

**DEPAUL
UNIVERSITY**
COLLEGE OF SCIENCE AND HEALTH
Occupational Therapy Program



**Occupational Therapy
Student Handbook**
2025-2026

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PART I: The MSOT Program, Mission, & Policies

DePaul University and College Mission and Vision

Mission: As an innovative Catholic, Vincentian university anchored in the global city of Chicago, DePaul supports the integral human development of its students. The university does so through its commitment to outstanding teaching, academic excellence, real world experience, community engagement, and systemic change. DePaul prepares graduates to be successful in their chosen fields and agents of transformation throughout their lives. Guided by an ethic of Vincentian personalism and professionalism, DePaul compassionately upholds the dignity of all members of its diverse, multi-faith, and inclusive community. Through education and research, the university addresses the great questions of our day, promoting peaceful, just, and equitable solutions to social and environmental challenges. Since its founding in 1898, DePaul University has remained dedicated to making education accessible to all, with special attention to including underserved and underrepresented communities.

Vision: DePaul will be unequaled among urban universities in the United States in ensuring the success of a diverse community of learners. Through programs that integrate theory with practice and ideas with action, De Paul's expert and dedicated faculty and staff will develop students' readiness to engage with and thrive in a changing world. The university will broaden its historical mission of access to address the lifelong learning needs of our students by providing innovative and affordable programs and varied curricular structures and modes of delivery. Equipped with a transformative education grounded in our Catholic and Vincentian values, De Paul graduates will be recognized as effective and responsible change agents.

College of Science and Health Mission

As the College of Science and Health, our mission is to prepare scientists, healthcare and nursing leaders who are committed to creating equitable, socially just and anti-racist environments. Through authentic experiences in and outside the classroom, we educate our students to be engaged citizens that are prepared to exercise their knowledge of science and medicine toward the equitable service of their communities in a manner that upholds the dignity of all people. Our commitment to combat racism aligns with DePaul's University commitment to becoming an anti-racist organization.

DePaul University, has affirmed the commitment, "as an institution – to combat racism by all available and appropriate means, and as a matter of the highest priority, preferably in continuous cooperation with affected communities." Examples of commitments, at the university level include: strengthening existing diversity, enactment of equity and inclusion programs and initiatives, auditing intra-organizational processes and procedures for practices of exclusion and structural racism, encouraging each college and division to host anti-racist conversations next year, and committing to join these conversations. Each

college is compelled to initiate or enhance curricula building understanding and empathy for peoples impacted by racism.

In the College of Science and Health, we believe that to be effective in this anti-racist initiative we must work together to challenge the status quo within our ethos. We must continue asking hard questions and producing answers that may be difficult for those in power or positions of privilege to accept. This systemic change will compel our collective disruption of racist ideology and silent apathy, which has produced multiple forms of inequity, thus violence, in our nation. This must begin with our work in the classroom and around the university campus to listen, to seek, and to more fully acknowledge the many violent events that have led us to this point. It also must begin with our work in communities to challenge those who view Black, Brown, and other minoritized communities' existence as a threat.

College of Science and Health Anti-Racism Statement

The DePaul University College of Science and Health (CSH) acknowledges the individual and structural racism embedded in our science, education, and healthcare systems. We recognize the culture of racial oppression, and the deep history of European colonialism and white supremacy installed in all science, technology, engineering, math (STEM) fields, nursing, and all healthcare professions. The fields of science and health have largely ignored the needs of and contributions from Black, Indigenous, and People of Color (BIPOC) and in some situations have used science and health systems to harm them. This has furthered healthcare disparities, under-representation of BIPOC people in the fields of science and health and contributes to a distrust of science and healthcare systems.

Acknowledgement of these truths inspires a call for introspection, collective consciousness, and action. We must seek to unlearn, learn, and practice our commitment to combat racism daily. We recognize the painful history and ongoing racist misconduct of scientists and healthcare practitioners that overshadows and adds to the challenge and importance of our anti-racism work. In response, we firmly commit to disarming racism by reasserting diversity, equity, and inclusion as core values of our college and coming together as one community of students, staff, faculty, and community partners in support of each and every one of our members of color, in condemning racism in all of its forms.

MSOT Program Mission

The MSOT program is guided by the Catholic Vincentian tradition which draws on diversity as a source of learning and understanding; nurtures an inclusive and welcoming community; and calls for action for the collective good. The mission of the MSOT program is to prepare occupational therapists to be effective and responsive agents of change addressing the diverse and most urgent needs of the Chicago community and beyond with a special concern for the dignity of those who have historically been and currently are underestimated by society. Grounded in occupation and evidence, students will become

life-long learners ready to practice social responsibility and work for the collective good of society.

MSOT Program Vision: To be nationally known as an inclusive and innovative occupational therapy program rich in diverse ways of knowing and learning, graduating transformative leaders ready to make the world a better place.

MSOT Program Promise: The DePaul MSOT program commits to deliver an exceptional community engaged curriculum in which students will feel challenged, capable, and supported by dedicated faculty so that students are motivated and prepared to promote equity and justice for occupational participation that contribute to the health and well-being of communities.

Outcomes for DePaul MSOT Program Graduates

- Students will facilitate change to transform conditions necessary for access, inclusion, and social justice within health, educational, and community settings for diverse, vulnerable and underestimated individuals, groups, and populations.
- Students will demonstrate and communicate the distinct value and quality outcomes of culturally relevant occupation-based interventions across practice settings to improve health and participation for persons, groups, and communities.
- Students will demonstrate a strong sense of identity as an occupational therapist and their role across settings and on interprofessional teams.
- Students will evaluate, apply, and create evidence to provide and demonstrate effective occupational therapy evaluation, intervention, and outcomes rooted in real life situations.

DePaul MSOT Curriculum Framework



The MSOT Philosophy

The DePaul MSOT curriculum is based on two inextricably linked fundamental concepts that inform the curriculum design: Occupation-Centered and Community-Engaged learning. The accompanying visual graphic depicts the core constructs of the DePaul MSOT program curriculum framework.

Occupation-Centered

In accordance with AOTA's Philosophical Base of Occupational Therapy, (AOTA, 2011), the notion of engagement in occupation, essential to health and wellbeing, is at the core of the DePaul MSOT curriculum. Occupations are the "Everyday personalized activities that people do as individuals, in families, and with communities to occupy time and bring meaning and purpose to life" (Occupational Therapy Practice Framework: Domain and Process (4th Edition), 2020). The construct of occupation refers to the complex and dynamic relationships among people, their environments, and people's meaningful activities and how environment and personal characteristics collectively transact and influence peoples' performance in desired activities. (Dickie, Cutchin, & Humphry, 2006). DePaul students will learn to understand people as occupational beings, the impact of occupational challenges on their lives and how to use occupation to collaborate with individuals, families, communities, and populations to maximize people's ability to

participate in meaningful life situations (Fisher, 2013). This focus on occupation means that understanding of occupation is the core subject of the curriculum and that this understanding integrates other knowledge.

Dedicated learning spaces have been intentionally designed for students to participate in meaningful occupations as they learn to use engagement in occupation as intervention as well as focus on occupational participation as the unique outcome of the OT process. The space includes a family apartment to replicate a family home; a flexible classroom with moveable furniture to promote a range of configurations that support social interaction and collaborative learning; and a space to promote learning through play and exploration.

Community-Engaged Curriculum and an Engaged Learning Community:

The notion of community engaged learning informs the MSOT curriculum in two ways:

1. *Community-Engaged Curriculum:* Collaborative partnerships with community organizations are consistently fostered to inform the curriculum and offer sustainable learning opportunities throughout the MSOT program. Based on their experiences and knowledge of their communities, our community partners enhance the curriculum by providing input, feedback, and suggestions about the content and processes embedded in the curriculum. Community partners are invited to suggest learning experiences they could offer the OT students to apply academic learning in a way that is meaningful or helpful to the organization. This partnership with community organizations contributes to a culturally and community relevant curriculum and provides real life learning experiences for the students. Students will be engaged in learning with and from community partners that builds upon their ability to listen to the voices of the community, think critically, question one's assumptions, live with ambiguity, communicate effectively, build relationships, behave in culturally responsive ways, and act ethically.
2. *Engaged Learning Community:* The DePaul MSOT program strives to create a culture of an engaged learning community. In this engaged learning community, students, faculty, and community members are all responsible for teaching and learning from and with one another. An engaged learning community is interested in and responds to real life needs and hopes of communities. We believe that authentic tasks, derived from engagement with community partners, will arouse student curiosity, as students will encounter the need to practice the skills, habits and attitudes they are learning in the MSOT curriculum.

Curricular Threads

Community, Justice and Advocacy: Students will be immersed in and learn from and with the community. The learning in this thread is focused on disability, wellness, justice, advocacy, ethics, leadership, and community practice. Students will think from a systems level and focus on the contextual factors that impact participation in occupation at the

individual, group, and community levels. Students will use an asset-based approach to identify resources in communities to promote occupational engagement.

Learning Outcome: Students will facilitate change to transform conditions necessary for access, inclusion, and social justice within health, educational, and community settings for diverse, vulnerable and underestimated individuals, groups, and populations.

412: Disability Studies (2)

422: Occupational Justice (2)

432: Ethics and Advocacy (4)

442: Thinking in Systems (2)

452: Community Practice with Groups and Populations (4)

14 Credits

Effective Occupation Based Practice: Throughout this thread, students will learn how to assess, plan, implement, and evaluate culturally relevant occupation-based interventions for individuals, groups, and communities across the life course. Emphases in this thread include clinical reasoning; human systems and processes; synthesizing evidence; and client centered care.

Learning Outcome: Students will demonstrate and communicate the distinct value and quality outcomes of culturally relevant occupation- based interventions across practice settings to improve health and participation for persons, groups, and communities.

