



JOHNSON & WALES
U N I V E R S I T Y

Occupational
Therapy Doctorate
Program

Student Handbook
Class of 2023

WELCOME

We are pleased to welcome you to the Occupational Therapy Doctorate Program at Johnson & Wales University's College of Health and Wellness. We all look forward to working with you as you develop into wonderful occupational therapy practitioners. We think you will find a home here and we know you will create lifelong friendships while you work together. The OTD Student Handbook is an important document that describes many policies and procedures that will govern your education with us. Here you will also find the JWU OTD curriculum design which lays out our mission, philosophy, and important elements of your educational program.

Please familiarize yourself with the information in this handbook as well as the University-wide policies that are referenced here. We encourage you to stretch your minds as you take in new ideas and experiences over the coming months. Please ask questions when you have them. Chances are you are not the only one who is stumped. Our department thrives on respect and open communication. We will ask for your feedback frequently as it helps us move towards excellence.

You have all completed rigorous undergraduate programs and met stringent requirements in order to earn your seat in the entry-level OTD cohort. We are confident that you have what it takes to succeed in your work here so you can take your place in the global community of occupational therapy practitioners promoting well-being and participation.

We are glad you are here!

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Table of Contents

I.	GENERAL INFORMATION	1
A.	INTRODUCTION	1
B.	MISSION STATEMENT	2
C.	PHILOSOPHY	2
D.	CURRICULUM DESIGN	3
E.	COURSE SCOPE	5
F.	COURSE SEQUENCE	9
G.	PROGRAM OUTCOMES	10
	1.The University’s Essential Learning Outcomes	10
	2.OTD Program Outcomes	11
H.	TECHNICAL STANDARDS	12
I.	PROGRAM SCHEDULE	12
J.	VOLUNTEER OPPORTUNITIES	12
K.	PROGRAM ASSESSMENT IN THE PURSUIT OF EXCELLENCE	12
II.	RULES AND REGULATIONS	13
A.	INTRODUCTION	13
B.	PROGRAM REQUIREMENTS	13
	1.Background Checks / Drug and Alcohol Testing	13
	2.Immunizations and Physical Examination	14
	3.Malpractice Insurance	14
	4.Textbooks	14
	5.Information Technology Requirements	15
C.	ACADEMIC PERFORMANCE POLICY AND PROCEDURES	15
	1.Academic Performance	15
	2.Graduation Requirements	16
	3.Academic Standing	16
	4.Graduate Grading System	17
	5.Academic Dismissal	17
	6.Satisfactory Academic Progress – Financial Aid	18
	7.Deceleration	19
	8.Advanced Placement	19
	9.Prior Work Experience	19
	10. Transfer Credit	19
	11. Refund Policy	19
D.	CLASSROOM AND CLINICAL SITES	20
	1.Health & Safety Plan	20
	2.Attendance	20
	3.Mobile Devices	21
	4.Examination Protocol	22
	5.Attire and Appearance	22
E.	STUDENT MISCONDUCT	23
	1.Student Code of Conduct	23
	2.Academic Misconduct	23

	3.Occupational Therapy Code of Ethics.....	23
III.	GENERAL UNIVERSITY RULES AND REQUIREMENTS.....	24
	A. ACADEMIC POLICIES.....	24
	1.Withdrawal	24
	2.Readmittance.....	24
	B. ACADEMIC RESOURCES.....	24
	1.Academic Advising	24
	2.Academic Success Center	25
	3.Students with Disabilities	25
	C. HEALTH AND WELLNESS	26
	1.Health Insurance.....	26
	2.Student Health Services, Student Mental Health Services.....	26
	3.Recreational Facilities	27
	4.Coping with Stress	27
	5.Smoking Policy	27
	6.Drug and Alcohol Policy	28
	7.Campus Safety and Security	28
	D. OTHER INSTITUTIONAL POLICIES	29
	1.School Cancellations for Inclement Weather	29
	2.Change of Address	29
	3.Student Employment while in the Program	29
	4.Transportation and Housing	29
	5.Discrimination and Harassment Policy.....	30
	6.Complaints and Grievances	30
	7.Voluntary Medical Withdrawal.....	30
	8.Involuntary Medical Withdrawal Policy	31
IV.	STUDENT SIGNATURE SHEET.....	32
V.	APPENDICES	33
	A. Technical Standards	33
	B. MAJOR DATES	36
	C. OCCUPATIONAL THERAPY CODE OF ETHICS (2015)	38

I. GENERAL INFORMATION

A. INTRODUCTION

For brevity, certain abbreviations and acronyms appear throughout this Handbook. The term “university” refers to Johnson & Wales University. “JWU” also refers to Johnson & Wales University. The “OTD Program” refers to the Occupational Therapy Doctorate Program.

Students in the OTD program should use this Handbook in conjunction with:

1. JWU Catalogs, Undergraduate & Graduate
2. JWU Student Handbook
3. OTD Program Fieldwork Manual
4. OTD Program Capstone Manual

Together these resources provide students with information that will assist them in their academic endeavors at the university: services available to students, policies, an outline of the curriculum, and guidelines to prepare for this challenging academic experience.

By enrolling at Johnson & Wales University, students agree to conform to the rules, codes, and policies as outlined in this publication, in the catalog, and in all applicable student handbooks, including any amendments. Students must abide by all the rules, codes, and policies established by the university both on and off campus. The OTD Program specific policies are in addition to university policies listed in the JWU Student Handbook. All catalogs and handbooks are available online at www.jwu.edu and at Student Academic & Financial Services. The JWU Student Handbook, catalog, and other publications contain important policies, procedures, and rules that are not included in this document. **Please note, in the event that this handbook conflicts with and/or is more restrictive or specific than the *JWU Student Handbook*, the provision in this handbook shall apply.**

If a student has questions that cannot be answered by these sources, the student should discuss them with the Program Director. Students are required to sign the attestation statement on the last page of this handbook and of the *Fieldwork Manual and Capstone Manual* as condition for participation in the OTD Program.

Please read these sources carefully and thoroughly. Ignorance of the rules does not excuse infractions. The university reserves the right to amend this handbook and change or delete any existing rule, policy, or procedure, or to add new rules, policies, and procedures at any time and without prior notice.

B. MISSION STATEMENT

The mission of Johnson & Wales University (JWU) is “an exceptional education that inspires professional success and lifelong personal and intellectual growth.” JWU’s mission is supported by the following guiding principles:

- Undertake continuous improvement and planning for a sustainable future.
- Foster an evidence-based teaching and learning environment.
- Support faculty scholarship to advance our status as a teaching and learning institution.
- Maximize student potential by enriching our academic programs with experiential and work-integrated learning.
- Value our faculty and staff.
- Embrace diversity for a richly inclusive community.
- Practice ethical citizenship in all aspects of university life.
- Act as a good steward of our resources to support the needs of our students, faculty, and staff.

Recognizing the mission and principles defined by the University and its student-centered culture, the OTD program sets forth this mission:

Johnson & Wales University Entry-Level Occupational Therapy Doctorate program provides an exceptional education that produces successful practitioners who value lifelong learning, consistently seek to meet the changing needs of their communities and become leaders in interprofessional practice who emphasize occupation as a determinant of health.

C. PHILOSOPHY

Fundamental to our educational philosophy is a belief that adult learners evolve, change, and adapt throughout the life span. To shape our students’ identities, we embrace the *Philosophical Base of Occupational Therapy Education* which reinforces the role of curriculum and learning experiences that convey “a perspective and belief system that includes a view of humans as occupational beings, occupation as a health determinant, and participation as a fundamental human right” (American Occupational Therapy Association (AOTA), 2018, p. 1).

Consistent with the philosophy of the occupational therapy (OT) profession, we recognize that humans are occupational beings with an inherent biological need for occupation that enables us to connect with the world to find meaning, experience health and wellness, and to survive (AOTA, 2017; Clark, 1997; Gallagher, Muldoon, & Pettigrew, 2015). The occupational therapy faculty believe that the power of occupation should be central to the OTD curriculum; just as occupational participation produces life satisfaction, skill development, and a sense of

competency (Law, 2002).

The faculty believe that the adults entering this doctoral program have their own ways of thinking and bring specific skills and experience to the learning environment. Embracing the Constructivism Theory, faculty recognize that every student needs to be treated as an individual with emerging abilities that can be brought forth through interaction, guidance and reflection (Vygotsky, 1980). By understanding that students value learning with a direct connection to their future role as occupational therapists, faculty focus on providing relevant experiential components in each class. Faculty also understand that the transition from novice to expert requires student awareness of their knowledge, limitations, and ability to think about the way they learn (Persky & Robinson, 2017). Students participate in a variety of metacognitive strategies to foster self-awareness, reflection, complex problem solving.

