



**SAINT LOUIS
UNIVERSITY™**

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MASTER OF OCCUPATIONAL THERAPY STUDENT HANDBOOK

Department of Occupational Science & Occupational Therapy

AUGUST 28, 2017

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)
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The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, c/o AOTA, is 301-652-2682.

2. Faculty and Staff Listing

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3. Historical Overview

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

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: Through the research component of its mission, the College advances the active engagement of faculty and the involvement of students in the scholarly processes of inquiry and discovery, dissemination, and use of new knowledge. The College promotes multi-disciplinary collaboration in the conduct of research in order to advance health care.
4. Service: Through the service component of its mission, the College promotes quality health care within the University and the local, regional, national, and international communities. The College assumes a leadership role in developing each of its professions by providing expertise in education, practice, administration, and research to these communities.
5. The Edward and Margaret Doisy College of Health Sciences embraces the lessons of the past, acknowledges and accepts the realities of the present, and is committed to capitalizing on the opportunities ahead, thus establishing the College as an innovative leader in shaping the future.

B. The Department of Occupational Science and Occupational Therapy was established in 1992 as the Department of Occupational Therapy. Initially, the program offered a freshman-entry baccalaureate degree in occupational therapy. In the spring of 2000, the University Board of Trustees approved the

Department's proposal to establish a Bachelor of Science in Occupational Science (BSOS) degree and an entry-level Master of Occupational Therapy (MOT) degree.

The MOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at:

4720 Montgomery Lane
Suite 200
Bethesda, Maryland 20814-3449
Phone: 301-652-2682
www.acoteonline.org

4. Department Vision Statement

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

5. Department Mission Statement

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

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

- A. Provide an academic community that nourishes, develops, and challenges students and faculty members intellectually, socially, spiritually, and personally. Departmental activities will cultivate intellectual rigor and maximize potentials to become men and women for and with others.
- B. Promote social and occupational justice locally, nationally, and globally. The Department will advance ethical and diversity values that help empower people to engage in meaningful and health-promoting occupations.
- C. Develop empowered, informed, and responsible practitioners and scholars who are equipped with knowledge, skills, and attitudes that facilitate innovative and evidence-supported therapeutic services and research.

6. 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 (2014), the International Society for Occupational Science (2009), and the World Federation of Occupational Therapists (2010), the Department defines occupations as everyday activities that people need, want, and have to do to sustain and bring meaning and health to life. 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 the form, function, and meaning 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 (Bloom, 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 and other applied community experiences, films, discussions, and reflective opportunities. The psychosocial and spiritual aspects of providing and receiving occupational therapy are regarded as legitimate and ubiquitous aspects of therapeutic and educational processes. By engaging with students from a caring perspective, the faculty facilitates their progress toward becoming caring practitioners (Noddings, 2003).

Our approach to learning involves helping students become "intentional 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”.

7. Curriculum Design

Saint Louis University is a Jesuit Catholic university with the mission as the pursuit of truth for the greater glory of God and for the service of humanity. Jesuit education is known for cura personalis (caring for the whole person in mind, body, and spirit), the practice of finding God in all things, a broad range of rigorous study (critical thinking and problem solving), magis (the aspiration of doing more for others, forming an ideal society), and men and women for and with others.

These Jesuit traditions guide the mission for the Doisy College of Health Science (DCHS). The DCHS mission services humanity through education, research, and engagement. A strategic map actualizes the mission, addressing five areas:

- Ensure Educational Excellence
- Build Research Culture and Productivity
- Develop Faculty Composition
- Build a Diverse and Connected College Community
- Procure and Maintain Resources and Infrastructure for Development and Growth

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

Residing within the DCHS, the Department of Occupational Science and Occupational Therapy (DOSOT) couples the foundational values of the University and College with the tenets of the discipline and the profession. 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. In addition to basic arts and sciences, the Bachelor of Science in Occupational Science (BSOS) provides knowledge of the form, function, and meaning of human occupation throughout the life span. Students enter the Master of Occupational Therapy study of occupational therapy

with an understanding of normal, healthy occupational performance and its importance to individuals and society/ies. These graduate professional level students learn the history, philosophy, theory, and practice of occupational therapy. Formative and summative opportunities are integrated to reflect on learned and applied knowledge, skills, and values/attitudes. The educational process emphasizes compassionate and educated approaches toward the realization of occupational health and justice at every level, from the individual at home, local communities, and entire populations throughout the world. The curriculum design culminates in the development of competent, entry-level generalists who have acquired the professional identity characteristic of an occupational therapist.

8. Curricular Threads and Educational Goals

The Master of Occupational Therapy curriculum design is formed by the confluence of three curricular threads and educational goals progressing through six levels of learning (Bloom, 2013).

The curricular threads are:

- **Jesuit Education Ignatian Pedagogy** cultivates intellectual rigor, promotes social and occupational justice, and maximizes potential for graduates to be men and women for and with others through didactic, experiential, and reflection learning.
- **Reasoning and inquiry** transforms students into competent problem-solvers and seekers of knowledge.
- **Occupation as a means and outcome of intervention** yields graduates who engage in occupation-based and occupation-focused practice, scholarship, and advocacy for the occupation-centered philosophy of the profession.

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 student learning outcomes (educational goals) increasingly progress from rote memorization to complex creation (Bloom, 2013). The curriculum design (threads and goals) culminates in student development of a professional identity.

JESUIT EDUCATION IGNATIAN PEDAGOGY CURRICULAR THREAD and EDUCATIONAL GOALS

A. MEN AND WOMEN FOR AND WITH OTHERS

Definition

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

Goal

To value and engage in an educational process that develops students as men and women for and with others, and simultaneously as Occupational Therapists who collaboratively serve clients in the pursuit of meaningful occupations that support the client's health.

Educational Goals

The learner will be able to:

Remembering

- Define the Jesuit philosophy of men and women for and with others.

Understanding

- Explain the value of working for and with others as an occupational therapist

Applying

- Apply the philosophy of men and women for and with others to appreciate the need for occupational therapy in all populations, particularly those marginalized.

Analyzing

- Analyze the nature of ethical issues within the profession from the perspective of being a man or woman for and with others.

Evaluating

- Determine how and why being a man or woman for and with others necessitates serving the needs of oneself as well as the needs of others.
- Judge the relationship between being a man or woman for and with others and the concept of a personal calling or vocation.

Creating

- Develop a personal occupational therapy treatment philosophy that integrates clinical knowledge and skills with the concept of being men and women for and with others.

B. LEADERS IN SERVICE

Definition

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

Goal

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

Educational Goals

The learner will be able to:

Remembering

- Define leadership in the context of occupational therapy practice, service, and research.

Understanding

- Explain the concept of leadership in occupational therapy practice, health care delivery, society, and the world at large, embracing the Jesuit mission in education and leadership.
- Explain how one becomes a "true" leader and the responsibilities inherent in such a role.

Applying

- Utilize leadership skills that extend beyond the provision of direct intervention to include national advocacy and the expansion and application of one's knowledge as a leader to exemplify altruism and justice for others.

Analyzing

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

Evaluating

- Evaluate the relationship between local and national policies and occupational therapy practice, service, research, and leadership.

Creating

- Propose leadership roles for occupational therapy practitioners in clinical practice, education, program development, administration, and/or policy development.

C. PROMOTION OF JUSTICE

Definition

Jesuit education prepares students to “make the world a better place by seeking justice and serving the most vulnerable among us” (Saint Louis University, n.d.). Students combine the concepts of social justice and occupational justice, and ultimately learn of the importance of advocating for occupational rights for all persons in society, regardless of race, gender, religion, class, ability, sexuality, veteran status, or immigrant status. Learning and growth in the love and concern for others occurs by means of personal and professional advocacy, community interaction, and reflection.

Goal

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

Educational Goals

The learner will be able to:

Remembering

- Define social and occupational justice/injustice.

Understanding

- Discuss social and occupational justice issues, especially with regard to disadvantaged/marginalized populations.
- Describe how to become culturally responsive when forming therapeutic relationships with others.
- Discuss policy influences on justice issues including, but not limited to, those related to race, ethnicity, culture, gender, disability, political orientation, sexual orientation, and/or religious practices. and those voiceless in decision-making.

Applying

- Illustrate the need to advocate for disadvantaged/marginalized populations

Analyzing

- Identify, isolate, and/or design ways to address various forms of occupational justice in relation to disadvantaged/marginalized populations.

Evaluating

- Explain how the concepts of occupational justice, occupational possibilities, and occupational choices impact occupational performance.

Creating

- Create therapeutic interventions for individuals, groups, communities, and populations that promote occupational justice.

D. DIVERSITY AND INCLUSION

Definition

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

Goal

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

Educational Goals

The learner will be able to:

Remembering

- Exhibit awareness of and appreciation for the varying differences of individuals and groups, with regard to their race, ethnicity, gender, culture, disability, political orientation, sexual orientation, and/or religious practices.

Understanding

- Explain the impact of differing culture, social mores, values, faith, religion, education, economic status, family, health and wellness, political, national and international influences on occupational patterns.

Applying

- Demonstrate awareness of one's own environment and cultural background as well as that of others, and compare and contrast the backgrounds and orientations of peer colleagues.

Analyzing

- Examine the health ⇔ disease continuum of scientific works within the context of the United Nations and the World Health Organization's history, classification systems, and operations.

- Examine the national and international resources and materials that relate to one's practice.

Evaluating

- Evaluate national and international contributions to the development of occupational science and occupational therapy.
- Select evaluations, assessments, and intervention methods based on client needs, cultural and contextual factors, and psychometric properties of tests.

Creating

- Integrate emerging practice models and research methods that have global implications.
- Formulate and implement the therapeutic intervention plans for individuals, groups, and communities using that are culturally relevant and reflective of current occupational therapy practice.

REASONING and INQUIRY CURRICULAR THREAD and EDUCATIONAL GOALS

E. PROFESSIONAL REASONING

Definition

Reasoning is the dynamic and integrated way of reflecting and thinking used to understand the individual's concerns and selection of occupation in his/her environmental context. Personal reasoning is achieved out of the development of one's self awareness and moral reasoning and is the foundation for professional reasoning. Professional reasoning blends a biopsychosocial and phenomenological perspective in understanding individuals, their occupations and the contexts in which they live. Professional reasoning includes the procedural, narrative (interpersonal and conditional), pragmatic and ethical forms, which guide problem solving and contribute to an integrative view of humans as occupational beings and the development of professional practice.

Goal

To value and engage in reflective reasoning in one's personal and professional interactions with others, in order to recognize and facilitate meaningful occupational performance based on a commitment to ethical conduct that strives for the greater good.

Educational Goals

The learner will be able to:

Remembering

- Define the different forms of personal and professional reasoning.

Understanding

- Explain a comprehensive picture of each client, using professional reasoning.
- Understand an individual's experience through use of a narrative perspective, and apply that understanding to the intervention process.

Applying

- Demonstrate self-awareness with regard to identifying the personal, emotional, and intellectual demands of enacting one's personal and professional reasoning.
- Demonstrate self-awareness in identifying the personal, emotional, and intellectual limits of enacting one's personal and professional reasoning.
- Identify ethical issues as derived from moral reasoning.

Analyzing

- Develop the ability to reflect and act as a way of asking new questions, testing new answers and developing more complex behaviors.
- Analyze the nature of ethical issues within the profession from a sound understanding of biomedical ethics.

Evaluating

- Evaluate issues that arise in all aspects of professional activities, integrating information from multiple sources to formulate options and evaluate the merit of responses.

Creating

- Enact the ethical responsibilities of a professional to contribute to the profession in order to uphold and enforce the highest standards of practice and conduct.

F. INTERPROFESSIONAL EDUCATION AND COLLABORATION

Definition

Interprofessional education “occurs when two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes,” (WHO, 2010). Interprofessional collaboration “occurs when multiple health workers from different professional backgrounds provide comprehensive health services by working with patients, their families, caregivers, and communities to deliver the highest quality of care across settings,” (WHO, 2010). Through collaborative interprofessional education experiences in the classroom and during fieldwork, the program facilitates the student's understanding of this foundation as it relates to: professional roles, responsibilities, scope of practice, and values; professional development and job satisfaction; and patient safety, quality of care, outcome measurement, and research.

Goal

Value and engage in interprofessional collaboration to improve and support the overall quality of health services for individuals, communities, and the global society.

Educational Goals

The learner will be able to:

Remembering

- Define Interprofessional Education and Collaboration.

Understanding

- Explain the role and scope of practice of various professions on a collaborative, interprofessional healthcare team.

Applying

- Identify the roles and responsibilities of occupational therapy in clinical cases during an interprofessional roundtable discussion.

Analyzing

- Contrast the roles and responsibilities of health care professions in clinical cases during an interprofessional roundtable discussion.

Evaluating

- Appraise the benefits of and barriers to interprofessional collaboration.

Creating

- Propose opportunities for interprofessional collaboration related to clinical cases during an interprofessional roundtable discussion.

G. THE LEARNER AS SCHOLAR

Definition

The learner approaches inquiry into occupation and relevant topics, as well as its application that is grounded in theory, investigative reasoning, and research skills. Furthermore, the learner will take a leadership role in contributing to the body of occupational science and occupational therapy knowledge. To this end, the curriculum provides an environment that fosters reflective, holistic inquiry and dissemination of scholarly work.

