 521: Interpersonal Analysis Paper OT 619: Practicum Assessments OT 623: Case Assignments 1-5 OT 636: Fieldwork Performance Evaluation OT 730: Candidate's Self-Evaluation
Practice Scholars	1. Graduates will use rigorous, trustworthy, and relevant evidence to inform practice, pedagogy, and research decisions.	OT 501: Team and Individual OT Process Case Applications OT 502: Assessment Protocol OT 503: Intervention Toolkit; Pediatric OT Case Study OT 504: Home Assessment; Standardized Patient Experience 2

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		and 4 (midterm and final practicums) OT 516: Final Summative Reflection Paper OT 526: Critically Appraised Paper; Critically Appraised Topic; Journal Club OT 536: Making Qualitative Research Matter, Team Oral Defense: Appraising, Synthesizing, and Applying Multiple Types of Evidence to Promote EBP OT 619: Practicum Assessments OT 622: CAP focused on one of AOTA identified cognitive interventions taught in course OT 623: Case Assignments 1-5; Final Case Study OT 710: Teach a Strategy Assignment OT 710: Final Assignment: Case Study OT 715: Evidence Synthesis Matrix and Narrative OT 720: Review of the Evidence Assignment; Practicum Experience OT 730: Final Portfolio
	2. Graduates will collect, analyze, and synthesize information in order to strengthen practice processes and outcomes.	OT 503: Pediatric OT Case Study OT 526: Literature Search; Critically Appraised Paper; Critically Appraised Topic OT 536: Team Oral Defense: Appraising, Synthesizing, and Applying Multiple Types of Evidence to Promote EBP OT 622: Cognitive-Functional Evaluation (C-FE) assignment OT 713: Professional Development Plan OT 723: Professional Development Plan OT 730: Synthesis of Program Evaluation Report, Presentation of Program Evaluation Report and, Final Portfolio
	3. Graduates will mobilize knowledge in collaboration with stakeholders to address the evolving occupational needs of individuals and society.	OT 526: Critically Appraised Topic Poster Presentation OT 713: Professional Development Plan OT 715: Stakeholder Interview Findings and Synthesis OT 723: Professional Development Plan OT 730: Final Portfolio and Final OTD Capstone Presentation
	4. Graduates will critically evaluate and use evidence to address barriers to occupational justice, equity, diversity, and inclusion.	OT 504: Home Assessment OT 531: Group Facilitation and Reflection OT 536: Critical Appraisal OT 618: Summary of Benefits & Coverage: Comparison Analysis and Assess Your Own Insurance Plan

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		OT 623: Midterm Exam OT 713: Professional Development Plan OT 723: Professional Development Plan OT 730: Synthesis of Program Evaluation Data and Final OTD Capstone Presentation
Visionaries Shaping Change	1. Graduates will navigate complex systems to address society's intractable needs encountered at local, national, and global levels.	OT 516: Craftivism Project OT 618: Letter of Medical Necessity OT 618: Advocacy through Policy Assignment and Executive Summary SWOT Analysis OT 636: Fieldwork Performance Evaluation OT 713: Professional Development Plan OT 723: Professional Development Plan OT 730: Final OTD Capstone Presentation
	2. Graduates will create and implement innovative solutions to transform practice and impact research.	OT 617 Visionaries: Innovation and Technology to Promote Occupation OT 618: Business Planning Case Study #2 and #3 OT 713: Professional Development Plan OT 723: Professional Development Plan OT 730: Final OTD Capstone Presentation
	3. Graduates will leverage the power of occupation to transform people, teams, and organizations.	OT 503: Pediatric OT Case Study OT 504: Standardized Patient Experience 2 and 4 (midterm and final practicums) OT 516: Craftivism Project; Final Summative Reflection Paper OT 618: Non-OT Staff Supervision Case Study and OT + OTA Collaboration Case Application OT 623: Final Case Study OT 622: Case application OT 730: Final OTD Capstone Presentation
	4. Graduates will integrate contemporary theories and best practices in teaching and learning in order to advance occupational therapy's workforce and effectiveness in academic and practice settings.	OT 618: Personal & Professional Development Plan (Summative Experience) OT 710: Teach a Strategy Assignment OT 720: Practicum Experience OT 730: Candidate's Self-Evaluation and Final OTD Capstone Presentation

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5. LENGTH AND REQUIREMENTS OF THE CHAN DIVISION EDUCATIONAL PROGRAMS

Undergraduate students pursuing the Bachelor of Science to Entry-Level Doctorate in Occupational Therapy (BS to OTD) program are eligible to begin professional coursework during the fall semester of their senior year, provided they have completed all required prerequisite courses by the start of the fall semester. Students in the six-year BS to OTD pathway must apply for admission to the Entry-Level OTD program by **February 15** of their senior year. Those who successfully complete their bachelor's degree and meet program qualifications are granted **Advanced Standing** and progress into the OTD curriculum.

A. SEQUENCE OF PROFESSIONAL COURSES FOR OCCUPATIONAL THERAPY UNDERGRADUATES PURSUING THE BACCALAUREATE DEGREE ENROUTE TO THE OTD DEGREE:

<u>Semester</u>	<u>Course #</u>	<u>Units</u>	<u>Title</u>
Fall Senior Year (1 st professional year)	OT 511	3	Reflections in Practice
	OT 514	3	Foundations of Occupation: Neuroscience in Daily Life
	OT 516	3	Foundations of Occupation: Creativity, Craft and Activity Analysis
	OT 519	3	Theoretical Foundations of Occupational Science and Occupational Therapy
Spring of Senior Year (1 st professional year)	OT 50x	8	Practice Immersion*
	OT 517	3	Foundations of Occupation: Sensory Processing in Daily Life
	OT 521	3	Communication in Practice
	OT 526	3	Practice Scholar: Applying Quantitative Evidence

Following successful completion of the Bachelor's degree and admission to the OTD program, Bachelor's to OTD students complete the following sequence of courses for the OTD degree with Advanced Standing:

OTD DEGREE: ADVANCED STANDING FOR BACHELOR'S TO OTD STUDENTS

<u>Semester</u>	<u>Course #</u>	<u>Units</u>	<u>Title</u>
Summer (1 st professional year)	OT 50x	8	Practice Immersion*
	OT 531	3	Facilitating Transformational Change in Practice
	OT 536	3	Practice Scholar: Applying Qualitative Evidence
	OT 539	3	Applying Occupational Science: Health Promotion and Primary Care
Fall (2 nd professional year)	OT 50x	8	Practice Immersion*
	OT 617	3	Visionaries: Innovation and Technology to Promote Occupation
	OT 618	3	Visionaries: Global Health Systems, Policy, and Advocacy
	OT 619	3	Applying Occupational Science: Lifestyle Redesign®
Spring (2 nd professional year)	OT 50x	8	Practice Immersion*
	OT 622	3	Advanced Clinical Applications: Neurocognition and Occupation
	OT 623	3	Advanced Clinical Applications: Medical Complexity and Occupation
Summer (2 nd professional year)	OT 636	2	Level II Fieldwork with Seminar

Fall (3 rd professional year)	OT 636	1	Level II Fieldwork with Seminar (Part-Time)
	OT 710	1	Teaching and Learning Seminar: Becoming a Fieldwork Educator
	OT 713	1	Doctoral Capstone Preparation: Seminar 1
	OT 715	3	Practice Scholar: Synthesizing Evidence and Practice Needs
Spring (3 rd professional year)	OT 636	1	Level II Fieldwork with Seminar (Part-Time)
	OT 720	1	Pedagogy in Higher Education: Seminar and Practicum
	OT 723	1	Doctoral Capstone Preparation: Seminar 2
	OT 725	3	Practice Scholar: Mobilizing Knowledge to Advance Practice
Summer (3 rd professional year)	OT 730	3	Doctoral Capstone Experience with Seminar

B. SEQUENCE OF COURSES FOR OCCUPATIONAL THERAPY ENTRY-OTD STUDENTS

YEAR I

<u>Semester</u>	<u>Course #</u>	<u>Units</u>	<u>Title</u>
Fall: (1 st professional year)	OT 510	3	Foundations of Occupation: Kinesiology in Daily Life
	OT 511	3	Reflection in Practice
	OT 514	3	Foundations of Occupation: Neuroscience in Daily Life
	OT 516	3	Foundations of Occupation: Creativity, Craft and Activity Analysis
	OT 519	3	Theoretical Foundations of Occupational Science and Occupational Therapy
Spring: (1 st professional year)	OT 50x	8	Practice Immersion*
	OT 517	3	Foundations of Occupation: Sensory Processing in Daily Life
	OT 521	3	Communication in Practice
	OT 526	3	Practice Scholar: Applying Quantitative Evidence
Summer: (1 st professional year)	OT 50x	8	Practice Immersion*
	OT 531	3	Facilitating Transformational Change in Practice
	OT 536	3	Practice Scholar: Applying Qualitative Evidence
	OT 539	3	Applying Occupational Science: Health Promotion and Primary Care

YEAR II

<u>Semester</u>	<u>Course #</u>	<u>Units</u>	<u>Title</u>
Fall (2 nd professional year)	OT 50x	8	Practice Immersion*
	OT 617	3	Visionaries: Innovation and Technology to Promote Occupation
	OT 618	3	Visionaries: Global Health Systems, Policy, and Advocacy
	OT 619	3	Applying Occupational Science: Lifestyle Redesign®
Spring (2 nd professional year)	OT 50x	8	Practice Immersion*
	OT 622	3	Advanced Clinical Applications: Neurocognition and Occupation
	OT 623	3	Advanced Clinical Applications: Medical Complexity and Occupation
Summer (2 nd professional year)	OT 636	2	Level II Fieldwork with Seminar

YEAR III

<u>Semester</u>	<u>Course #</u>	<u>Units</u>	<u>Title</u>
Fall (3 rd professional year)	OT 636	1	Level II Fieldwork with Seminar (Part-Time)
	OT 710	1	Teaching and Learning Seminar: Becoming a Fieldwork Educator
	OT 713	1	Doctoral Capstone Preparation: Seminar 1
	OT 715	3	Practice Scholar: Synthesizing Evidence and Practice Needs
Spring (3 rd professional year)	OT 636	1	Level II Fieldwork with Seminar (Part-Time)
	OT 720	1	Pedagogy in Higher Education: Seminar and Practicum
	OT 723	1	Doctoral Capstone Preparation: Seminar 2
	OT 725	3	Practice Scholar: Mobilizing Knowledge to Advance Practice
Summer (3 rd professional year)	OT 730	3	Doctoral Capstone Experience with Seminar

* Students take ONE of the following practice immersions each semester - OT 501 Practice Immersion: Adult Physical Rehabilitation, or OT 502 Practice Immersion: Mental Health, or OT 503 Practice Immersion: Pediatrics, or OT 504 Practice Immersion: Productive Aging and Geriatrics

C. OCCUPATIONAL THERAPY PRACTICE AND RESEARCH ELECTIVE COURSES

- **OT Specialty Elective Courses:** A number of specialty elective courses are offered within the Chan Division to enable students to both broaden and deepen their knowledge and expertise in contemporary practice areas. Elective courses are offered as either 4-unit or 2-unit courses with varying schedules. Please see the list of specialty courses below. More detailed information regarding electives will be made available to students prior to the spring semester of the second year. In addition to OT courses in specialty topics, students may choose to participate in clinical and/or research experiences.
- **Clinical Experiences (OT 500; A, B, C)** include participation in various clinical/health settings in the community. May be taken for 2 to 4 units.
- **Research Experiences (OT 790)** include participation in research projects with USC community partners.

