USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy
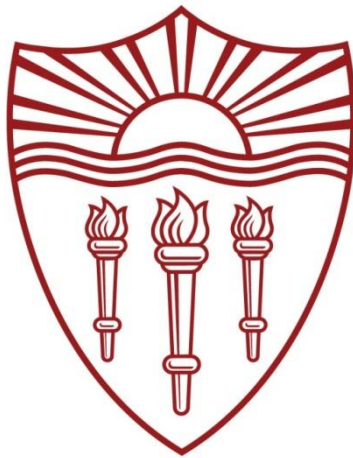
**POST-PROFESSIONAL
DOCTORATE OF OCCUPATIONAL THERAPY (OTD)
PROGRAM**

OTD Curriculum and Degree Requirements

The USC Doctorate of Occupational Therapy degree requires satisfactory completion of 60 units beyond the baccalaureate degree. These 60 units are comprised of the foundation, core, residency and elective courses described below. Individuals with a master's degree in occupational therapy may apply for Advanced Standing, which requires 36 units beyond the first graduate degree. Individuals admitted with Advanced Standing may not be required to take some or all of the foundation coursework and will only take 4 units of electives. During the final semester, all residents submit an evidence-based portfolio and complete a leadership presentation.

NBCOT REQUIREMENT

Applicants must be certified or licensed as an occupational therapist or be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination at time of matriculation. Domestic students not certified upon matriculation must pass the NBCOT examination by the end of the first semester of the program to maintain enrollment. If proof of NBCOT certification is not submitted to the OTD Program Director by the deadline indicated, individuals will not be able to register for coursework for the following semester. In the event that a board-eligible student does not pass the NBCOT exam within the first semester of the program, the student may not continue and must terminate from the program. The student must apply for re-admission after successfully passing the NBCOT examination. The student must apply for re-admission to both the department and University. International students are not required to attain NBCOT certification or eligibility; however, such certification facilitates the clinical residency requirement.

SEQUENCE OF COURSEWORK FOR OTD PROGRAM

The following grid outlines the typical flow of coursework for a fall admission to the program enrolled full-time. Any variations from this typical plan for coursework should be discussed in advance with the OTD Program Director (bream@chan.usc.edu) prior to registration.

Semester	Course #	Units	Title
Fall	OT 620	4	Current Issues in Occupational Science and Occupational Therapy
	OT 686	6	Residency
	Elective *	4	
Spring	OT 621	4	Occupational Therapy Leadership: Contemporary Issues
	OT 686	6	Residency
	Elective*	4	
Summer	OT 686	12	Residency

* Residents admitted with *Advanced Standing* complete four (4) units of elective coursework, while residents admitted without *Advanced Standing* complete eight (8) units of electives. Residents have the option of taking their elective units either inside or outside of the Chan Division, and it must be 500-level or higher. If you are a graduate of the USC Chan master's in occupational therapy program and completed more than 12 electives during the MA program, these extra elective units may be applied towards your OTD degree. Please confirm with Peter Wittrock whether you have this option (wittrock@chan.usc.edu).

MENTORSHIP

"Applied learning facilitates transformation of self to acquire the personal capacity to face challenges and change with vitality and conviction" (Gilfoyle et al., 2011, p.33).

Mentorship is a key ingredient of the transformative process that takes place within the USC Chan Division's Doctorate of Occupational Therapy (OTD) program. Mentoring consists of a collaborative relationship between a seasoned individual and a novice with the primary purpose of fostering mutual professional growth (Arabit, 2019). The OTD program prepares graduates to secure positions as expert clinicians in specialty or emerging practice areas, contributors to clinical research teams, administrative leaders who impact policy decisions within healthcare systems, and clinical faculty in institutions of higher education. As faculty, it is our collective understanding that we are mentoring leaders of and for the profession of occupational therapy.

At the core of our perspective is the belief that mentorship should be sought out and self-directed by the mentee, who serves as the main change agent throughout the mentorship process. The mentee selects a faculty mentor upon admission to the program, typically based upon the expertise of the mentor. Initially, the mentor serves to support and guide the resident in the selection of elective coursework, engagement in evidence-based literature reviews, and the development of an overall academic and residency plan.

