



## Application Materials

Thank you for your interest in the Master of Science in Occupational Therapy (MSOT) program. Please carefully review this document for additional information on the admission process and items required for submission with your application.

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Consideration of Spalding University's Auerbach School of Occupational Therapy is a great place to start. Exciting things are happening here at Spalding University, and we want to let you know about them. The curriculum has a significant focus on practice and emphasizes reflective learning by actively doing. This program allows a student with a BA/BS degree in a field other than Occupational Therapy to complete the Master of Science in Occupational Therapy program in thirty months.

Please e-mail me to discuss any questions about the entry-level occupational therapy program and/or your particular situation.

Sincerely,

A handwritten signature in blue ink that reads 'Cindee Quake-Rapp'.

Cindee Quake-Rapp, Ph.D., OTR/L  
MSOT Program Chair, Professor  
Auerbach School of Occupational Therapy  
[cquakerapp@spalding.edu](mailto:cquakerapp@spalding.edu)



## MSOT Admissions Policy

### POLICY

- ASOT offers a combined BSHS/MSOT Program leading to a Master's of Science in occupational therapy and an MSOT program. If you are interested in the BSHS/MSOT track or would like to transfer in from another institution, please contact "Admissions" at 502-585-7111.
- Students with a completed bachelor's degree in a field of study other than occupational therapy may directly enter the thirty-month entry-level master's program (MSOT) program according to the application and selection process below.
- Applicants are eligible to apply to the program when at least nine (9) pre-requisite courses are completed with documented grades posted, and the applicant has registered for all remaining pre-requisite course(s).
- Program admission procedures are consistent with University policy. Please refer to the University Catalog for University policies.
- The ASOT Admission Committee recommends students for admission to the MSOT program in the fall and spring of each academic year.
- Applicants will not be discriminated against because of race, color, creed, religion, national origin, ancestry, citizenship, gender, sexual orientation, age, or disability.
- If an applicant is selected and admitted into the program, yet is unable to begin in the cohort cycle assigned for reasons other than academic standing, the initial acceptance into the ASOT program remains good for two additional admission cycles (cohorts), yet readmission into the university may be required.
- After the second admission cycle, re-admission will be required.
- Undergraduate admission into Spalding University as a Pre-OT student **does not** guarantee admission into the MSOT professional program.
- Undergraduate BSHS/MSOT students must have all undergraduate program of study courses outside of the professional program completed prior to beginning the program.
- After completing all components of the MSOT admission process, graduate students' application materials are submitted to Spalding University's Graduate Committee by the ASOT Admissions Committee for Graduate School admission, prior to admission into the MSOT program.

### I. APPLICATION PROCEDURES

- A.** ASOT Admission Committee is responsible for deciding on all MSOT program candidates and recommending applicants to the Graduate Committee for admission into the Spalding University's Graduate School. ASOT Admissions Committee composition includes all full-time occupational therapy faculty.
- B.** Each applicant must submit a completed ASOT MSOT program online application prior to being considered for official admission to the program.
- C.** Application deadlines for each admission cycle are posted on the university's website on the [Application Checklist](#).
- D.** Program admission is on a competitive basis based on an applicant's CORE GPA, interview scores, on-site writing sample, recommendation letters, and the MSOT Mission Alignment Enrollment Policy. CORE GPA is calculated based on grades earned in pre-requisite courses.
- E.** The completed application will include essential information regarding the student, official transcripts from all previous schools attended, a summary of all the pertinent coursework in preparation for the program, three ASOT Recommendation Forms completed by the recommender, and evidence of completion of observation hours, and all other

items requested within the application packet and/or posted on the Spalding University's website.

**F.** All materials excluding Recommendation forms must be uploaded by the applicant to the ASOT online application except official academic transcripts which must be sent directly from previously attended college/university to the Auerbach School of Occupational Therapy (Attn: Joe McCombs) 901 South Third Street Louisville, KY 40203.