413 & 414: Mental Health and Well-Being 1&2 (7)

423 & 424: OT Process with Children and Adolescents 1&2 (7)

433 & 434: OT Process with Adults 1&2 (7)

453: OT Process with Older Adults and Aging (4)

25 Credits

416, 426, 436, 446: Level I Fieldwork a, b, c (3)

417 & 427: Level II Fieldwork A & B (16)

19 Credits

Critical Skills for Identity as an Occupational Therapist: In this sequence of courses students will learn vital attitudes, habits, and skills necessary to develop a strong sense of identity as an occupational therapist. Students will facilitate client centered, contextually relevant, evidence based, occupation based and theory driven interventions. Students will reflect upon their prior life experiences and assumptions to build their ability for relational and therapeutic use of self.

Learning Outcome: Students will demonstrate a strong sense of identity as an occupational therapist and their role across settings and on interprofessional teams.

- 411: Theoretical Foundations for Occupational Therapy Practice (4)
- 421: Inter-professional Communication and Teams (2)
- 431: Neuro processing for Occupational Performance (4)
- 441: Movement & Function for Occupational Performance (4)
- 451: Positioning and Technology to enable Occupational Performance (4)
- 461: Management and Leadership across Settings (4)
- 471: Practice Synthesis for Fieldwork and Beyond (2)

24 Credits

Lifelong Learning: Students will develop the attitudes, habits, and skills necessary to become life-long learners, consumers of research, and evidence-based practitioners to solve real world problems. Students will locate, select, and analyze evidence to make sound clinical decisions. In addition, they will use evidence to explain the value of occupation-based interventions and the role of occupation in achieving health, well-being, and participation in life through engagement in occupation.

Learning Outcome: Students will evaluate, apply, and create evidence to provide and demonstrate effective occupational therapy evaluation, intervention, and outcomes rooted in real life situations.

- 415 & 425 : Evidence Based Practice I & II (8)
- 435: Scholarly Inquiry (4)
- 445: EBP Project Ready (4)
- 455: EPB Project (4)

20 Credits

Teaching and Learning Strategies

Inclusive pedagogy informs the basis of the MSOT program at DePaul that is designed to foster a sense of belonging, authenticity, and community among students, teachers and community partners. Students learn best when engaged in meaningful and active learning which is relevant to their personal lived experiences and professional goals. We are dedicated to learning from one another and from our diverse experiences and views we all bring to the learning experience. Thus, students will be asked to bring their own experiences to the learning environment and to build on the knowledge and wisdom they bring to the classroom. Students will learn from one another as well as from the members of the community with whom they interact. In this framework, faculty and students work together to create a supportive environment in which all students have equal access to learning and promote thoughtfulness and mutual respect for one another and our shared learning process. In order to build a supportive environment, interactive learning activities

such as working in pairs and small groups will be used so that relationships are built between students and faculty. Learning resources in the OT space such as textbooks and equipment will be readily available for students to interact with. Students have the opportunity to make choices throughout the curriculum about topics and populations which they would like to learn more about. Providing and receiving constructive feedback is scaffolded throughout the program. In the DePaul MSOT program, inclusive pedagogy is achieved through dynamic learning processes of reflection, collaboration, action, and transformation. These processes are not mutually exclusive but complement one another to enhance and deepen student learning.

Reflection:

Reflection is the process of internally examining a concern or issue, considering multiple stands of reasoning in order to clarify meaning and understanding, resulting in new learning (Kinsella, 2001). Dewey (1933) refers to reflective inquiry as a way of thinking; as active, persistent, and careful consideration of any grounds of one's beliefs (Dewey 1933, pp. 3 – 16). In line with our Vincentian mission, Dewey's reflective inquiry requires us to ask 'What is to be done', or as St. Vincent would ask, 'What must be done?'. Reflection can also be used to think about learning and how one learns, and to think about one's thinking (Hutchings, 2019).

Reflective activities, such as journaling and responding to reflective questions, are scaffolded throughout the program to facilitate students' awareness of their own perspectives and enhance their ways of knowing and understanding. We begin by learning to pay attention and then expanding to examining and taking stock. Students then learn to integrate their reflection with practice, and finally to apply their learning through reflection to imagine a future self as an occupational therapist (Hutchings, 2019). This type of scaffolded reflective learning provides a foundation for students to develop the habits of integrating prior learning to future decision making and action.

Collaboration:

We believe that knowledge is socially constructed and that we learn in the context of relationships, through exchanging ideas with one another (Vygotsky, 1978). Positive interdependence, cooperation and accountability (Johnson & Johnson, 2009) are all required for collaborative learning. Students are more motivated to work hard when they have a common goal and are responsible for promoting one another's success (Cohn et al, 2002). Thus, students will work collaboratively in the classroom settings through small group work, problem-based learning, class discussions, group assignments, and seeking peer feedback. Students also work collaboratively with community partners to create, implement, and evaluate learning experiences.

Action:

Active learning refers to learning through doing in highly contextualized learning environments designed to enhance the learning process. Contextualized learning links the knowledge, skills and attitudes students are learning to practical settings which makes learning more relevant and meaningful. Active learning requires intentionally setting up the environment to promote active doing on the part of the student that leads to learning.

Dedicated OT learning spaces have been designed to be contextualized as well as flexible to promote multiple ways of 'doing to learn'. Students will learn through participation in case studies, group projects, peer teaching, role playing, and simulations. Students will learn from and with their community partners in their natural environments which are inherently contextualized.

Transformation:

Transformative learning involves gaining an awareness of one's own views, being exposed to situations that challenge those views, critically examining one's own view, and exploring alternative ways of thinking, which may result in a change in perception as a result of the process (Mezirow, 1990). As an end, the way in which we experience the world is transformed. Thus, transformative learning is both a process (learning) and an outcome (transformation).

In the DePaul MSOT curriculum, students will transform their way of thinking to view the world through an occupational lens, continually finding ways to promote meaningful doing, being, becoming and belonging (Wilcock, 1999) with individuals, groups, and populations. By learning from diverse perspectives and challenging taken-for-granted assumptions, one's perspectives, values, beliefs, and understanding of the world will be transformed.

Summary:

The MSOT Curriculum Framework is situated in the context of community engagement and occupation. The four threads complement and inform one another throughout the curriculum. The learning strategies are used to intentionally create an inclusive learning community. Together, the threads and learning strategies build in complexity through the curriculum. The framework is designed to celebrate diverse ways of knowing and learning with the primary goal of graduating transformative leaders ready to promote occupational participation that ultimately contributes to the health and well-being of people and their communities.

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Curriculum Overview

(Fixed Sequence)

Courses are color coded by their thread to demonstrate how the threads move throughout the curriculum.

Critical Skills for Identity as an Occupational Therapist:

Effective Occupation Based Practice

Life-Long Learning

Occupational Community, Justice, and Advocacy

YEAR 1							
Fall	Q H	Winter	Q H	Spring	Q H	Summer	Q H
OT 411: Theoretical Foundations of Occupational Therapy	4	OT 413: Mental Health and Well-Being I	3	OT 414: Mental Health and Well-Being II	4	OT 424: OT Process with Children and Adolescents II	4
OT 412: Disability Studies	2	OT 416: Mental Health and Well-Being Level I Fieldwork	1	OT 423: Children and Adolescents I	3	OT 433: OT Process with Adults	4
MSOT 415: Evidence-Based Practice	4	OT 422: Occupational Justice	2	OT 426: Children & Adolescents Level I Fieldwork	1	OT 435: Scholarly Inquiry	4
OT 421: Inter-Professional Communication and Teams	2	OT 425: Evidence-Based Practice II	4	OT 432: Ethics and Advocacy	4		
OT 431: Neuro Processing for Occupational Performance	4	OT 441: Movement and Function for Occupational Performance	4	OT 451: Positioning and Technology to Enable Occupational Performance	4		
	16		14		16		12

YEAR 2							
Fall	Q H	Winter	Q H	Spring	Q H	Summer	Q H
OT 434: OT Process with Adults II	3	OT 452: Community Practice with Groups and Populations	4	OT 417: Level II Fieldwork A	8	OT 427: Level II Fieldwork B	8
OT 346: Adult and Aging Level I Fieldwork	1	OT 453: Older Adults & Aging	4				
OT 442: Thinking in Systems	2	OT 455: Evidence-Based Project	4				
OT 445: Evidence-Based Project Ready	4	OT 471: Practice Synthesis for Fieldwork and Beyond	2				
OT 461: Management and Leadership across Settings	4						
	14		14		8		8

STUDENT SUPPORT SERVICES

Occupational Therapy Student Success Committee

Goal: Provide support for students who display difficulty meeting academic, professional, and/or ethical standards while also upholding the standards of the profession.

Committee Makeup: Three faculty members, including one faculty member as Chairperson. May rotate depending on faculty schedules.

Process:

- Student is referred to SSC by faculty, or self-referral
- SSC informs student's academic advisor of referral
- Student meets with academic advisor to review reason for referral and process
- SSC Chairperson schedules a meeting with SSC members and student
- SSC Chairperson sends the student information about how to prepare for the meeting
- Meeting between SSC and student occurs
- Student and SSC create professional development plan, both the SSC members and student sign

- Professional development plan is sent to Program Director for review and signature
- Student shares professional development plan with academic advisor and other faculty as appropriate, to gain support and resources for the professional development plan
- SSC Chairperson schedules follow up meeting with SSC and student to review progress
- SSC makes recommendations regarding continuing professional development plan, revising plan, or discontinuing plan.

Student preparation for meeting:

- Outline a response to the following questions:
 - From your perspective, tell us about why you have been referred to the SSC
 - What strengths and gifts to you contribute to the OT program?
 - What are your areas for improvement in the OT program?
 - Describe any challenges or barriers you feel you experience in the OT program
 - What strategies and/or supports would be helpful for you to address these?