Faculty intersperse case studies, videos, role-play, discussion and reflection into their instruction to provide the richest resources for the students. In addition, intra- and inter-professional experiences are woven throughout the curriculum, taking place within the university and greater Providence, RI community. These experiences provide our students with multiple opportunities to reflect upon and consider the roles of occupational therapy in traditional and non-traditional practice settings as well as the scholarship that may extend from these opportunities. Students in this in-person, cohort model program gain the insight and confidence to transform their perspectives about the power of occupation in their own lives, as well as those they will serve as future occupational therapy professionals.

With understanding of the role of occupational beings, occupation, and participation, the JWU OTD program provides students with a strong professional identity. This identity integrates respect for the ethical principles of the profession grounded in the core principles of occupation, and respect for the various contexts that surround individuals and occupations, to meet the ever-changing occupational needs of individuals, populations, communities, and society.

D. CURRICULUM DESIGN

The curriculum design of the JWU OTD program emphasizes reflective learning under the direction of experienced faculty who embrace scholarship and lifelong learning. Students do not see themselves as merely “recipients of facts,” but assemblers of knowledge (Hooper, 2006, p. 21). Through experiences created to empower them to examine evidence, apply theory, and model professional behavior the student emerges with an ability to synthesize evidence, develop professional skill, and apply knowledge in a variety of settings.

The faculty are dedicated to the concept that the fundamental nature of

occupations must be deeply valued and embedded in the curriculum. Just as our clients benefit from occupations, we view our students as occupational beings who participate in the educational transaction (AOTA, 2018).

As stated in the Philosophy, JWU OTD students have the opportunity to actively engage in diverse learning opportunities and collaborate with others (both within and outside occupational therapy). The faculty emphasize continuous self-reflection and a collaborative process that builds on students' prior knowledge and experience (AOTA, 2018).

Central to the program are the four curricular threads, which emerge from the JWU OTD mission, philosophy, and *AOTA's Vision 2025* (AOTA, 2017). The curriculum threads are:

- **Foundations of Well-Being**

Students master understanding of the foundational knowledge and the common language of occupational therapy practice. Students learn typical and atypical patterns of occupation, human development, movement, and neurological function that support quality of life for individuals, groups, and populations.

- **Facilitating Participation in Occupations**

Students experience and integrate occupational therapy practice in context within different practice settings with a variety of other professionals. Students learn and apply the theories, tools, and procedures used in occupational therapy to facilitate function and participation in occupations throughout the lifespan.

- **Effective Solutions**

Students critically analyze contemporary and authentic issues using the principles of evidence-based practice. The distinct value of occupational therapy in society is revealed through research, scholarship, and practice. Students understand that effective solutions will change over time; therefore, lifelong learning is essential to quality practice.

- **Collaborative Leadership**

Students understand occupational therapy's role as a leader with people, populations, and communities in current practice and emerging practice areas. It emphasizes inter- and intra-professional collaborations both within health care and externally. Students prepare to assume leadership roles in education, entrepreneurship, health, and wellness.

These curricular threads provide JWU's OTD program with a distinct identity and set the stage for students to understand the power of occupation, evidence, collaboration and lifelong learning. Together, these components of the design guide each interaction and provide a pathway to success for the entry-level occupational therapy doctorate student (AOTA, 2010). When integrated, we envision students prepared for independent practice as evidence, and occupation-based practitioners who are who are ready to work as leaders in the profession and beyond.

E. COURSE SCOPE

The curriculum design introduces, reinforces, and assesses each area within occupational therapy as a part of the four threads. As they complete each semester of study and synthesize knowledge, the students become self-directed, reflective learners. Learning is scaffolded in such a way as to provide foundational knowledge, theory and assessment, practice, and scholarship.

Each semester includes courses associated with the required threads, culminating in the synthesis of knowledge from *all threads* within the Level II Fieldwork and Doctoral Capstone Experience, which occur in the last three semesters of the program.

Courses that emphasize **Foundations of Well-Being** include:

- OTD7010: Foundations of Occupational Therapy, in which students learn the history and common language of occupational therapy and its impact on maximizing health, well-being, and quality of life.
- OTD7030: Human Occupation and Participation across the Lifespan, in which students learn normal development of occupations and the role of occupation and participation in people's lives.
- OTD7060: Occupational Perspective on Health, in which students learn about occupation as a determinant of health, and the power of occupation to influence health equity, health disparities, and other social determinants of health.
- OTD7110 & OTD7210: Kinesiology and Neuroscience, in which students gain foundational knowledge about how body structures and function contribute to health, well-being and quality of life. These courses also build upon the prerequisite anatomy and physiology courses.
- OTD7160 & OTD7260: Human Conditions I and II, in which students learn about physical, cognitive, and psychosocial conditions that interfere with health, well-being, and quality of life.

Courses that emphasize **Facilitating Participation in Occupations** include:

- OTD7170: Occupational Performance and Participation in Groups, in which students learn to use their professional selves and the group process to facilitate participation in life roles, and occupations.
- OTD7130: Occupational Therapy Assessment and Theory Across the Lifespan, in which students explore occupational therapy assessment in relation to theory and critique assessment tools. Students also learn how the evaluation process can be used to demonstrate factors influencing occupations and occupational values and roles.
- OTD8240, OTD8250, OTD8360 & OTD8370: Occupational Therapy Practice I-IV (Mental Health, Adult, Older Adult and Community, and Pediatrics), in which students learn the process of evaluation, planning, and intervention. Students participate in Level I fieldwork to reinforce the concepts taught in the didactic and lab portions, with emphasis on contextual needs of the community and populations at large.
- OTD8260: Technology and Innovations in Occupational Therapy, in which students learn the use of technology and its applications to support inclusive and meaningful participation of individuals with disabilities in all settings.
- OTD8140: Healthcare Systems and Policy, in which students are introduced to the policies, reimbursement, and regulatory systems in a variety of practice areas.

Courses that emphasize **Effective Solutions** include:

- OTD7190, OTD8220, & OTD8320: Research I, II, and III in which students acquire and apply knowledge of the principles of research in healthcare.
- OTD8130 & OTD8230: Introduction to Capstone I and II, in which students prepare for their doctoral capstone and develop the necessary competencies to ready them for their capstone experience which focuses on one of the following: Clinical practice skills, Research skills, Administration, Leadership, Program and Policy Development, Advocacy, Education, and Theory Development. The capstone project will be reflective of one of the following: Scholarship of Discovery; Scholarship of Integration; Scholarship of Application, Practice or Engagement; or Scholarship of Teaching and Learning.
- OTD8350: Contemporary Concepts in Occupational Therapy, in which students explore the impact of context and interprofessional approaches to traditional and emerging practice areas.
- OTD7070: Introduction to Fieldwork, in which students prepare for their Level I and II experiences and identify the distinct nature of occupational therapy education.
- OTD8330: Theoretical and Clinical Reasoning in Context, in which students integrate knowledge gained from foundational, practice and research courses in

order to design, plan and implement effective intervention strategies for complex cases.

Courses that emphasize **Collaborative Leadership** include:

- OTD8210: Management and Entrepreneurship, in which students learn skills required to assume managerial and entrepreneurial roles in today and tomorrow's healthcare, education and community systems.
- OTD8310: Leadership and Advocacy, in which students learn the role of the occupational therapist as a leader in areas of health promotion, prevention of disease and dysfunction, care coordination, case management, transition services, fieldwork, and more.
- OTD7080: The Scholarship of Teaching and Learning Occupational Therapy, in which students apply knowledge about instructional design and the art and science of teaching and learning to occupational therapy practice and education.

The courses complement each other and provide a strong basis in foundational information to prepare for practice in traditional and emerging settings. As students progress through the curriculum, courses reinforce leadership, management, scholarship and advocacy.

The foundational courses introduce and emphasize occupational therapy's distinct value in health, and population health, as a potential area for emerging practice. Students learn to recognize key theories in occupational therapy and how the contextual history of the profession impacts the future. These courses introduce the common language of occupational therapy, reinforce the use of the current Occupational Therapy Practice Framework-III (AOTA, 2014) and introduce concepts of group dynamics. Research I provides a basis of knowledge upon which all scholarship and therapeutic interventions are built.

While students are learning about human conditions that affect orthopedic and biomechanical issues, they are also learning about kinesiology to help them make connections between client factors, body structure, function and movement and occupations. While students are learning about neurological human conditions, they are also learning neuroscience. Knowledge of theory and assessment sets the stage for future courses, which reflect upon each of these key components of practice. Students are also introduced to the requirements of fieldwork they will need for semesters to follow.