**G.** The student must meet the basic entry level standards published in the university catalog and on the university website. These criteria must be successfully met in order for the application to be considered.

**H.** Successfully meeting the minimum admission requirements **does not** guarantee admission to the MSOT program. Admission decisions are based on a competitive ranking process.

**I.** Applications received after the stated deadline will NOT be considered for the admission cycle.

**J.** Selected applicants who withdraw or drop any pre-requisite courses registered for at time of application will lose his/her program seat.

**K.** Selected applicants who, after completing all pre-requisites, has a CORE GPA that falls below the 3.0 minimum standard, will lose his/her program seat.

## II. APPLICATION REVIEW AND ANALYSIS

### A. Initial Review of Application

This review will consist of the following items:

1. Assurance that all the required components of the application are included. If there are components missing at the time of the application deadline, such as recommendation letters, the application will NOT be considered for the MSOT program admission cycle.
2. Verification of successful completion (meeting GPA minimum standards) of at least nine (9) pre-requisite courses and that registration for the remaining pre-requisite courses is completed.
3. Calculation of CORE GPA. If an applicant's CORE GPA does not meet the 3.0 minimum standard, the application will NOT be considered for admission. [CORE GPA is an applicants' calculated GPA in all completed program pre-requisite courses at the time of application].
4. Applicants who have 2 unsuccessful attempts at completing a prerequisite course (grade below C) will not be eligible to apply.

### B. Student Interview

Selected applicants are required to complete an electronic interview. Applicants must have access to a computer with Internet access, a web camera, and speakers in order to complete the ASOT Interview. Interviews consist of **5 questions**, take approximately **15-20 minutes**, and responses are scored on a three (3) point Likert Scale that complies with interviewing best practices.

### C. Writing Assignment

Each applicant is required to complete an **electronic writing sample that** includes the reason for selecting occupational therapy as a career, for selecting Spalding University's MSOT program, and personal qualities. Applicants must have access to a computer with Internet access in order to complete the electronic writing sample. The sample is timed and will not last longer than 15 minutes. The sample is scored based on a standard rubric for content and grammar.

### D. Application Evaluation

Applicant ranking is based upon the CORE GPA in the required pre-requisite courses completed at the time of application (55%), campus interview with faculty (30%), writing sample (5%), recommendation forms (5%), MSOT Mission Alignment Enrollment Policy (5%). The highest ranking applicants are admitted into the program for each admission cycle. A waiting list based on rankings will be developed for each admission cycle.

## III. APPLICATION SELECTION

Based upon enrollment capability, the most highly ranked applicants will be offered admission to the program.

#### **IV. APPLICATION REVIEW AND ANALYSIS**

Each applicant will be notified in writing as to his or her admission status to the University by the University Provost and acceptance into the MSOT program by the MSOT Program Chair. Applicants must acknowledge and accept the cohort slot within the timeframes communicated on the acceptance letter. A timely written response and tuition deposit is required from applicants to confirm their acceptance of a program slot. If the applicant does not actively accept conditions of admission within the stated timeframe, the acceptance offer will be removed, and the next qualified applicant will be considered.



## Prerequisite Courses for the Entry-Level Programs

You must complete 9 of the 13 prerequisites below to make application with a plan on how you intend to complete the remaining prerequisites before classes start if accepted to the MSOT program. The following CORE courses (or equivalent) must be completed with a Core GPA of 3.0 or higher before officially entering the professional phase of the Master of Science in Occupational Therapy Program:

1. BIO 261 Human Anatomy (3 credit hours)

BIO 262 Human Anatomy Lab (1 credit hour)

2. BIO 263 Human Physiology (3 credit hours)

BIO 264 Human Physiology Lab (1 credit hour)