Goal

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

Educational Goals

The learner will be able to:

Remembering

- Define scholarly scientific inquiry.
- Locate existing literature by conducting a literature search.

Understanding

- Explain the relevance and contribution of occupational science and occupational therapy to the world of scientific inquiry.
- Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the progression of occupational therapy.
- Demonstrate the skills necessary to design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis.

Applying

- Use basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data.
- Use scholarly literature to make evidence-based decisions.

Analyzing

- Examine existing evidence for application in occupational therapy or interprofessional/multidisciplinary programs.

Evaluating

- Appraise the existing occupational science and occupational therapy body of knowledge.
- Critique the validity of research studies, including their design (both qualitative and quantitative) and methodology.

Creating

- Develop research questions and design studies that contribute to the advancement of occupational science and occupational therapy, as well as application to societal needs and problems.

OCCUPATION AS A MEANS and OUTCOME OF INTERVENTION CURRICULAR THREAD and EDUCATIONAL GOALS

H. OCCUPATION

Definition

The MOT program views occupation as the central construct of the profession's theoretical foundation and as the applied focus of occupational therapy. Drawing on definitions provided by the American Occupational Therapy Association (2014), the International Society for Occupational Science (2009) and the World Federation of Occupational Therapists (2010), the Department defines occupations as everyday activities that people need, want, and must do to sustain and bring meaning to life. Based on this definition, the MOT program is shaped by the belief that engaging in occupations helps people self-organize, adapt to challenges, make choices about time use, develop and organize daily routines, and create identities based on personal and cultural values.

Goal

To recognize, value, and apply occupation as a core concept that is known for its contribution to an individual's health, well-being, and the structuring of one's life patterns to meet occupational goals of participation and health.

Educational Goals

The learner will be able to:

Remembering

- Define occupation.

Understanding

- Explain the concepts of occupational function and occupational dysfunction.

Applying

- Articulate the impact of occupational engagement on health, well-being, and the structuring of life patterns.

Analyzing

- Determine the performance skills, performance patterns, activity demands, contexts and environments, and client factors of occupational engagement through task analysis.

Evaluating

- Appraise the role of occupation in the promotion of health and the prevention of disease and disability for the individual, groups, populations, and society.
- Appraise the role of illness, injury, and disability on occupational engagement.

Creating

- Appropriately utilize occupation constructs in developing and enacting individual, group and/or organizational applications.

I. HUMANS AS OCCUPATIONAL BEINGS

Definition

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

This view of humans as occupational beings encapsulates the dynamic relationship between people and contexts that evolves across the lifespan.

Goal

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

Educational Goals

The student will be able to:

Remembering

- Define the concept of Humans as Occupational Beings.

Understanding

- Explain the biological and evolutionary bases of human occupational behavior.
- Describe the impact of the culture and society upon an individual.
- Describe theoretical perspectives that explain how individuals affect and are affected by the environment.

Applying

- Connect the concept of Humans as Occupational Beings to occupational therapy theory and evidence.
- Connect the concept of Humans as Occupational Beings to the structure and function of the human body, human development, and human behavior.

Analyzing

- Determine how individual occupational behaviors are combined to form occupational patterns, and how occupational patterns evolve and change over a lifetime.

Evaluating

- Explain how individuals identify occupations that are meaningful and how occupations are organized to create a lifestyle that facilitates (or hinders) health and well-being.

Creating

- Develop and enact individual, group and/or community-based, or population applications of the concept of Humans as Occupational Beings.

J. OCCUPATION AS A MEDIUM FOR CHANGE

Definition

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

disability to ability, engagement in occupation is used to support healthful participation in a meaningful life.

Goal

To use occupation as a therapeutic medium of change in a holistic, client-centered manner to facilitate engagement and participation in meaningful and health promoting occupations.

Educational Goals

The learner will be able to:

Remembering

- Identify the human development process throughout the lifespan, the structure and function of the human body, concepts of human behavior, contextual factors, and diversity factors that impact occupational engagement.

Understanding

- Describe how human development throughout the lifespan, the structure and function of the human body, concepts of human behavior, contextual factors, and diversity factors impact occupational engagement.
- Differentiate between adapted occupation and occupation used as an adaptation.

Applying

- Use the contemporary models of health and wellness, enablement and disablement, and occupational therapy theory to discriminate factors that facilitate, enhance, or impede occupational performance.
- Solve issues of orchestration of activities in order to support engagement in healthful habits and routines, as well as infrequent occupations that are highly meaningful.
- Engage self, as well as others as assigned, in a collaborative and dynamic process of lifestyle redesign, to achieve a pattern of satisfying occupations that is meaningful and culturally relevant to the client.
- Use knowledge of life span changes and ontogeny of occupations in order to engage client, family, and/or caregivers in a proactive process of life planning.

Analyzing

- Synthesize knowledge and understanding of cultural differences, national and international occupation, and occupational performance to reflect the role and influence that occupation has on the change process across ethnic or cultural groups.

Evaluating

- To determine the need for occupational therapy intervention, select evaluation and assessment tools based on client needs, contextual factors, and psychometric properties of tests.
- Engage in reflective, professional reasoning to:

- assess the need for occupational therapy intervention,
- identify functional gaps that impede occupational engagement
- apply approaches that facilitate performance that will change, improve or enhance the client's occupational status, and
- evaluate the effectiveness of occupational therapy applications

Creating

- Formulate and implement therapeutic intervention plans using occupation as a medium of change to facilitate occupational performance and participation that are culturally relevant; reflective of current occupational therapy practice; based on available evidence; and based on theoretical perspectives, models of practice, and frames of reference.
- Apply an understanding of the complexity of occupational function and dysfunction by creatively modifying the physical environment, social context, tool use, or methods of performing life activities for the purpose of:
 - promoting competence, independence, and/or inter-dependence in a manner satisfying to self and others
 - preventing disability and promoting health
 - promoting occupational function for successful living and quality of life
 - influencing favorable components of occupational performance.

PROFESSIONAL IDENTITY

Our graduates are collaborative practitioners and scholars possessing the knowledge, skills, and values/attitudes that foster innovative and evidence-supported therapeutic services and research. Saint Louis University Master of Occupational Therapy program graduates engage in best practice grounded in the understanding and application of the power of occupation to advance participation, health, and justice.

II. MOT PROGRAM POLICIES

1. Post-Baccalaureate Admission

Saint Louis University Occupational Science & Occupational Therapy program admits students to the MOT program based on a standard set of criteria set forth by the faculty and staff of the Department of Occupational Science & Occupational Therapy and is dependent on the availability of openings in the next year's MOT I class. Current admission criteria can be found on the departmental webpage at <https://www.slu.edu/programs/graduate/occupational-therapy-mot.php>.

A. Post-Baccalaureate Entry

1. Applicants will have earned a bachelor's level degree at an accredited university. Applications are due by January 22nd with the program starting in late-May with Gross Anatomy. Applicants must apply through the Centralized Application Service for Occupational Therapy (OTCAS).
2. Entry requirements include nine (9) prerequisite courses (Biology, Chemistry, Anatomy, Physiology, Physics, Lifespan Human Development, Abnormal Psychology, Research Methods, and Medical Terminology), two (2) professional letters of reference, and a personal essay of at least 500 words discussing the applicant's knowledge of the field of Occupational Therapy and reasons for wanting to pursue the MOT degree. An interview may be extended to qualified applicants.
3. Prerequisite courses must have been completed within 10 years of applying for the MOT program. The sciences courses (Biology, Chemistry, Anatomy, Physiology, Physics) may not be taken online while the remaining courses can be completed in any format. The applicant is required to earn a grade of "C" or higher in order for a course to be accepted. The grade point average for all prerequisite coursework must be a minimum of a 3.2 (on a 4.0 scale). All prerequisite coursework must be completed by the application deadline to be considered for admission. The department strongly recommends coursework be completed at a 4-year institution to ensure academic rigor but community college coursework will be accepted.
4. Occupational science and occupational therapy coursework from another university will not be accepted at the graduate level nor will credit be given for work experience.
5. Admission into the program as a Post-Baccalaureate student is limited, based on the number of openings available in the upcoming MOT I class. Applicants will be evaluated on a point system with the applicant's overall GPA, prerequisite GPA, essay grade, recommendation score, and interview score used to determine ranking.

2. Length of Program

- A. The academic portion of the professional curriculum must be completed within 32 months, due to the changing nature of healthcare.
- B. The professional Master of Occupational Therapy curriculum begins with Gross Anatomy; however, the semester grade point average for Progression purposes begins with the Fall Semester of the MOT I year. This length of time includes 10 months of the MOT I year (mid-August through mid-May) and 4 months of the MOT II year (mid-August through mid-December).

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

3. Degree Requirements

A. Criteria for Successful Completion

1. 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.
2. Information about these requirements is available to students via a curricular guide and detailed progressions information located in **Section III, Academic Policies**. Students are required to acknowledge receipt of the student handbook every August to ensure that all students have access to the program requirements.

B. Curriculum

1. The following are guidelines for students pursuing the **Bachelor of Science in Occupational Science to Master of Occupational Therapy (BSOS Pre-Professional Program)**:
 - a. Students should confer with their assigned faculty mentors for specific guidance once they initiate their studies within the program. Students who had faculty mentors during their undergraduate BSOS program will typically remain assigned to that faculty mentor.
 - b. Students must meet all of the Saint Louis University MOT Program graduation guidelines and maintain the appropriate Grade Point Average (GPA) as outlined for each semester in the Student Handbook.
 - c. **For Grade and GPA Requirements see Section III.**

BSOS to MOT Program Curriculum

Term	Undergraduate Year	Credit
Fall	FRESHMAN YEAR 1	16
OCS 1000/EDH 1010	Seminar in OT Practice/Enhancing First Year Success	2
BIOL 1100	Introduction to Biology	4
ENGL 1900 (f,sp)	Advanced Strategies of Rhetoric and Research	3
PSY 1010 (f,sp)	General Psychology	3

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PHIL 1050 (f,sp)	Introduction to Philosophy: Self & Reality	3
IPE 1100(f,sp)	Introduction to Interprofessional Healthcare	1
Spring	FRESHMAN YEAR 1	15
ANAT 1000	Basic Human Anatomy	3
HSCI 2500	Human Development Across the Lifespan	3
MATH 1200 (f,sp)	College Algebra	3
PSY 2050 (f,sp)	Foundations of Research Methods and Statistics	3
IPE 3500 (f,sp) ^{IPE 1100}	Health Care Systems & Health Promotion	3
Fall	SOPHOMORE YEAR 2	17
OCS 1010 (f)	Introduction to Occupational Science and Therapy	2
CHEM 1083	Principles of Chemistry I	4
ENG 4000	Business and Professional Writing	3
ORES 2320	IPE Health Outcomes	2
PSY 4390 (f,sp)	Abnormal Psychology	3
SOC 1100 or SOC 1200 (f,sp)	Sociology or Anthropology	3
Spring	SOPHOMORE YEAR 2 (Option to Study Abroad)	15
CMM 1200	Public Speaking	3
ENGL 2XXX-3XXX (f,sp)	Literature	3
HSCI 2200 (f, sp)	Medical Terminology	3
PHIL 2050 (f,sp)	Ethics	3
THEO 1000 (f, sp)	Theological Foundations	3
Fall	JUNIOR YEAR 3	16
IPE 4200 (f, sp) ^{IPE 1100 & PHIL 2050}	Applied Decision-Making in Interprofessional Practice	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	Integrative Interprofessional 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
PHYS 1050	Physics of the Human Body	3
Term	UNDERGRADUATE - GRADUATE YEAR	
Summer	SENIOR YEAR 3 – GRADUATE YEAR 1	6
ANAT 4000	Gross Anatomy	6
Fall	SENIOR YEAR 4 - GRADUATE 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 - GRADUATE 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

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Fall	GRADUATE 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	GRADUATE YEAR 2	12-18
MOT 5700	Level II Fieldwork	6
MOT 5750	Level II Fieldwork	6
MOT 5660	Applied Research IV (elective)	0-6

2. The following are guidelines for post-baccalaureate students pursuing the **Master of Occupational Therapy (Post-Baccalaureate Program)**
 - a. Students should confer with their assigned faculty mentors for specific guidance once they initiate their studies within the program. Assignment to the faculty mentors occurs as early as possible in the fall of the first year in the MOT program for students entering as post-baccalaureate students.
 - b. Students must meet all of the Saint Louis University MOT Program graduation guidelines and maintain the appropriate Grade Point Average (GPA) as outlined for each semester in the Student Handbook.
 - c. **For Grade and GPA Requirements see Section III.**

MOT Program Curriculum (Post-Baccalaureate Students)

Term	Year	Credit
Summer	YEAR 1	7
ANAT 4000	Gross Anatomy	6
OCTH 5011	Fundamentals of Occupational Science (prerequisite)	1
Fall	YEAR 1	18
MOT 5020	Professional Development I	1
MOT 5200	Clinical Conditions & Phenomenology	3
MOT 5150	Kinesiology	3
MOT 5300	Fundamentals of OT Practice	3
MOT 5170	Neurosciences in OT	4
MOT 5460	OT with Aging Adults	3
Spring	YEAR 1	18
IPE 4900	Integrative Interprofessional Practicum	2

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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	YEAR 2	18
MOT 5040	Professional Development III	1
MOT 5250	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	YEAR 2	12-18
MOT 5700	Level II Fieldwork	6
MOT 5750	Level II Fieldwork	6
MOT 5660	Applied Research IV (elective)	0-6

4. Course Plan Schedule

The course plan schedule for students pursuing the Bachelor of Science in Occupational Science (BSOS) and Master of Occupational Therapy (MOT) degrees are subject to change. All revisions will be communicated to the student.