May be taken for 2 to 4 units.

- **Independent Study (OT 790)** enables students to research a topic of their choice, supervised by a USC faculty member. May be taken for 2 to 4 units
- **OT Specialty Elective Courses** (list subject to change):

OT 500 (2-4 Units)	Clinical Problems in Occupational Therapy (Neonatal Intensive Care Unit and Sensory Processing/Sensory Integration Graduate Certificate)
OT 550 (2 Units)	Lifestyle Redesign® for Pain and Headache Management
OT 551 (2 Units)	Lifestyle Redesign® for Weight Management and Related Conditions
OT 552 (2 Units)	Lifestyle Redesign® for Neurological Conditions
OT 560 (4 Units)	Contemporary Issues in School-Based Practice
OT 562 (4 Units)	Advanced Hand Rehabilitation and Certification (PAMS)
OT 566 (2 Units)	Healthcare Communication with Spanish-Speaking Clients
OT 567 (4 Units)	Contemporary Issues: Occupational Therapy in Early Intervention
OT 569 (2 Units)	Sensory Integration Theory
OT 570 (2 Units)	Evaluation and Clinical Reasoning: Sensory Integration
OT 572 (4 Units)	Ergonomics
OT 573 (4 Units)	Hand Rehabilitation
OT 574 (4 Units)	Enhancing Motor Control for Occupation
OT 575 (2 Units)	Dysphagia Across the Lifespan: Pediatrics through Geriatrics
OT 577 (2 Units)	Seminar in Occupational Therapy (National Board for Certification in Occupational Therapy Preparation)
OT 579 (4 Units)	Occupational Therapy in Adult Neurorehabilitation
OT 587 (2 Units)	Critical Global Citizenship in Practice: Externships
OT 588 (2 Units)	Building Technologies that Promote Health and Well-Being
OT 589 (0 Units)	Interprofessional Education and Collaboration for Geriatrics
OT 590 (2-4 Units)	Rancho Los Amigos National Rehabilitation Center: Canadian Occupational Performance Measure (COPM)
	Rancho Los Amigos National Rehabilitation Center: OT Driver Rehabilitation and Training Program
	Rancho Los Amigos National Rehabilitation Center: Traumatic Brain Injury and/or Diabetes Mellitus - Improving Patient's Self-Management of Chronic Conditions
	Rancho Los Amigos National Rehabilitation Center: OT Lifestyle Redesign® Program
	Research (Independent Study), Various Topics
OT 595 (2 units)	Foundations of Therapy with Infants and Families in the NICU
OT 599 (2-4 Units)	Special Topics:
	Anti-Racism, Anti-Oppression and JEDI in Occupational Therapy
	Occupational Therapy in Japan: Health Care Systems, Values, and Occupations
	Discovering Occupations in the Aboriginal Communities of Southern Taiwan
	Hawaiian and Pacific Islander Approaches to health Through Cultural Revitalization and Occupation
OT 610 (4 Units)	Sensory Integration Dysfunction
OT 638 (2 Units)	Mentored Practicum in Lifestyle Redesign
OT 670 (4 units)	Business Fundamentals for Healthcare Professionals
OT 790 (1-4 Units)	Research (Independent Study), Various Topics

D. GRADUATE CERTIFICATES

There are two Graduate Certificate Programs offered by the Chan Division: the Graduate Certificate in the Foundations Lifestyle Redesign® and the Graduate Certificate in Sensory Processing and Sensory Integration. Both require a minimum of 12 units of core and elective course work as follows:

1. Foundations of Lifestyle Redesign® Graduate Certificate

Program Description:

The Graduate Certificate in Foundations of Lifestyle Redesign® is a pathway for students to obtain advanced training in the *Lifestyle Redesign* intervention framework and fulfill all didactic requirements for earning Certification in *Lifestyle Redesign*. This program prepares students to design and implement *Lifestyle Redesign* interventions with diverse patient populations, while learning from *Lifestyle Redesign* Certified faculty who have extensive experience in applying the intervention framework in clinical settings.

While obtaining the Graduate Certificate is not equivalent to earning Certification in *Lifestyle Redesign*, which requires completing additional requirements and obtaining OT licensure, students who earn this Graduate Certificate are on a “fast track” towards earning their Certification in *Lifestyle Redesign* after graduating. To learn more about the certification process, refer to the [Lifestyle Redesign® Certification Handbook](#).

Admissions Requirements:

Applicants currently enrolled in a Chan graduate program at USC who are in good standing with a 3.0 GPA or better, need only complete the online application form located here:

<https://chan.usc.edu/students/applications/graduate-certificate>

Required Courses:

OT 521: Communication in Practice 2 (3 units)

OT 619: Applying Occupational Science: Lifestyle Redesign® (3 units)

Followed by **TWO of the following:**

OT 550: Lifestyle Redesign® for Pain and Headache Management (2 units)

OT 551: Lifestyle Redesign® for Weight Management and Related Conditions (2 units)

OT 552: Lifestyle Redesign® for Neurological Conditions (2 units)

Culminating with:

OT 638: Mentored Practicum in Lifestyle Redesign® (2 units)

For more information, please visit: <https://chan.usc.edu/education/lifestyle-redesign-graduate-certificate>

2. Graduate Certificate in Sensory Processing and Sensory Integration

Program Description:

The Sensory Processing/Sensory Integration Graduate Certificate (SP/SI GC) is intended for those students who would like to develop an expertise in identifying sensory processing disorders and use sensory integration interventions to address them. The certificate encompasses five courses with the last one delivered in conjunction with hands-on clinical practice. The SP/SI GC will position the students to translate the latest research on SI and SP into practice. Once the program is completed graduates will be able to apply the information to clinical practice, research, advocacy, and education.

Admissions Requirements:

Applicants for the Certificate in SI and SP who are currently enrolled in a Chan graduate program at USC and are in good standing with a 3.0 GPA or better, complete an online application here:

<https://chan.usc.edu/students/applications/graduate-certificate> .

Required Courses:

- OT 517: Foundations of Occupation: Sensory Processing in Daily Life (3 units)
- OT 569: Sensory Integration Theory (2 units)
- OT 570: Evaluation and Clinical Reasoning: Sensory Integration (2 units)
- OT 610: Sensory Integration Treatment/Ayres Sensory Integration (4 units)
- OT 636: Fieldwork with Seminar* (1 unit)

*Must be completed at an approved pediatric-related site with a therapy room with suspended equipment

For more information, please visit: <https://chan.usc.edu/education/sp-si-graduate-certificate>

ACADEMIC CALENDARS AND SCHEDULES for 2026-2027

Fall Semester 2026		
Classes Begin	Mon	September 8
Add/Drop Deadline	Friday	September 25
Veterans Day Holiday	Wed	November 11
Thanksgiving Holiday	Wed-Sun	November 25-29
Classes End	Fri	December 11
Study Days	Sat-Mon	December 12-14
Exams	Tues-Fri	December 15-18
Winter Recess	Mon-Fri	December 21-January 8
Spring Semester 2027		
Registration	To Be Announced	To Be Announced
Classes Begin	Mon	January 11
Add/Drop Deadline	Mon	February 1
Martin Luther King's Birthday Holiday	Mon	January 18
President's Day Holiday	Mon	February 15
Spring Recess	Sun-Sun	March 14-21
Classes End	Fri	April 23
Study Days	Sat-Mon	April 24-26
Exams	Tues-Fri	April 27-April 30
Commencement	Fri	May 14
Summer Semester 2027		
Registration	To Be Announced	To Be Announced
Classes Begin	Mon	May 17
Memorial Day Holiday	Mon	May 31
Juneteenth Holiday	Fri	June 18
Independence Day Holiday	Sun/Mon	July 4-5
Classes End	Fri	August 13
Study Days	Sat – Mon	August 14-16
Exams	Tues – Fri	August –17-20

Table above was modified from the USC Schedule of Classes at: <https://classes.usc.edu/term/20263/> specifically for the Entry Level OTD Program. USC Academic Calendar: <https://www.usc.edu/academic-calendar/#chapter=academic-calendar-2026-2027>

Academic Calendar for Entry-OTD Program: 2026-2029 (all dates subject to change)

PROPOSED ACADEMIC CALENDAR – E-OTD

Orientation (1 st Years only)	Fall Semester (14 weeks)	Final Exams (1 week*)	Winter Break (3 weeks)	Spring Semester (14 weeks + Spring Break)	Finals Exams (1 week*)	Semester Break (2 weeks)	Summer Semester (13 weeks***)	Final Exams (1 week*)	Program End Date (for 3rd Years)	Semester Break (2 weeks for 1 st and 2 nd Years)
2026-2027										
Aug 31 – Sept 4	Sept 8 – Dec 11	Dec 14 – 18	Dec 21 – Jan 8	Jan 11 – Apr 23	Apr 26 – April 30	May 3 – May 14	May 17 – Aug 13	Aug 16 – 20	Aug 29, 2027	Aug 23 – Sept 3
2027-2028										
Aug 30 – Sept 3	Sept 7 – Dec 10	Dec 13 – 17	Dec 20 – Jan 7	Jan 10 – April 21	April 24 – April 28	May 1 – May 12	May 15 – Aug 11	Aug 14 – 18	Aug 25, 2028	Aug 21 – Sept 1
2028-2029										
Aug 28 – Sept 1	Sept 5 – Dec 8	Dec 11 – 15	Dec 18 – Jan 5	Jan 8 – April 20	April 23 – April 27	April 30 – May 11	May 14 – Aug 10	Aug 13 – 17	Aug 24, 2029	Aug 20 – Aug 31

Fall 2026 – Class Schedule #1, #2, #3, and #4 (all schedules subject to change)

USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy					
First Year Students Entry-OTD (2026-2029 Cohort)					
Schedule #1					
FALL 2026					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:30					
9:00					
9:30		OT 514 - Sect. 48070	OT 510 - Sect. 48062		OT 519 - Sect. 48043
10:00		Foundations of Occupation: Neuroscience in Daily Life	Foundations of Occupation: Kinesiology in Daily Life		Theoretical Foundations of Occupational Science and Occupational Therapy
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30		Orientation Modules First 6 Wks of Semester September 8 through October 15	OT 516 - Sect. 48074		OT 511 - Sect. 48066
2:00			Foundations of Occupation: Creativity Craft and Activity		Reflection in Practice
2:30					
3:00					
3:30					
4:00		CSC Building (Room 250)			
4:30					
5:00					
5:30					

USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy					
First Year Students Entry-OTD (2026-2029 Cohort)					
Schedule #3					
FALL 2026					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:30					
9:00		OT 519 - Sect. 48084			OT 511 - Sect. 48068
9:30		Theoretical Foundations of Occupational Science and Occupational Therapy		OT 514 - Sect. 48072	Reflection in Practice
10:00				Foundations of Occupation: Neuroscience in Daily Life	
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30		OT 516 - Sect. 48076		Orientation Modules First 6 Wks of Semester September 8 through October 15	OT 510 - Sect. 48064
2:00		Foundations of Occupation: Creativity Craft and Activity			Foundations of Occupation: Kinesiology in Daily Life
2:30					
3:00					
3:30					
4:00				CSC Building (Room 250)	
4:30					
5:00					
5:30					

USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy					
First Year Students Entry-OTD (2026-2029 Cohort)					
Schedule #2					
FALL 2026					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:30					
9:00		Orientation Modules First 6 Wks of Semester September 8 through October 15	OT 516 - Sect. 48075		OT 511 - Sect. 48067
9:30			Foundations of Occupation: Creativity Craft and Activity		Reflection in Practice
10:00					
10:30					
11:00					
11:30		CSC Building (Room 250)			
12:00					
12:30					
1:00					
1:30		OT 514 - Sect. 48071	OT 510 - Sect. 48063		OT 519 - Sect. 48082
2:00		Foundations of Occupation: Neuroscience in Daily Life	Foundations of Occupation: Kinesiology in Daily Life		Theoretical Foundations of Occupational Science and Occupational Therapy
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					

USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy					
First Year Students Entry-OTD (2026-2029 Cohort)					
Schedule #4					
FALL 2026					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:30					
9:00		OT 516 - Sect. 48077		Orientation Modules First 6 Wks of Semester September 8 through October 15	OT 510 - Sect. 48065
9:30		Foundations of Occupation: Creativity Craft and Activity			Foundations of Occupation: Kinesiology in Daily Life
10:00					
10:30					
11:00					
11:30				CSC Building (Room 250)	
12:00					
12:30					
1:00					
1:30		OT 519 - 48085		OT 514 - Sect. 48073	OT 511 - 48069
2:00		Theoretical Foundations of Occupational Science and Occupational Therapy		Foundations of Occupation: Neuroscience in Daily Life	Reflection in Practice
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					

Spring 2027 – Class Schedule for Groups A, B, C, and D (all schedules subject to change)

USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy - Professional Program						
First Year Students Entry-OTD (2026-2029 Cohort)						
GROUP A						
Spring 2027						
	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00						
8:30						
9:00	OT 521	OT 501		OT 501 Lab	OT 526	
9:30	Comm in Prac	Practice Immersion:		Practice	Practice Scholar:	
10:00		Adult Phys. Rehab.		Immersion:	Applying	
10:30				Adult Rehab	Quantitative	
11:00				(1/2 Group)	Evidence	
11:30	Section 47749	Section 47732		Section 47734	(1/2 Group) 47738	
12:00			Level I Fieldwork:		Level I Fieldwork:	
12:30			Off-Site		Off-Site	
1:00						
1:30	OT 517	OT 501 Lab	OT 526	Clinical Experien	OT 501	Clinical Experience
2:00	Sensory Process	Practice	Practice Scholar	(hours vary)	Practice Immersion:	(hours vary)
2:30	Daily Life	Immersion:	Applying	Wed or Friday	Adult Phys. Rehab.	Wed or Friday
3:00		Adult Rehab	Quantitative			
3:30		(1/2 Group)	Evidence			
4:00	Section 48078	Section 47735	(1/2 Group) 47754		Section 47732	
4:30						
5:00						
5:30						

USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy - Professional Program						
First Year Students Entry-OTD (2026-2029 Cohort)						
GROUP C						
Spring 2027						
	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00						
8:30						
9:00	OT 517	OT 503		OT 503 Lab	OT 526	
9:30	Sensory Process	Practice Immersion:		Practice	Practice Scholar:	
10:00	Daily Life	Pediatrics		Immersion:	Applying	
10:30				Pediatrics	Quantitative	
11:00				(1/2 Group)	Evidence	
11:30	Section 48080	Section 47744		Section 47747	(1/2 Group) 47758	
12:00			Level I Fieldwork:		Level I Fieldwork:	
12:30			Off-Site		Off-Site	
1:00						
1:30	OT 521	OT 503 Lab	OT 526	Clinical Experien	OT 503	Clinical Experience
2:00	Comm in Prac	Practice	Practice Scholar	(hours vary)	Practice Immersion:	(hours vary)
2:30		Immersion:	Applying	Wed or Friday	Pediatrics	Wed or Friday
3:00		Pediatrics	Quantitative			
3:30		(1/2 Group)	Evidence			
4:00	Section 47748	Section 47746	(1/2 Group) 47754		Section 47744	
4:30						
5:00						
5:30						

USC Chan Division of Occupational Science and Occupational Therapy - Professional Program						
First Year Students Entry-OTD (2026-2029 Cohort)						
GROUP B						
Spring 2027						
	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00						
8:30						
9:00	OT 521		OT 502		OT 502 Lab	OT 526
9:30	Comm in Practice		Practice Immersion:		Practice	Practice Scholar:
10:00			Mental Health		Immersion:	Applying
10:30					Mental Health	Quantitative
11:00					Evidence	Evidence
11:30	Section 47759		Section 47733		(1/2 Group) 47741	(1/2 Group) 47738
12:00		Level I Fieldwork:		Level I Fieldwork:		
12:30		Off-Site		Off-Site		
1:00						
1:30	OT 517	Clinical Experien	OT 502 Lab	OT 526	Clinical Experien	OT 502
2:00	Sensory Process	(hours vary)	Practice	Practice Scholar:	(hours vary)	Practice Immersion:
2:30	Daily Life	Tues or Thurs	Immersion:	Applying	Tues or Thurs	Mental Health
3:00			Mental Health	Quantitative		
3:30			Evidence	Evidence		
4:00	Section 48079		(1/2 Group) 47748	(1/2 Group) 47755		Section 47733
4:30						
5:00						
5:30						

USC Chan Division of Occupational Science and Occupational Therapy - Professional Program						
First Year Students Entry-OTD (2026-2029 Cohort)						
GROUP D						
Spring 2027						
	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00						
8:30						
9:00	OT 517		OT 504		OT 504 Lab	OT 526
9:30	Sensory Processing in		Practice Immersion:		Practice	Practice Scholar:
10:00	Daily Life		Productive Aging and Geriatrics		Immersion:	Applying
10:30					Geriatrics	Quantitative
11:00					(1/2 Group)	Evidence
11:30	Section 48081		Section 47728		Section 47730	(1/2 Group) 47738
12:00		Level I Fieldwork:		Level I Fieldwork:		
12:30		Off-Site		Off-Site		
1:00						
1:30	OT 521	Clinical Experien	OT 504 Lab	OT 526	Clinical Experien	OT 504
2:00	Comm in Prac	(hours vary)	Practice	Practice Scholar:	(hours vary)	Practice Immersion:
2:30		Tues or Thurs	Immersion:	Applying	Tues or Thurs	Productive Aging and Geriatric
3:00			Geriatrics	Quantitative		
3:30			Evidence	Evidence		
4:00	Section 47750		Section 47729	(1/2 Group) 47755		Section 47728
4:30						
5:00						
5:30						

Summer 2027 - Class Schedule for Groups A, B, C, and D (all schedules subject to change)

GROUP A Summer 2027						GROUP B Summer 2027						
	Monday	Tuesday	Wednesday	Thursday	Friday		Monday	Tuesday	Wednesday	Thursday	Friday	
8:00						8:00						
8:30						8:30						
9:00	OT 539 Applying OS: Health Promo and Primary C	OT 502 Practice Immersion: Mental Health		OT 502 Lab Practice Immersion: Mental Health (1/2 Group) Section 48004	OT 536 Practice Scholar: Applying Qualitative Evidence (1/2 Group) 48017	9:00	OT 539 Applying OS: Health Promotion and Primary Care Section 47747		OT 503 Practice Immersion: Pediatrics Section 48007		OT 503 Lab Practice Immersion: Pediatrics (1/2 Group) Section 48008	OT 536 Practice Scholar: Applying Qualitative Evidence (1/2 Group) 48019
9:30						9:30						
10:00						10:00						
10:30						10:30						
11:00						11:00						
11:30						11:30						
12:00	Level I Fieldwork: Off-Site			Level I Fieldwork: Off-Site		12:00	Level I Fieldwork: Off-Site			Level I Fieldwork: Off-Site		
12:30						12:30						
1:00						1:00						
1:30	OT 531 Facilitating Transformation: Change in Practice Section 48013	OT 502 Lab Practice Immersion: Mental Health (1/2 Group) Section 48006	OT 536 Practice Scholar: Applying Qualitative Evidence (1/2 Group) 48018	OT 502 Practice Immersion: Mental Health Section 48004	OT 536 Practice Scholar: Applying Qualitative Evidence (1/2 Group) 48017	1:30	OT 531 Facilitating Transformation: Change in Practice Section 48014	OT 503 Lab Practice Immersion: Pediatrics (1/2 Group) Section 48007	OT 536 Practice Scholar: Applying Qualitative Evidence (1/2 Group) 48020	OT 503 Practice Immersion: Pediatrics Section 48007	OT 536 Practice Scholar: Applying Qualitative Evidence (1/2 Group) 48019	
2:00						2:00						
2:30						2:30						
3:00						3:00						
3:30						3:30						
4:00						4:00						
4:30						4:30						
5:00						5:00						
5:30						5:30						
USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy - Professional Program						USC Chan Division of Occupational Science and Occupational Therapy - Professional Program						
First Year Students Entry-OTD (2026-2029 Cohort)						First Year Students Entry-OTD (2026-2029 Cohort)						
GROUP C Summer 2027						GROUP D Summer 2027						
	Monday	Tuesday	Wednesday	Thursday	Friday		Monday	Tuesday	Wednesday	Thursday	Friday	
8:00						8:00						
8:30						8:30						
9:00	OT 531 Facilitating Transformation: Change in Practice Section 48013	OT 504 Practice Immersion: Productive Aging and Geriatrics Section 48010		OT 504 Lab Practice Immersion: Geriatrics (1/2 Group) Section 48011	OT 536 Practice Scholar: Applying Qualitative Evidence (1/2 Group) 48017	9:00	OT 531 Facilitating Transformation: Change in Practice Section 48016		OT 501 Practice Immersion: Adult Phys. Rehab. Section 48001		OT 501 Lab Practice Immersion: Adult Rehab (1/2 Group) Section 48002	OT 536 Practice Scholar: Applying Qualitative Evidence (1/2 Group) 48019
9:30						9:30						
10:00						10:00						
10:30						10:30						
11:00						11:00						
11:30						11:30						
12:00	Level I Fieldwork: Off-Site			Level I Fieldwork: Off-Site		12:00	Level I Fieldwork: Off-Site			Level I Fieldwork: Off-Site		
12:30						12:30						
1:00						1:00						
1:30	OT 539 Applying OS: Health Promotion and Primary Care Section 47748	OT 504 Lab Practice Immersion: Geriatrics (1/2 Group) Section 48012	OT 536 Practice Scholar: Applying Qualitative Evidence (1/2 Group) 48018	OT 504 Practice Immersion: Productive Aging and Geriatrics Section 48010	OT 536 Practice Scholar: Applying Qualitative Evidence (1/2 Group) 48017	1:30	OT 539 Applying OS: Health Promotion and Primary Care Section 47749	OT 501 Lab Practice Immersion: Adult Phys. Rehab. (1/2 Group) Section 48001	OT 536 Practice Scholar: Applying Qualitative Evidence (1/2 Group) 48020	OT 501 Practice Immersion: Adult Phys. Rehab. Section 48001	OT 536 Practice Scholar: Applying Qualitative Evidence (1/2 Group) 48019	
2:00						2:00						
2:30						2:30						
3:00						3:00						
3:30						3:30						
4:00						4:00						
4:30						4:30						
5:00						5:00						
5:30						5:30						