3. CHEM 106 Chemistry for the Allied Health Sciences, or any general 100-level or above chemistry course (3 credit hours)
4. MATH 113 College Algebra, or a higher math (3 credit hours)
5. MATH 231 Statistical Techniques (3 credit hours)
6. ANTH 211 Cultural Anthropology OR SOC 201 Introduction to Sociology (3 credit hours)
7. PSY 103 Psychological Systems (3 credit hours)
8. PSY 202 Life Span Development (3 credit hours)
9. PSY 458 Abnormal Psychology (3 credit hours)
10. PHIL 154 Ethics (3 credit hours)
11. ENG 109 College Writing I (3 credit hours)
12. COM 201 Effective Speaking (3 credit hours)
13. PHY 204 Physics for Rehabilitation Sciences, or general physics that covers the properties of light, water, temperature, sound, electricity, and force mechanics. (3 credit hours)

**Any course substitutions are at the discretion of the Auerbach School of Occupational Therapy-Chair.**



## MSOT Application Checklist

***ASOT applicants must have completed at least nine program pre-requisites before making application***

- 1) Submit complete ASOT/MSOT application online from MSOT web page  
**(Paper applications will not be accepted or reviewed)** \_\_\_\_\_
  
- 2) Recommendation Forms (3 required), please make sure the recommenders  
Promptly complete, and submit **(instructions within the application)** \_\_\_\_\_
  
- 3) ***Unofficial transcripts*** submitted with online application \_\_\_\_\_
  
- 4) Official academic transcripts must be sent directly from previously attended  
College/university to the Auerbach School of Occupational Therapy  
(Attn: Joe McCombs) 901 South Third Street Louisville, KY 40203 \_\_\_\_\_
  
- 5) Submit verification of completed observation hours with the online application. \_\_\_\_\_
  
- 6) Submit \$30.00 application fee online with ASOT application submission. \_\_\_\_\_

Please do not submit your application online until it is ***entirely*** complete with all items collected. ASOT does do not have the capacity to collect and store separate application items.

**The Auerbach School of Occupational Therapy will not accept any applications until November 28, 2016, or beyond February 3, 2017, for an August 2017 admission. All submitted applications and materials become the property of ASOT.**



## Masters of Science Entry-Level Occupational Therapy Program Admission Criteria Rankings

<b>Admission Criteria</b>	<b>Points</b>
CORE GPA	550
Electronic Interview	300
Recommendation Letters	50
MSOT Mission Alignment Policy	50
Online Writing Sample	50
<b>Total Possible Points</b>	<b>1000</b>

All candidates making application in the cohort admission window will be ranked according to the above criteria. The top 40 candidates will be asked to accept a seat within the program for the next start date.



**Masters of Science in Occupational Therapy  
Mission Alignment Policy and Rubric**

*Spalding University is a diverse community of learners dedicated to meeting the needs of the times in the tradition of the Sisters of Charity of Nazareth through quality undergraduate and graduate liberal and professional studies, grounded in spiritual values, with emphasis on service and the promotion of peace and justice.*

The MSOT entry-level program facilitates the development of dynamic occupational therapy leaders who exemplify professional accountability across diverse service delivery contexts. ASOT students are actively engaged with faculty, peers, and others in their learning and are constantly evolving into skilled practitioners with the ability to lead and promote the development of the community and profession. Program graduates possess the ability to select, adapt, and create the knowledge necessary to:

- Demonstrate leadership skills and attributes
- Demonstrate professional knowledge, skills, and attitudes
- Gather, analyze and synthesize information, ideas, and decisions
- Apply ethical principles including the role of values in the construction of knowledge and making of decision.