Practice courses each exist with an embedded, direct connection to Level I fieldwork. Each practice course provides students with in-depth knowledge of the occupational therapy process with a different population. This sequence of courses begins with mental health, which provides the foundation for understanding

psychosocial components of all areas of practice, and continues with adult populations, with a focus on rehabilitation. They then progress to a course focusing on the older adult and community health populations and finish with pediatrics, focusing on child and family care from birth to adolescence. Students make the link between their didactic learning (i.e. pediatrics) and what they see within their exposure to a specific population (i.e. pediatric fieldwork in the community) while having a strong faculty led reflective component that includes simulation with direct feedback. This experiential and reflective learning allow students to apply what they learned during the first semesters' foundational courses to practice at a higher level. At this time, their research courses are also advancing into capstone introductory courses and students are challenged to find convergence and divergence between evidence and practice.

Research and leadership courses build student scholarship preparing them to teach, lead, and manage in any setting, and culminate in their doctoral capstone focused in one of the major areas identified by ACOTE: Administration, Education, Leadership, Advocacy, Research, Clinical Practice Skills, Policy and Program Development, Theory Development. Students also take two capstone courses which provide in depth organization for their planned capstone experience and project. Students integrate experiences from Level I fieldwork and formalized interprofessional opportunities experienced each semester to assist them in their work for these courses.

As the student becomes more adept in foundational and practice skills concepts of management and entrepreneurship are introduced to advance their skills in a chosen area as a leader and advocate for the profession. The focus of the courses is to recognize the domain and process of the *Occupational Therapy Practice Framework* (AOTA, 2014) but also to extend beyond intervention and create a modern practitioner who is ready for the changing vision of occupational therapy in the future. In their last semester they begin to combine higher level theory with practice and clinical reasoning. The skills associated with Scholarship of Teaching and Learning emerge here as the students begin to consider their role in education and present their work within their areas of interest and prepare for capstone.

Each course in the curriculum has an interprofessional objective which consistently reinforces collaboration both within the profession (intra-professionally with other OT students and OTA students) and externally (with other health professionals, students from other universities, and students from other colleges within JWU such as engineering, equine and culinary). It is within these interprofessional opportunities that the Scholarship of Integration and Scholarship of Application emerge more significantly. Students are encouraged to use these experiences as a foundation for scholarship and program planning as they move forward to the next stage of their academic career.

When the didactic courses are complete, the students complete their level II fieldwork experiences in traditional settings and/or emerging practice areas. This 24-

week experience in at least two distinctly different practice areas under the direction of an experienced occupational therapist prepares the student for practice as an entry-level generalist. While supervision models and settings may vary, all four curricular threads are emphasized and reinforced. Students participate in a community of practice learning environment directed by the Academic Fieldwork Coordinator to ensure reflection and professional growth and development throughout this time.

Students then participate in the doctoral capstone experience. After taking three research courses and two capstone introductory courses, students are immersed in an area of interest. This may revolve around clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. The doctoral capstone, as designed, is the culmination of the JWU OTD program. Students in their final semester engage in the capstone experience and the capstone project. The Capstone Coordinator ensures compliance to all procedural requirements, self-reflection, and preparedness for final capstone project presentation.

This curriculum takes students on a reflective journey to provide a worldview of occupational therapy in multiple contexts in a complex and changing world. With a focus on community practice and intra and interprofessional experiences, students explore new venues, populations, and emerging areas for occupational therapy practice. The journey moves them to become occupational therapists ready to meet society's occupational needs through practice, research, advocacy, and education beyond a generalist.

F. COURSE SEQUENCE

YEAR 1	Course Title	Credits
Summer	Foundations of Occupational Therapy	3
	Human Occupations and Participation Across the Lifespan	2
	Research I	3
	Occupational Performance and Participation in Groups	3
Fall	Kinesiology	4
	Assessment and Theory Across the Lifespan	3
	Human Conditions I	3
	Introduction to Fieldwork	1
	Research II	3
Spring	Neuroscience	4
	Occupational Therapy Practice I: Mental Health	6
	Human Conditions II	3
	Research III	3

YEAR 2	COURSE TITLE	Credits
Summer	Occupational Perspective on Health	3
	Healthcare Systems and Policy	3
	Occupational Therapy Practice II: Adults	6
Fall	Management and Entrepreneurship	3
	Introduction to Capstone I	2
	Leadership and Advocacy	3
	Occupational Therapy Practice III: Older Adults and Community	6
	Technology & Innovation in Occupational Therapy	3
Spring	Theoretical and Clinical Reasoning in Context	3
	Introduction to Capstone II	2
	Contemporary Concepts in Occupational Therapy	3
	Teaching and Learning in Occupational Therapy	1
	Occupational Therapy Practice IV: Pediatrics	6
YEAR 3	COURSE TITLE	CREDITS
Summer	Level II Fieldwork IIA	9
Fall	Level II Fieldwork IIB	9
Spring	Doctoral Capstone Project	3
	Doctoral Capstone Experience	10

G. PROGRAM OUTCOMES

1. The University's Essential Learning Outcomes

Professional Competence

Graduates will demonstrate the knowledge and skills required to succeed in their chosen profession.

Foundation for Lifelong Learning

Graduates will demonstrate the knowledge and skills necessary for lifelong learning, including competence in communication, critical and creative thinking, quantitative and scientific reasoning, and the ability to evaluate, integrate, and apply knowledge from multiple perspectives when making decisions and solving problems.

Global and Community Citizenship

Graduates will demonstrate the necessary skills, including an awareness of ethical responsibility and cultural/ global diversity, to live and work collaboratively as contributing members of society.

2. **OTD Program Outcomes**

The occupational therapy doctorate program outcomes correlate with ACOTE's standards and emerge from our program's mission, program philosophy, curriculum design, and the documents referenced above. Each program outcome correlates with one or more of JWU's Essential Learning Outcomes of Professional Competence (PC), Foundation for Lifelong Learning (FLL), and Global and Community Citizenship (GCC).

JWU OTD graduates are expected to:

Assist clients with maximizing health, well-being, and quality of life (QOL) through interventions that support normal human development and functioning (PC, GCC).

Graduates apply foundational knowledge and the common language of occupational therapy in practice. Graduates assess and identify typical and atypical patterns of occupation, human development, movement, and neurological function to determine how best to provide intervention that improves quality of life for individuals, groups, and populations.

Facilitate and support client participation in occupations (PC, GCC).

Graduates integrate occupational therapy practice in context within a variety of practice settings. They apply the theories, tools, and procedures used in occupational therapy to facilitate function and participation in occupations throughout the lifespan.

Provide effective client-centered solutions utilizing evidence-based practice (PC, LL, GCC).

Graduates critically analyze contemporary and authentic issues using the principles of evidence-based practice. They utilize and explain the distinct value of occupational therapy in society through participation in the study of research, scholarship and practice. Graduates understand that effective solutions will change over time, therefore they participate in lifelong learning.

Practice collaborative leadership as an occupational therapy professional (LL, GCC).

Graduates understand occupational therapy's role as a leader with people, populations, and communities in current practice and emerging practice areas. They emphasize inter- and intra-professional collaborations within the health care arena and externally. Graduates assume leadership roles in education, entrepreneurship, health and wellness.

H. TECHNICAL STANDARDS

See Appendix A.

I. PROGRAM SCHEDULE

Appendix C outlines the major dates of the Program Schedule. Please note that the schedule is subject to change.

The OTD Program Academic Calendar may not align with the published JWU or Graduate School Academic Calendar. Semester start-, stop-, and other dates may differ. Students should consult with the Program Director prior to scheduling non-program activities. These schedules are subject to change and it is the student's responsibility to be aware of and comply with the changes.

J. VOLUNTEER OPPORTUNITIES

Students are not required to perform any clerical or administrative work or teaching on behalf of the OTD Program. On occasion, the faculty or staff of the program may make students aware of volunteer opportunities in the university or community. Students are not obligated to volunteer and shall not be financially compensated for this activity. Student employment through the university work-study program will be governed by university policies.

The JWU OTD Program hosts a club called the Student Occupational Therapy Association (SOTA) for those members of the class who are interested in participating. Information for this club can be gathered by reviewing the SOTA student manual located on ULearn (under the club tab). Students should contact SOTA faculty advisor for more information.

K. PROGRAM ASSESSMENT IN THE PURSUIT OF EXCELLENCE

Consistent with the program's accreditation review process, the JWU OTD Program is committed to the pursuit of excellence and will, therefore, collect, review, and analyze program and student data as part of its ongoing self-assessment plan. The following are examples of some of the data that will be collected:

Assessments, written examinations, practical examinations, projects, presentations, fieldwork and capstone performance evaluations, course evaluations, professionalism grading rubrics, focus group notes, exit and graduate surveys, fieldwork supervisor surveys, student evaluations of fieldwork and capstone sites.

II. RULES AND REGULATIONS

A. INTRODUCTION

This section contains policies and requirements for students seeking enrollment or enrolled in the JWU OTD Program. These policies are unique to the OTD Program and are designed to promote standards for academic competence, professional behavior, integrity, conduct, and personal responsibility. Section III represents the parameters of achievement and behavior the program faculty expect of students as future health practitioners who will be serving the public and consumers. It is the responsibility of all students to be knowledgeable about program policies. The policies are applied to all aspects of the student's academic progress and conduct for as long as the student is enrolled in the Program. To the extent that any issues are not covered by this Handbook, but are covered by other university policies, those such policies apply.

