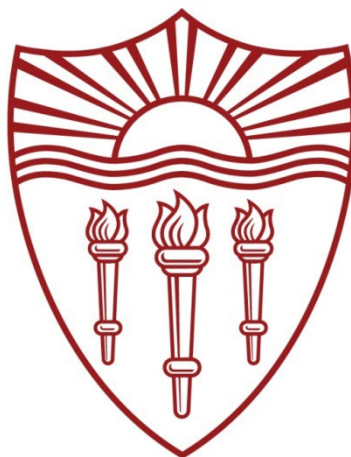


USC Mrs. T.H. Chan Division of
Occupational Science and Occupational Therapy



**POST-PROFESSIONAL
DOCTORATE OF OCCUPATIONAL THERAPY (OTD)
PROGRAM
2026-27**

Post-Professional OTD Curriculum and Degree Requirements

The Doctor of Occupational Therapy (OTD) is a post-professional degree program that provides graduates with advanced knowledge and skills in one of four leadership pathways: 1) pedagogy and academic administration; 2) clinical research; 3) policy and administration; and 4) advanced clinical practice.

Chan OTD graduates will become expert faculty and provide leadership within academic institutions; be highly skilled at evaluating patient outcomes and contribute to clinical research teams; apply occupational science to address critical societal challenges; advance occupational therapy practice, elevate the profession's influence within healthcare systems; and mobilize knowledge to enhance health and well-being across communities.

Satisfactory completion of 36 units beyond master's degree is required. The degree is awarded under the jurisdiction of the University of Southern California Graduate School.

LEADERSHIP PATHWAYS

- Pedagogy and Academic Administration:

Through hands-on experiences within an academic setting, Residents will gain knowledge of best practice in pedagogical approaches, develop teaching expertise and other skills necessary to become outstanding clinical faculty and fulfill academic leadership roles.

- Clinical Research:

Residents will be immersed within a world-renowned USC Chan research team, where they will develop the expertise needed to effectively implement evidence-based outcome studies in practice.

- Policy and Administration:

Residents will engage in administrative leadership roles alongside of astute mentors within organizations in order to elevate their skills as executive decision makers, public policy advocates or administrators with skills to influence change and create impact on organizations, systems and communities around the globe.

- Advanced Clinical Practice:

Immersed within a clinical and/or community-based practice setting, occupational therapists will advance their clinical expertise and elevate their leadership capacity. Residents may remain in their current practice site while gathering in-depth mentorship to implement innovative programs grounded in the best evidence and evaluate the outcomes of their practice.

COURSEWORK

Prior to enrollment in coursework:

- Students who complete the program in the United States must submit proof of passing the National Board for Certification in Occupational Therapy® (NBCOT) examination and state occupational therapy licensure.
- Students who complete the program outside of the United States must submit proof of an equivalent credential to practice in their location.

Full-time Curriculum – 1 year timeline

Fall Semester: 12 units	Spring Semester: 12 units	Summer Semester: 12 units
OT 719 Occupational Science Origins and Evolutions (2)	OT 729 Focused Applications of Occupational Science (2)	OT726 Mobilizing Knowledge for Impact: Applications (2)
OT 718 Applied Leadership for Health Professionals (2)	Customized Electives (4)	
OT 716 Mobilizing Knowledge for Impact: Concepts and Skills (2)		
OT 686 Residency (6)	OT 686 Residency (6)	OT 686 Residency (10)

Part-time pathways are possible and additional customization of coursework may be explored with your USC Faculty Mentor and the OTD Program Director (bream@chan.usc.edu) prior to registration.

POLICY: USE OF ARTIFICIAL INTELLIGENCE (AI) IN ACADEMIC WORK

The USC Chan Division of Occupational Science and Occupational Therapy remains committed to the highest standards of academic integrity. The Division also recognizes that artificial intelligence (AI) tools may support learning when used responsibly and effectively. The expectations regarding AI use will vary across courses and assignments based upon the specific objectives of each learning activity. Students are responsible for adhering to course and assignment-specific instructions regarding AI use.