APPENDICES

Appendix A

USC Code of Ethics



CODE OF ETHICS OF THE UNIVERSITY OF SOUTHERN CALIFORNIA

At the University of Southern California, ethical behavior is predicated on two main pillars: a commitment to discharging our obligations to others in a fair and honest manner, and a commitment to respecting the rights and dignity of all persons. As faculty, staff, students, and trustees, we each bear responsibility not only for the ethics of our own behavior, but also for building USC's stature as an ethical institution.

We recognize that the fundamental relationships upon which our university is based are those between individual students and individual professors; thus, such relationships are especially sacred and deserve special care that they not be prostituted or exploited for base motives or personal gain.

When we make promises as an institution, or as individuals who are authorized to speak on behalf of USC, we keep those promises, including especially the promises expressed and implied in our Role and Mission Statement. We try to do what is right even if no one is watching us or compelling us to do the right thing.

We promptly and openly identify and disclose conflicts of interest on the part of faculty, staff, students, trustees, and the institution as a whole, and we take appropriate steps to either eliminate such conflicts or insure that they do not compromise the integrity of the individuals involved or that of the university.

We nurture an environment of mutual respect and tolerance. As members of the USC community, we treat everyone with respect and dignity, even when the values, beliefs, behavior, or background of a person or group is repugnant to us. This last is one of the bedrocks of ethical behavior at USC and the basis of civil discourse within our academic community. Because we are responsible not only for ourselves but also

for others, we speak out against hatred and bigotry whenever and wherever we find them.

We do not harass, mistreat, belittle, harm, or take unfair advantage of anyone. We do not tolerate plagiarism, lying, deliberate misrepresentation, theft, scientific fraud, cheating, invidious discrimination, or ill use of our fellow human beings – whether such persons be volunteer subjects of scientific research, peers, patients, superiors, subordinates, students, professors, trustees, parents, alumni, donors, or members of the public.

We do not misappropriate the university's resources, or resources belonging to others which are entrusted to our care, nor do we permit any such misappropriation to go unchallenged.

We are careful to distinguish between legal behavior on the one hand and ethical behavior on the other, knowing that, while the two overlap in many areas, they are at bottom quite distinct from each other. While we follow legal requirements, we must never lose sight of ethical considerations.

Because of the special bonds that bind us together as members of the Trojan Family, we have a familial duty as well as a fiduciary duty to one another. Our faculty and staff are attentive to the well-being of students and others who are entrusted to our care or who are especially vulnerable, including patients, volunteer subjects of research, and the children in our daycare and community outreach programs.

By respecting the rights and dignity of others, and by striving for fairness and honesty in our dealings with others, we create an ethical university of which we can all be proud, and which will serve as a bright beacon for all peoples in our day and in the centuries to come.

Adopted by the Board of Trustees of the University of Southern California, March 28, 2004

Appendix B

Occupational Therapy Code of Ethics

Occupational Therapy Code of Ethics (2015)

Preamble

The 2015 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles.

It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, weighing consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

Principles and Standards of Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

BENEFICENCE

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- E. Provide occupational therapy services, including education and training that are within each practitioner's level of competence and scope of practice.

- F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.
- G. Maintain competency by ongoing participation in education relevant to one's practice area.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- I. Refer to other providers when indicated by the needs of the client.
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

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NONMALEFICENCE

Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

Nonmaleficence “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of *Nonmaleficence* also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of *due care* “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and, when necessary, report it to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client's family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising the rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one's own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

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AUTONOMY

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

The Principle of *Autonomy* expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care, and to protect the client's confidential information. Often, respect for *Autonomy* is referred to as the *self-determination principle*. However, respecting a person's autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person's right "to hold views, to make choices, and to take actions based on [his or her] values and beliefs" (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders to promote shared decision making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act [Pub. L. 104–191], Family Educational Rights and Privacy Act [Pub. L. 93–380]).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia, differences in language, literacy, culture) with the recipient of service, (or responsible party), student, or research participant.

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JUSTICE

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services in securing access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
- N. Ensure compliance with relevant laws and promote transparency when participating in a business as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

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VERACITY

Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.
- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
- J. Maintain privacy and truthfulness when using telecommunication in the delivery of occupational therapy services.

FIDELITY

Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of Fidelity comes from the Latin root *fidelis*, meaning loyal. *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the client or patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.

- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
- I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
- K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions
- L. Refrain from actions that reduce the public's trust in occupational therapy.
- M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

Appendix C

Professional Standards Policy

HERMAN OSTROW SCHOOL OF DENTISTRY OF USC

Policy Title: Professional Standards Policy		
Policy #: PC-01	Effective Date: 12/1/2010	Revision Dates: 10/2016; 11/2019
	Review Cycle: 3 years	Next Revision Date: 11/2022
Approved By: Clinical Practice Committee		
Functional Entities: Herman Ostrow School of Dentistry and its Affiliates – Faculty Practice, Biokinesiology and Physical Therapy, and Occupational Science and Occupational Therapy		
Originating Department: Professional Standards and Policies Subcommittee		

PROFESSIONAL STANDARDS FOR FACULTY, STAFF AND STUDENTS AT THE HERMAN OSTROW SCHOOL OF DENTISTRY OF USC

The faculty, staff and students are committed to creating a welcoming environment that is conducive to optimal education, research, and clinical care. This is sustained by a renewed commitment to the highest level of professionalism in all interactions with patients, peers, supervisors, staff and faculty in all disciplines. Respect for every person is the value central to all encounters with students, staff, faculty and patients.

The School is committed to teaching and evaluating professionalism for students and faculty/staff members at all levels. We will celebrate expressions of positive professional attitudes and behavior as well as achievement of academic excellence.

Everyone at the School should be familiar with and abide by academic policies of the University relating to professional behavior. In health care institutions, faculty members, staff and students are expected to abide by relevant policies and procedures governing codes of conduct. These professional standards are complementary to such academic and institutional policies. In nurturing the intellectual and personal development of students, it is important to recognize the inherent power imbalance in the teacher-student relationship and to create a respectful, interactive environment suitable for learning. The professional standards articulated here demonstrate the

school's recognition of the special professional privileges granted by society which in turn expects us to reflect in work and deed our commitment to their welfare. Consistent with this, the conduct of professionals should be characterized by the highest sense of ethical integrity and humanistic values. Sustaining all the professions within the school through the transmission of such values is a moral obligation for all.

All faculty members, all students in every program and all clinical and non-academic staff are expected to abide by these standards while in any setting where the activities are under the auspices of the Herman Ostrow School of Dentistry of USC and the University of Southern California.

SECTION I AFFIRMATION OF THE COMMITMENTS OF PROFESSIONALS

Honesty

Have a commitment to:

- Maintain the highest standards of personal and academic honesty and integrity;
- Conduct research in an ethical and unbiased manner, report results truthfully, and credit ideas developed and work done by others;
- Record accurately history and physical findings, test results, and other information pertinent to the care of the patient;
- Communicate truthfully and compassionately with patients, students, faculty members and staff both verbally and in writing;
- Neither give nor receive aid in examinations unless such cooperation is expressly permitted by the instructor.

Respect for Others

Have a commitment to:

- Not discriminate in any interactions with others, on protected grounds such as age, race, color, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, gender, sexual orientation or unrelated criminal convictions.
- Contribute to a classroom atmosphere conducive to learning;
- Respect the personal boundaries of others including, but not limited to, refraining from making unwanted romantic or sexual overtures, protecting personal information, and respecting individual workspace;
- Treat patients and their families with respect and dignity both in their presence and in discussions with other members of the health care team;
- Assure that interactions with students, teachers, patients, families, health care and research colleagues, both academic and non-academic, are always respectful and considerate;
- Respect patient autonomy at all times by discussing treatment options with the patient or surrogate/guardian;
- Ensure appropriate consultation with the identified family member or guardian when a patient lacks the capacity to make treatment decisions.
- Respect the privacy of patients and research participants;

Confidentiality

Have a commitment to:

- Regard the confidentiality of patients and research and educational participants as a central obligation;
- Assure confidentiality by limiting discussion of patient health issues to appropriate settings for clinical or educational purposes and to care givers identified by patient consent.