B. PROGRAM REQUIREMENTS

1. Background Checks / Drug and Alcohol Testing

Upon admission but prior to enrollment, all OTD students are subject to a university-mandated background check. Some sites may require repeat or further testing of students, such as additional background checks, drug testing, and/or fingerprint screening. The university will pay the cost of background checks, but the student is responsible for all costs related to additional requirements not completed through the university (drug screening, etc.).

In the event a student has an unsatisfactory finding on a background check, **sites may deny the student placement. The academic fieldwork coordinator will work with the student in accordance with procedures outlined in the student fieldwork manual.** Failure to submit to a background check will result in denial of admission or dismissal from the program.

DISCLAIMER:

Felony convictions may prohibit national certification or state licensing. If a student is concerned about any prior issues, which might prevent him or her from securing a cleared background check, she or he may choose to undergo a character review at any time. This is done by requesting the National Board for Certification in Occupational Therapy to complete an Early Determination Review. Further information about the process and fees is available on NBCOT website:

<https://www.nbcot.org/Students/Services#character>

2. **Immunizations and Physical Examination**

In accordance with the guidelines set by the Academic Fieldwork Coordinator, occupational therapy students are required to submit mandatory documentation (vaccinations, CPR certification, flu shots, etc.) to EXXAT prior to fieldwork:

Failure to meet any of these requirements will result in a departmental hold placed on the student's account, which prohibits the student from registering for fieldwork courses.

Students are also required to meet the physical examination and immunization requirements of their fieldwork and capstone sites that may include requirements not listed above. The student is responsible for the cost of any additional testing or requirements other than is initially submitted.

Additional details can be found in Fieldwork Manual and the Capstone Manual.

3. **Malpractice Insurance**

The university will enroll students in malpractice insurance while they are matriculated in the OTD Program. Please contact Fieldwork Coordinator for additional details.

4. **Textbooks**

All course syllabi include a list of required texts and other resources and/or supplies which must be purchased by the student. Students can plan on spending approximately \$1,000 to \$3,000 for these required items throughout the three years of the program. A list of required texts will be made available by the JWU OTD Program as soon as possible prior to the start of classes. In addition, each course syllabus includes a list of recommended texts and resources that students are not required to purchase but may wish to have as important reference materials. If an online required course text is available, purchase of a hard text is optional. All students are required to have a laptop capable of accessing these electronic materials. For those texts not available online, students are expected to obtain the required text by the beginning of class for each semester.

5. **Information Technology Requirements**

Students must have a laptop computer with reliable wireless Internet access. Both the program and the university use email as the primary method of communication. Students must also be able to access Ulearn, the university's online course management system, for class materials and grades. Students will be required to log into EXXAT, a cloud-based platform that will help them organize all fieldwork related materials.

The JWU Information Services recommends Chrome browser for some online applications. Students must have software that allows them to prepare PowerPoint presentations and Word documents, along with up-to-date virus/malware protection. These are available for free as Office 365. Additional information can be found on the JWU IT webpage: <https://it.jwu.edu/discounts-for-students>.

Email is the official method of communication to its students. Students are required to check their university email on a daily basis (at least once every 24 hours). The program is not responsible if students have inaccurate or missed information because they do not routinely read, check, and clear their email accounts. Email from accounts other than the student's JWU email will not be accepted or used for any communication. Students are expected to keep their JWU email inboxes accessible to program communications. If a student's email is returned due to a "full" account, the returned email will not be re-sent and the student will be responsible for the content of the returned email.

Ulearn is the official source of information about courses for the OTD program. Students are expected to check Ulearn frequently for course updates and class materials.

C. **ACADEMIC PERFORMANCE POLICY AND PROCEDURES**

1. **Academic Performance**

Students are encouraged to reach out to faculty members and their advisor with questions or to seek instruction, advice, and resources to support their individual learning and academic performance. The university has a number of resources to assist students experiencing academic challenges, including academic advisors and the Center for Academic Support.

The core values of honesty, integrity of data and research methodology, and confidentiality form the basis for academic integrity. Johnson & Wales University is a member of the Center for Academic Integrity (CAI), a

consortium of more than 200 colleges and universities that seeks to encourage the deepening of academic integrity on campuses nationwide. JWU OTD students must demonstrate intellectual and personal honesty in learning, teaching, and research. JWU OTD students should not knowingly misrepresent data or its origin. JWU OTD students must truthfully report results, not act in gross negligence in collecting and analyzing data, and not selectively report or omit data for deceptive purposes. Furthermore, JWU OTD students may not take or release the ideas or data from others that were shared with the legitimate expectation of confidentiality.

When violations of academic integrity are suspected and reported or observed, the university’s Academic Integrity Review Process is initiated. The policy is available on-line at:
<https://catalog.jwu.edu/handbook/academicpolicies/academicintegrity/>

OTD students must adhere to the Institutional Review Board (IRB) policies on protecting human participants in research. Students should refer to JWU’s IRB policies when conducting human-related experiments or survey research. For more information about IRB at JWU, visit
<https://www.jwu.edu/about-jwu/institutional-research.html>

2. **Graduation Requirements**

To successfully graduate from the JWU OTD Program, students must:

- Successfully complete and pass all required courses and program requirements with a grade of B- or better and have a minimum cumulative GPA of 3.00.
- Complete fieldwork and capstone requirements within 24 months of finishing coursework.

Any exception to this plan requires discussion with and approval from program director and faculty advisor to determine any extenuating circumstances.

3. **Academic Standing**

Status at Start of Term	Total Credit Hours Attempted	Cumulative GPA	Status after Term Completion
Good Standing	0–higher	3.00–4.00	Good Standing
Good Standing	0–higher	0–2.99	Academic Dismissal
Academic Standing Standards			

Students who have a GPA less than 3.00, or any grade lower than a B- will be dismissed from the program. No didactic coursework may be repeated.

Students must complete and pass all current semester courses before they can progress to the next semester of the Program. Successful academic performance in the Program is demonstrated by passing all required courses, rotations, and other program requirements with a grade of B- or better and having a minimum cumulative GPA of 3.00.

Final grades are generally not appealable. In the case of clerical or mathematical error in the calculation or recording of a grade, students have one calendar year from the semester-end date within which they may appeal an official grade. This appeal must be addressed to the faculty member in writing. Approved grade changes are only viewable on academic transcripts or degree audits.

<https://catalog.jwu.edu/handbook/academicpolicies/gradeappeals/>

4. Graduate Grading System

Grade Range	Letter Grade	Quality Points
97–100	A+	4.00
93–96	A	4.00
90–92	A-	3.70
87–89	B+	3.30
83–86	B	3.00
80–82	B-	2.70
77–79*	C+*	2.30*
73–76*	C*	2.00*
70–72*	C-*	1.70*
0–69*	F*	0.00*

*Not considered a passing grade in the OTD Program

5. Academic Dismissal

Dismissed students may no longer matriculate into the OTD Program at the university. An academic dismissal may be appealed first to the Program Director and then to the Dean of the College of Health & Wellness. A final appeal may be made to the Deans Academic Appeal Committee.

Doctoral student requirements:

- To return to the university, students may petition the appropriate doctoral program director, through the written appeals process.
- Individuals who have been dismissed from a doctoral program for poor academic performance or progress may appeal the dismissal decision to the appropriate doctoral program director.
- A written appeal of academic dismissal must be submitted to the doctoral program director in writing no later than 30 days after the date of the notice of dismissal. The letter of appeal should include a) the basis for the appeal; b) a summary of discussions, if any, between the student and representatives of the student's program such as the student's major advisor and/or the student's doctoral program director; and c) outcome or remedy proposed by the student. The letter may include additional or new relevant information. The doctoral program director will communicate with the dean of the appropriate college by transmitting the student's letter of appeal.
- **Grounds:** The following are grounds for appeal: 1) incorrect calculation of grade point average; 2) misapplication of standards for academic performance and satisfactory progress by the appropriate college; 3) circumstances which had not been known which might be relevant to the dismissal.
- **Disposition:** The dean of the appropriate college may 1) act on the appeal, 2) appoint a designee to collect additional information for the dean, or 3) constitute a 3-person ad hoc review committee from the college. The purpose of the ad hoc committee is to provide an opinion and recommendation to the dean regarding the appeal. The ad hoc committee will review all materials and communications related to the case. Additional information may be requested.
- The dean will inform the student and the doctoral program director in writing of the method of disposition of the appeal. If a dean's designee is appointed, the student and the doctoral program director will be informed of the name and contact information for the dean's designee.
- The dean's decision with respect to a student's appeal shall be final. The student and the doctoral program director will be informed in writing of the dean's decision.

