ACKNOWLEDGMENT OF RECEIPT AND REVIEW OF STUDENT HANDBOOK

Student Signature Page

This edition of the Department of Occupational Science & Occupational Therapy Student Handbook is effective for the academic year 2015-2016 to serve as guide for the Bachelor of Science in Occupational Science and Master of Occupational Therapy programs. Because changes may be necessary from time to time, this Student Handbook is intended for general information purposes only. The Student Handbook should not be construed as a contract between the University and any person. The University specifically reserves the right to make any changes it deems necessary at any time without advance notice to the University’s policies, practices, academic elimination of programs, departments, courses, institutes, the modification of the content of any of the foregoing, and the cancellation or rescheduling of classes or other academic and University activities. Matriculation and progression at Saint Louis University is a privilege and not a right.

The University reserves the right in its discretion to separate any student who does not meet academic requirements or maintain acceptable standards of conduct or character consistent with the University’s Jesuit Catholic values, including specific standards established by particular schools or departments of the University.

The Department of Occupational Science & Occupational Therapy reviews these policies on an ongoing basis and reserves the right to make changes as deemed appropriate. Students can access the most current version of the Student Handbook at: http://www.slu.edu/images/doisy_files/OCS_MOT_StudentHandbook.pdf

Students will be notified of changes to the Handbook in writing in a timely manner.

I acknowledge having received instructions on how to access the student handbook for the Occupational Science and Occupational Therapy programs on the department website. I further acknowledge that it is my responsibility to remain current on the contents regarding guidelines and procedures that will contribute to my successful experience throughout the program.

____________________________  ____________________
Signature                  Date

Most students will sign this form as an electronic document sent at the start of the Fall 2015 term.
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SECTION I: DEPARTMENT INFORMATION

1. Introduction

Welcome to the Saint Louis University Department of Occupational Science &
Occupational Therapy Student Handbook. This document is designed to guide your
educational experiences as occupational science students and your progression through
the professional Master’s in Occupational Therapy program.

This manual is intended for general information purposes only. It does not replace the
Saint Louis University Handbook. For information specific to the University and its
policies, please refer to the Saint Louis University Handbook. The Department of
Occupational Science & Occupational Therapy specifically reserves the right to make
any changes deemed necessary at any time without advance notice.

The Department of Occupational Science & Occupational Therapy’s administrative and
faculty offices, main classrooms, and labs are located on the 2nd floor of the Edward and
Margaret Doisy College of Health Sciences (AHP) building:

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3. **Historical Overview**

**A. Doisy College of Health Sciences**
Long a leader in health professions education, Saint Louis University began its nursing program in 1928 and the first baccalaureate degree program in an allied health profession in 1929. The Edward and Margaret Doisy College of Health Sciences was dedicated in 2001. The school was endowed by Margaret Doisy, widow of the 1943 Nobel Laureate Prize for physiology and medicine for his discovery of vitamin K.

1) **Mission**: The mission of the Edward and Margaret Doisy College of Health Sciences is education within a diverse and technological society. The Edward and Margaret Doisy College of Health Sciences, an integral unit of Saint Louis University and its Health Sciences Center, seeks to fulfill its mission of education through teaching, research, and service in ways consistent with the Catholic, Jesuit values of the University.

2) **Teaching**: Through the teaching component of its mission, the College prepares students at baccalaureate, master's, and doctoral levels. The College creates a student-centered environment that recognizes and actively addresses the diverse needs of individuals, and creates an academic climate that promotes the spirit of inquiry among faculty and students.

3) **Research**: Through the research component of its mission, the College advances the active engagement of faculty and the involvement of students in the scholarly processes of inquiry and discovery, dissemination, and use of new knowledge. The College promotes multi-disciplinary collaboration in the conduct of research in order to advance health care.

4) **Service**: Through the service component of its mission, the College promotes quality health care within the University, and the local, regional, national and international communities. The College assumes a leadership role in developing each of its professions by providing expertise in education, practice, administration, and research to these communities.

5) The Edward and Margaret Doisy College of Health Sciences embraces the lessons of the past, acknowledges and accepts the realities of the present, and is committed to capitalizing on the opportunities ahead, thus establishing the College as an innovative leader in shaping the future.

**B. The Department of Occupational Science & Occupational Therapy**
The Department of Occupational Science & Occupational Therapy was established in 1992 as the Department of Occupational Therapy. Initially, the program offered a freshman-entry baccalaureate degree in occupational therapy. In the spring of 2000, the University Board of Trustees approved the Department’s proposal to establish a
Bachelor of Science in Occupational Science (B.S.O.S.) degree and an entry-level Master of Occupational Therapy (M.O.T. degree).

The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, PO Box 31220, Bethesda, Maryland 20854-1220, Phone: 1-800-729-2682.

4. **Vision Statement Department of Occupational Science & Occupational Therapy**

The Department of Occupational Science & Occupational Therapy is committed to professional excellence in education, the generation of knowledge, and service to humanity, centered on the life transforming power of occupation.

5. **Mission Statement**

The mission of the Department of Occupational Science & Occupational Therapy is to further education, research, and service that are grounded in the understanding and application of the power of occupation to enhance the health and well-being of individuals, communities, and societies.

In support of the mission, the Department of Occupational Science & Occupational Therapy will:

A. Provide an academic community that nourishes and challenges its members in mind, body, and spirit, to maximize the potential of each to become men and women for others.

B. Advance diversity values that reflect respect for the uniqueness of each individual.

C. Work to empower each individual as an occupational being to strive for physical, social, and spiritual health and well-being.

D. Promote the growth of ethical integrity, both personal and professional, in all interactions and contexts.

E. Facilitate continuous intellectual and personal development through engagement in the values and goals underlying occupational science and occupational therapy.

F. Cultivate intellectual rigor through individual and interprofessional inquiry that is grounded in the scholarship of occupational science & occupational therapy.

G. Develop professionals who are equipped with the knowledge and skills to engage in innovative and evidence-supported services.
H. Provide leadership for the discipline of occupational science and the profession of occupational therapy via developing, disseminating, and applying knowledge and in the development of policies and professional organizations that will advance the fields.

I. Strive to model and promote social and occupational justice to build and strengthen individuals, communities, and societies on local, national, and global scales.

6. BSOS Mission Statement with student learning outcomes

Mission: The Bachelor of Science in Occupational Science at Saint Louis University aims to form and transform students into people who enhance health and well-being for individuals, communities, and societies. By fostering students’ knowledge about human occupation, the program endeavors to impact issues of real-world significance and meet the following objectives:

A. Create a learning environment that emphasizes critical reflection, analysis, and application of concepts to theoretical cases, personal experiences, and observed examples.

   1) Students will articulate the importance of occupation to human health and well-being
   2) Through reflection, students will engage in an iterative process of understanding self and others as occupational beings
   3) Students will critically evaluate information to synthesize knowledge of human occupation

B. Develop student interest in occupational science and occupational therapy research.

   1) Students will develop an appreciate for scholarly writing within occupational science and occupational therapy
   2) Students will demonstrate the ability to gather and cite literature that supports their understanding of human occupation
   3) Students will seek opportunities to engage in scholarly activities that promote occupational science understandings outside the classroom

C. Support and promote individual and community occupational engagement and justice through service-learning activities.

   1) Students will apply occupational science knowledge through active engagement in community-based service learning
   2) Students will demonstrate knowledge of how situational factors influence occupational justice on individual and community levels
3) Students will identify barriers and opportunities for change relative to occupational engagement in the surrounding community

7. Masters of OT Educational Philosophy

A. Introduction: The Department of Occupational Science and Occupational Therapy is philosophically and pedagogically informed by ideas and beliefs from the professions of occupational therapy and education; Saint Louis University; and the Doisy College of Health Sciences. These distinct but mutually supportive entities are represented at every level of the programs and are evident in the curricular design, individual course syllabi, and the teaching/learning methods employed.

B. View of Humanity: The Jesuit tradition informs the Department’s holistic view of individuals as composed of body, mind, heart, and spirit. Holism is the belief that the whole is primary and greater than the sum of its parts. Likewise, occupational therapy encompasses a view of people as complex microsystems who are in continuous dynamic interaction with environments. Individuals participate in occupations that reflect a dynamic relationship between themselves and their physical, social, and cultural environments. The relationship is fluid, organizing and re-organizing to adapt to environmental challenges across the lifespan. Human beings also have an innate drive to engage in personally meaningful occupation. People require meaningful occupational engagement in order to experience health, happiness, and learning. Human beings are disposed toward altruism, service, ethical decision-making, and leadership. These qualities can be developed, enhanced, and applied in a supportive, inspiring community that teaches and embodies these values.

C. Educational Beliefs and Values:

1) “Occupation is the very life of life.”- Harold Bell Wright, 1928

A full understanding and appreciation of healthy occupational development and behavior is requisite to the understanding of disturbances in occupational development and behavior. Occupational science provides a foundational base upon which knowledge, values, and skills in occupational therapy are developed. By understanding the forms, functions, and value of typical occupational behavior through the life span and across cultural groups, our students better appreciate the personal, familial, and societal ramifications of life circumstances that modify or reduce individuals’ occupational abilities. They can fully and readily infer the occupational effects of illness, disability, and social injustice, and have a fund of ideas regarding personal and environmental factors that may be modified to strategically improve a person’s occupational experience.

As occupational therapy educators, we subscribe to educational approaches that honor the occupational nature of learning. We want students to become occupational therapists not only through the content of courses, but through their methodology. Our teaching methods reflect constructivist and social learning theories of Dewey (1939), Whitehead (1929, 1964), Vygotsky (1926/1977), Knowles (1990), and Barrows (1980). Students are encouraged to draw from all of their experiences and knowledge in order to make sense of and apply new information. Interactive learning experiences with faculty, clinical experts, community members, and peers are infused throughout the curriculum. Students participate in applied experiences within natural contexts from their time of entry into the curriculum. Competency in entry-level skills is practiced and evaluated.

Occupational therapists practice within working teams that include a range of professional disciplines. Our students participate in interdisciplinary educational experiences from their time of entry into the program. Through the Interprofessional Education curriculum, students interact with future colleagues from within the college, and participate in educational experiences specifically designed to facilitate their understanding and appreciation of team-members’ roles and interactions in today’s health care contexts.

3) “There can be no knowledge without emotion. We may be aware of a truth, yet until we have felt its force, it is not ours. To the cognition of the brain must be added the experience of the soul.” — Arnold Bennett (1867-1931), British novelist.

Contemporary occupational therapy is humanistic and client-centered. The recipients of service are respected as experts regarding their own needs and preferences, and active agents of their own therapeutic progress. Our curriculum emphasizes the human, phenomenological aspects of providing occupational therapy, both from the client’s perspective and from the therapist’s experience. Learning experiences are regularly enriched with stories, live interviews and other applied community experiences, films, discussions, and reflective opportunities. The psychosocial and spiritual aspects of being the providers and recipients of occupational therapy are regarded as legitimate and ubiquitous aspects of the therapeutic and educational processes. By engaging with students from a caring perspective, the faculty facilitates their progress toward becoming caring practitioners (Noddings, 2003).

4) “...our goal “be best” do all that we can do...”- James Kimmey, from the lyrics of “We Hail Saint Louis U”
References


8. Curriculum Design Model-Figure 1

The occupational science/occupational therapy (OS/OT) curriculum model is a three-dimensional, layered pyramid that rests on a circular base. Each layer underpins and influences the layers above.

A. The circular base represents Saint Louis University’s (SLU) vision, mission, the five dimensions of the SLU Learning Experience, and the four strategic directions. The university is a Jesuit institution that serves people of diverse backgrounds and beliefs and strives to form and transform students into men and women for others. The foundational values and directives of the University inform and support all aspects of the OS/OT curriculum.

B. The next circular layer depicts the Doisy College of Health Sciences’ vision, mission, and goals/strategic plan. These values are founded on those of the greater University, with the addition of those that are specific to the Doisy College of Health Sciences, such as an emphasis on inter-professional education, research, and practice collaboration.

C. The first level of the pyramid represents the OS portion of the curriculum. MOT students obtain a strong OS foundation via one of two routes: through the BSOS curriculum (for students who complete their undergraduate degree in OS), or the MOT 500 Foundations in Occupational Science course (for post-baccalaureate students). Occupational science provides a foundation of knowledge about the form, function, and meaning of human occupation throughout the life span, allowing students to enter the study of occupational therapy with an understanding of normal, healthy occupational performance and its importance to individuals and society. Students study humans as occupational beings, learn to use OS vocabulary, understand the scientific and philosophical underpinnings of OS, and understand the history of OS and influential leaders within the discipline. In addition to the OS courses, students learn the basic arts and sciences that are essential prerequisites for MOT courses and for a liberal arts education.

D. The top layer of the model represents the MOT degree. This level is the most complex, as it encompasses not only the history, philosophy, theory, and methodology of occupational therapy, but also includes the knowledge, values, and skills acquired in the foundational portions of the model. The apex of this pyramid is formed by the confluence of the following four thematic areas: (1) Occupation as a means and outcome of intervention, (2) Reasoning as the ultimate learning objective (3) Jesuit-based educational philosophy and goals, and (4) Development of a professional identity. Themes in each area combine with the curricular content and student outcomes to produce an educational program that emphasizes compassionate and educated approaches to achieving occupational justice at every level, from the individual at home to entire populations throughout the world.
Figure 1
9. Curriculum Themes & Student Learning Outcomes
The curriculum design is formed by the confluence of the following four thematic areas and four levels of learning. The thematic threads are:

- **Jesuit-based educational philosophy and goals**, including the ultimate outcome of men and women in the service of others

- **Reasoning as the ultimate learning objective**, resulting in practitioners who are independent and competent problem-solvers and seekers of knowledge

- **Occupation as a means** and outcome of intervention

- **Development of a professional identity**. The themes progress through increasingly complex learning, from understanding to evaluation. Themes in each area combine with the curricular content and evolve into student learning outcomes to produce an educational curriculum that emphasizes compassionate and reflective approaches to achieving occupational performance/participation in the lives of individuals our graduates serve. MOT graduates will engage in best practice grounded in these four themes. The student learning outcomes most relevant to the MOT degree are marked with an *.