As the mentee faces dilemmas related to occupational therapy practice, inter-professional dynamics, and challenges within their residency site, the mentor supports the resident in developing an understanding of the broader system's influences and in navigating complex healthcare environments. By fostering critical reflection of the practice of occupational therapy within a real world context, the mentor serves as a catalyst to ignite the leadership potential within the resident. Through this dynamic process, OTD residents are propelled onto a trajectory of personal and professional capacity-building, leading to the attainment of laser-focused professional goals and personal transformation.

Gilfoyle, E., Grady, A., Nielson, C. (2011). *Mentoring Leaders.* American Occupational Therapy Association: Bethesda, MD.

Arabit, L. (2019) Mentoring and Motivating Others. In Jacobs, K. & McCormack, G.L. *The Occupational Therapy Manager*, 6th edition (357-367). Bethesda, MD: AOTA Press.

MENTORSHIP, FACULTY MENTORS and RESIDENCY SITE PRECEPTORS

Once a residency site has been confirmed, the resident selects a faculty mentor and a residency site preceptor is identified. Prior to course registration, the resident shall consult with their faculty mentor regarding elective coursework. The resident establishes a plan for consistent meetings with the faculty mentor. Mentorship is initiated by the resident and should occur consistently, especially during periods of heightened stress, challenges, dilemmas and uncertainty. The faculty mentor provides consultation and guidance on professional and academic matters, as well as serves as a resource for personal matters should they arise. The residency site preceptor provides clinical mentorship and consultation at the residency site throughout the program.

Expectations for the utilization of mentorship are outlined below.

The OTD resident shall:

- Establish and implement a plan for consistent meetings with faculty mentor and residency site preceptor.

- Engage in a minimum of monthly in-person, telephone and/or video-based mentorship sessions with faculty mentor. Ongoing dialogue via email is also expected and encouraged.

- Meet regularly with residency site preceptor for feedback on clinical and professional performance in residency and other relevant topics.

- Facilitate ongoing and consistent communication between resident, faculty mentor and preceptor that meets the needs of all parties. Coordinate joint video call or conference calls between all parties.

- Develop the OTD Academic and Residency Plan in collaboration with both the faculty mentor and preceptor during the first semester of the program. Submit the completed and signed OTD Academic Agreement and Residency Plan to the OTD Program Director prior to the deadline.

- Consult with faculty mentor prior to the registration of elective coursework.

- Consult with faculty mentor prior to initiating the evidence-based review(s).

- Continue to work closely with faculty mentor throughout the duration of the program to fully develop a narrative synthesis of the evidence-based review.

- Submit written academic work from OT 620, OT 621 and elective courses to faculty mentor for review and feedback throughout the program. In some cases, signatures may be required.

- Consult with faculty mentor if an IRB submission will be required. Once approved by faculty mentor, all IRB applications must be approved by Dr. Mary Lawlor, Associate Chair of Research, prior to submission.

- Obtain approval and signatures from faculty mentor and preceptor on the <u>OTD Academic Agreement Plan & Residency Plan, Verification of Residency Hours & Progress Report</u> at the end of each semester of residency.

OTD LEADERSHIP TRACKS & RESIDENCY REQUIREMENTS

The signature element of the OTD program is the evidence-based residency. The resident will complete 24 units of OT 686 (Residency). The residents will complete their residency over three consecutive semesters (6 units, 6 units and 12 units) or four semesters. It is highly recommended that one semester of OT 686 be enrolled full-time (12 units) without any other simultaneous course enrollment. Full-time residency ensures the opportunity for full immersion in residency. The residency may be paid or voluntary, depending on site resources. The residency ensures that graduates of the OTD program demonstrate expertise and leadership capacity in one of the following tracks:

- Advanced Clinical Practice Track:

The Advanced Clinical Practice Track is designed to prepare residents as clinicians with advanced knowledge and skills specific to a clinical specialty area. The residency is located within a real-world practice context. This track resembles the residency model typical in medical doctorate (MD) programs. Applicants to the Advanced Clinical Practice Track engage in an outreach and interview process to secure a clinical residency opportunity prior to the start of the program.

