

Occupational Science and Occupational Therapy

Doisy College of Health Sciences



SAINT LOUIS UNIVERSITY



DOISY COLLEGE OF HEALTH SCIENCES

Table of Contents

Page 2.... Accreditation Information

Page 3..... Certification and Licensure

Page 4..... Program Outcomes

Page 6..... Professional and Technical Standards

Accreditation

The Occupational Therapy Program at Saint Louis University is accredited by:

Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)



6116 Executive Boulevard, Suite 200,
North Bethesda, MD 20852-4929
Phone: 301.652.2682

[AOTA Website](#)

In addition, most states require licensure in order to practice; however, the issuance of state licenses is usually based on the successful completion of the NBCOT Certification Examination.

Certification and Licensure

National Certification: Graduates of the Master's in Occupational Therapy Program are eligible to sit for the national certification exam for occupational therapy, administered by the National Board for Certification in Occupational Therapy (NBCOT). It is the entry-level credential required to practice the profession.

Successful performance on the certification examination entitles the candidate to use of the credentials OTR: Occupational Therapist, Registered, and to apply for state licensure, where required for practice. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

State Licensure: Students are responsible for knowing the licensure or certification laws of the state in which they plan to work. The majority of states now require a license to practice occupational therapy, and each state has different procedures for obtaining licensure. State licenses are usually issued based on the results of the NBCOT Certification Exam.

Missouri Licensure information can be obtained from the following address or from their web site at

<http://pr.mo.gov/octherapy.asp>

Missouri Board of Occupational Therapy

3605 Missouri Blvd., P.O. Box 1335

Jefferson City, MO 65102-1335

phone: 573.751.0877

fax: 573.751.1155

Program Graduates: The number of graduates for the past five academic years of the undergraduate Bachelor of Science in Occupational Science (BSOS) degree and the Master of Occupational Therapy (MOT) degree are provided below:

Academic Year	MOT Graduates
2018-2019	54
2019-2020	58
2020-2021	57
2021-2022	52
2022-2023	51

MOT Graduation Rate:

For the Master's Program in Occupational Therapy, the graduation rate is defined as the percentage of students who began the professional phase of the program (1st time taking Gross Anatomy) and graduated within 150% of normal curricular time (2 years). The data for the past three graduating OT classes is provided below:

Cohort	# of Students Graduating/Entering	Graduation Rate
2021	56/56	100%
2022	52/52	100%
2023	51/52	98%
Total Graduates over last 3 years	159/160	99.4%

Fieldwork Level II Pass Rate:

The Fieldwork Level II pass rate is defined as the percentage of students who began Level II fieldwork and passed both assignments within 2 years of completion of their professional coursework. The data for the past five MOT classes is provided below:

2019 Graduation Year	2020 Graduation Year	2021 Graduation Year	2022 Graduation Year	2023 Graduation Year
100%	100%	100%	100%	100%

NBCOT Pass Rate:

The program's passing percent data is calculated on the number of New Graduates who passed the NBCOT exam within one year of graduation, regardless of the number of attempts during the testing year to meet ACOTE's reporting standard.

2019 Graduation Year	2020 Graduation Year	2021 Graduation Year	2022 Graduation Year	2023 Graduation Year
100%	100%	99%	98%	96%*

*At the time this report was compiled, only six months had passed since graduation

Employment Rate:

The employment rate is defined as the percentage of graduates who were employed as OTs within six months of passing the licensure examination. The data for the last three graduating OT classes is proved below:

MOT Graduating Class Year	Full-Time	Part-Time	PRN/Per Diem 1 or more employers	Other	Total Employed	# of Respondents	# in Graduating Class
2021	77.1%	8.6%	20.0%	0	100%	35	56
2022	87.9%	6.1%	15.2%	0	97%	35	52
2023	91.4%	0	8.6%	0	100%	35	52

Professional and Technical Standards

Technical Standards and Essential Functions

The rapidly changing and dynamic nature of contemporary health and human service delivery systems requires the entry-level occupational therapist to possess basic skills as a direct care provider, consultant, educator, manager of personnel and resources, researcher, and advocate for the profession, the consumer, and the community.

Philosophy for the Occupational Science and Occupational Therapy Student

The Department of Occupational Science & Occupational Therapy is committed to promoting justice and equality in educational opportunities. This document outlines the skills and attitudes required for successful completion of the course work and fieldwork experiences in the professional Master of Occupational Therapy Program as well as coursework in the occupational science program. These Technical Standards and Essential Functions, in conjunction with established academic standards, are followed by the Admissions and the Progressions Committees for selection and retention of students who possess the characteristics that are necessary to become competent occupational therapists.