Office of Health Promotion and Wellness

The Office of Health Promotion & Wellness empowers the DePaul community to embrace a healthy lifestyle, creating a culture of health and well-being that fosters personal and academic success. In collaboration with university and community partners, the office provides holistic education, support and resources for individuals to establish and sustain long-term, healthy behaviors. Our office provides information and covers topics that range from nutrition, physical fitness, mental health, sexual health and relationship violence and more. While all health topics are important, special emphasis is placed on alcohol and substance misuse prevention and sexual and relationship violence prevention.

Lincoln Park Student Center, Suite 302
 2250 N. Sheffield Ave.
 773-325-7129
hpw@depaul.edu

Office of Multicultural Student Success

The Office of Multicultural Student Success seeks to cultivate belongingness, retention and persistence to graduation for students of color, students who demonstrate financial need, first-generation college students, undocumented immigrant students, and students with marginalized genders and sexualities.

The Office of Multicultural Student Success (OMSS) works to improve the retention and graduation rates of students of color and first-generation students, students who demonstrate financial need, undocumented students and students with marginalized genders and sexualities. The office facilitates opportunities for engagement, advocates for students on campus and is able to provide resources that aid in their successful progress through graduation. These resources include four identity-based student centers (LGBTQA, Black, Asian/Pacific-Islander/Desi-American (APIDA) and Latinx), intersectional identity programming, undocumented student resources, advising/counseling, career readiness/graduate school programming, first-generation college student support and scholarship information.

Lincoln Park Student Center
2250 North Sheffield, Suite 105
Chicago, IL 60614-3298
Phone: 773.325.7325

Center for Students with Disabilities

DePaul University is committed to providing students with disabilities equal access to DePaul's educational and co-curricular opportunities so that students may fully participate in the life of the university. The Center for Students with Disabilities (CSD) services are available to students with diverse physical, learning, medical, mental health and sensory disabilities. The Center offers supports to students to achieve their academic goals while promoting their independence. CSD is a resource to the many university departments that share the responsibility of supporting the members of our diverse learning community.

Lincoln Park Student Center, Room 370
2250 North Sheffield Avenue
Chicago, Illinois 60614-3673
P: 773.325.1677
E: csd@depaul.edu

Dean of Students

The Dean of Students Office at DePaul University promotes student learning and ethical decision making in an inclusive and student-centered environment. Utilizing a comprehensive approach to student advocacy that is informed by DePaul's Catholic, Vincentian, and urban mission, the office collaborates with students, staff, faculty, parents and community partners to support students in reaching their academic and personal success.

Programs & Services

- [Academic Assistance and Administrative Withdrawal/Absence Notification Processes](#)
- [Adjudication of the Code of Student Responsibility and Incident Reporting](#)
- [Crisis Management and Emergency Protocols](#)
- [Faculty/Staff Resources and Referrals for Student Concerns](#)

Lincoln Park Campus
Student Center, Suite 307
2250 N. Sheffield Ave.

773-325-7290

773-325-7396 (fax)

Email: deanofstudents@depaul.edu

POLICIES

Academic Integrity

DePaul University institutional rules concerning academic dishonesty as stated in the current Bulletin/Student Handbook will be enforced.

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. To preserve the quality of education offered to students, the university is responsible for maintaining academic integrity and protecting all those who depend on it, including DePaul's community partners and institutional affiliates. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, to the pursuit of knowledge, and to the transmission of ideas. All members of the university community share the responsibility for creating conditions that support academic integrity.

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or

misuse of the university's academic resources, alteration or falsification of academic records; academic misconduct; and complicity. Violations do not require intent. This policy applies to all courses, programs, learning contexts, and other activities at the university, including but not limited to experiential and service-learning courses, study abroad programs, internships, student teaching, providing false information on an application, and not disclosing requested information. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion. Actions taken by the instructor do not preclude the university from taking further action, including dismissal from the university. Conduct that is punishable under the Academic Integrity Policy could also result in criminal or civil prosecution. Additional Information and the complete Academic Integrity policy can be found on the [Academic Integrity website](#).

Attendance

An official academic calendar is listed on the University Registrar's website <https://academics.depaul.edu>. Students are expected to be on campus until the end of the official University exam period as exams may be scheduled throughout this time.

Attendance and promptness are expected in all classes, and student absence or tardiness will be noted and may negatively impact the student's grade. Students who must miss class are asked to follow the instructions for absences in their course syllabi.

If you miss a class, it is your responsibility to check with a classmate regarding what you missed and follow the faculty member's instructions regarding missed information. The instructor may request that you make up work.

If you miss more than one class session, you must email faculty a plan for demonstrating competency for content missed. Faculty must approve the plan before you complete the work.

Attendance and participation are an integral part of an inclusive pedagogy. We are each other's teachers and learners and this requires being present and engaged for one another. Students are expected to attend all course sessions, PBL meetings, community site days, and fieldwork meetings.

If absence from a class is necessary, notify the instructor in advance if at all possible. You are responsible for work missed because of an absence and for any materials distributed in class (obtain these from a classmate).

In a particular course, if a student is absent more than 15% of class time, or is not participating consistently in online assignments, faculty concerns will be communicated with the student, their advisor, and the program director. Being absent from class impacts

one's ability to participate which compromises a student's ability to fully benefit from the course.

Participation

Students are expected to treat class as protected times to allow for full participation. Students must remove distractions during lectures, labs, and exams by silencing and putting away cellphones and only using personal computers when necessary for in-class work. Checking emails, doing unrelated classwork, browsing the web or social media, playing games, or partaking in any other distracting activity may have their grade reduced per syllabus policy for each lab or class.

Missed Work

You are required to inform the instructor of an absence as soon as possible prior to the missed class session. The instructor will provide you with a list of tasks to complete to make up missed class work. The student is required to complete the assigned make-up work within the timeframe specified by the course instructor and obtain missed course materials from peers. The make-up work must be completed at a satisfactory level within the agreed upon timeframe or the course grade may be reduced.

In the case of an excused absence (e.g. illness, funeral of immediate family member, or extremely poor driving conditions that would put the student's life at risk to drive to school) make-up of course requirements (e.g. exams, quizzes, practical exam, lab experiences etc.) can be scheduled with the instructor at a mutually convenient time. It is your responsibility to arrange a make-up schedule with the course instructor(s).

In the case of an unexcused absence (e.g. weddings, vacations, skipping one class to study for an exam in another class), make-up of course requirements (if accepted by the instructor) that were missed must be completed by the student within a timeframe set by the instructor. If not completed within this timeframe, the total point value of the course requirement will be reduced.

Late Work

Completing our work on time is part of learning to become a professional. All work is expected to be completed on time. Late work is subject to a grade deduction depending on the context. Under extraordinary circumstances a student may request an extension of the due date by contacting the instructor to arrange for an extension. All assignments must be completed at a satisfactory level (C or above) in order to pass the class.

Social Media

Being on social media during class detracts students from being fully present and engaged for one another. Therefore, participating in social media in class is not allowed. This includes sending emails, messages, texts, images, video or audio from class via social

media. Smartphones or other types of mobile devices should not be out during class periods unless explicitly stated by the instructor. If you would like to record class, please seek explicit permission from the instructor to do so.

Graduation Requirements

- A well-balanced, unified, and complete program of study is required, including evidence of successful achievement of both academic and clinical skill development. The program utilizes a cohort model, suggesting that all students move through the curriculum at a similar rate. The Master of Occupational Therapy degree requires successful completion of 102 graduate credits. A cumulative GPA of 3.0
- A minimum of a C in all courses (students may not repeat more than two courses and no course may be repeated more than once).
- Successful completion of 24 weeks of supervised Level II Fieldwork
- Completion of all requirements within five years of initial matriculation

Student Probation & Dismissal

Probation

A graduate student must maintain a cumulative GPA of 3.00 or greater to remain in good standing. A student failing to maintain a minimum cumulative GPA of 3.0 will be placed on academic probation. If the cumulative GPA is raised to at least 3.00 at the end of the next academic quarter, the student is no longer on probation. If the cumulative GPA has not risen to 3.00 at the end of the next academic quarter, the student will be dismissed from the program. A student may be placed on probation a total of two times. If their GPA falls below a 3.00 a third time, the student will be dismissed from the program.

Repeating a Course

If a student receives a grade of less than C, the student will be required to repeat the course. Up to two courses can be repeated one time each. Repeating a course most likely will delay a student's ability to progress in the curriculum. Students who do not achieve a C or higher in the repeated course will be dismissed from the program.

Dismissal

Students may petition for re-entry into the OT program to the Program Director. It is recommended that the student meet with their advisor prior to submitting a petition for re-admittance into the program. The advisor may help the student prepare their petition. The petition should address why the student believes they will be successful in the program and any changes or steps they have taken to increase their likelihood for success. The OT faculty will meet to discuss the petition and respond to the petition in one of 4 ways:

- a. request more information from the student
- b. accept the petition in full

- c. accept the petition with modifications
- d. reject the petition

Students can be re-admitted into the OT program one time. If a readmitted student is dismissed a second time, they are not allowed to petition for re-entry.

Complaints and Grievances

DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.

In support of this mission, DePaul University is committed to treating every member of its community with dignity, justice and respect fostering a positive learning environment and providing quality service. It is important for students to know how to address concerns and issues that may be contrary to this commitment.

Complaints or concerns that a policy or procedure has been incorrectly or unfairly applied can often be resolved through an initial conversation with the staff, faculty member or department where the issue originated and his/her supervisor if necessary.

