



**SAINT LOUIS
UNIVERSITY™**

— EST. 1818 —

MASTER OF OCCUPATIONAL THERAPY PROGRAM STUDENT HANDBOOK

Department of Occupational Science & Occupational Therapy

AUGUST 10, 2022

**SAINT LOUIS UNIVERSITY
Doisy College of Health Sciences
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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)

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number is 301-652-2682.

2. Faculty and Staff Listing

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3. Terms and Definitions

Below are the various terms and definitions you may encounter in the handbook, program materials and in discussions with faculty, staff and students.

Classification by Year

Year 1 - Freshman Year

Year 2 - Sophomore Year

Year 3 - Junior Year

Year 4 - Senior Year and Professional Year 1 (PY1/S)

Year 5 - Professional Year 2 (PY2)

Program Classification

Pre-professional program (undergraduate) – years 1-3

Professional/MOT program (graduate) – years 4-5

Degrees

BSOS - Bachelor of Science in Occupational Science (years 1-4) - degree awarded after Year 4

MOT - Master of Occupational Therapy (year 5) - degree awarded after Year 5 (undergraduate track) or 2 years in the professional program (post-baccalaureate track)

University Classification (purposes of degree and scholarship)

Undergraduate - Years 1-4

Graduate - Year 5 (undergraduate track) or PY 1 and 2 (post-baccalaureate track)

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

The Doisy College of Health Sciences offers health care education at the baccalaureate, master's, doctoral, and professional levels. The College creates a student-centered teaching and learning environment that recognizes and actively addresses diverse needs and fosters an academic climate that promotes the spirit of inquiry among faculty and students

These areas support the ultimate outcome of elevating the impact and reputation of DCHS programs through the success of our students, faculty, and staff while fostering a Jesuit culture of service and inclusivity.

1. Mission: Rooted in Jesuit ideals, the Doisy College of Health Sciences serves humanity through education, research, and engagement.
 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: The College advances research and scholarship among faculty and students through inquiry, discovery, synthesis, dissemination, and application of new knowledge. The College encourages collaboration in research and scholarship to serve humanity.
 4. Service: The college embodies active engagement across communities at the University, local, regional, national and international levels. The college promotes leadership in addressing global health and social justice needs.
 5. The Edward and Margaret Doisy College of Health Sciences embraces the lessons of the past,, navigates the realities of the present, and capitalizes on emerging opportunities, 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:

6116 Executive Boulevard, Suite 200
 North Bethesda, MD 20852-4929
 Phone: 301-652-2682
www.acoteonline.org

5. Department Vision Statement

Our vision is to achieve health through transformative education and occupational justice.

6. Department Mission Statement

Inspired by Jesuit values, the mission of Saint Louis University's Department of Occupational Science and Occupational Therapy is to be exemplars of student-focused, occupation-centered teaching, scholarship, service, and practice that enables occupational engagement, health, social inclusion, and the promotion of occupational justice.

7. Master of Occupational Therapy Program Educational Philosophy

Reflecting the philosophy of the profession:

The Department of Occupational Science and Occupational Therapy is informed by tenets that guide the profession of occupational therapy and discipline of occupational science. The MOT program underscores the importance of an occupation-centered approach because occupation is the central construct for and applied focus of occupational therapy.

Drawing on definitions provided by the American Occupational Therapy Association (2020), the International Society for Occupational Science (n.d.), and the World Federation of Occupational Therapists (2022), the Department defines the various everyday activities people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life. Occupations include things people need to, want to and are expected to do. Based on this definition, the MOT curriculum is shaped by the belief that engaging in occupations helps people self-organize, adapt to challenges, make choices about time use, develop and organize daily 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 evolve 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 participation in meaningful and health promoting occupations.

View of humanity:

The Department views humans as social beings whose lives are shaped by occupational engagement. Drawing from the writings of American pragmatist John Dewey (Dewey & Bentley, 1949), the Department conceptualizes occupations as person-environment transactions (Dickie, Cutchin, & Humphry, 2006) that reflect the mutually influencing relationship of people and contexts.

The MOT program emphasizes humans' 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 national and international perspectives of occupation across life stages and cultural groups, MOT students appreciate the personal, familial, and societal ramifications of circumstances that promote or reduce individuals' participation in occupation and social inclusion.

Approach to teaching and learning:

Occupation-based teaching and learning in the MOT program are influenced 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 social transformation (Dewey, 1925/2000). In our effort to educate future professionals 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 transformational 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 students engage. Students are encouraged to draw on experiences and knowledge to make sense of and apply new information. Within this framework, levels of learning progressively challenge students to analyze and evaluate information according to Bloom's taxonomy (Anderson & Krathwohl, 2013). 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 occupation-focused content of 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, practical 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 learners" (AAC&U, 2002) who adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lives. We believe that intentional learners strive to become increasingly:

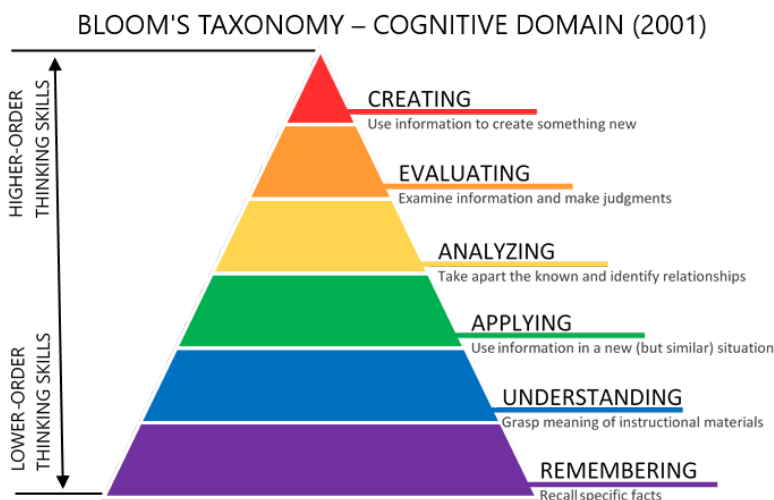
- **Empowered** through a process of transformation that facilitates mastery of intellectual and practical skills that are extensive, sophisticated, and expanding.
- **Informed** by developing a deeper understanding of the world through investigating society and the natural world beyond core concepts learned in school.
- **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".

8. Curricular Threads

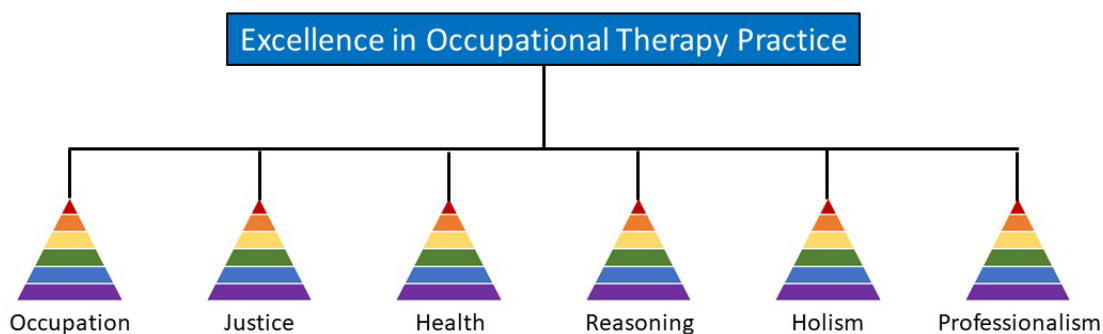
The mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. Jesuit education includes *cura personalis* (caring for the whole person in mind, body, and spirit) and the idea of "the *magis*" (more), which requires students to go deeper, think critically, and solve problems creatively. Jesuit education is inspired by the practice of *finding God in all things* through a broad range of study. This educational path prepares students to become *men and women for and with others* to make the world a better place by seeking justice and serving the most vulnerable among us.

Residing within the DCHS, the Department of Occupational Science and Occupational Therapy (DOSOT) couples the foundational Jesuit values of the University and College with the tenets of the discipline and the profession. This results in cultivating intellectual rigor, promoting social and occupational justice, and maximizing potential for graduates to be men and women (PEOPLE) for and with others through didactic, experiential, and reflective learning. Our mission, vision, educational philosophy, curricular themes, and educational goals frame the content, scope, and sequencing of coursework in both the undergraduate and graduate degree programs.

The Master of Occupational Therapy curriculum design, guided by the Jesuit pedagogy listed above, is formed to create excellence in occupational therapy practice. This occurs through the underpinning of six curricular threads and educational goals. Each thread is woven through the curriculum and progressing through Bloom's hierarchical levels of learning; remember, understand, apply, analyze, evaluate, and create (Anderson & Krathwohl, 2013), beginning with lower order thinking and progressing to higher order thinking as students progress in the curriculum. Progression through Bloom's level is depicted below:



Each of the curricular threads traverses these levels throughout the curriculum to culminate in excellence in occupational therapy practice.



Curricular threads provide the scaffolding for coursework in the Master of Occupational Therapy. Educational goals are the infrastructure of the curriculum and emphasize compassionate and reflective approaches for occupational performance and participation. The curriculum design (threads and goals) culminates in student development of a professional identity.