Students are assisted with academic advising by the Occupational Therapy Administrator of Student Development, the Student Services Associate and the student's faculty mentor.

5. Academic Advising and Mentoring

A variety of approaches and services are utilized to enhance the student's college performance and experience. The Advising and 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 Advisee and Faculty Mentor.

A. Student

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

B. Faculty Mentoring

1. Every student declaring occupational therapy as a major is assigned a faculty mentor who serves as the Faculty Mentor during his or her undergraduate and graduate academic career. Faculty mentors are assigned to students by the OS/OT Department. Mentees enrolled in a special service or program such as a research project, participation in Faculty Practice, the Honors Program, Micah House, or Presidential, Martin Luther King, and Pre-Professional Scholars are assigned to specific mentors.
2. The student and Mentor must be in contact at least once per semester prior to registration. The student will have a hold on their account that prevents registration until the Mentor releases said hold.
 - a. Faculty Mentors serve a variety of roles including:
 - (i) Increasing the Mentee's awareness of professional options.
 - (ii) Discussing personal and educational goals as these goals relate to curricular options.
 - (iii) Providing professional linkages and letters of references for awards, scholarships, and employment (see Section II for guidelines for Requesting a Professional Letter of Recommendation).
 - (iv) Referring students to important academic and personal services on campus including Tutoring, the Writing Center, Disability Services, Career Services, Campus Ministry, and Student Health and Counseling.
 - b. Mentoring can occur via individual or group face-to-face interactions, email conversations, or phone conversations.
 - c. It is the student's responsibility to proactively seek out and communicate with his or her faculty mentor in a form that is convenient for both parties.

- d. Students must be aware of a faculty mentor's office hours and general availability when sending communications and seeking mentorship. Except for time-sensitive and urgent situations, students are advised to schedule consultations with faculty mentors during office hours.
- e. For email and phone communications, faculty mentor responses should not be expected less than 24 hours from the time of initial communication. At busy times of the semester or during travel periods, faculty mentor response times may exceed 24 hours. All email communications will be sent to the student's SLU email account so it is important that students check their SLU email accounts daily.
- f. **Communication from student to mentor is especially important during times of academic difficulties.** The department encourages students to seek consultation with Faculty Mentors before reaching academic difficulties; therefore, it is important for students to become acquainted with their assigned mentor early in the academic program.
- g. If a student is dismissed from the program, they will be referred to the Doisy Academic advising office for consultation.

6. Registration

The following procedures should be followed by students for registration:

- A. Communicate with faculty mentor each semester
- B. Prepare a Registration Plan: See your curriculum guide
- C. Meet with your Academic Advisor (MOT students will only have a faculty mentor)
- D. Obtain authorization for registration.
 - 1. The academic advisors authorize undergraduate students through the junior year for online registration in Banner.
 - 2. The Faculty Mentor authorizes students in the Professional Phase of the Program for online registration via SLU Banner.
- E. Register in Banner.

1. Log-in to your **MySLU** account – If you have problems logging in please contact ITS
2. Click on the **Student Tab**
3. Click on **Add or Drop Classes**
4. Select the appropriate term from the drop-down menu and click submit
5. You are now on the **Add/Drop Classes** page
 - a. The Student Services Associate for the department will supply you with the proper CRN's for the upcoming term. (CRN = Course Registration Number)
 - b. Enter the CRN's in the boxes near the bottom of the page and click **Submit Changes**
 - c. If you encounter Registration Errors please reference the Registration Errors page or contact our office
 - d. If you encounter a closed course you may select to be placed on the waitlist
 - e. You may now print your class schedule for the term.

7. 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.

8. Course Withdrawal

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

A. Purpose of this consultation

1. Help the student determine whether he or she can realistically meet the Department's requirements for academic or professional progression if he/she withdraws from the required course.

2. Make certain the student is aware of the likely consequence of withdrawal from a required course.
3. Help the student explore the possibility of other options to resolve the problem(s) that led to the withdrawal decision.

B. Deadlines

1. Per University policy, the deadline for withdrawing from a class without a "W" appearing on the transcript is Friday of the second full week of classes.
2. The deadline for Withdrawal (W) is two weeks after the end of the mid-term examination week (at the end of the ninth week of class).
3. The student may be given permission by the Associate Dean for Student and Academic Affairs of the DCHS to withdraw after the tenth week for a serious, non-academic reason.
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.

9. 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 his/her 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 his/her SLU account to the Chairperson of the Progressions Committee by March 1 preceding the next academic year, reviewing how she or he is 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 March 1 for program reentry into the fall semester or October 1 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.
5. Must submit a completed Petition for Leave of Absence to the University (see Section VII).

For Academic Leave of Absence's, please refer to the policy in Section III

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

10. 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 [http://www.slu.edu/Documents/provost/policies_procedures/Record Management Retention Policy.pdf](http://www.slu.edu/Documents/provost/policies_procedures/Record_Management_Retention_Policy.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>

11. Requesting Professional Letters of Recommendation

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

- A. Reviewing information pertinent to the request and the student's accomplishments requires both time and effort to compose an effective, personalized letter. The student should contact her/his Faculty Mentor to inquire of his/her 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.

2. For select scholarships, where the number of nominees per program is limited, the Scholarship and Awards Committee will determine which students will be considered for submission. Students will receive more information on this process as part of the Professional Development series of courses.
- 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. 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 two-three students from the department markedly decreases the probability any student will be selected to receive the 'award'. All students will be informed of the decision three-four weeks in advance of the letter due date.
 - 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.

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.

14. Health Insurance

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

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 Applied Community Service Experiences:

1. In the Fall Semester, the student organization (SLU/SOTA) sells approved polo shirts with embroidered departmental logos. You are highly encouraged to purchase and wear a departmental polo for experiences that take place outside the classroom. Polos can be paired with solid color, conservative slacks.
2. Footwear should be functional and modest. Most sites require socks and close toe/heel shoes such as an athletic or leather shoe.
3. Most sites have policies against visible tattoos and/or visible body piercings. Students are obligated to check with and follow each facility's rules regarding this.
4. Sites vary in guidelines, and therefore, students will follow the requirements of the facility.

See Section V: Fieldwork for Level I and Level II Fieldwork dress code policies.

16. MOT Student Activities and Recognitions

A. SLU SOTA

1. Purpose: The Saint Louis University Student Occupational Therapy Association (SLU/SOTA) enhances student's knowledge of the profession, educational, community, and social activities. The organization facilitates opportunities for camaraderie among students. It also provides meaningful, productive interaction with faculty. Additionally, officers maintain communication and coordinate efforts with other University organizations and occupational therapy associations at a local, state, and national level.
2. Function: The general functions of SLU/SOTA are facilitated by the Executive Committee, and specific functions are carried out through the standing and temporary committees and positions.
 - a. The Education Committee enhances student and community understanding of the profession.
 - b. The Fundraising Committee organizes money making activities to support participation in member selected activities.
 - c. The Membership Committee encourages student participation in the Association through peer mentoring.
 - d. The Merchandise Committee is responsible for creating and distributing SOTA products.
 - e. The Service Committee organizes volunteer opportunities for SLU/SOTA.
 - f. The Social Committee initiates social activities and unifying events to foster a sense of camaraderie among members.
3. All Occupational Therapy students are automatically members of SLU/SOTA. Meetings and activities are scheduled throughout the semester. The Association's email address is SLUSOTA@slu.edu.

B. Beta Gamma Chapter of Pi Theta Epsilon Honor Society

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
 - c. Top 35% of the class
 - d. Enrolled in 2nd semester of their Masters program

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

C. 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.

D. Celebration Ceremony and Student Speaker

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

E. Program Awards

The program recognizes graduating students possessing outstanding attributes or demonstrating exceptional service. Students are oriented to these special honors during the MOT II fall semester. The following award and recognitions are bestowed:

1. Outstanding Occupational Therapy Student Award
 2. Departmental Recognitions
- F. The Julie A. Holmes Memorial Scholarship Award for Excellence in Service to the Community
1. The Kristina Anderson Professional Excellence in Practice Award
 2. Professional Excellence Awards
 - a. Professional Excellence in Leadership
 - b. Professional Excellence in Scholarship

17. Department Student Representatives

A. Objective

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

B. Responsibilities

The student representatives will have the following responsibilities

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

C. Selection

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

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) and Occupational Performance Labs, the PPE supplies and first aid kits are located 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 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 is quite common for class attendance, course assignments and projects to require access to the internet for participation, completion and submission and to communicate with instructors. There is wireless access throughout the campus. To be successful, students will need to:

- 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 small fee associated with the use of this

app which students pay either in their junior year (SLU continuing students) or in the MOT I 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 need to be directed or communicated to the course coordinator or course faculty. This can be done through a request for a meeting or communicated via email directly to the course faculty. Fieldwork-related complaints need to be directed to the Academic Fieldwork Coordinator.
2. Should the issue remain unresolved, the individual can file a written, printed and signed complaint to the Program Director. The written complaint needs to specifically state the facts and reasons for the complaint, all parties involved, date and times of any events, and all resolutions that have been sought prior to filing a complaint. All complaints will be treated confidentiality.
3. The Program Director will review the complaint and address the issue within 10 business days of receiving the complaint. Resolutions can include, but are not limited to, forming a committee to investigate 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. Complaints should be addressed to:

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

St. Louis, MO 63104
debra.rybski@health.slu.edu

- 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 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.

Students enrolled in the MOT program must successfully complete all courses 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.

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 students will have an annual review of their progress within their chosen degree program. An active student is one who is enrolled whether on campus or off or has not officially withdrawn or been dismissed from a program. The graduate student’s progress will be reviewed in discussion with his/her assigned Faculty 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 his/her 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

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

3. 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/MOT I & II years).

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

B. Extra Credit

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

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

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 the professional/MOT I 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.

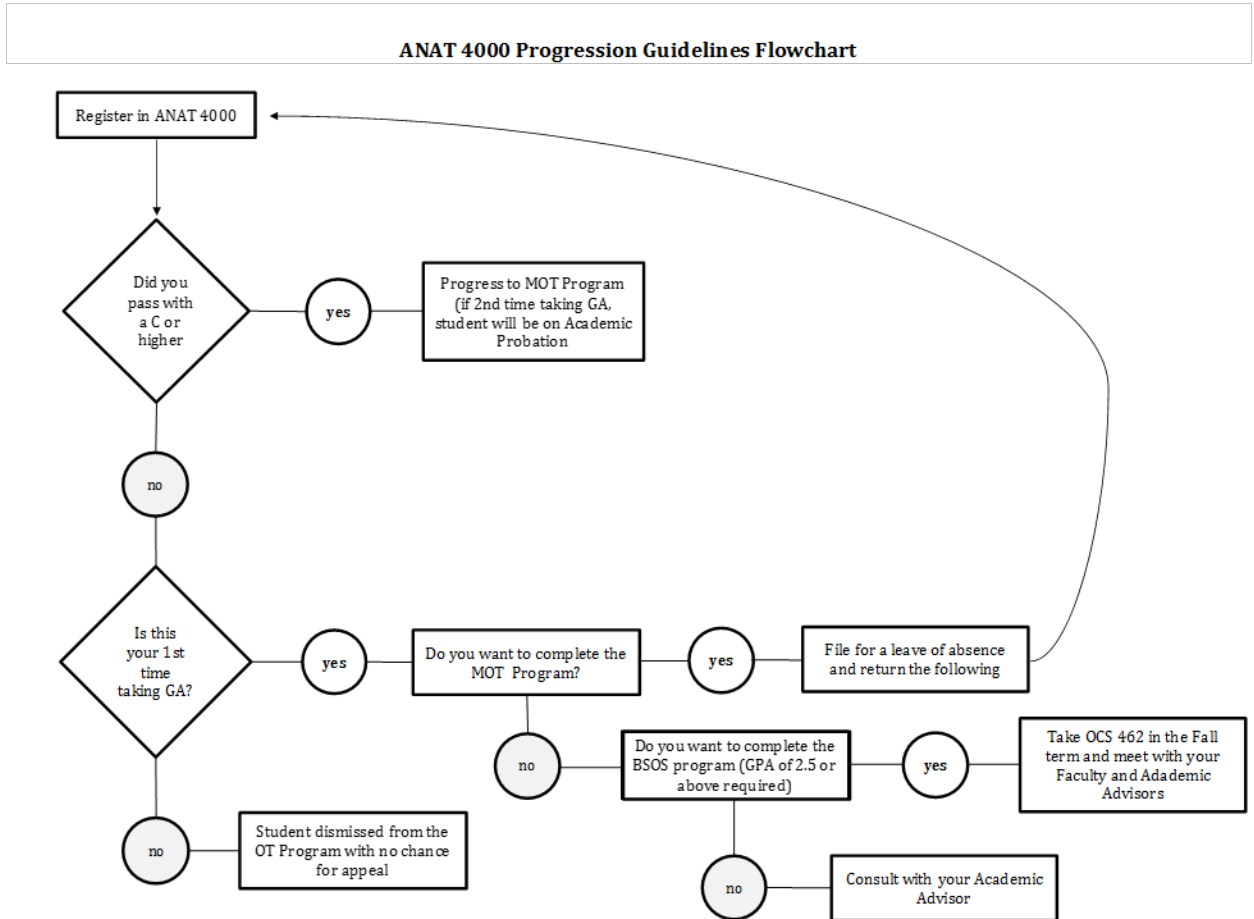
5. Gross Anatomy

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 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 MOT I Fall semester. A student's summer Gross Anatomy GPA will not affect his/her

departmental standing but the department will calculate the Gross Anatomy grade into the student's GPA when determining eligibility for the OT honor society, Pi Theta Epsilon.