Responsibility

Have a commitment to:

- Assure the privacy of patient wellbeing in the clinical setting;
- Create environments that are conducive to learning and the performance of professional academic work;
- Recognize your own limitations, seek help and consult when your level of experience is inadequate or exceeded
- Be accountable for personal decisions in the workplace;
- Adopt strategies to deal with errors or misjudgments;
- Not engage in exploitative relationships with colleagues, students, patients, or their families for emotional, financial, research, educational or sexual purposes;
- Conduct themselves professionally regarding demeanor, use of language, and appearance in health care settings;
- Encourage and model language, appearance, and demeanor appropriate to the professional healthcare setting;
- Not use alcohol or drugs in any way that could interfere with academic, professional and clinical responsibilities;
- Appropriately acknowledge contributions made to research publications by others;
- Display ethical interactions with industry, declaring conflict of interest situations when they occur;
- Disclose to sponsors, universities, journals or funding agencies, any material conflict of interest, financial or other, that might influence their decisions on review of manuscripts or applications, testing products or undertaking work sponsored from outside sources;
- Participate in the processes of self-regulation of the professions;
- Report professional misconduct and unskilled practice to the appropriate authorities, respecting the need to avoid unjustly discrediting the reputation of other members of the health care team.

SECTION II

RIGHTS AND RESPONSIBILITIES OF STUDENTS IN THE SCHOOL

Rights:

Students have the right to:

- Be challenged to learn, but not abused, harassed, or humiliated;
- Be free of romantic or sexual overtures from those who are supervising their work;
- Ask questions or express disagreement with faculty members or supervisors without fear of negative consequences;
- Clear guidelines regarding assignments and examinations, as well as to testing environments that are conducive to academic honesty;
- Fair, respectful, objective, timely, frequent, and constructive evaluations from faculty members and supervisors;
- Meaningful and purposeful educational experiences in the clinical setting;
- Have research contributions appropriately represented and acknowledged;
- A clear outline of clinical responsibilities, and not to be asked to accept a level of responsibility that is inappropriate for the level of education;
- Refuse to perform procedures or examinations/assessments which are felt to be unethical or inappropriate;
- A clear process to address any evaluations or requested activities the student deems to be inaccurate or inappropriate.

Responsibilities:

- Always be truthful in relationships with patients, and not misrepresent their qualifications;
- Provide fair, respectful, objective, timely, and constructive evaluations regarding the academic program and its instructors;
- Not engage in sexual or romantic relations with those being taught or supervised or with supervisors;
- Not unjustly discredit the reputations of other learners, teachers, or members of the health care team;
- Address any violations of the standards that are observed in the course of their professional development.

SECTION III

RIGHTS AND RESPONSIBILITIES OF FACULTY & STAFF MEMBERS

Rights:

Faculty and staff members have the right to:

- Be free of abuse, harassment or humiliation;
- Be free of romantic or sexual overtures from students;
- Ask relevant, responsible questions or respectfully express disagreement with students;
- Fair, constructive, respectful, timely and objective evaluations from students and peers;
- Challenge learners to address complex issues through a high level of critical thinking and clinical reasoning;
- Discuss in the classroom any material which has a significant relationship to the subject matter as defined in the approved course description;
- Discuss controversial matters in the learning context, providing they are within their own particular field of study;
- Freedom in the exposition of a subject which he or she teaches, either in the classroom or elsewhere, providing appropriate discretion and good judgment is exercised;
- Engage in public service activities;
- Full freedom in research and the publication of results in accordance with University policy;
- Seek changes in institutional policy through established University procedures.

Responsibilities:

The faculty and staff are committed to creating a welcoming environment that is conducive to optimal education, research, and clinical care. To achieve this,

Faculty and staff members have a responsibility to:

- Model professional behavior for students;
- Teach the concepts of professional behavior, ethical research and practice;
- Provide students with challenges to learn, without abuse, harassment, or humiliation;
- Not engage in sexual or romantic relations with those being taught or supervised;
- Provide teaching, supervision and training while respecting personal boundaries;
- Allow the expression of disagreement without the fear of punishment, reprisals or retribution;
- Provide clear guidelines to learners and others regarding assignments, examinations, and test environments;
- Provide objective, timely, fair and constructive evaluations of students, faculty, and support staff;
- Ensure that the research and clinical teaching environment and experiences are appropriate for the needs of the student;
- Clearly outline for students and trainees the appropriate levels of clinical responsibility;

- Allow students to decline to perform procedures for which they feel are outside their area of competence or inconsistent with their personal beliefs;
- Not unjustly discredit the reputations of peers, students, staff, or members of the health care team
- Maintain and enhance personal competence through commitment to lifelong professional development and practice evaluation.
- Accept external scrutiny of professional performance;
- Maintain fiscal responsibility in relation to clinical and research programs and contracts.

Appendix D

The USC Student Handbook

The USC Student Handbook is the official University student handbook, which contains student community expectations, other policies applicable to students, and information about university resources available to assist students in their pursuit of academic success. The USC Student Handbook is available through the USC website here:

<https://policy.usc.edu/studenthandbook/>

Appendix E

Academic Integrity

The USC Disciplinary Process

(See The USC Student Handbook, p. 31 - Integrity and Accountability:

THE USC DISCIPLINARY PROCESS at <https://policy.usc.edu/studenthandbook/>)

Students are expected to make themselves aware of and abide by the university community's standards of behavior as articulated in the [Prohibited Discrimination, Harassment, and Retaliation policy](#), and in related policy statements. Students accept the rights and responsibilities of membership in the USC community when they are admitted to the university. In the university, as elsewhere, ignorance is not an acceptable justification for violating community standards. Lack of intent or awareness of university standards normally will not be accepted as excuses for violations and will normally receive the same consequences as deliberate violations.

Because the functions of a university depend on honesty and integrity among its members, the university expects from its students a higher standard of conduct than the minimum required to avoid disciplinary action. Likewise, while many of the university's standards of conduct parallel the laws of society in general, university standards may exceed those found elsewhere in society.

Please complete the following tutorial concerning academic integrity at USC:

<https://libraries.usc.edu/tutorials?search=academic+integrity>

Further information about academic integrity processes may be found at:

<https://academicintegrity.usc.edu/>

Appendix F

Academic Integrity at USC

Expectations and Community Responsibilities

The [USC Office of Academic Integrity \(OAI\)](#) has guidelines regarding academic misconduct investigations and states on its website:

As members of the Trojan community, students are expected to uphold the standards outlined in the USC Student Handbook and, as stated in the [USC Student Commitment](#), ‘act with integrity in all situations’.

USC empowers and expects its faculty to respond to all suspected acts of academic dishonesty that occur in their courses. If an instructor has reason to believe, based on observation or other information, that a student has violated the university’s academic integrity standards, the instructor is expected to submit a report to the Office of Academic Integrity.

The [USC Student Handbook](#) describes the rights, responsibilities, and obligations of students at USC. Specific sections of the USC Student Handbook that are of particular relevance to E-OTD students are included below. Please refer to the USC Student Handbook and the [USC Office of Academic Integrity website](#) for more detailed information.

Academic Integrity – USC Student Handbook (p. 14-16)

USC’s Unifying Value of integrity is a foundational principle that inspires the community to match its values to its actions. Academic integrity is ultimately the sole guarantor of the legitimacy of one’s education, and therefore, is vitally important not just for oneself, but for the entire USC community. The value of all USC degrees is negatively impacted by violations of academic integrity. In the classroom, general principles of academic integrity include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Instructors may include additional classroom and assignment policies, as articulated on their syllabus.

Academic Integrity Violations (academic dishonesty) include, but are not limited to:

- Plagiarism
 - The submission of material authored by another but represented as the student’s own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
 - Re-using any portion of one’s own work (essay, term paper, project, or other assignment) previously submitted without citation of such and without permission of the instructor(s) involved.
 - Improper acknowledgment of sources in essays or papers, including drafts. Also, all students involved in collaborative work (as permitted by the instructor) are expected to proofread the work and are responsible for all particulars of the final draft.

- Acquisition of academic work, such as term papers, solutions, or other assignments, from any source and the subsequent presentation of those materials as the student's own work, or providing academic work, such as term papers, solutions, or assignments submitted by another student as their own work.
- Cheating
 - Submitting material that was substantively drafted or revised by another.
 - Any use or attempted use of external assistance in the completion of an academic assignment and/or during an examination; or, any behavior that defeats the intent of an examination or other classwork or assignment, unless expressly permitted by the instructor. Examples of unacceptable behaviors include communicating with fellow students during an exam period; soliciting or providing information about an exam during an exam period; accessing online resources or learning platforms during an exam; copying or attempting to copy material from another student's exam; allowing another student to copy from an exam or assignment; possessing or using unauthorized notes, materials, calculator, cell phone/other device during exams; and/or, removing or sharing without authorization exam materials.
 - Submission of work altered after grading shall be considered academically dishonest, including but not limited to changing answers after an exam or assignment has been returned or submitting another's exam as one's own to dispute a grade and/or gain credit.
 - Obtaining for oneself or distributing any academic work, such as solutions to homework, a project or other assignment, or a copy of an exam or exam key, without the knowledge and expressed consent of the instructor.
 - Unauthorized collaboration on any academic work, such as an exam, a project, homework, or other assignment. Collaboration will be considered unauthorized unless expressly part of the assignment in question or expressly permitted by the instructor.
 - Taking a course or completing any coursework or exam for another student, or allowing another individual to take a course, complete coursework or a portion of a course, or exam in one's stead.
 - Accessing, altering, and/or using unauthorized information.
- Other Violations of Academic Integrity
 - Fabrication: Submitting material for lab assignments, class projects, or other assignments which is wholly or partially falsified, invented, or otherwise does not represent work accomplished or undertaken by the student.
 - Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to any information, created by another, distributed to students, or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other method. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited (Also see Class Notes on page 53.)

- Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, thus, infringe on the academic freedom of other students as well as the instructor.
- Failure to comply with testing protocols, policies, procedures, or instructions as it applies to exams or other academic work.
- Falsification, alteration, or misrepresentation of official or unofficial records or documents including but not limited to academic transcripts, résumés, academic documentation, letters of recommendation, admissions applications, or related documents.
- Any act that gains or is intended to gain an unfair academic advantage may be considered a violation of academic integrity.
- Furnishing false information to any university official, faculty member, or office. This includes but is not limited to furnishing false information in academic petitions or requests, financial aid documents, student employment documents, applications, financial statements or other documents, or intentionally evading university officials and/or obligations to the university. Students are responsible for verifying the accuracy of any information submitted to the university by any third party on their behalf.
- Any attempt to hinder the academic work of another student or any act which may jeopardize another student's academic standing, including but not limited to tearing pages out of a library book, tampering with or removing another student's academic work (either physically or electronically), or manipulating electronic systems to gain an advantage in class registration or other academic status.

