

Occupational Sciences and Occupational Therapy

Doisy College of Health Sciences



SAINT LOUIS UNIVERSITY



DOISY COLLEGE OF HEALTH SCIENCES

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Accreditation

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

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



4720 Montgomery Lane, Suite 200

Bethesda, MD 20824-3449

Phone: 301.652.2682

[AOTA Website](#)

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

Certification and Licensure

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

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

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

Missouri Licensure information can be obtained from the following address or from their web site at <http://pr.mo.gov/octherapy.asp>

Missouri Board of Occupational Therapy

3605 Missouri Blvd., P.O. Box 1335

Jefferson City, MO 65102-1335

phone: 573.751.0877

fax: 573.751.1155

Program Outcomes

Matriculation Rate:

For the Program in Occupational Therapy, the matriculation rate is defined as the percentage of students who were admitted as freshmen and then entered the professional phase. The data for the past five MOT classes is provided below:

Cohort	Students Entering as Freshman /Students Matriculated MOT	Matriculation Rate
Class of 2016	38/30	78.9%
Class of 2017	46/38	82.6%
Class of 2018	46/41	89.1%
Class of 2019	55/48	87.3%
Class of 2020	58/53	91.4%

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

Academic Year	BSOS Graduates	MOT Graduates
2013/2014	54	48
2014/2015	46	59
2015/2016	51	49
2016/2017	58	52
2017/2018	57	59

Graduation Rate:

For the Program in Occupational Therapy, the graduation rate is defined as the percentage of students who began the professional phase of the program and graduated within 150% of normal curricular time (3 years). The data for the past three graduating OT classes is provided below:

Cohort	Students Entering/Graduating	Graduation Rate
2015	59/56	94.9%
2016	55/52	94.5%
2017	56/55	98.2%
Total Graduates over last 3 years	170/163	95.9%

*Incomplete data. As of 7/12/2016 Full Class of 2016 data will be available after graduation in July 2017.

Fieldwork Level II Pass Rate:

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

Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
100%	100%	100%	100%	100%

NBCOT Pass Rate:

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

Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
98%	100%	98%	100%	98%

Employment Rate:

The employment rate is defined as the percentage of graduates who were employed as OTs within six months of passing the licensure examination. The data for the last three graduating OT classes is provided below: (Cohorts are identified by year of MOT graduation)

Cohort	Full-Time	Part-Time	PRN/Per Diem 1 or more employers	Other	Total Employed	# of Respondents	# of Graduates in Cohort
Class of 2015	89.7%	6.9%	3.4%		96.7%	30	56
Class of 2016	68.4%	0%	15.8%	13.2%	97.4%	38	52
Class of 2017	80.6%	8.3%	8.3%		97.2%	36	55

Professional and Technical Standards

Professional Performance Standards

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

A contemporary entry-level occupational therapist must:

- Have a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to globalism and diversity;
- Be educated as a generalist, with a broad exposure to the delivery models and systems utilized in settings where occupational therapy is currently practiced and where it is emerging as a service;
- Have achieved entry-level competence through a combination of academic and fieldwork education;
- Be prepared to articulate and apply professional principles, intervention approaches and rationales, and expected outcomes as related to occupation;
- Be prepared to supervise and work in cooperation with the occupational therapy assistant;
- Be prepared to be a lifelong learner and keep current with best professional practices;
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession;
- Be prepared to be an effective consumer of the latest research and knowledge bases that undergird practice and contribute to the growth and dissemination of research and knowledge;
- Submit to and receive a satisfactory report on criminal background checks and drug testing for substances of abuse.

Master's in Occupational Therapy Program Technical Standards

The Department of Occupational Science & Occupational Therapy is committed to promoting justice and equality in educational opportunities. This document outlines the skills required for successful completion of the course work and fieldwork experiences in the professional Master's in Occupational Therapy Program. These essential functions, in conjunction with established academic standards, are followed by the Progressions Committee for selection and retention of students who possess the characteristics that are necessary to become competent occupational therapists.

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

Professional and Technical Standards Continued

1. Have adequate cognitive skills to allow understanding and synthesis of information learned from course experiences (such as lectures, readings, discussions, and other classroom, community experiences, and fieldwork) to be able to provide and judge the appropriateness and safety of assessments and interventions used by occupational therapists.
2. Be able to manipulate objects to administer assessments and interventions that are utilized by occupational therapists.
3. Have adequate strength, endurance and body movement that would be necessary to move body parts or transfer patients/clients who have limited strength and use of their bodies from one place to another, such as from wheelchair to bed, toilet to wheelchair, or wheelchair to car seat.
4. Have adequate visual ability that would be necessary to see how patients/clients are performing activities, so that therapeutic adaptations can be made and safety can be evaluated, and to be able to read their non-verbal communications.
5. Have adequate attention and hearing ability to be able to listen to and interpret lectures, discussions, classroom exercises and fieldwork interactions for courses, and the requests, needs, and other auditory information communicated by patients/clients, families, and other professionals.
6. Have adequate sense of touch to be able to interpret patient/client body structures and their qualities, which are necessary to perform and interpret assessments and perform interventions safely.
7. Have adequate receptive and expressive verbal communication skills to be able to understand and participate in class lectures and discussions and to be able to request and understand information provided by patients/clients, families and other professionals as a therapist.
8. Have adequate literacy skills to be able to learn from written material in class and to be able to understand and prepare clearly written documentation addressing patient/client status, assessments, and interventions as a therapist.
9. Have adequate altruism, ability to delay gratification, and ability to attend to the needs of others, that will support concern for patients/clients in safety and success in therapy.
10. Have adequate work behaviors, such as initiative, dependability, time management, and accountability that will support success in class and in a working environment.
11. Have adequate interpersonal skills, such as cooperation, flexibility, tact, and empathy that will support success in class and in a working environment.
12. Have adequate ability to tolerate a variety of environmental conditions that might be encountered in class and in the workplace, such as confined spaces, noise, dust, odors, and temperatures.
13. Have the ability to attend classes regularly as scheduled in occupational science and occupational therapy courses.