Occupation

Definition The central construct and applied focus of the profession is defined as the various everyday activities people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life. Occupations include things people need to, want to and are expected to do (American Occupational Therapy Association, 2020; International Society for Occupational Science, n.d.; World Federation of Occupational Therapists, 2022). Occupation is conceptualized and understood according to the form, function, and meaning of engagement as well as how the doing, being, becoming and belonging of an occupation contributes to health and well-being. Occupational engagement occurs in, influences, and is influenced by the context in both facilitating and hindering ways. The MOT program is shaped by the belief that engaging in meaningful occupation is health-promoting through self-organization, adaptation to challenges, sound choices about time use, development of daily routines, and creation of identities based on personal and cultural values. Teaching and learning about occupation is inclusive of participation, context, meaning, and use as a therapeutic medium.

Justice

Definition The right of every individual to meet basic needs and have equal opportunities and life chances to reach toward their potential, but specific to the individuals' engagement in diverse and meaningful occupation (Wilcock & Townsend, 2009). Specific to occupations and the lives of individuals, groups, and population; occupational beings have a right to choose and participate in personally meaningful occupations for the purpose of health and quality of life.

Health

Definition Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO, 2022). There is a reciprocally beneficial relationship between occupation and health; such that engagement in occupation can restore or maintain health while limitations in occupational engagement can be detrimental to health. Likewise, optimal health allows for enhanced occupational engagement while poor health limits one's occupational opportunities.

Reasoning

Definition Reasoning is the dynamic and integrated way of reflecting and thinking used to understand clients, the environment, and occupation to make judgments, problem solve, draw inferences, and form conclusions from the facts and circumstances. Occupational therapists rely on proficient identification of resources, interpretation of the literature, and application of theoretical perspectives to creatively use reasoning in making sound judgments and decisions while planning, directing, performing and reflecting during clinical practice, occupational therapy practice, professional activities, and scholarship. (Boyt Schell et al, 2014).

Holism

Definition A philosophy and approach in which the complexity of people, their circumstances, welfare, interests, values, and dignity predominate. Practitioners exemplify holism in occupational therapy by being holistic in thought about clients, contexts, and circumstances, recognizing clients as occupational beings, , employing therapeutic use of self, and exhibiting empathy and cultural proficiency.

Professionalism

Definition Representation of oneself and the profession of occupational therapy. This occurs through one's conduct, commitment to service, ethical practice, application of specialized knowledge, advocacy, and leadership. It also includes flexibility, collaboration and communication within and outside the discipline, and the pursuit of knowledge, evidence, and continuing competence through lifelong learning.

II. MOT PROGRAM POLICIES

1. Length of Program

- A. The BSOS to MOT programs will typically take 5 years and 1 summer to complete the program. BSOS Students requiring a leave of absence may extend the BSOS program up to one year. Post-Bac students will typically take 2 years and 1 summer to complete the program. Post-Bac/MOT Students requiring a leave of absence may extend the MOT program up to one year.
- B. The professional Master of Occupational Therapy curriculum begins with Gross Anatomy.
- C. Level II Fieldwork typically begins in January and ends in June of Professional Year 2 and must be completed within 18 months of completion of the academic coursework.

2. Degree Requirements

Criteria for Successful Completion: Students enrolled in the MOT program must successfully complete the courses listed below with a grade of "C" or higher, maintain a semester GPA of 3.0 or higher, and successfully pass two - 12 week Level 2 fieldwork placements.

**BSOS to MOT Program Curriculum
For Class Graduating in 2026 and Earlier**

Term	Undergraduate Year	Credit
Fall	FRESHMAN YEAR 1	16
OCS 1000/UNIV 1010	Seminar in OT Practice/Enhancing 1 st Year Student Success	2
BIOL 1240	Principles of Biology I	3
BIOL 1245	Principles of Biology I Lab	1
ENGL 1900	Advanced Strategies of Rhetoric and Research	3
PSY 1010	General Psychology	3
PHIL 1050	Introduction to Philosophy: Self & Reality	3
IPE 1100	Introduction to Interprofessional Health Care	1
Spring	FRESHMAN YEAR 1	16
ANAT 1000	Basic Human Anatomy	3
HSCI 2500	Human Development Across the Lifespan	3
MATH 1200	College Algebra	3
PSY 2050	Foundations of Research Methods and Statistics	4
IPE 3500	Health Care Systems & Health Promotion	3
Fall	SOPHOMORE YEAR 2	17
OCS 1010	Introduction to Occupational Science and Therapy	2
CHEM 1080	Principles of Chemistry I	3
CHEM 1085	Principles of Chemistry I Lab	1
ENG 4000	Professional Writing	3
ORES 2320	IPE Health Outcomes	2
PSY 4390	Abnormal Psychology	3
XXXX ¹	Societal Contexts Elective	3
¹ Select 1 course from SOC 1100, ANTH 1200, ASTD 3200, ECON elective or POLS elective		
Spring	SOPHOMORE YEAR 2 (Option to Study Abroad)	15
XXXX ²	Personal/Professional Expression Elective	3
PHIL 2050/HEC 2010	Ethics or Health Care Ethics	3
THEO 1000	Theological Foundations	3
IPE 4200	Applied Decision-Making in Interprofessional Practice	3
XXXX ³	Cultural Analysis Elective	3
² Select 1 course from CMM 1200, Fine Art elective or Foreign Language elective		
³ Select 1 course from ENG 2XXX – 3XXX elective or HIST elective		
Fall	JUNIOR YEAR 3	16
HSCI 2200	Medical Terminology	3
OCS 3120	Study of Occupation	3
OCS 3220	Contexts of Occupation	3
OCS 3320	Development of Humans as Occupational Beings	3
PPY 2540	Human Physiology	4
Spring	JUNIOR YEAR 3	14

IPE 4900	Interprofessional Community Practicum	2
OCS 3520	Personal and Community Wellness	3
OCS 3620	Lived Experience of Disabilities and Chronic Conditions	3
OCS 3720	Critical Perspectives of Culture, Occupation & Justice	3
XXXX ⁴	Elective	
⁴ Select 1 course from PSYC or Health Ethics 3XXX – 4XXX		
Term	UNDERGRADUATE - GRADUATE YEAR	
Summer	SENIOR YEAR 3 –PROFESSIONAL YEAR 1	6
ANAT 4000	Gross Anatomy	6
Fall	SENIOR YEAR 4 - PROFESSIONAL YEAR 1	17
OCS 4620	Clinical Conditions & Phenomenology	3
MOT 5020	Professional Development I	1
MOT 5150	Kinesiology	3
MOT 5170	Neuroscience in OT	4
MOT 5300	Fundamentals of OT Practice	3
MOT 5460	OT with Aging Adults	3
Spring	SENIOR YEAR 4 -PROFESSIONAL YEAR 1	16
MOT 5030	Professional Development II	1
MOT 5350	Theoretical Foundations of OT	3
MOT 5400	OT for Adults with Physical Dysfunction	4
MOT 5410	OT in Mental Health	3
MOT 5450	OP and Assessment of Children and Youth	3
MOT 5490	Applied Research I	1
MOT 5500	Applied Research II	1
Fall	PROFESSIONAL YEAR 2	18
MOT 5040	Professional Development III	1
MOT 5250	OT Policy & Administration	2
MOT 5260	Problem Based Learning	2
MOT 5480	OT and Upper Extremity	2
MOT 5550	OT for Adults with Neurological Dysfunction	3
MOT 5560	OT and Community Practice	3
MOT 5600	OT with Infants and Children	4
MOT 5650	Applied Research III	1
Spring	PROFESSIONAL YEAR 2	12-18
MOT 5700	Level II Fieldwork	6
MOT 5750	Level II Fieldwork	6
MOT 5660	Applied Research IV (elective)	0-6

The courses and curriculum are subject to change. All revisions will be communicated to the student.

**BSOS to MOT Program Curriculum
For Class Graduating in 2027**

FRESHMAN YEAR 1 Fall Semester		
Course Number	Course Name	Credits
BIOL 1240	General Biology: Information Flow and Evolution	3
BIOL 1245	Principles of Biology Lab	1
OCS 1000	Seminar in Occupational Therapy Practice (<i>Ignite Seminar: Humans as Occupational Beings</i>)	2
CORE 1500	Cura Personalis 1: Self in Community	1
CORE 1700	Ultimate Questions: Philosophy	3
ENGL 1900	Advanced Strategies of Rhetoric and Research (<i>Eloquentia Perfecta: Written and Visual Communication</i>)	3
PSY 1010	General Psychology	3
TOTAL		16

FRESHMAN YEAR 1 Spring Semester		
Course Number	Course Name	Credits
ANAT 1000	Basic Human Anatomy	3
CORE 3400	Ways of Thinking: Aesthetics, History, and Culture	3
HSCI 2500	Human Development Across the Lifespan	3
IPE 2100	Interprofessional Collaboration and Healthcare Systems in Global Context	3
MATH 1200	College Algebra	3
TOTAL		15

SOPHOMORE YEAR 2 Fall Semester		
Course Number	Course Name	Credits
CHEM 1080	Principles of Chemistry I	3
CHEM 1085	Principles of Chemistry I Lab	1
OCS 1010	Introduction to Occupational Science and Therapy	3
CORE 2500	Cura Personalis 2: Self in Contemplation	
ORES 2320	IPE Health Outcomes Research	2
PSY 3460	Abnormal Psychology	3
STAT 1300	Elementary Statistics with Computers	3
TOTAL		15