DePaul has established a number of policies and procedures for responding to particular types of concerns. Contact information for these policies and procedures can be found in the bottom section of this page:

- Concerns about grades are addressed through the University's Grade Challenge policy. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about academic integrity are addressed through the Academic Integrity policy and process. Detailed information is available on the Academic Integrity website.
- Concerns related to student conduct are addressed through the Code of Student Responsibility, and the Student Conduct Process. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about discrimination or harassment on the basis of a variety of protected characteristics are addressed by the Office of Institutional Diversity and Equity through the Anti-Discrimination and Anti-Harassment Policy and Procedures
- Concerns based on sexual violence, sexual harassment, or other sex discrimination (Title IX) are addressed through the DePaul's Title IX Coordinator located in the Office of Institutional Diversity. Detailed information is available on the Office of Public Safety [website](#) or in the [Code of Student Responsibility](#) section of the University Catalog.
- Concerns about the confidentiality of education records (FERPA-Family Educational Rights and Privacy Act), are addressed through the Office of the University Registrar.

Concerns about academic issues relating to faculty or staff can often be resolved through an initial conversation with the faculty, staff member or student employee involved in the situation. Students with academic complaints or concerns should first address the issue with the faculty or staff member. If this does not resolve the issue the student should then discuss the issue with the department chairperson or program director for faculty issues or the individual's supervisor for staff. If the issue is still not resolved, the student should then discuss the matter with the Office of the Dean of the faculty member's college for faculty issues or the department supervisor for staff issues. If the issue is still not resolved, the student may discuss the issue with the Office of the Provost.

The Dean of Students Office is a central location to which students can turn with problems they have been unable to resolve. The Dean of Students Office hears student concerns and helps students understand their options for resolving the concerns and/or locating appropriate services: <http://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx>.

In addition, the University Ombudsperson is available to provide consultation about conflict resolution, to clarify policies and procedures, and to help find the right person or department to respond to questions. Students may also always choose to report concerns or misconduct through the University's confidential reporting mechanisms: 877.236.8390 or <https://compliance.depaul.edu/hotline/index.asp>

The U.S. Department of Education requires institutions offering online education to provide contact information for students to file complaints with its accreditor and state agencies. Contact information for DePaul's regional accreditor (the Higher Learning Commission), programmatic/specialized accreditor and state agencies is available in the Handbook section of the University Catalog.

Procedure to File a Complaint with ACOTE

If all processes within DePaul University have been exhausted, a student may file a complaint with the Accreditation Council for Occupational Therapy Education (ACOTE). The student must provide evidence that they have followed the DePaul University's complaint or grievance policy and made reasonable efforts to resolve the issue. Comments or complaints about the program may be made by writing to the ACOTE Chairperson, c/o the AOTA Accreditation Department. The complaint must be submitted as an attachment to an email addressed to accred@aota.org and must include a signed complaint form, "Complaint Against a Program Subject to ACOTE Accreditation."

A complaint against an educational program must:

- a. describe the nature of the complaint and the related accreditation standards or accreditation policies or procedures that the complainant believes are not being met by the program, including any evidence or documents that might substantiate the complaint;

b. provide documentation that the complainant has followed the academic program's complaint or grievance policy and made reasonable efforts to resolve the complaint, or alternatively information that demonstrates such efforts would be unavailing; and

c. be signed by the complainant. (The confidentiality of the complaining party is protected by AOTA Accreditation staff unless release of identity has been authorized, or disclosure is required by legal action.) The ACOTE Standards can be downloaded from:

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/StandardsReview/2018-ACOTE-Standards-Interpretive-Guide.pdf>.

Withdrawals and Refunds

Withdrawals

A student who withdraws from an occupational therapy course while in good standing cannot progress in the sequenced curriculum until that course has been successfully completed. Exceptions may be identified in consultation with the Program Director, the course faculty, and the student's academic advisor. A student who withdraws from an OT course who is 'not in good standing' (with a grade of less than C or on probation) at the time of withdrawal, will be referred to the Program Director. The Program Director and academic advisor will review the student's past and current performance and elicit recommendations from the course faculty. The course faculty, academic advisor, and Program Director will meet to establish a contract for academic improvement. The contract will be shared with and signed by the student. Such students may not progress in the sequenced curriculum until the course has been retaken and successfully completed.

A student may withdraw from an OT course 'not in good standing' (with a grade of less than C) only once during their program of study. A second such withdrawal will result in dismissal from the program. A student who has a grade of less than C at mid-quarter may be placed on contract for an intervention plan by the instructor. The student must satisfactorily fulfill all course and contract requirements by the end of the quarter of contract initiation in order to progress in the program. A student currently enrolled in a degree program in which revisions are approved while their studies are in progress may elect to formally adopt the revised requirements.

Refunds

Students may drop a course by the stated "Last Day to drop from current quarter classes with no penalty" date (within 13 days of start of classes for Fall, Winter, and Spring quarters – see academic calendar for December intercession and Summer withdrawal dates), and receive a full refund and no grade is posted on the transcript.

Requesting a Leave of Absence

Students who need to interrupt their studies for personal, health or other reasons may request a leave of absence for up to one full year. The request should be made to the Program Director. Depending on circumstances and estimated length of absence, the Program Director or student's academic advisor may recommend additional action to complete the request process.

Returning from a Leave of Absence

Students who wish to return to the program following a leave of absence will need to submit a written request for resuming coursework to the Program Director. It is the student's responsibility to send a copy of such request to the Program Director and the student's faculty advisor. This written request should demonstrate the resolution of the extenuating circumstances contributing to the original need to leave the Occupational Therapy Program. This request for reinstatement must be made no less than 6 weeks prior to resuming the OT course sequence. Students will be notified in writing regarding the decision concerning their reentry to the program.

Time Limitation

The MS degree in occupational therapy is designed to be completed in eight quarters. The maximum time to complete this degree, including up to a 12-month approved leave of absence, is five years from first quarter of enrollment.

Classroom Safety

Procedures and routes for emergency evacuation are posted in all classrooms. All rooms used routinely for teaching will have at least two exit doors. When any course requires training and manipulation of equipment and supplies, students are responsible for adhering to all the instructions given by the faculty and any written guidelines regarding proper and safe use. Students must be aware of all safety precautions and proper handling techniques before working with any piece of equipment, adaptive device, or therapeutic media. When working with liquid solvents or other potential environmental contaminants students must also follow instructions provided about proper disposal of waste materials. Pouring such materials down the sink has serious potential to contaminate the water supply.

Exposure Control Procedures

You will be required to complete annual training in regards to HIPAA, infection control, universal precautions, and FERPA. Students will complete the modules in the first year as a part of OT 411 Foundations of Occupational Therapy and again in the second year as part

of OT 471 Practice Synthesis for Fieldwork and Beyond. Content regarding appropriate use of equipment and supplies continues to be discussed while students are participating in Level I Fieldwork.

As a health care professional, you are exposed to infectious diseases that are borne by blood and other bodily fluids. Following OSHA guidelines, DePaul University has developed regulations designed to protect those who might come in contact with another's bodily fluids. It is essential that you become knowledgeable about your protection and adhere to the following rules.

Universal Precautions

- *Wash your hands before and after giving direct care* to an individual, particularly if contaminated with blood or other bodily fluids.
- *Wear gloves* if there is any contact or chance of contact with blood, body fluids, mucous membranes or non-intact skin. Wash hands immediately after gloves are removed.
- Take care to *prevent injury from needles, scalpels or other sharp instruments*. Disposable syringes, needles, scalpel blades and other sharp instruments should be placed in puncture-proof containers for disposal. Do not recap, break or crush these items.
- Tables used for care in which there is contact with blood or bodily fluids should immediately be washed with an appropriate disinfectant. Whirlpools should be cleaned and disinfected daily.
- If you think you have been exposed to a blood born pathogen, immediately report the incident to the course instructor to initiate the appropriate medical care.
- Treatment areas must have the following items: sharps container, biohazard bag, enclosed tray for contaminated instruments, disinfectant, gloves, airway mask for rescue breathing, autoclave.
- If you are at an off-campus site, always follow Universal Precautions and inquire about any further regulations pertinent to that site.

COVID-19 Updates

COVID-19 Updates For the latest news and resources regarding DePaul's response to COVID-19, please visit <https://resources.depaul.edu/coronavirus/Pages/default.aspx>.

DePaul Contact Information/Available Resources

Sexual and Relationship Violence

Public Safety

Lincoln Park Campus 773/325-7777

Loop Campus 312/362-8400.

The Public Safety Office is open 24 hours a day, 7 days a week.

Title IX Coordinator

Office of Institutional Diversity and Equity

Lincoln Park Campus: 131 Levan

Loop Campus: 14 East Jackson Blvd., Suite 800, 312/362-8970

Email: titleixcoordinator@depaul.edu

Discrimination

Office of Institutional Diversity and Equity:

Loop Campus: 14 East Jackson Blvd., Suite 800, 312/362-6872

Individuals also have the option to file through the Misconduct Reporting Hotline at 877/236-8390.

Email: DiversityMatters@depaul.edu

Harassment

Office of Institutional Diversity and Equity:

Loop Campus: Daley Building: 14 East Jackson Blvd., Suite 800, 312/362-6872

Individuals also have the option to file through the Misconduct Reporting Hotline at 877/236-8390.