- Policy and Administration Track:

The Policy and Administration Track is designed to prepare residents as executive decision makers, public policy advocates or administrators who will serve as change agents to lead the profession forward. Applicants for the Policy and Administrative Track of the OTD Program participate in an interview process at the respective residency site to determine their acceptance into the Policy and Administration Track.

- Research Track:

The Research Track is designed to prepare residents to participate in evidence-based studies in clinical settings and to collect outcomes data as part of practice. Applicants for the Research Track of the OTD Program participate in an interview with Dr. Mary Lawlor, Associate Chair of Research, to determine their acceptance into the Research Track. The resident must complete their residency within a Chan Division-funded research project and is required to take at least one (1) research course as an elective.

- Education Track:

The Education Track equips residents with the teaching expertise and other skills necessary to become outstanding clinical faculty. Coursework complements the residency experience and serves to develop mastery of innovative pedagogical approaches. Applicants for the Education Track participate in an interview with Dr. Julie McLaughlin Gray, Associate Chair of Curriculum and Faculty, to determine their acceptance into the Education Track. The residency is located within the Chan Division of Occupational Science and Occupational Therapy.

The following standards apply to residency:

A. The outreach process to secure a residency site typically begins upon admission to the program. Communication with residency sites for placement is the responsibility of the resident. Resident will contact sites directly to interview for and arrange their own residency experience. The OTD Program Director will assist individuals in navigating this outreach experience as requested.

B. Residency placements should be confirmed prior to the start of the program and prior to registering for OT 686 (Residency) units.

C. When enrolled in 6 units of OT 686 (Residency), the resident completes 20 hours per week throughout the semester. When enrolled in 12 units of OT 686 (Residency), the resident completes 40 hours per week throughout the semester.

D. Resident is expected to complete the minimum number of residency hours within the specific start and end dates of each semester. Resident receives credit for the hours completed during the semester in which they are enrolled. Additional residency hours may be completed, however these hours cannot be credited to a previous or subsequent semester.

E. There are no additional in-class or seminar-based requirements for the residency, but rather residents are expected to engage in self-study and critical reflection in the form of readings and journaling. Journal entries may ultimately support the development of the *Professional Reflections* section of the final OTD portfolio.

F. The resident will engage in consistent mentorship sessions with their USC Chan Division faculty mentor. At a minimum, residents should schedule monthly one-on-one mentorship sessions with their faculty mentor. Residents should also seek out and schedule regular consultation sessions with their residency site preceptor. Residents themselves are the driving force of the mentorship relationship and are expected to take the lead in initiating all contacts to ensure the mentorship relationship is tailored to their individualized needs. Joint conference calls or other forms of regular communication between resident, faculty mentor and residency preceptor are also encouraged.

G. Resident will complete all pre-requisite requirements of the residency site within the expected timeline.

H. Resident is expected to achieve performance expectations of residency site.

I. If terminated from residency, the resident will receive a grade of 'no credit' for the residency units that semester. A termination from residency may also result in termination from the OTD program.

Required Residency Documentation Checklist

Required Documentation	Timeline	Submit To	Date Submitted & Complete (X)
Limited permit for clinical track residents	Immediate	OTD Program Director	
NBCOT certificate	End of first semester	OTD Program Director	
CBOT license	End of first semester	OTD Program Director	
Signed OTD Academic & Residency Plan	End of first semester	OTD Program Director	
Signed Verification of Residency Plan & Progress Report	End of each semester of residency	OTD Program Director	
OTD Final Portfolio	End of final semester of residency	OTD Program Director & Faculty Mentor	
Approval to submit doctoral work form	Upon approval of final OTD portfolio	OTD Program Director & Faculty Mentor	

In order to receive credit for residency each semester, the resident needs to fulfill all assignment and documentation obligations outlined above by their published deadlines. **All assignments and required documents must be submitted in electronic PDF or word.doc format to the OT686 Blackboard site. Hard copies, screen shots and/or photos of documents will not be accepted.** Please plan accordingly to ensure all necessary signatures are obtained and all assignments and documentation are submitted by their published deadlines.