SOPHOMORE YEAR 2 Spring Semester (Option to Study Abroad)		
Course Number	Course Name	Credits
CORE 1200	Eloquentia Perfecta: Oral and Visual Communication	3
CORE 1600	Ultimate Questions: Theology	3
CORE 2800	Eloquentia Perfecta: Creative Expression	3
HSCI 2200	Medical Terminology	3
PHIL 2050/HCE 2010	Ethics/Foundations of Clinical Health Care Ethics	3
TOTAL		15

JUNIOR YEAR 3 Fall Semester		
Course Number	Course Name	Credits
IPE 4200	Applied Decision-Making in Interprofessional Practice	3
OCS 3120	The Study of Occupation	3
OCS 3220	Contexts of Occupation	3
OCS 3320	Development of Humans as Occupational Beings	3
PPY 2540	Human Physiology	4
TOTAL		16

JUNIOR YEAR 3 Spring Semester		
Course Number	Course Name	Credit
CORE 3500	Cura Personalis 3: Self in the World	1
IPE 4900	Interprofessional Community Practicum	3
HCE or PSY 3XXX/4XXX	Health Care Ethics or Psychology Elective	3
OCS 3520	Personal and Community Wellness	3
OCS 3720	Lived Critical Perspectives of Culture, Occupation and Justice	3
OCS 3820	Practical Applications in Occupational Science	3
TOTAL		16

PROFESSIONAL PHASE

PROFESSIONAL YEAR 1 / SENIOR Summer Semester		
Course Number	Course Name	Credits
ANAT 4000	Gross Anatomy for Allied Health Professions	6
TOTAL		6

PROFESSIONAL YEAR 1 / SENIOR Fall Semester		
Course Number	Course Name	Credits
MOT 5020	Professional Development I	1
MOT 5150	Kinesiology	3
MOT 5170	Neuroscience in Occupational Therapy	4
MOT 5300	Fundamentals of Occupational Therapy Practice	3
MOT 5460	Occupational Therapy with Aging Adults	3
OCS 4620/MOT 5200	Clinical Conditions and Phenomenology	3
TOTAL		17

PROFESSIONAL YEAR 1 / SENIOR Spring Semester		
Course Number	Course Name	Credits
MOT 5030	Professional Development II	1
MOT 5350	Theoretical Foundations of Occupational Therapy	3
MOT 5400	Occupational Therapy for Adults with Physical Dysfunction	4
MOT 5410	Occupational Therapy in Mental Health	3
MOT 5450	Occupational Performance and Assessment of Children and Youth	3
MOT 5490	Applied Research I	1
MOT 5500	Applied Research II	1
TOTAL		16

PROFESSIONAL YEAR 2 Fall Semester		
Course Number	Course Name	Credits
MOT 5040	Professional Development III	1
MOT 5250	Occupational Therapy Policy and Administration	2
MOT 5260	Problem Based Learning	2
MOT 5480	Occupational Therapy and Upper Extremity	2
MOT 5550	Occupational Therapy for Adults with Neurological Dysfunction	3
MOT 5560	Occupational Therapy and Community Practice	3
MOT 5600	Occupational Therapy with Infants and Children	4
MOT 5650	Applied Research III	1
TOTAL		18

PROFESSIONAL YEAR 2 Spring Semester		
Course Number	Course Name	Credits
MOT 5700	Level II Fieldwork (12 Weeks)	6
MOT 5750	Level II Fieldwork (12 Weeks)	6

MOT 5660	Advanced Research in Occupational Therapy (Elective)	0-6
TOTAL		12 - 18

The courses and curriculum are subject to change. All revisions will be communicated to the student.

MOT Program Curriculum (Post-Baccalaureate Students)

Term	Year	Credit
Summer	SENIOR YEAR 3 –PROFESSIONAL YEAR 1	6
ANAT 4000	Gross Anatomy	6
Fall	SENIOR YEAR 4 - PROFESSIONAL YEAR 1	17
OCS 4620	Clinical Conditions & Phenomenology	3
MOT 5020	Professional Development I	1
MOT 5150	Kinesiology	3
MOT 5170	Neuroscience in OT	4
MOT 5300	Fundamentals of OT Practice	3
MOT 5460	OT with Aging Adults	3
Spring	SENIOR YEAR 4 -PROFESSIONAL YEAR 1	16
MOT 5030	Professional Development II	1
MOT 5350	Theoretical Foundations of OT	3
MOT 5400	OT for Adults with Physical Dysfunction	4
MOT 5410	OT in Mental Health	3
MOT 5450	OP and Assessment of Children and Youth	3
MOT 5490	Applied Research I	1
MOT 5500	Applied Research II	1
Fall	PROFESSIONAL YEAR 2	18
MOT 5040	Professional Development III	1
MOT 5250	OT Policy & Administration	2
MOT 5260	Problem Based Learning	2
MOT 5480	OT and Upper Extremity	2
MOT 5550	OT for Adults with Neurological Dysfunction	3
MOT 5560	OT and Community Practice	3
MOT 5600	OT with Infants and Children	4
MOT 5650	Applied Research III	1
Spring	PROFESSIONAL YEAR 2	12-18
MOT 5700	Level II Fieldwork	6
MOT 5750	Level II Fieldwork	6
MOT 5660	Applied Research IV (elective)	0-6

The courses and curriculum are subject to change. All revisions will be communicated to the student.

3. Mentoring

A variety of approaches and services are utilized to enhance the student's college performance and experience. The mentoring system is one of the primary structures that support students throughout their academic careers at Saint Louis University. It is a collaborative process comprised of the student and mentor.

- A. Every student declaring occupational therapy as a major is assigned a faculty member who serves as the mentor during his or her undergraduate and graduate academic career. Faculty mentors are assigned to students by the OSOT Department. Mentees enrolled in a special service or program such as a research project, participation in faculty practice, the honors program, Micah House, or Presidential, and Martin Luther King are assigned to specific mentors.
- B. The student and mentor must be in contact at least once per semester prior to registration. This can be completed in person, online, or via email. It can be completed individually or in a group setting.
- C. Student's responsibilities:
 1. Establish and keep open lines of communication with their mentor. The student's role with the 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.
 2. 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.
 3. Proactively seek out and communicate with one's mentor, especially during times of academic difficulties
 4. For email and phone communications, students should not expect a faculty mentor responses less than 24 hours during the work week from the time of initial communication. Faculty mentor response times may exceed 24 hours on weekends or during travel.
 5. Students should check their SLU email account daily as all email communications will be sent to the university email account.
- D. Mentor's responsibilities:
 1. Increase the mentee's awareness of professional options.
 2. Discuss personal and educational goals as these goals relate to curricular options.
 3. Provide professional linkages and letters of reference for awards, scholarships, and employment (see Section II for guidelines for *Requesting a Professional Letter of Recommendation*).

6. Refer students to important academic and personal services on campus including tutoring, the Writing Center, Center for Accessibility and Disability Resources, Career Services, Campus Ministry, and Student Health.
7. Respond to emails in a timely manner (see above).

4. Care and Concern Policy

At Saint Louis University, the Dean of Students Office team strives to assist students and their families in successful navigation of the SLU experience. They strongly encourage the promotion and development of a healthy mind, body, and spirit to help every student persist and succeed in their college career. Through individual support, they aim to ensure that our students have the opportunity to grow as empowered global citizens who make contemplative and just choices that align with their passion and purpose.

There are many situations that the Dean of Students Office can help students to navigate at SLU that include, but are not limited to:

- Academic distress
- Adjustment and transition issues
- Financial distress
- Anxiety and depression
- Student grievances
- Bias incident reporting
- Sexual misconduct reporting
- Significant well-being and behavioral concerns

Students in the Department of Occupational Science and Occupational Therapy who are experiencing issues similar to those listed above are encouraged to speak with a faculty or staff member for support and assistance. When such concerns arise, it is the responsibility of the faculty or staff member to contact the Dean of Students Office so they can provide additional support services, which may include the following:

- Supporting students in distress and crisis
- Referring students to SLU campus resources
- Sending academic notifications on behalf of students experiencing emergencies
- Engaging parents and families in support of their students, as appropriate
- Helping students reflect on significant developmental transitions and challenges

Contact with the Dean of Students Office may be initiated by a student, faculty, or staff member by emailing deanofstudents@slu.edu or by calling 314-977-9378. The Dean of Students Office is located in Busch Student Center, Suite 356. More information is available at <https://www.slu.edu/student-development/dean-of-students/index.php>

5. Registration

- A. Prepare a Registration Plan and register online in Self-Service Banner at your designated time (See your curriculum guide).
- B. Resolve holds related to tuition, housing, etc. A full list of those items and how students should address them can be found [here](#).

6. Semester Credit 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 Associate Dean of Student and Academic Affairs of DCHS. Such students should have a minimum cumulative GPA of 3.0 and must understand that additional tuition will be charged.

7. Course Withdrawal

The decision to withdraw from any course must be carefully considered. Students considering withdrawing from any required course(s) are required to meet with each course instructor, as well as their faculty mentor.