A. Jesuit Themes
1) Men and Women for Others

**Definition:** Men and women for others are individuals who develop and share their intellect, talents, and time for the benefit and improvement of others. Through exposure to Jesuit values that embrace a humanistic education, students come to appreciate divine love in themselves and others and are thus called to caring and service. This service is exemplified by regard for the human more highly than worldly goods, by striving toward the equitable distribution of worldly goods to needy populations, and by living simply so that others may simply live. Men and women for others who enact their vocation as students of occupational science and occupational therapy are called to be leaders-in-service to others by assisting individuals faced with challenging circumstances to reach their optimal occupational potential.

**Goal:** To value and engage in an educational process that develops students as men and women for others and simultaneously as occupational therapists who collaboratively serve clients in the pursuit of meaningful occupations that support the client’s health.

**Student Learning Outcomes:**
The learner will be able to:
Knowledge/Understanding
1. Define the Jesuit philosophy of men and women for others. *
2. Describe the Jesuit value of a humanistic education.
3. Explain the Jesuit value of serving others.
Application/Analysis
1.4 Determine how the study of occupational science relates to a humanistic education.
1.5 Relate the value of serving others to being an occupational therapist.*
1.6 Apply the philosophy of men and women for others to appreciate the need for occupational therapy in marginalized societal populations.*
1.7 Demonstrate self-awareness in identifying the personal emotional and intellectual demands of being a man or woman for others in one’s role as an occupational therapist.
1.8 Analyze the nature of ethical issues within the profession from the perspective of being a man or woman for others.*

Synthesis
1.9 Formulate why being a man or woman for others necessitates serving the needs of oneself as well as the needs of others.*

Evaluation
1.10 Judge the relationship between being a man or woman for others and the concept of a personal calling or vocation.

2) Leaders in Service

Definition: Leaders are individuals who have the ability to inspire people to go beyond what they think they are capable of doing, making it possible for a group (or individual) to attain a goal that may have been thought to be unattainable. Leaders inspire trust, act consistently, and motivate through words action and deeds. In an altruistic style, leaders embrace their ability to serve others responsibly and accountably. Finally, leaders transform and empower their followers to enhance autonomy.

Goal: To develop a student’s broad understanding of the role and responsibility of the OT practitioner as a leader who exemplifies the following: advocates for the empowerment of individuals and groups in the health arena and in living daily life; knowledgeable of the concerns and values of society and the world in which they live, and; facilitates change through education, program development, administration, research, and an understanding of local and national policies that influence service provision.

Student Learning Outcomes:
The learner will be able to:
Knowledge/Understanding
2.1 Understand how one becomes a "true" leader and the responsibilities inherent in such a role.*
2.2 Develop a broad understanding of leadership in OT practice, health care and social and political systems.

Application/Analysis
2.3 Determine that leaders in service extend beyond the provision of direct intervention to include national advocacy and the expansion and application of one’s knowledge as a leader to exemplify altruism and justice for others.*
2.4 Examine the paradox between leaders and service.

Synthesis
2.5 Understand the general context of leadership related to motivating others and in promoting new programs and ideas beyond the assimilation of outlined service projects.

3) Promotion of Justice

Definition: Learning and growth in the love and concern for disadvantaged/marginalized populations occurs by means of personal and professional advocacy, community interaction, and reflection. Emphasis is on a concern for social problems experienced by such populations and society as a whole.

Goal: To advocate equity for all people, with emphasis on disadvantaged/marginalized populations, to enable maximum ability to equally participate in meaningful occupations.

Student Learning Outcomes:
The learner will be able to:
Knowledge/Understanding
3.1 Discuss and describe occupational and social justice issues, especially with regard to disadvantaged/marginalized populations. *

Application/Analysis
3.2 Illustrate the need to advocate for disadvantaged/marginalized populations.
3.3 Determine policy influences on social justice issues including, but not limited to racism, sexism, disability issues, and those voiceless in decision making.

Synthesis
3.4 Define, analyze, and integrate concepts of occupational justice in relation to disadvantaged/marginalized populations. *

B. Reasoning and Inquiry Themes
4) Professional Reasoning

Definition: Reasoning is a dynamic and integrated way of reflecting and thinking. Personal reasoning is achieved out of the development of one’s self awareness and moral reasoning and is the foundation for professional reasoning. Professional reasoning blends a biopsychosocial and phenomenological perspective in understanding individuals, their occupations, and the contexts in which they live. Professional reasoning includes the procedural, narrative (interpersonal and conditional), pragmatic, and ethical forms, which guide problem solving and contribute to an integrative view of humans as occupational beings and the development of professional practice.
Goal: To value and engage in reflective reasoning in personal and professional interactions with others to recognize and facilitate meaningful occupational performance based on a commitment to ethical conduct that strives for the greater good.

Student Learning Outcomes:
The learner will be able to:
Knowledge/Understanding
4.1 Define the different forms of personal and professional reasoning. *
4.2 Explain a comprehensive picture of the client, using professional reasoning. *
Application/Analysis
4.3 Understand an individual’s illness experience through a narrative perspective, and apply that understanding to the intervention process. *
4.4 Demonstrate self-awareness with regard to identifying the personal, emotional, and intellectual demands of enacting one’s personal and professional reasoning. *
4.5 Demonstrate self-awareness in identifying the personal, emotional, and intellectual limits of enacting one’s personal and professional reasoning. *
4.6 Combine multiple forms of reasoning simultaneously with appropriate emphasis on specific reasoning forms, given a particular personal/professional situation. *
4.7 Develop the ability to reflect and act as a way of asking new questions, testing new answers, and developing more complex behaviors. *
4.8 Recognize ethical issues as derived from moral reasoning.
4.9 Analyze the nature of ethical issues within the profession from a sound understanding of biomedical ethics. *
Synthesis
4.10 Enact the ethical responsibilities of a professional to contribute to the profession in order to uphold and enforce the highest standards of practice and conduct. *
Evaluation
4.11 Evaluate issues that arise in all aspects of professional activities, integrating information from multiple sources, to formulate options, and evaluate the merit of responses.*

5) Humanistic, Interdisciplinary Perspective

Definition: The synthesis and integration of foundation studies in literature, history, arts, science, philosophy, and theology precedes the professional program. The program facilitates the student’s understanding of this foundation as it relates to personal development, conceptualization and appreciation of community needs, and the need to collaborate with a variety of human and other resources that are relevant to meeting individual and collective needs.

Goal: To value and engage in person-centered collaborative and comprehensive approaches to improve and support the overall quality of life of individuals, communities, and the global society.
Student Learning Outcomes:
The learner will be able to:
Knowledge/Understanding
5.1 Identify relevant human and environmental resources that promote problem solving and provide needed services. *
Evaluation
5.2 Value the importance of a breadth of foundation studies that prepare learners for the application of holistic principles for working with individuals and communities. *

6) The Learner as Scholar

Definition: The learner approaches inquiry into human’s occupational performance grounded in theory, investigative reasoning, and research skills. Furthermore, the learner will take a leadership role in contributing to the body of occupational science and occupational therapy knowledge. To this end, the curriculum provides an environment that fosters reflective, holistic inquiry and dissemination of scholarly work.

Goal: To value and enact scholarly inquiry to contribute to the development of occupational science and occupational therapy knowledge that will benefit society.

Student Learning Outcomes:
The learner will be able to:
Knowledge/Understanding
6.1 Understand the relevance and contribution of occupational science and occupational therapy to the world of scientific inquiry. *
Application/Analysis
6.2 Develop research questions and studies that contribute to the advancement of occupational science and occupational therapy, as well as apply to societal needs and problems. *
Evaluation
6.3 Value the existing occupational science and occupational therapy body of knowledge.
6.4 Appreciate the importance of leadership roles in the conceptualization and development of scientific inquiry in occupational science and occupational therapy practice.*
Synthesis
6.5 Provide an analysis of relevant evidence for application in occupational therapy or interprofessional/multidisciplinary programs *
C. Occupational Theory and Application Themes

7) Humans as Occupational Beings

**Definition:** Human beings engage in occupation to sustain health and quality of life. Humans are ‘doing’ creatures, and occupations fulfill the human need for purpose and meaning in life. Engaging in occupations allows humans to adapt to challenges, make choices and use their time, organize daily routines, and influence their health. The consideration of humans as occupational beings directs attention to the dynamic relationship of people and their physical, social, and cultural environments and acknowledges dynamic influences across the life span.

**Goal:** To value the core relationship of occupation to human existence and construct a personal model of how people engage in occupation to create meaning in their lives.

**Student Learning Outcomes:**
The student will be able to:
Knowledge/Understanding
7.1 Explain the biological and evolutionary bases of human occupational behavior. *
7.2 Describe the impact of the family, culture, and society on an individual’s occupational engagements.
7.3 Describe the premises of systems theory: that the individual affects and is affected by his/her environment. *
Application/Analysis
7.4 Determine how individual occupational behaviors are combined to form occupational patterns, and how occupational patterns evolve and change over a lifetime.
Synthesis
7.5 Explain how the individual identifies occupations that are meaningful to him/her and how he/she organizes those occupations to create a lifestyle that facilitates (or hinders) personal health.

8) Occupation

**Definition:** Occupation is the way people orchestrate time to fulfill needs and wants in the context of the environment.

**Goal:** To use occupation as a frame for professional understanding and interactions.

**Student Learning Outcomes**
The learner will be able to:
Knowledge/Understanding
8.1 Define what is and is not occupation. *
Application/Analysis
8.2 Differentiate between health promoting and non-health promoting occupations. *

Synthesis

8.3 Appropriately utilize occupational science constructs in developing and enacting individual, group, and/or organizational applications.

9) Occupation as a Medium for Change

Definition: Occupation is essential to optimal quality of life. Occupation is used to represent the "normative mode of life," in order to emphasize human capabilities that are demonstrated through the multiple social roles held via family, work, play, and leisure. Occupation serves as the basis for change in health and wellness. The use of occupation as a change agent may be a health-promoting, remedial, compensatory, adaptive, or maintaining approach. The aim of this application is to support and educate individuals, families, caregivers, the community, and/or society at large. As individuals progress from birth through adulthood, or from disability to ability, engagement in occupation is used to support healthful participation in a meaningful life.

Goal: To recognize, value, and apply occupation as a core concept that is known for its contributions to an individual's health, well-being, and the restructuring of one's life patterns.

Objectives:
The learner will be able to:

Application/Analysis

9.1 Use the contemporary models of health and wellness, enablement, and disablement to discriminate factors that facilitate, enhance, or impede occupational performance. *

9.2 Solve issues of orchestration of activities to support engagement in healthful habits and routines, as well as infrequent occupations that are highly meaningful. *

9.3 Engage self, as well as others as assigned, in a collaborative and dynamic process of lifestyle redesign, to achieve a pattern of satisfying occupations that is meaningful and culturally relevant to the client. *

9.4 Use knowledge of life span changes and ontogeny of occupations in order to engage client, family, and/or caregivers in a proactive process of life planning*

Synthesis

9.5 Apply an understanding of the complexity of occupational function and dysfunction by creatively modifying the physical environment, social context, tool use, or methods of performing life activities for the purpose of:

a. promoting competence, independence, and/or inter-dependence in a manner satisfying to self and others; *

b. preventing disability and promoting health; *

c. promoting occupational function for successful living and quality of life;*

9.5 Apply an understanding of the complexity of occupational function and dysfunction by creatively modifying the physical environment, social context, tool use, or methods of performing life activities for the purpose of:

a. promoting competence, independence, and/or inter-dependence in a manner satisfying to self and others; *

b. preventing disability and promoting health; *

c. promoting occupational function for successful living and quality of life;*

d. influencing favorable components of occupational performance. *
9.6 Synthesize and apply knowledge and understanding of cultural differences, occupation, and occupational performance to reflect the role and influence that occupation has on the change process across ethnic or cultural groups. *

Evaluation

9.7 Engage in reflective, professional reasoning to:
   a. assess the need for occupational therapy intervention, *
   b. identify functional gaps that impede occupational engagement, *
   c. apply approaches that facilitate performance that will change, improve or enhance the client's occupational status, and *
   d. evaluate the effectiveness of occupational therapy applications. *

**D. Integrative Themes**

10. World Appreciation

**Definition:** Responsible professionals demonstrate an appreciation of the uniqueness of individuals in a world-affirming manner. This perspective includes a community, regional, national, and international awareness that extends beyond one’s usual environmental orientation. Such awareness leads to the understanding and acceptance of the variance in differences and similarities that exists among groups and individuals in terms of race, religion, cultural mores, values, and beliefs. This acceptance is fundamental to recognizing and respecting that cultural variations translate into human behavior that sustains groups or individuals. Furthermore, acceptance includes the recognition of differing global perspectives on human rights and dignity, despite one’s personal values or political convictions.

**Goal:** To value and apply an appreciation of the cultural differences, needs, problems, values, mores, and beliefs of individuals, communities, and nations worldwide.

**Student Learning Outcomes:**

The learner will be able to:

**Knowledge/Understanding**

10.1 Exhibit awareness of and appreciation for the varying differences of individuals and groups with regard to their race, ethnicity, culture, political, and/or religious practices. *

10.2 Identify differing occupational patterns that are based upon culture, social mores, values, faith, religion, education, economic status, family, health and wellness, political, national and international influences. *

**Application/Analysis**

10.3 Demonstrate self-awareness of her/his environment and cultural background, develop an awareness of and compare/contrast the cultural and ethnic diversity of peer colleagues.

10.4 Examine the health ↔ disease continuum of scientific works within the context of the United Nations and the World Health Organization’s history, classification systems, and operations. *
10.5 Examine the national and international resources and materials that relate to one’s practice.*

Synthesis

10.6 Evaluate national and international contributors to the development of occupational science and occupational therapy.*

10.7 Integrate emerging practice models and research methods that have global implications.*
SECTION II: DEPARTMENT POLICIES

1. Course Plan Schedule

The course plan schedules for students pursuing the Bachelor of Science in Occupational Science (BSOS) and Master of Occupational Therapy (MOT) degrees are frequently updated. Please request a copy as needed. Every undergraduate student is assigned a Doisy College Professional Academic Advisor. This Academic Advisor ensures appropriate scheduling of courses to meet graduation requirements. In addition, each undergraduate student is assigned an OT Faculty Mentor according to the student’s last name and/or special circumstances.

Post-baccalaureate students are assisted with academic advising by the Administrator of Student Development and the designated Administrative Assistant.

