DEPARTMENT OF OCCUPATIONAL SCIENCE & OCCUPATIONAL THERAPY

Post-Professional Doctor of Occupational Therapy
Student Handbook

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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 of 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 and 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 Allied Health Professions (AHP) Building:

> 3437 Caroline Mall, Suite 2020
> St. Louis, Missouri 63104
> (314) 977-8514 (phone)
> (314) 977-5414 (fax)

2. <u>Faculty and Staff Listing</u>

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3. <u>Historical Overview</u>

   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 Dr. Edward Doisy, who was the 1943 Nobel Laureate for physiology and medicine for his discovery of Vitamin K.

      1. <u>Mission</u>: Rooted in Jesuit ideals, the Doisy College of Health Sciences serves humanity through education, research, and engagement.

      2. <u>Teaching</u>: 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. <u>Research</u>: 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 and 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 (BSOS) degree and an entry-level Master of Occupational Therapy (MOT) degree.

The MOT 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. Department Vision Statement

A. Our Vision is to serve global human needs through transformative occupation-focused teaching, research, service, and therapeutic practices that advance participation, health, and justice.

5. Department Mission Statement

A. The mission of Saint Louis University's Department of Occupational Science and Occupational Therapy is to be at the core of innovative practice, teaching, research, scholarship, and service that enables occupational engagement, social inclusion, and the promotion of justice.

B. In support of this mission, the Department of Occupational Science and Occupational Therapy will:

1. Provide an academic community that nourishes, develops, and challenges students and faculty members in mind, body, and spirit. Departmental activities will cultivate intellectual rigor and maximize potentials to become men and women for and with others.

2. Promote social and occupational justice locally, national, and globally. The Department will advance values of ethics and diversity that empower people to engage in meaningful and health-promoting occupations.

3. Develop practitioners and scholars who are equipped with knowledge and skills that facilitate innovative and evidence-supported therapeutic services and research.

6. <u>Occupational Therapy Program Educational Philosophy</u>

A. <u>Reflecting the Philosophy of the Profession</u>: The Department of Occupational Science and Occupational Therapy is informed by tenets that guide the profession of occupational therapy and the discipline of occupational science. The MOT program views occupation as the central construct of the profession's theoretical foundation and as the applied focus of occupational therapy. Drawing on definitions provided by the American Occupational Therapy Association (2014), the International Society for Occupational Science (2009), and the World Federation of Occupational Therapists, the Department defines occupations as everyday activities that people need, want, and have to do to sustain and bring meaning to life. Based on this definition, the MOT program is shaped by the belief that engaging in occupations helps people self-organize, adapt to challenges, make choices about time use, develop and organize routines, and create identities based on personal and cultural values. This view of humans as occupational beings encapsulates the dynamic relationship between people and contexts that evolves across the lifespan. Grounded in this understanding of occupation and humans as occupational beings, the MOT program frames occupational therapy practice as the art and science of using occupation as a therapeutic medium of change in a holistic, client-centered manner to facilitate engagement and participation in meaningful and health promoting occupations.

B. <u>View of humanity</u>: The Department views humans as social beings whose lives are shaped by occupational engagement. Drawing from the writings of American pragmatist John Dewey, the Department conceptualized occupations as person-environment transactions (Dickie, Cutchin, &Humphry, 2006) that reflect the mutually influencing relationship of people and contexts. The MOT program emphasized people's capacities to influence and be influenced by their environment in their selection and performance of occupations. This emphasis incorporates understandings of human agency as well as the ways in which power influences occupational choice (Galvaan, 2015) and shapes occupational

possibilities (Laliberte Rudman, 2010). Given the influence of context on the innate human drive to engage in occupation, the MOT program celebrates the diversity of human occupational engagement. By understanding the form, function, and meaning of occupation across life stages and cultural groups, MOT students better appreciate the personal, familial, and societal ramifications of circumstances that promote or reduce individuals' engagement in occupation.