6. Satisfactory Academic Progress – Financial Aid

To be eligible for financial aid, all students must satisfy Satisfactory Academic Progress (SAP), which is required by federal law. Satisfactory Academic Progress measures a student's completion of coursework toward a degree. JWU evaluates SAP at the end of each term/semester, including summer, for each student. Students who do not meet all SAP criteria may lose their eligibility to receive all types of financial aid (e.g., federal, state,

private, institutional and other aid). Students will be notified of the decision both verbally and in writing. Failure to achieve satisfactory academic progress may result in a remediation or other plan that may necessitate additional course work and/or delay graduation. A delayed graduation could involve additional time enrolled as a student and additional tuition and fees. This additional cost may not qualify for financial aid.

7. **Deceleration**

Deceleration is the loss of students from their entering cohort. Under extraordinary circumstances, students may be permitted to decelerate. Deceleration occurs when students are granted permission to disengage from their entering cohort and join the following year's cohort. A student requesting deceleration must communicate the request in writing with the Program Director. The Program Director will present the request to the faculty for discussion and recommendations and make a final decision.

Any student who is granted deceleration and joins the following year's cohort will be held responsible to the policies, procedures, and curricular requirements as defined by the *OTD Student Handbook* for that class. This may necessitate additional course work and/or delay graduation. A delayed graduation could involve additional time enrolled as a student and additional tuition and fees.

8. **Advanced Placement**

There is no advanced placement in the OTD Program.

9. **Prior Work Experience**

The OTD Program does not provide academic credit for any prior work experience.

10. **Transfer Credit**

The OTD Program does not accept any transfer credits.

11. **Refund Policy**

Information on the university's refund policy is available at:
<https://catalog.jwu.edu/financingyourdegree/refundpolicies/>

D. CLASSROOM AND CLINICAL SITES

1. Health & Safety Plan

Details will be provided in the OTD Health & Safety Plan and course syllabi.

2. Attendance

Attendance is essential to student success. Attendance is mandatory at all assigned classes, labs, seminars, and testing sessions.

Interprofessional (IPE) activities are team based. They are required sessions by the program and the accreditation body. Student presence at these sessions is a professional responsibility.

Promptness is another professionalism trait the healthcare practitioner must display. Students must arrive on site on time, preferably 5-10 minutes early. Repeated tardiness is considered unprofessional conduct, and, at the discretion of the faculty member, the student will be referred to their assigned faculty advisor, and/or the Program Director.

The purpose of the university's attendance policy is to help students develop a self-directed, professional attitude toward their studies and maximize their educational opportunities. Regular class attendance provides fundamental educational value and offers the most effective means to gain command of the course concepts and materials.

Students must attend all classes, arrive on time and remain for the entire class period, and report to class fully prepared with all required materials. To meet these expectations, students must arrange course schedules that minimize conflict with other commitments, including personal commitments, or work. When students encounter difficulty meeting these requirements, they must actively engage their faculty member to discuss the concern.

Acute illness is a justifiable reason for absence from class. Please do not come to class if you are genuinely ill, have a fever, or suspect that you have a communicable illness (such as the flu). Contact your instructor concerning your absence from any class. You may also communicate with the Administrative Coordinator or Program Director if you cannot reach the instructor.

Individual faculty define the specific role that class attendance plays in the calculation of final grades for each course. Additionally, excessive absences in certain courses may result in withdrawal from the course at

the instructor's discretion. Students should consult the course syllabus and course instructor for specific faculty policies on attendance and make-up work within a course. Student Academic Services does not issue excused absences from class. Students must contact their course instructor directly to discuss the missed class.

The student must notify Student Academic & Financial Services of any courses that they wish to drop from their schedule, as well as any intent to leave the university. Discontinuing attendance or notifying an instructor does not constitute an official course or university withdrawal.

To avoid issues with missed work or content, all planned absences must be reported to appropriate faculty member as soon as possible. The student is responsible for making up any missed work and contacting faculty member to ensure receipt all necessary information from class(es). Unplanned absences may occur due to circumstances beyond the student's control such as unexpected illness and family emergencies. Students are responsible for informing faculty about the absence as soon as possible and making up any missed work, as well as reviewing any missed content. Frequent unexcused absences will be considered a professional behavior issue and will be referred to advisor and/or program director for action.

Students may request to be excused for religious holidays; however, these dates must be discussed and approved by the Program Director.

When a problem related to absences cannot be resolved at the program level, the student will be referred to JWU Student Affairs and the Director of Student Conduct. This office will review the case and make a determination that could include probation, suspension, or dismissal from the program and university.

3. **Mobile Devices**

Mobile devices may not be used in the classrooms, libraries, computer labs, Center for Academic Support, or any academic-related facility and must be turned off, set to vibrate, or otherwise rendered inaudible unless directed by instructor.

4. **Examination Protocol**

The following rules apply to all students during an examination:

- Students are required to be present for all scheduled examinations.
- A student who arrives late to an examination will not be given additional time to complete it. If a student arrives 15 or more minutes late from the exam start time, it is the prerogative of the faculty member to determine if the student will be permitted to take the exam or whether the exam will be rescheduled for that student. If the examination is rescheduled, the exam will cover the same subject material as covered by the original examination; however, it may be modified from the original examination. Furthermore, any student arriving after other students have completed the exam and left the testing area will not be allowed to start the examination.
- A student who is unable to attend a scheduled examination for any reason must immediately notify the faculty member (in person, via text, or via email) as soon as possible *prior* to the start of the exam. The faculty member will determine whether the student will be permitted to make up the missed examination. The student may require a health provider note for absences due to illness.
- Failure to make up the examination within a specified time will result in a grade of zero (0) for that examination.

5. **Attire and Appearance**

Students should be professionally dressed for presentation days and other special events. Please see syllabi for each class to determine instructor expectations. When in doubt about proper dress, please discuss with your instructor. The Fieldwork and Capstone manuals include details about dress code.

You will be given a JWU OTD identification badge to use in experiential learning on campus and at fieldwork and capstone sites. Students should introduce themselves as occupational therapy students and sign all documentation with their legible full signature followed by OTS which stands for OT student. At no time should a student misrepresent him or herself as being other than an occupational therapy student.

E. STUDENT MISCONDUCT

1. Student Code of Conduct

The purpose of the Student Code of Conduct and the Conduct Review Process is to help the university maintain a safe, healthy, and positive campus community and online environment for living, learning, and working, where individuals act lawfully and in compliance with university policies and rules, and act with honesty, integrity, civility, and respect for themselves and others and for the university community and its surrounding communities. The Student Code of Conduct sets forth the behavioral requirements for community. The Code of Conduct applies to student behavior that takes place both on and off campus. Violations of this Code are resolved through the Conduct Review Process. For more information please see:

<https://catalog.jwu.edu/handbook/studentaffairs/studentcodeofconduct/>

2. Academic Misconduct

Instances of academic dishonesty, including but not limited to cheating, plagiarism, and unauthorized collaboration, are prohibited under the Student Code of Conduct. Allegations of academic dishonesty that *originate in the academic setting* are managed by faculty and resolved through the “Academic Integrity Review Process” found at:

<https://catalog.jwu.edu/handbook/academicpolicies/academicintegrity/>

3. Occupational Therapy Code of Ethics

Students and faculty are also governed by the Code of Ethics of the American Occupational Therapy Association (AOTA). You will learn about this code and its application throughout the program and can refer to it in Appendix C.

III. GENERAL UNIVERSITY RULES AND REQUIREMENTS

The following section contains information on policies that are of particular importance to this Program. However, please note that students are responsible for reviewing and understanding all provisions of the general Student Handbook. **Please note, in the event that this handbook conflicts with and/or is more restrictive or specific than the *JWU Student Handbook*, the provision in this handbook shall apply.**

A. ACADEMIC POLICIES

1. Withdrawal

Students may withdraw from a course or a semester, or the university. Prior to withdrawing, students must meet with the Program Director and Student Academic & Financial Services to address the impact of withdrawal on their status. Students may be denied a withdrawal from a course, fieldwork or capstone.

For more information on withdrawals, please see:

<http://catalog.jwu.edu/handbook/generalinformationandpolicies/withdrawalfromjwu/>

2. Readmittance

Students approved for readmittance will be assessed the current tuition rate and are responsible for any changes to their program of study that may have occurred during their period of absence. If the break in enrollment exceeds one year or more, the student's program of study may follow the requirements listed in the current year catalog. A review of previously awarded transfer credit will also be conducted and may be adjusted. Students are responsible for reviewing the additional readmittance criteria.