When AI use is permitted, students are expected to use USC-approved AI tools, such as ChatGPT.edu or other platforms. Students are expected to disclose their use of AI, identify the AI tool(s) used, how it was used, and their rationale for its use. Methods for disclosing AI use may vary across assignments and courses; any questions about how and where to disclose the use of AI should be directed toward course instructors (for course-based use) or the PP-OTD Program Director (for portfolio-based use). Failure to disclose AI use may constitute a violation of academic integrity policies and activate processes described by the USC Office of Academic Integrity <https://academicintegrity.usc.edu/student-resources/process/>.

MENTORSHIP, FACULTY MENTORS, AND RESIDENCY SITE PRECEPTORS

Mentorship is a key ingredient of the transformative process that takes place within the USC Chan Division's post-professional Doctorate of Occupational Therapy (OTD) program. Mentoring is grounded in a collaborative relationship, and both parties are active contributors to the mentorship process.

Faculty at USC are mentoring the 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 driver of the collaborative relationship. The mentee selects a faculty mentor upon admission into the program, typically based upon the expertise of the mentor. The mentor supports and guides the resident in the development of a customized academic and residency plan, selection of elective coursework, engagement in evidence-based literature reviews, navigating the academic and residency contexts, and serves as their primary support person throughout the program. Throughout the residency experience, the faculty mentor supports the resident in developing an understanding of the broader system's influences, navigating complex environments, and fostering critical reflection of the experience. This dynamic process aims to propel the resident on a trajectory of personal and professional capacity-building, leadership transformation, and creating an impact. The faculty mentor ultimately approves the final portfolio and presentation of the OTD Resident.

Once a residency site has been confirmed, the resident selects a USC faculty mentor and a residency site preceptor. The resident establishes a plan for consistent meetings with the faculty mentor and preceptor. Mentorship is initiated by the resident and should occur consistently, especially during periods of heightened stress, challenges, dilemmas and/or 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 mentorship and consultation within the context of the residency site.

Structure of the Mentorship Program

Mentorship is conducted in a one-to-one format to ensure personalized guidance and support. Mentorship sessions are suggested to be held once or twice per month but may be adjusted based on the needs of the mentee and mentor. This flexible approach allows for customization of mentorship sessions suitable to the needs and goals of the mentee.

Faculty Mentor Selection Process

Faculty mentors are selected by the OTD Resident following their admission into the program. The following steps are recommended:

1. Once admitted into the program, the OTD Resident will review available expertise via the Chan faculty profiles <https://chan.usc.edu/people/faculty> to identify potential mentors.
2. The OTD Resident will reach out to the potential mentor(s) via email to introduce themselves, inform the faculty they have been admitted into the post-professional OTD program, and schedule a time to meet to discuss the potential for the faculty to serve as their mentor throughout the OTD program.
3. The OTD Resident confirms a residency site preceptor within the context of their residency site. Typically, the preceptor is oftentimes the Resident's supervisor, but this is not required.
4. During the initial meeting, it will be important for the Resident to share their professional interests and experiences, residency site context, and long-term goals.

5. The OTD Resident will ultimately select a mentor who best aligns with their practice area and career aspirations.
6. Once a faculty mentor is confirmed, the OTD Resident will inform the Program Director.
7. During the first week of the semester, the resident will confirm regular meeting days and times for the mentorship sessions.

Duration and Commitment

The mentorship relationship will span the duration of the OTD program. Faculty mentors and mentees are expected to commit to regular meetings and consistent communication throughout this period.