Philosophy for Students with Disabilities

Saint Louis University is committed to maintaining inclusive and accessible environments across the campuses. Saint Louis University welcomes persons from all races, ethnic backgrounds, religions, and abilities to its campuses as faculty, staff, students, and visitors. Saint Louis University opens its programs and educational services to all qualified candidates without regard to their disability. All programs and services provided for students are done in a manner that does not discriminate based on disability.

Saint Louis University has systems in place to assist students with temporary or ongoing disabilities who believe they may not be able to perform one or more of the listed technical standards and essential requirements in the typical manner. Difficulties in any of these areas may present challenges to success as a student or practitioner. Students with concerns about their ability to perform any of the functions listed are encouraged to initiate contact with the Department of Occupational Science & Occupational Therapy and the personnel in the Office of Disability Services. Early self-disclosure of issues is encouraged to assure the safety and well-being of the student and future clients, thus enhancing the likelihood of successful completion of the program and competence as a practitioner.

Students with disabilities are entitled to appropriate and reasonable accommodations through The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, provided that these disabilities are documented in appropriate evaluations administered by qualified professionals (including psychologists, physicians, or agencies specializing in the diagnoses of such disabilities).

Student Responsibility

With respect to individual services, it is the student's responsibility to notify the University of any need that requires accommodations. The student should provide documentation of disability to the Office of Disability Services and meet with Disability Services to begin the process of arranging appropriate accommodations. The Office of Disabilities Services is responsible for reviewing and evaluating the documentation of students with disabilities and assisting departments in

accommodating those documented disabilities. Saint Louis University must provide reasonable accommodations, but the student must be able to meet all academic requirements and abide by the student code of conduct.

Disabilities Services may be contacted at accessibility_disability@slu.edu

Disclosure

Students are not required to disclose that they have a disability, nor are they required to disclose any specific information about their disability, unless they wish to request accommodation of their disability. Formal disclosure requires that the student submit appropriate documentation to the Office of Disability Services as stated above.

Although students may discuss their disabilities or needs with their academic advisor or other faculty or staff, this discussion alone does not constitute formal disclosure. Faculty are not obligated to provide accommodations until formal disclosure is made and the Office of Disability Services has required the implementation of specific accommodations. Early disclosure may enable faculty to help the student adjust his or her program in ways that optimize the student's performance and that may prevent potential challenges.

Confidentiality

The Americans with Disabilities Act mandates the confidential treatment of disability-related information. Specific guidelines have been established for post-secondary education to protect the rights of all students to confidentiality. The Department of Occupational Therapy abides by the ADA and its resulting regulations.

Technical Standards and Essential Functions: Definitions

Technical standards and essential functions are stated to ensure that all students, regardless of disability status, are aware of the expectations of the program. Academic requirements are not waived due to a student's disability. Students must be able to meet the academic requirements with the approved accommodations.

Technical standards are the skills, knowledge and experience the student must bring to the occupational therapy program (often as part of the admissions process), and are considered essential to participate in the occupational therapy program. *Essential functions* are those skills and abilities that all students must be able to do, with or without accommodation, in order to graduate from the Occupational Therapy Entry-Level Master's Program (OT Program).

The Department of Occupational Therapy views technical standards and essential functions as lying within the overlapping domains of academic performance, clinical performance, and the broader context of social behavior. Students must demonstrate competence in five functional areas across each of these domains in order to progress in and complete the occupational therapy program. These functional areas are: (1) sensory and motor coordination and function, (2) intellectual, conceptual, integrative, and application skills (3) communication, and (4) behavioral, social, personal, and professional attributes. The specific functions described below are considered critically important to the performance of the role of an entry level occupational therapy professional.