Please be aware that course scheduling and requirements are subject to change. All revisions will be provided to the students and should replace outdated material in the handbook.

2. The Integrated Advising and Mentoring System

A variety of approaches and services are utilized to enhance the student’s college performance and experience. The Integrated Advising and Mentoring System is one of the primary structures that support students throughout their academic careers at Saint Louis University (SLU). It is a collaborative process comprised of the Student Advisee, Faculty Mentor, and Academic Advisor.

A. Student

The student’s role with both the Academic Advisor and the Faculty Mentor is that of an active participant in the advising/mentoring process. It is ultimately the student’s responsibility to know and understand degree requirements and to monitor progress toward completion. Students should quickly establish and keep open the lines of communication with their Academic Advisor and Faculty Mentor.

B. Faculty Mentoring

Every student declaring occupational therapy as a major is assigned a faculty member who serves as the Faculty Mentor during his or her undergraduate and graduate academic career. Faculty mentors are assigned to students by the OS/OT Department. Mentees are assigned a Mentor based on the student’s last name or due to enrollment in a special service or program such as a research project, participation in Faculty Practice, the Honors Program, Micah House, or Presidential, Martin Luther King, and Pre-Professional Scholars.

The student and Mentor must be in contact at least once per semester prior to registration. The student will not receive the registration PIN from the Academic Advisor until s/he has documented contact with the Faculty Mentor.
1) Faculty Mentors serve a variety of roles including:
   1.1 Increasing the Mentee’s awareness of professional options.
   1.2 Discussing personal and educational goals as these goals relate to curricular options
   1.3 Providing professional linkages and letters of reference for awards, scholarships, employment (see Guidelines for Requesting a Professional Letter of Recommendation).
   1.4 Referring students to important academic and personal services on campus including Tutoring, the Writing Center, Disability Services, Career Services, Campus Ministry, and Student Health and Counseling.

2) Mentoring can occur via individual or group face-to-face interactions, email conversations, or phone conversations.

3) It is the student’s responsibility to proactively seek out and communicate with his or her faculty mentor in a form that is convenient for both parties.

4) Students must be aware of a faculty mentor’s office hours and general availability when sending communications and seeking mentorship. Except for time-sensitive and urgent situations, students are advised to schedule consultations with faculty mentors during office hours.

5) For email and phone communications, faculty mentor responses should not be expected less than 24 hours from the time of initial communication. At busy times of the semester or during travel periods, faculty mentor response times may exceed 24 hours.

6) Communication from student to mentor is especially important during times of academic difficulties. The department encourages students to seek consultation with Faculty Mentors before reaching academic difficulties; therefore, it is important for students to become acquainted with their assigned mentor early in the academic program.

C. Academic Advising: Each student is also assigned an Academic Advisor who works with the Advisee during his or her undergraduate career. Academic Advisors are assigned to students by the Advising Center.

Academic Advisors serve multiple roles including:
   1) Assisting students with curricular planning and course registration.
   2) Monitoring the student’s academic progress.
   3) Providing an overview of curricular requirements within the College and University to assist students who plan double majors and minors.
4) Communicating requirements needed for students secondarily classified as pre-professional health, pre-law, honors and special programs.
5) Providing direction and requirements for students wishing to study abroad.
6) Providing direction and guidance for students wishing to test out of core courses or waive certain requirements.
7) Referring students to important academic and personal services on campus including but not limited to Tutoring, the Writing Center, Disability Services, Career Services, Campus Ministry, and Student Health and Counseling.

3. **Registration**

A. The following procedures should be followed by students for registration:

1) Communicate with faculty mentor each semester.
2) Prepare a Registration Plan: See your curriculum guide
3) Meet with your Academic Advisor (MOT students will only have a faculty mentor)
4) Obtain authorization for registration. (Also known as your PIN)
   4.1 The academic advisors authorize undergraduate students through the junior year for online registration in Banner. Authorization includes giving the student his/her Banner Registration PIN.
   4.2 The Faculty Mentor authorizes students in the Professional Phase of the Program for online registration via SLU Banner.
5) Register in Banner.
   5.1 Log-in to your MySLU account – If you have problems logging in, please contact ITS
      a. Click on the **Student Tab**
      b. Click on **Add or Drop Classes**
   5.2 Select the appropriate term from the drop down menu and click submit
   5.3 Enter your Alternate PIN / Registration PIN if prompted to do so and click submit
   5.4 You are now on the **Add/Drop Classes** page
      a. The Administrative Assistant for the department will supply you with the proper CRN’s for the upcoming term. (CRN= Course Registration Number)
      b. Enter the CRN's in the boxes near the bottom of the page and click **Submit Changes**
      c. If you encounter Registration Errors please reference the Registration Errors page or contact our office
      d. If you encounter a closed course you may select to be placed on the waitlist
   5.5 You may now print your class schedule for the term
### 4. Estimated Program Costs

**DISCLAIMER:** Rates and fees can change without notice. New fees can be enacted without notice. This information does not include fees such as books, copying fees, and packet fees for courses outside of Occupational Science & Occupational Therapy.

| BSOS Program in Occupational Science  
2015-2016 Rates  
estimates based on 1 academic year |
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<tbody>
<tr>
<td>Tuition (12-18 hours/semester)</td>
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<tr>
<td>Fees</td>
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| Program in Occupational Science & Occupational Therapy  
Summer 2015 Rates  
Summer Gross Anatomy |
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<tbody>
<tr>
<td>Total Tuition for Summer (6 credits)</td>
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<td>Fees (estimated)</td>
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| MOT Program in Occupational Therapy  
2015-2016 Rates  
estimates based on 1 academic year |
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<tbody>
<tr>
<td>Tuition (12-18 hours/semester)</td>
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<tr>
<td>Fees</td>
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| Program in Occupational Science & Occupational Therapy Course Fees  
2015-2016 Rates |
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<tr>
<td><strong>Course</strong></td>
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<tr>
<td>OCS 3520</td>
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<tr>
<td>MOT 5020</td>
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<tr>
<td>MOT 5040</td>
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<tr>
<td>MOT 5410</td>
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<tr>
<td>MOT 5450</td>
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<tr>
<td>MOT 5460</td>
</tr>
<tr>
<td>MOT 5480</td>
</tr>
<tr>
<td>MOT 5560</td>
</tr>
<tr>
<td>MOT 5600</td>
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**MOT Program in Occupational Therapy Miscellaneous Fees**

<table>
<thead>
<tr>
<th><strong>2015-2016 Rates</strong></th>
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<tbody>
<tr>
<td>Parking (1 academic year)</td>
</tr>
<tr>
<td>Program Fee (non-refundable upon acceptance, covers orientation materials, lunch, 1 Polo, and administrative fees)</td>
</tr>
<tr>
<td>Blue Polo with OT Logo (1 required junior year)</td>
</tr>
<tr>
<td>Background Checks (per academic year)</td>
</tr>
<tr>
<td>TB Test (per academic year &amp; covered by most insurance plans)</td>
</tr>
<tr>
<td>Drug Screen (For Level II Fieldwork, may be needed for Level I Fieldwork, covered by some insurance plans)</td>
</tr>
<tr>
<td>Flu Shot (per academic year &amp; covered by most insurance plans)</td>
</tr>
<tr>
<td>CPR</td>
</tr>
<tr>
<td>SLU OT Polo (Post-Baccalaureate Students Receive 1 at Orientation)</td>
</tr>
<tr>
<td>Graduation Fee</td>
</tr>
<tr>
<td>Graduation Cap &amp; Gown</td>
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</tbody>
</table>

5. **Semester Hours**

A semester hour (one credit) is defined as one lecture, recitation, or class exercise fifty minutes per week for one semester. Under ordinary circumstances, students are not authorized to register for more than eighteen hours per semester, or for more than twelve hours during the summer session. Students who wish to take 19 or more credit hours in a given semester need permission from the Dean of the DCHS. Such students should have a minimum cumulative GPA of 3.0 and must understand that additional tuition will be charged.
6. **Options for Minors**

The BSOS curriculum is designed to allow students the possibility of achieving a minor of study to complete his/her degree. If you wish to pursue a minor, please consult with your Doisy College Professional Academic Advisor.

7. **Study Abroad**

During the second semester of their sophomore year, students have the opportunity to study abroad. If a student desires to study abroad, s/he should contact the Doisy College Professional Academic Advisor to assure that the courses taken abroad are appropriate for the progression in the program. Arrangements for studying abroad are coordinated through SLU’s International Center.

8. **Course Withdrawal**

The decision to withdraw from any course must be carefully considered. Students considering withdrawing from any required course must consult with the assigned Professional Academic Advisor and inform their Faculty Mentor.

**A. Purpose of this consultation**

1) Help the student determine whether or not he or she can realistically meet the Department’s requirements for academic or professional progression if he/she withdraws from the required course.

2) Make certain the student is aware of the likely consequences of withdrawal from a required course.

3) Help the student explore the possibility of other options to resolve the problem(s) that led to the withdrawal decision.

**B. Deadlines**

1) Per University policy, the deadline for withdrawing from a class without a “W” appearing on the transcript is Friday of the first full week of classes.

2) The deadline for Withdrawal (W) is two weeks after the end of the mid-term examination week (at the end of the ninth week of class).

3) The student may be given permission by the Dean of the DCHS to withdraw after the tenth week for a serious, non-academic reason.
9. **Leave of Absence (Non-Academic Progression Issue)**

Any student, from either the BSOS or MOT program, may request a Leave of Absence for up to one year.

**A. The student:**

1) Must submit a letter requesting this leave to the Chairperson of the Progressions Committee.

2) May need to meet with the Progressions Committee to determine whether leave is granted.

3) If the request is granted, at least 60 days prior to the start of the semester of re-entry, the student must submit a letter to the Chairperson of the Progressions Committee reviewing how s/he is now ready to re-enter and identifying the support systems in place to allow the student to succeed in the program.

4) The Progressions Committee may request an additional meeting with the student to review the student’s plan for success.

For Academic Progressions Leave of Absence Policy please refer to page 57.

Please note, as outlined in Section IV, the Length of Program Requirements criteria still apply and should be carefully considered.

10. **Student/Graduate Records**

The University affirms the concepts of personal privacy and record confidentiality, and adheres to both the letter and the spirit of the provisions of the Family Education Rights and Privacy Act (FERPA) of 1974 which pertain to higher education. In addition to this University-wide policy statement, the Department has established departmental procedures regarding the implementation of this policy. These procedures can be found in the Departmental Procedures Manual located in the Department office.

11. **Requesting Professional Letters of Recommendation**

The following guidelines facilitate the writing of a professional letter of recommendation reflective of the student’s performance in the Department of Occupational Science and Occupational Therapy.

**A.** Reviewing information pertinent to the request and the student’s accomplishments requires both time and effort to compose an effective, personalized letter. The student should contact her/his Faculty Mentor to inquire of her/his ability to write a letter.
B. The Mentor will contact the student with one of the following responses:

1) The Mentor is able to write the letter.

2) The Mentor is not able to write the letter.

C. The Mentor will submit the student’s name to the Scholarships and Awards Committee for consideration. This occurs when a large number of students are applying for the same monies or highly competitive recognitions. The rationale for this action: multiple letters of support for more than two-three students from the department markedly decreases the probability any student will be selected to receive the ‘award’. All students will be informed of the decision three-four weeks in advance of the letter due date.

D. Once the Mentor commits to writing the reference, the student shall complete the attached form. It is at the Mentor’s discretion to accommodate the student if the form is received with less than two weeks of the due date.

E. Students may respectfully inquire regarding the progress of the letter.

F. All information pertinent to the letter should be provided including any directions or forms to be completed, the title of the scholarship or honor, the name and address of the recipient, and due date. Information regarding the process or matter should be in paper copy rather than a link to a website. Electronic processes such as online submissions are an exception.

G. Information supporting the student’s appropriateness for the scholarship or honor is expected in the following forms:

1) A professional resume inclusive of the cumulative grade point average

2) In paragraph form, the student shall provide reasons s/he is qualified to receive the scholarship or honor.

H. Other faculty members may be approached for a second letter only after the Faculty Mentor has been contacted. This faculty member is first responsible to her/his mentees and requests are honored on an individual basis. However, to improve the likelihood of receiving the ‘award’, it is recommended letters be submitted from a variety of sources.

I. It is professional courtesy to inform the author if the scholarship or honor is received.
12. Grading Policies

Bachelor of Science in Occupational Science: The Department of Occupational Science & Occupational Therapy assigns grades for academic courses as follows for the freshman, sophomore, and junior years (approved 1/07):

<table>
<thead>
<tr>
<th>Quality Points</th>
<th>%Equivalent</th>
<th>Alphabetic Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>3.7</td>
<td>91-92</td>
<td>A-</td>
</tr>
<tr>
<td>3.3</td>
<td>89-90</td>
<td>B+</td>
</tr>
<tr>
<td>3.0</td>
<td>84-88</td>
<td>B</td>
</tr>
<tr>
<td>2.7</td>
<td>81-83</td>
<td>B-</td>
</tr>
<tr>
<td>2.5</td>
<td>79-80</td>
<td>C+</td>
</tr>
<tr>
<td>2.0</td>
<td>74-78</td>
<td>C</td>
</tr>
<tr>
<td>1.0</td>
<td>68-73</td>
<td>D</td>
</tr>
<tr>
<td>0</td>
<td>67 and below</td>
<td>F</td>
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</tbody>
</table>

The Department of Occupational Science & Occupational Therapy assigns grades for academic courses as follows for Professional Courses (Senior/MOT I & II years):

<table>
<thead>
<tr>
<th>Quality Points</th>
<th>%Equivalent</th>
<th>Alphabetic Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>91-100</td>
<td>A</td>
</tr>
<tr>
<td>3.3</td>
<td>89-90</td>
<td>B+</td>
</tr>
<tr>
<td>3.0</td>
<td>84-88</td>
<td>B</td>
</tr>
<tr>
<td>2.7</td>
<td>81-83</td>
<td>B-</td>
</tr>
<tr>
<td>2.0</td>
<td>74-80</td>
<td>C</td>
</tr>
<tr>
<td>1.0</td>
<td>68-73</td>
<td>D</td>
</tr>
<tr>
<td>0</td>
<td>67 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

13. Extra Credit in OCS and MOT Courses within the Department

The inclusion of extra credit assignments as part of coursework is up to the discretion of the individual instructor. When an extra credit assignment is a component of a course, the following guidelines will be used:

A. The extra credit work must be offered to all students in the course.
B. The assignment will never count for more than 2% of the student's total semester grade.
C. The assignment cannot be used to raise or have any effect on final course grades of C-, D or F.