Purpose of this consultation

1. Help the student determine whether they can realistically meet the department's requirements for academic or professional progression if they 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.

A. 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.
4. See <https://www.slu.edu/financial-aid/paying-your-bill/refunds.php> as well as **Section VII** of this handbook for information on University tuition refund policies.

8. Leave of Absence (Non-Academic Issue)

A student may request a Leave of Absence for up to one year.

A. The student:

1. Must submit an email through their SLU account 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, the student must submit an email through their SLU account to the Chairperson of the Progressions Committee, reviewing how they are now ready to re-renter the program and identifying the support systems in place to allow the student to succeed.
4. This letter must be submitted no later than January 15 for program reentry into the fall semester or September 15 for program reentry into the spring semester.
5. The Progressions Committee may request an additional meeting with the student to review the student's plan for success.
6. Must submit a completed Petition for Leave of Absence to the University (see Section VII).

For Academic Leave of Absences, please refer to the policy in Section III

Please note, the Length of Program Requirements criteria still apply and should be carefully considered.

9. Student Graduate Records

- A. The Office of the University Registrar maintains the official academic records for Saint Louis University, including course registrations, grade transcripts and diplomas. It administers institutional academic policies and procedures related

to said records. See https://www.slu.edu/provost/policies/academic-and-course/policy_records-management-and-retention_6-5-2007.pdf

- B. 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. See <https://www.slu.edu/registrar/third-party-access/ferpa-and-saint-louis-university.php>

10. 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 about their availability to write a letter. This request should occur no less than two (2) weeks before the application letter due date.
 - 1. It is at the mentor's discretion to accommodate the student if the request is submitted less than two (2) weeks before the application letter due date.
- B. 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.
- C. 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 unable to write the letter.
- D. If required, the mentor will submit the student's name to the Scholarship and Awards Committee for consideration. This occurs when many students are applying for the same monies or highly competitive recognitions. The rationale for this action: multiple letters of support for more than 2-3 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.

- E. Once the mentor commits to writing the reference, the student shall submit to the mentor the following documents:
 - 1. A professional resume inclusive of the cumulative grade point average.
 - 2. A letter, in paragraph form, where the students provides reasons they are qualified to receive the scholarship, honor or award.
- F. Students may respectfully inquire regarding the progress of the letter.
- G. All information pertinent to the letter should be provided including any directions or forms to be completed, the title of the scholarship or the title, the name and address of the recipient and the 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.
- H. It is professional courtesy to inform the reference letter author if the scholarship or honor is received.

11. 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 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. 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 needs that require accommodations. The student should provide documentation of the 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

12. 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 and see <http://www.slu.edu/life-at-slu/student-success-center/disability-services>.

13. Immunization Requirements

See <https://www.slu.edu/life-at-slu/student-health/required-records-forms.php>

- A. Hepatitis B - dates of three doses of the vaccine or protective titer
- B. Measles - date of primary immunization and boosters or protective titer
- C. Mumps - date of primary immunization and boosters or protective titer

- D. Rubella - date of primary immunization and boosters or protective titer
- E. Varicella - date of primary immunization and boosters or protective titer
- F. Polio - date of primary immunization and booster
- G. Tetanus - Diphtheria: date of booster (must be within the prior 10 years)
- H. Tuberculosis - Annually. The date of PPD or similar test (BBG vaccine and negative chest x-ray)
- I. Meningitis - Immunization is required for all freshmen students living in residence halls or signed waiver acknowledging risks/benefits of vaccine.
- J. FLU/influenza vaccine is not required but highly recommended.
- K. COVID-19 – Saint Louis University requires proof of vaccination in instances where a medical or religious exemption are not applicable or have not been approved. Medical or religious exemptions are not transferable to schools, or practicum and clinical sites where such real-world training is required for graduation. Lack of immunization may affect fieldwork placements.
<https://www.slu.edu/back-to-slu/index.php>

14. Health Insurance

Students are required to maintain personal health insurance throughout their enrollment in the BSOS and MOT programs. Please refer to the University's Student Health website for details at: <https://www.slu.edu/life-at-slu/student-health/university-health-plan.php> and <https://www.slu.edu/life-at-slu/student-health/medical-billing.php>

15. 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 and labs:
 - 1. Casual apparel is acceptable, including jeans, t-shirts, sweatpants, skirts and 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 season.
4. There may be specific/additional dress code requirements for labs.

B. Class Outings and Outside 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 V: Fieldwork for Level I and Level II Fieldwork dress code policies.

16. MOT Program 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, educational, community, and social activities. The organization facilitates opportunities for camaraderie among students.
2. All students enrolled in either program in the Department of OSOT are automatically members of SLU SOTA. Meetings and activities are scheduled throughout the semester. The email address is for SLU SOTA is slusota@slu.edu.

B. COTAD Coalition of Occupational Therapy Advocates for Diversity

1. COTAD is an international network of practitioners and students aimed at empowering occupational therapy leaders to engage in practice that increase justice, equity, diversity, and inclusion (JEDI); anti-racism and anti-oppression for a transformative occupational therapy profession.

2. The Saint Louis University COTAD chapter is a student-led group that works together to develop and promote justice, equity, diversity, and inclusion (JEDI), anti-racism, and anti-oppression within the occupational science and occupational therapy programs and in the profession.
3. All occupational science and occupational therapy students are welcome to join the SLU COTAD chapter. Meetings, events, and activities are scheduled throughout the semester. The chapter's email address is slu.cotad@gmail.com

C. Pi Theta Epsilon Honor Society - Beta Gamma Chapter

1. Pi Theta Epsilon (PTE) is a specialized honor society for occupational therapy students and alumni. The society recognizes and encourages superior scholarship among students enrolled in professional entry-level programs at accredited educational programs across the United States.
2. The objective of the society, as outlined by the founders of PTE, was to contribute to the advancement of occupational therapy through special projects of its members; to provide a basis for relationship among accredited programs of occupational therapy; and to work in cooperation with the aims and ideals of other student occupational therapy organizations. At present, the mission of Pi Theta Epsilon is to promote research and scholarship among occupational therapy students.
3. Pi Theta Epsilon supports the development of occupational science and the practice of authentic occupational therapy by promoting research and other scholarly activities of its members. In this way, the organization serves not only the profession but also helps to insure quality health care services for the public.
4. In the early spring, qualified students are invited to apply based on the following:
 - a. Good standing with the department
 - b. 3.5 or higher GPA in professional coursework, including Gross Anatomy
 - c. Top 35% of the class
 - d. Enrolled in the PY1 spring semester

For more information on Pi Theta Epsilon please visit <http://www.aotf.org/pithetaepsilon.aspx>.

D. Alpha Eta Society

Alpha Eta Society is a 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.

17. Department Student Representatives

A. Objective

1. One to three student representatives will be selected during their junior year (year 3 fall semester) to serve as an additional mechanism for communicating with faculty.

B. 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 a semester.
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 three 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 in the fall of the junior year.

5. If a class representative is elected to or assumes a leadership role in an affiliated organization such as SOTA, PTE, or COTAD, the representative will step down from their role and a new class representative will be elected for the remainder of the academic program.
6. If a representative takes a leave of absence from the program for any reason, a new representative will be elected for the remainder of the academic program.

18. 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 a 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 student's responsibility to ensure any equipment checked out from the department is returned in a timely manner and with all parts and/or pieces in working order. Students will be charged for any broken and or missing lab equipment which occurred while the materials were in the 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) and first aid kit storage and maintenance:
1. All labs currently have a first aid kit, and personal protective equipment such as masks, gloves, goggles, eye wash and anti-viral/bacterial cleansers available for immediate emergency usage.
 2. Cabinets containing first aid kits and personal protective equipment have stickers on them denoting the location.
 3. In the Activities of Daily Living (ADL) lab, these supplies are located in the cabinet under the sink and in the Occupational Performance Lab, in the cabinets over the sink.
 4. In the Media Lab, PPE supplies and the first aid kit are located in the lower cabinet next to the large sink.
 5. See the OSOT Department *Lab Health and Safety Manual* located in each lab for further instruction on handling emergency situations.

19. Research Opportunities

Department faculty members conduct descriptive and analytic research in a variety of areas, depending upon their individual scholarship interests. Students who pursue the optional a master's project are matched with a faculty member who mentors their development of a comprehensive project that is closely associated with the faculty member's scholarship. Through this process and concurrent applied research seminars, the student has opportunities to gain an understanding of the research process in an established or a potential practice setting, and/or the academic environment.

20. Technology and Internet Access

It's standard practice for class attendance, lectures, labs, course assignments and projects to require access to the internet for participation, completion and submission of assignments and to communicate with instructors. There is wireless access throughout the campus. For best performance, students should:

- A. Be competent with basic computer skills.
- B. Have access to a computer or mobile device and printer. Students that do not have their own computer may use the computers and printers located in the Doisy College of Health Sciences computer lab, the Educational Union common area and the Medical School Library on the Medical Campus and the Pius Library on the main campus.
- C. Have a reliable broadband connection to the Internet that is not restricted by an aggressive firewall. (e.g. military, hospital, government agency).
- D. Students should use the University provided email account for all program related email communications and should check this account daily.
- E. Have access to and a working knowledge of a Microsoft Office type suite of tools.
- F. ExamSoft is a secure testing program used in most of the OSOT course exams. The software blocks access to files, programs, and the internet during the exam providing a secure testing environment. To use ExamSoft, the student's operating system must meet the minimum operating requirements as listed at <https://ei.examsoft.com/GKWeb/login/SLUHS>. Students are required to have a device that is in good working order and meets all the requirements listed.
- G. TopHat is an app used in some classes to take attendance, conduct short surveys and quizzes and other tasks. There is a fee associated with the use of this app which students pay either in their junior year (SLU continuing students) or in the PY1 year (post-bacs) and will cover their enrollment during the entire length of their academic program.