C. Approach to teaching and learning: Teaching and learning in the MOT program are shaped by Dewey's (1939) emphasis on experiential learning and complementary facets of Ignatian pedagogy. Guided by the belief that knowledge stems from and must be adequate to experience (Boisvert, 2007; Pappas, 2008), Dewey believed that experiential learning was key to ameliorating societal problems (Dewey, 1925/2000). In our effort to educate future professional who are concerned with occupational justice, we support students through constructivist and social learning teaching methods that privilege experiential learning (Jeffrey, 2010). Guided by the belief that learning occurs through many contexts, we aim to provide diverse contexts for learning in which students can co-create knowledge with instructors. The five pillars of Ignatian Pedagogy — context, experience, action, reflection, and evaluation (Reinert Center for Transformative Teaching and Learning, n.d.) —provide a framework for the activities in which MOT student engage. Students are encouraged to draw from all of their experiences and knowledge to make sense of and apply new information. Interactive learning experiences with faculty members, clinical experts, community members, and peers are infused throughout the curriculum. Students participate in applied experiences within natural contexts and interprofessional team learning experiences from their time of entry into the curriculum. Students practice and evaluate competency in entry-level skills while developing altruism, service, ethical decision-making, and leadership in line with Jesuit principles. The partnership between student and instructor emphasizes students' discovery and development of habits of reflection, inquiry, analysis, and synthesis (LaPidus, 1998).

The content of the MOT students' learning is guided by the World Health Organization's International Classification of Function, which encompasses all aspects of human health and well-being, as well as an occupational perspective of health (Wilcock &Hocking, 2015). The curriculum also 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 providing and receiving occupational therapy are regarded as legitimate and ubiquitous aspects of therapeutic and educational processes. By engaging with students from a caring perspective, the faculty facilitates their progress toward becoming caring practitioners (Noddings, 2003).

Our approach to learning involves helping students become "intentional leaders" (AAC&U, 2002) who adapt to new environments, integrate knowledge from different sources, and continues learning throughout their lives. We believe that intentional learners strive to become increasingly:

1. **Empowered** through the mastery of intellectual and practical skills that are extensive, sophisticated, and expanding. Such skills involve communication, quantitative and qualitative analysis, interpreting and evaluating information, working within complex systems and with diverse groups, intellectual agility, and the ability to manage change and transform information into knowledge, judgment, and action.

2. **Informed** by developing a deeper understanding of the world through investigating society and the natural world beyond core concepts learned in school.

3. **Responsible** for contributing to the integrity of a democratic society through personal actions, civic values, and ethical judgment to reflect intellectual honesty, social justice for a diverse democracy, discernment of ethical decisions and consequences, and a deeper understanding of self and others through cultural humility and a disposition of being "men and women for and with others".

II.   UNIVERSITY POLICIES

1.   Withdrawal/Enrollment Changes

A. When a student must withdraw after registering for any semester or session - whether the withdrawal is voluntary, requested by the University, or for other reasons - the following regulations apply:

1. Request or notification of the withdrawal must be approved on an official withdrawal form available in the Dean's office.

2. Failure to file the signed permit in the Dean's office within one week of the last attendance in class constitutes an unauthorized withdrawal.

3. Cancellation may be approved upon recommendation of the Dean and approval of the Associate Provost, and may entitle the student to a refund of tuition.

4. Residence hall charges will be refunded in accordance with the residence contract.

5. Withdrawal during summer and special sessions will be governed by regulations printed or made available online in the appropriate Summer Sessions Schedule of Classes.

B. If a student withdraws from the University or drops classes within an enrollment period, please keep the following in mind:

   1. Consult your school/program's policies and practices regarding grades when withdrawing or dropping classes. If you leave the University and do not formally withdraw, you will be assigned a grade of "F" (failure).

   2. Withdraw or dropping classes does not eliminate your financial obligation to the University. You are still responsible for any charges owed to the University at the time you withdraw or drop classes, based on the University's tuition and housing refund policies.