The MSOT entry-level program seeks to serve diverse communities through the development of diverse learners within each graduating cohort. With this focus in mind, the MSOT entry-level program reserves 5% of the total admission criteria ranking for mission alignment initiatives. The following points are given to program applicants who fall within the following categories:

<b>Criteria</b>	<b>Points</b>
First Generation College Student	10
Economically disadvantaged *	10
3-12 earned credits at Spalding	(5)
13 – 24 earned credits at Spalding	(7)
Greater than 24 earned credits at Spalding	10
From a Medically Underserved Area in KY, IN, TN or OH (as defined by HRSA)	10
Under represented practitioner group(s) as identified by AOTA’s Centennial Vision (Hispanic/Latino, Black/African American, Native American, Alaskan Native, Pacific Islander, Asian, Multi Race, Male	10
<b>Total Possible Mission Alignment Points</b>	<b>50</b>

\*See attached chart

Revised 10.1.15



\* Includes only dependents listed on Federal Income tax forms. \*\*Adjusted gross income for calendar year 2014

<b>Size of Parents' or Student's family *</b>	<b>Income Level **</b>
1	23,540
2	31,860
3	40,180
4	48,500
5	56,820
6	65,140
7	73,460
8	81,870

*For families with more than 8 persons, add \$8,320 for each additional person.*



## Spalding University MSOT Program Record of Observation Hours (Minimum of 20 hours required)

\_\_\_\_\_ has completed observation hours (shadowing) at one or more of the facilities identified below. The number of observation hours and an authorized signature has been recorded beside each facility observed. I have provided an accurate record of my observation / shadowing of a health care professional that is either an Occupational Therapist, RN, Speech Pathologist, Athletic Trainer or Physical Therapist listed below.

(Name) \_\_\_\_\_ (Date) \_\_\_\_\_

Location	# of hours	Authorized By	Date Completed





## Course Descriptions

### **HS515 - Human Anatomy Correlates for Occupational Therapy Practice**

*Credit: 4 semester hours*

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Emphasizes knowledge of anatomical structure of the human trunk, neck, back, and extremities as it relates to occupational therapy practice. The application of basic anatomy including gross and lab experiential learning competencies related to the rehabilitation process is an outcome for successful course completion.

*Prerequisite:* enrollment in the Auerbach School of Occupational Therapy

### **HS518 - Neuroscience for the Health Sciences**

*Credit: 4 semester hours*

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Presents concepts focusing upon the study of the structure and function of the central nervous system. Specific examples related to human performance and occupational therapy evaluation/intervention are discussed. Demonstrating conceptual knowledge of the concepts of neuroplasticity's impact on rehabilitative and habilitative processes is a major outcome for successful course completion.

*Prerequisites:* OT510

### **HS520 - Physical Health and Wellness (Online)**

*Credit: 3 semester hours*

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Analysis of the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and occupational performance of the individual will occur. Students will explore the role of occupation for promoting health and wellness, enhancing health literacy, and for the

prevention of disease and disability for individuals, families and society. This course provides foundation support for the occupational therapy evaluation/intervention course series.

Prerequisite: enrollment in the Auerbach School of Occupational Therapy

### **HS525 - Psychosocial Wellness and Group Process**

*Credit: 3 semester hours*

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Presents an overview of psychosocial client factors and their impact on occupation and occupational performance. Issues supporting quality of life, wellbeing, and occupation of the individual, group, or populations to promote mental health are discussed. Discussion of concepts concerning health and wellness, needs of individuals experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services will occur. Group process and dynamics are major content areas and are examined through experiential learning activities. This course provides foundational support for the occupational therapy evaluation/intervention course series.

Prerequisite: enrollment in the Auerbach School of Occupational Therapy

### **HS550 - Research Application in Practice (Online)**

*Credit: 3 semester hours*

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Promotes the development of scholarship skills and use of research knowledge for practice in health sciences. Students will articulate the importance of how scholarly activities contribute to the development of knowledge as it relates to occupational therapy. Includes a review of descriptive and inferential statistics as used in developing/using evaluation instruments and research designs. The analysis and critique of both qualitative and quantitative research methods and search of the literature and evaluating the quality of the evidence will occur. Competence in critiquing the validity of research studies, including designs and methodologies is a major learning outcome of the course.

### **HS560 - Designing Research in the Health Sciences (Online)**

*Credit: 3 semester hours*

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Students will participate in scholarly activities that evaluate clinical practice, service delivery, and/or professional issues. Developing and evaluating scholarly proposal(s), data collection

instrument psychometrics, data analysis, and articulating the steps for writing a systematic review of the literature are learning outcomes in this course.