USC Faculty Mentor Qualifications

- OTR/L with doctorate level degree
- A full-time or part-time faculty member and may include one of the following:
 - Clinical faculty
 - Clinical Teaching faculty
 - Clinical Administrative faculty
 - Research faculty: typically reserved for individuals on the research pathway
 - 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, providing mentorship to the OTD resident throughout their residency and doctoral journey
- Engage in a minimum of monthly face-to-face mentorship sessions with the OTD resident
- Review drafts of the resident's academic work
- Review and approve Academic and Residency plan, literature reviews, evidence-based deliverable(s), knowledge mobilization products, final portfolio, final presentation
- Provide consultation and recommendations on the selection of the elective coursework
- Engage in consistent communication with OTD Program Director regarding resident's progress
- Engage in consistent communication with residency site preceptor as initiated by resident
- Facilitate critical reflection and professional growth
- Build upon and foster leadership capacity of the mentee
- Review, provide feedback, and ultimately approve the final portfolio and presentation

Residency Site Preceptor Qualifications

- Individual equipped with specialized knowledge and skills specific to the residency context
- Willingness to support and mentor the OTD Resident throughout their residency experience
- Willingness and capacity to offer support and guidance, if and when the resident encounters challenges, barriers, and/or other difficulties within residency
- Available on a consultative basis to assist in the OTD Resident's overall professional leadership and skill development

Residency Site Preceptor Responsibilities

- Submit contact information to OTD Program Director
- Approve OTD resident's Academic and Residency Plan specific to 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 the Verification of Residency Hours form each semester

Mentee Responsibilities

- Initiate and maintain regular communication with faculty mentor and residency site preceptor
- Schedule and attend mentorship sessions 1-2 times per month with faculty mentor
- Consult with faculty mentor regarding academic work and the selection of elective coursework
- Meet regularly and seek consultation and mentorship from residency site preceptor
- Facilitate ongoing and consistent communication between resident, faculty mentor and preceptor that meets the needs of all parties.
- Engage actively in the mentorship process and seek guidance as needed
- Develop and submit the OTD Academic and Residency Plan and obtain required signatures within the scheduled time frames and deadlines, in collaboration with their faculty mentor and residency site preceptor

RESIDENCY

The following standards apply to residency:

- A. The residency site must be confirmed prior to registering for OT 686 (Residency) units.
- B. Resident will complete all pre-requisite requirements of the residency site within the expected timeline.
- C. When enrolled in 6 units of OT 686 (Residency), the resident completes 20 hours per week throughout the semester. When enrolled in 10 units of OT 686 (Residency), the resident completes 34 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. Participation in a seminar is a required component of OT686 residency.
- F. The resident will engage in consistent mentorship sessions with their faculty mentor and residency site preceptor as outlined above.
- G. Resident is expected to achieve and maintain performance expectations of the residency site.
- H. 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

Academic and Residency Plan:

Residents will develop their OTD Academic and Residency Plan during their first semester of the program, in collaboration with their faculty mentor and residency site preceptor. This document serves as their overall professional development plan. Residents will seek consultation from the faculty mentor and residency site preceptor as they craft this plan. The plan outlines considerations for professional leadership growth, as well as identifies doctoral level knowledge, skills and targeted goals for the residency and doctorate program.

The Academic and Residency Plan serves as a mechanism for accountability, to track the resident's ongoing progress each semester. This Plan is to be considered a living document, and residents will likely find that their needs and goals will continue to evolve. This plan should also be used as a tool for active reflection. As time goes on, the tracking of progress will support the development of the portfolio in certain ways, such as the timeline and/or reflection sections. Signatures of the faculty mentor and residency site preceptor are required on the initial draft and at the end of each semester.

Verification of Residency Hours & Progress Report:

Upon completion of each semester of residency, the resident will update the Academic and Residency Plan (described above), noting key progress towards goals, updating/adding new goals, etc. The "Verification" section is included at the end of the Academic and Residency Plan document. Signature of the faculty mentor and residency site preceptor verify that the progress noted is accurate, and that the resident has completed the minimum number of hours of residency. (See template that follows)

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

	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

- ☐ 2 units = 6 hours/week minimum standard
 ☐ 4 units = 13-14 hours/week minimum standard
- ☐ 6 units = 20 hours/week minimum standard
 ☐ 10 units = 34 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 Brightspace for OT 686 as per deadline outlined in OT 686 course syllabus

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.