   3. There are specific federal, state and University withdrawal/drop policies regarding tuition and fees, housing charges, refunds to scholarship/financial aid programs, and repayments, which result from withdrawal from enrollment. Consult the Office of Student Financial services for all particulars. A credit balance on your account after a withdrawal would demonstrate a reduction in educational expenses thus would prompt a return of funds to the lender to reduce overall debt.

C. When withdrawing or dropping classes, there are two situations, which may require an immediate repayment of scholarship/financial aid funds:

   1. If your University charges are reduced because of withdrawal or dropping classes, and it creates a credit balance in your student account, these funds may be used to repay your scholarship/financial aid awarded programs. This will depend on the amount and type of your scholarship/financial aid and the date of your withdrawal.

   2. If you withdraw completely from the University, you are no longer eligible to receive any scholarship/financial aid payments from that date forward. Federal Work-Study money earned before withdrawal will be paid. Students may not work on Federal Work-Study after withdrawing from the University.

D. Information regarding the federal/state and University regulations for calculating scholarship/financial aid refunds and repayments and the order of programs to which we restore aid will be administered by the Office of Student Financial Services.

E. Student withdrawals and the impact on federal financial aid

1. Saint Louis University awards aid for a period of enrollment based on the assumption that a student will attend the institution for the entire period. In a circumstance where a student does not attend the entire period, he or she may not be eligible for all of the federal aid (also known as Title IV aid) they were awarded. The paragraphs below detail the process by which those determinations are made.

2. The applicable federal regulation guiding this process, known as "Return to Title IV" is located at 34 CFR 668.22. To determine a student's eligibility for Title IV programs, his or her date of withdrawal must be determined.

F. Official Withdrawal: The withdrawal date may be the last day of an academically-related activity or the date of notification of withdrawal.

G. Unofficial Withdrawal: If a student ceases to attend classes, but does not notify SLU of their withdrawal, he or she will also be subject to the R2T4 calculation upon completion of the semester. Beginning with the Fall 2014 semester an instructor is required to include a Last Activity Date when submitting a grade of "F". This date will be used to identify students who did not officially withdraw from the course but ceased attending class. SLU will use the midpoint of the term to calculate the return in an academically-related activity cannot be documented.

H. More information on determining last day of attendance may be found in 34 CFR 668.22(c).

I. The amount of aid that is earned is determined on a prorated basis. For example, if a student ceases attendance after 50% of the term is complete, that student earns 50% of the aid they were scheduled to receive. Once a student attends 60% of a period of enrollment, he or she is considered to have earned 100% of their Title IV aid, and no returns are necessary.

2. Tuition Refunds

A. If it is determined that funds must be returned, they will be returned in the following order, up to the net amount disbursed from each source, until the amount to be returned is met:

1. Unsubsidized Direct loan (other than PLUS loans)

2. Subsidized Direct loan

3. Federal Perkins loans

4. Direct PLUS loans

5. Federal Pell Grants for which a return of funds is required

6. Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required

7. Federal TEACH grants for which a return of funds is required

8. Iraq and Afghanistan Service Grant for which a return of funds is required

B. If it is determined that the student is eligible to receive more funds than were originally disbursed, the student is eligible for a post-withdrawal disbursement of Title IV funds. If the funds eligible for the post-withdrawal disbursement are grant funds, SLU may disburse those funds to cover tuition, fees, and room and board charges without permission from the student. If the funds eligible to be disbursed are loan funds or grant funds beyond the cost of tuition, fees, and room and board, SLU cannot disburse the funds without permission from the student. Notification of eligibility of a post-withdraw disbursement must occur within 30 days after determining the student withdrew.

C. SLU will determine eligibility for Title IV funds as soon as possible, but not more than 45 days after determining the student withdrew.

D. More information may be found on the Return to Title IV process from the Federal Student Aid Handbook, which is available through http://www.ifap.ed.gov.

