Occupational Therapy Doctorate Application (OTD)

Writing Sample

Because the University of Utah post-professional OTD courses include many assignments that require scholarly writing, faculty ask potential applicants to submit a sample of this type of writing. We do not expect applicants to complete this sample perfectly because students will improve their writing through practice and feedback once in the program. However, it is important for the faculty to understand a student's baseline writing skills when assessing his or her suitability for a doctoral program.

Please read the following two articles and respond to the writing prompt below:

Bennett, S., Allen, S., Caldwell, E., Whitehead, M., Turpin, M., Fleming, J., & Cox, R. (2016). Organisational support for evidence-based practice: Occupational therapists perceptions. *Australian Occupational Therapy Journal*, *63*(1), 9-18. doi:10.1111/1440-1630.12260

Myers, C. T., & Lotz, J. (2017). Practitioner Training for Use of Evidence-Based Practice in Occupational Therapy. *Occupational Therapy In Health Care*, *31*(3), 214-237. doi:10.1080/07380577.2017.1333183

Writing Prompt

Please use the information in **these two** articles **only** to make recommendations for increasing evidence-based practice at a health care organization, agency, or school setting. Also, discuss which of your recommendations could be applied at your worksite. Please cite the articles as you use them. Your writing sample should not exceed 3 double-spaced pages.

Review Process

Two faculty members will review the student's writing sample in order to address interrater reliability. The following rubric will be used to rate the writing sample.

Policy: Two faculty will review each writing sample and rate the student's performance. When needed, a third faculty will quickly review to see if he or she agrees with the raters.

If the student is admitted on probation, student must meet the criterion for the writing competency on the first paper in the writing competency. If student does not meet the criteria, faculty will review to see if student has made sufficient progress to continue in the program, remain on probation, or if said student should be dismissed from the program.

Rubric is on the next page.

Essential Elements	Concerns	Writing is a concern but see potential	Meets Expectations
Synthesis • Locates and identifies common themes across the two studies. Synthesizes information across studies (not study by study).			
Writing Style • Organizes presentation of key points well. Paper has a logical flow of ideas. Transitions well between topics. Breaks up paragraphs appropriately (avoids long paragraphs). • Does not over-quote (i.e. quotes are well chosen; no more than two quotes used). • No errors in grammar; spelling is accurate. • Uses complete sentences. • Turnitin.com originality report percentage is acceptable			
Additional Elements (Students are expected to show steady improvement in APA formatting)			
APA for Entire Paper and Reference List • APA style followed throughout sample. • Uses citations as needed to give authors appropriate credit for ideas and assessment tools. • Uses appropriate APA style for in-text references. • Uses appropriate APA style for Reference List. • All references in text are included in the Reference List; all references in list are in text • Authors' names are spelled correctly			
	Application is accepted _____ Admitted with probation _____ Application is denied _____		