Required Residency Key Assignment Checklist

Assignment	Timeline	Submit To
Academic & Residency Plan	Each semester	Faculty Mentor, Residency Site Preceptor, Program Director
Signed Verification of Residency Plan & Progress Report	End of each semester of residency	Faculty Mentor, Residency Site Preceptor, Program Director
Draft 1 Portfolio	End of 2 nd semester of residency	Faculty Mentor
Final Leadership Presentation PPT	End of final semester of residency	Faculty Mentor & Program Director
Final Portfolio	End of final semester of residency	Faculty Mentor & Program Director
Approval to Submit Doctoral Work form	Upon approval of Final Portfolio	Faculty Mentor & Program Director

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 OT 686 Brightspace 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 documentation submitted by their published deadlines.

OTD Residency Calendar 2026-27

Residency follows the USC Academic Calendar: <https://usc.edu/academic-calendar/#chapter=academic-calendar-2026-2027>

Fall 2026 Semester:

Schedule: August 24 – December 16, 2026

Holidays: September 7, 2026
November 11, 2026
November 25, 27, 28, 29, 2026

Fall Recess: October 8 – 9, 2026

Units: When enrolled in 10 units, resident completes 34 hours/week, for a total minimum of 516 hours.
When enrolled in 6 units, resident completes 20 hours/week, for a total minimum of 304 hours.

Spring 2027 Semester:

Schedule: January 11 – May 12, 2027

Holidays: January 18, 2027
February 15, 2027

Spring Recess: March 14 – 21, 2027

Units: When enrolled in 10 units, resident completes 34 hours/week, for a total minimum of 550 hours.
When enrolled in 6 units, resident completes 20 hours/ week, for a total minimum of 324 hours.

Summer 2027 Semester:

Schedule: May 19 – August 11, 2027

Holidays: May 31, 2027
June 18, 2027
July 4 & 5, 2027

Units: When enrolled in 10 units, resident completes 34 hours/week, for a total minimum of 394 hours.
When enrolled in 6 units, resident completes 20 hours/ week, for a total minimum of 232 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.

Final Portfolio Guidelines

The portfolio is a master document comprised of a curated selection of coursework, projects, outcomes, and reflections related to the overall professional development goals that guided the resident's post-professional doctorate experience overall. The portfolio features the evidence base that supported residency-related projects and activities. The resident will customize their portfolio with guidance of their faculty mentor.

Portfolio Main Sections

The portfolio is comprised of the following main sections:

- I) Executive Summary
- II) Timeline of Professional Development Milestones
- III) Leadership Pathway and Residency
- IV) Evidence Supporting Residency Activities
- V) Knowledge Mobilization (KMb) Product(s)
- VI) Sustainability of Residency and/or KMb Project(s)
- VII) Professional Leadership Reflections
- VIII) Appendices

Formatting Instructions

Overall Portfolio

- 12-point Calibri font
- 1-inch margins throughout
- APA style and format

Title Page

- 1 page
- Include title of portfolio
- Identify OTD Leadership Pathway
- Resident's name and credentials

Acknowledgements

- Optional
- 1 page max

Table of Contents

- 1 page

Executive Summary

- 1 page max
- Left justified
- Bold headings
- Single spaced paragraphs; with a single line space between paragraphs

Timeline of Professional Development Milestones

- 1 page max
- Table or flow chart

DETAILED SECTION GUIDELINES

I) Executive Summary (1 page max)