Email: DiversityMatters@depaul.edu

Dean of Students Office

Lincoln Park Campus: Student Center Suite 307, 773/325-7290

Loop Campus: DePaul Center Suite 11001, 312/362-8066

Email: deanofstudents@depaul.edu

Disability Services

Center for Students with Disabilities

Lincoln Park Campus: Student Center 370, 773/325-1677

Loop Campus: Lewis Center 1420, 312/362-8002

Email: csd@depaul.edu

Student Organizations

Student Life

Loop Campus: Lewis Center Lewis 1400, 312/362-5680

Lincoln Park Campus: Student Center 306, 773/325-4852

Email: studentaffairs@depaul.edu

Housing

Department of Housing Services
Lincoln Park Campus: Centennial Hall Suite 301, 773/325-7196
Email: housing@depaul.edu

Residential Education

Residential Education
Lincoln Park Campus: Centennial Hall, Suite 302, 773/325-4211
Email: resed@depaul.edu

Family Educational Rights and Privacy Act (FERPA)

DePaul Central/Office of the University Registrar
Lincoln Park Campus: Schmitt Academic Center Suite 101, 312/362-8610
Loop Campus: DePaul Center Suite 9100, 312/362-8610
Email: dpcl@depaul.edu

Misconduct Reporting

Hotline at 877/236-8390
Intake Site: www.depaul.ethicspoint.com

Student Conduct Violations or Appeals

Dean of Students Office
Lincoln Park Campus: Student Center Suite 307, 773/325-7290
Loop Campus: DePaul Center Suite 11001, 312/362-8066
Email: deanofstudents@depaul.edu

University Ombudsperson

Office of Mission and Values, 312/362-8707
Email: ombuds@depaul.edu

College of Science and Health

Lincoln Park Campus
Graduate College Office: McGowan South Suite 400, 773/325.8490
Undergraduate College Office: McGowan South Suite 400, 773/325.8490
Office of the Dean: McGowan South Suite 403, 773/325-8300

PART II: Fieldwork

DePaul MSOT Fieldwork

Fieldwork experiences are an integral part of all occupational therapy and occupational therapy assistant curricula. Fieldwork experiences allow students to apply knowledge, theory, and practical skills to a situation of practice. Through these experiences the occupational therapy and occupational therapy assistant student gains confidence and competence in applying the occupational therapy process using evidence-based, client-centered interventions to meet the needs of diverse populations. These experiences also help the student in developing their own professional identity. Fieldwork educators are an essential component and set the tone for the learning experience (AOTA, 2022; Escher et al., 2023).

The DePaul University Curriculum design is based on community-engaged and occupation-centered learning in which our courses are sequenced to build in complexity as students use reflection, collaboration, active learning, and transformation, to build upon their skills, knowledge, and behaviors in preparation for Level II fieldwork. Through our community and clinical partnership with fieldwork sites, each Level I and Level II fieldwork experience allow students an opportunity to apply learned knowledge to practice. Fieldwork experiences integrate the MSOT curricular threads of lifelong learning, critical skills for identify as an OT, effective occupation-based practice and community justice and advocacy (see the “DePaul University MSOT Level I Fieldwork Objectives Table” on page 8). Associated fieldwork courses are designed to strengthen the relationship between what is learned in the didactic component of the curriculum and fieldwork.

Students are required to comply with all fieldwork site specific requirements. Some sites may require drug and alcohol screening, finger printing, specific criminal background checks, or other specific health tests in order to participate in fieldwork at that site. Students may request specific geographic locations for fieldwork, however, there is no guarantee that those requests will be able to be granted based on the time and effort involved in securing new placements and contractual agreements. Student preferences and resources will be taken under consideration when placing students, that said, some placements may require students to re-locate outside of the Chicagoland area. Students are responsible for any costs incurred during fieldwork such as housing, transportation, and other incidentals. In addition, last minute changes and cancellations by the fieldwork site may occur. In these cases, we ask for student’s patience and grace as a replacement site is identified.

Level I and Level II fieldwork experiences will occur within a variety of populations through a variety of settings. Level I fieldwork experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the lifespan. Family

service centers, schools, community centers, adaptive sports, homeless shelters, community mental health centers, hospitals, clinics, hospice and therapeutic activity or work centers are among the many possible sites. Fieldwork may also include services management and administrative experiences in occupational therapy settings or community organizations. Populations may include disabled or well populations; age-specific or diagnosis-specific clients.

Level I Fieldwork Experience Overview

The AOTA *Standards* describe the goal of Level I Fieldwork "to introduce students to the fieldwork, apply knowledge to practice, and develop understanding of the needs of clients" (ACOTE, 2018, p. 41). Level I Fieldwork is not intended to develop independent performance, but "enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process." (ACOTE, 2018, p.41).

Level I Fieldwork (LIFW) is meant to provide students with observational and, in select aspects, participatory experiences that enhance their academic coursework. LIFW are situated across an array of populations in an assortment of settings (Escher et.al., 2023). At DePaul University these settings are inclusive of simulated environments, standardized patients, faculty practice, faculty led experiences and supervision by a fieldwork educator in a practice environment. Site placements may not directly include occupational therapy; however, they relate to the field by population or setting. While LIFW educators do not need to be licensed occupational therapists, they do need to demonstrate a clear understanding of occupational therapy and LIFW objectives.

DePaul University LIFW is situated throughout the curriculum and starts in the second quarter of the program, winter quarter with MSOT 416-Mental Health and Well-Being Level IA Fieldwork. During the same winter quarter, students will take MSOT 413 Mental Health and Well-Being course. Level IB fieldwork, MSOT 426-Children and Adolescent and the course MSOT 423 OT Process with Children and Adolescents I occur during the spring quarter. The third level I fieldwork, MSOT 436 Adult Level IC and the course MSOT 434 OT Process with Adults II occur during the fall quarter of the second year. Each LIFW experience is designed to enrich the learning within the quarter it is situated. Level I fieldwork is not a substitute for any part of the level II fieldwork.

The structure of Level I Fieldwork experiences at DePaul University MSOT program entails:

- 40 hours completed during a 10-week quarter that typically involves weekly participation in conjunction with weekly one hour fieldwork meetings.
- Placements involve students in a variety of community and health care settings and via Simucase.
- Experience involves active observation, and students may be expected to actively participate with their supervisor's guidance in the fieldwork experience.

- Weekly fieldwork meetings provide logistical planning and preparation, sharing fieldwork experiences, guided discussions, and facilitates integration of the fieldwork experiences with coursework.

Each quarter either the AFWC, the student's Fieldwork Educator or student coordinator signs the Level I FW time sheet via the EXXAT system. The Fieldwork Educator will be asked to complete a Level I fieldwork evaluation form to document the student's performance and successful completion (pass) of the level I fieldwork experience. The student evaluation form will be reviewed with the student, and the LIFW educator or coordinator and kept on file by the DePaul AFWC and in the student's file.

Level I Fieldwork Objectives

Objectives of LIFW may vary from each occupational therapy program (and at each fieldwork site). DePaul LIFW has a focus on our mission, vision and values. The DePaul fieldwork objectives have been created to integrate the curriculum threads and to reflect the curriculum. Fieldwork educators should determine if the resources of their facilities are adequate to meet the objectives of the educational institution and then apply the objectives to the fieldwork setting. The DePaul University MSOT Level I Fieldwork Objectives are provided, reviewed, and agreed upon by the academic and fieldwork educators prior to the start of the fieldwork experience.

Level I Fieldwork Evaluation

An evaluation form is filled out by each student's supervisor near the completion of each fieldwork experience. It is the student's responsibility to communicate with their supervisor prior to the end of the fieldwork experience the timeline for submitting the Level I Fieldwork Evaluation Form. Supervisors are encouraged to review these forms with students to provide important feedback about the student's professional behavior and performance. Students keep a copy of their evaluation and submit the final copy to D2L. The Academic Fieldwork Coordinator will review the evaluations and keeps them on file. Meetings are arranged with students as needed to discuss any concerns, areas of growth, and to assist the student in initiating strategies for success in future fieldwork experiences.

Level I Grading Policy

All fieldwork experiences are considered part of DePaul University's academic program. Therefore, the ultimate responsibility for grading is that of the Academic Fieldwork Coordinator (AFWC). Grades for Level I Fieldwork are pass/fail and reflect the student's overall performance in all aspects of the Level I fieldwork course (including attendance of fieldwork meetings, related assignments and final fieldwork evaluation). At the end of the LIFW, the fieldwork educator/supervisor will complete the "Philadelphia Region Fieldwork Consortium Level I Fieldwork Student Evaluation (2nd ed) (Modified)", review with the student and students will upload to D2L. The AFWC will collaborate with the fieldwork

educator/supervisor and academic faculty to determine the final grade of passing or failing.

Level II Fieldwork Experience Overview

Level II Fieldwork (LIIFW) is meant to provide students with an immersive experience to apply their knowledge and develop their therapeutic skills at the culmination of their educational experience. Students collaboratively construct their own learning through active engagement in the fieldwork setting and reflection. LIIFW serves to develop clinical reasoning, reflective and ethical practice, and an identity/style as an occupational therapist (AOTA, 2022; Escher et al., 2023).

DePaul University MSOT Level II Fieldwork occurs during the final two quarters of the MSOT program (Level IIA: Spring Quarter and Level IIB: Summer Quarter of the second year). The fieldwork program builds upon and mirrors the curriculum design with placements focused on mental health; children & youth; adults, wellness, & the elderly population. Fieldwork sites may be in traditional, nontraditional, and emerging settings. Additionally, the community engaged curriculum focus supports students' clinical capacities within their fieldwork experiences by building confidence, autonomy, accountability, effective communication, and interdependence.

Level II Specific Fieldwork Requirements

The Accreditation Council for Occupational Therapy Education (ACOTE) requires that students be "...exposed to a variety of clients across the lifespan and to a variety of settings" (ACOTE, 2018, p. 42). A minimum of 24 weeks of occupational therapy internship, which are typically completed in two 12-week full-time placements, is required for graduation from the program. Full-time fieldwork for a majority of Level II Fieldworks entails students being on-site for approximately 40 hours per week for 12 weeks duration. Therefore, Level II Fieldwork involves a schedule that is commensurate to full-time work. Level I fieldwork does not count toward or comprise of any Level II fieldwork.

The program requires students to complete fieldwork in two different practice areas that may vary according to: age (children or adults), hospital or community-based facility, and/or population served (mental health or physical rehabilitation).

DePaul University requires a formal signed agreement with each facility where our students do their fieldwork experiences. Each facility must provide an orientation for the student to learn site specific policies and procedures. Each level II fieldwork supervisor is required to be a practitioner who has at least one year of experience as a registered OT, who is qualified to supervise students. Each level II fieldwork, students are evaluated at midterm and final using the AOTA Fieldwork Performance Evaluation (FWPE), this is submitted via Form Stack and reviewed by the AFWC. Students are required to complete and submit the Student Evaluation of Fieldwork Experience (SEFWE) as an opportunity to provide feedback about their fieldwork experience.