- C. If a student withdraws or does not earn a grade of C or better in Gross Anatomy, s/he can request a one year leave of absence in which to complete this requirement and maintain/achieve the Good Standing GPA.
- D. The student may request a leave of absence by submitting an email through their SLU account to the Progressions Committee within seven (**7**) business days of the posting of the final grade. The student must send an email to the Progressions Committee Chairperson by **March 1** preceding the next academic year, re-affirming his/her 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 MOT I year) the undergraduate student will be offered the opportunity to earn his/her BSOS. If the student wishes to earn the MOT degree, s/he must apply as a post-baccalaureate student and will be considered for admission based on the standards and requirements in effect at the time of the application.



6. Grade and GPA Requirements

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. A student earning **below a C grade but meeting the Good Standing GPA standard** must retake the course within the following academic year, earning a grade of “C” or better. All professional coursework must be completed at Saint Louis University.
3. If a student earns **below a C grade** in any professional curriculum course, s/he will be notified by email of their dismissal from the MOT program, followed by a letter mailed to the students’ permanent address on record.

4. If s/he wish 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.
5. S/he 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.
6. The student must repeat the failed (below a C grade) course(s) and receive a grade of 'C' or better, or s/he will be discontinued from the program with no change of appeal.
7. 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.
8. Only ONE LOA may be granted in the MOT program, which begins with Gross Anatomy.

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 s/he 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
MOT 1/BSOS Senior	3.0	2.99 or below

MOT 2	3.0	See information below for remediation process
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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 granted 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, that academic probation will be in effect during the first fall semester of the MOT Program.
5. If a student successfully retakes Gross Anatomy with a grade of “C” or higher on a second attempt, the student will be placed on academic probation during the first fall semester of the MOT Program.
6. The Progressions Committee (PC) will notify the student within seven (7) business days of the posting of the semester’s final grades regarding his or her placement on probation or dismissal from the MOT program. The initial notification will be by an email to the students’ SLU email account, followed by a letter mailed to the student’s permanent address on record.

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 MOT 2 Year

1. If a student falls below the good standing GPA of 3.0 during the fall semester of the MOT 2 year, as long as s/he passed all courses with at least a “C” grade, up to three remediation activities will be required. Any of these remediation’s 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. The conditions under which a student **will be** dismissed are:
 - a. Failure to pass a previously failed course (C-, D or F grade) with a grade of “C” or higher.

- b. A second semester in the graduate program in which the students' GPA is below the Good Standing GPA standards outlined in this handbook under Section III, Grade and GPA Requirements. **There is no option to appeal.**

See Section III - Grade and GPA Requirements

- 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. Academic and Grade Appeals

Students who have a grievance against a faculty member or academic administrator regarding (1) an evaluation of their academic work (typically a grade given for an assignment or a final term grade), or (2) a related academic concern, including but not limited to academic registration, tuition and fee charges, etc., can participate in the formal appeal process established in their governing academic unit. The process is as follows:

- A. A grade appeal can be filed if the student can provide a rationale that his/her work has been assessed in a capricious manner.
- B. Capricious grading, as that term is used herein, refers to one or more of the following:
 - 1. The assignment of a grade to a particular student on some basis other than performance in the course.
 - 2. The assignment of a grade to a particular student was by more exacting or demanding standards than were applied to other equivalent students in that section.
 - 3. The assignment of a grade by a substantial departure from the instructor's standards announced during the first quarter of the term.
- C. Procedure for a Grade Appeal:
 - 1. Within three business days of receiving the grade, the student should request a meeting with the instructor to discuss the grade and receive an explanation of how the grade was determined.

2. If the student still believes the grading was capricious, he/she should write an email through their SLU account or a letter to the Program Director or his/her designee, iterating the concern and carefully describing the rationale which supports the claim of capricious grading (as defined above). The Program Director or his/her designee will evaluate this claim, may request additional information, and may request a meeting with the student and/or instructor. The Program Director or his/her designee will notify the student within seven (7) business days of the decision.
3. If the student still believes the grading was capricious, he or she may escalate the appeal to the college level. For more information, please see the Doisy College of Health Sciences Academic Grievance Policy at [DCHS Academic Grievance](#) and University policies at <https://www.slu.edu/the-office-of-the-provost/student-complaint-procedures> <http://www.slu.edu/academics/graduate/information-for-current-students.php>

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 his/her 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 his/her SLU account, to the Chairperson of the Progressions Committee reviewing how s/he 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.

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**

As the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of falsehood violate its very reason for existence. Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards acts of academic dishonesty as matters of serious concern. The following statements are minimum standards for student academic integrity at Saint Louis University. (updated and approved June 26, 2015)

1. Saint Louis University Academic Integrity Policy

See http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf

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

2. **Students** are responsible for adhering to University standards of academic integrity, helping to create an environment in which academic integrity is respected, and reporting violations of the policy to instructors, department chairs, or administrators, as appropriate.
 3. **Staff** are responsible for calling the attention of their supervisors to possible violations of academic integrity, for modeling high standards of academic integrity in their own professional conduct and research and for otherwise supporting a community of academic honesty and trust.
 4. **Academic administrators** such as Deans, Chairs and Directors are responsible for addressing and managing cases of academic dishonesty in accordance with University policies and those of their academic units. One exception is that alleged violations of academic integrity in scientific research will be addressed in accordance with the Research Integrity Policy of the University. Administrators in academic units are also responsible for providing students or others charged with violations of academic integrity appropriate notice of the charges and the opportunity to respond in ways laid out in unit and University policies.
- B. **Violations of Academic Integrity:** Definitions to guide academic units in setting and applying their academic integrity policies are as follows (more than one violation may apply):
1. **Falsification** entails misrepresentations of fact for academic gain. Instances include:
 - a. Lying to or deceiving an instructor about academic work;
 - b. Fabricating or misrepresenting documentation or the data involved in carrying out assignments;
 - c. Fabricating, misrepresenting, or altering in unauthorized ways information in academic records belonging to an instructor or to any academic department or administrative unit in the University.
 2. **Plagiarism** involves the representation of someone else's thoughts, words, and/or data as if they were one's own or "self-plagiarism" which is the use of material prepared for one class and submitted to another without proper citation and without the permission of the instructor. Instances include:

- a. Quoting directly from someone else's written, artistic or spoken work without using quotation marks or indented quotations and without giving proper credit to the author or artist; for example, cutting and pasting text from the internet and making it appear to be your own work.
 - b. Paraphrasing or incorporating someone else's ideas, concepts, arguments, observations, images, objects, music, or statements without giving proper credit;
 - c. Submitting as one's own work a paper or other assignment/project that has been prepared, either wholly or in part, by another person, group, or commercial firm without citation or acknowledgment.
3. **Cheating** involves the use of unauthorized assistance to gain an advantage over others. Instances include:
- a. Copying from another student's examination or using unauthorized assistance, aids, technological resources such as cell phones, calculators, translation software or Internet based applications in taking quizzes or examinations;
 - b. Using resources beyond those authorized by the instructor to complete assignments such as writing papers, preparing reports, giving oral presentations, making models, multi-media projects, sound recordings, creating visual materials such as drawings, videos, or photographs or presenting material on the internet;
 - c. Acquiring, disseminating, or using tests or any other academic forms of assessment belonging to an instructor or a member of the staff through any means (including social media) without prior approval;
 - d. Influencing, or attempting to influence, any University employee in order to affect a grade or evaluation;
 - e. Hiring or otherwise engaging someone to impersonate another person in taking a quiz or examination or in fulfilling other academic requirements.
4. **Sabotage** entails disrupting or seeking to prevent the academic pursuits of others. It includes:

- a. Interfering with work or undermining the academic success of others in the university community in an intentional way for the purpose of negatively impacting that person's academic performance.
 - b. Modifying, stealing, or destroying intellectual property such as computer files, library materials, artwork, personal books or papers.
 - c. Performing any action that would impact research outcomes such as lab tampering, falsification of data, or destruction of research resources.
5. **Collusion** involves unauthorized collaboration with another person or persons for the purpose of giving or gaining an academic advantage in such activities as completion of assignments or examinations without explicit permission of the instructor. Collusion may include any or all of the other violations of academic integrity as defined above. For example, if two students developed a plan that enabled them to improve their performance on an assignment that was supposed to be completed independently, they would be guilty of collusion.
6. **Concealment** entails failing to call to the attention of a faculty member or administrator violations of academic integrity that an academic unit requires be reported.

2. 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
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 the recipients of their services.
 - b. Nonmaleficence - Occupational therapy personnel shall refrain from actions that cause harm.
 - c. Autonomy - Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.
 - d. Justice - Occupational therapy personnel shall promote fairness 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, colleagues, and other professionals with respect, fairness, discretion, and integrity.

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

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 one semester of Professional Behaviors 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, s/he may be dismissed from the program.
- D. Additional breaches of professional behaviors or academic integrity can result in immediate dismissal from the Program.

Department of Occupational Science and Occupational Therapy
 Doisy College of Health Sciences
 Saint Louis University

OSOT Assessment of Professional Behaviors

Student _____ Date _____

Faculty Mentor _____

Form Completed by: **STUDENT** mentor instructor other _____

Rating Scale for Performance:

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

Scores of one (1) or two (2) require comment in the area following the assessment

PROFESSIONAL BEHAVIORS	RATING
<i>Commitment to Learning/Excellence</i>	
1. Comes prepared for sessions	
2. Takes initiative in the pursuit of learning/competence	
3. Exercises good judgment and problem solving	
4. Supports and contributes to the culture of learning during classroom and lab experiences	
<i>Personal Responsibility</i>	
5. Dependably honors commitments and completes tasks	
6. Acknowledges personal errors and makes adjustments accordingly	
7. Displays personal honor and integrity	
8. Works independently unless explicitly instructed otherwise	
9. Resolves conflict proactively and appropriately	
<i>Social Responsibility</i>	
10. Meets interpersonal commitments	
11. Considers and respects the needs of others	
12. Contributes "fair share" to group efforts	
13. Cooperates with others	
14. Contributes to the greater good	
15. Refrains from verbal, physical, emotional, or sexual harassment of peers or colleagues	
<i>Supervisory Relationships</i>	
16. Takes responsibility for own behavior	

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17. Seeks guidance when needed	
18. Is reflective and open to feedback	
19. Alters behavior in response to feedback	
Communication	
20. Demonstrates positive interpersonal skills (flexibility, empathy, confidence)	
21. Communicates clearly and assertively	
22. Expresses disagreement in a tactful manner	
23. Demonstrates respect for the rights of others to hold different values and beliefs	
24. Demonstrates cultural sensitivity and appropriate manners	
Time/Stress Management	
25. Keeps time commitments or notifies in advance	
26. Acts proactively, planning ahead, proposing solutions	
27. Demonstrates flexibility in response to changing demands	
28. Prioritizes tasks and commitments wisely	
Safety	
29. Operates within the scope of personal skills	
30. Recognizes and acts on need for assistance	
31. Adheres to safety guidelines and regulations	
32. Anticipates unsafe situations and modifies behavior accordingly	
33. Maintains work area, equipment, and supplies to be safe and efficient	
Policies and Procedures	
34. Seeks and obtains relevant information	
35. Adheres to federal and state regulations	
36. Adheres to University, College, Program and site policies and procedures	
37. Adheres to professional codes and standards	

Please list the number by the behavior/attitude and reason for score given below:

V. FIELDWORK

1. Overview of Fieldwork Education

- A. As an integral part of the didactic curriculum and the professional development of the student occupational therapist enrolled in the Department of Occupational Science and Occupational Therapy at Saint Louis University, fieldwork is administered in accordance with the Standards for an accredited Educational Program for the Occupational Therapist.
- B. According to the Accreditation Council for Occupational Therapy Education (ACOTE) 2011 Standards and Interpretive Guide, "Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under supervision of a qualified occupational therapy practitioner serving as a role model." (C.1.0, C.1.1.)
- C. Fieldwork relies on the collaborative relationship between the fieldwork education center, the educational program, and the student. A clear understanding of each participant's roles and responsibilities define the successful affiliation experience.
- D. Fieldwork Education Centers are established a variety of treatment settings that are reflective of current occupational therapy practice and that demonstrate values and ethics consistent with those of Saint Louis University Collaborative Affiliation Agreements (or contracts) and site-specific objectives for fieldwork experiences are established, in accordance with ACOTE guidelines Fieldwork Education Centers are also asked to submit information regarding the fieldwork experience using the AOTA Fieldwork Data Form (C.1.1, C.1.2, C.1.3, C.1.6).
- E. Fieldwork Educators are committed to providing an environment supportive of the activities that contribute to objectives of the affiliation experience. Timely feedback and critical evaluation is provided to assist in obtaining the competencies required for assessment, treatment planning, and intervention. Ongoing communication is maintained with the educational program regarding the student's performance (C.1.3).
- F. Students are recommended for progression to fieldwork on the basis of academic preparation and professional behavior development. The Academic Fieldwork coordinator facilitates the administrative components of the affiliation, monitors the progression of the experience, and assures completion of all fieldwork requirements.