The executive summary serves as an introduction to the scope of work that will be included within the overall portfolio. This summary will offer the reader an engaging glimpse of the totality of the resident's main components of the resident's experience. In the writing process, the Executive Summary is typically completed at the end, once the main components of the portfolio have been compiled. The executive summary should include the content organized as follows:

- **Leadership Pathway and Residency:** Identify the leadership pathway and describe the 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.
- **Evidence:** Succinctly summarize the evidence that informed the resident's doctoral work.
- **Knowledge Mobilization (KMb):** Briefly describe knowledge mobilization activities pursued through the doctoral program's learning and/or practical experiences.
- **Sustainability:** Describe structural supports and processes needed to ensure the sustainability of the resident's work.
- **Professional Reflections:** Describe the resident's professional development through the OTD experience, including lessons learned. Explain progress toward and/or achievement of self-identified goals throughout the doctorate program. State future professional development goals and plan to achieve these goals.

II) Timeline of Professional Development Milestones (1-2 pages max)

The timeline provides a succinct overview of milestones achieved through the program via academic coursework, residency activities, knowledge mobilization, and professional development. This timeline may be presented in a table or flowchart organized chronologically by semester. Please refer to Appendix A for a sample format.

III) Leadership Pathway and Residency (1-2 pages max)

Begin by describing the specific leadership pathway chosen and explaining its relevance to professional goals and aspirations. Discuss how the choice of this leadership pathway was influenced by previous professional experiences. Next, detail the mission, vision, and purpose of the organization where residency took place, highlighting how these elements align with the resident's values and objectives. Describe the target population served by the organization, including demographic information and common challenges faced by this population. Introduce the key service providers and interdisciplinary team members the resident worked with, explaining their roles and contributions. Enumerate and describe the primary activities and responsibilities undertaken during residency, highlighting significant projects and their impact. Reflect on the skills and knowledge gained and how they support ongoing growth as an occupational therapist and serve as a bridge to future development.

IV) Evidence (5-7 pages minimum, excluding references)

Describe the evidence that served as the foundation for the residency experience, synthesizing key themes based on an in-depth literature review. This description should reflect doctoral-level engagement with existing literature from a range of fields relevant to residency projects, including but not limited to occupational science and occupational therapy. Evidence may include both "white" and "grey" sources (for more information on grey literature, you can refer to the [USC Libraries guide on grey sources](#) or consult this [link](#)).

V) Knowledge Mobilization Activities (3-5 pages)

Knowledge Mobilization (KMb) refers broadly to the process of moving knowledge beyond the academic sphere so it can be taken up and applied in everyday practices. KMb is ideally an engaged process, meaning that partners within and beyond academic and professional spheres work together to develop KMb priorities, activities, and products. Due to this engaged process, building KMb products may take time that extends beyond academic programmatic timelines. This section of your portfolio provides a place to detail your contributions to the establishment, continuation, completion, or measurement of KMb activities in relation to your residency site. At minimum, this section should demonstrate the resident's general understanding of KMb and describe the ways in which the resident used that understanding to develop and/or contribute to specific KMb activities in the residency site. The following examples illustrate the range of KMb activities and products that residents can describe in this section, but additional examples may be relevant on a case-by-case basis; residents should discuss their plans for this section with their faculty mentor.

Possible examples of KMb activities and products that a resident may engage in and/or produce may include, but are not limited to, the following (please note, this is not a checklist or an exhaustive list):

- Evidence Briefs or Educational Materials
- Social Media Post Series
- Website Development
- App Development
- App Development
- Podcast episode(s)
- Video
- Business Development
- Practice Based Toolkit
- Other as recommended by faculty mentor and residency preceptor

VI) Sustainability (1 page max)

Future sustainability of resident contributions is an important consideration in developing residency activities, both for the resident's professional development and for the residency site's ongoing contributions to the groups and communities they serve. This section should briefly describe the resident's efforts to consider and plan for sustainability needs in relation to residency activities.