OTD Residency Calendar 2023-24

Residency follows the USC Academic Calendar: https://academics.usc.edu/calendar/academic-calendar-2023-2024/

Fall 2023 Semester:

Schedule: August 21 – December 13, 2023

Holidays: September 4, 2023
November 22, 23, 24, 25, 26, 2023

Fall Recess: October 12, 13, 2023

Units: When enrolled in 12 units, resident completes 40 hours/week, for a total minimum of 600 hours.
When enrolled in 6 units, resident completes 20 hours/week, for a total minimum of 300 hours.

Spring 2024 Semester:

Schedule: January 8 – May 8, 2024

Holidays: January 15, 2024
February 19, 2024

Spring Recess: March 10-17, 2024

Commencement: May 10, 2024

Units: When enrolled in 12 units, resident completes 40 hours/week, for a total minimum of 634 hours.
When enrolled in 6 units, resident completes 20 hours/week, for a total minimum of 317 hours.

Summer 2024 Semester:

Schedule: May 16 – August 7, 2024

Holidays: May 27, 2024
July 4, 2024

Units: When enrolled in 12 units, resident completes 40 hours/week, for a total minimum of 458 hours.
When enrolled in 6 units, resident completes 20 hours/week, for a total minimum of 229 hours.

Residents are expected to complete the total semester's residency hours within each of the semester dates indicated above. Residents receive credit only for the hours completed during the semester in which they are enrolled in OT-686 Residency. Additional hours may be completed, and if so, these hours cannot be credited to a previous or subsequent semester.

Residency Preceptor & Faculty Mentor Qualifications and Responsibilities

Residency Preceptor Qualifications
- Individual equipped with the knowledge and skills specific to the residency site that can be available on a consultative basis to assist in the OTD Resident's overall professional and clinical skill development

Residency Preceptor Responsibilities
- Submit contact information to OTD Program Director
- Approve OTD resident's plan for residency
- Serve as on-site advisor and consultant to the OTD resident throughout the residency
- Provide ongoing consultation to OTD resident in area of expertise
- Engage in face-to-face meetings and/or consistent communication with OTD resident
- Communication as needed with OTD Program Director
- Engage in consistent communication with Faculty Mentor as initiated by OTD resident
- Verify OTD Resident's hours completed by signing Residency Verification Form each semester

USC Faculty Mentor Qualifications
- OTR/L with doctoral level degree
- Must be a full-time faculty member and can be one of the following:
  - Clinical faculty
  - Clinical Teaching faculty
  - Clinical Administrative faculty
  - Research faculty: typically for individuals on the research track only
  - Adjunct faculty: currently teaching or having other responsibilities in a graduate degree program within the department

USC Faculty Mentor Responsibilities
- Serve as a primary support to the OTD resident throughout their experience
- Serve as a resource and offer guidance throughout the OTD academic program
- Engage in face-to-face meetings and/or consistent communication with OTD resident, as initiated by the OTD resident
- Provide consultation and guidance on the selection of the elective coursework
- Provide ongoing mentorship related to the doctoral and residency experience
- Review drafts of the resident's academic work
- Review and approve academic and residency plan, evidence-based reviews, evidence-based deliverable, final portfolio, final presentation
- Engage in consistent communication with OTD Program Director regarding resident's progress
- Engage in consistent communication with residency site preceptor as initiated by resident

<div align="center">**EVIDENCE-BASED PORTFOLIO GUIDELINES**</div>

The portfolio is a master document synthesizing a/the resident's experience throughout the Occupational Therapy Clinical Doctorate (OTD) Program. The portfolio features the evidentiary base supporting the resident's practice area, as well as highlights the residency experiences, academic studies, professional reflections, and the resident's accomplishments in connection with the OTD program. The resident will customize their portfolio with the guidance of their faculty mentor in order to best highlight the resident's doctoral experiences. The portfolio is comprised of five main sections: I)Executive Summary, II)Evidence, III)Highlighted Accomplishments, IV)Professional Reflections, V) Appendices.