A copy of the formal signed agreement can be found within the fieldwork management system of Exxat. Students should review and be familiar with its terms as they specify the mutual and respective responsibilities of the school and the facility and the student's responsibilities.

Fieldwork Policies & Procedures

Fieldwork Requirements & Coordination

Students are required to comply with all fieldwork site specific requirements. Some sites may require drug and alcohol screening, criminal background checks, or other specific health tests to participate in fieldwork at that site. Students are responsible for all costs, including transportation costs, housing costs, and incidental expenses incurred during fieldwork. Students wishing to pursue fieldwork sites out of state may request this and work with the AFWC to identify potential sites. There is no guarantee that new contracts can be secured to accommodate student's requests. Effort will be made to place students in sites that accommodate each student's needs and preferences. Student may need to travel outside of the Chicagoland area and possibly out of state. In addition, last minute changes and cancellations by the fieldwork site may occur and may impact the student.

The Academic Fieldwork Coordinator (AFWC) will negotiate the logistics of recruiting, assigning, confirming, and monitoring Level I and Level II fieldwork experiences. The AFWC will serve as a resource for students, fieldwork educators, and faculty. The AFWC will conduct fieldwork meetings starting in the first quarter of the program, to provide orientation to students about the fieldwork process. During fieldwork meetings the AFWC will support students' self-assessment and preparation for fieldwork experiences. Communication is key to the success of fieldwork experiences and the AFWC is available before, during or after a student fieldwork experience as part of the collaborative process of providing fieldwork education.

The student is required to maintain a listing of all fieldwork (Level I and Level II) experiences indicating site, supervisor, population or type of experience and dates/hours (time sheet). This information is also documented in the fieldwork online data base of Exxat.

Memorandum of Understanding/Affiliation Agreement Process

The Memorandum of Understanding (MOU) /Affiliation Agreement (AA) serve many capacities. It outlines and clearly documents responsibilities of the university and of the fieldwork site, and agreements between the university and the fieldwork site. The AFWC initiates and manages the MOU/AA process to ensure it is fully executed for the duration of all fieldwork experiences. Electronic memoranda of understanding and signatures are acceptable. Prior to engaging in fieldwork students are expected to review the MOU/AA within the Exxat system.

Fieldwork Supervision

Prior to Level I and II fieldwork, the AFWC communicates with sites via email, phone, Zoom and in-person site visits to ensure students are supervised by qualified personnel. The AFWC verifies the ratio of fieldwork educators to students via email, phone, Zoom and in-person site visits, this information is recorded in the Exxat system. In some settings, the ratio is greater than 1:1 depending upon the population served, the FW Educators experience, and the student's capabilities.

Potential Fieldwork Structures (Escher et al., 2023):

There are a variety of fieldwork educator and student structures that can be utilized in LIIFW. Structures are selected according to the nature of the site, the preference of the educator, and the learning needs of the students. Some potential structures are as follows:

- 1 educator: 1 student
 - Traditional model; individualistic
- 2 educators: 1 student
 - Shared
 - Student may meet with one or both educators at a time
 - Increased responsibility on the student to communicate expectations and feedback between two educators
 - A meeting log or record could help clarify this without putting increased cognitive load on the student
- 1 educator: 2 or more students (Hanson, D.J & Deluliis, E.D., 2015, as cited in Escher et al., 2023)
 - Collaborative
 - Develops skills in education, advocacy, and teamwork
 - Students as peers with a shared responsibility to work together and provide one another with feedback
 - ♣ Should establish ground rules for feedback
 - Fieldwork educator maintains role as expert and facilitator
 - ♣ Move toward approaches emphasizing facilitating and mentoring
 - ♣ Move away from role as expert or authority

DePaul University currently only has Level II FW placements within sites that have occupational therapy services and students will be supervised by a qualified occupational therapist.

Supervisor/Site Responsibilities

In all levels of fieldwork settings, the protection of consumers and opportunities for appropriate role modeling of occupational therapy practice must be ensured. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student.

Escher et al. (2023) states fieldwork educators are responsible for facilitating student learning experiences and developing their competence and confidence as therapists. Fieldwork educators are responsible for orienting students to the fieldwork site and expectations and developing students' abilities.

Orient Student

Leading up to and during students' first week, fieldwork educators are responsible for orienting their students to the fieldwork site, departmental policies, and the established group norms within the site. In addition to this orientation, fieldwork educators should collaborate with students to establish strategies and measures to achieve the educational goals of the fieldwork setting. Developing these strategies and measures includes but is not limited to:

- Collaboratively develop a learning contract with measurable outcomes
- Discuss student learning needs and what teaching strategies best support them
- Define student learning objectives for the fieldwork site
 - What are the site's typical expectations?
 - What are the students' wants, needs, and expectations?
- Establish means of measuring and time frame for measuring goal progress
- Discuss feedback form and frequency preferences
- Establish set formal and informal meeting frequency and expectations

Develop Student Abilities

After student learning objectives and feedback structures have been established, fieldwork educators are responsible for facilitating student learning. This facilitation and feedback include but is not limited to:

- Supervise student provision of OT service
- Supervise and adjust student documentation
- Facilitate and ask questions to direct student preparation for sessions
- Provide prompt, regular, and behavior-oriented feedback
- Recognize and adapt teaching strategies to student learning needs as the fieldwork experience progresses
- Grade the learning experience up and down as appropriate to match student skills and progress student skills toward entry-level practice

Prerequisite Policies

Successful completion of three Level I fieldwork experiences is a prerequisite for beginning Level II Fieldwork. Level I Fieldwork cannot be substituted for any part of Level II Fieldwork.

Student Failure of Level I or Level II Fieldwork

Students are required to pass all level I and level II fieldwork placements as part of the graduation requirements for the program. Should a student fail a level I or level II fieldwork, they have one opportunity to repeat the fieldwork and associated coursework with a passing grade.

Each level I fieldwork is a prerequisite to the subsequent level I fieldworks (IA, IB and IC) and all three must be completed prior to starting level II fieldwork. A student must pass each level I fieldwork before moving on to the next level I fieldwork. A level I failure may delay graduation. A Level II failure will result in a delayed graduation.

International Fieldwork

The AFWC ensures students attending a Level II fieldwork internationally are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork (ACOTE, 2018, p. 44). The AFWC confirms the international fieldwork site is educated, informed and able to meet the curriculum design, fieldwork program, provide educational experiences applicable with the occupational therapy program at DePaul University. Students who request a Level II fieldwork internationally will need to be approved by the academic program and meet additional requirements. These requirements include but are not limited to costs for travel & accommodations, additional travel immunizations, visa requirements, language proficiency, etc. Students must be in good standings with DePaul University. Students are expected to comply with any international travel regulations, rules and policies. An international fieldwork opportunity will only be considered for level II fieldwork.

Students must also adhere to DePaul University's international policies and procedures. Students must register with the Global Engagement Travel Registration database. Travel registration must be completed no less than 90 days prior to departure. Students must comply with the International Travel Health & Accident Insurance Requirement. Students should review the following: <https://offices.depaul.edu/global-engagement/student-resources/Pages/travel-registration.aspx>.

Fieldwork Accommodations for Students with Disabilities

Students requesting classroom, academic or fieldwork accommodations must first register with the Center for Students with Disabilities (CSD). CSD will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. For information about the policies and procedures for accommodations: <https://offices.depaul.edu/student-affairs/support-services/for-specific-populations/Pages/students-with-disabilities.aspx>

Students should be mindful that unique course accommodations may not be applicable or may appear differently in a clinical or fieldwork setting. Thus, planning in advance with the CSD and a discussion with the AFWC, is highly encouraged.

Student Health Information

Each student has received the “Health Requirement” prior to starting the MSOT program. Students track health requirements through Exxat Approve document system. To ensure compliance with DePaul obligations, and to ensure student safety, students must upload health requirements and immunization information prior to the start of the program and be in full compliance prior to the first Level I Fieldwork and must resubmit annually as needed prior to the applicable rotation or experience. Some fieldwork sites may require students to complete an additional physical examination, drug testing, fingerprinting and have certain immunizations following the facility’s policies and procedures. It is the student’s responsibility to provide to their clinical site the required documentation as requested.

References

- Accreditation Council for Occupational Therapy Education. (2018). *2018 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive Guide (effective July 31, 2020)*. ACOTE Accreditation Standards.
<https://acoteonline.org/accreditation-explained/standards/>
- American Occupational Therapy Association. (2022). Occupational therapy fieldwork education: Value and purpose. *American Journal of Occupational Therapy*, 76(3).
<https://doi.org/10.5014/ajot.2022.76S3006>
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- American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process-fourth edition. *American Journal of Occupational Therapy*. 74(2), 1-87. <https://doi.org/10.5014/ajot.2020.74S2001>
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<https://doi.org/10.5014/ajot.2014.68S03>
- Escher, A., McCombs, K., Morales, I., & Kaldenberg, J. (2023, April 18). *Inclusive teaching and learning for occupational therapy experiential learning*. Academic Leadership

Council/AOTA Inspire 2023 Annual Conference & Expo, Kansas City, KS.
<https://www.aota.org/education/academic-leadership-councils-alc>

PART III: Health Requirements for the MSOT Program

Health Requirements

As a student in a healthcare MSOT program, you should be aware of the need to protect yourself and the health of those you provide care for by maintaining updated health records. Our partners in private practices, schools, clinics, community organizations, hospitals and medical centers entrust institutions like DePaul University to ensure that our students and clinical faculty meet similar health requirements as the occupational therapist, healthcare providers and staff that they employ.

To track the health requirements of our students, we use Exxat Approve, a comprehensive compliance tracking review service. The Occupational Therapy Program cannot accept or maintain any hard copies of health records. We ask that you follow the steps outlined in this document to complete and document your health requirements by the deadline listed.