- G. Each student occupational therapist is perceived as an adult learner who is capable of self-direction. The student contributes to the fieldwork objectives and plan, effectively and ethically provides client treatment, applies professional reasoning skills, reflectively and resourcefully problem solves, and effectively communicates with both the fieldwork educator and academic fieldwork coordinator.
- H. Successful transition from the academic setting to the practice setting results in the student's acquisition of knowledge, skills, and attitudes necessary for competent entry-level generalist professional practice. The dynamic shared alliance results in our evolving colleagues well prepared for traditional and emerging areas of practice, and ultimately the challenges of contemporary practice of occupational therapy.
- I. The Fieldwork Education Handbook is distributed and reviewed by the Academic Fieldwork Coordinator during the Professional Development Seminar Courses (MOT 5020, MOT 5030, and MOT 5040.)
 - 1. The Fieldwork Education Handbook contains the policies and procedures essential to participation in fieldwork experiences. Questions regarding policies and procedures should be directed to the Academic Fieldwork Coordinator.

2. Fieldwork Prerequisites

A. Level I Fieldwork Prerequisites

- 1. In the Professional Development Seminars (MOT 5020, MOT 5030, and MOT 5040), students are provided with instruction regarding Level I Fieldwork prerequisites. In order to participate in Level I Fieldwork experiences, students **must** have the following information on file with the fieldwork office:
 - a. Authorization to Release Information Form (provided in Professional Development Seminars)
 - b. Criminal Background Check (CBC) completed through the Office of Clinical Education Compliance
 - c. Bloodborne Pathogen Awareness Training Certificate (completed through SkillSoft)
 - d. CPR Certification (Basic Life Support--Healthcare Provider training is required)

- e. Immunization Record
 - f. Health Insurance Card
 - g. HIPAA Training Certificate (completed through SkillSoft)
 - h. Letter of Indemnity Signature
 - i. TB Test
2. Students should be aware that some sites have additional pre-requisite requirements (e.g., medical clearance, drug screens, or additional immunizations).
 3. All fieldwork requirements are to be submitted through the processes described by the Academic Fieldwork Coordinator in the Professional Development Seminars (MOT 5020, MOT 5030, and MOT 5040).
 4. Any costs incurred during the process of fulfilling the fieldwork pre-requisites are the responsibility of the student.
 5. Students are expected to maintain a copy of all Level I Fieldwork prerequisites.

B. Level II Fieldwork Prerequisites

1. In the Professional Development Seminars (MOT 5020, MOT 5030, and MOT 5040), students are provided with instruction regarding Level II Fieldwork prerequisites. In order to participate in Level II Fieldwork experiences, students must have the following information on file with the fieldwork office:
 - a. AOTA Personal Data Sheet
 - b. Authorization to Release Information Form
 - c. Background Check completed through the Office of Clinical Education Compliance
 - d. Bloodborne Pathogen Awareness Training Certificate (completed through SkillSoft)
 - e. CPR Certification (Basic Life Support--Healthcare Provider training is required)
 - f. Drug Screen (10-panel)

- g. Immunization Record
 - h. Health Insurance Card
 - i. HIPAA Training Certificate (completed through SkillSoft)
 - j. Physical Examination Verification Form
 - k. Letter of Indemnity Signature
 - l. TB Test
2. Students should be aware that some sites have additional pre-requisite requirements (e.g., medical clearance, drug screens, or additional immunizations).
 3. All fieldwork requirements are to be submitted through the processes described by the Academic Fieldwork Coordinator in the Professional Development Seminars (MOT 5020, MOT 5030, and MOT 5040).
 4. Any costs incurred during the process of fulfilling the fieldwork pre-requisites are the responsibility of the student.
 5. Students are expected to maintain a copy of all Level I Fieldwork prerequisites.

C. Criminal Background Checks

1. A criminal background check is required for all students prior to Level I and II Fieldwork.
2. A single negative check does NOT preclude the requirement of additional checks at a future time
3. If changes to a student's criminal background occur during participation in the MOT program, the student must inform the Academic Fieldwork Coordinator immediately.
4. An Affirmative Criminal Background Check is defined as any confirmed finding of a prior charge and/or conviction on a CBC, or more stringent criteria as may be required by an affiliate facility, that may preclude a student's participation at an affiliate facility.

- a. An exhaustive list of disqualifying crimes does not exist at this time. The following are examples of criminal offenses that would prohibit learning experiences at some facilities and might impede curricular completion: (terms are those used in Missouri criminal codes - <http://www.moga.mo.gov/STATUTES/STATUTES.HTM>)
 - (i) Offenses against the Person (murder, manslaughter, assault, harassment, kidnapping, child abduction, elder abuse, invasion of privacy)
 - (ii) Sexual Offenses (rape, child molestation, sexual misconduct)
 - (iii) Robbery, Arson, Burglary, and Related Offenses (robbery, arson, tampering, property damage, trespass).
 - b. Students should be aware that any affirmative results from a CBC could restrict ability to participate in a learning experience and therefore restrict ability to complete degree requirements.
 - c. In addition, the lack of an acceptable report on a CBC could bar the student from sitting for licensure examinations and thus from practice in certain professions.
5. In the event that a student's CBC is reported "affirmatively" the student will have the opportunity to contest the report by requesting an additional CBC at the student's expense. In the event that an Affirmative CBC is confirmed, the compliance officer will notify the designated University department official.
 6. If a student is reported to have an Affirmative CBC, the Academic Fieldwork Coordinator must take the opportunity at that point to counsel the student on the meaning of an Affirmative CBC (this may result in a delay or failure to complete remaining learning experiences and ultimately the program of study) and how it will impact current and future progression in the respective program as well as their future professional practice.
 7. If the student would like to proceed with the learning experience **it is the student's responsibility to contact the affiliate facility** and make it aware of the confirmed Affirmative CBC charges.
 - a. The student needs to inform the affiliate facility of the case #, the date of the incident, and any details pertinent to the charge.

- 8.. Official CBC reports to affiliate facilities will only be released through Saint Louis University's Office of the Registrar-Office of Clinical Education Compliance. **The affiliate facilities have the ultimate right of acceptance or refusal of the student.**
9. If the affiliate facility states they will accept the student for the scheduled learning experience, the affiliate facility needs to provide the appropriate DCHS program/department with the following information **on the affiliate facility's letter head:**
 - a. A statement stating they know that a background check on "student name" has yielded adverse findings. The affiliate facility needs to specifically state the charge(s) and that it has been made aware of the charge(s) by the student.
 - b. The letter needs to state the case # and date of charge and or conviction.
 - c. A statement stating they will allow "student name" to complete the learning experience at the specific affiliate facility.
 - d. The affiliate facility needs to identify the specific learning experiences the student will be allowed to participate in at its site.
10. If a student is accepted by the initial affiliate facility regardless of the confirmed Affirmative CBC, the student may participate in the scheduled learning experience at the affiliate facility. Each subsequent affiliate facility, with the requirement that a student is to provide a CBC, however, will also have the right of refusal. If a student is refused by a proposed affiliate facility he/she should be aware that he/she will not be allowed to complete the assigned learning experience at that affiliate facility.
11. The program/department designee will notify the student that an affiliate facility has refused a student placement due to a confirmed Affirmative CBC. In the event that a student is unable to complete the program/department required learning experiences at any of the DCHS affiliate facilities, the student's case would then go through the specific program/department review process.

12. If a student did not disclose a criminal history on his/her application for the CBC, and is found to have such a record, the appropriate program/department designee will be notified of the falsification by the University Compliance Officer in the Office of Clinical Education Compliance. If the inconsistency is due to a prior charge and/or conviction that should have been removed from the student's record (and the student can produce documentation confirming it should have been removed from the record prior to the CBC), no further action will be taken. **If, however, it is found that the falsification was deliberate and intentional, the student's case will be reviewed by the Progressions Committee.**

3. Fieldwork Dress Code

- A. In addition to appropriate behaviors and attitudes, presentation extends to appearance and demeanor. Attire should reflect your intent to be perceived as a professional and must be suitable to the setting and activity. The following information describes suitable dress and personal hygiene:
 1. You may not wear/display:
 - a. Clothing that reveals undergarments, excessive cleavage, or midriff and gluteal areas, even when you are reaching above the head or bending over. Thin straps, such as "spaghetti straps" or tank tops must be covered with a sweater or jacket.
 - b. Pajama-style, sweat pants, or yoga pants
 - c. Slippers or house shoes
 - d. Jewelry that is excessive, can injure a patient/client or yourself, or that interferes with activity demands
 - e. Poor hygiene
 2. Most sites have policies against visible tattoos/piercings
 3. Footwear should be functional and modest. Most sites require socks and closed toe/heel shoes, such as athletic shoes.
 4. Sites vary in guidelines, and therefore, students should follow the requirements of the facility.
 5. The student organization (SLU SOTA) sells approved polo shirts with embroidered departmental logos. Students are required to purchase and wear a departmental polo for experiences that take place outside the

classroom (e.g., Level I Fieldwork). Polos can be paired with solid color slacks.

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

4. Level I Fieldwork

A. **Level I Fieldwork experiences are associated with coursework throughout the professional years of the program (C.1.8).**

1. These hands-on experiences are designed to ensure that students are:
 - a. Observing and interacting with clients/patients participating in occupational therapy services;
 - b. Identifying the role of occupational therapy in various treatment settings;
 - c. Developing professional behaviors;
 - d. Establishing relationships with clients/patients and staff;
 - e. Formulating goals and objectives in the therapeutic process.
2. One or more of the class objectives, as outlined in the course syllabus, will require an assignment or project to be completed in the fieldwork setting.
3. Depending on the course, this affiliation will either occur in a concentrated one-week period or extend throughout the semester.
4. Students must successfully pass the Level I Fieldwork experience according to the Saint Louis University Level I Fieldwork Evaluation in order to pass the associated course.
5. Level I Fieldwork cannot be substituted for any part of Level II Fieldwork (C.1.10).
6. Personnel who are qualified to supervise Level I fieldwork include, but are not limited to: currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists (C.1.9).

B. Structure and Curricular Connections

1. In order to ensure that Level I fieldwork experiences reflect the sequence and scope of the Master of Occupational Therapy curriculum, the Academic Fieldwork Coordinator consults with course instructors to collaboratively design the fieldwork experiences, including defining objectives, developing assignments, and determining the structure and duration of the experiences (C.1.1, C.1.8).
2. Level I Fieldwork experiences can occur in a variety of formats, including: a concentrated one-week experience, an extended experience with visits throughout the semester, or a specific required number of hours.

C. Placements

1. Arrangements for Level I fieldwork placements are made by the Academic Fieldwork Coordinator. Students are NOT to contact a site requesting a placement for Level I fieldwork, unless they are given permission by the Academic Fieldwork Coordinator.
2. Level I Fieldwork sites must have a current Academic Affiliation Agreement with the Department of Occupational Science and Occupational Therapy in order to be eligible to participate in Level I Fieldwork experiences (C.1.2, C.1.6). Requests are sent to the designated contact person for sites with a client-base and program structure that will facilitate achievement of the learning objectives for the experience. The contact person at each site will inform the Academic Fieldwork Coordinator of the site's availability to accommodate fieldwork students. The Academic Fieldwork Coordinator will assign students to sites, with consultation from course instructors, as needed.
3. Students are asked to submit geographical location requests via a Google Form to assist with making fieldwork site assignments. If a student indicates a preference for a specific city on the request form, it is presumed the student will be able to reach any site in that city.
4. Students are responsible for arranging transportation to and from the fieldwork site. Students are also responsible for arranging housing during fieldwork experiences.
5. Students should be aware that, for Level I fieldwork assignments, the St. Louis Metropolitan area is considered to be any facility within a 40 mile radius of Saint Louis University's campus.

D. Attendance Policy

1. Attendance at fieldwork is mandatory. Missed sessions (e.g., for inclement weather, illness) must be made up. Failure to make up this time will result in not passing the fieldwork experience. Emergency situations will be handled on a case-by-case basis.
2. Students must report to fieldwork, as scheduled, unless extenuating circumstances arise. Students must report any absences or changes in hours to the Fieldwork Educator and the Academic Fieldwork Coordinator. It is strongly recommended that students discuss the best method for communicating emergencies to the Fieldwork Educator prior to the first day of the Level I fieldwork experience.
3. The specific number of hours required for each fieldwork experience varies based on the objectives of the experience. Students are expected to be on-site for the entire duration of the experience, unless other arrangements have been made with the Academic Fieldwork Coordinator and the Fieldwork Educator. It is the student's responsibility to ensure that all hours are completed within the specified time-frame.

E. Illness and Injury Policy

1. Students involved in an activity requiring the completion of the facility's incident report must immediately communicate the occurrence to the facility supervisor and Academic Fieldwork Coordinator. Each will direct you to further action, including personal documentation of your involvement in the occurrence. If you become ill or are injured as a result of the incident, medical attention should be sought immediately.
2. Illness and/or injury that will impact completion of Level I Fieldwork should be reported to the Academic Fieldwork Coordinator and the Fieldwork Educator so alternate plans for completion of the experience can be made. Students may be required to submit a note from a qualified medical professional explaining the absence and/or clearing the student to continue participation in the fieldwork experience.