<http://catalog.jwu.edu/handbook/academicpolicies/readmittancepolicy/>

B. ACADEMIC RESOURCES

1. Academic Advising

All JWU OTD students are assigned a Faculty Advisor. Students must meet with their advisor on a regular basis. Faculty advisors schedule required student advising meetings which may be face to face, or via telephone or internet. The purpose of the meeting is to review the student's progress and

to discuss any problems the student may be experiencing. Students are encouraged to meet with their advisor more frequently if they are having problems with academics or professional behaviors, or if they would like to strengthen their experience.

2. **Academic Success Center**

The Academic Success Center (ASC) provides educational resources and opportunities for all students and also promotes equal access for students with disabilities to empower them to achieve success and become lifelong learners.

ASC offers specialized advising for students who self-identify with the department. ASC advisors advocate for equal access, accommodations and respect for students with disabilities in the campus communities.

Additionally, the Academic Success Center offers a wide range of professional and peer tutoring. Study-skills workshops are offered throughout the academic year. Smart Thinking is a 24/7 online tutoring service that is also available to all JWU students and is accessed through their JwuLink account. JWU OTD students are also encouraged to use the Writing Lab to receive individual coaching on academic writing.

Services through the Academic Success Center are complimentary for all students. For more information about services, locations, hours and contact information for each campus, please see: <https://sites.jwu.edu/academic-success/index.html>.

3. **Students with Disabilities**

JWU is dedicated to providing reasonable accommodations to allow students with learning, physical or other disabilities to succeed in their academic pursuits. While maintaining the highest academic integrity, the university strives to balance scholarship with support services that assist students with disabilities with accessing the university's academic environment.

Because the OTD program has technical standards and requirements, applicants and students with disabilities should contact the Accessibility Services to discuss the availability of reasonable accommodations or to obtain documentation guidelines, when appropriate.

For further information regarding available reasonable accommodations and the accommodations procedure, please see: <https://sites.jwu.edu/accessibility-services/>

C. HEALTH AND WELLNESS

1. Health Insurance

While matriculated in the JWU Occupational Therapy Doctorate Program, students are responsible for the costs associated with any routine or non-routine medical care.

All students are *required* to have health insurance coverage while enrolled in the OTD program. If students have acceptable health insurance coverage (e.g., parent's health insurance or an employer program), they do not have to enroll in the JWU student health insurance plan. They can opt out of the university plan by submitting the online waiver form to demonstrate evidence of coverage. Students must submit a new waiver form each academic year. Students who do not waive the JWU plan will be enrolled in and charged for it. The online waiver form and details of the plan, including the full brochure and benefit flyer, can be found on the University Health Plans website, <https://www.universityhealthplans.com/>.

2. Student Health Services, Student Mental Health Services

The University maintains two Health Services offices where health care is provided to students — one at Wales Hall for the Downcity campus and one at the Harborside Recreation Center for the Harborside campus. Students may visit either office. For more information please visit:

<https://health.jwu.edu/providence-health-services>

In addition, the University offers two student mental health centers on its campuses. Counseling Services, available on both the Downcity campus and the Harborside campus, provide counseling and referral to students. Its confidential services include, but are not limited to, individual and group counseling, emergency psychological services, and sexual assault support services. Further information can be found at

<https://health.jwu.edu/providence-counseling-services>. After business hours or for emergencies, students should contact Safety and Security at 401-598-1103.

Downcity Health Services

Wales Hall
8 Abbott Park Place
401-598-1104

Downcity Counseling Services

Wales Hall
8 Abbott Park Place
401-598-1016

Hours:

Monday: 8:00am-4:00pm
Tuesday: 8:00am-4:00pm
Wednesday: 8:00am-4:00pm
Thursday: 8:00am-4:00pm
Friday: 9:00am-3:00pm
Saturday: CLOSED
Sunday: CLOSED

Hours:

Monday: 8:30am - 4:30pm
Tuesday: 8:30am - 4:30pm
Wednesday: 8:30am - 4:30pm
Thursday: 8:30am - 4:30pm
Friday: 8:30am - 4:30pm
Saturday: CLOSED
Sunday: CLOSED

3. Recreational Facilities

Students enrolled in the OTD program may take advantage of the fitness programs available on campus. There are two fitness centers: the Wildcat Center Gym & Fitness Center on the Harborside campus and Wales Hall Fitness Center Downcity.

For more information on these facilities and specific fitness programs, see: http://providence.jwuathletics.com/information/fitness_programs/index

4. Coping with Stress

The JWU OTD Program is an intensive and rigorous program of academic and experiential learning. The program requirements can be highly demanding and stressful, alone or in combination with other events in students' personal lives. We strongly encourage students to utilize the resources available to them on campus, including Student Health Center and the counseling center <https://health.jwu.edu/providence-health-services>, Academic Success Center, and Fitness Centers.

5. Smoking Policy

Smoking is strictly prohibited in all campus facilities. This includes but is not limited to residence halls, common work areas, classrooms, conference and meeting rooms, private offices, elevators, hallways, stairs, restrooms, vehicles and all other enclosed facilities.

6. **Drug and Alcohol Policy**

In accordance with the Federal Drug-Free Workplace Act and Drug-Free Schools and Communities Act, Johnson & Wales University prohibits the unlawful manufacture, distribution, dispensation, possession or use of narcotics, drugs, other controlled substances, or alcohol at the workplace and in the educational setting. Possession or use of alcoholic beverages anywhere on university premises is prohibited except for lawful use at events, operations, or programs sanctioned by university officials (see the Student Code of Conduct). Disciplinary sanctions which may be imposed on a student found to be in violation this policy include but are not limited to revocation of certain privileges, community service, conduct warning, conduct probation, fine or restitution for loss, suspension or dismissal from the university and/or university housing, and referral to alcohol education classes. The university also reserves the right to notify parents of violations by students who are under the applicable legal drinking age.

For a full statement of the Drug and Alcohol Policy, see:

<http://catalog.jwu.edu/handbook/generalinformationandpolicies/drugandalcoholpolicy/>

7. **Campus Safety and Security**

Campus Safety & Security promotes the safety and well-being of JWU students, faculty, staff, and property. Campus Safety & Security contributes to the quality of university life by fostering an environment in which security is balanced with freedom of movement, and individual rights are balanced with community needs. JWU strongly encourages the prompt and accurate reporting of all suspicious or criminal activity that occurs on or near university property. Students and staff should report this activity immediately by calling 401-598-1103. In any emergency situation, students should dial 911 or (9) 911 from a university telephone. Officers are available 24 hours a day 365 days a year.

Johnson & Wales University publishes an Annual Security Report and an Annual Fire Safety Report that contains information about campus security and statistics concerning reported crimes that occurred on campus, on public property close to campus, or on other property used or controlled by the university.

For information on that Report and for more information on Campus Security & Safety, please see: <https://safety.jwu.edu/providence>

D. OTHER INSTITUTIONAL POLICIES

1. School Cancellations for Inclement Weather

Any cancellation of classes due to inclement weather will be announced over radio stations WPRO-AM (630) and WWBB-FM (101.5) and television stations WLNE (Channel 6) and WJAR (Channel 10). Cancellations will also be sent via JWU email and posted in the emergency alerts section of jwuLink and the campus website, <https://www.jwu.edu/campuses/providence/index.html>

In addition, you may access class cancellation information by phone: 401-598-5555.

2. Change of Address

Throughout the program, students are **required** to notify the program director or academic coordinator immediately when there is a change in their address or phone number. This is in addition to following required university policies for maintaining addresses. <https://sites.jwu.edu/alerts/update-your-information.html>

3. Student Employment while in the Program

Students are strongly discouraged from having full-time outside employment during Level II Fieldwork and Capstone. Throughout the program, any experiential learning components will not be modified to accommodate work schedules. Student employment must not interfere with any aspect of the student's learning experience.

4. Transportation and Housing

Students are required to secure their own reliable transportation to class, laboratory, on- or off-campus patient encounters, simulation exercises, and fieldwork sites.

Many of the fieldwork placements will require travel to sites outside the greater Providence area. Students are responsible for all costs associated with these clinical rotations, including but not limited to travel, parking, and living expenses.

5. **Discrimination and Harassment Policy**

Johnson & Wales University prohibits discrimination on the basis of race, religion, national origin, ethnicity, age, sex, sexual orientation, gender identity or expression, genetic information, disability, veteran status, or any other unlawful basis in admission to, access to, treatment of, or employment in its programs or activities. Individuals found responsible for acts of discrimination or harassment will be subject to the Student Code and/or Human Resource policies, as appropriate.