E. Students receiving a University funded merit-based Scholarship program must request a Scholarship Leave of Absence before withdrawal from the University. Failure to obtain an approved Scholarship Leave of Absence before withdrawing from the University terminates the student's renewal scholarship eligibility.

F. Tuition Refund Schedule

1. The percent of tuition refunded is based on the date of withdrawal. Course fees are not refundable. The tuition refund schedule can be found at http://www.slu.edu/office-of-the-university-registrar-home/academic-calendars/refunds-and-drops-fallspring

2. Students who drop classes during the fall/spring semesters and do not withdraw from the University may only receive a 100% refund in the difference in tuition costs during the first 2 weeks of classes. At the beginning of the third week of classes, there will be no tuition refunds for changing enrollment and dropping classes.

3. <u>University Leave of Absence</u>

   A. For students to be placed on a leave of absence they must:

      1. Submit completed Petition for Leave of Absence and

      2. Receive approval by their college, school, or center.

   B. During the leave of absence, students:

      1. Retain the graduation requirements from the Graduate Education Catalog of their year of admission;

      2. Retain their SLU.EDU email account, access to mySLU.slu.edu and access to the libraries;

      3. Do not violate the continuous enrollment policy;

      4. Do not have enrollment status for purposes of health insurance or federal loan deferment;

      5. Are not eligible to reside on campus or attend classes.

   C. A leave of absence may be requested only for future terms. Students withdrawing from the current term after the add/drop period should refer to the Withdrawal Policy.

   D. International students must consult with the Office of International Services concerning conditions of their visas.

   E. Unless approved, students attending another institution will have their leave of absence revoked and therefore will be required to reapply to Saint Louis University in order to return.

4. <u>Tuition and Fees</u>

   A. Tuition and fee amounts are set yearly by the university. Rate schedules for 2016-2017 can be found at: http://www.slu.edu/Documents/Rates_Portfolio_2017.pdf

   B. Additional information on tuition and fees can be found via Student Financial Services. http://www.slu.edu/student-financial-services/financing-a-slu-education

   C. <u>Graduate Tuition</u>: As a graduate/professional student, tuition is charged on a per-credit hour or per-semester basis, depending on your program of study. The

MOT program has tuition assessed per-semester while the Post-Professional OTD program has tuition assessed per-credit hour.

1. Graduate Fees: These items represent charges not covered by tuition. Common fees include technology fee (which funds campus-wide wireless Internet access), wellness fee (which funds the Simon Recreation Center and programs provided by the Student Health and Counseling Center), readership fee (which provides daily copies of national newspapers on campus) and activity fee (which funds student organizations and campus programming).

   a. Should the five years (or six summers) pass without completing all degree requirements, students cease to be in good academic standing unless they petition for an extension to be approved by the Associate Dean or Center Director of the particular college, school, or center and the Associate Provost for Graduate Education. Extensions are usually granted for no longer than one calendar year at a time. Ordinarily, for students pursuing a research degree, each extension carries with it the requirement of registration for one additional credit (beyond the required six credits) of Thesis Research. Students completing a non-research Master's degree and exceeding the time-to-degree limit must also petition for an extension and are required to take an additional credit per year until completion.

2. Additional Departmental Requirements

   a. In addition to these general requirements, each department or major field may set additional requirements that are pertinent to the particular area of study. These specific requirements are found in the Courses and Curriculum section of this catalog.

5. Harassment Policy

A. Saint Louis University affirms that harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, gender expression/identity, genetic information, pregnancy, or any other protected classification is detrimental to its mission and values. The University endeavors to take steps reasonably necessary to prevent such behavior from occurring, including providing education and training to faculty, staff, and students as to their rights and responsibilities, informing persons of the appropriate procedures for reporting inappropriate behavior, promptly investigating complaints, and imposing appropriate sanctions.

B. Amorous relationships that occur in the context of educational or employment supervision and evaluation present serious concerns about the validity of consent. The disparity of power between persons involved in amorous

relationships, such as those between a teacher and student, supervisor and subordinate, or senior and junior colleagues in the same department or unit, makes these relationships susceptible to exploitation. Those who abuse their power in such a context violate their responsibility to the University community.