F. SLU Incident Report Process

1. Notify the Academic Fieldwork Coordinator that an incident took place.
2. Go to the following website and enter the username and password listed:
 - a. Site: slucareincident.slu.edu
 - b. Username: INCIDENT
 - c. Password: SLUCARE1!
3. Enter information related to the incident using no abbreviations and including only objective observations and measurements.

4. The following information must be provided to submit the form:
 - a. Patient First Name
 - b. Patient Last Name
 - c. Event Date
 - d. Location
 - e. Event Code
 - f. Description

5. If the incident did not occur at Saint Louis University Hospital or Medical Building, select "SLU Health Science Center" then "SLU—Other" from the "Location" drop box. Specify the name of the clinical site and include the city and state (many clinical sites have similar names) in the "Description" text box.

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

7. Submit the report.

G. Evaluation

1. For each Level I Fieldwork experience, students are required to ensure the following evaluation forms are submitted:
 - a. SLU Level I Fieldwork Student Evaluation Form (provided and reviewed in Professional Development Seminars)
 - b. Level I Fieldwork Evaluation of Site by Student (provided and reviewed in Professional Development Seminars)

2. Students must meet the standards for passing as defined by the SLU Level I Fieldwork Student Evaluation Form in order to pass the fieldwork experience.

3. If a student does not meet the standards for passing as defined by SLU Level I Fieldwork Student Evaluation, the student will be required to complete a remediation Level I Fieldwork experience prior to the start of the next semester's classes.

4. If the student does not pass the remediation Level I Fieldwork Evaluation, for any reason, you will not pass this course, regardless of the grades on written assignments and exams.

5. Level II Fieldwork

A. **Introduction to Level II Fieldwork**

1. Level II Fieldwork is the in-depth practice experience in the delivery of occupational therapy services to clients/patients. At the end of the Level II Fieldwork experience, students are expected to demonstrate the skills and characteristics of an entry-level occupational therapist.
2. The purpose of Level II Fieldwork is:
 - a. Promotion of clinical reasoning and reflective practice skills
 - b. Application of the treatment process, including assessment, intervention, and discharge
 - c. Professional behavior development (C.1.11).
3. Level II Fieldwork courses occur following the successful completion of all prerequisites.
4. The fieldwork experience is managed by the Academic Fieldwork Coordinator.
5. Students participate in the equivalent to 24 weeks of Level II Fieldwork on a full-time basis. It is customary for the student to be assigned to two affiliations of 12 weeks duration in facilities throughout the United States (C.1.13).
6. Students complete Level II Fieldwork in a minimum of one practice setting (if it has more than one practice area) or in a maximum of four different settings (C.1.12).
7. The Academic Fieldwork Coordinator and the fieldwork site collaboratively structure Level II Fieldwork experiences based on the 2013 Commission on Education Guidelines for Occupational Therapy Fieldwork Experience- Level II and the 2011 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive Guide.
8. Level II Fieldwork experiences are scheduled to take place from January to March and April to June of the MOT II year.

- a. Under most circumstances, each fieldwork placement is schedule for twelve weeks.
 - b. Specific hours of attendance will vary from site to site; however, all students should be actively engaged in fieldwork-related activities for the number of hours expected of full-time equivalent employees at the site, unless a part-time schedule has been agreed upon by all parties. Additional time may be spent outside of the clinic on several related activities, including but not limited to: intervention planning, documentation practice, readings (as assigned by the site or the fieldwork educator), fieldwork projects (as assigned by the site or the fieldwork educator), and additional shadowing opportunities.
9. Students must complete all Level II Fieldwork within 18 months following the completion of the didactic portion of the program.

B. Progression to Level II Fieldwork

1. Progression to Level II Fieldwork (MOT 5700 and MOT 5750) is based on student's readiness for participation, as assessed on the following criteria:
 - a. Students must be in good academic and professional standing as outlines in the policy statements in Sections VI and VII of this handbook.
 - b. With the exception of continuing participation in a master's project, all coursework must be successfully completed
 - c. All Level II Fieldwork prerequisites must be complete and on file with the fieldwork office.
 - d. Students failing to meet the stated criteria will be referred to the department Progressions Committee.

C. Level II Fieldwork Courses

1. Students must register for MOT 5700 (Advanced Fieldwork I) and MOT 5750 (Advanced Fieldwork II) during the Spring Semester of the MOT II year.
2. To promote consistent communication between the Academic Fieldwork Coordinator and the student, the student will be responsible for consistently checking the course page on Blackboard and for completing weekly assignments.

3. The course grades for MOT 5700 and MOT 5750 are Satisfactory (S) or Unsatisfactory (U). In order to earn a satisfactory grade for these courses, the student must complete all of the weekly assignments, as posted on Blackboard, and earn a passing score on the AOTA Fieldwork Performance Evaluation.

D. Fieldwork Education Center Development

1. Only sites able to satisfactorily meet the guidelines defined by ACOTE are selected for development as a Fieldwork Education Center. Currently, Doisy College of Health Sciences has active Academic Affiliation Agreements with over 900 sites across the United States. A student may submit the names and of additional facilities to be considered for Fieldwork Education Center development in different geographic areas to the Academic Fieldwork Coordinator.
2. Students should not directly contact potential fieldwork sites.

E. Fieldwork Education Center Selection and Assignments

1. The Level II Fieldwork placement process begins in the MOT I year, under direction of the Academic Fieldwork Coordinator. During the fall semester, students complete the Level II Fieldwork Placement Request form (distributed in MOT 5020), on which students are able to indicate geographical location and practice setting preferences.
 - a. Prior to completing this form, students should give serious consideration to financial resources, housing options, life circumstances, dependency issues, and career goals.
2. At the beginning of the spring semester of the MOT I year, the Academic Fieldwork Coordinator sends request forms to established sites based on the responses indicated on the Level II Fieldwork Placement Request form.
 - a. Sites are asked to indicate their availability to take students during the two identified 12-week fieldwork timeframes by mid-February.
 - b. Students are asked to schedule individual or group meetings with the Academic Fieldwork Coordinator to discuss specific fieldwork preferences. Placements are based on the preferences indicated during these meetings.
 - c. Effort will be made to confirm placements in the geographical areas and practice settings identified by the student; however, placements in any specific geographical area or practice setting cannot be guaranteed.

3. Students will be informed of their Level II fieldwork placements by the end of September during the MOT II year.

F. Fieldwork Educator Qualifications

1. The Department of Occupational Science and Occupational Therapy follows the guidelines set forth by the 2011 ACOTE Standards:
 - a. **Level II Fieldwork (C.1.14):** “The program will ensure that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.”

Supervision shall “provide protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and the decrease to less direct supervision, as appropriate for the setting, the severity of the client’s condition, and the ability of the student.” (C.1.16)

- b. **Level II Fieldwork at sites without an existing occupational therapy program (C.1.17):** “The program will ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years’ full-time or its equivalent of professional experience. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.”

G. Level II Fieldwork Objectives

1. The student will be provided with opportunities to master competencies in the following domains and upon completion of the Level II Fieldwork experience, the student will be able to:
 - a. Fundamentals of Practice Follow the American Occupational Therapy Association Code of Ethics in their practice.

- (i) Follow Level II Fieldwork site specific policies and procedures.
 - (ii) Follow Level II Fieldwork site safety regulations that are specific to setting/client(s).
 - (iii) Demonstrate good safety practices in all fieldwork activities for both self and others.
- b. Basic Tenets:
- (i) Demonstrate the ability to communicate the roles of the occupational therapist and occupational therapy assistant.
 - (ii) Demonstrate the ability to define occupational therapy, its values and beliefs.
 - (iii) Demonstrates the ability to use evidence-based practice.
 - (iv) Demonstrate the ability to communicate the value of occupation and its desired outcome.
 - (v) Demonstrate ability to collaborate with client and those significant to the client.
- c. Evaluation and Screening:
- (i) Demonstrate competency in all aspects of the evaluation and screening process used by the level II fieldwork site.
- d. Intervention:
- (i) Demonstrate competency in the intervention of occupational therapy service including selecting, implementing, and modifying service.
 - (ii) Demonstrate the ability to use occupation-based practice.
 - (iii) Demonstrate the ability to implement client-centered practice.
- e. Management of Occupational Therapy Services:
- (i) Understand appropriate responsibilities to assign to occupational therapy assistants and occupational therapy aides at the Level II Fieldwork site.
 - (ii) Demonstrate the ability to collaborate with other disciplines at the Level II Fieldwork site.

- (iii) Understand reimbursement for occupational therapy services at the Level II Fieldwork
- (iv) Demonstrate appropriate organizational and time management skills to meet demands of the Level II Fieldwork site.
- f. Communication:
 - (i) Demonstrate clear and effective verbal and nonverbal skills when interacting with clients, client support system, other disciplines, service providers, and public.
 - (ii) Produce clear and accurate documentation following the Level II Fieldwork site guidelines.
- g. Professional Behaviors:
 - (i) Demonstrate ability to collaborate with supervisor.
 - (ii) Demonstrate ability to accept feedback from supervisor and modify behavior as needed.
 - (iii) Demonstrate appropriate interpersonal skills.
 - (iv) Demonstrate appropriate demeanor and professional appearance.
 - (v) Take initiative to seek out learning opportunities.
 - (vi) Demonstrate respect for diversity.

H. Attendance Policy

1. Attendance at fieldwork is mandatory. Missed sessions (e.g., for inclement weather, illness) must be made up. The method for making up the missed time must be agreed upon by the Fieldwork Educator, the Academic Fieldwork Coordinator, and the student. Failure to make up this time will result in not passing the fieldwork experience. Emergency situations will be handled on a case-by-case basis.
2. Students must report to fieldwork, as scheduled, unless extenuating circumstances arise. Students must report any absences or changes in hours to the Fieldwork Educator and the Academic Fieldwork Coordinator. It is strongly recommended that students discuss the best method for communicating emergencies to the Fieldwork Educator prior to the first day of the Level II fieldwork experience.

3. The specific number of hours required for each fieldwork experience varies based on the site requirements and the objectives of the experience. Students are expected to be on-site for the entire duration of the experience, unless other arrangements have been made with the Academic Fieldwork Coordinator and the Fieldwork Educator. It is the student's responsibility to ensure that all hours are completed within the specified time-frame.

I. Illness and Injury Policy

1. Students involved in an activity requiring the completion of the facility's incident report must immediately communicate the occurrence to the facility supervisor and Academic Fieldwork Coordinator. Each will direct you to further action, including personal documentation of your involvement in the occurrence. If you become ill or are injured as a result of the incident, medical attention should be sought immediately.
2. Illness and/or injury that will impact completion of Level II Fieldwork should be reported to the Academic Fieldwork Coordinator and the Fieldwork Educator so alternate plans for completion of the experience can be made. Students may be required to submit a note from a qualified medical professional explaining the absence and/or clearing the student to continue participation in the fieldwork experience.

J. SLU Incident Report Process

1. Notify the Academic Fieldwork Coordinator that an incident took place.
2. Go to the following website and enter the username and password listed:
 - a. Site: slucareincident.slu.edu
 - b. Username: INCIDENT
 - c. Password: SLUCARE1!
3. Enter information related to the incident using no abbreviations and including only objective observations and measurements.
4. The following information must be provided to submit the form:
 - a. Patient First Name
 - b. Patient Last Name
 - c. Event Date
 - a. Location
 - b. Event Code

c. Description

5. If the incident did not occur at Saint Louis University Hospital or Medical Building, select “SLU Health Science Center” then “SLU—Other” from the “Location” drop box. Specify the name of the clinical site and include the city and state (many clinical sites have similar names) in the “Description” text box.
6. If the incident did not occur under the supervision of a Saint Louis University faculty member or clinician, please include the name of the supervising clinician. Please include the supervisor’s first and last name, as well as professional credentials (i.e., John Smith, PT) in the “Description” text box.
7. Submit the report.

K. Level II Fieldwork Evaluations

1. For each Level II Fieldwork experience, students are required to ensure the following evaluation forms are submitted to the Academic Fieldwork Coordinator:
 - a. AOTA Fieldwork Performance Evaluation (FWPE)
 - (i) The FWPE is the evaluation instrument developed and recommended by AOTA
 - (ii) The Academic Fieldwork Coordinator orients the students to the FWPE in the Professional Development Seminars (MOT 5020, MOT 5030, MOT 5040).
 - (iii) The FWPE is completed by the Fieldwork Educator(s) during the midterm week and during the final week of the Level II Fieldwork experience. The fieldwork educator(s) determine the midterm and final scores.
 - (iv) The Academic Fieldwork Coordinator records a Satisfactory (S) or Unsatisfactory (U) grade for each Level II Fieldwork experience based on the final score reported on the FWPE and the completion of all assignments listed on the syllabus for MOT 5700 or MOT 5750.
 - (v) Students must pass Level II Fieldwork and MOT 5700 and MOT 5750 to be eligible for graduation and registration for the certification examination (C.1.18).

b. Student Evaluation of Level II Fieldwork Experience at Mid-Term

- (i) This form is completed by the student and acts as a formal opportunity for the student to provide feedback to the fieldwork site and the fieldwork educator(s) (C.1.15).
- (ii) The Academic Fieldwork Coordinator orients the students to the Student Evaluation of the Level II Fieldwork Experience at Mid-Term in the Professional Development Seminars (MOT 5020, MOT 5030, MOT 5040).

c. Student Evaluation of the Fieldwork Experience (SEFWE)

- (i) The SEFWE is completed by the student at the end of the fieldwork experience.
- (ii) The SEFWE is a formal opportunity for the student to provide the fieldwork site and the Fieldwork Educator with feedback about the experience (C.1.15).
- (iii) The SEFWE also provides the student with a formal opportunity to provide feedback to the academic program regarding preparation for the fieldwork experience.
- (iv) The Academic Fieldwork Coordinator orients the students to the SEFWE in the Professional Development Seminars (MOT 5020, MOT 5030, MOT 5040).