To review the university's full Prohibited Discrimination and Harassment Policy, including contact information for the nondiscrimination officer and how to file a complaint, please see:

<http://catalog.jwu.edu/handbook/generalinformationandpolicies/discriminationandharassment/>

6. **Complaints and Grievances**

The university maintains a complaint and grievance procedure for the resolution of conflict between members of the university community. This procedure is not intended to be a forum to redress inappropriate or prohibited conduct or challenge university policy. Rather, it is a means by which an individual can seek a timely and fair review of his or her concerns. For information on this procedure, including the types of grievances it covers and the steps to follow, please see:

<http://catalog.jwu.edu/handbook/generalinformationandpolicies/complaintsandgrievances/>

7. **Voluntary Medical Withdrawal**

Students may choose to apply for a voluntary medical withdrawal if they need to leave school for a period of time to address illness or physical or mental health conditions that significantly impair their ability to function successfully or safely as a member of the university community. Students who are granted voluntary medical withdrawals may be eligible for an additional tuition credit to their student account upon their return to the university. A voluntary medical withdrawal is intended only for serious medical or psychological conditions, which may involve hospitalizations, intensive treatment or other similar conditions or events. In these instances, time away from the university for treatment and recovery can often restore functioning to a level that will enable a student to return to the university and be successful.

<https://catalog.jwu.edu/handbook/generalinformationandpolicies/withdrawalfromjwu/medicalwithdrawal/>

8. **Involuntary Medical Withdrawal Policy**

Johnson & Wales University seeks to provide a healthy, safe and positive learning environment for all members of the university community. Pursuant to the university's Involuntary Medical Withdrawal Policy, the university may require students to withdraw from the university or any university program (defined to include any university activities, classes or programs, including university-affiliated internships), indefinitely or permanently or until such time as the university determines students may resume their enrollment in the university or participation in any university program, as the case may be. The Involuntary Medical Withdrawal Policy is designed to comply with applicable laws, including laws governing disability. This policy is not a substitute for and does not replace any disciplinary process or sanctions that may be imposed under the Student Code of Conduct or for academic or other violations. This policy may be invoked independent of or concurrent with the processes and sanctions under the Student Code of Conduct or otherwise.

<https://catalog.jwu.edu/handbook/generalinformationandpolicies/withdrawalfromjwu/involuntarymedicalwithdrawal/>

IV. STUDENT SIGNATURE SHEET

I attest that I have received, read, fully understand, and agree to comply with all policies and procedures set forth in the JWU Occupational Therapy Doctorate Student Handbook Class of 2023.

Student Signature

Date

Student Name (Print)

**Please sign and return by email to Academic Coordinator by
Monday, June 15, 2020.**

V. APPENDICES

A. Technical Standards



FORM 1A

TECHNICAL STANDARDS

OCCUPATIONAL THERAPY DOCTORATE

8 Abbott Park Place, Providence, RI 02903
401-598-1352
christin.murphy@jwu.edu

OCCUPATIONAL THERAPY DOCTORATE TECHNICAL STANDARDS

Johnson and Wales University is firmly committed to its established policy to conduct its educational program without discrimination by reason of sex, age, race, color, ethnic or national origin, disability, religion, marital status, sexual orientation, or veteran status in the administration of employment, admission, financial aid, and/or educational programs. This non-discrimination policy is consistent with the principles and practices of the university and is required by Section 504 of the *Rehabilitation Act of 1973*, Titles I and III of the *Americans with Disabilities Act of 1990* as amended, and by various other federal, state, and local statutes and regulations.

Mission of the entry-level Occupational Therapy Doctorate (OTD)

Through its innovative curriculum design, JWU's OTD program is committed to provide an exceptional education that inspires successful professional occupational therapy clinicians, advocates, and leaders of the profession, who value and pursue life-long learning experiences, while integrating the core philosophy of the profession — "participation in meaningful occupation is a determinant of health" (AOTA, 2017, p. 1).

As future occupational therapists, students must complete an academic program as well as clinical components, including fieldwork and a doctoral specialty experience in order to qualify to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification exam. One must sit for the NBCOT exam as a prerequisite to obtaining an occupational therapy license and becoming an occupational therapy practitioner, advocate and leader of the profession. This document outlines the six areas of essential functions that an occupational therapy student must be able to perform, with or without a reasonable accommodation, to successfully complete the program and function as an entry-level occupational therapist.

The university successfully works with a number of students with disabilities who need reasonable accommodations to access learning activities. Students who believe they may require accommodations in the educational program because of a disability are encouraged to contact Accessibility Services at 401-598-4689.

JWU's entry-level OTD program acknowledges there are many ways to perform a task, and adaptations or accommodations can often enable performance of these tasks to allow a person with a disability to achieve the same outcome. For students who believe they cannot demonstrate the following skills and abilities, it is the responsibility of that student to request an appropriate accommodation. The university will provide reasonable accommodation upon request, provided the accommodations do not fundamentally alter the nature of the program offered and do not impose an undue hardship, such as those that cause a significant expense, difficulty, or are unduly disruptive to the educational process.

ACTIVE PARTICIPATION

Students must be able to actively participate in all components of the entry-level OTD program.

This means that students must be able to:

- Attend and participate in all classroom activities.
- Complete all academic requirements of the program, including but not limited to academic papers, exams, presentations, meetings, labs, etc. Some of these academic requirements, such as papers and exams, will assess the student's ability to receive, understand and incorporate the subject matter. Other academic requirements such as presentations and meetings reflect industry practices that a graduate of this program must demonstrate.
- Communicate effectively and appropriately with faculty, staff, and fellow students in person, via written, and electronic correspondence.
- Safely maneuver in classroom, laboratory, and clinical settings.
- Utilize industry specific equipment.
- Maintain the health and safety of self. Cannot pose a risk to other students, instructors, and others present during all educational experiences and components of the program.
- Understand and implement all safety and security policies and procedures, including, but not limited to those related to fires, evacuation proceedings, etc.
- Participate in all required components, including clinical rotations and doctoral specialty experience.

COGNITIVE LEARNING SKILLS

Students must demonstrate the ability to:

- Conceptualize a sequential progression of tasks and/or standardized testing and make objective conclusions based on the test results.
- Apply critical thinking in the creation, development, generalization, and implementation of adaptations to normative methods of behavior and function.
- Demonstrate an understanding of the basic anatomical structures and physiological mechanisms that underlie conditions of human dysfunction and occupational performance.
- Analyze the sequential steps, cognitive skills, and motor performance of specific functional tasks relevant to the safety, environment and developmental life tasks of a patient/client. This analysis should also consider ethnic background, gender, and cultural variables.
- Select constructive activities suited to a patient/client's current physical capacity, intelligence level, and interest, so as to upgrade the individual to maximum independence, prepare for activities of daily living and appropriate life tasks, assist in restoration of functions, and/or aid in adjustment to disability.
- Assess and identify cognitive and functional deficits and determine appropriate adaptive or compensatory methods of functioning.

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- Administer, score, and interpret a variety of standardized and non-standardized assessments.
- Apply critical reasoning and independent decision-making skills.
- Assess patient/client safety and maintain or create safe environments during specific tasks to enhance independence in a variety of potential environments.
- Document the data gathered from the evaluation and assessment process.

PSYCHOMOTOR SKILLS

The student must demonstrate the following skills:

- **Sitting:** Maintain an upright posture with or without supports.
- **Standing:** Student-controlled activity employable during lecture, or for the purpose of clinical instruction, or laboratory exercises.
- **Locomotion in order to:**
 - Get to lecture, lab and clinical locations, and move within rooms as needed for changing groups, partners and work stations.
- Physically maneuver in required clinical settings to accomplish assigned tasks.
- **Manual tasks:**
 - Lifting ability sufficient to maneuver an individual's body parts effectively to perform evaluation and treatment techniques.
 - Manipulate common tools used for screening tests and therapeutic intervention of the individual.
 - Demonstrate the ability to safely and effectively guide and facilitate patient/client movement skills and motor patterns through physical facilitation and inhibition techniques (including ability to give time-urgent verbal feedback).
 - Manipulate or guide another person's body in transfers, ambulation, positioning and assisted or facilitated trunk, head, and limb movement.
 - Manipulate bolsters, pillows, plinths, mats, assistive/adaptive devices, and other supports or chairs to aid in positioning, moving, or treating a patient/client effectively.
 - Competently perform cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association or the American Red Cross.
 - Gross motor ability to participate in recreational or movement activities that may involve tossing, catching, weight shifts, reaching, balancing on equipment, etc.

FINE AND SENSORY MOTOR ABILITY

Student must be able to:

- Legibly record/document evaluations, patient care notes, referrals, etc. in standard medical charts in hospital/clinical settings in a timely manner consistent with the acceptable norms of clinical settings.
- Demonstrate or complete activities or tests with adequate degree of fine motor dexterity.
- Legibly record thoughts for written assignments or tests.
- Sense changes in an individual's muscle tone, skin quality, joint play, kinesthesia, and temperature to gather accurate, objective, evaluative information in a timely manner and sense that individual's response to environmental changes and treatment.
- Visual acuity or perception to:
 - Read patient/client charts or histories in hospital/clinical setting.
 - Observe even the slightest aberrations of patient/client motor performance during tasks/tests.
- Hearing or ability to receive and:
 - Effectively respond to oral requests/instructions from patients/clients and team members.
 - Interpret the language used to communicate lectures, instructions, concepts, narratives, questions and answers.
 - Listen for internal body sounds (e.g., heart, lungs).
- Communication ability to:
 - Effectively communicate with team members.