C. Anyone who engages in a sexual relationship with a person over whom s/he has any power or authority within the University structure must understand that the validity of the consent may be questioned. In the event of a complaint is filed, the University will give very critical scrutiny to any defense based upon consent when the facts establish that a power differential existed within the relationship.

D. This policy shall be applied in a manner consistent with the University's provision on academic freedom set forth in The Faculty Manual of Saint Louis University.

E. Full text of this policy can be found at http://www.slu.edu/human-resources-home/harassment-policy

6. Student Grievances

A. Students who have grievances with actions, decisions, and/or processes at the University are afforded formal means for registering those complaints and for their complaints to be deliberated and acted upon by governing University officials. Details on specific types of complaints and related complaint policies and procedures are provided at http://www.slu.edu/the-office-of-the-provost/student-complaint-procedures.

III. DEPARTMENT POLICIES

1. Course Plan Schedule

The course plan schedules for students pursing the Post-Professional Doctor of Occupational Therapy degree are coordinated by the student and the faculty mentor. A copy of the individual student plan is saved in the student's departmental file and available to students upon request.

Students are assisted with academic advising by the student's faculty mentor.

2. Distance Education and Online Coursework

Students will be taking online courses. To be successful, students will need to:

A. Be competent with basic computer skills like cut, copy, paste, attaching documents, posting in text based forums and using desktop video chat tools.

B. Have a reliable broadband connection to the Internet that is not restricted by an aggressive firewall. (e.g. military, hospital, government agency).

C. Have access to a computer. Students that do not have their own computer may use computers located in the Doisy College of Health Sciences computer lab, Pius Library, or the computer lab located in the Medical School Library.

D. Have access to and a working knowledge of the Microsoft Office suite of tools and an email account such as Google mail.

3. <u>Mentoring System</u>

A. Student

1. The student's role with 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 Faculty Mentor.

B. Faculty Mentoring

1. Every student declaring occupational therapy as a major is assigned a faculty member who serves as the Faculty Mentor during his or her graduate academic career. Faculty mentors are assigned to students based on their concentration.

    The student and Mentor must be in contact at least once per semester prior to registration. Faculty Mentors serve a variety of roles including:

    a. Increasing the Mentee's awareness of professional options.

    b. Discussing personal and educational goals as these goals relate to curricular options.

    c. Providing professional linkages and letters of references for awards, scholarships, and employment (see Guidelines for Requesting a Professional Letter of Recommendation).

    d. 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.

4. Registration

The following procedures should be followed by students for registration:

A. Communicate with faculty mentor each semester

B. Prepare a Registration Plan: See your curriculum guide

C. Register in Banner.

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**

2. Select the appropriate term from the drop down menu and click submit

3. You are now on the **Add/Drop Classes** page

   a. Enter the CRN's in the boxes near the bottom of the page and click **Submit Changes**

   b. If you encounter Registration Errors please reference the Registration Errors page or contact our office

      c.   If you encounter a closed course you may select to be placed on the waitlist

    4. You may now print your class schedule for the term.

5.   <u>Course Withdrawal</u>

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 consequence 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 second 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 Associate Dean for Student and Academic Affairs of the DCHS to withdraw after the tenth week for a serious, non-academic reason.

6.   <u>Leave of Absence (Non-Academic Progressions Issue)</u>

Any student, from either the BSOS or MOT program, may <u>request</u> 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 she or he is now ready to re-renter 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 24.

7.   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.

8.   Grading Policies

Anything below a B (83) is insufficient regardless of the student's overall GPA. The Department of Occupational Science & Occupational Therapy assigns grades for academic courses as follows for the Post-Professional Doctor of Occupational Therapy program:

Quality Points	% Equivalent	Alphabetic Equivalent
4.0	91-100	A
3.0	83-90	B
0	0-82	F

9.   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 314-977-3484 for complete information.