14. Students with Disabilities

Students with disabilities may be eligible for special services and accommodations, as accorded by the Americans with Disabilities Act. To access these services, contact Disabilities Services at 977-3484 for complete information.
15. **Student Health Requirements**

The Department of Occupational Science & Occupational Therapy at Saint Louis University requires that all occupational therapy students who are participating in an applied and/or fieldwork experience meet the requirements listed in 14 & 15.

**A. Required Copies**

Students participating in applied and/or fieldwork experiences must have one copy of this information on file with the Student Health Office located in Marchetti Towers East. Additionally, students participating in fieldwork experiences must have one copy on file in the Academic Fieldwork Coordinator’s office in the Department of Occupational Science & Occupational Therapy. The student should make a copy of all information for his or her personal records.

**B. Updates**

This information needs to be updated at the beginning of each junior, MOT I, and MOT II academic year. All students must be free from symptoms of communicable disease by the beginning of their applied and/or fieldwork experience.

**C. Illness**

If, during the course of their experience the student becomes ill with a communicable disease, s/he must inform the community supervisor/fieldwork educator and the Academic Fieldwork Coordinator and suspend contact with clients until he/she is no longer symptomatic.

16. **Immunizations Requirements**

- **Hepatitis B**: dates of three doses of the vaccine or protective titer.
- **Measles**: date of primary immunization and boosters or protective titer.
- **Mumps**: date of primary immunization and boosters or protective titer.
- **Rubella**: date of primary immunization and boosters or protective titer.
- **Varicella**: date of primary immunization and boosters or protective titer.
- **Polio**: date of primary immunization and booster.
- **Tetanus-Diphtheria**: date of booster (must be within the prior 10 years)
- **Tuberculosis**: date of PPD or similar test (BBG vaccine and negative chest x-ray) - Must be completed annually.

17. **Health Care Provider**

Students are required to maintain personal health insurance throughout their enrollment in the OS and MOT programs. Please refer to the University’s Student Health Website

18. Personal Health History and Physical Examination Report

Prior to Level II Fieldwork, students must complete a physical examination with a physician, physician assistant or nurse practitioner using the Saint Louis University Department of Occupational Science and Occupational Therapy Personal Health History and Physical Examination form. The examination must document good health and student’s ability to perform required fieldwork site essentials. Students must provide the Academic Fieldwork Coordinator with a completed and signed copy of the Medical Clearance Form in order to participate in Level II Fieldwork.

19. CPR Requirements

A. Training

All students participating in Level I and Level II fieldwork are required to be trained and certified in Basic Life Support (BLS) for Health Care Providers. It is essential to maintain recertification until the final completion of Level II fieldwork. Students who fail to comply with this requirement will not complete or receive a passing grade in the course/s in which fieldwork is assigned.

20. General Dress Code Requirements

In addition to appropriate behaviors and attitudes, appearance and dress is an important part of the way a student is perceived by others. Attire and hygiene should reflect your intent to be perceived as a professional and matched to the setting and activity in which you are involved. The following information provides guidelines for meeting professional dress and appearance standards.

A. In the Classroom:

1) Casual apparel is acceptable, including jeans, t-shirts, sweatshirts, sweatpants, skirts, dresses.

2) Clothing items that are not acceptable in the classroom include pajama pants, slippers/house shoes, and clothing that reveals any type of undergarments.

3) Scheduled guest lecturers or assignments involving classroom presentations may require more professional attire; each professor will determine appropriate clothing for the session.
**B. Class Outings and Applied Community Service Experiences:**

1) In the Fall Semester, the student organization (SLU/SOTA) sells approved polo shirts with embroidered departmental logos. You are highly encouraged to purchase and wear a departmental polo for experiences that take place outside the classroom. Polos can be paired with solid color, conservative slacks.

2) Footwear should be functional and modest. Most sites require socks and close-toe/heel shoes such as an athletic or leather shoe.

3) Most sites have policies against visible tattoos and/or visible body piercings. Students are obligated to check with and follow each facility’s rules regarding this.

4) Sites vary in guidelines, and therefore, students will follow the requirements of the facility.

*See Section X: Fieldwork, pp. 67 for Level I and Level II Fieldwork dress code policies*

**21. MOT Student Activities and Recognitions**

**A. SLU SOTA**

1) **Purpose:** The Saint Louis University Student Occupational Therapy Association (SLU/SOTA) enhances student’s knowledge of the profession through professional, educational, community, and social activities. The organization facilitates opportunities for camaraderie among students, as well as, provides meaningful, productive interaction with faculty. Additionally, officers maintain communication and coordinate efforts with other University organizations and occupational therapy associations at a local, state, and national level.

2) **Function:** The general functions of SLU/SOTA are facilitated by the Executive Committee, and specific functions are carried out through the standing & temporary committees and positions.

   2.1 The Education Committee enhances student and community understanding of the profession.

   2.2 The Fundraising Committee organizes money making activities to support participation in member selected activities.

   2.3 The Membership Committee encourages student participation in the Association through mentoring and *OT Circles.*
2.4 The Merchandise Committee is responsible for creating and distributing SOTA products.

2.5 The MOTA Liaison Committee sustains the relationship with the Missouri State OT Association.

2.6 The Service Committee organizes volunteer opportunities for SLU/SOTA.

2.7 The Social Committee initiates social activities and unifying events to foster a sense of camaraderie among members.

3) All Occupational Therapy students are automatically members of SLU/SOTA. Meetings and activities are scheduled throughout the semester. The Association’s email address is SLUSOTA@slu.edu.

B. Beta Gamma Chapter of Pi Theta Epsilon Honor Society

Pi Theta Epsilon is a national honor society for occupational therapy students enrolled in professional programs at accredited colleges and universities across the United States. Students are oriented to the criteria for admission and selection during the MOT I fall semester.

C. Alpha Eta Society

Alpha Eta Society is the national honor society for the allied health professions. Membership is by invitation and based on scholarship, leadership, fellowship, and significant contributions to the health sciences.

D. Celebration Ceremony & Student Speaker

Each year the Department of Occupational Science & Occupational Therapy hosts the annual Celebration Ceremony for students graduating from the MOT Program. The December event includes student speakers, a class media production, presentation of department pins, and recognitions/awards. Information regarding purchase of the uniquely designed pin inscribed with Saint Louis University Occupational Therapy is provided early in the MOT II fall semester. Admission to the ceremony is by ticket and thus, may be limited but all invited guests may join the reception following the event.

E. Program Awards

The Program recognizes graduating students possessing outstanding attributes or demonstrating exceptional service. Students are oriented to these special honors during the MOT I fall semester. The following awards are bestowed:

1) Outstanding Occupational Therapy Student Award
2) The Julie A. Holmes Memorial Scholarship Award for Excellence in Service to the Community
3) The Kristina Anderson Professional Excellence in Practice Award
4) Professional Excellence Awards
   4.1 Professional Excellence in Leadership
   4.2 Professional Excellence in Scholarship

22. **Department Student Representatives**

   **A. Objective**

   Two student representatives will be selected from the junior, MOT I, & MOT II (fall semester) classes to serve as an additional mechanism for communicating with faculty.

   **B. Responsibilities**

   The student representatives will have the following responsibilities:
   1) Schedule time to meet with classmates outside of class time to discuss substantive issues and concerns. This can be completed via face-to-face, telephone, or electronic communications.
   2) Bring forward to the faculty concerns about the program.
   3) Discuss concerns with faculty at the monthly faculty meeting (TBA). Student representatives will have a designated time at each meeting to discuss the concerns of their particular class. Not all student representatives will have to come to every faculty meeting. A schedule will be arranged in which each class will have student representatives attend faculty meetings once every three months.
   4) Present feedback from the faculty to their class.

   **C. Selection**

   1) Students may be nominated by their classmates or they can self-nominate.
   2) In order to be placed on the nomination ballot, the student must be willing to serve as a class representative for a one year term.
   3) Students will coordinate the election process with a faculty contact for procedural advice.
   4) The names of the students who have been selected must be provided to the Department Chairperson two weeks before the scheduled September faculty meeting. The date will be determined on a yearly basis.

23. **Department Complaint Procedures**

   **A. Definition of Program Complaints**

   Program-related complaints are complaints for which there are no existing Program, College or University Policies. Program complaints are viewed as feedback and opportunities to further improve the program.
B. Procedures for Program Complaints

1) Complaints regarding specific faculty, students or staff related to a specific course need to be directed or communicated to the course coordinator or course faculty. This can be done through a request for a meeting or communicated via email directly to the course faculty. Fieldwork-related complaints need to be directed to the Academic Fieldwork Coordinator.

2) Should the issue remain unresolved, the individual can file a written, printed and signed complaint to the Program Director. The written complaint needs to specifically state the facts and reasons for the complaint, all parties involved, dates and times of any events, and all resolutions that have been sought prior to filing of complaint. All complaints will be treated with confidentiality.

3) The Program Director will review the complaint and address the issue within 10 working days of receiving the complaint. Resolutions can include but are not limited to, forming a committee to investigate complaints, requesting a meeting with all parties involved, or counseling individuals related to the complaint.

4) The Program Director will keep a record of the complaint and all pertinent documents related to the complaint for a period of 5 years.

5) Complaints should be addressed to:

   Dr. Debra Rybski
   Program Director
   Dept. of Occupational Science/Therapy
   3437 Caroline Mall, AHP 2020
   St. Louis, MO 6310

6) Should the individual not be satisfied with the resolution of his/her complaint, the individual can submit another written and signed complaint to the Doisy College Grievance Committee. This second complaint must be submitted to the Grievance Committee within 10 working days of receiving the complaint resolution. Complaints at this level should be addressed to:

   Office of the Dean
   3437 Caroline Mall
   Allied Health Professions Building
   St. Louis, MO 63104
24. **Lab and Equipment Use**

**A. Use of labs and equipment/materials:**

1) Lab and equipment/materials use is restricted to class-related activities only.

2) Labs and all lab equipment (including but not limited to mats, wheelchairs, durable medical equipment, lab supplies, and assessment kits) should only be used under the direct supervision or with verbal consent from the appropriate faculty member.

**B. Use and maintenance of tables, mats, sinks, appliances, and kitchen counters and work spaces during and after class-related activities:**

1) Labs and all lab equipment should be left as they were found. Return lab space to its original layout whenever mats, chairs, etc. are moved for any activity.

2) Straighten up and wipe down all areas used, including mats, tables, etc.

3) Ensure that nothing is left in the sink after use (i.e., cleaning paint brushes, dumping items other than water).

4) Do not leave trash in any of the lab spaces. Be sure that any trash, including food waste, is appropriately contained within the garbage cans.

5) Utilize any lab equipment or materials in an appropriate, safe, and careful manner. Should any breakage occur, please let the instructor or lab assistant know of the situation immediately.

**C. Use and maintenance of all other lab equipment during and after class-related activities:**

1) Lab equipment should only be used under the direct supervision or with verbal consent from the appropriate faculty member.

2) Any equipment used should be returned to its original storage space and in the condition it was originally stored.

3) If there is reason to check out equipment/materials for use outside of the lab, then students must indicate in writing that they have received the equipment/tools and are assuming responsibility to return the items intact. The appropriate sign-out sheet will be located at the front desk or in the appropriate location as verbalized by the class instructor. No equipment should be removed from the lab or the college without signing it out on the appropriate form.

4) It is the students’ responsibility to ensure any equipment checked out from the department is returned in a timely manner and with all parts and/or pieces in
40

working order. Students will be charged for any broken and or missing lab equipment which occurred while the materials were in their possession.

5) Prior to checking out equipment, please ensure that the equipment is in working order with all pieces included. Once it is signed out to a student’s possession, it becomes the student’s responsibility (see above).

6) See the OSOT Department Lab Health and Safety Manual for information regarding specific pieces of lab equipment, including but not limited to installation and maintenance instructions.

**D. Personal protective equipment (PPE) storage and maintenance:**

1) All labs currently have a first aid kit, masks, gloves, goggles, eye wash and antiviral/bacterial cleansers available for immediate emergency usage.

2) In the ADL and OPL, the PPE supplies are located in the cabinet over the sink.

3) In the Media Lab, PPE are located in the lower cabinet next to the large sink.

4) See the OSOT Department Lab Health and Safety Manual for further instruction on handling emergency situations.

Procedure Established: August/2015
Date of Updates:

25. **Annual Graduate Student Review**
Per the Saint Louis University Graduate Education office, all active graduate students will have an annual review of their progress within their chosen degree program. An active student is one who is enrolled whether on campus or off or has not officially withdrawn or been dismissed from a program. The graduate student’s progress will be reviewed in discussion with his/her assigned Faculty Mentors at the end of each Fall semester for the previous academic year. Students will sign the review form and receive a copy from the Faculty Mentor.

26. **Title IX Policy Statement**
Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU’s Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her.
The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU’s sexual misconduct policy and for resources, please visit the following web address: http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy www.slu.edu/here4you.
SECTION III: UNIVERSITY POLICIES

1. Graduation

A. Minimum Hours

One hundred twenty (120) semester hours is the absolute minimum requirement for the first baccalaureate degree in all undergraduate colleges and schools of the SLU.

B. Double Degrees

A student may earn two undergraduate baccalaureate degrees providing that all requirements of both majors are satisfied and at least 150 semester hours are completed.

Students planning a double degree must have the prior approval of both major departments and the dean(s) involved.

C. Minors

BSOS students may earn a minor in an area of study compatible with their major. Degree requirements for minors vary by department.

1) Students with an interest in pursuing a minor should consult with their Professional Academic Advisor who will assist them in developing their plan of study.

2) Students must also directly contact the department of their minor studies to obtain guidance and approval of their coursework.

Any semester course of study greater than 18 hours requires the approval of the Dean of Doisy College of Health Sciences.

2. Honors Program

The Department of Occupational Science & Occupational Therapy coordinates with the University Honors Program in offering a 24-credit hour (minimum) course of study that complements the undergraduate major in occupational science.