It is the Occupational Therapy Program policy to have your account set up and available prior to the start of the program.

Questions can be directed to:

Technical Questions	Exxat Approve support, you can contact them via email: support@exxat.com or through the live chat feature on their website. You can also find contact information at www.exxat.com/contact-us .
General Inquiries	Molly Hillson mhillson@depaul.edu 773 325 3457 Program Assistant Occupational Therapy

Instructions on Getting Started

- 1) Register for your account (instructions will be provided)
- 2) The Occupational Therapy Program requires:
 - a) Background Check
 - b) Exxat Approve Medical Document Manager: used to upload proof of immunizations and Health Requirements
- 3) Drug Test if required by fieldwork site (you will be informed by your fieldwork site)

Health Insurance

All MSOT students must secure health insurance prior to starting the program. Coverage is maintained during any clinical experience, and throughout the program. For incoming MSOT students, your first clinical experience will be in the first-year winter quarter during MSOT 416: FW-LIA-Mental Health & Well-Being. All students should ensure that they have uploaded proof of health coverage by the time the program begins to avoid any delays.

If you do not currently have health insurance, we recommend that you review the information on [this website](#), which explains the health insurance options available through the Affordable Care Act (ACA) and the Illinois Marketplace. Open enrollment in the Illinois Marketplace is from November 1 to January 31. Students should plan, where possible, to register for health insurance during this time.

Admit Term	Deadline to apply for coverage in the ACA open enrollment period
Fall Quarter	December 15
Winter Quarter	January 31
Spring Quarter	January 31
Summer Quarter	January 31

Should you miss the deadline for the open enrollment period, many students may qualify for a Special Enrollment Period. Examples of reasons why someone would qualify are:

- The recent loss of health coverage
- Got married
- Had a baby
- Adopted a child or had a child placed with you for fostercare
- Got divorced or legally separate and lost health insurance
- Death in the family
- Moved to a new residence
- A change in income
- Gained citizenship or lawful presence in the U.S.
- Released from incarceration (jail or prison)

- Member of a federally recognized tribe or an Alaska Native corporation shareholder

The Special enrollment period is not a guarantee. In general, you must apply for the Special Enrollment Period within 60 days of one of the above life-changing events. If you apply for health coverage through a Special Enrollment Period, you should do so early enough to ensure coverage begins by Quarter 2 of your program.

If you do not have health coverage, miss the ACA open enrollment period deadline, and do not qualify for a Special Enrollment Period, you will need to apply for a private plan outside the ACA Marketplace. Applicants for these plans are ineligible for tax credits or income-based savings, but these plans can meet all the health care law requirements and can meet the requirements for clinical attendance. DePaul University does not offer student health insurance policies.

If a student cannot secure or maintain health coverage prior to their clinical/fieldwork experiences, they will be unable to participate and required to re-take the

Checklist of Health Requirements

<input type="checkbox"/>	<u>Background Check</u>
<input type="checkbox"/>	<u>Drug Screen</u>
<input type="checkbox"/>	<u>Measles, Mumps, and Rubella (MMR) Titer</u>
<input type="checkbox"/>	<u>Varicella (Chicken Pox) Titer</u>
<input type="checkbox"/>	<u>Hepatitis B Titer</u>
<input type="checkbox"/>	<u>Tuberculosis Screening</u>
<input type="checkbox"/>	<u>Tetanus, Diphtheria, and Pertussis (Tdap) Immunization</u>
<input type="checkbox"/>	<u>CPR Certification</u>
<input type="checkbox"/>	<u>Proof of Health Insurance</u>
<input type="checkbox"/>	<u>Influenza Vaccination</u>
<input type="checkbox"/>	<u>Proof of COVID-19 Vaccination and Booster</u>
<input type="radio"/>	<u>Student Acknowledgement from Program Handbook</u>
<input type="checkbox"/>	<u>HIPAA Module</u>
<input type="checkbox"/>	<u>Bloodborne Pathogens Exposure Training</u>
<input type="checkbox"/>	<u>Mandated Reporter Training</u>
<input type="checkbox"/>	<u>Non-discrimination Statement</u>
<input type="checkbox"/>	<u>Confidentiality and Privacy Oath</u>
<input type="checkbox"/>	<u>Photo Release Form</u>
<input type="checkbox"/>	<u>University Requirements</u>

Background Check

Upon registering for your account, no further action is required for your background check, your registration will automatically begin the background check process.

Occupational Therapy students must submit to a criminal background check by Exxat before their initial clinical experience. Criminal background checks must be completed by **August 1** for Fall Quarter and will remain in effect unless:

a. a fieldwork site determines it necessary to require more frequent or more detailed background checks,

OR

b. an Occupational Therapy student interrupts his/her program of study for one quarter or longer.

The student must have another criminal background check performed in the above cases.

The Occupational Therapy Program may not place students in a clinical setting if there are positive findings on the criminal background check. As a result, a student will not complete the program's requirements.

Drug Screen

This is a holding place for possible future required drug screen. Upon registering for your account, an email with instructions on setting up your drug screen will be sent within one week.

Drug screening is not required for the Occupational Therapy program itself. Occupational Therapy students may be required to have a ten-panel drug screen as required by clinical institutions for assigned fieldwork. Some institutions may require a new drug screen each year. The test can be obtained from any health care agency or Exxat or through Quest Diagnostics Lab. The drug test **MUST** follow a "Chain-of-custody" procedure.

The Occupational Therapy Program may not place students in a fieldwork or clinical setting if the drug screen shows positive findings. As a result, a student may be delayed or unable to complete the program's requirements.

Measles, Mumps, and Rubella (MMR) Titer

Upload titer (bloodwork) proof of immunity.

A TITER is MANDATORY to document immunity. (Note: Vaccination or history of the disease necessary to develop immunity). The titer **MUST** contain the titer value as well as the reference norm. The required titers are as follows:

- A. Rubeola IgG
- B. Mumps IgG

C. Rubella IgG

If titers indicate no immunity for Rubeola, Mumps, Rubella, and Varicella, immunization is required. For Measles, Mumps, and Rubella, the following rules apply:

- If you were born in 1957 or later and have not had the MMR vaccine, or if you do not have a blood test that shows you are immune to **measles or mumps** (i.e., no serologic evidence of immunity or prior vaccination), get two doses of MMR (first dose now and the second dose at least 28 days later).
- If you were born in 1957 or later and have not had the MMR vaccine, or if you do not have a blood test that shows you are immune to **rubella**, only one dose of MMR is recommended.

However, you may end up receiving two doses because the rubella component is in the combination vaccine with measles and mumps. For students born before 1957, see the [MMRACIP vaccine recommendations](#).

Varicella (Chicken Pox) Titer

Upload titer (bloodwork) proof of immunity.

A TITER is MANDATORY to document immunity. (Note: Vaccination or history of the disease necessary to develop immunity). The titer MUST contain the titer value as well as the reference norm. The required titers are as follows:

Varicella IgG

If titers indicate no immunity for Varicella, immunization is required. Follow-up titers will need to be drawn after re-immunization.

Students must sign a waiver if no immunity is detected on the follow-up titer. The waiver states that you understand the risk associated with continuing in the Occupational Therapy program, specifically that if you contract the disease to which you are not immune, the school is not liable and that you want to continue in your studies, knowing the risk. Once you have documented your immunity or signed a waiver, you will not need to provide any further documentation.

Hepatitis B Titer

Upload titer (bloodwork) proof of immunity.

Proof of immunity to Hepatitis B must be confirmed through bloodwork. Immunity may be achieved through vaccination or previous exposure*. You may submit test results and documentation of immunity from your provider instead of receiving the vaccination. The following documents will be accepted as proof of immunity:

- A. Positive Hepatitis B surface antibody (anti-HBs) indicates immunity from previous vaccination.
- B. Positive anti-HBs and positive Hepatitis core antibody (anti-HBc) indicate immunity due to infection. At the same time, a negative Hepatitis B surface antigen (HBsAg) is needed to determine whether acute or chronic infection exists. The student will need to follow up with their health care provider if they have a negative result.

If immunity is not documented, the student must receive the Hepatitis B immunization series and post-vaccination bloodwork as outlined below.

If the series has been started but has not been completed prior to the clinical attendance. In that case, it is the student's responsibility to supply documentation of the vaccine dates and when the final Anti-HBs bloodwork is drawn. The student must have completed a minimum of one of the three vaccines series prior to the first clinical day and upload documentation for this to Exxat.

After completing the series of three vaccines, further vaccination is necessary if bloodwork does not show immunity. If no immunity is detected after completing a second series, the student must sign a waiver. The waiver states that you understand the risk associated with continuing in the occupational therapy program. If you contract the disease to which you are not immune, the school is not liable, and you want to continue your studies, knowing the risk. Once you have documented your immunity or signed a waiver, you will not need further documentation.

* The Centers for Disease Control (CDC) recommend that the person, who fall into either of the following categories for increased risk for Hepatitis B infection, should see their health care provider. You would need to request a blood test for Hepatitis B surface antigen (HBsAg) and Hepatitis B surface antibody (Anti-HBs) as you may not need the vaccination if the results are positive.

CDC Categories of Persons at Increased Risk for Hepatitis B Infection

1. A person born to mothers in or from countries where Hepatitis B is endemic.
2. Sexually active men who have sex with men.

Tuberculosis Screening

Upload either a two-step Mantoux skin test or QuantiFERON-TB Gold test. Both tests must be updated on Exxat Approve every 12 months following the initial TB test.

All students who provide patient care in the clinical setting must submit proof of not having active tuberculosis prior to the first day of the clinical rotation. Documentation must be

uploaded into Exxat Approve and approved to fulfill this requirement. This step can be done by completing one of the following:

1. Two-step Tuberculin Skin Test.

- a. The student will be required to have two separate tuberculin skin tests placed 1-3 weeks apart. The results of both tests must be uploaded into Exxat Approve.