VII) Professional Reflections (5 pages max)

The reflection will highlight the resident's professional development experiences and overall growth throughout the program. It will be organized thematically around the key lessons learned and/or achievement of professional development goals themes pertaining to their professional development that emerged through their doctoral experiences.

VIII) Appendices

The appendices may include additional key samples of the resident's work throughout the OTD Program as recommended by the faculty mentor. Some of the items highlighted within the Timeline of Professional Development Milestones may be included in the Appendix, such as the following (please note, this is not a checklist or an exhaustive list):

- Program Development
 - Summary of Needs Assessment
 - Implementation
 - Summary of Findings

- Program Evaluation Report (refer to Appendix B for sample format)
- Publishable paper
 - Manuscript
 - SIS newsletter article
 - *OT Practice* article
 - Peer-reviewed journal publication
 - CAT submission to AOTA
- Evidence of progress toward AOTA Board Certification
- Professional conference presentation(s)
 - Abstract submission
 - Acceptance certificate
 - Final PPT slides or poster presentation
 - Presentation evaluations from attendees (if available)
- Clinical or other Specialty Certifications
- Grant proposal with acceptance letter

EVIDENCE-BASED PORTFOLIO: SUBMISSION AND APPROVAL PROCESS

Draft 1 Submission: The initial draft of the portfolio will be submitted to the faculty mentor at the end of the resident's second semester of OT686 Residency, provided the resident has also completed the following coursework: OT718 Applied Leadership for Healthcare Professionals, OT719 Occupational Science Origins and Evolutions, and OT716 Knowledge Mobilization I.

Final Draft Submission: In the final semester of the program, the resident will submit their final portfolio to their faculty mentor. The faculty mentor will review the portfolio and provide feedback and recommendations to the resident. The portfolio may be approved without changes, approved with changes, or rejected. Once approved, the resident will save the document as an electronic PDF.

- **Approval to Submit and Defend Doctoral Work form:** The resident must complete the *Approval to Submit and Defend Doctoral Work* form and submit to their faculty mentor for final approval and signature. The resident will then submit this completed and signed document to the OTD Program Director. This approval form will ultimately trigger degree processing. The diploma will be mailed to the address indicated on the approval form. The final portfolio will be saved within the resident's electronic OTD file. The portfolio will not be distributed without the sole permission of the author.

Final Approved Portfolio Submission to OTD Program Director: The resident will submit both the signed approval form plus a PDF of the approved portfolio to the post-professional OTD Program Director for degree processing.

Appendix A

Timeline of Professional Development Milestones [insert year(s)]

	Coursework	Residency	Professional Development
FALL SEMESTER [insert year]	Enter in the official USC course names and numbers you completed as part of your doctoral degree into this coursework column. Indicate succinctly the key takeaways/insights/milestones related to each course.	Enter key progress and milestones achieved during your residency in this column.	Include information, such as presentations at professional conferences, completion of specialty certifications and other milestones that capture your overall professional and leadership development. Consider those activities that you have engaged in during your doctoral year that do not clearly fall into the “coursework” or “residency” categories.
SPRING SEMESTER [insert year]			
SUMMER SEMESTER [insert year]			

Appendix B

Program Evaluation Report - Sample Format

A formal program evaluation report typically includes key sections that provide an analysis and assessment of the program being evaluated. The outline below offers a sample format to consider. Your Faculty Mentor and Residency Site Preceptor will offer customized guidance, specific to the intended goals of the program evaluation.