Prerequisites: HS550

### **OT501 - Fundamentals of Occupational Therapy**

*Credit: 4 semester hours*

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Introduces basic tenets of occupational therapy; exploring theories, concepts, values, history, and service delivery models of the occupational therapy profession as a basis for the student's orientation to the educational program. Students will articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy as an outcome of the course. Demonstration of task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors will occur through experiential learning activities and provide the basis for attaining the conceptual knowledge of occupation and occupational therapy.

Prerequisite: enrollment in the Auerbach School of Occupational Therapy

### **OT510 - Occupations in Life: A Theoretical & Applied Perspective (Online)**

*Credit: 4 semester hours*

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Presents theories of occupation and occupational performance along with various application strategies throughout the lifespan. Contextual concepts impacting occupation and quality of life issues will be discussed. Comparing and contrasting models of practice and frames of reference and theory development will occur. Students will analyze and discuss how occupational therapy history, theory and the sociopolitical climate influence practice

Prerequisites: OT501

### **OT515 - Movement in Occupations**

*Credit: 4 semester hours*

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Analyzes client factors of structure and applied functional movement principles of the musculoskeletal system related to occupational therapy intervention including kinesiology and biomechanics. Evaluation procedures including manual muscle testing, range of motion, and

other related skills are presented. Students will demonstrate the safety of self and others in training to enhance functional mobility, including physical transfers.

Prerequisites: OT510, HS 515

### **OT520 - Evaluation/Intervention I – Children and Youth**

*Credit: 4 semester hours*

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Examines evaluation/intervention for infants, children, and school-age populations through age twenty-one. Evaluation of developmental (typical, atypical), environmental, psychosocial, and medical/congenital influences are examined. Planning and applying occupational interventions to address the physical, cognitive, psychosocial, sensory, and motor performance of children in a variety of contexts is explored. Effectively communicating and working interprofessionally for executing components of an intervention plan for individuals, families, and populations is emphasized.

Prerequisites: HS515, HS518, OT510

### **OT525 - Level 1-A Children and Youth Fieldwork**

*Credit: 1 semester hour*

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Includes experiences designed to enrich concepts presented in OT 520 through directed observation and participation in services for children and adolescents. Students are supervised by an occupational therapist or a practitioner in a related discipline. The course has integrated learning outcomes offered with concurrent programming in OT 520 and has on-line and face-to-face seminar discussion and occupational therapy practice competency demonstrations.

Co-requisite: OT520

### **OT530 - Evaluation/Intervention II – Rehabilitation Practice**

*Credit: 4 semester hours*

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Emphasizes normal development, pathological conditions, and evaluation/intervention for occupational performance. Examines rehabilitative, sensorimotor, and cognitive evaluation approaches. Planning and applying occupational interventions to address the physical, cognitive, psychosocial, sensory, and motor performance of adults is explored. Effectively communicating and working interprofessionally for executing components of an intervention plan for individuals and populations is emphasized.

Prerequisites: HS518, OT510, OT515

### **OT535 - Level I-B Rehabilitation and Disability Fieldwork**

*Credit: 1 semester hour*

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Includes experiences designed to enrich concepts presented in OT 530 through directed observation and participation in services for individuals with physical, cognitive, perceptual, sensory, neuromuscular and behavioral deficits that impact occupational performance. Students are supervised by an occupational therapist or a practitioner in a related discipline. The course has integrated learning outcomes offered with concurrent programming in OT 530 and has on-line and face-to-face seminar discussion and occupational therapy practice competency demonstrations.

Co-requisite: OT530 –

### **OT540 - Evaluation/Intervention III –Mental Health Practice**

*Credit: 4 semester hours*

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Analysis of the impact of wellness and psychosocial issues on occupation and occupational performance focusing on the recovery model is considered. Specific roles for the occupational therapist in varied community and inpatient mental health settings are examined. Competence in conducting and demonstrating group facilitation, mental health interventions, and program development processes are the major learning outcomes of the course.