10.   Health Care Provider

Students are required to maintain personal health insurance throughout their enrollment in the OTD programs. Please refer to the University's Student Health Website for details at: http://www.slu.edu/student-health-center/university-health-plan-and-billing-procedures

11.   Department Complaint Procedures

A. Definition of Program Complaints

1. Program-related complaints are non-academic 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, date and times of any events, and all resolutions that have been sought prior to filing a complaint. All complaints will be treated confidentiality.

3. The Program Director will review the complaint and address the issue within 10 business days of receiving the complaint. Resolutions can include but are not limited to, forming a committee to investigate complaints, requesting a meetings 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 five 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 63104

12.   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.

All students are evaluated at the end of each semester and academic problems are referred to the Department Progressions Committee.

13.   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

IV. DEGREE REQUIRMENTS

1. Post-Professional OTD Program

Year 1

Fall		Spring	
OCTH 6100: OS in Practice & Society	3	OCTH 6200: Professional Leadership & Public Policy	3
ORES 5010: Health Outcomes(f,sp,su)	3	EDI 5600: Models of Teaching & Educational Theory (f,sp)	3

Year 2

Fall		Spring	
OCTH 6300: Conceptualizations & Applications of Occupational Injustice	3	Concentration Course 1	3
ORES 5300: Foundations of Outcomes Research(f,sp)	3	Concentration Course 2	3
Summer			
OCTH 6400: OT Practicum 1 (Capstone Project Initiated)			3

Year 3

Fall	
OCTH 6500: Practicum 2 (Capstone Project Completed)	3

V. GRADE REQUIRMENTS

1. Progression in the OTD Program

A. Grade Requirements

1. All students must receive a grade of "B" or higher in all OCTH courses.

2. If a student receives a grade below a "B" in any OCTH course, they must retake the course. Please consult with your faculty advisor.

3. Students are required to maintain a 3.0 cumulative GPA.

4. If a student's cumulative grade point average falls below 3.0, the student will be placed on Academic Probation.

5. Any student who is placed on Academic Probation will have one semester to bring his or her cumulative GPA back up to the good standing range (3.0).

6. Students may not be on Academic Probation at the time of graduation.

VI.   ACADEMIC PROGRESSION STANDARDS

The Academic and Professional Progression Standards presented in this handbook apply specifically to students enrolled in the Post-Professional OTD Program. 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 program are prepared for practice as occupational therapists. Academic rigor and behavioral expectations increase as students' progress through the program and are described below. Academic Progressions Standards below.

Cumulative Grade Point Average (GPA) Requirements

Classification	Good Standing	Probation	Discontinue
Year 1	3.0	2.99 – 2.90	2.89
Year 2	3.0	No option for probation due to need for 3.0 matriculation to Practicum	

1.   GPA Requirements

A. Departmental progression requirements are based on the cumulative GPA in the OTD program. 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.

B. Any student with a cumulative GPA in the probation range will be placed on academic probation for ONE semester. The cumulative 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.

C. 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 OTD program. Students may only be placed on academic probation once during their graduate program. Students who fall into the academic probation range a second time will be dismissed from the program without the option to appeal.

D. Any student with a cumulative 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 the following semester of academic coursework.

E. It is the student's responsibility to be aware of the GPA requirements. The student's Faculty Mentor is available for consultation and assistance in all progression issues.

F. 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.

2. Leave of Absence (Academic Progressions 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 13.

VII. ACADEMIC AND PROFESISONAL INTEGRITY

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. Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards acts of academic dishonesty as matters of serious concern. The following statements are minimum standards for student academic integrity at Saint Louis University. (updated and approved June 26, 2015)

1. <u>Academic Integrity at Saint Louis University</u>

   A. Responsibilities of Members of the Community: To create a learning environment in which high standards of academic integrity are prized requires the efforts of everyone in the University community.