1. **Title Page:**
 - Organization name and logo
 - Name of author and credentials
 - Date submitted to the organization
2. **Executive Summary:**
 - Succinct overview of the evaluation purpose and methods
 - Summary of key findings, conclusions, and recommendations
 - Highlight the program's strengths and weaknesses
3. **Introduction:**
 - Background and context of the program being evaluated
 - Objectives and scope of the evaluation
 - Summary of the timeline of the evaluation process
4. **Methodology:**
 - Description of the evaluation framework or approach used (e.g., logic model or other)
 - Description of standardized outcome measures and other data collection methods used
 - Description of data analysis process
5. **Findings:**
 - Descriptions of the quantitative and qualitative results that emerged following data analysis
 - Include charts, tables, graphs in addition to narrative summary to illustrate findings
6. **Discussion:**
 - Interpretation of findings in relation to the program's objectives and context
 - Comparison of results against benchmarks or standards
 - Description of factors influencing program outcomes
7. **Conclusions:**
 - Summary of the overall evaluation findings
 - Assessment of the program's effectiveness, efficiency, and relevance
 - Identification of strengths and weaknesses
 - Evaluation of the program's impact on sustainability
8. **Recommendations:**
 - Actionable recommendations ("next steps") based on evaluation findings
 - Suggestions for continued program improvement or modification
 - Consideration of potential risks, challenges, and/or benefits of implementing recommendations
9. **Lessons Learned:**
 - Describe insights gained from the evaluation process
 - Reflections on what worked well and what could be improved upon for future evaluations
 - Recommendations for refining evaluation methods or approaches
10. **References**
11. **Appendices:**
 - Supporting documents relevant to the program evaluation, such as survey instruments, interview guides, data tables, flow charts, etc.

POST-PROFESSIONAL OTD LEADERSHIP PRESENTATION GUIDELINES

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, knowledge mobilization products, and other deliverables produced by the resident.

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 15 minutes to formally present, followed by a 5-minute question and answer session. Each presenter is expected to strictly adhere to the allotted time. In the case a presenter goes over, the Faculty Moderator will stop the presenter.
- 2) The OTD presentation will roughly follow a similar flow as the Executive Summary of the portfolio:
 - **Leadership Pathway and Residency:** Identify the leadership pathway and describe the 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.
 - **Evidence:** Succinctly describe the evidence that served as the foundation for the residency experience, synthesizing key themes based on an in-depth literature review. This description should reflect doctoral-level engagement with existing literature from a range of fields relevant to residency projects, including but not limited to occupational science and occupational therapy.
 - **Knowledge Mobilization (KMb):** Briefly describe knowledge mobilization activities pursued through the doctoral program's learning and/or practical residency experiences, and the impact - or intended impact and lessons learned- related to these efforts.
 - **Sustainability:** Describe structural supports and processes needed to ensure the sustainability of the resident's work.
 - **Professional Reflections:** Describe the resident's professional development throughout the doctoral experience, including leadership/professional insights gained. State future professional development goals.
- 3) 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 briefly touches on multiple ideas and experiences. Most importantly, the resident should emphasize tangible outcomes, such as Knowledge Mobilization products, that have been grounded in the evidence.

- 4) Use Chan Division-branded template. Templates to choose from will be posted on Brightspace.
- 5) Include an Acknowledgements slide, typically positioned at the end of the presentation.
- 6) Properly cite all literature sources and images on all slides and include References slide(s).

Preparation:

- 1) Create a succinct PPT presentation with recommendations from the faculty mentor and residency site preceptor.
- 2) Send the presentation to the faculty mentor for review and incorporate recommended edits.
- 3) Send the **FINAL DRAFT** presentation to the faculty moderator. The moderator will be formulating questions for the panel discussion based common themes across the presentations.
- 4) The resident should be sure to practice their presentation out loud.
- 5) When the resident practices, they should time themselves to ensure the presentation remains within the 15-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 technological issues.
- 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 (15 total minutes – followed by a 5 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. Each presenter is expected to strictly adhere to the allotted time in effort to maintain consistency and equity across all presenters. The Faculty Moderator will step in, if these guidelines are not followed.
- 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.
- 6) Once all presentations have concluded, the full group of presenters will engage in a panel discussion facilitated by a Faculty Moderator. This panel discussion will last approximately 15-20 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.

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