Portfolio Main Sections
Formatting Instructions: The executive summary should be formatted as left justified with bold headers, single spaced, with a single line space between paragraphs, using 12 point font. APA format will be used throughout the remainder of the document.

Title Page: Include title of portfolio, identification of OTD track, resident's name and credentials (1 page)

Acknowledgements: Maintain professional writing style in this section (Optional; 1 page)

Table of Contents: Follow APA format (1 page)

I) **Executive Summary (2 pages max)**
The executive summary provides a very succinct overview of the resident's OTD experience and serves as an introduction to the scope of work that will be included within the overall portfolio. The Executive Summary should offer a glimpse of the totality of the experience and engage the audience to read on. In terms of overall process, the Executive Summary is typically completed at the end of the writing and organization process, once the main contents of the portfolio have been compiled.

The Executive Summary should include the following content and be organized as follows:

- **Residency:** Identify the OTD track and briefly describe residency context, such as the mission/vision, purpose of the organization, target population served, service providers/interdisciplinary team members, and key activities in which the resident engaged throughout their residency.

- **Academic Coursework:** Identify and describe how the academic coursework (core courses and elective courses) informed the residency experience and contributed to the resident's knowledge gained in the specialty area, and how the coursework contributed to their overall objectives for the OTD experience.

- **Evidence:** Concisely articulate the best evidence that supports the resident's specialty area.

- **Highlighted Accomplishments:** Describe key accomplishments achieved throughout the residency experience.

- **Sustainability**: Describe the next steps needed that will ensure the sustainability of the resident's work.

- **Professional Reflections**: Describe the resident's professional development as a result of the OTD experience, including lessons learned. Identify the achievement of self-identified goals throughout the OTD program. State future leadership goals and the plan to achieve these goals.

II) **Evidence**

This section of your portfolio synthesizes the best evidence that supports your specialty area. At a minimum, the evidence section will include a 5-7 page narrative synthesis of the evidence that identifies the key needs and best practices within the specialty area. This narrative is typically organized thematically around the key themes that have emerged out of the in-depth literature review. The evidence section should demonstrate the resident's knowledge, expertise and their demonstrated ability to synthesize key themes in the literature and the evidence that informed the focus of their residency. The evidence is the foundation upon which the entire residency experience has been built, therefore the evidence section should be reflective of a doctoral level of engagement with the literature.

III) **Highlighted Accomplishments**

- **Timeline**: The timeline provides a succinct overview of the resident's progression through the program, highlighting coursework, residency activities, milestones achieved and key highlights of the resident's leadership development. This timeline may be presented in a table format or flowchart organized by semester.

- **Evidence-Based Deliverable**: The OTD resident will continue to apply the in-depth evidence summary produced in OT 620 throughout the remainder of the program towards an intended deliverable. The deliverable should be indicative of a clear and explicit connection with the evidence.
  Possible examples of deliverables may include, but not be limited to the following:
  - Program Development
    - Stakeholders
    - Description of needs assessment
    - Implementation
    - Progress
    - Summary of outcomes
  - Program Evaluation
    - Stakeholders
    - Description of needs assessment
    - Implementation
    - Progress
    - Summary of outcomes
  - Publishable paper
    - Manuscript
    - SIS newsletter article
    - *OT Practice* newsletter article
    - Peer-reviewed journal
    - CAT submission to AOTA
  - Evidence of progress toward AOTA Board Certification
  - Professional Conference Presentation(s) including outcome data
  - Abstract for professional conference presentation, final PPT slides, acceptance certificate
  - Website Development
  - App Development
  - Business Development
  - Practiced Based Toolkit
  - Clinical or other Specialty Certifications
  - Grant Proposal with acceptance letter
  - Other as recommended by faculty mentor and residency preceptor

IV) Professional Reflections

The resident will work with their faculty mentor to produce a customized professional reflection within the portfolio. The resident will collaborate with their faculty mentor to determine the ideal format for this professional reflection, highlighting their learning experiences and overall leadership growth throughout the program. A thematic approach to this narrative is often a helpful and interesting way to structure this section.

