

DEPAUL
UNIVERSITY

COLLEGE OF SCIENCE AND HEALTH

Occupational Therapy Program



Occupational Therapy Student Handbook

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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 unequalled 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, underrepresentation 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 De Paul 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 text books 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 compliment 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	QH	Winter	QH	Spring	QH	Summer	QH
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	QH	Winter	QH	Spring	QH	Summer	QH
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

Occupational Therapy Fieldwork

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. Associated fieldwork courses are designed to strengthen the relationship between what is learned in the didactic component of the curriculum and fieldwork.

Level I Fieldwork 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 level I fieldwork experience is designed to enrich the learning within the quarter in which it is situated.

Level II Fieldwork occurs as the culmination of the didactic education and 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. Contact is made with each fieldwork partner via email, phone, in person or over zoom to ensure mutual understanding of the DePaul MSOT curriculum as well as the potential opportunities and expectations of the partner site. Additionally, the community engaged curriculum focus will support students' clinical capacities within their fieldwork experiences by building confidence, autonomy, accountability, effective communication, and interdependence.

Students are required to comply with all fieldwork site specific requirements. Some sites may require drug and alcohol screening, finger printing, 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. Students can refer to the fieldwork manual for procedures to request out of state fieldwork. 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, and community mental health 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.

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 do 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

University Counseling Services

DePaul's My Student Support Program (My SSP) provides brief, individual counseling for all currently enrolled students. Students can use MySSP to access confidential support anytime, anywhere.

- Download the My SSP app: Search 'My SSP' in either the Apple App store or Google Play.

- Through the app, all students can call or chat with a Student Support Counselor 24/7 in real-time or schedule a telephone or secure video session.
- Phone/virtual consultations and referrals to outside services are available through DePaul's University Counseling Services (UCS). Call 1-773-325-7779 to schedule an initial phone consultation. If staff are on another call, please leave a message with your name, phone number, and student ID number, and your call will be returned as soon as possible.
- For ongoing counseling support, counseling staff will provide resources and referral support.

2250 N. Sheffield Avenue
Student Center, Suite 350
Chicago, IL 60614

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.

COVID-19 Updates

COVID-19 Updates For the latest news and resources regarding DePaul's response to COVID-19, please visit <https://go.depaul.edu/Fall2020>.

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.

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. Therefore, students with academic complaints or concerns should address the issue following the steps indicated below:

1. The issue should first be discussed with the faculty or staff member.
2. 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 you are unsure of the appropriate college contact, please see below for a directory of College and College Dean's Offices.
3. 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.
4. 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.

Tuition & Fees

Cost of Attendance

Total credit hours:	102
Cost per credit hour for 2023-2024:	\$780
Total Cost of Program:	\$79,560

Fees

Graduate fees	Cost per Term
CTA U-Pass: Summer	\$86
CTA U-Pass: Fall, Winter, Spring	\$105
Student Athletic Fee	\$25

Tuition and Fees are subject to change

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