      1. **Faculty** are responsible for adhering to high standards of academic integrity in their own research and professional conduct; for laying out relevant parts of the policy on their syllabi and assignments; explaining key terms to students and following procedures for reporting and adjudicating possible violations both in and out of their academic unit. Furthermore, faculty are encouraged to create assignments that minimize the possibility of academic dishonesty through clear expectations and to help to create an environment in which academic integrity is uppermost.

      2. **Students** are responsible for adhering to University standards of academic integrity, helping to create an environment in which academic integrity is respected, and reporting violations of the policy to instructors, department chairs, or administrators, as appropriate.

      3. **Staff** are responsible for calling the attention of their supervisors to possible violations of academic integrity, for modeling high standards of academic integrity in their own professional conduct and research and for otherwise supporting a community of academic honesty and trust.

      4. **Academic administrators** such as Deans, Chairs and Directors are responsible for addressing and managing cases of academic dishonesty in accordance with University policies and those of their academic units. One exception is that alleged violations of academic integrity in scientific research will be addressed in accordance with the Research Integrity Policy of the University. Administrators in academic units are also responsible for providing students or others charged with violations of academic integrity appropriate notice of the charges and the opportunity to respond in ways laid out in unit and University policies.

   B. **Violations of Academic Integrity:** Definitions to guide academic units in setting and applying their academic integrity policies are as follows (more than one violation may apply):

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

         a. Lying to or deceiving an instructor about academic work;

b. Fabricating or misrepresenting documentation or the data involved in carrying out assignments;

c. 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.

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:

a. 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.

b. Paraphrasing or incorporating someone else's ideas, concepts, arguments, observations, images, objects, music, or statements without giving proper credit;

c. 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.

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

a. 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;

b. 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;

c. 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;

d. Influencing, or attempting to influence, any University employee in order to affect a grade or evaluation;

e. Hiring or otherwise engaging someone to impersonate another person in taking a quiz or examination or in fulfilling other academic requirements.

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

   a. 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.

   b. Modifying, stealing, or destroying intellectual property such as computer files, library materials, artwork, personal books or papers.

   c. Performing any action that would impact research outcomes such as lab tampering, falsification of data, or destruction of research resources.

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.

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

A. Purpose: Common to the health care professions are expectations of integrity, honesty, and truthfulness which are tantamount to the standards of ethical conduct for the professional. These basic expectations are in accord with those held within the academic community. Students in Doisy College of Health Sciences (DCHS) programs are therefore expected to be honest in their academic professional work. The DCHS seeks to provide an atmosphere conducive to academic and professional honesty.

B. Policy

   1. Policy Statement:

Saint Louis University supports an environment of trust and integrity. Faculty and students share responsibility for upholding academic integrity. Violating academic integrity is not consistent with such an environment.

Violations of academic integrity include but are not limited to cheating, plagiarism, and falsifying or fabricating facts. Professional integrity is violated by any dishonesty in meeting the responsibilities inherent in clinical practice.

Sanctions for a violation of academic or professional integrity may include but are not limited to disciplinary probation, suspension, and dismissal from the University. The Academic and Professional Integrity Policy is consistent with the University's Academic Integrity Statement.

2. Breaches of academic integrity include but are not limited to:

   a. Copying from another student's test paper, lab report, clinical assignment, or allowing another student to copy one's work

   b. Copying from a textbook or class notes during a closed book exam

   c. Submitting material authored by another person but represented as the student's own work

   d. Copying a passage or text directly from a book, journal, or electronic source, or using extensive paraphrasing without indicating the source or without using a recognized style for citing sources

   e. Taking a test or writing a paper for another student

   f. Taking a course for another student or securing another student to take a course for oneself

   g. Securing or supplying in advance a copy of an exam without the knowledge and consent of the instructor

   h. Submitting an assignment as new work when this same assignment had been completed for a prior course

   i. Using nonapproved technology during an exam

   j. Collaborating with another person to commit breaches of academic integrity

3. Breaches of professional integrity include but are not limited to:

a. Falsifying information written in a medical record or reported orally to an instructor or staff person in a clinical practice setting

b. Violating HIPPA guidelines such as patient confidential information

c. Violating professional code of ethics

d. Falsifying clinical hours or student data

4. Sanctions for Academic Misconduct

    a. Sanctions should be selected and imposed with three goals in mind:

        (i) To assist in the education of the student responsible for the academic misconduct

        (ii) To encourage, in keeping with the University's mission, an honest intellectual environment

        (iii) To maintain the integrity of the academic program and the rights of all individuals

    b. Sanctions deemed appropriate for the Hearing Committee and Dean are:

        (i) <u>Warning:</u>

        A formal written warning

        (ii) <u>Professional Probation for Academic Misconduct</u>

        Probationary status imposed with or without restrictions for a definite period of time not to exceed one calendar year. A student is subject to immediate suspension or dismissal if involved in any act of misconduct, including violations of terms of probation, while on professional probation for academic misconduct.

        (iii) <u>Suspension</u>

        Involuntary separation of the student from the College or University for a definite period of time after which the student is eligible to return. The length of time for the suspension will be determined by the Hearing Committee and stated in the report to the Dean. The disciplinary sanction of suspension is not recorded on the student's permanent academic record. The student is subject to immediate dismissal if involved in any act of misconduct after the suspension has been lifted.

(iv)   <u>Dismissal</u>

    Involuntary separation of the student from the College or University without provision for a return in the future. In accordance with the University-wide code of student's rights and responsibilities, the disciplinary sanction of dismissal is required to be recorded on the student's permanent academic record.

3.   <u>Occupational Therapy Code of Ethics</u>

A. Core Values:

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions.

Justice expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

B. Principles of Standards and Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

1. Beneficence

   Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

2. Nonmaleficence

   Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

3. Autonomy

   Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

4. Justice

   Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

5. Veracity

   Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

6. Fidelity

   Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

Occupational therapists are expected to apply the Code of Ethics to their professional practice. It is therefore important that, as students, the Code of Ethics is examined and understood. For full definitions and examples of the Standards of Conduct within the Code of Ethics, please visit http://www.aota.org/-/media/corporate/files/practice/ethics/code-of-ethics.pdf

VIII. PRACTICUM

1. Overview of Practicum Education

   A. 320-hour requirement per 3-credit capstone is based on a 16-week semester schedule (half time work over that period)

   B. Students can work full-time during practicum if they're able to work 60 hours (40 hours at work, 20 hours at practicum -> practicum time can have a percentage dedicated to research/preparation, negotiated with site and mentor)

C. Minimum of 50% of practicum hours need to be "applied" (in clinic, classroom, making presentations, etc.)

D. Capstone needs to benefit practicum site and be related to the student's professional goals

E. Students need to find their own practicum placements; we need to arrange contracts with those sites (?)

F. Practicum needs to be beyond what student might normally develop outside OTD program

G. Capstone project includes: introduction/description of student's practice and professional development goals; practicum project(s) for individual sites; discussion section that allows student to reflect on how student has grown throughout program/project. 20-25 written pages.

   1. Presentation of capstone at end of residency occurs through AOTA-like poster format (tied to poster submission; use AOTA abstract guidelines)

   2. Presentation is required for graduation

      a. When will it occur? February-March?

H. What is longest possible duration for program? 5 years, not including circumstances that require a leave of absence

I. Practicum is graded on satisfactory/non-satisfactory scale

J. Don't need to pre-define practicum sites; sites need to fit with student's concentration and professional development goals.

2. <u>OTD Practicum Site Examples</u>

   A. Education

      1. Universities

      2. Continuing education workshops

      3. Site-specific seminars/trainings

      4. Fieldwork education

   B. Policy and leadership

      1. State licensure board

2. AOTA Representative Assembly

3. State legislator

4. AOTA PAC representative

C. Practice

1. Traditional and non-traditional practice sites across practice areas