21. Program 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.

See Section III for academic grievance policies and procedures.

B. Procedures for Program Complaints

1. Complaints regarding specific faculty, students, or staff related to a specific course should 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 instructor. Fieldwork-related complaints need to be directed to the Academic Fieldwork Coordinator.
2. Should the issue remain unresolved, the individual can file a formal complaint via email 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 ten (**10**) business days of receiving the complaint. Resolutions can include, but are not limited to, forming a committee to investigate the complaint, 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. Should the issue remain unresolved, the individual can file a formal complaint via email to the Department Chair. 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.
6. The Department Chair will review the complaint and address the issue within ten (10) business days of receiving the complaint. Resolutions can include, but are not limited to, forming a committee to investigate the complaint, requesting a meetings with all parties involved, or counseling individuals related to the complaint.

7. The Department Chair will keep a record of the complaint and all pertinent documents related to the complaint for a period of five years.
 8. Should the issue remain unresolved, the individual can file a formal complaint via email to the Dean of the Doisy College of Health Science. 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.
 9. The Dean will review the complaint and address the issue within ten (10) business days of receiving the complaint. Resolutions can include, but are not limited to, forming a committee to investigate the complaint, requesting a meetings with all parties involved, or counseling individuals related to the complaint.
- C. Students who have grievances with actions, decisions, and/or processes at the College level are afforded formal means for registering those complaints and for their complaints to be deliberated and acted upon by governing Doisy College of Health Sciences 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>
- D. In addition, a program complaint may be submitted to the Accreditation Council for Occupational Therapy (ACOTE) if a student believes the program may not be in compliance with the Accreditation Standards for a Master's-Degree-Level Educational Program for the Occupational Therapist. ACOTE will not intervene on behalf of individuals or act as a court of appeal for faculty members or students in matters of admission, appointment, promotion, or dismissal. See the policy at <http://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/Policies/Procedures/VB%20Complaints.pdf>

III. ACADEMIC POLICIES

The Academic and Professional Progression Standards presented in this handbook apply specifically to students enrolled in Year 4/PY1 and Year 5/PY2 in the Master in Occupational Therapy (MOT) degree program. The purpose of these standards is to define the criteria for progression in the program 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.

The Department's Progressions Committee is responsible for supporting the academic (knowledge and skills) and professional (behaviors and attitudes) progression of students in both the undergraduate and graduate programs. The committee is a recommending body, writing and administering progression policies and procedures under the direction of the Program Director and Department Chairperson.

The Progressions Committee embraces the Jesuit value of *cura personalis*, responding to the student and their circumstances. As the committee determines, students may interact with the committee in the form of written communication, a telephone conversation, video conferencing or a face-to-face meeting to discuss the presenting issue. Upon review of the issue, the student may be issued a learning plan, placed on probation, granted a leave of absence, guided to medical resources, directed to campus resources, or may be dismissed from the program. **See Sections III. Academic Policies and IV. Academic and Professional Integrity** for the program's progression standards.

1. Graduate Student Review Process

- A. An academic review of the students' progress is conducted at the following times:

1. mid-term of each semester after grades are posted
2. at the completion of each semester once final grades are posted

Identified issues are referred to the department's Progressions Committee. **See Section III - Grade and GPA Requirements .**

- B. Per the Saint Louis University Graduate Education Office, all active graduate (PY1 and PY2) 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 their assigned faculty mentor by the end of each fall semester for the previous academic year. The Annual Graduate Review Form will be completed at the time of this meeting. Students will sign the review form with their faculty mentor. The student will be given a copy of the form and the original will be maintained within the department's files.

2. Attendance

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

Students are expected to attend all classes. At least 80% of class sessions must be attended to sufficiently derive material from the MOT courses. Any student absent for more than 20% of a class will receive a failing grade for that course.

3. Grade Standards And Extra Credit

A. Grade Standards

The Department of Occupational Science and Occupational Therapy assigns grades for academic courses as follows for Professional Courses (Senior/PY1 and PY2 years).

Quality Points	% Equivalent	Alphabetic Equivalent
4.0	93-100	A
3.7	91-92	A-
3.3	89-90	B+
3.0	84-88	B
2.7	81-83	B-
2.3	79-80	C+
2.0	74-78	C
1.0	68-73	D
0	67 and below	F

Final grades will be rounded to the first tenth (xx.x) of a point (for example, 90.50 will be an A-, while a 90.49 will be a B+). Individual assignment grades will not be rounded.

B. Extra Credit

There are no opportunities for extra credit in quizzes, tests, assignments, or courses in any Occupational Science or Occupational Therapy courses.

4. Incomplete Grade Requirements

- A. Students may request a temporary grade of “incomplete” when required coursework is unfinished as of 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.
- B. 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.

- C. 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.
- D. Students with incomplete grades in year 4/PY1 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 MOT guidelines).
- E. All incompletes must be cleared before enrollment in Gross Anatomy or progression to Level II Fieldwork.

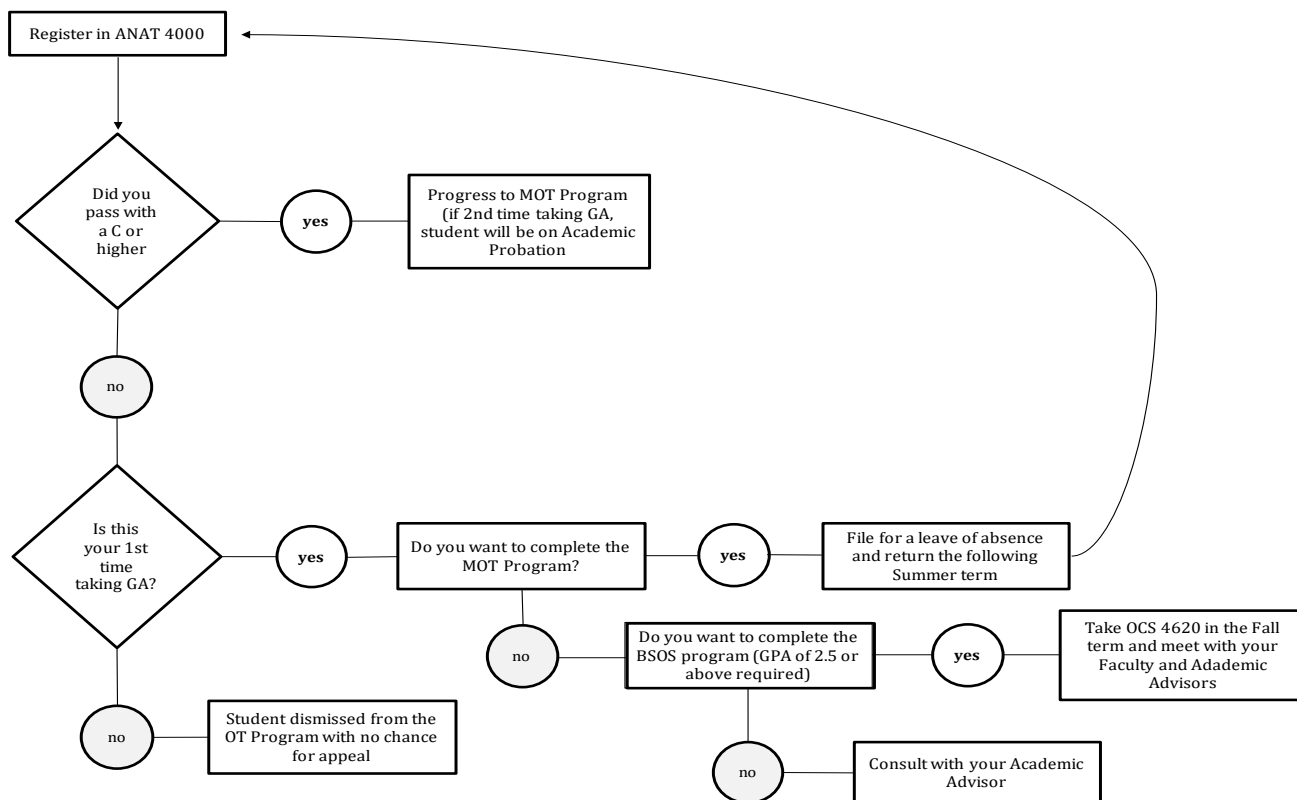
5. Gross Anatomy

Gross Anatomy (ANAT 4000) is one of the most challenging courses in our curriculum. Therefore, to maximize students’ chances of success, the following criteria apply:

- A. All required undergraduate (year 1-3) courses must be completed with a grade of C or higher before progressing to Gross Anatomy.
- B. Students must receive a grade of “C” or higher to progress into the PY1 Fall semester. A student’s summer Gross Anatomy GPA will not affect their 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.
- C. If a student withdraws or does not earn a grade of C or better in Gross Anatomy, they can request a one year leave of absence in which to complete this requirement and maintain/achieve the Good Standing GPA.
- D. The student may request a leave of absence by submitting an email through their SLU account to the Progressions Committee within ten **(10)** business days of the posting of the final grade. The student must send an email to the Progressions Committee Chairperson by **January 15** preceding the next academic year, re-affirming their intent to retake Gross Anatomy. The student will be required to retake Gross Anatomy the following year at SLU.
- E. Failure to inform the Progressions Committee of the intent to repeat Gross Anatomy within ten **(10)** days of the final grade posting will result in discontinuance from the program.
- F. If a student does not successfully complete Gross Anatomy by the Fall of the following academic year (to progress into the PY1 year) the undergraduate student will be offered the opportunity to earn their BSOS. If the student wishes

to earn the MOT degree, they must apply as a post-baccalaureate student and will be considered for admission based on the standards and requirements in effect at the time of the application.