Prerequisites: HS518, OT510, OT515, HS525

### **OT545 - Level I-C Mental Health Fieldwork**

*Credit: 1 semester hour*

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Includes experiences designed to enrich concepts presented in OT 540 through directed observation and participation in services for individuals with mental and behavioral deficits that impact occupational performance. The focus of this experience is on both psychological and social factors that influence engagement in occupation. Students are supervised by an occupational therapist or a practitioner in a related discipline. The course has integrated learning outcomes offered with concurrent programming in OT 540 and has on-line and face-to-face seminar discussion and occupational therapy practice competency demonstrations.



Co-requisite OT540

**OT550 - Evaluation/Intervention IV –Work, Industry& Orthopedic Practice**

*Credit: 4 semester hours (3 lecture hours, 3 lab hours)*

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Emphasizes assessment of, occupation, occupational performance, client factors and environmental context (s) of work, industry and community. Biomechanical and environmental adaptation models are examined. Planning and applying occupational interventions to address the physical, psychosocial and motor performance of adults is explored. Measures to manage pain, enhance mobility and encourage wellness, are emphasized. Effectively communicating and working interprofessionally for executing components of an intervention plan for individuals and populations is highlighted.

Prerequisites: HS518, OT510, OT515

**OT555 - Level I-D Work, Industry & Orthopedic Practice Fieldwork**

*Credit: 1 semester hour (8 contact hours)*

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Includes experiences designed to enrich concepts presented in OT 550 through directed observation and participation in services for adults with physical, psychosocial, orthopedic, motor performance deficits that impact occupational performance in work, industry and community participation. Students are supervised by an occupational therapist or a practitioner in a related discipline. The course has integrated learning outcomes offered with concurrent programming in OT 550 and has on-line and face-to-face seminar discussion and occupational therapy practice competency demonstrations.

Co-Requisite: OT550

**OT 560 –Evaluation/Intervention V – Productive Aging\_**

*Credit: 4 semester hours*

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Emphasizes practice issues concerning the occupations of aging. Areas of focus include changes in physical, sensory, perceptual, and cognitive function, as well as examination of emotional and spiritual health. Transitions in late life as influenced by personal and environmental factors, housing and care choices are investigated.

### **OT 565 Elder Mentor Project**

*Credit: 1 semester hour*

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Experiential learning project that provides the student opportunity to share lived experiences of older adults for insight into changes in client factors, occupational performance patterns, contextual demands of housing and environmental influences that impact occupation.

### **OT570 - Ethical Decision Making in Occupational Therapy (Online)**

*Credit: 3 semester hour*

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Presentation of professional ethics, values, and responsibilities in order for the student to appreciate the ethics and values of the profession of occupational therapy will occur. Students will articulate role(s) and responsibility(ies) to advocate for changes in service delivery systems and the ethical constructs of health disparities, social injustice, and occupational deprivation. Developing an ethically and competence-based professional development plan is an outcome for successful completion of the course.

Prerequisites: OT 525, OT 535, OT 545, OT 555

### **OT620 – Occupation: Measuring Outcomes in Varied Service Delivery Contexts (Online)**

*Credit: 4 semester hours*

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Provides an overview and analysis of different measures of occupation and occupational performance and relates these measures to theoretical practice constructs and settings. Emphasis is placed on applying and measuring the impact of the therapeutic use of everyday life activities with individuals and groups for the purpose of participation, health, well-being and improved quality of life. Students will analyze and evaluate various contexts and policy issues as they relate to the practice of occupational therapy. Creation of a personal frame of reference for professional practice is required for successful completion of the course.–

Prerequisites: HS550, HS560

### **OT630 - Fieldwork II-A**

*Credit: 8 semester hours*

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Includes a 12-week in-depth fieldwork experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation in an approved setting under the supervision of currently licensed occupational therapist with a minimum of one-year practice experience. The supervisor guides and mentors the student and serves as a role model for ethical practice. The experience is designed to promote clinical reasoning and reflective practice in a setting that demonstrates client-centered, meaningful, occupation-based interventions. The opportunity to competently apply the didactic materials provided throughout the curriculum will occur during the fieldwork placement. Setting assignments will be reflective of the diversity of occupational therapy practice settings.