Resolution Of Allegations of Academic Integrity Violations (USC Student Handbook p. 44-49)

USC empowers and expects its faculty to respond to suspected acts of academic dishonesty that occur in their courses. Academic dishonesty undermines the integrity of the learning and evaluative process for not only the student who engages in dishonesty, but for the other students in the course. Both the instructor and the university have a vested interest in responding to such alleged misconduct: the instructor through assessment of the student's performance (i.e., grading) and the university through its disciplinary process for a violation of the university's expectations for its students. Such an approach respects the academic freedom of faculty in their classroom while also holding all students accountable to the Unifying Values of USC through fair and impartial means.

Instructors are encouraged to submit a report (up to one year after the date of discovery of the alleged incident) with the Office of Academic Integrity (OAI) if either they, an academic unit, or an appropriate university official has reason to believe, based on observation or other information, that a student has violated the university's academic integrity standards. This timeframe may be extended at the discretion of the VP for Academic Programs.

Students in Doctoral Degree Programs

Allegations of academic dishonesty by doctoral students are addressed through OAI's formal resolution process. **Because students enrolled in doctoral degree programs have already earned a bachelor's degree and are enrolled in advanced academic programs, they are held to a higher standard of academic integrity. Accordingly, there is a general presumption that dismissal from the program is the appropriate disciplinary outcome when a doctoral student is found responsible by**

OAI for an academic integrity violation. This presumption reflects the heightened ethical expectations of advanced study, the student’s role as a mentor and role model for undergraduates, and the potential impact of their conduct on teaching, research, professional work, and the integrity of the academic community.

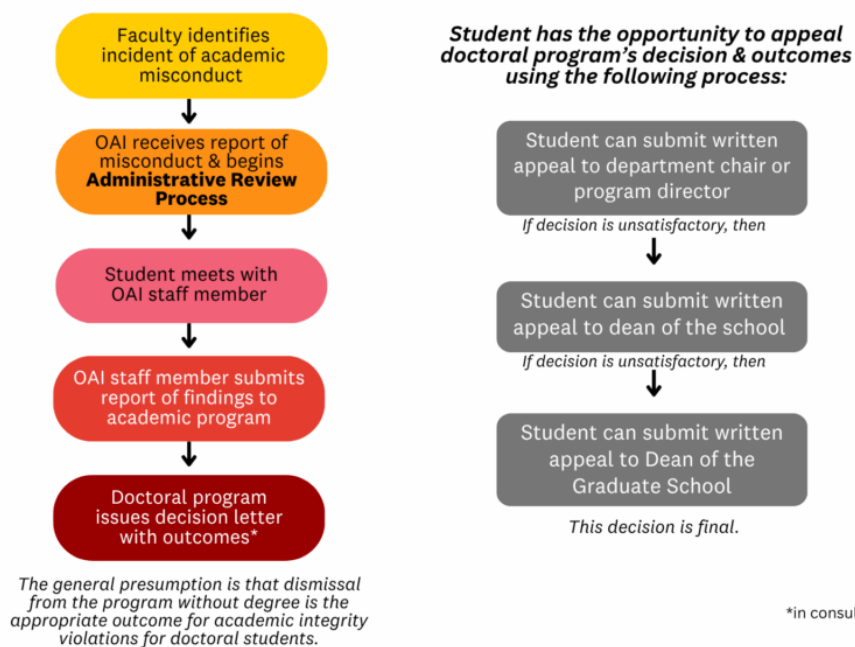
Based upon the above, in the event a doctoral student (either PhD or OTD) is found responsible by OAI for an academic integrity violation by a preponderance of the evidence, they will not be entitled to a Review Panel. Instead, the findings and determination of responsibility will be referred to the student’s academic program for issuance of a decision letter with outcomes, with a presumption that the appropriate outcome is dismissal from the program without degree. The academic program shall include in the decision letter any other pertinent information concerning the student’s academic standing. **No written warning is required to have been previously issued in order for the student to be dismissed from their program in accordance with this section.** The academic program will provide a copy of their decision to OAI for record-keeping and a dismissal notation will be included in the student’s transcript.

In lieu of an appeal, a doctoral student’s exclusive right to challenge the findings and outcome of an academic integrity matter—and to rebut the presumption of dismissal—shall be pursuant to the procedures set forth in this [Handbook](#) under the heading Graduate Students who have been Dismissed from an Academic Program.

The **Academic Integrity Review Process for Doctoral Students** is depicted below.

Doctoral Student Process

USC Academic Programs
Office of Academic Integrity



Excerpted from [The USC Office of Academic Integrity’s website](#).

Complete information on policies and procedures that govern the relationship of students with the

University can be found at the website of the [USC Office of Academic Integrity](#). For additional resources and support, students may also contact the **Chan Division's Academic Integrity Ambassador, Dr. Julie McLaughlin Gray**, Associate Chair for Academic, Faculty, and Student Affairs at jmgray@chan.usc.edu.

Additional Helpful Resources:

Academic Integrity Tutorial: Plagiarism is the unethical use of someone else's words or ideas. As part of its commitment to academic integrity, USC has provided the following online tutorial: <https://libguides.usc.edu/c.php?g=234929&p=1559180>

Guide to Avoiding Plagiarism (The guide "Avoiding Plagiarism" is available online, along with many additional writing resources at The Writing Center:
<https://dornsife.usc.edu/writingcenter/handouts/>
https://dornsife.usc.edu/usc-german-studies-program/wp-content/uploads/sites/173/2023/10/Trojan_Integrity_-_Guide_to_Avoiding_Plagiarism.pdf

The Writing Center

Part of the USC Writing Program, (<https://dornsife.usc.edu/writingcenter/>) The Writing Center (THH-310, 740-3691) offers tutoring for writing papers and improving writing skills for students.

Appendix G

Student Guidelines for Use of Social Media

Social media is an important part of communications among students in the USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy. USC Chan welcomes this form of active engagement and exchange, which helps us all build stronger connections with each other. USC Chan has adopted some guidelines to ensure that we make the best possible use of these pages, accounts, and groups.

We ask that all students agree to the following guidelines:

- Register any USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy - affiliated student group social media page as well as identify the administrator of the page, account or group, with the division's Director of Marketing.
- Explicitly state that the page or group has been created by USC Chan students and does not officially represent policies, practices, or views of the USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy.
- Open membership in any and all such social media groups to everyone affiliated with USC Chan.
- Respect others' views and opinions.
- Notify the USC Chan Director of Marketing of the closure or deletion of any such page, account or group, and/or any administrative change for any such page, account or group.

By participating in the USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy and its affiliate (Student Organization, caucuses and interest groups.) social media, USC students and other public users agree they will not do the following:

- Post material during any USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy class, fieldwork, or residency without receiving express permission from the instructor, fieldwork educator/supervisor, and/or residency preceptor in advance.
- Post material that the USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy and/or its affiliate groups determine is threatening, harassing, illegal, obscene, defamatory, libelous or hostile toward any individual or entity.
- Post any identifying information about an individual or an entity (contact information, birthday, social security number, etc.) in the body of personal comments without consent. This includes any information related to fieldwork sites, residencies, or other clinical facilities.
- Post material that infringes on the rights of the USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy or any individual or entity, including privacy, intellectual property or publication rights. This includes the improper use of (but is not limited to)

images, logos, videos, course content, documents, and white papers, among other examples. This also applies to fieldwork sites, residencies, and other clinical facilities.

- Post any content that is in violation of HIPAA (Health Insurance Portability and Accountability Act of 1996).
- Post advertisements for non-USC products or accept money to do promoted posts.
- Post chain letters, post the same comment multiple times, or otherwise distribute SPAM.
- Post comments under multiple names or using another person's name.
- Allow any other individual or entity to use personal student identification for posting or viewing comments.

If a user is found to be in violation of any of these standards, the USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy and its affiliate groups reserve the right to:

- Ban future posts from people who repeatedly violate the USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy's terms and conditions.
- Remove comments at any time.
- Report the incident to the student's academic Program Director.

Appendix H

APA Format

American Psychological Association (APA) Format Requirements for Papers

The APA Publication Manual is utilized by many professional journals including the *American Journal of Occupational Therapy* as a guide for manuscript submissions. Therefore, it is important for students to be familiar with these guidelines. The professional program faculty has designated the following areas as essential requirements for all papers assigned in the program. Students' papers that do not accurately follow these APA guidelines will be negatively impacted. Students are required to purchase the *Publication Manual of the American Psychological Association* (Seventh Edition) that provides details regarding these criteria.

Title page
Reference list (including on-line references)
Reference citations in text
Page numbers
Margins
Font type and size
Line spacing
Abbreviations
Direct quotes

Further information and support may be found under the Resources tab at The Writing Center Website: <https://dornsife.usc.edu/writingcenter> and at <https://apastyle.apa.org>.

Appendix I

Emergency Information

EMERGENCY INFORMATION

In the event of an emergency, information regarding conditions on the campus will be posted at <https://www.usc.edu/emergency/>. Students can also call (213) 740-4321.

VEOCI

VEOCI is a mass notification system that allows the Division to send updates and emergency alerts to everyone in our community through emails, phone calls, text messages, or social media channels. Any message regarding the safety or welfare of our community would be disseminated using VEOCI.

MAJOR EMERGENCY PROCEDURES

Emergencies such as earthquakes, civil disturbances, fires, and other major incidents can strike without warning. All students should be aware of procedures to be followed and sources of information in the event of a major campus emergency. Please visit <https://www.usc.edu/emergency/resources/> to familiarize yourself with university procedures. All students are urged to register with TrojansAlert (<https://dps.usc.edu/services/trojans-alerts/>)

UNIVERSITY EMERGENCY OPERATIONS

In a major emergency, the University will establish an Emergency Center in the CHP Building, in the Risk Management and Safety Office (Location: East Lake Parking Lot just outside of the CHP building). USC emergency teams will be dispatched to all areas of the campus to assist with urgent problems should the emergency warrant.

To Report an Emergency

Call the USC Department of Public Safety at (323) 442-1000 on the Health Sciences Campus, or (213) 740-4321 on the University Park Campus, or call 911. The Department of Public Safety (DPS) prefers that they are contacted first, and then they can lead emergency responders to the exact location.

EVACUATION

If the building appears to be unsafe and must be evacuated, the outdoor evacuation assembly point for the Chan Division of Occupational Science and Occupational Therapy will be near the rose garden on the Alcazar side of the building. Evacuation will be facilitated by safety team members, who will direct building occupants to stairways, assist in ensuring that all building occupants evacuate safely, and account for personnel at the assembly area. If evacuation is necessary, the emergency coordinator, safety team, and available volunteers shall assist individuals with various needs, abilities, and/or disabilities. When evacuating, students should use the closest exit and assemble near the rose garden ([Video for Evacuation Plan - How to Get to the Rose Garden](#))

EMERGENCY IN THE CLASSROOMS

In the event of an emergency during a class, the faculty member present shall provide guidance to students in safe emergency procedures.