A. Availability to Students

This program is available to incoming freshman, current SLU students and transfer students who have demonstrated superior academic performance.

B. Process

Students in this program are offered a variety of ways in which to complete honors credits. This information is outlined in the Honors Degree Requirements brochure available in the Honors Program office in Notre Dame Hall, Room 107 or on-line at:
1) When a BSOS student enrolls in the honors program, the student’s academic advisor ensures that the Department graduation requirements and the student’s academic program are synchronized with their studies in the Honors Program.

2) Independent studies are often undertaken by BSOS students in this Program; advisors or other faculty members supervise the student in a mutually agreed upon course of study.

3. **University Honors (Undergraduate)**
   
   **A. Cum Laude**: Cumulative GPA between **3.500 - 3.6999**
   
   **B. Magna Cum Laude**: Cumulative GPA between **3.7 - 3.8999**
   
   **C. Summa Cum Laude**: Cumulative GPA of **3.900 - 4.00**

   1) Students earning a second baccalaureate degree may graduate with honors provided that at least 48 semester hours toward that degree were earned at Saint Louis University.

   2) These policies are stated in the University’s Undergraduate Catalog (2012), found at: [http://www.slu.edu/office-of-the-university-registrar-home/academic-catalogs](http://www.slu.edu/office-of-the-university-registrar-home/academic-catalogs) and adhered to by the Department of Occupational Science & Occupational Therapy.

   **D. The Dean’s List**

   The names of students who have a cumulative GPA of 3.7 or above while completing at least twelve hours of credit in a given semester are placed on the Dean’s List and will receive a letter of commendation from the Dean of the Doisy College of Health Sciences.
SECTION IV: DEGREE REQUIREMENTS

The Department of Occupational Science and Occupational Therapy has four (4) separate degree paths available. Classification in any degree option is contingent on several factors including admission type and progression standards.

**BSOS Pre-Professional Track**: This program is for undergraduate students who plan to complete their MOT degree with Saint Louis University. Students admitted as Freshman, Sophomore transfer, and Junior transfer will be required adhere to the course guidelines of this track.

**BSOS Only Track**: This program is for students who do not plan to progress into the MOT program. Students may not apply as freshman or transfer students into the BSOS Only program.

**MOT Professional Track (Undergraduate to Graduate)**: This program is for students who complete their undergraduate Occupational Science degree and are progressing into the Master’s program. The time frame for courses in this track may overlap with courses in the BSOS Pre-Professional Track.

**MOT for Graduate Students**: This program is for Post-Baccalaureate students who enter Saint Louis University as a Graduate student.

1. **Bachelor of Science in Occupational Science to Master of Occupational Therapy (Pre-Professional Program)**

The following are guidelines for students pursing the Bachelor of Science in Occupational Science to Master of Occupational Therapy (MOT) degree:

A. Students should confer with their assigned faculty mentors for specific guidance once they initiate their studies within the program. Assignment to the faculty mentors occurs as early as possible in the fall of the first year in the MOT program for students entering as post-baccalaureate students. Students who had faculty mentors during their undergraduate BSOS program will typically remain assigned to that faculty mentor.

B. Students must meet all of the Saint Louis University MOT Program graduation guidelines and maintain the appropriate Grade Point Average (GPA) outlined for each semester in the Student Handbook for the Department of occupational Science and Occupational Therapy.

For Grade Requirements see Section V.
For Academic Progressions Standards see Section VI.
## Curriculum – Occupational Science & Occupational Therapy

*BSOS Pre-Professional Degree for students progressing into the MOT Program*

<table>
<thead>
<tr>
<th>Term</th>
<th>Year</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>YEAR 1</strong></td>
<td>16</td>
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<tr>
<td>OCS 1000/EDH 1010 (f)</td>
<td>Seminar in OT Practice/Enhancing First Year Success</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 1100 (f)</td>
<td>Introduction to Biology</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1900 (f,sp)</td>
<td>Advanced Strategies of Rhetoric and Research</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1010 (f,sp)</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1050 (f,sp)</td>
<td>Introduction to Philosophy: Self &amp; Reality</td>
<td>3</td>
</tr>
<tr>
<td>IPE 1100(f,sp)</td>
<td>Introduction to Interprofessional Healthcare</td>
<td>1</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>YEAR 1</strong></td>
<td>14/30</td>
</tr>
<tr>
<td>OCS 1010 (sp)</td>
<td>Introduction to Occupational Science and Therapy</td>
<td>2</td>
</tr>
<tr>
<td>MATH 1200 (f,sp)</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2050 (f,sp)</td>
<td>Foundations of Research Methods and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1100 or SOC 1200 (f,sp)</td>
<td>Sociology or Anthropology</td>
<td>3</td>
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<tr>
<td>THEO 1000 (f, sp)</td>
<td>Theological Foundations</td>
<td>3</td>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>YEAR 2</strong></td>
<td>16/46</td>
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<tr>
<td>CHEM 1083 (f)</td>
<td>Principles of Chemistry I</td>
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<tr>
<td>ENG 4000 (f)</td>
<td>Business and Professional Writing</td>
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<tr>
<td>PHIL 2050 (f,sp)</td>
<td>Ethics</td>
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<td>PSY 4390 (f,sp)</td>
<td>Abnormal Psychology</td>
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<td>IPE 3500 (f,sp)</td>
<td>Health Care Systems &amp; Health Promotion</td>
<td>3</td>
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<td><strong>Spring</strong></td>
<td><strong>YEAR 2 (Option to Study Abroad)</strong></td>
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<tr>
<td>OCS 2430</td>
<td>Human Growth and Development</td>
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<td>Basic Human Anatomy</td>
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<td>CMM 1200</td>
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<td>ENGL 2XXX-3XXX (f,sp)</td>
<td>Literature</td>
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<td>Applied Decision-Making in IP Practice</td>
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<td><strong>YEAR 3</strong></td>
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<tr>
<td>OCS 3120 (f)</td>
<td>Study of Occupation</td>
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<tr>
<td>OCS 3220 (f)</td>
<td>Contexts of Occupation</td>
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<tr>
<td>OCS 3320 (f)</td>
<td>Development of Humans as Occupational Beings</td>
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<td>PPHY 2540 (f)</td>
<td>Human Physiology</td>
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<td>HSCI 3010 (f, sp)</td>
<td>Medical Terminology</td>
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<td><strong>Spring</strong></td>
<td><strong>YEAR 3</strong></td>
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<td>OCS 3520 (sp)</td>
<td>Occupational Health and Wellness</td>
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<td>OCS 3620 (sp)</td>
<td>Lived Experience of Disabilities and Chronic Conditions</td>
<td>3</td>
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<tr>
<td>OCS 3720 (sp)</td>
<td>Critical Perspectives of Culture, Occupation &amp; Justice</td>
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<td>PHYS 1050 (sp)</td>
<td>Physics of the Human Body</td>
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<td>ORES 2320 (f, sp)</td>
<td>IPE Health Outcomes Research/Evidence Based Practice</td>
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<td><strong>YEAR 3</strong></td>
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<td>Clinical Conditions &amp; Phenomenology</td>
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<td>MOT 5300 (f)</td>
<td>Fundamentals of OT Practice</td>
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<td>MOT 5460 (f)</td>
<td>OT With Aging Adults</td>
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<td>MOT 5490 (f)</td>
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<td>MOT 5350 (sp)</td>
<td>Theoretical Foundations of OT</td>
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<td>MOT 5400 (sp)</td>
<td>OT in Rehabilitation I</td>
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<td>MOT 5410 (sp)</td>
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<td>Course Code</td>
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<td>MOT 5450 (sp)</td>
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<td>MOT 5500 (sp)</td>
<td>Applied Research II</td>
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<tr>
<td>IPE 4900 (sp)</td>
<td>Integrative Interprofessional Practicum</td>
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**Curriculum – Occupational Science & Occupational Therapy**  
**MOT Program (Undergraduate to Graduate)**

<table>
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<td>Fall</td>
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<td>Professional Development I</td>
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<td>MOT 5150 (f)</td>
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<td>MOT 5170 (sp)</td>
<td>Neuroscience for OT</td>
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<td>OT Policy &amp; Administration</td>
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<td>MOT 5260 (f)</td>
<td>Problem Based Learning</td>
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<td>OT in Rehabilitation II</td>
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<td>OT in Behavioral Health II</td>
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<td>MOT 5700 (sp)</td>
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</tr>
<tr>
<td>MOT 5660</td>
<td>Applied Research IV</td>
<td>0-5</td>
</tr>
</tbody>
</table>

2. **Master of Occupational Therapy (Post-Baccalaureate Program)**

See guidelines for the BSOS to MOT pre-professional degree as the MOT post-baccalaureate degree follows the same guidelines.

**Curriculum – Occupational Science & Occupational Therapy**  
**MOT Program (Post-Baccalaureate Students)**

<table>
<thead>
<tr>
<th>Term</th>
<th>Year</th>
<th>Credit</th>
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<td>Summer</td>
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<td>ANAT 4000 (su)</td>
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<td>Fall</td>
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<td>MOT 5200 (f)</td>
<td>Clinical Conditions &amp; Phenomenology</td>
<td>3</td>
</tr>
<tr>
<td>MOT 5150 (f)</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>MOT 5300 (f)</td>
<td>Fundamentals of OT Practice</td>
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</tr>
<tr>
<td>MOT 5170 (f)</td>
<td>Neurosciences for OT</td>
<td>4</td>
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<tr>
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<td>OT With Aging Adults</td>
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<td>MOT 5490 (f)</td>
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<td>Spring</td>
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<tr>
<td>MOT 5030 (sp)</td>
<td>Professional Development II</td>
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</tr>
<tr>
<td>MOT 5350 (sp)</td>
<td>Theoretical Foundations of OT</td>
<td>3</td>
</tr>
</tbody>
</table>
3. Bachelor of Science in Occupational Science Degree

A. The following are guidelines for students pursuing only the Bachelor of Science in Occupational Science (BSOS), without the intention of progressing to the Masters in Occupational Therapy (MOT).

1) Student must closely coordinate the Curriculum Plan with the Administrator for Student Development.

2) Prior to registration each semester, the student must receive approval for coursework from the Administrator for Student Development.

3) A student must meet all Saint Louis University graduation guidelines, including a minimum of 120 credit hours, completing the final 30 credit hours at the University, and the minimum cumulative grade point average required for graduation (2.5).

4) Enrollment in additional courses beginning with OCS or MOT prefixes is not permitted.

5) The following Inter-Professional Education (IPE) courses must be completed:
   - ORES 232 IPE Health Outcomes Research

6) Remaining coursework must be focused in one of the following areas:
   - 6.1 Occupational Science
   - 6.2 Physician Assistant
   - 6.3 Supportive of a minor or certificate
   - 6.4 Supportive of intended career objective
   - 6.5 Supportive of anticipated graduate education following the BSOS degree

7) Coursework includes classes at the 300 level or above; a maximum of six credit hours may be taken below the 300 course level.
<table>
<thead>
<tr>
<th>Term</th>
<th>Year</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>YEAR 1</strong></td>
<td>16</td>
</tr>
<tr>
<td>OCS 1000/EDH 1010 (f)</td>
<td>Seminar in OT Practice/Enhancing First Year Success</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 1100 (f)</td>
<td>Introduction to Biology</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1900 (f,sp)</td>
<td>Advanced Strategies of Rhetoric and Research</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1010 (f,sp)</td>
<td>General Psychology</td>
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<tr>
<td>PHIL 1050 (f,sp)</td>
<td>Introduction to Philosophy: Self &amp; Reality</td>
<td>3</td>
</tr>
<tr>
<td>IPE 1100(f,sp)</td>
<td>Introduction to Interprofessional Healthcare</td>
<td>1</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>YEAR 1</strong></td>
<td>14/30</td>
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<tr>
<td>OCS 1010 (sp)</td>
<td>Introduction to Occupational Science and Therapy</td>
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<td>MATH 1200 (f,sp)</td>
<td>College Algebra</td>
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<td>PSY 2050 (f,sp)</td>
<td>Foundations of Research Methods and Statistics</td>
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<td>SOC 1100 or SOC 1200 (f,sp)</td>
<td>Sociology or Anthropology</td>
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<tr>
<td>THEO 1000 (f, sp)</td>
<td>Theological Foundations</td>
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<td><strong>Fall</strong></td>
<td><strong>YEAR 2</strong></td>
<td>16/46</td>
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<tr>
<td>CHEM 1083 (f)</td>
<td>Principles of Chemistry I</td>
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<td>ENG 4000 (f)</td>
<td>Business and Professional Writing</td>
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<tr>
<td>PHIL 2050/HEC 2010 (f,sp)</td>
<td>Ethics/Healthcare Ethics <em>(HEC 2010 required for IPE Minor)</em></td>
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<td>PSY 4390 (f,sp)</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>IPE 3500 (f,sp)</td>
<td>Health Care Systems &amp; Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>YEAR 2 (Option to Study Abroad)</strong></td>
<td>15/61</td>
</tr>
<tr>
<td>OCS 2430</td>
<td>Human Growth and Development</td>
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<tr>
<td>ANAT 1000 (sp)</td>
<td>Basic Human Anatomy</td>
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<td>CMM 1200</td>
<td>Public Speaking</td>
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<td>IPE 4200 (f,sp)</td>
<td>Applied Decision-Making in IP Practice</td>
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<td><strong>Fall</strong></td>
<td><strong>YEAR 3</strong></td>
<td>16/77</td>
</tr>
<tr>
<td>OCS 3120 (f)</td>
<td>Study of Occupation</td>
<td>3</td>
</tr>
<tr>
<td>OCS 3220 (f)</td>
<td>Contexts of Occupation</td>
<td>3</td>
</tr>
<tr>
<td>OCS 3320 (f)</td>
<td>Development of Humans as Occupational Beings</td>
<td>3</td>
</tr>
<tr>
<td>PEN 2540 (f)</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>HSCI 3010 (f, sp)</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>YEAR 3</strong></td>
<td>14/91</td>
</tr>
<tr>
<td>OCS 3520 (sp)</td>
<td>Occupational Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>OCS 3620 (sp)</td>
<td>Lived Experience of Disabilities and Chronic Conditions</td>
<td>3</td>
</tr>
<tr>
<td>OCS 3720 (sp)</td>
<td>Critical Perspectives of Culture, Occupation &amp; Justice</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Fine Arts/Foreign Language Elective</td>
<td>3</td>
</tr>
<tr>
<td>ORES 2320 (f, sp)</td>
<td>IPE Health Outcomes Research/Evidence Based Practice</td>
<td>2</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td><strong>YEAR 4</strong></td>
<td>14/105</td>
</tr>
<tr>
<td>OCS 4620 (f)</td>
<td>Clinical Conditions &amp; Phenomenology</td>
<td>3</td>
</tr>
<tr>
<td>IPE 4900 (f, sp)</td>
<td>Integrative Interprofessional Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Elective 3xxx</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective 3xxx</td>
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<td>3</td>
</tr>
<tr>
<td>Elective 3xxx</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>YEAR 4</strong></td>
<td>14/119</td>
</tr>
<tr>
<td>IPE 4930 (f,sp)</td>
<td>Interprofessional Practicum Experience</td>
<td>2</td>
</tr>
<tr>
<td>Elective 4xxx</td>
<td></td>
<td>3</td>
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<td>Elective 4xxx</td>
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<td>Elective 4xxx</td>
<td></td>
<td>3</td>
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<tr>
<td>Elective 4xxx</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
SECTION V: GRADE REQUIREMENTS

1. Progression in the BSOS Program (freshman through junior years)

A. Grade Requirements

1) All students must receive a grade of “C” or better on all courses listed in the curricular guide (BSOS to MOT Program pg. 39, BSOS only pg42).