ANAT 4000 Progression Guidelines Flowchart



6. Grade and GPA Requirements

In unusual circumstances, such as the COVID-19 pandemic, the University may institute alternate grading options to include Pass/Low Pass/No Pass. However, a letter grade is required of all PY 1 and PY 2 students for all courses that begin with the prefixes OCS and MOT.

A. Grade Requirements

1. **All students must earn a grade of "C" or better in all professional curriculum courses** listed in the curricular guides (see **Section II - Degree Requirements**) or the student will not be allowed to progress in the MOT program.

2. The Progressions Committee (PC) will notify the student, within **ten (10)** business days of the posting of all course final grades, of their requirement to retake any courses to continue in the program.
3. If the student receives a **C-, D or F** in a PY1 or PY2 course and wishes to remain in the program, the student must email the Progressions Committee chairperson, through their SLU account, a letter of intent for a Leave of Absence.
4. The student should state in the letter that they will repeat the course in question the following academic year. That letter **must be received by the date stated in the dismissal notification email** sent by the department.
5. If a Leave of Absence letter is not received, the student will be dismissed from the program. The student may continue to be enrolled in other (non-OT) courses in the University.
6. **Only ONE LOA** may be granted in the professional program, which begins with Gross Anatomy.
6. The student must repeat the failed (i.e. a grade of **C-, D, or F**) PY1 or PY2 course(s) and receive a grade of **'C'** or better, or they will be discontinued from the program with no option to appeal. The professional curriculum course(s) must be repeated within the following academic year and can only be repeated one time.
7. All professional coursework must be completed at Saint Louis University.

B. 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 for more information on University progressions and academic standing.
2. It is the student's responsibility to be aware of the GPA requirements and as such, to know that they can be placed on departmental probation, be 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.
3. If a student does not maintain the GPA requirements as listed below, the student will be placed on probation or dismissed from the program. Please see the **Academic Probation and Dismissal Policy** below.

Semester Grade Point Average (GPA) Requirements

Classification	Good Standing	Probation
Professional Year 1 (PY1)/ BSOS Senior	3.0	2.99 or below
Professional Year 2 (PY2)	3.0	See information below for remediation process

4. **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 with no option to appeal.

7. Academic Probation and Dismissal

A. Probation

1. Probationary status is assigned to a student whose grade point average has fallen below good standing status.
2. 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 for more information on University progressions and academic standing.
3. Probationary status allows the student the opportunity to improve scholastically and to demonstrate evidence of the capacity to proceed toward a degree. Any student with a semester GPA in the probation range will be placed on academic probation for **ONE** semester. The semester GPA in **ALL** subsequent semesters must meet the “Good Standing” criteria, or the student will be discontinued from the program without the option to appeal.
4. If a student is placed on academic probation at the end of the spring semester of their junior year/year 3, that academic probation will be in effect during the first fall semester of the senior/PY 1 year. Academic probation the fall semester of the senior/PY1 year is considered the first academic probation of the graduate program.

5. The Progressions Committee (PC) will notify the student within ten (10) business days of the posting of all course final grades regarding his or her placement on probation or dismissal from the MOT program. **Notification of probation and dismissal will be made via email to the students' SLU email account, so students are responsible for checking their student email accounts.**
6. During the probation period, the student is required to meeting monthly with their mentor to review progress, issues, and strategies to improve performance.
7. **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 with no option to appeal.

B. Fall Professional Year 2

1. If a student falls below the good standing **GPA of 3.0** during the fall semester of the PY2 year for the first time in the academic program, as long as they have passed all courses with at least a "C" grade, up to three remediation activities will be required. If the fall PY2 semester is the second time the GPA falls below good standing, refer to Academic Probation and Dismissal 7.A.7. above. Any of these remediations will require the student to delay the start of level II fieldwork by at least three months and all subsequent level II fieldworks will have to be completed in the St. Louis metropolitan area.

Remediation Activity 1	Remediation Activity 2	Remediation Activity 3
Student scheduled shadowing & remediation, with specific learning activities identified via a learning contract.*	Redo assignments/activities from one or more courses, based on instructor recommendations.*	Complete an evaluation with Student Health and/or Student Counseling and/or the Student Success Center (i.e., academic coaching, career services, etc) to address specific issues identified by instructors and/or the Progressions Committee.*

*A student may be asked to complete a reflection of any or all of the above Remediation Activities as deemed appropriate by the Progressions Committee.

C. Dismissal

1. The Department Chair of Occupational Science and Occupational Therapy has the authority and responsibility to dismiss a student from the MOT program for academic and professional behavior reasons.
2. A student notified of dismissal due to academic or professional behavior reasons may apply for transfer to another school of the University under the condition that he or she meets the requirements of the school into which transfer is requested.
3. A student **may** be dismissed due to Professional Behavior violations. The departmental progressions committee will assess the situation and make a recommendation to the chairperson.
See Section IV, Doisy Academic and Professional Integrity Policy and the Professional Behaviors Standards and Policy.

8. Assignment and Final Grade Appeals

Students who have a grievance against a faculty member or academic administrator regarding an evaluation of their academic work, typically a grade given for an assignment or a final term grade, may participate in the formal appeal process established by the Occupational Therapy Program.

A. Definitions

1. A grade appeal can be filed if the student can provide a rationale that their work has been assessed in a capricious manner.
2. Capricious grading, as that term is used herein, refers to one or more of the following:
 - a. The assignment of a grade to a particular student on some basis other than performance in the course.
 - b. 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.
 - c. The assignment of a grade by a substantial departure from the instructor's standards announced during the first quarter of the term.

B. Procedure for Assignment Grade Appeal

1. Within ten (**10**) business days of receiving the grade, the student should request a meeting with the instructor (via SLU email) to discuss the grade and receive an explanation of how the grade was determined.

2. This meeting should occur within ten **(10)** business days following the student's request for a meeting.
3. The instructor will document the meeting discussion and outcomes, copying both the student and the program director via SLU email, within five **(5)** business days after the meeting. A summary correspondence will be written and delivered via SLU email. The message will be sent with a "read receipt" request. If "read receipt" does not appear in the sender's email after ten **(10)** calendar days, a paper follow up letter will be sent to the student's permanent address.
4. If the student continues to believe the grading was capricious, they should write an email, through their SLU account or a letter to the program director, or their designee, iterating the concern and carefully describing the rationale which supports the claim of capricious grading (as defined above). The program director or their designee will evaluate this claim, may request additional information, and may request a meeting with the student and/or instructor. The program director, or their designee, will notify the student via SLU email within ten business days of the decision. The message will be sent with a "read receipt" request. If "read receipt" does not appear in the sender's email after ten **(10)** calendar days, a paper follow up letter will be sent to the student's permanent address.
5. After receiving the decision from the program director and all academic department channels have been fully exhausted, if the student remains dissatisfied with an academic grievance decision at the department level (ie the student believes the published department policies were not followed), they may escalate the appeal to the college level. The student initiates this process by writing a detailed letter of academic grievance to the Dean of the Doisy College of Health Sciences. The dean, or her/his designee, will review the situation to assure departmental policies and procedures were followed. For more information, refer to the Doisy College of Health Sciences Academic Grievance Policy at https://www.slu.edu/doisy/dchs_academic_grievance_policy.pdf.

C. Procedure for Final Grade Appeal

1. Within ninety business days of receiving the grade, the student should request a meeting with the instructor (via SLU email) to discuss the final grade and receive an explanation of how the grade was determined.
2. Procedures for Final Grade Appeal are the same for Assignment Grade Appeals. See above for procedures.

Complaint Policy

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 <https://www.slu.edu/provost/accreditation-compliance/student-complaints.php>.

For non-academic grievances and program complaints, see Section II, Program Complaint Procedures . For department level academic/professional behavior grievances, see Section III.

9. Leave of Absence (Academic Issue)

- A. A student enrolled in the MOT program may request a Leave of Absence for up to one year due to academic issues.
- B. Students may request one (1) leave of absence during their graduate program.
- C. The student:
 1. Must submit an email through their SLU account to the Chairperson of the Progressions Committee requesting this leave.
 2. May need to meet with the Progressions Committee to determine whether the leave is granted.
 3. If the request is granted, the student must submit a second letter, through their SLU account, to the Chairperson of the Progressions Committee reviewing how they are now ready to re-enter, identifying the support systems in place that will allow the student to succeed in the program. This letter must be submitted no later than **March 1** for program reentry into the fall semester or **October 1** for program reentry into the spring semester.
 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 MOT program.