1. Sensory and motor coordination and function

Technical standards for sensory and motor coordination and function:

The occupational therapy student must be able and willing to:

- Participate in structured motor activities as warranted
- Participate in exploratory learning involving handling objects of various size, weight, and height
- Move in a timely way to various classrooms and locations required for class/clinical experiences
- Maintain self in a classroom situation for extended periods of time
- Receive, perceive, and process auditory, visual, and tactile sensory information to understand and interpret people and the environment

Essential functions in this functional area include the ability to:

- Participate in active experiential learning situations that include performing manual and skilled tasks-
- Have adequate strength, endurance and body movement-necessary to provide client care which may include moving people and equipment.
- Use sufficient gross motor function to navigate through academic and clinical environments and provide client care which may include walking, bending, squatting, standing, pushing, and reaching in all planes throughout a work day/shift.
- Employ sufficient fine motor function to manipulate objects, palpate, and manage documentation.
- Have adequate hearing ability to listen to and interpret lectures, discussions, classroom exercises, fieldwork interactions, and communication with clients, families, and other professionals.
- Have adequate visual ability necessary to see how clients, signage, and documentation Have enhanced tactile and proprioceptive sensory skills essential for appropriate assessment and handling of clients

2. Intellectual, conceptual, integrative, and application skills

Technical standards for intellectual, conceptual, integrative, and application skills:

The occupational therapy student must be able and willing to:

- Receive, process, and comprehend text, oral presentation, numbers, and graphs displayed in print, lecture, and digital formats
- Possess the following intellectual skills: attention, comprehension, measurement, mathematical calculation, reasoning, integration, analysis, comparison/contrast, critical-thinking, problem-solving, planning
- Critically evaluate his/her own performance and the performance of others
- Possess sufficient critical thinking to exercise good clinical and professional judgment
- Independently access and utilize technology

Essential functions in this area include the ability to:

- Have adequate cognitive skills to allow understanding and synthesis of all learning experiences
- Exercise good judgment and attend to issues of safety for yourself and others in all environments
- Be able to read, understand, and interpret the English language efficiently and effectively
- Participate in online learning as required
- Identify and interpret emotional affect, nonverbal cues, and response to intervention of both individual clients and groups of clients
- Assess clients and contexts and accurately synthesize and interpret assessments into cohesive evaluation results
- Attend to and interpret verbal, non-verbal, and environmental cues to determine when modification of practice is necessary.
- Use statistics, tests, measurements, and research
- Use insight to distinguish between skills one does and does not possess

3. Communication

Technical standards for communication:

The occupational therapy student must be able and willing to:

- Seek out and address problems or questions to the appropriate people at the appropriate times
- Demonstrate awareness of own non-verbal communication and how it may be interpreted by others
- Communicate quickly, effectively and efficiently in oral and written English
- Participate effectively in small groups, class discussions, and presentations
- Receive and process technical and professional materials

Essential functions in this functional area include the ability to:

- Record observations and plans efficiently, accurately, and legibly in the client record
- Prepare and communicate concise but complete clinical documentation and reports
- Build rapport with clients and caregivers through effective communication
- Interpret verbal and nonverbal communication
- Effectively adjust communication for intended audience
- Maintain cultural sensitivity to interact respectfully with clients and colleagues from various lifestyles, cultures, beliefs, sexual orientation, races, socioeconomic status, and abilities.
- Accept and provide constructive feedback

4. Behavioral, social, personal, and professional attributes

Technical standards for behavioral, social, personal, and professional attributes

The occupational therapy student must be able and willing to:

- Demonstrate honesty, integrity, ethics, responsibility, compassion, and respect for others
- Adhere to safety precautions
- Recognize potentially dangerous situations and equipment and proceed safely in order to minimize risk of injury to self or others

- Respect others' ideas, rights and property
- Maintain privacy and confidentiality of peers, faculty, staff, and clients
- Maintain classroom work area, equipment, supplies
- Demonstrate appropriate personal appearance and hygiene in context of the classroom and applied professional experiences
- Possess the endurance to sustain attention, engagement, and participation throughout the duration of individual courses and collective semesters of coursework
- Complete required assignments and exams in a timely manner
- Possess sufficient emotional health required for independent and collaborative workload in the program

Essential functions in this functional area include the ability to:

- Adhere to the Occupational Therapy Code of Ethics
- Develop mature, sensitive, and effective relationship with clients and colleagues
- Adapt to changing environments and expectations with flexibility and in the face of uncertainties inherent in education and practice
- Complete clinical interactions, documentation, and administrative duties in a timely manner
- Create an environment that maximizes client responses
- Collaborate with peers, faculty, staff, colleagues, supervisors, and care team in a reciprocally respectful and collegial manner
- Take responsibility for professional competence, conduct, and growth
- Adhere to guidelines, professional, and academic expectations as outlined in the Student Handbook and the Fieldwork Handbook
- Have adequate ability to tolerate a variety of environmental conditions that might be encountered in class and in the workplace, such as confined spaces, noise, dust, odors, and temperatures