IV) Appendices

The appendices may include additional key samples of the resident's work throughout the OTD Program as recommended by the faculty mentor.

EVIDENCE-BASED PORTFOLIO: SUBMISSION AND APPROVAL PROCESS

In the final semester of the program, the resident will submit their final evidence-based portfolio to their faculty mentor for approval. The portfolio will include an Executive Summary and demonstrate the resident's knowledge of the evidentiary base that supports the residency experience. The resident will customize their portfolio with the guidance of their faculty mentor in order to best highlight the resident's doctoral experiences.

Step 1. In the final semester of the program, the resident electronically submits their final portfolio to their faculty mentor.

Step 2. The faculty mentor reviews the portfolio and provides feedback and recommendations to the resident.

Step 3. The portfolio may be approved without changes, approved with changes, or rejected. If rejected, the resident must meet with their faculty mentor, make recommended changes and re-submit the portfolio for review.

Step 4. Final Portfolio Submission:

A) Convert Portfolio to PDF
Once the portfolio is approved and all requested changes are made, the resident must submit an electronic **PDF format** of the final portfolio to the OTD Program Director via OT686 Blackboard.

B) Approval to Submit and Defend Doctoral Work form
The resident must also complete and submit their completed **Approval to Submit and Defend Doctoral Work** form to their faculty mentor for official signature. Once signed off by the faculty mentor, the resident will then submit to the OTD Program Director via OT686 Blackboard.

This approval form will ultimately trigger degree processing. The diploma will be mailed to the address indicated on the Approval Form. The final portfolio is saved within the resident's electronic OTD file. The portfolio will not be distributed without the sole permission of the author.

OTD TIMELINE [insert year(s)]

	Coursework	Residency	Professional Development
FALL SEMESTER [insert year]	Enter in your course names and numbers into the coursework column…	Enter key milestones pertaining to your residency experiences into this column…	Include information, such as passing NBCOT, completion of continuing education courses/certifications, presentations at professional conferences, milestones that capture your leadership development, etc….
SPRING SEMESTER [insert year]			
SUMMER SEMESTER [insert year]			

OTD LEADERSHIP PRESENTATIONS

In the final semester of the program, the OTD resident will provide a formal academic presentation to an audience of faculty, colleagues and community members. All presentations will be delivered remotely in 'real time'. The presentation will be grounded in the evidence that informed the residency experience and highlight the evidence-based deliverables produced by the resident. Attendees receive continuing education credit (PDUs) toward licensure and certification requirements, therefore it is expected that the resident is educating the audience about a target population's needs, best practices, and application of the evidence to produce tangible outcomes.

Attendance for the duration of the agenda of OTD Leadership Presentations is expected of all graduating residents and considered part of the overall residency requirement. The resident is expected to communicate these expectations to their residency site preceptor. If any challenges related to this expectation arise, please contact OTD Program Director (bream@chan.usc.edu) as soon as possible.

Each presenter is encouraged to share the invitation and agenda with Preceptors and other individuals from their residency site. Presenters are also welcome to invite close personal supporters.

Presentation Structure and Content:

1) Each presenter will have 10 minutes to formally present, followed by a 3-minute question and answer session. Please see the OTD Presentation Rubric for guidance on how to tailor the focus of the presentation.

2) The OTD presentation will primarily focus on the evidence that informed the residency, along with evidence-based deliverables. The presenter will need to describe the context of their residency site and the focus of residency experiences. Ultimately, the resident will emphasize the evidence that informed their work and the application of this evidence to the deliverable(s).