For Non-Academic Leave of Absence's, please refer to the policy in Section II, Program Complaint Procedures.

10. Graduation Requirements

- A. Master's degree students anticipating the final academic term at SLU must file an application for degree. The application must be completed by a set date in that final term. Subsequently, students receive a degree audit that includes information to be reviewed and checked by students and their advisor.
- B. Although most students participate in the spring commencement ceremony in May, the student has not fulfilled all criteria for completion of the Master of Occupational Therapy degree until two Level II Fieldwork experiences have been satisfactorily completed. The Master of Occupational Therapy degree will be granted on the first degree conferral date following the completion of the fieldwork experience. Degree conferral dates can be found on Saint Louis University's Academic Calendar: <https://www.slu.edu/registrar/calendars/>

IV. ACADEMIC AND PROFESSIONAL INTEGRITY

There are several layers of integrity standards and oversight which student are expect to adhere. Follow the links below for

1. Saint Louis University Academic Integrity Policy [Academic Integrity/Ethical Behavior < Saint Louis University \(slu.edu\)](#)
2. Doisy College of Health Sciences Academic and Professional Integrity Policy
 - 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:
 - a. 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.
 - b. 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.

- c. 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
 - a. Violating HIPPA guidelines such as patient confidential information
 - b. Violating professional code of ethics
 - c. Falsifying clinical hours or student data

- d. Signing another student in as present other than yourself
- e. Aiding an absent student to sign in as present

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) Warning:
A formal written warning
 - (ii) Professional Probation for Academic Misconduct
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) Suspension
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) Dismissal

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. Occupational Therapy Code of Ethics

A. Core Values:

1. 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.
2. *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).
3. 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*).
4. 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

1. The Principles and Standards of Conduct that are enforceable for professional behavior include Beneficence, Nonmaleficence, Autonomy, Justice, Veracity, and 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.
 - a. Beneficence - Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons.
 - b. Nonmaleficence - Occupational therapy personnel shall refrain from actions that cause harm.
 - c. Autonomy - Occupational therapy personnel shall respect the right of the person to self-determination, privacy, confidentiality, and consent.
 - d. Justice - Occupational therapy personnel shall promote equity, inclusion, and objectivity in the provision of occupational therapy services.
 - e. Veracity - Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.
 - f. Fidelity - Occupational therapy personnel shall treat clients, (persons, groups, or populations), colleagues, and other professionals with respect, fairness, discretion, and integrity.

For additional information and examples, please visit

https://research.aota.org/ajot/article/74/Supplement_3/7413410005p1/6691/AOT-A-2020-Occupational-Therapy-Code-of-Ethics

4. Professional Behavior Standards and Policy

A. Department Professional Behavior Standards

1. Students in the Occupational Therapy Program are preparing for professional practice in health, education, and social service arenas. Professionalism is essential to practice, and for success in this academic program. Students must demonstrate empathy and sensitivity, integrity and ethics, professional conduct, sound judgment, and personal responsibility.

2. These criteria are based on the American Occupational Therapy Association (AOTA) Code of Ethics, the AOTA Occupational Therapy Standards of Practice, the AOTA Fieldwork Performance Evaluation, and the National Board for Certification in Occupational Therapy (NBCOT) Code of Conduct and University Academic Integrity Policy.
3. 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.
4. Students individually complete the APB annually during the OT Program. It is reviewed by a faculty member and feedback will be provided as warranted. Courses may require completion of the APB form and incorporate a grading system in the course syllabus.

B. Professional Behavior Assessment Policy

Please refer to the Assessment of Professional Behaviors (APB) form listed below

- A. Course instructors or faculty mentors who have specific concerns or interests related to a student's professional development and behavior will request a meeting with the student to discuss the topic(s) in question. They may use the APB to record and share these with the student and his or her faculty mentor in a timely manner. A professional development plan may be created that addresses these areas.
- B. Patterns of misconduct and incidences of significant misconduct are referred to the Department's Progressions Committee. The committee evaluates the concerns and determines a course of action, which may range from counseling about professional behaviors to probation to dismissal from the program.
- C. If probation is recommended, a plan of remediation is made as part of the professional development process. If the remediation plan is not successfully completed by the student, they may be dismissed from the program.
- D. Additional breaches of professional behaviors or academic integrity can result in immediate dismissal from the program.

V. FIELDWORK

Through the didactic portion of the curriculum, students will begin to learn about the OT process, as well as begin to apply theoretical concepts. Students will begin fieldwork experiences in the second semester of the MOT program.

Multiple fieldwork sites will be available to ensure that students have a broad range of experiences that cover the varied scope of occupational therapy practice. Affiliation agreements have been developed in accordance with national accreditation standards to ensure that students meet requirements for completing fieldwork in a timely manner. These sites are developed to promote development of clinical reasoning skills in a safe and supervised setting. Individual fieldwork placements are chosen based on multiple factors which include fieldwork site availability, student interests and abilities, skills required to graduate as a generalist, and sufficient support to result in a successful learning experience.

Level I Fieldwork

Level I fieldwork experiences are designed to correlate with curriculum design to allow students opportunities to associate coursework with occupational therapy practice in the clinical setting. Level I students can be supervised in appropriate settings by qualified personnel including occupational therapists, occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, etc., but the OT program's priority is to place students with OT practitioners, if available. The specific hours required will vary per setting and will be related to the working hours of the fieldwork educator. Some evening or weekend hours may be required during the fieldwork experience. Level I fieldwork experiences will not conflict with other MOT class scheduled times.

Current Level I Fieldwork experiences include:

Adult Rehabilitation: Students will spend one-week (40 hours) in a rehabilitation, skilled nursing/subacute rehab, or hospital setting. Students will complete assignments related to concepts in their adult rehabilitation and psychosocial occupational therapy courses. This fieldwork experience occurs during spring of the first year in the MOT program.

Community-based: Students will spend 16 hours at a community-based site. During this time, students will lead two groups focusing on psychosocial well-being, complete needs assessment, and complete a project related to OT program development. This fieldwork experience occurs during the fall of the second year in the MOT program.

Pediatrics: Students will spend one-week (40 hours) in a pediatric outpatient, pediatric hospital, or school setting. Students will complete assignments related to concepts in their pediatric occupational therapy courses.

Level II Fieldwork

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork will allow students to apply didactic education into practice.

Students will participate in all aspects of fieldwork while continuing to develop clinical reasoning skills, professional behaviors, and practice competence to the entry level. Level II fieldwork experiences will be evaluated using the AOTA Fieldwork Performance Evaluation (FWPE).

Level II fieldwork experiences are supervised by a currently licensed occupational therapist who has a minimum of one-year full-time of practice. Both Level II fieldwork placements occur in a setting where occupational therapy services exist. Students will complete two full-time, 12-week level II fieldwork experiences for a total of 24 weeks. Level II fieldwork experiences will occur in the Spring and Summer semesters of the second year of the program.

Progression to Fieldwork Experiences

Students must be in good academic standing to progress to fieldwork placements. The progression of coursework must be completed as designed. Students will not be allowed to progress with fieldwork placements if required courses have not been completed satisfactorily according to program policies. No student will be permitted to graduate without successfully completing all course assignments and the required 24 weeks of Level II Fieldwork.

Fieldwork Policies and Procedures

For more information regarding the policies and procedures for Fieldwork Education, please refer to The Fieldwork Education Handbook. The Fieldwork Education Handbook is designed to guide student's participation in fieldwork experiences as a student in the Master of Occupational Therapy program.

Questions regarding fieldwork policies and procedures should be directed to the Academic Fieldwork Coordinator. The Department of Occupational Science & Occupational Therapy's fieldwork office is located on the 2nd floor of the Doisy College of Health Sciences Allied Health Professions building:

3437 Caroline St., Suite 2020
St. Louis, Missouri 63104
(314) 977-8514 (phone)
(314) 977-5414 (fax)
ot@health.slu.edu

VI. CAMPUS RESOURCES

Information on Student Support Services can be found in the Graduate Education Catalog and online for each service department

1. Student Success Center

- A. The Student Success Center oversees several aspects of academic support including the Center for Accessibility and Disability Resources and student success coaching. With two convenient locations on campus (Busch Student Center, 331 and the School of Nursing Building, 114), students are able to meet with experienced staff skilled in the areas of promoting academic and career related success. See <http://www.slu.edu/life-at-slu/student-success-center/index.php> for more details.

2. Academic Support

Academic Support, a unit housed within the Student Success Center, strives to enhance the pursuit of lifelong learning, intellectual inquiry, and communication by fostering students' academic success and encouraging self-advocacy. While many services within Academic Support are targeted towards undergraduate learners, this unit also assists post-baccalaureate students in the area(s) of academic coaching and tutoring for students in specific accelerated and/or professional programs (i.e. Physical Therapy, Occupational Therapy, Athletic Training and Accelerated Nursing). See <http://www.slu.edu/life-at-slu/student-success-center/academic-support>

3. University Writing Center

University Writing Services is available to all students. We are committed to improving student writing through one-on-one peer consultation, online writing consultations, writing workshops, and writing groups. We want to help improve the culture of writing on SLU's campus and to help students identify themselves as writers within their respective disciplines. It is recommended that students make an appointment to see a writing consultant early in their careers to discuss writing goals and writing strategies. Longer writing projects require more support and University Writing Services can help students build an individualized writing plan, or form a writing group. See [University Writing Services : SLU](#)

4. Accommodation Resources

- A. Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR.