2) A student who receives a grade of "C-, D, or F" is in academic jeopardy of falling below the minimum GPA academic standard. However, he or she will be allowed to progress in the program so long as the semester GPA is above the Discontinue criteria.

3) The student must repeat the failed (i.e. grade of C-, D, or F) course and receive a grade of “C” or better, or s/he will be discontinued from the program. The course must be repeated within the following academic year. The student may do so by submitting a written letter of intent to the Progressions Committee within 7 business days of the posting of the final grade.

4) Please note that all OCS courses are sequential and therefore must be passed with a “C” or better to progress into the next semester.

5) Failure to inform the Progressions Committee of intent to repeat a course will result in discontinuance from the program. In such case, the student will be notified of his/her discontinuance by the Departmental Chairperson within 10 business days of the posting of the final grade.

6) All science and math coursework listed in the curricular guide (BSOS to MOT Program pg. 39, BSOS only pg. 42) must be completed at Saint Louis University. Should a student earn a grade of “C-, D, or F” in these courses the student must retake the course. It is strongly recommended that the student retake the course at Saint Louis University or another 4-year institution.

7) A student may enroll in equivalent coursework at institutions other than Saint Louis University with submission of proper documentation to the Academic Advisor. Performance must reflect a grade of ‘C’ or higher, as the University policy does not accept transfer credit for classes in which a grade of C- or below is recorded.
B. Physics of the Human Body

Physics of the Human Body is a challenging course required to progress to the MOT program. Therefore, in an attempt to maximize students’ chances of success, the following criteria apply:

1) Students must successfully complete Physics of the Human Body with a C or higher to be able to take Gross Anatomy in the Summer semester.

2) If a student withdraws or does not earn a grade of C or better in Physics of the Human Body, s/he can request a one year leave of absence in which to complete this requirement (and maintain/achieve the Good Standing GPA). The student may do so by submitting a written letter of intent to the Progressions Committee within 7 business days of the posting of the final grade. The student needs to retake Physics of the Human Body the following year at SLU.

3) If a student does not successfully complete Physics of the Human Body by the Spring of the following academic year, the undergraduate student will not be allowed to continue into the MOT program. The student will be offered the opportunity to
complete his/her BSOS. The student must take OCS 4620 and consult with the Department Faculty Advisor regarding a coursework plan to complete the degree.

4) Failure to inform the Progressions Committee of intent to repeat Physics of the Human Body will result in discontinuance from the program. In such case, the student will be notified of his/her discontinuance by the Chairperson of the Progressions Committee within 10 business days of the posting of the final grade.

C. Gross Anatomy (for all students)

Figure 3. Flowchart of Progression Guidelines for Students taking ANAT 4000.

Gross Anatomy is one of the most challenging courses in our curriculum. Therefore, in an attempt to maximize students’ chances of success, the following criteria apply:

1) Students must successfully complete all prerequisite coursework before enrollment in Gross Anatomy.

2) Students must meet the Good Standing GPA, determined on the prerequisite courses (see above) before enrollment in Gross Anatomy.
3) If a student withdraws or does not earn a grade of C or better in Gross Anatomy, s/he can request a one year leave of absence in which to complete this requirement (and maintain/achieve the Good Standing GPA. The student may request a leave of absence by submitting a written letter of intent to the Progressions Committee within 7 business days of the posting of the final grade. The student needs to retake Gross Anatomy the following year at SLU.

4) Students who fall below academic standards at the end of the Spring semester will be required to contact the Progressions Committee before withdrawing from Gross Anatomy. The Progressions Committee will communicate a decision regarding request to the student and the Program Coordinator who will then initiate all required paperwork.

5) If a student does not successfully complete Gross Anatomy by the Fall of the following academic year (to progress into the MOT I year) the undergraduate student will be offered the opportunity to earn his/her BSOS. If the student wishes to earn the MOT degree, s/he must apply as a post-baccalaureate student and will be considered for admission based on the standards and requirements in effect at that time of this application.

6) Failure to inform the Progressions Committee of intent to repeat Gross Anatomy will result in discontinuance from the program. In such case, the student will be notified of his/her discontinuance by the Chairperson of the Progressions Committee within 10 working days of the posting of the final grade.

7) Students must receive a grade of “C” or higher to progress into the MOT I Fall semester. A student’s summer Gross Anatomy GPA will not affect his/her departmental standing but the department will calculate the Gross Anatomy grade into the student’s GPA when determining eligibility for the OT honor society, Pi Theta Epsilon.

2. Progression in Occupational Therapy Courses (MOT I and II years)

A. Grade Requirements

1) A student who receives a "C-, D or F" grade in any professional curriculum course listed in the curricular guide (MOT Program Undergraduate to Graduate pg. 40, MOT Post-Baccalaureate pg. 40) will not be allowed to progress in the MOT program.

2) A student meeting the Good Standing GPA standard must retake the course within the following academic year, and earning a grade of "C" or better. All professional coursework must be completed at Saint Louis University.

3) If a student fails a course, he or she must submit to the Progressions Committee, a letter of intent for a Leave of Absence and state that she or he will repeat the course in question the following academic year. That letter must be received by the date stated in the notification letter. If the letter is not received, the student will be
discontinued from the program. The student may continue to be enrolled in other (non-OT) courses in the University.

4) Only ONE LOA may be granted in the MOT program, which begins with Gross Anatomy.

**B. Incomplete Grade Requirements**

1) Undergraduate students may request a temporary grade of “Incomplete” when required coursework is unfinished at the last class of the current term, due to extraordinary circumstances. This type of request is not allowed in order to avoid an unsatisfactory grade.

2) Students must request the course instructor to enact an “Incomplete”. The student and the instructor must discuss and document the conditions for clearing the “Incomplete” grade, including an expected completion date. The instructor must send the proper form documenting the conditions to the appropriate School/Department for inclusion in the student’s permanent academic file.

3) An “Incomplete” grade must be cleared within one year after the course was taken, and if not cleared within this time, the “Incomplete” will be converted to the grade of ‘F’. This is an automatic conversion process administered by the Office of the University Registrar. In the case of graduating seniors, this conversion date will take place 30 calendar days after the commencement date.

4) Students with incomplete grades in the professional courses, the OCS courses, or the MOT courses will not be allowed to continue into the next semester’s classes until the incomplete grade is resolved with a non-failing grade (according to OCS and MOT guidelines).

5) All incompletes must be cleared before enrollment in Gross Anatomy or progression to Level II Fieldwork.

**C. Length of Program Requirement**

1) The academic portion of the professional curriculum must be completed within 28 months, due to the changing nature of healthcare.

2) The professional curriculum begins after successful completion of Gross Anatomy, with entry into the Fall MOT I courses. This length of time includes 10 months of the MOT I year (mid-August through July) and 4 months of the MOT II year (mid-August through December).

3) The Level II Fieldwork portion must be completed within 18 months of completion of the academic coursework.
SECTION VI: ACADEMIC PROGRESSION STANDARDS

The Academic and Professional Progression Standards presented in this handbook apply specifically to students enrolled in the Bachelor of Science in Occupational Science (BSOS) and Master’s in Occupational Therapy (MOT) degree programs. The purpose of these standards is to define the criteria for progression in the programs and ensure, to the extent possible, that all graduates of the MOT program are prepared for entry-level practice as occupational therapists. Academic rigor and behavioral expectations increase as students progress through the program and are described below.

Academic Progressions Standards

**Semester Grade Point Average (GPA) Requirements**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Good Standing</th>
<th>Probation</th>
<th>Discontinue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>2.7</td>
<td>2.69-2.60</td>
<td>2.59 &amp; below</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2.8</td>
<td>2.79 – 2.70</td>
<td>2.69</td>
</tr>
<tr>
<td>Junior</td>
<td>2.9</td>
<td>2.89–2.80</td>
<td>2.79</td>
</tr>
<tr>
<td>MOT 1/BSOS Senior</td>
<td>3.0</td>
<td>2.99 – 2.90</td>
<td>2.89</td>
</tr>
<tr>
<td>MOT 2</td>
<td>3.0</td>
<td>No option for probation due to need for 3.0 matriculation to FW II</td>
<td></td>
</tr>
</tbody>
</table>

**I. BSOS Curriculum**

**A. GPA Requirements**

1) Departmental progression requirements are based on academic performance during each individual semester in the OSOT program. This is separate from the Saint Louis University policy that bases progression on cumulative GPA. Please see the University Undergraduate Catalog Policies and Procedures page 2 for more information on University progressions and academic standing.

2) Any student with a semester GPA in the probation range will be placed on academic probation for ONE semester. The semester GPA in the following semester must meet the “Good Standing” criteria, or the student will be discontinued from the program without the option to appeal.

3) The Progressions Committee (PC) will notify the student within seven business days of the posting of the semester’s final grades regarding his or her placement on probation or discontinuation from the OSOT program. Students may only be placed on academic probation once during their undergraduate program. Students who fall into the academic probation range a second time will be dismissed from the program without the option to appeal.

4) Any student with a semester GPA in the discontinuation range will be dismissed from the program. Students have the option to appeal this discontinuation to the
Progressions Committee. If the appeal is granted, the student will be placed on academic probation during their first semester of full academic coursework in the OSOT program.

5) If a student is placed on academic probation at the end of the Spring semester of their junior year, that academic probation will be in effect during the first fall semester of the MOT Program.

6) It is the student’s responsibility to be aware of the GPA requirements and as such, know that s/he can be placed on departmental probation, unable to matriculate to the MOT program, or be discontinued from the program based on the GPA requirement. The student’s Faculty Mentor is available for consultation and assistance in all progression issues.

7) Please note that all OCS courses are sequential and therefore every OCS course must be passed with a “C” or better to progress into the next semester.

8) Students may only ask for one (1) leave of absence during their undergraduate program. Please see the leave of absence policy on page 27 of this handbook.

B. Attendance

1) Successful completion of the BSOS degree implies that students have experienced essential components of the curriculum. Consistent attendance is required to meet this standard.

2) Students are expected to attend all classes. At least 80% of class sessions must be attended to sufficiently derive material from the BSOS courses. Missing more than 20% of the total number of class hours will result in a loss of all engagement points for the course (approximately 10% of final course grade), regardless of your scores on assignments and exams.

C. Applied Community Service Experiences (ACSE):

1) As part of the BSOS curriculum students are required to participate in applied Community Service Experiences.

2) Students must successfully complete the required ACSE hours to pass the OS course.

2. MOT Curriculum

A. GPA Requirements

1) Departmental progression requirements are based on academic performance during each individual semester in the MOT program. This is separate from the Saint Louis University policy that bases progression on cumulative GPA. Please see the University Graduate Catalog Policies and Procedures page 2 for more information on University progressions and academic standing.
2) Any student with a **semester GPA** in the probation range will be placed on academic probation for **ONE** semester. The semester GPA in the following semester must meet the “Good Standing” criteria, or the student will be discontinued from the program without the option to appeal.

3) Students may only be placed on academic probation once during their MOT program after Gross Anatomy. Students who fall into the academic probation range a second time will be dismissed from the program without the option to appeal.

4) The Progressions Committee (PC) will notify the student within seven business days of the posting of the semester’s final grades regarding his or her placement on probation or discontinuation from the MOT program. Students may only be placed on academic probation once during their undergraduate program. Students who fall into the academic probation range a second time will be dismissed from the program without the option to appeal.

5) Any student with a semester GPA in the discontinuation range will be dismissed from the program. Students have the option to appeal this discontinuation to the Progressions Committee. If the appeal is granted, the student will be placed on academic probation during their first semester of full academic coursework in the MOT program.

6) If a student is placed on academic probation at the end of the Spring semester of their junior year, that academic probation will be in effect during the first fall semester of the MOT Program.

7) It is the student’s responsibility to be aware of the GPA requirements and as such, know that s/he can be placed on departmental probation, unable to matriculate to the MOT program, or be discontinued from the program based on the GPA requirement. The student’s Faculty Mentor is available for consultation and assistance in all progression issues.

8) Students may only ask for one (1) leave of absence during their graduate program. Please see the leave of absence policy on page 27 of this handbook.

9) Since Level II Fieldwork immediately follows the fall semester of the MOT II year, there is no option for a subsequent one semester of probation. The Progressions Committee, in conjunction with the student, will develop a plan of remediation with clear benchmarks to denote Good Standing, which must be successfully completed before the initiation of Level II Fieldwork.

### B. Attendance

1) Successful completion of the MOT degree implies that students have experienced essential components of the curriculum. Consistent attendance is required to meet this standard.
2) Students are expected to attend all classes. At least 80% of class sessions must be attended to pass each course. Any student absent for more than 20% of a class will receive a failing grade for that course, regardless if absences are excused or unexcused.

3. **Leave of Absence (Academic Progression Issue)**

   Any student, from either the BSOS or MOT program, may request a Leave of Absence for up to one year.