L. Fieldwork Challenges

1. During Level II Fieldwork, if for any reason the Academic Fieldwork Coordinator determines the education center is not able to meet the objectives of the fieldwork experience, the experience will be terminated and an alternate plan for placement will be made.
2. Should significant performance difficulties occur, the Academic Fieldwork Coordinator will assist the student and the Fieldwork Educator in the remediation of the experience.
3. If the student's Level II Fieldwork experience is discontinued for any reason, the student will meet with the Academic Fieldwork Coordinator to review the circumstances that led to the termination.
 - a. Based on the outcome of the meeting, the student may be required to take an extended break to participate in a remediation experience before being placed at another site.

- b. Students who fail to pass more than one Level II Fieldwork experience will be referred to the Progressions Committee for determination of their progression or possible discontinuance from the program.
- c. Students who fail to pass three Level II Fieldwork experiences will be referred to the Progressions Committee for discontinuance from the program.
- d. Students must complete all Level II Fieldwork within 18 months following the completion of the didactic portion of the program.

M. Leave of Absence from Level II Fieldwork and Reinstatement

- 1. Under extreme circumstances, for personal reasons, students may need a leave of absence from the fieldwork portion of the MOT program.
 - a. Students may request a Leave of Absence for up to one year.
 - b. A written description of the situation leading to the request for leave of absence and the anticipated time of return for reinstatement must be submitted to the Academic Fieldwork Coordinator. This must occur within seven (7) days of exit from the fieldwork portion of the MOT program. The request will be forwarded to the Progressions Committee for a determination regarding the approval or denial of leave.
 - c. To seek reinstatement, at least 30 days prior to the start of re-entry, the student is required to provide the Academic Fieldwork Coordinator and the chair of the Progressions Committee documentation of:
 - (i) His or her intent to return to the program
 - (ii) Expected time of return
 - (iii) An update on the situation that led to the temporary leave of absence from the program
 - d. All written documentation provided by the students is handled confidentially
 - e. Students must complete all Level II Fieldwork within 18 months of completing the didactic portion of the program.

VI. CERTIFICATION AND LICENSURE

1. Certification

- A. Students are familiarized with the NBCOT Examination process during the Professional Development Seminars (MOT 5020, MOT 5030, and MOT 5040) and Level II Fieldwork (MOT 5700 and MOT 5750).
- B. The National Board for Certification in Occupational Therapy (NBCOT) is a not-for-profit credentialing agency that provides certification for the occupational therapy profession.
- C. Graduates of the MOT program are eligible to take the NBCOT Certification Examination following completion of Level II Fieldwork and all other degree requirements.
- D. Graduates of the MOT program must pass the NBCOT Certification Examination in order to obtain a license to practice occupational therapy in each of the 50 states.
- E. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.
- F. Renewal of certification is voluntary, but strongly encouraged. Certification must be renewed every three years and requires the completion of 36 Professional Development Units.
- G. More information on the NBCOT and the Certification Examination can be found at <http://www.nbcot.org/>.

2. Licensure

- A. Students are familiarized with the NBCOT Examination process during the Professional Development Seminars (MOT 5020, MOT 5030, and MOT 5040) and Level II Fieldwork (MOT 5700 and MOT 5750).
- B. In order to practice occupational therapy in the United States of America, occupational therapists must obtain a license to practice in each state that services are provided.

- C. Graduates of the MOT program are eligible to obtain a state license after completing all MOT degree requirements and passing the NBCOT Certification Examination. Graduates of the program are encouraged to familiarize themselves with the state-specific rules and regulations prior to applying for a license and/or accepting employment.
- D. Some states allow graduates of accredited programs to obtain a limited permit or temporary license prior to passing the NBCOT Certification Examination. Graduates of the program are encouraged to familiarize themselves with the state-specific rules and regulations prior to applying for a license and/or accepting employment.
- E. State rules and regulations regarding license renewal vary; therefore, graduates are encouraged to familiarize themselves with state-specific rules and regulations regarding continuing competency and renewal.
- F. More information, including a summary of all state licensure rules and regulations can be found at: <http://www.aota.org/Advocacy-Policy/State-Policy/Licensure.aspx>.

VII. UNIVERSITY POLICIES

1. Tuition and Fees

- A. Tuition and fee amounts are set yearly by the university. Rate schedules can be found at: <https://www.slu.edu/financial-aid/tuition-and-costs/>
- B. Tuition and Fees:
 - 1. Tuition: Tuition is assessed at a flat rate for full-time students who enroll in 12-18 credit hours. For part-time students who enroll in less than 12 credit hours, it is assessed on a per-credit hour basis. Full-time students who enroll in more than 18 credit hours will be billed on a per-credit hour basis for any enrolled hours in excess of 18.

2. Fees: These items represent charges not covered by tuition. Common fees include the orientation fee (which funds SLU 101 and fall welcome activities), technology fee (which funds campus-wide wireless Internet access), wellness fee (which funds the Simon Recreation Center and programs provided by the Student Health and Counseling Center), readership fee (which provides daily copies of national newspapers on campus), athletic fee (which provides admission to Billiken athletic events), an activity fee (which funds student organizations and campus programming) and course/lab fees (which pays for course/lab supplies and materials).

The University will continue to assess fees for the semester(s) in which students participate in Level II fieldwork, even if the fieldwork sites are located outside of the St. Louis Metropolitan area.

3. All tuition and fees are subject to change.

2. Withdrawal/Enrollment Changes

see <https://www.slu.edu/financial-aid/paying-your-bill/refunds.php>

- A. When a student must withdraw after registering for any semester or session - whether the withdrawal is voluntary, requested by the University, or for other reasons - the following regulations apply:
 1. Request or notification of the withdrawal must be approved on an official withdrawal form available in the Dean's office.
 2. Failure to file the signed permit in the Dean's office within one week of the last attendance in class constitutes an unauthorized withdrawal.
 3. Cancellation may be approved upon recommendation of the Dean and approval of the Associate Provost, and may entitle the student to a refund of tuition.
 4. Residence hall charges will be refunded in accordance with the residence contract.
 5. Withdrawal during summer and special sessions will be governed by regulations printed or made available online in the appropriate Summer Sessions Schedule of Classes.
- B. If a student withdraws from the University or drops classes within an enrollment period, please keep the following in mind:

1. Consult your school/program's policies and practices regarding grades when withdrawing or dropping classes. If you leave the University and do not formally withdraw, you will be assigned a grade of "F" (failure).
 2. Withdraw or dropping classes does not eliminate your financial obligation to the University. You are still responsible for any charges owed to the University at the time you withdraw or drop classes, based on the University's tuition and housing refund policies.
 3. There are specific federal, state and University withdrawal/drop policies regarding tuition and fees, housing charges, refunds to scholarship/financial aid programs, and repayments, which result from withdrawal from enrollment. Consult the Office of Student Financial services for all particulars. A credit balance on your account after a withdrawal would demonstrate a reduction in educational expenses thus would prompt a return of funds to the lender to reduce overall debt.
- C. When withdrawing or dropping classes, there are two situations, which may require an immediate repayment of scholarship/financial aid funds:
1. If your University charges are reduced because of withdrawal or dropping classes, and it creates a credit balance in your student account, these funds may be used to repay your scholarship/financial aid awarded programs. This will depend on the amount and type of your scholarship/financial aid and the date of your withdrawal.
 2. If you withdraw completely from the University, you are no longer eligible to receive any scholarship/financial aid payments from that date forward. Federal Work-Study money earned before withdrawal will be paid. Students may not work on Federal Work-Study after withdrawing from the University.
- D. Information regarding the federal/state and University regulations for calculating scholarship/financial aid refunds and repayments and the order of programs to which we restore aid will be administered by the Office of Student Financial Services.
- E. Student withdrawals and the impact on federal financial aid
1. Saint Louis University awards aid for a period of enrollment based on the assumption that a student will attend the institution for the entire period. In a circumstance where a student does not attend the entire period, he or she may not be eligible for all of the federal aid (also known as Title IV aid) they were awarded. The paragraphs below detail the process by which those determinations are made.

2. The applicable federal regulation guiding this process, known as "Return to Title IV" is located at 34 CFR 668.22. To determine a student's eligibility for Title IV programs, his or her date of withdrawal must be determined. See <http://www.ecfr.gov/cgi-bin/text-idx?rgn=div8&node=34:3.1.3.1.34.2.39.12>

- F. Official Withdrawal: The withdrawal date may be the last day of an academically-related activity or the date of notification of withdrawal.
- G. Unofficial Withdrawal: If a student ceases to attend classes, but does not notify SLU of their withdrawal, he or she will also be subject to the R2T4 calculation upon completion of the semester. Beginning with the Fall 2014 semester an instructor is required to include a Last Activity Date when submitting a grade of "F". This date will be used to identify students who did not officially withdraw from the course but ceased attending class. SLU will use the midpoint of the term to calculate the return in an academically-related activity cannot be documented.
- H. More information on determining last day of attendance may be found in 34 CFR 668.22(c). See <http://www.ecfr.gov/cgi-bin/text-idx?rgn=div8&node=34:3.1.3.1.34.2.39.12>
- I. The amount of aid that is earned is determined on a prorated basis. For example, if a student ceases attendance after 50% of the term is complete, that student earns 50% of the aid they were scheduled to receive. Once a student attends 60% of a period of enrollment, he or she is considered to have earned 100% of their Title IV aid, and no returns are necessary.

3. Tuition Refunds

- A. If it is determined that funds must be returned, they will be returned in the following order, up to the net amount disbursed from each source, until the amount to be returned is met:
 1. Unsubsidized Direct loan (other than PLUS loans)
 2. Subsidized Direct loan
 3. Federal Perkins loans
 4. Direct PLUS loans
 5. Federal Pell Grants for which a return of funds is required
 6. Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required

7. Federal TEACH grants for which a return of funds is required
 8. Iraq and Afghanistan Service Grant for which a return of funds is required
- B. If it is determined that the student is eligible to receive more funds than were originally disbursed, the student is eligible for a post-withdrawal disbursement of Title IV funds. If the funds eligible for the post-withdrawal disbursement are grant funds, SLU may disburse those funds to cover tuition, fees, and room and board charges without permission from the student. If the funds eligible to be disbursed are loan funds or grant funds beyond the cost of tuition, fees, and room and board, SLU cannot disburse the funds without permission from the student. Notification of eligibility of a post-withdraw disbursement must occur within 30 days after determining the student withdrew.
 - C. SLU will determine eligibility for Title IV funds as soon as possible, but not more than 45 days after determining the student withdrew.
 - D. More information may be found on the Return to Title IV process from the Federal Student Aid Handbook, which is available through <http://www.ifap.ed.gov>.
 - E. Students receiving a University funded merit-based Scholarship program must request a Scholarship Leave of Absence before withdrawal from the University. Failure to obtain an approved Scholarship Leave of Absence before withdrawing from the University terminates the student's renewal scholarship eligibility.
 - F. Tuition Refund Schedule
 1. The percent of tuition refunded is based on the date of withdrawal. Course fees are not refundable. The tuition refund schedule can be found at <https://www.slu.edu/financial-aid/paying-your-bill/refunds.php>
 2. Students who drop classes during the fall/spring semesters and do not withdraw from the University may only receive a 100% refund in the difference in tuition costs during the first 2 weeks of classes. At the beginning of the third week of classes, there will be no tuition refunds for changing enrollment and dropping classes.

4. University Leave of Absence

- A. For students to be placed on a leave of absence, they must:
 1. Submit completed Petition for Leave of Absence and
 2. Receive approval by their college, school, or center.

See <https://www.slu.edu/registrar/register/forms.php>

- B. During the leave of absence, students:
 - 1. Retain the graduation requirements from the Graduate Education Catalog of their year of admission.
 - 2. Retain their SLU.EDU email account, access to mySLU.slu.edu and access to the libraries.
 - 3. Do not violate the continuous enrollment policy.
 - 4. Do not have enrollment status for purposes of health insurance or federal loan deferment.
 - 5. Are not eligible to reside on campus or attend classes.
- C. A leave of absence may be requested only for future terms. Students withdrawing from the current term after the add/drop period should refer to the Withdrawal Policy stated earlier in this section.
- D. International students must consult with the Office of International Services concerning conditions of their visas.
- E. Unless approved, students attending another institution will have their leave of absence revoked and therefore will be required to reapply to Saint Louis University in order to return.