EMERGENCY KITS

Prepare an emergency kit for your home and vehicle. Consider purchasing the following items to

have on hand:

- Fire extinguisher
- Adequate supplies of medications that you or family members are taking
- Crescent and pipe wrenches to turn off gas and water supplies
- First-aid kit and handbook
- Flashlights with extra bulbs and batteries
- Portable radio with extra batteries
- Water for each family member for at least two weeks (allow at least 1 gallon per person per day) and purification tablets or chlorine bleach to purify drinking water from other sources
- Canned and packaged foods, enough for several days and *mechanical* can opener. Extra food for pets if necessary
- Camp stove or barbecue to cook outdoors (store fuel out of the reach of children)
- Waterproof, heavy-duty plastic bags for waste disposal.

If you take medication on a regular basis, you should carry extra medication with you at all times. The Division has purchased small emergency kits that have a nutrition bar and water in them.

EMERGENCY RECOMMENDATIONS

Consider mapping out an alternative route home that does not involve freeways in case the freeway you typically travel is damaged or closed (consider the WAZE app). Download the American Red Cross Emergency App which is available in the Apple Store and on Google Play (or text “GETEMERGENCY” to 90999). With the “I’m Safe” feature in the app, you can let people know you are safe following an emergency even if electrical power is down.

The Red Cross also offers the Safe and Well website which is a secure and more private option than the “I’m Safe” feature on the Emergency App. It allows people to list their own status and allows friends and family to search for messages from their loved ones. The Safe and Well website is a free public reunification tool: <https://www.redcross.org/get-help/disaster-relief-and-recovery-services/contact-and-locate-loved-ones.html>.

An additional resource to consider is the USC Live Safe App, which is managed by the USC Department of Public Safety and the USC Department of Emergency Planning. Download here: <https://dps.usc.edu/services/safety-app/>

EMERGENCY DURING FIELDWORK and/or DOCTORAL CAPSTONE EXPERIENCE

All students engaging in level I or level II fieldwork are under the supervision of a fieldwork educator at the fieldwork site; and all students engaging in the doctoral capstone experience are under the guidance/supervision of a capstone site mentor. Each student should provide and maintain an active emergency contact number (friend or family member) in Exxat PRISM which will be provided to the site. Should an emergency occur while on fieldwork or during the doctoral capstone experience, the student will follow the emergency procedure at the site. If a student is injured while at fieldwork or during the doctoral capstone experience, the student, fieldwork educator, or capstone site mentor should notify the Chan Division/fieldwork office of the incident and its ramifications immediately. The student should follow the incident reporting procedure at the site and if necessary, file an incident report with the USC Risk Management and Insurance office: <https://risk.usc.edu/>.

EARTHQUAKE

During an earthquake, duck and cover under a desk or table, or near an interior wall, and hold on until the shaking stops. When the shaking stops, assist others in the area, report any serious problems, and evacuate if the area appears unsafe, using stairways, not elevators. Assemble at the outside evacuation assembly area (CHP rose garden).

CIVIL DISTURBANCE

In the event of civil disturbance, all personnel will be informed of developments by Trojan Alert text message, voicemail broadcast, and other means. Depending on the situation, members of the campus community may be advised to remain temporarily on campus and inside a building. Emergency teams will inform everyone in the campus community of recommended safety measures and alerts.

Appendix J

Quick Guide to Student Resources at USC

For a more complete list of student resources at USC and the Chan Division, please refer to the Student Supports Resource Packet found in the Student Resource Drive:

<https://chan.usc.edu/students/drive>

1. USC Student Health

<https://studenthealth.usc.edu>

HSC Campus (Eric Cohen):

1510 San Pablo St., Suite 104 LA, CA 90033
323.442.9355

UPC Campus (Engemann):

1031 West 34th Street, LA, CA 90089
213.740.9355

<https://studenthealth.usc.edu/hours/>

2. Campus Support and Intervention

<https://campussupport.usc.edu/>

Tutor Campus Center, TCC Suite 421
Los Angeles, CA 90089
uscsupport@usc.edu

213.740.0411

3. Trojans Care 4 Trojans (TC4T)

This site allows a member of the USC community to anonymously report a concern about a fellow member of the USC community. The site is also available to family members/non-USC individuals so that they can initiate a report. The report is routed to the Campus Support and Intervention office.

<https://campussupport.usc.edu/tc4t/>

Campus Support & Intervention
Tutor Campus Center, TCC Suite 421
Los Angeles, CA 90089
213.740.0411

4. Student Basic Needs

<https://studentbasicneeds.usc.edu/>

1025 W 34th Street
King Hall KOH STE 103
Los Angeles, CA 90089
basicneeds@usc.edu

5. Relationship and Sexual Violence Prevention Services (RSVP) Confidential Advocates Program

<https://sites.usc.edu/clientservices/talk-to-an-advocate/what-are-advocates/>

1031 West 34th St., Suite 356

LA, CA 90089 (3rd floor of Engemann Student Health Center)

24-hour crisis counseling: 213.740.9355, ask to be connected to a confidential advocate.

6. Office of Religious Life

<https://orsl.usc.edu/>

UPC Office: University Religious Center, Rm 106

HSC Office: McKibben Hall, Rm 250

213.740.6110

7. Chan Division's Occupational Therapy Faculty Practice (OTFP)

<https://chan.usc.edu/patient-care/lifestyle-redesign>

323.442.3340

8. USC Kortschak Center for Learning and Creativity

<https://kortschakcenter.usc.edu/>

3601 Trousdale Parkway Student Union, Suite 311

Los Angeles, California 90089-0191

kortschakcenter@usc.edu

213.740.7884

9. USC Office of Civil Rights Compliance

<https://ocrc.usc.edu/>

King Hall

1025 W. 34th Street, Suite 101

Los Angeles, CA 90089

ocrc@usc.edu

213.740.5086

10. Asian Pacific American Student Services (APASS)

3601 Trousdale Parkway

STU 421

<https://apass.usc.edu/>

apass@usc.edu

213.740.4999

11. Center for Black Cultural and Student Affairs (CBCSA)

Student Union 100

3601 Trousdale Parkway

Los Angeles, CA 90089
<https://cbcsa.usc.edu/> cbcsa@usc.edu
213.740.8257

12. La CASA Latinx Chicanx Center

Student Union, Suite 400
3601 Trousdale Parkway,
Los Angeles, CA 90089
<https://lacasa.usc.edu/>
lacasa@usc.edu
213.740.1480

13. LGBTQ+ Student Center (LGBTQ+SC)

Student Union, 415
3601 Trousdale Parkway
Los Angeles, CA 90089
<https://lgbtqplus.usc.edu/>
lgbtqplus@usc.edu
213.740.7619

14. Veterans Resource Center

3607 Trousdale Parkway,
Tutor Campus Center (TCC) STE 330
Los Angeles, CA 90089
<https://vrc.usc.edu/>
vrc@usc.edu
213.821.6028

15. USC Department of Public Safety (DPS)

<https://dps.usc.edu/>
UPC: 213.740.4321
HSC: 323.442.1000
Non-Emergency Phone Numbers:
UPC: 213.740.6000
HSC: 323.442.1200

16. We are SC:

<https://we-are.usc.edu/>
<https://coronavirus.usc.edu/>

17. USC Office of the Ombuds

<https://ombuds.usc.edu/>
UPC: 213.821.9556 or upcombuds@usc.edu
HSC: 323.442.0382 or hscombuds@usc.edu

Appendix K

Directions, Maps, Parking

Health Sciences Campus

Located just three miles from downtown Los Angeles and seven miles from the USC University Park Campus (UPC), the USC Health Science Campus (HSC) is a focal point for students, patients, and scientists from around the world.

For a map of HSC go to:

<https://maps.usc.edu/?id=1928#!ct/53723,53722,55414,55415,55418?s/?sbc/?mc/34.06040060000001,-118.20564179999998?z/16?lv/o?share>

Parking at USC:

All information about parking at both campuses may be found here:

<https://transnet.usc.edu/index.php/daily-and-hourly-parking/>

Parking information and lot locations for Health Sciences Campus will also be found at the following site: <https://transnet.usc.edu/index.php/hsc-map/>

Parking permit rates can be found at: <https://transnet.usc.edu/index.php/parking-rates/>.

Metered parking may also be available surrounding the campus (rates vary).

University Park Campus

Located next to one of the city's major cultural centers, Exposition Park, the 155-acre University Park Campus (UPC) is just minutes from downtown Los Angeles and is easily accessible by major freeways.

For a map of UPC go to: <https://maps.usc.edu/?id=1928#!ct/53723,53722,55414,55415,55418?s/?sbc/>

Parking

For information on parking at UPC go <https://transnet.usc.edu/index.php/daily-and-hourly-parking/>

Parking on main campus (UPC) is currently \$14. A limited amount of one-hour metered parking is also available. Four-hour and two-hour metered parking is available on Figueroa Street and Jefferson Boulevard.

USC Transportation

Please check <https://transnet.usc.edu/> for all USC transportation information and options.

USC Tram Service

Please check <https://transnet.usc.edu/index.php/bus-map-schedules/> for complete schedules and latest updates.

Appendix L

CHP 137 Kitchen Responsibilities and General Classroom Cleanliness

CHP 137 Kitchen Responsibilities

The CHP 137 kitchen is a common space. If the space is used for any reason, it **MUST** be thoroughly **CLEANED**.

- Remove all food remnants from the sink, the stovetop, and the counters.
- If using the refrigerator or freezer, items **MUST BE**:
 - labeled with **FIRST & LAST NAME** and **DATE**
 - discarded if expired
 - Items not labeled, or left in the refrigerator/freezer for more than one week will be discarded
- Clean the microwave thoroughly after each use
- Put all kitchen tools/supplies/equipment back where they were originally found
- Do **NOT** leave food or supplies out on the counters
- Turn off stove or oven immediately after each use

Thank you for helping us keep this communal space usable, safe, and clean for all students.

NOTE: If these responsibilities are not respected, access to the kitchen space may be revoked.

General Classroom Cleanliness

We kindly ask that you help maintain a clean and welcoming classroom environment by disposing of all food, wrappers, and papers at the end of each class. Any items left behind may be discarded.

Thank you for your cooperation in keeping our spaces tidy and pleasant for everyone!

Appendix M

Procedure for Electronic Device Plug-In Safety to Prevent Tripping Hazards

The Chan Division of Occupational Science and Occupational Therapy is committed to providing a safe and conducive environment for students, staff, and faculty to engage in academic and professional activities. This procedure aims to prevent tripping hazards caused by the improper placement of electronic devices and their cords, ensuring the safety and well-being of all individuals within the Division's classrooms, laboratories, and office spaces.