   **A. The student:**

   1) Must submit a letter requesting this leave to the Chairperson of the Progressions Committee.

   2) May need to meet with the Progressions Committee to determine whether leave is granted.

   3) If the request is granted, at least 60 days prior to the start of the semester of re-entry, the student must submit a letter to the Chairperson of the Progressions Committee reviewing how s/he is now ready to re-enter and identifying the support systems in place to allow the student to succeed in the program.

   4) The Progressions Committee may request an additional meeting with the student to review the student’s plan for success.

   5) Upon return from Leave of Absence, the student will be placed on academic probation during their first semester of full academic coursework in the OSOT program.

   **For Non-Academic Progressions Leave of Absence Policy please refer to page 30.**
SECTION VII: ACADEMIC AND PROFESSIONAL INTEGRITY

Academic and professional integrity are essential components of the professional behavior standards. The following statements are minimum standards for student academic integrity at Saint Louis University. (September 2000)

1. Academic Integrity at Saint Louis University

A. The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution.

B. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it.

C. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University’s evaluation of students and takes unfair advantage of fellow students.

D. It is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

E. Violations of University Academic Integrity

Definitions to guide academic units in setting and applying their academic integrity policies are as follows (more than one violation may apply):

E.1. Falsification entails misrepresentations of fact for academic gain. Instances include:

- Lying to or deceiving an instructor about academic work;
- Fabricating or misrepresenting documentation or the data involved in carrying out assignments;
- Fabricating, misrepresenting, or altering in unauthorized ways information in academic records belonging to an instructor or to any academic department or administrative unit in the University.

E.2 . Plagiarism involves the representation of someone else’s thoughts, words, and/or data as if they were one’s own or “self-plagiarism” which is the use of material prepared for one class and submitted to another without proper citation and without the permission of the instructor. Instances include:

- Quoting directly from someone else’s written, artistic or spoken work without using quotation marks or indented quotations and without giving proper credit
to the author or artist; for example, cutting and pasting text from the internet and making it appear to be your own work.

- Paraphrasing or incorporating someone else’s ideas, concepts, arguments, observations, images, objects, music, or statements without giving proper credit;
- Submitting as one's own work a paper or other assignment/project that has been prepared, either wholly or in part, by another person, group, or commercial firm without citation or acknowledgment.

E.3 Cheating involves the use of unauthorized assistance to gain an advantage over others. Instances include:

- Copying from another student’s examination or using unauthorized assistance, aids, technological resources such as cell phones, calculators, translation software or Internet based applications in taking quizzes or examinations;
- Using resources beyond those authorized by the instructor to complete assignments such as writing papers, preparing reports, giving oral presentations, making models, multi-media projects, sound recordings, creating visual materials such as drawings, videos, or photographs or presenting material on the internet;
- Acquiring, disseminating, or using tests or any other academic forms of assessment belonging to an instructor or a member of the staff through any means (including social media) without prior approval;
- Influencing, or attempting to influence, any University employee in order to affect a grade or evaluation;
- Hiring or otherwise engaging someone to impersonate another person in taking a quiz or examination or in fulfilling other academic requirements.

E.4. Sabotage entails disrupting or seeking to prevent the academic pursuits of others. It includes:

- Interfering with work or undermining the academic success of others in the university community in an intentional way for the purpose of negatively impacting that person’s academic performance;
- Modifying, stealing, or destroying intellectual property such as computer files, library materials, artwork, personal books or papers.
- Performing any action that would impact research outcomes such as lab tampering, falsification of data, or destruction of research resources.

E.5. Collusion involves unauthorized collaboration with another person or persons for the purpose of giving or gaining an academic advantage in such activities as completion of assignments or examinations without explicit permission of the instructor. Collusion may include any or all of the other violations of academic integrity as defined above. For example, if two students developed a plan that enabled them to improve their performance on an assignment that was supposed to be completed independently, they would be guilty of collusion.
E.6. Concealment entails failing to call to the attention of a faculty member or administrator violations of academic integrity that an academic unit requires be reported.

2. **Academic and Professional Integrity for the Doisy College of Health Sciences**

Academic integrity is honest, truthful, and responsible conduct in all academic endeavors. Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is “the pursuit of truth for the greater glory of God and for the service of humanity“, acts of falsehood violate its very reason for existence. They also demean and compromise the activities of teaching, research, health care, and community service that are its primary mission. Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards all acts of academic dishonesty as matters of serious concern. This policy was adopted spring 2015; to access the full policy including definitions of violations, processes for reporting violations, sanctions, and appeals, please access the full policy at the Academic Affairs website:

SECTION VIII: DEPARTMENT EVALUATION OF PROFESSIONAL BEHAVIORS

1. Department Professional Behavior Standards

   A. Students in the Occupational Therapy Program are preparing for professional practice in health, education, and social service arenas. Professionalism, integrity and ethical decision-making are essential to practice, and for success in this academic program.

   B. Students in the Occupational Therapy Program at Saint Louis University must demonstrate empathy and sensitivity, integrity and ethics, professional conduct, sound judgment, and personal responsibility.

   C. These criteria are based on the AOTA Code of Ethics, the AOTA Occupational Therapy Standards of Practice, the AOTA Fieldwork Performance Evaluation, and the NBCOT Code of Conduct and University Academic Integrity Policy.

   D. These performance attributes will be evaluated routinely using the Assessment of Professional Behaviors form (p. 62-63 of APB; See Figure 4).

   E. Professional Behavior is a compilation of many behaviors and complex interactions. These will be evaluated routinely using the Assessment of Professional Behaviors form (APB). This form will facilitate students’ self-evaluation and development as well as provide a mechanism for structured faculty feedback and a form of documentation.

   F. Students will complete the APB for themselves and review with their mentor at a minimum of two points during the OS and OT Program. Each of the degree courses may require completion of the APB form and incorporate a grading system in the course syllabus.
Assessment of Professional Behaviors

Student ___________________________ Date_____________

Faculty Mentor ___________________________

Form Completed by: STUDENT mentor instructor other__________________________

Rating Scale for Performance:

4: Meets standards to a high degree: Performance is consistent, skilled, and self initiated
3: Meets standards: Performance is frequent and skilled
2: Needs improvement: Performance needs further development
1: Unsatisfactory: Performance requires substantial development

<table>
<thead>
<tr>
<th>PROFESSIONAL BEHAVIORS</th>
<th>RATING</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td><strong>Commitment to Learning/Excellence</strong></td>
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<tr>
<td>Comes prepared for sessions</td>
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<tr>
<td>Takes initiative in the pursuit of learning/competence</td>
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<tr>
<td>Exercises good judgment and problem solving</td>
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<tr>
<td>Supports and contributes to the culture of learning during classroom and lab experiences</td>
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<tr>
<td><strong>Personal Responsibility</strong></td>
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<tr>
<td>Dependably honors commitments and completes tasks</td>
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<tr>
<td>Acknowledges personal errors and makes adjustments accordingly</td>
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<tr>
<td>Displays personal honor and integrity</td>
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<tr>
<td>Works independently unless explicitly instructed otherwise</td>
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<td></td>
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<tr>
<td>Resolves conflict proactively and appropriately</td>
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<tr>
<td><strong>Social Responsibility</strong></td>
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<tr>
<td>Meets interpersonal commitments</td>
<td></td>
<td></td>
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<tr>
<td>Considers and respects the needs of others</td>
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<tr>
<td>Contributes “fair share” to group efforts</td>
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<tr>
<td>Cooperates with others</td>
<td></td>
<td></td>
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<tr>
<td>Contributes to the greater good</td>
<td></td>
<td></td>
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<tr>
<td><strong>Supervisory Relationships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes responsibility for own behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks guidance when needed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Is reflective and open to feedback
Alters behavior in response to feedback

**Communication**
- Demonstrates positive interpersonal skills (flexibility, empathy, confidence)
- Communicates clearly and assertively
- Expresses disagreement in a tactful manner
- Demonstrates respect for the rights of others to hold different values and beliefs
- Demonstrates cultural sensitivity and appropriate manners

**Time/Stress Management**
- Keeps time commitments or notifies in advance
- Acts proactively, planning ahead, proposing solutions
- Demonstrates flexibility in response to changing demands
- Prioritizes tasks and commitments wisely

**Safety**
- Operates within the scope of personal skills
- Recognizes and acts on need for assistance
- Adheres to safety guidelines and regulations
- Anticipates unsafe situations and modifies behavior accordingly
- Maintains work area, equipment, and supplies to be safe and efficient

**Policies and Procedures**
- Seeks and obtains relevant information
- Adheres to federal and state regulations
- Adheres to University, College, Program and site policies and procedures
- Adheres to professional codes and standards

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**Figure 4. Assessment of Professional Behaviors (APB) Form.**

**G. Assessment of Professional Behaviors (APB)**

1) Course instructors or faculty mentors who have specific concerns related to a student’s professional development and behavior use the APB to record and share these concerns with the student and his or her faculty mentor in a timely manner.

2) The faculty member will complete the form, including comments, and share the information with the student in a face-to-face meeting. The student’s faculty mentor will be invited to the meeting. A copy of the completed form will be given to the faculty mentor, who can use it to make a Professional Behavior Improvement plan with the student. Progress toward goals in the student’s Professional Behavior Improvement plan will be evaluated with the faculty mentor at the end of a specified period of time, no later than one semester from the initiation of the plan.
3) Patterns of misconduct and incidences of significant misconduct are referred to the Progressions Committee which will evaluate the concerns and determine a course of actions, which may range from ONE semester of Professional Behaviors Probation to dismissal from the Program.

4) If probation is recommended, a plan of remediation is made as part of the APB process. If the remediation plan is not successfully completed by the student, s/he may be dismissed from the program.

5) If the behaviors have not improved sufficiently to meet the standards, but the Progressions Committee (in consultation with the faculty mentor) believes the student has made sufficient effort and reasonable progress toward the goals, the student may be given ONE additional semester of Professional Behavior Probation.

6) It should be clearly understood that any additional breach of professional behaviors or academic integrity while on probation can result in immediate dismissal from the Program.
SECTION IX: ACADEMIC AND PROFESSIONAL BEHAVIOR
PROGRESSION APPEALS

1. Grade Appeals

A. A grade appeal can be filed if the student can provide a rationale that his/her work
has been assessed in a capricious manner.

B. Capricious grading, as that term is used herein, refers to one or more of the
following:

1) The assignment of a grade to a particular student on some basis other than
performance in the course.

2) The assignment of a grade to a particular student was by more exacting or
demanding standards than were applied to other equivalent students in that
section.

3) The assignment of a grade by a substantial departure from the instructor's
standards announced during the first quarter of the term.

C. Procedures for Grade Appeal:

1) Within three business days of receiving the grade, the student should request a
meeting with the instructor to discuss the grade and receive an explanation of how
the grade was determined.

2) If the student still believes the grading was capricious, he/she should write a letter
to the Program Director or his/her designee, iterating the concern and carefully
describing the rationale which supports the claim of capricious grading (as
defined above). The Program Director or his/her designee will evaluate this
claim, may request additional information, and may request a meeting with the
student and/or instructor. The Program Director or his/her designee will notify the
student within 7 work days of the decision.

3) If the student still believes the grading was capricious, he or she may write a
letter of appeal to the Dean (please see Dean’s Office for details).

2. Department Academic or Professional Behavior Progression Appeals

A. A student wishing to appeal her/his discontinuance from the Program resulting from
an academic eligibility or professional behavior violation may do so by writing the
Progressions Committee Chairperson within 7 business days of the date of the letter
notifying her/him of the discontinuance.

B. The appeal letter may be written by the student in consultation with the faculty
mentor. The letter should include relevant information and supporting documentation
that will assist the Progressions Committee in the determination of the appeal.
C. Within three business days of receipt of the student letter requesting an appeal, the student will be notified of the date of the appeal hearing.

1) The student will be given a minimum of three days notice of the date of the appeal or any change in dates of the appeal.

D. After the appeal hearing is completed, the Department Progressions Committee will make a recommendation to the Department Chairperson on the student’s appeal and the Department Chairperson will notify the student of the decision within 5 work days of the appeal.

E. If the student is not satisfied with the decision, he or she may write a letter of appeal to the Dean (please see Dean’s Office for details).
SECTION X: FIELDWORK

1. Overview of Fieldwork I and II

Fieldwork education is an integral and complementary part of the curriculum that provides
the opportunity for application of that which is learned throughout the professional
coursework.

It is the collaborative responsibility and effort of the Department of Occupational Science &
Occupational Therapy, the Fieldwork Education Centers, and the student occupational
therapist (OTS) to facilitate the fieldwork relationship. Although each participant assumes a
distinct role, all members work collectively toward the objective of transitioning the student
from the educational setting to the role of health provider as an entry level occupational
therapy practitioner.

The Academic Fieldwork Coordinator’s role is to assist the student and the fieldwork
educator throughout the fieldwork experience. Interaction between the student, fieldwork
educator, and the course instructor may occur through a variety of methods, including but not
limited to: site visits, face-to-face meetings, phone calls, emails, video chats, and Blackboard
Learn discussion board postings.

The student participates in two levels of fieldwork, Level I and Level II.

A. Level I Fieldwork

1) Level I Fieldwork is the field experience that is coordinated with coursework
during the spring semester of year one and fall semester of year two in the
professional program. These “hands on” experiences are designed for two
purposes:

1.1 Progressive exposure, observation, and experience with clients receiving
OT services

1.2 Identifying the role of occupational therapy in various settings

2) These beginning experiences assist the OTS in the development of
professional behaviors, establishing relationships with clients and staff, and
formulating goals and objectives in the therapeutic process.

3) Per ACOTE guidelines, student supervision is provided by a registered,
licensed occupational therapist (OTR), certified occupational therapy
assistant (COTA), and/or by designated, qualified personnel from other
related disciplines at the fieldwork site.

4) Level I Fieldwork is integrated into designated courses and outlined in course
syllabi. In general, level I fieldwork will be described by:

4.1 One or more of the class objectives, as outlined in the course syllabus,
which requires an assignment or project to be performed in the fieldwork
setting.
4.2 Depending on the course, this affiliation occurs in a concentrated one-week period or may be extended throughout the semester.
4.3 Students must successfully pass the Level I Fieldwork component in order to pass the designated course.
4.4 No part of Level I Fieldwork can be substituted for Level II fieldwork.
4.5 The Academic Fieldwork Coordinator manages this practice experience.