5. Non-Discrimination, Harassment and Title IX Policy

A. Non-Discrimination Policy

- 1. Saint Louis University does not discriminate on bases of race, color, sex, age, national origin, religion, sexual orientation, disability, or veteran status. All University policies, practices and procedures are administered in a manner consistent with our Catholic, Jesuit identity.
- 2. Any member of the University community who believes he/she has been discriminated against or harassed on the basis of his/her race, color, religion, national origin, sex, sexual orientation, age, disability, disabled veteran, Vietnam era veteran, or protected veteran status may seek informal or formal resolution through the Office of Institutional Equity and Diversity.
- 3. This Office has the primary responsibility for the resolution of discrimination and harassment complaints by faculty, staff, and students.

4. When complaints are not resolved informally, the individual alleging discrimination may file a formal written complaint with this Office. This Office will then conduct a thorough investigation and discuss its findings, conclusions, and proposed action with the complainant. Please refer to the University Policy or call 977-3838 for all details. See <https://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/complaints-and-grievance-procedure>

B. Harassment Policy

1. Saint Louis University affirms that harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, gender expression/identity, genetic information, pregnancy, or any other protected classification is detrimental to its mission and values. The University endeavors to take steps reasonably necessary to prevent such behavior from occurring, including providing education and training to faculty, staff, and students as to their rights and responsibilities, informing persons of the appropriate procedures for reporting inappropriate behavior, promptly investigating complaints, and imposing appropriate sanctions.
2. Amorous relationships that occur in the context of educational or employment supervision and evaluation present serious concerns about the validity of consent. The disparity of power between persons involved in amorous relationships, such as those between a teacher and student, supervisor and subordinate, or senior and junior colleagues in the same department or unit, makes these relationships susceptible to exploitation. Those who abuse their power in such a context violate their responsibility to the University community.
3. Anyone who engages in a sexual relationship with a person over whom s/he has any power or authority within the University structure must understand that the validity of the consent may be questioned. In the event of a complaint is filed, the University will give very critical scrutiny to any defense based upon consent when the facts establish that a power differential existed within the relationship.
4. This policy shall be applied in a manner consistent with the University's provision on academic freedom set forth in The Faculty Manual of Saint Louis University.
5. Full text of this policy can be found at <https://www.slu.edu/Documents/general-counsel/HarassmentPolicy-eff.8.22.13.pdf>. See also <https://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity>

C. Title IX Policy Statement

1. Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her.
2. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.
3. If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK.
4. To view SLU's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy>

6. Student Grievances

- A. If the student is not satisfied with an academic grievance decision at the department level, he or she may escalate the appeal to the college level. An academic grievance is an appeal by a student that may occur any time a student believes that published department policies were not followed. Initiate this procedure by filing a detailed, written letter of academic grievance with the dean of the Doisy College of Health Sciences only after academic department channels have been fully exhausted. For more information, please see the Doisy College of Health Sciences Academic Grievance Policy at https://www.slu.edu/doisy/dchs_academic_grievance_policy.pdf
- B. Students who have grievances with actions, decisions, and/or processes at the University are afforded formal means for registering those complaints and for their complaints to be deliberated and acted upon by governing University officials. Details on specific types of complaints and related complaint policies and procedures are provided at <http://www.slu.edu/the-office-of-the-provost/student-complaint-procedures>
- C. **For non-academic grievances and program complaints, see Section II. For department level academic/professional behavior grievances, see Section III.**

VIII. 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, housed within the Division of Student Development, aids students in fulfilling their individual academic and career-related goals by providing intentional, developmentally appropriate opportunities for self-reflection and discovery, encouraging experiential learning, and supporting students' discernment in vocational, personal and academic choices. 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.
- B. The Student Success Center provides services that support the entire student population and alumni as they progress toward academic and professional goals, including academic coaching, career services, academic advising, writing services, tutoring and supplemental instruction, disability services, and more. As educators focused on the holistic development of students, we integrate the core values - vocational discernment; commitment to lifelong learning; experiential learning; personal responsibility; meaningful relationships - into each student interaction and into the design of each service or program. See <http://www.slu.edu/life-at-slu/student-success-center/index.php>

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/academics/support.php>

3. University Writing Services

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 <http://www.slu.edu/life-at-slu/student-success-center/academic-support>

4. Disability Services

- A. Saint Louis University is committed to supporting students and providing education experiences through the facilitation of academic accommodations and services. Disability Services partners with students, faculty, academic departments and service providers to facilitate equal access to and the opportunity for all students to participate in University programs, services and experiences. We coordinate auxiliary aids and services to meet the needs of students with disabilities. Our goal is to create a safe and supportive campus community for students with disabilities. All inquiries about the availability of reasonable university-related accommodations are kept confidential, and should be addressed to Disability Services. See <http://www.slu.edu/life-at-slu/student-success-center/disability-services>
- B. Students, faculty and staff are welcome to visit or contact them to receive information regarding services available, procedures, documentation, and best practices. Students with documented clinical or medical disabilities who anticipate needs for accommodations are encouraged to contact Disability Services at the earliest opportunity and must do so in order for the university to officially consider and recognize the need for reasonable accommodations.
- C. All inquiries about the availability of reasonable university-related accommodations are kept confidential, and should be addressed to: disability_services@slu.edu, 314-977-3484, Fax: 314-977-3486, Busch Student Center, Suite 331, 20 North Grand Boulevard, St. Louis, MO 63103.

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 <http://www.slucancercenter.com/life-at-slu/student-health/index.php>

6. University Counseling Center

The University Counseling Center promotes the psychological health and development of the SLU community using a holistic approach to achieve wellness and educational success. Services include individual, group and couples counseling, psychological testing, crisis management, clinical training of graduate students and wellness education. The University Counseling Center location, hours of operation, contact information, and

answers to other general questions can be found at

<http://www.slucancercenter.com/life-at-slu/student-health/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. CareerLink 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 <http://www.slu.com/admission/international/into>

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

- B. The Instructional Media Center, located in Xavier Hall Annex on the Frost Campus, provides the University with classroom presentation equipment, student video-viewing cubicles, distance-learning support, and assistance for the production of audio-visual instructional materials in a “do-it-yourself” laboratory.
- C. The Instructional Technology Center, located in Room 202 in the Caroline building on the Medical Center campus, provides walk in and telephone student support and troubleshooting services.

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 <http://slu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19068&catalogId=10001&langId=-1>

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/>

IX. EMERGENCY PREPAREDNESS INFORMATION

- A. To ensure the safety of the Occupational Science and Occupational Therapy's students, faculty and visitors, the Doisy College of Health Sciences has created an Emergency Management Guide.
- B. A copy of the Emergency Response Guide can be found in each of the classrooms/labs. This Guide outlines basic emergency procedures as well as telephone numbers/addresses for serious emergencies. This information is also detailed below. All labs also contain first aid kits and personal protective equipment such as gloves, goggles, eye wash, CPR resuscitator masks, respirator masks and surface disinfectant. The cabinet in each lab with the first aid kits and the personal protective equipment are noted with a sticker.
- C. If a serious or life threatening injury or illness occurs while on the Saint Louis University campus, first activate Emergency Medical Services (EMS) by dialing 911 and then call DPS at 977-3000. The ambulance response address for the Allied Health Professions Building is 3404 Rutger Street.

1. Emergency Contact Information

- A. From a building phone, dial the 5-digit campus extension or dial "9" for an outside line
- B. Medical Emergencies/Active Shooter/Violent Intruder – 911
- C. All other emergencies contact SLU Department of Public Safety – 314-977-3000
- D. SLU Office of Environmental Health & Safety – 314-977-8608
- E. SLU Facility Services – 314-977-2955
- F. SLU Information Technology Service Desk – 314-977-4000
- G. DCHS Administration (Dean's Suite) – 314-977-8501

2. Building Evacuation

- A. If evacuation is necessary, **DO NOT** remain in the building
- B. Proceed immediately to the nearest *safe* exit
- C. Assist individuals with functional needs

- D. Faculty/Staff – make sure you have information to verify attendance
 - E. Reassemble at the Primary Reassembly Area - which is the Medical Center Stadium Field
 - F. Use the **Doisy Learning Resource Center** as a secondary location if necessary
 - G. Contact DPS at 314-977-3000 after you have safely evacuated
3. Fire/Arson
- A. In case of a fire:
 - 1. If the fire is small and you have proper training, use a fire extinguisher to contain the fire (PASS) – **DO NOT** attempt to contain a large fire
 - 2. If the fire is too large for a fire extinguisher use - **Pull the fire alarm**
 - 3. Evacuate the building immediately through the nearest *safe* exit
 - a. **DO NOT** use elevators
 - b. Assist individuals with functional needs
 - c. Reassemble at the **Primary Reassembly Area** – Medical Center Stadium Field
 - d. Faculty/Staff – make sure you have information to verify attendance
 - 4. Contact DPS at 314-977-3000 after you have safely evacuated
 - 5. Provide information about the fire location and cause, if known, as well as if anyone is trapped in the building and if any hazardous materials are in the area of the fire
4. Medical Emergency
- A. If a medical emergency occurs:
 - 1. Call 911 and contact DPS at 314-977-3000
 - 2. Report the individuals condition and location
 - 3. Have faculty/staff trained in First Aid/CPR provide assistance, if needed

4. Locate the AED on the first floor, if needed
5. Provide information to EMS as needed

5. Severe Weather

A. If severe weather is occurring or an outdoor warning siren is heard:

1. Shelter in place
 - a. Seek shelter on the Lower Level or within an interior room, bathroom or hallway
 - b. Avoid areas with glass windows or doors
 - c. Kneel/sit and cover your head with your arms to protect against falling debris
 - d. Assist individuals with functional needs to storm safe areas
2. Remain sheltered until the all-clear has been issued by the National Weather Service or until advised by DPS or the Building Emergency Coordinator
3. Contact DPS at 14-977-3000
4. Weather Terminology
 - a. T-Storm/Tornado Watch – conditions are right for a t-storm/tornado to occur
 - b. T-Storm/Tornado Warning – a t-storm/tornado has been sighted or is occurring

6. Earthquake

A. If an earthquake occurs:

1. Drop to the ground
2. Take cover under a table or other sturdy piece of furniture
3. Hold on until the shaking stops
4. Once the shaking stops, evacuate the building immediately through the nearest *safe* exit

- a. **DO NOT** use elevators
- b. Assist individuals with functional needs
- c. Reassemble at Primary Reassembly Area (Medical Center Stadium Field) or use the Temporary Relocation Area (Doisy Learning Resources Center) if necessary
- d. Faculty/Staff – make sure you have information to verify attendance

5. Contact DPS at 314-977-3000

7. Hazardous Materials

A. **HazMat** scenarios include:

1. Gas leak
2. Chemical Spill
3. Biological/Radioactive material release

B. Gas Leak:

1. Evacuate the building immediately through the nearest safe exit
 - a. Assist individuals with functional needs
 - b. Reassemble at Primary Reassembly Area (Medical Center Stadium Field) or use the Temporary Relocation Area (Doisy Learning Resources Center) if necessary
 - c. Faculty/Staff – make sure you have information to verify attendance
2. Contact DPS at 314-977-3000 after you have safely evacuated
 - a. Provide information about the scenario including the location of the release and if anyone is trapped in the building or needs decontamination

C. Chemical Spill or Radioactive Material Release:

1. Restrict access to the spill/release to prevent spread or additional contamination

2. Report the release to the SLU Office of Environmental Health and Safety at 314-977-8608 – provide information about the scenario and agent

8. Active Shooter/Violent Intruder

- A. If you can safely leave the building, RUN and evacuate immediately (see maps by elevators for routes).
 1. If you cannot safely leave - Find a safe place to **BARRICADE AND HIDE**
- B. **DO NOT** huddle together
- C. Remain quiet
- D. Silence electronic devices that may bring attention to your position
- E. Call 911 and contact DPS at 314-977-3000 if you can do so safely
- F. If you cannot **RUN** away safely or **BARRICADE AND HIDE**
 1. Be prepared to **FIGHT** for your life
- G. If you encounter first responders at any time, follow their instructions and let them see your hands at all times

X. 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

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

[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

<http://www.slu.edu/public-safety-and-emergency-preparedness-home/safety-tips>

3. Services and Programs

A. Report a crime

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

B. Rape Aggression Defense Classes

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

C. Request a Safe Ride

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

D. Plan an event

<http://www.slu.edu/student-involvement-center/clubs-and-organizations/student-organization-resources>

<http://www.slu.edu/events-home/student-reservations>

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

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

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.
<http://www.slu.edu/its/information-security-x64118>

8. Safety Trainings and Certification

- A. Active Shooter Training
<https://www.slu.edu/Documents/hr/LD/ILT/A.L.I.C.E.pdf>
- B. CPR & First Aid
<http://www.slu.edu/about/st-louis/safety>
<http://www.slu.edu/simon-recreation-center/aquatics-and-safety/safety-training-programs>

9. Student Life Resources and Policies

- A. Student Development
<http://www.slu.edu/division-of-student-development>
- B. Campus Life
<http://www.slu.edu/life-at-slu/student-involvement>
- C. Student Success Center

<http://www.slu.edu/student-success-center>

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

<http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy/reporting-sexual-misconduct>

<http://www.slu.edu/office-of-student-responsibility-and-community-standards/incident-report-form>

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 Closing Policy

<http://www.slu.edu/human-resources-home/emergency-operations-and-closure-policy>