- Articulate detailed instructions to patients/clients, caretakers, family, or other clinical personnel.
- Self-care ability to:
 - Maintain general good health and self-care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
 - Arrange transportation and living accommodations for/during off-campus clinical assignments to foster timely reporting to classroom and clinical center.

INTELLECTUAL, CONCEPTUAL, INTEGRATIVE AND QUANTITATIVE SKILLS

Students must demonstrate:

- Problem-solving and integrating information from multiple sources, reflecting on the relationship between person factors and a variety of tasks and environments.
- Intellectual functions, including numerical recognition, measurement, calculations, reasoning, analysis, judgment, synthesis, and application.
- Identify significant factors from the patient/client's history, occupational performance, and environment.
- Accurate documentation of patient/client findings from evaluations and assessments.
- Ability to incorporate new information from many sources toward the formulation of goals and interventions.
- Professionally sound and evidence-based judgment in patient/client assessment and intervention.

BEHAVIORAL, SOCIAL, AND AFFECTIVE LEARNING SKILLS

The student must be able to:

- Demonstrate appropriate, affective behaviors and mental attitudes to ensure the emotional, physical, mental and behavioral safety of the patient/client in compliance with the ethical standards of the American Occupational Therapy Association.
- Demonstrate the integrity, excellence, compassion, altruism, respect, empathy and service inherent to learning the practice of occupational therapy.
- Sustain the mental and emotional rigors of a demanding educational program in occupational therapy that includes academic and clinical components that occur within set time constraints, and often concurrently.
- Develop appropriate professional relationships with colleagues and patients/clients, provide comfort and reassurance to patients and protect patients' dignity and confidentiality.
- Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers and patients/clients.
- Monitor changes in class and rotation schedules and be on time for all scheduled classes, clinical rotations and other scheduled expectations and responsibilities.
- Adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the practice of occupational therapy.
- Accept suggestions and criticisms, and if necessary, to respond by modifying their behavior.

Students must keep in mind that if they have any difficulty performing these technical standards and need reasonable accommodations to perform any of them, it is the student's responsibility to contact Accessibility Services (401-598-4689) to request the accommodations. Reasonable accommodations may not fundamentally alter the nature of the training program, compromise the essential elements of the program, cause an undue financial or administrative burden, or endanger the safety of patients, self or others.

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>



OCCUPATIONAL THERAPY DOCTORATE TECHNICAL STANDARDS FOR ADMISSION AND RETENTION

Certification Statement for Accepted Applicants to the Entry-level Occupational Therapy Doctorate

Please sign, date and return this page to the Occupational Therapy Department.

I certify that I have read and understand the Occupational Therapy Doctorate Technical Standards and that I meet each of these standards with or without a reasonable accommodation.

Signature

Date

Print Name

Students must keep in mind that if they have any difficulty performing these technical standards and need reasonable accommodations to perform any of them, it is the student's responsibility to contact Accessibility Services (401-598-4689) to request the accommodations. Reasonable accommodations may not fundamentally alter the nature of the training program, compromise the essential elements of the program, cause an undue financial or administrative burden, or endanger the safety of patients, self or others.

Please note the OTD program reserves the right to review and update technical standards that all students must meet to successfully participate in and complete the OTD program.

B. MAJOR DATES

Year One*

Summer Semester (10 weeks)

Classes begin: Monday, June 8, 2020
Holiday: Friday, July 2, 2020
Classes end: Tuesday, August 18, 2020
Break Wednesday, August 19 – Sunday, August 30, 2020

Fall Semester (16 weeks)

Classes begin: Monday, August 31, 2020
No Class: Monday, September 7, 2020
Wednesday, November 11, 2020
In-Person Classes End: Friday, November 20, 2020
Online Classes Begin: Monday, November 23, 2020
Thanksgiving Break: Wednesday, November 25 – Sunday, November 29, 2020
Classes Resume Online: Monday, November 30, 2020
Classes End: Friday, December 18, 2020
Winter Break Saturday, December 19 – Sunday, January 10, 2021

Spring Semester (16 weeks)

Classes begin: Monday, January 11, 2021
No Class: Monday, January 18, 2021
Spring Break: Saturday, March 6 – Sunday, March 14, 2021
Classes Resume: Monday, March 15, 2021
No Class: Friday, April 2, 2021
Classes end: Tuesday, May 4, 2021
Break: Wednesday, May 5 – Sunday, May 9, 2021

*Subject to change

****Year 2 & 3: Students will be notified of the Year 2 and Year 3 dates when JWU publishes the Academic Calendar. Year 3 includes fieldwork and doctoral capstone and may not follow the JWU holiday and break calendar.**

Year Two*

Summer Semester (13 weeks)

Classes begin: Monday, May 10, 2021
No Class: Monday, May 31, 2021, Memorial Day
Monday, July 5, 2021, Independence Day
Classes end: Thursday, August 5, 2021
Break: Friday, August 6 – Sunday, August 29, 2021

Fall Semester (16 weeks) (Tentative Dates)**

Classes begin: Monday, August 30, 2021
No Class: Monday, September 6, 2021, Labor Day
Thursday, November 11, 2021, Veteran's Day
Holiday Break: Wednesday, November 24 – Sunday, November 28, 2021
Classes Resume: Monday, November 29, 2021
Classes End: Thursday, December 17, 2021
Winter Break: Friday, December 18 – Sunday, January 10, 2021

Spring Semester (16 weeks) (Tentative Dates)**

Classes begin: Monday, January 10, 2022
No Class: Monday, January 17, 2022, Martin Luther King Jr. Day
Spring Break: Saturday, March 12 – Sunday, March 20, 2022
Classes Resume: Monday, March 21, 2022
No Class: Friday, April 15, 2022
Classes end: Friday, May 13, 2022
Break: TBD – Will based on Fieldwork Level II Placement

*Subject to change

****Year 2 & 3: Students will be notified of the Year 2 and Year 3 dates when JWU publishes the Academic Calendar. Year 3 includes fieldwork and doctoral capstone and may not follow the JWU holiday and break calendar.**

C. OCCUPATIONAL THERAPY CODE OF ETHICS (2015)

Preamble

The 2015 *Occupational Therapy Code of Ethics* (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles.
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, weighing consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a). Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document,

guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant

Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

Principles and Standards of Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence (2) Nonmaleficence (3) Autonomy (4) Justice (5) Veracity, (6) and Fidelity. Reflections on historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision-making.

BENEFICENCE

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- E. Provide occupational therapy services, including education and training, that are within each practitioner's level of competence and scope of practice.
- F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.
- G. Maintain competency by ongoing participation in education relevant to one's practice area.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- I. Refer to other providers when indicated by the needs of the client.
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

NONMALEFICENCE

Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

Nonmaleficence “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of *Nonmaleficence* also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of *due care* “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and, when necessary, report it to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client’s family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising the rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one’s own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

AUTONOMY

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

The Principle of *Autonomy* expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care, and to protect the client's confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. However, respecting a person's autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person's right "to hold views, to make choices, and to take actions based on [his or her] values and beliefs" (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders to promote shared decision-making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act [Pub. L. 104–191], Family Educational Rights and Privacy Act [Pub. L. 93–380]).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

JUSTICE

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services in securing access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.

- N. Ensure compliance with relevant laws, and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

VERACITY

Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.

- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
- J. Maintain privacy and truthfulness when using telecommunication in the delivery of occupational therapy services.

FIDELITY

Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of Fidelity comes from the Latin root *fidelis*, meaning loyal. *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the client or patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among

- the person, the employer, other AOTA members, or other organizations.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
 - F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
 - G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
 - H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
 - I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
 - J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
 - K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.
 - L. Refrain from actions that reduce the public's trust in occupational therapy.
 - M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

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Ethics Commission

- Yvette Hachtel, JD, OTR/L, *Chair (2013–2014)*
- Lea Cheyney Brandt, OTD, MA, OTR/L, *Chair (2014–2015)*
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- Deborah Yarett Slater, MS, OT/L, FAOTA, AOTA *Ethics Program Manager Adopted by the Representative Assembly 2015 April 3.*

Note. This document replaces the 2010 document *Occupational Therapy Code of Ethics and Ethics Standards (2010)*, previously published and copyrighted in 2010 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 64, S17–S26. <http://dx.doi.org/10.5014/ajot.2010.64S17>

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Citation. American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410030.

<http://dx.doi.org/10.5014/ajot.2015.696S036913410030p8> November/December 2015, Volume 69(Supplement 3)