2. QuantiFERON Gold Test

- a. The student will be required to have this blood test drawn and upload the results into Exxat Approve.

Please note: *some clinical sites will only accept this as proof of not having active tuberculosis.*

Students With Positive TB Results:

1. Students with a history of having positive TB results or has received the BCG vaccination prior to admission into the occupational therapy program at DePaul University must complete the following:

- a. Submit certification from a healthcare provider that the student is currently free of the signs and symptoms of active tuberculosis. This certification must be renewed every six months.

AND

- b. Submit a negative chest X-ray from the initial positive TB results. If a chest X-Ray were not completed, the student would be required to obtain one prior to the first day of the clinical rotation.

OR

- c. Complete a QuantiFERON Gold test.

AND

- d. Submit certification from a healthcare provider that the student is currently free of signs and symptoms of active tuberculosis. This certification must be renewed every six months.

2. Students found to have positive TB results while completing pre-clinical screening requirements for DePaul University must complete the following before the first day of the clinical rotation:

- A. Obtain a chest x-ray and submit the results.
- B. Submit certification from a healthcare provider that the student is currently free of signs and symptoms of active tuberculosis. This certification must be renewed every six months. Suppose the student shows signs and symptoms of active tuberculosis during the provider evaluation. In that case, the student may not begin the clinical rotation until documentation of a completed course of prophylactic therapy and

certification of currently being free of the signs and symptoms of active tuberculosis has been completed.

Tetanus, Diphtheria, and Pertussis (Tdap) Immunization

Upload proof of immunization from within the last ten years.

Tetanus-Diphtheria-Pertussis Booster: Must be within the last ten years. Documentation can be in the form of a signed immunization card or statement from your healthcare provider or health department that documents the date the tetanus booster or Tdap was administered. Please note that a tetanus booster alone is not adequate, and you must demonstrate immunization for diphtheria and pertussis within the past ten years.

CPR Certification

Upload proof of CPR Certification.

American Heart Association (AHA) or American Red Cross Basic Life Support (BLS) for healthcare providers certification is the only form accepted. Basic CPR classes offered to non-medical individuals are NOT acceptable. CPR Training will be offered during the new student orientation for a fee.

Current American Heart Association (AHA) or American Red Cross certification in Basic Life Support (BLS) for Healthcare Provider is required for all entering and current students. Only the AHA certification will be accepted.

Content covered in AHA BLS class:

- Critical concepts of high-quality CPR
- The American Heart Association Chain of Survival
- 1-Rescuer CPR and AED for adult, child and infant
- 2-Rescuer CPR and AED for adult, child, and infant
- Differences between adult, child, and infant rescue techniques
- Bag-mask techniques for adult, child, and infant
- Rescue breathing for adult, child, and infant
- Relief of choking for adult, child, and infant
- CPR with an advanced airway

Proof of Health Insurance

Upload proof of personal health insurance. The name on the document must match the student's name. If you receive health insurance as a dependent on another's

plan, you may need to contact your health insurance provider to obtain the proper documentation.

All Occupational Therapy students must submit proof of continuous comprehensive health insurance every year. Please note that the name on the health insurance must match the student's name.

Influenza Vaccination

Upload proof of the current season's influenza vaccination which includes the lot number of the vaccination. Note that flu shots are typically released in late August or early September. Based on the release date, the due date for this requirement may vary.

A yearly influenza vaccine is required.

Incoming MSOT students will receive Standard Precautions /Universal Precautions Training as their initial coursework.

COVID-19 Vaccination and Booster

Upload proof of COVID-19 Vaccination and Booster. The name on the document must match the student's name. Student needs to be full vaccinated two weeks past the second dose of Pfizer's or Moderna's vaccine or two weeks past the single dose of the Johnson & Johnson vaccine.

DePaul University no longer requires the COVID-19 vaccination. While no longer required, everyone at DePaul is encouraged to stay up-to-date with their COVID vaccinations. Certain fieldwork sites and clinics may require COVID-19 vaccinations. Exemptions may be requested and accepted on a case-by-case basis.

Student Acknowledgement from Program and College Handbooks

Carefully review the online College of Science and Health [Graduate Student Handbook](#) and the [MSOT Student Handbook](#). You will be required to sign the first page during orientation attesting that you have read and understood the information in the handbooks. This will then be uploaded into Exxat Approve.

HIPAA Module

Complete the HIPAA Module on Exxat Approve.

Bloodborne Pathogens Exposure Training

You will need to complete Bloodborne Pathogen Training PowerPoint during orientation or fieldwork meetings and sign the virtual form provided.

Acknowledgment of Mandated Reporter Status

Download the acknowledgment form from Exxat Approve, sign, and upload.

A signed Acknowledgement of the Mandated Report Status must be uploaded to Exxat Approve, indicating that the student understands that while in the clinical setting, the student becomes a mandated reporter under the Abused and Neglected Child Reporting Act.

Non-discrimination Statement

Download the acknowledgment form from Exxat Approve, signature from student and Academic Fieldwork Coordinator, and upload.

A signed Acknowledgement of the Non-Discrimination Statement must be uploaded to Exxat Approve, indicating that the student understands and will uphold the application of non- discrimination principles to the DePaul University Occupational Therapy Program.

Confidentiality and Privacy Oath Form

Download the acknowledgment form from Exxat Approve sign, and upload.

A signed Acknowledgement of the Confidentiality and Privacy Oath must be uploaded to Exxat Approve, indicating that the student understands and will uphold the promise to hold confidential verbal, electronic, written information received through the MSOT program, some examples may include but are not limited to interactions within the community, clinical and fieldwork environments.

Photo Release Form

Download the acknowledgment form from Exxat Approve, sign, and upload.

A signed Acknowledgement of the Photo Release Form must be uploaded to Exxat Approve, indicating that the student understands and grants DePaul University the right and license to use their name, image, likeness, and comments in DePaul University marketing materials.

University Requirements

Immunization requirements for DePaul University are NOT the same as those for the Occupational Therapy Program. Illinois state law mandates that DePaul University collect immunization records for the following:

- A. Tetanus/Diphtheria
- B. Measles (Rubeola)
- C. Mumps
- D. Rubella

The requirement is for immunization only. You must upload this proof separately, by following the directions on [this website](#). Failure to complete this requirement will prevent you from registering for classes in future quarters.

FAQ's Regarding Health Requirements

1. Is it a requirement to administer all or any of these immunizations?

Yes, as a future DePaul Occupational Therapist at a fieldwork site, you will need all the immunizations before interacting with clients.

2. What is an antibody titer?

An antibody titer is a test that measures your immunity. Some people have lost their immunity to the vaccinations they were given or did not mount enough of an immune response to the immunizations they received. Low to no immunity would mean you can still be vulnerable to acquiring the disease and then, in turn, have the potential to pass it on to clients with whom you are in contact. The Centers for Disease Control and Prevention (CDC) recommendations form the basis of our titer guidelines.

3. Where can I order Bloodwork/Immunizations/Tests?

- a. See a list of suggested sites at the bottom of this website:
<https://csh.depaul.edu/academics/nursing/student-resources/Pages/health-requirements.aspx>
- b. We also suggest [CVS Minute Clinic](#) as they can schedule within the same week.

4. My titer results show I have no immunity. Can I provide a copy of the immunization record instead of administering the vaccine/booster again?

No, we need recent proof of your immunity to interact with clients in the clinic or externships. Please follow up with your provider or nurse practitioner about the next steps in building your immunity for that specific immunization. Then complete the titer.

5. I had never administered any of these immunizations before. Should I skip the titer and complete the vaccine series?

No, Exxat Approve requires the titers to measure your immunity. After you submit a negative titer, the system will recognize and accept all documents in the vaccine series you are administering.

6. I administered the first dose of the vaccine, but I cannot complete the series before the due date. What should I do?

You need to upload the first dose on Exxat Approve before the due date. Afterward, Exxat Approve generates a new due date to upload for each dose(s). Please note the deadline.

7. I completed the vaccine series, am I done?

After you complete the vaccine series, set up an appointment after 30 days to complete a new titer, we need to ensure that you have built enough immune response to the immunizations.

8. I am confused about the two-step TB and QuantiFERON TB tests. What is the difference?

The difference is the number of visits you need to complete. For the Two-Step TB test, you must administer two tests between 1-3 weeks apart and submit both readings in Exxat Approve. Whereas QuantiFERON, you need to administer one test.

9. I have a health/medical question or concern about the following titers/vaccination. Whom do I contact?

Please get in touch with your medical provider or nurse practitioner. Our staff cannot give any medical advice on these immunizations.

10. My drug test came out positive. What should I do?

It would be best if you had a clean drug screening **before** starting fieldwork at DePaul. Please see your healthcare provider assist you in managing your health, resulting in a clean drug screening.

11. I am under my parents' health insurance, but my name is not listed on my insurance card. How can I prove that I am covered?

Follow up with your insurance provider and ask for a letter confirming that you are under your parent's plan. Upload this letter along with a copy of the health insurance card.

12. I did not complete my annual flu shot, and the Flu Season is from August to March. Can I extend my deadline?

Please get in touch with Molly Hillson at mhillson@depaul.edu.

13. I live outside of Illinois right now. Which address should I select for my background check?

Select the address of your current residence. The background checks information for all the states you may have previously resided in.

14. I have trouble uploading documents. What should I do?

Send those documents to Exxat Approve

15. I am not able to open an account or lost my password. What can I do?

Contact Exxat Approve

16. Something went wrong on Exxat Approve. Whom do I contact for technical assistance?

If you need assistance, please get in touch with Exxat Approve.

17. One of my documents was rejected, but I think it should be acceptable. Whom do I contact?

Be sure to contact Molly Hillson at mhillson@depaul.edu as soon as possible.