

## Research Question

What is the efficacy of hybrid accelerated programs in supporting academic performance, student satisfaction, and professional skill development in Occupational Therapy Doctorate (OTD) students?

## Introduction

- Rising demand for OT is driven by the aging population and increasing chronic conditions (BLS, 2024).
- Hybrid accelerated OTD programs offer flexible, accessible education, especially for non-traditional students (Swan et al., 2019)
- Evidence from related fields shows hybrid learning supports strong academic outcomes and student satisfaction.

## Method

- **Design:** Systematic review guided by PRISMA standards
- **Search timeline:** Primary search: May 9-16, 2025; Secondary search: May 23, 2025
- **Database searched:** CINAHL, PubMed, ERIC, ProQuest Dissertations & Theses, and PsycINFO
- **Search terms:** "Occupational Therapy Doctorate" OR "OTD", "Hybrid learning" OR "blended learning", "Accelerated program", "Health professions education", "Graduate education", and (Combinations of the above)
- **Inclusion Criteria:** Peer-reviewed, published in English, and dated between 2015–2025
- **Exclusion Criteria:** Systematic/scoping reviews, dissertations or presentations, articles not meeting inclusion criteria
- **Review Process:** Four independent reviewers conducted screening, quality appraisal, and data extraction.

Figure 1. Student online



Photo generated by ChatGPT

Figure 2. Students in person



Photo generated by ChatGPT

## References



## Results

Five studies were included in the review: 1 Level II, 2 Level III, and 2 Level IV studies. Three themes emerged: (1) Student performance and academic outcomes (2) Student preferences, and (3) Development of professional characteristics.

- All studies addressed academic performance in hybrid/online graduate programs. Hybrid learning had comparable or improved outcomes to in-person learning and increased engagement and access to education.
- Two of the studies explored perceptions of hybrid/online formats and found high value placed on flexibility and accessibility.
- Challenges with the hybrid/online format were decreased focus and engagement.
- Two of the studies explored professional skill development in hybrid/traditional learning and found both formats supported growth in leadership, communication, and self awareness.
- Students in the traditional format performed slightly better with communication and listening.

## Discussion

Hybrid accelerated OTD programs support strong academic performance, student satisfaction, and professional skill development. All studies in the review reflected outcomes equal to or better than traditional formats. Students valued the flexibility of hybrid learning but noted challenges with focus, highlighting the need for active engagement strategies. Both formats promoted leadership and self-awareness. Overall, hybrid programs appear effective, but more research is needed on long-term and clinical outcomes.

## Conclusion

Hybrid accelerated programs foster academic performance, satisfaction, and professional skills among OTD students. More research is needed on long-term and clinical outcomes.