Scope: This procedure applies to all students, staff, faculty members, and visitors within the Chan Division designated spaces.

Guidelines:

1. Proper Device Placement:

- All electronic devices brought into Division spaces must be placed in a manner that prevents the cords and plugs from creating tripping hazards. Devices should be situated close to the wall where possible, with cords arranged neatly and secured to avoid obstruction. This will ensure that cords are not extended across pathways and reduces the risk of individuals tripping over them.

2. Tripping Hazard Identification:

- All faculty, students, and staff are responsible for promptly identifying and reporting any potential tripping hazards caused by improperly placed electronic devices, cords, or plugs. It is the duty of everyone within the Division to maintain a safe environment for all occupants.

3. Prompt Action:

- If a potential tripping hazard is identified, anyone within the Division has the authority to unplug the device immediately to eliminate the hazard. Unplugged devices should be placed in a safe location, and the individual who unplugged the device should notify the relevant personnel (e.g., professor, colleague, peer) as soon as possible.

4. Device Charging Areas:

- Designated areas for charging electronic devices have been provided within Division classrooms ("power towers"). These areas will have appropriately placed outlets and charging stations, minimizing the need for devices to be plugged in elsewhere.

Enforcement and Compliance:

- Students, staff, and faculty members are responsible for enforcing this procedure and ensuring that their areas are compliant.
- All individuals within the Division are encouraged to actively contribute to a safe environment by identifying and addressing potential tripping hazards promptly.
- If a device is damaged due to noncompliance with this procedure, the owner of the device is responsible for damages/cost of repair.

Appendix N

USC Chan Protocol: Display Case for Paper Flyers

Purpose:

Appendix IX of the [USC Student Handbook](#) sets forth the university's policy pertaining to Advertising, Promotion/Publicity, and Literature Distribution, including with respect specifically to the posting of materials, including flyers, banners, signs, and other written messages. The USC Chan Division has designated the display case located outside of the CHP-133 main office for use in the posting of informational paper flyers related to Chan programs and activities. Flyers that advertise a program, study, event, or service that is sponsored/provided by the Chan Division should be submitted by the director of the program/activity or their designee to Chan Front Office Staff for display. Flyers may also be posted that advertise programs or events sponsored by a student organization, provided that the organization is officially recognized by the Chan Division and USC Campus Activities. Recognized student organizations should submit their flyers to Chan Front Office Staff.

Flyer Guidelines:

The following guidelines apply to all flyers:

- Flyers may be no larger than 8 ½ x 11 inches.
- Flyers should contain current information.
- QR codes or web addresses included on flyers should link to additional information about the specific Chan/RSO academic program, activity, or event that is being advertised on the flyer, not to external organizations or other information that is not specifically related to that Chan academic program, activity, or event.

Flyers will be removed from the display case on a regular basis to ensure that only current information is displayed and to ensure space is available to reasonably accommodate all requests.

Flyers posted in violation of the USC Student Handbook or other university policies, including but not limited to the Policy on Prohibited Discrimination, Harassment, and Retaliation, will be referred to the appropriate university office for review and may lead to disciplinary action. Any paper flyers (irrespective of content) that are posted outside of this display case (e.g., over the glass display case, doors, windows, bathroom walls) will be removed daily.

Related USC policies:

USC Integrity and Accountability Code:

<https://policy.usc.edu/integrity-accountability-code/>

USC Policy on Free Speech

<https://www.provost.usc.edu/policies-and-statements/usc-policy-on-free-speech/>

<https://policy.usc.edu/usc-policies/policies-a-z/>

Acceptable Use:

<https://policy.usc.edu/acceptable-use/>

Data Privacy:

<https://policy.usc.edu/data-privacy-policy/>

Data Protection:

<https://policy.usc.edu/data-protection/>

Employment Records

<https://policy.usc.edu/employee-records/>

Political Activity:

<https://policy.usc.edu/political-activity/>

Prohibited Discrimination, Harassment, and Retaliation:

<https://policy.usc.edu/discrimination/>

Related Federal Policies:

Family Educational Rights and Privacy Act (FERPA)

<https://studentprivacy.ed.gov/>

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

<https://www.hhs.gov/hipaa/for-individuals/guidance-materials-for-consumers/index.html>

Appendix O

Message from the Office of Religious and Spiritual Life

HSC Program Participation Requirements:

Our graduate programs prepare students for professional practice in diverse settings. As part of your training, you will be required to:

- **Engage fully** in all scheduled classes, labs, clinical rotations, and examinations.
- **Work with** clients, patients, or peers of all sexes, genders, ages, etc.
- **Participate** in all learning activities and assessments as scheduled.

We recognize that these requirements may sometimes overlap with personal, cultural, or religious practices and observances. In accordance with California law, USC permits students to undergo any test or examination, without penalty, at a time when the exam would not violate the student's religious creed, unless doing so would impose an undue hardship which could not reasonably have been avoided. At the start of the term, students should complete a [Religious Accommodation Request Form](#) and submit it to their instructors.

We also strive to foster a learning environment in which our students can freely practice their religion by providing religious accommodations to academic requirements beyond tests and examinations where possible. Please be mindful, however, that the university's clinical degree programs include significant requirements, including clinical rotations and labs, for which alterations to the requirements may not be feasible. Students are strongly encouraged to contact their program director prior to the start of each semester to discuss how best to balance spiritual life with program requirements. The [Office of Religious and Spiritual Life](#) is available to assist students in navigating these conversations.

Appendix P

Chan Division of Occupational Science and Occupational Therapy Protocol for Addressing Individual Student Concerns

Updated September 11, 2026

The USC Chan Division of Occupational Science and Occupational Therapy is committed to fostering a welcoming and supportive environment for all students. This document outlines the process for addressing individual student concerns, to ensure that concerns are heard and resolved fairly and promptly. This protocol applies to all students enrolled in an academic program or courses within the USC Chan Division of Occupational Science and Occupational Therapy.

Purpose: The purpose of this document is to provide a clear and structured protocol for addressing concerns raised by Chan students related to academic or other issues not addressed by policies referenced below, ensuring that all complaints are handled respectfully and appropriately.

This document does not apply to misconduct or complaints that are governed by other published university policies, such as:

[USC Student Handbook](#), including the [Office of Community Expectations](#) and the [USC Office of Academic Integrity](#) disciplinary processes (p. 31), and for concerns related to disputed academic evaluations and program dismissals (p. 62).

The [Policy on Prohibited Discrimination, Harassment, and Retaliation \(the Policy\)](#) for concerns related to sexual, interpersonal, and protected class misconduct.

[Chan Student Handbooks](#)

Faculty and staff reporting requirements are described in the university-wide [Policy on Prohibited Discrimination, Harassment, and Retaliation](#) (pg. 26), which details reporting responsibilities related to such laws as Title IX of the Education Amendments of 1972 and California Senate Bill 493 as well as the [Clery Policy](#), [Mandated Reporters Policy](#), and [Reporting Wrongdoing Policy](#). Employees with questions about reporting should contact [USC Report & Response](#).

Protocol: When a student approaches a faculty member or staff member with a concern or complaint about another member of the Division (faculty member, mentor, staff, fellow student), the faculty/staff member will follow the steps outlined below:

1. The faculty/staff member will take the matter seriously and listen to the student, while remaining neutral to their concerns. The goal is to be empathetic without judging, or expressing opinions, or promising outcomes.
2. The faculty/staff will inform the student that they might be required to share the concern with either the Program Director and/or the Associate Chair for Academic, Faculty, and Student Affairs, and possibly other USC offices, depending on the subject matter of the concern. The faculty/staff cannot promise to keep the concern confidential. The faculty/staff should not share the concern with anyone unrelated to the situation or concern except as set forth in published university policy, including those referenced above.
3. The faculty/staff will encourage and coach the student to discuss the issue directly with the individual involved (e.g., faculty member, mentor, staff, administrator, peer), in an attempt to resolve the matter. They will document the advisement provided to the student, summarize the advisement in an email to the student, and notify the Academic Program Director and/or the Associate Chair for Academic, Faculty, and Student Affairs of the situation.
4. If the student does not feel comfortable discussing the issue directly with the individual involved, the student will be directed to speak with their respective Academic Program Director and/or the Associate Chair for Academic, Faculty, and Student Affairs.
5. The Academic Program Director (and/or Associate Chair) will reach out to the student and again encourage the student to speak directly with the individual involved, as well as offer to provide support (be present) if the student does not want to meet with the individual alone. The Program Director will inform the student that they may need to share the concern(s) with faculty in the program in order to address the issue effectively. The Academic Program Director will notify the Associate Chair for Academic, Faculty, and Student Affairs that a concern has been raised, and the Associate Chair serves as an additional support to the student and/or faculty involved.
6. If the issue raises concerns about faculty behavior (vs. student academic performance and/or course design), the Associate Chair for Academic, Faculty, and Student Affairs may consult with the Associate Dean and Chair and/or the School of Dentistry Office of Faculty Affairs for guidance on addressing the matter.
7. All faculty/staff involved will maintain written documentation of meetings and interactions and will ensure that the documentation is maintained confidentially unless required by published university policy to disclose.
 - a. Keep internal notes
 - b. Follow-up with summary email to students

8. As appropriate, faculty/staff will also provide the student with information on additional University supports, such as
 - a. [The USC Ombuds](#)
 - b. [USC Campus Support and Intervention](#)
 - c. [USC Student Health](#)

Appendix Q

STUDENT AGREEMENT FORM

Academic Year 2026-2027

I acknowledge that I have received, read, and understand the USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy Student Handbook, as well as the University of Southern California Student Handbook, available at:
<https://policy.usc.edu/studenthandbook/>.

I understand that I am responsible for familiarizing myself with and complying with the policies, procedures, standards, rights, responsibilities, and obligations outlined in both handbooks, as well as any subsequent updates communicated by the Division or the University during my enrollment.

I understand that active membership in both the Occupational Therapy Association of California (OTAC) and the American Occupational Therapy Association (AOTA) is required throughout the duration of my enrollment in the occupational therapy program. I understand that participation in the Faculty Advisor and Student Advisee Program is also a program requirement. This includes completing all required learning modules and accompanying learning activities during the fall semester of the first year as an extension of program orientation, as well as attending all required and scheduled meetings with my assigned faculty advisor.

I understand that failure to comply with program requirements, including those described above and those outlined in the Student Handbook, may result in academic or professional review and may place me at risk of being placed on probation in accordance with Division and University policies.

By signing below, I acknowledge my responsibility to adhere to these requirements and understand that this signed acknowledgment will become part of my student record.

Name (Printed Legibly): _____

Student I.D. Number: _____

Signature: _____

Date: _____

Please print, sign, and upload to Prism by Friday, September 25, 2026, by 5:00 pm