Prerequisites: all OT/HS courses except, 640, 650, 670, and 680

### **OT640 - Fieldwork II-B**

*Credit: 8 semester hours*

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Includes a 12-week in-depth fieldwork experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation in an approved setting under the supervision of currently licensed occupational therapist with a minimum of one-year practice experience. The supervisor guides and mentors the student and serves as a role model for ethical practice. The experience is designed to promote clinical reasoning and reflective practice in a setting that demonstrates client-centered, meaningful, occupation-based interventions. The opportunity to competently apply the didactic materials provided throughout the curriculum will occur during the fieldwork placement. Setting assignments will be reflective of the diversity of occupational therapy practice settings.

Prerequisites: OT630

### **OT650 - Managing Occupational Therapy Services (Hybrid)**

*Credit: 3 semester hours*

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Includes an overview of the application of principles of management and systems in the provision of occupational therapy services to individuals and organizations. Students will discuss various contextual factors on management, supervision/collaboration, financial/reimbursement, and program evaluation. Legislative/regulatory implications on practice is discussed. Students will demonstrate knowledge of national requirements for credentialing, state licensure, reimbursement systems, and the ability to determine need for, plan, develop, organize, market services and evaluate services.

Prerequisites: OT630, OT640

**OT670 - Application of Scholarship (Hybrid)**

Credit: 4 semester hours

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Focuses on the development and completion of a series of critically appraised papers culminating in a critically appraised topic paper with professional presentation and systematic review that focuses on occupational therapy practice interventions.

Prerequisites: OT630 for entry-level program students

**OT680 - Leadership in Occupational Therapy (Hybrid)**

*Credit: 3 semester hours*

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Examines the varied role and responsibilities of the occupational therapist as a leader in practice, education, research, consultation and entrepreneur arena including involvement in international, national, state, and local professional associations. Application of leadership theory, adult learning, change, program development, and marketing strategies in the health or community setting(s) is analyzed. The impact of professional and personal accountability and advocacy for the profession is emphasized as a dominant theme.

Prerequisites: OT620, OT630, OT650



## Apply for Financial Aid

<https://spalding.edu/financial-aid/apply-for-aid/>

Whether or not you plan to take federal aid, it's important that you file the Free Application for Federal Student Aid (FAFSA). Your student aid report can help us determine if you are eligible for other types of aid.

### **Here are the steps you'll need to follow to file your FAFSA:**

Create your FSA ID to e-sign the FAFSA. If you are dependent, as defined by FAFSA, your parent or guardian will need to create a separate FSA ID.

File your Free Application for Federal Student Aid (FAFSA) online at [fafsa.ed.gov](https://fafsa.ed.gov). Spalding's school code is **001960**.

After your data has been submitted, the U.S. Department of Education will notify Spalding of your application.

You will receive an email from the U.S. Department of Education when your FAFSA has been processed.

If you are a returning student, you will receive an email reminder from the U.S. Department of Education to renew your FAFSA.

### **What to expect**

You will receive a financial aid award letter after we have obtained all required documents and information. The award letter will detail the types of aid you are eligible to receive. New students will receive their award letters by mail. Returning students will access their award letter through the student portal as they are awarded, beginning in late April.

### **Contact Us**

We're here to help you navigate the financial aid process. If you have any questions, please contact the Office of Financial Aid at 502-873-4335 or e-mail Michelle Standridge [mstandridge@spalding.edu](mailto:mstandridge@spalding.edu)