3) The resident is welcome to take creative liberty in how to structure the flow of their presentation, such as utilizing a TEDTalk approach, or a traditional approach. Please note, however, this is a formal academic presentation and presenters must keep in mind the academic and professional audience (faculty, researchers, residency site preceptors, USC Chan Board of Councilors, Associate Dean and Chair, professional colleagues, etc.). The most effective presentation tends to be one that focuses more in-depth on one or two main topics, rather than a presentation that only very briefly touches on multiple ideas and experiences. Most importantly, the resident should emphasize tangible outcomes that have been grounded in the evidence. Previous audience feedback has indicated that a focus on depth over breadth is ideal.

4) Use a Chan Division-branded template. Several templates will be posted on Blackboard to choose from.

5) Include an Acknowledgments slide, typically positioned at the end of the presentation.

6) Properly cite all literature sources on all slides and include References slide(s).

7) Properly cite all literature sources on all slides throughout the presentation and include References slide(s).

Preparation:

1) Create a very succinct PPT presentation with suggestions from the faculty mentor and preceptor.

2) Send the presentation to the faculty mentor for review and incorporate any suggested edits.

3) Send the **FINAL** presentation to the faculty moderator. The moderator will be formulating questions for the panel discussion based on the common themes across the presentations.

4) The resident should be sure to practice their presentation <u>out loud</u>.

5) When the resident practices, they should <u>time themselves</u> to ensure the presentation remains within the 10 minute mark. This is crucial.

On Presentation Day:

1) Wear professional attire.

2) Log in early and allow plenty of time to overcome any potential connectivity or other technological issues, etc.

3) When it is time for your presentation, you will introduce yourself and then shift to the 'share screen' function.

4) You will need to monitor your own presentation time (10 total minutes – followed by a 3 minute Q & A) accordingly. A fairly straightforward way to do this is to set a timer with an alarm on your phone. This will ensure that all presentations have an equivalent amount of time to speak to their work, and ensures that the overall agenda continues to run on time.

5) At the end of the presentation, the resident will stop 'screen share' function and invite questions from the audience. Wait comfortably and confidently until someone initiates a question. Because you have only 3 minutes of Q & A time, you may have time for 1-2 questions.

6) Each cluster of presenters will then engage in a panel discussion, facilitated by a Faculty Moderator. This panel discussion will last approximately 15 minutes. This panel discussion will focus on the residents' experiences and overarching themes drawn from your presentations. This panel discussion offers the residents another opportunity to interact with the audience and discuss their work, their experiences, insights gained, lessons learned and/or next steps in their leadership journey.

7) The resident should enjoy themselves! Each resident has accomplished and learned so much throughout the doctoral experience, and the audience is eager to hear from you.

OTD ACADEMIC AGREEMENT & RESIDENCY PLAN, VERIFICATION OF RESIDENCY HOURS & PROGRESS REPORT 2022-2023

	Name	Email & Phone Contact
OTD Resident		
Faculty Mentor		
Residency Site Preceptor		
Residency Site Location		

LEARNING GOAL[1]	STRATEGIES[2]	RESOURCES	SUCCESS INDICATORS	TARGET DATE	PROGRESS[3]

(Adapted from American Occupational Therapy Association (May 2003). *Professional Development Tool*. American Occupational Therapy Association, Bethesda, MD. Retrieved August 1, 2016 from http://www.aota.org/pdt)

Residency Units for Current Semester

☐ 6 units = 20 hours/week minimum standard
☐ 12 units = 40 hours/week minimum standard

End of Semester Verification of Hours and Approval Signatures:

Resident: _____ Faculty Mentor: _____

Residency Preceptor: _____ Date of Submission: _____

Submit electronic copy to OTD Program Director via Blackboard for OT 686 as per deadline outlined in OT 686 course syllabus.

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[1] Source: Can use AOTA Board Certification in Mental Health Criteria or some other advance practice framework.
[2] Some strategy options also taken from AOTA Board Certification process, e.g., formal learning, independent learning, program development, program evaluation, research, etc.
[3] This column completed ONLY at end of each semester.