Confidentiality will be observed in all inquiries. See <https://www.slu.edu/life-at-slu/student-success-center/accessibility-and-disability-resources/index.php> for more information.

5. Student Health Center

The Student Health Center is available to all students at the University. SLUCare physicians provide services, including internal medicine, sports medicine, orthopedics, gynecology, and family/community medicine. Other medical services include occupational therapy, physical therapy, dietetics, laboratory testing, radiology, EKG and prescription medication. The Student Health Center location, hours of operation, contact information, and answers to other general questions can be found at <https://www.slu.edu/life-at-slu/student-health/index.php>

6. University Counseling Center

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall. The University Counseling Center location, hours of operation, contact information, and answers to other general questions can be found at <https://www.slu.edu/life-at-slu/university-counseling/index.php>

7. Career Services

- A. Career Services helps students and alumni explore meaningful careers over their lifetimes. They offer career counseling and career assessments to help students gain self-knowledge as it relates to the world of work. Career Services also helps students conduct an effective job search by critiquing resumes and cover letters, conducting mock interviews, helping students construct a job search plan, and teaching them how to use social media when searching for a job. They offer a variety of events throughout the academic year to connect students with employers, including their bi-annual Career and Graduate School Fair.
- B. Handshake Career Database is the database that houses part-time and full-time jobs as well as on-campus jobs. All post-baccalaureate students are encouraged to connect with Career Services during their first year. See <http://www.slu.edu/life-at-slu/career-services>

8. Registrar, Office of the University

The Office of the University Registrar maintains the official academic records of Saint Louis University, including course registrations, grades, transcripts and diplomas. It also administers institutional academic policies and procedures related to academic records and classroom scheduling. In relation to the above functions the Office of the University

Registrar processes all enrollment, degree and Veteran Administration certifications. See <http://www.slu.edu/registrar>

9. English as a Second Language

- A. The University offers programs that serve international students in their transition to the English language, North American culture, and higher education. SLU's English as a Second Language (ESL) program provides instruction at the high intermediate/advanced levels for students needing to improve their language skills in preparation for post-baccalaureate study.
- B. In addition, the ESL program offers instruction in research and writing for post-baccalaureate students. The program also evaluates English-language proficiency of all international students new to the University and recommends appropriate English instruction or skill-building activities as needed to support an academic program. See <https://catalog.slu.edu/colleges-schools/academic-affairs/into/> and <https://www.intostudy.com/en-gb/universities/saint-louis-university/programs/academic-english>

10. Instructional Technology Services

- A. Student Tech Services is available to student, providing support and troubleshooting for student SLU accounts and access, email, Blackboard, internet and media access, including in residence halls, and printing services. See <https://www.slu.edu/life-at-slu/student-tech-services/index.php>
- B. The Instructional Media Center, located in Pius XII Library, provides classroom presentation equipment and assistance for the production of audio-visual instructional materials in a "do-it-yourself" laboratory. See <https://www.slu.edu/its/about/services-and-products/instructional-media-center.php> for more information.

11. Office of International Services

- A. The Office of International Services has the goal of enriching the academic experience of the Saint Louis University campus in St. Louis and community through the promotion of a global perspective in the University's education programs and through the development of international education and exchange opportunities.
- B. Services provided through International Services include assistance with applications and admissions, advising on immigration /visa concerns, support services for international student and scholars, study abroad programs and international student/scholar advocacy. The Center's services also include cultural and social activities and information on university policies and

procedures. Orientation programs, the International Student Ambassador program, and the host family program ease the transition for international students and scholars arriving at Saint Louis University. See

<https://www.slu.edu/international-services>

12. Bookstores

The bookstore serving the University is located in the Busch Student Center on the Frost Campus. The bookstore stocks required and recommended textbooks, general reading materials, study aids, school supplies, clothing, gift items, and snacks. See

<https://slu.bnccollege.com/shop/slu/home>

13. University Libraries

- A. Saint Louis University is home to four libraries: the Medical Center Library, the Pius XII Memorial Library, the Vincent C. Immel Law Library, and the Vatican Film Library. SLU-affiliated students and faculty have access to over 40,000 online databases, e-books, and other information in electronic format -- both within each library and remotely. Faculty, students, and staff can access all libraries. Each library has wireless access as well as computers for student use. See

<http://lib.slu.edu/>

VII. HEALTH AND SAFETY RESOURCES LINKS

1. SLU Department of Public Safety

<http://www.slu.edu/about/st-louis/safety>

2. Resources

- A. University Clery Act Policy

<http://www.slu.edu/about/st-louis/safety/clery-information.php>

- B. Alert Notices

<http://www.slu.edu/about/st-louis/safety/emergency-preparedness/emergency-notifications.php>

- C. Daily crime and fire log

https://docs.google.com/document/d/1P_w3UbwjINlv_Qemmdfc1e6gZ8cBG-EHt4hacjeyEjA/edit

- D. Annual Security and Fire Safety Report and Safety Resources

<http://www.slu.edu/about/st-louis/safety/clery-information.php>

- E. Active Shooter

<https://www.slu.edu/facilities/risk-management-insurance/docs/active-shooter.pdf>

[https://slu.skillport.com/skillportfe/assetSummaryPage.action?assetid=CDE\\$44119:sscca:eshsahb92shenus&fromShare=yes#summary/COURSES/CDE\\$44119:sscca:eshsahb92shenus](https://slu.skillport.com/skillportfe/assetSummaryPage.action?assetid=CDE$44119:sscca:eshsahb92shenus&fromShare=yes#summary/COURSES/CDE$44119:sscca:eshsahb92shenus)

F. Safety tips

<https://www.slu.edu/about/safety/emergency-preparedness/index.php>

3. Services and Programs

A. Report a crime

<https://www.slu.edu/about/safety/report-crime.php>

B. Rape Aggression Defense Classes

<http://www.slu.edu/about/st-louis/safety>

C. Request a Safe Ride

<https://www.slu.edu/about/safety/index.php>

D. Plan an event

<https://www.slu.edu/life-at-slu/student-involvement/student-organization-resources/index.php>

<https://www.slu.edu/life-at-slu/student-involvement/student-organization-resources/student-org-faq.php>

E. Clery Act

<http://www.slu.edu/about/st-louis/safety/clery-information.php>

4. Environmental Health and Safety

<http://www.slu.edu/office-of-environmental-health-and-safety>

A. Biological Safety:

<http://www.slu.edu/office-of-environmental-health-and-safety/biological-safety>

B. Bloodborne Pathogen Exposure Control Plan:

https://www.slu.edu/Documents/research/environmental_health_safety/Exposure_Control_Plan_for_Bloodborne_Pathogens.pdf

C. Chemical Safety

<https://www.slu.edu/research/faculty-resources/research-integrity-safety/environmental-health-safety/chemical-safety.php>

D. Radiation Safety

<http://www.slu.edu/office-of-environmental-health-and-safety/radiation-safety>

5. Fire Safety

- A. SLU Fire Safety
<http://www.slu.edu/fires>
 - B. Center for Campus Fire Safety
<http://www.campusfiresafety.org/>
 - C. Missouri Department of Public Safety/Office of the State Fire Marshal
<http://dfs.dps.mo.gov/>
 - D. FEMA U.S. Fire Administration
<https://www.usfa.fema.gov/>
6. Legal Requirements/Background Check
- A. See Section II in this handbook: Legal, insurance, immunization requirements, background checks
7. Protect Your Computer
- A. Website provides information regarding computer theft, malware, passwords, firewalls, security patches, encryption and wireless.
<https://www.slu.edu/its/information-security/index.php>
8. Safety Trainings and Certification
- A. Active Shooter Training – contact DPS for more information
<https://www.slu.edu/about/safety/training.php>
 - B. CPR & First Aid
<http://www.slu.edu/about/st-louis/safety>
9. Student Life Resources and Policies
- A. Student Development
<https://www.slu.edu/student-development/index.php>
 - B. Campus Life
<http://www.slu.edu/life-at-slu/student-involvement>
 - C. Student Success Center
<https://www.slu.edu/life-at-slu/student-success-center/index.php>
 - D. Student Health and Student Counseling
<http://www.slu.edu/life-at-slu/student-health/index.php>

<http://www.slu.edu/life-at-slu/university-counseling/index.php>

E. Student Tech Service Center

<http://www.slu.edu/its/student-tech-services>

F. Sexual Assault/Violence Incident Reporting

<https://www.slu.edu/about/safety/report-crime.php> Sexual Misconduct Policy

G. Policy on Alcohol and Other Drugs (in SLU Student Handbook)

<http://www.slu.edu/life-at-slu/community-standards>

10. Weather Related Policies and Information

A. Weather Updates/School Closings

<https://www.slu.edu/about/safety/emergency-preparedness/index.php>

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