**B. Level II Fieldwork**

1) Level II Fieldwork is in-depth practice experience in the delivery of occupational therapy services to clients. The purpose of Level II Fieldwork is three-fold:
   1.1 Promotion of clinical reasoning and reflective practice skills
   1.2 Application of the OT process including occupational assessment and intervention
   1.3 Professional behavior development.

2) **Matriculation to Level II Fieldwork**

   Progression to MOT 5700 and MOT 5750 Level II Fieldwork is based on the student’s readiness for participation as assessed on the listed criteria:
   2.1 Students must be in good academic and professional standing as outlined in the policy statements in Section V
   2.2 With the exception of continuing participation in the master’s project, all coursework must be successfully completed.
   2.3 All requirements for the Professional Development Seminars must be proficiently accomplished.

3. **Progressions**

   To progress through the MOT program to graduation, students must:
   3.1 Maintain at least a 3.0 GPA,
   3.2 Achieve a Satisfactory score on all Level I and Level II Fieldwork experiences,
   3.3 Maintain professional decorum.

   Students failing to meet the stated criteria will be referred to the department Progressions Committee.

4. At the completion of the Level II Fieldwork experience, the student is able to:
   4.1 Demonstrate entry level competency in assessment procedures and intervention procedures based on learned theoretical concepts and models;
4.2 Effectively communicate through written documentation and oral reporting;
4.3 Establish and sustain confidential therapeutic relationships;
   a. Collaboratively work with all levels of OT personnel including the Certified Occupational Therapy Assistant (COTA) and aids, as well as other professional disciplines;
   b. Assume responsibility for continued learning and maintaining practice competency; and,
   c. Develop a concern for social justice, health and wellness issues.

5) Per ACOTE requirements, in the Level II fieldwork experience, the primary educator:

   3.1 Must be a registered occupational therapist with at least one year of experience as a practitioner following the successful completion of the certification exam
   3.2 Must meet state regulations
   3.3 May be employed part-time or full-time at the site
   3.4 May be engaged by the fieldwork site or by the educational program.
   3.5 Secondary guidance may be provided by other professional disciplines.

6) MOT-5700 and MOT-5750 are the Level II Fieldwork courses and occur following the satisfactory completion of all established criteria.

   4.1 Students participate in twenty-four weeks of Level II Fieldwork on either a full-time or part-time basis as defined by the fieldwork placement’s usual and customary personnel policies.
   4.2 It is customary for the student to be assigned to two affiliations of twelve-week duration in facilities throughout the United States.
   4.3 The fieldwork education site, the education program, and the student occupational therapist cooperatively develop a fieldwork plan and objectives for these experiences.

3. **Guidelines for Participating in Fieldwork Education**

   A. The Guidelines for Participating in Fieldwork Education Experiences are distributed to MOT students by the Fieldwork Coordinator. The Guidelines contain the policies and procedures essential to participation in these applied experiences. Questions regarding policies and procedures should be directed to the Fieldwork Coordinator.

   1) To promote consistent communication between the Academic Fieldwork Coordinator and the student, the student will be responsible for consistently
checking the course page on Blackboard Learn and completing weekly assignments.

2) The course grades for MOT 5700 and 5750 are Satisfactory (S) or Unsatisfactory (U). In order to earn a Satisfactory grade for these courses, the student must complete all of the assignments and earn a passing score on the American Occupational Therapy Association Fieldwork Performance Evaluation.

During the student’s experience, if for any reason the Academic Fieldwork Coordinator determines the education center is not able to meet the objectives of the fieldwork, the affiliation experience will be terminated and an alternative plan of placement will be made.

3) Should significant student performance difficulties occur, the Academic Fieldwork Coordinator will assist in the remediation of the experience.

4) If the student’s affiliation is discontinued for any reason, the student will meet with the Academic Fieldwork Coordinator to review the circumstances that led to the termination.
   4.1 Based on the outcome of that meeting, the student may be required to take an extended break before placement at another fieldwork site.
   4.2 Students who fail to pass their Level II Fieldwork assignments more than one time will be referred to the Progressions Committee for determination of their progression or possible discontinuance from the Program.
   4.3 Level II Fieldwork must be completed within 18 months of completing the didactic coursework.

4. **Fieldwork Performance Evaluation**

   **A.** The Fieldwork Performance Evaluation for the Occupational Therapist (FWPE) is the evaluation instrument recommended by the American Occupational Therapy Association and used by the majority of facilities affiliated with the Department of Occupational Science & Occupational Therapy at Saint Louis University.

   **B.** This evaluation instrument is fully explained to the student by the Department’s Fieldwork Coordinator prior to the student’s first Level II fieldwork assignment.

   **C.** Students need to be aware that the fieldwork education site, not the Department of OS and OT, makes the determination as to the passing or failure of the experience.

   **D.** The Academic Fieldwork Coordinator records a Satisfactory or Unsatisfactory grade for each affiliation experience based on the final score reported on the FWPE and completion of all assignments listed on the syllabus. Students must pass Level II Fieldwork to be eligible for graduation and registration for the certification examination.
5. **Fieldwork Requirements**

A. *Doisy College of Health Sciences Student Immunization Requirements*

1) Diptheria and Tetanus: Documentation of primary series of diphtheria and tetanus toxoid, and a booster within the past ten years.

2) Measles: Documentation of two doses of live measles (or MMR combined) vaccine separated by at least one month on or after the first birthday, or, documentation of physician-diagnosed disease or laboratory evidence of immunity. Individuals who received killed measles vaccine, combination of killed and live measles vaccine, or measles vaccine of an unknown type in the period 1963-1967 are considered unvaccinated, and should receive two doses of live vaccine at least one month apart.

3) Mumps: Documentation of one dose of live mumps (or MMR combined) vaccine on or after the first birthday, or, documentation of physician-diagnosed mumps or laboratory evidence of immunity. Persons who received killed mumps vaccine which was available between 1950-1978 might benefit from revaccination.

4) Rubella: Documentation of one dose of rubella (or MMR combined) vaccine on or after the first birthday, or, documentation of laboratory evidence of immunity.

5) Varicella: Documentation of two doses of live varicella vaccine separated by at least one month, or documentation of physician-diagnosed disease or laboratory evidence of immunity or birth in U.S. before 1980.

6) Meningitis: Immunization is required for all freshmen students living in residence halls or signed waiver acknowledging risks/benefits of vaccine.

7) Tuberculin Test:

7.1 Tuberculosis screening is required for all students.

7.2 Tuberculosis testing is mandated for:

   a. International students born in a country with a high incidence of tuberculosis.
   b. Students with a history of living or traveling for more than 2 months in areas with a high incidence of tuberculosis disease.
   c. Students with signs or symptoms of active tuberculosis, a positive tuberculosis skin test or close contacts with a person known to have active tuberculosis.
   d. Students who have worked in nursing homes, hospitals, or other residential institutions.

7.3 Positive skin tests require a separate physician statement documenting absence of active/infectious tuberculosis.
7.4 For more information, go to the CDC website
(http://www.cdc.gov/tb/publications/factsheets/testing/TB_Factsheet.pdf)

8) Hepatitis: Immunization against Hepatitis B is strongly recommended
for all students and is required for health professions students prior to their clinical
assignments.

9) Polio: Polio vaccine is not routinely given to adults, and therefore
students are not required to receive a booster or a primary series if they were not
previously immunized. Students should, however, document their childhood polio
vaccine immunization. In the unlikely event of epidemic disease, special
requirements may be instituted.

10) Influenza: A yearly flu shot is not required but highly recommended as most
fieldwork sites now require that students provide proof of Influenza Immunization

B. Doisy College Applicability, Documentation and Enforcement of Immunizations

1) This policy applies to all domestic and international students entering the University
for the first time, unless medical or religious exemptions pertain. Students in the
School of Professional Studies must only comply with the requirement related to
tuberculin testing.

2) Submission of this record, by the date specified, is mandatory. Failure to comply
will result in registration being cancelled and/or restricted.

3) The University also reserves the right to deny access to campus facilities, including
residence halls, if documentation of compliance has not been provided. Further, in
accordance with public health recommendations, non-immune students may be
excluded from the University campus in the event of measles, rubella, mumps or
diphtheria outbreak or other public health recommendation.

4) The above immunizations are required by Saint Louis University student health.
Additional immunization may be required by the Doisy College of Health Sciences,
specific programs within the college, or fieldwork sites (i.e., pertussis, influenza). Some immunizations may result in an additional cost to the student.

C. Additional Fieldwork Placement Requirements

1) OSHA Blood-Borne Pathogen and Tuberculosis Seminar Students are required to
complete an annual Occupational Safety and Health Administration (OSHA) Health
Issues, Blood-borne Pathogen and Tuberculosis seminar each fall.

2) HIPAA Students are required to complete a Health Information Portability
Accountability Act (HIPAA) course through the Health Informatics and Information
Management Department in the Doisy College of Health Sciences fall semester of the MOT I year.

3) Background Checks/Drug Screens/Additional Medical Screening A criminal background check (CBC) is required for all students having any opportunity for patient/client interaction.

3.1 A single negative check does NOT preclude the requirement of additional checks at a future time.

3.2 Students should be aware that any affirmative results from a CBC could restrict ability to participate in a clinical experience and therefore restrict the ability to complete degree requirements.

3.3 In addition, the lack of an acceptable report on a CBC could bar the student from sitting for certification examinations and thus from practice (adapted from The Doisy College of Health Sciences Policy and Procedure following a confirmed affirmative CBC check).

3.4 Students are required to submit drug screening results as required by affiliation agreements with fieldwork centers.

3.5 Students may be required to participate in additional medical screenings, as required by affiliation agreements with fieldwork centers.

4) Incident Reporting Students involved in an activity requiring the completion of the facility’s incident report must immediately communicate the occurrence to the facility supervisor and Academic Fieldwork Coordinator. Each will direct you to further action, including personal documentation of your inclusion in the occurrence. If you become ill or are injured as a result of participating in the incident, medical attention should be sought immediately.

5) Professional Insurance/Professional Letter of Indemnity Students participating in applied experiences receive an explanatory letter of professional insurance coverage, the Professional Letter of Indemnity. Students must acknowledge receipt and review of the Professional Letter of Indemnity at the beginning of each academic year.

6.1 This document sets forth the terms, conditions, and limits of medical professional liability coverage provided to each student under the University’s program;

6.2 It details the coverage afforded and describes the student’s responsibilities in the event of an incident, claim or lawsuit.
6.3 It is very important to note that coverage only applies while the student is acting within the scope and course of normal student responsibilities.

**D. Compliance Failure:** Failure to comply with these requirements will result in the student’s inability to participate in applied experiences, thus resulting in an Unsatisfactory (U) or Failing (F) grade for the associated class(s).

**E. Professional Dress and Appearance Policy:** In addition to appropriate behaviors and attitudes, presentation extends to appearance and demeanor. Attire should reflect your intent to be perceived as a professional and suitable to the setting and activity. The following information describes suitable dress and personal hygiene.

1) For class outings, applied community service experiences, and Level I and Level II fieldwork you may not wear/display:
   1.1 Clothing that reveals undergarments, excessive cleavage, or midriff and gluteal areas, especially when you are reaching above the head or bending over. Thin straps such as ‘spaghetti-straps’ or tank tops must be covered with a sweater or jacket.
   1.2 Pajama style or sweat pants
   1.3 Slippers/house shoes
   1.4 Jewelry that is excessive, can injury a client/yourself, or that interferes with activity demands
   1.5 Poor hygiene

2) Most sites have policies against visible tattoos/piercings.

3) Footwear should be functional and modest. Most sites require socks and closed-toe/heel shoes such as an athletic or leather shoe.

4) Sites vary in guidelines, and therefore, students will follow the requirements of the facility.

5) In the Fall semester, the student organization (SLU/SOTA) sells approved polo shirts with embroidered departmental logos. You are required to purchase and wear a departmental polo for experiences that take place outside the classroom (e.g., Level I Fieldwork). Polos can be paired with solid color, conservative slacks.

   5.1 For Level II Fieldwork, students are not required to wear the departmental polo. Instead, students should follow the dress code requirements of the fieldwork site.

**F. Leave of Absence from Level II Fieldwork and Reinstatement**

1) Under extreme circumstances, for personal reasons, students may need a leave of absence from the fieldwork portion of the MOT program.
   1.1 Students may request a Leave of Absence for one year.
1.2 Students are required to submit to the Academic Fieldwork Coordinator a written description of the situation leading to the request for leave of absence and the anticipated time of return for reinstatement. This must occur within seven (7) days of exit from the fieldwork portion of the MOT program. The request will be forwarded to the Progressions Committee for a determination regarding the approval or denial of the leave.

1.3 To seek reinstatement, at least 30 days prior to the start of re-entry, students are required to provide the Academic Fieldwork Coordinator and the chair of the Progressions Committee written documentation of:
   a. his or her intent to return to the program,
   b. expected time of return,
   c. an update on the situation that led to the temporary leave of absence from the program.

1.4 All written documentation provided by the student is handled confidentially.

2) Students must complete all Level II Fieldwork within 18 months following completion of the didactic portion of the program.

7. Fieldwork Incident Report Process

The previous “General Liability” form completed for any incident that occurred in the clinic is no longer available. Please follow the steps below regarding the process for students to complete an incident report during clinical experiences:

A. Notify the clinical coordinator in your program that an incident took place.
B. Go to the following website and enter the username and password listed:
   • Site: slucareincident.slu.edu
   • Username: INCIDENT
   • Password: SLUCARE1!

C. Enter information related to the incident using no abbreviations and including only objective observations and measurements.
D. The following information must be provided to submit the form:
   • Patient First Name
   • Patient Last Name
   • Event Date
   • Location
   • Event Code
   • Description
E. If the incident did not occur at a St. Louis University Hospital or Medical Building, select “SLU Health Science Center” then “SLU – Other” from the “location” drop box. Specify the name of the clinical site and include the city and state (many clinical sites have similar names) in the “description” text box.

F. If the incident did not occur under the supervision of a Saint Louis University faculty member or clinician, please include the name of the supervising clinician. Please include the supervisor’s first and last name as well as professional credentials (i.e. John Smith, PT) in the “description” text box.

G. Submit the report.