



JOHNSON & WALES
UNIVERSITY

Occupational
Therapy Doctorate
Program

Student Handbook
Class of 2024

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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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” or “JWU OTD” refers to the Johnson & Wales 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 *Philosophical Base of Occupational Therapy (OT)*, we recognize that humans are occupational beings with an inherent biological need for occupation which occurs in various contexts and 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). We affirm the view of occupational therapy expressed by AOTA, “Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness ... The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy” (2017, p. 7112410045p1).

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, Rhode Island 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 AND THREADS

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.

| Foundations of Well Being | |
|--|---|
| OTD7020 | Foundations in Occupational Therapy |
| OTD7030 | Human Occupation and Participation Across the Lifespan |
| OTD7060 | Occupational Perspective on Health |
| OTD7110 | Kinesiology |
| OTD7160 | Human Conditions I |
| OTD7210 | Neuroscience |
| OTD7260 | Human Conditions II |
| Facilitating Participation in Occupations | |
| OTD7130 | Assessment and Theory Across the Lifespan |
| OTD7170 | Occupational Performance and Participation in Groups |
| OTD8140 | Healthcare Systems and Policy |
| OTD8240 | Occupational Therapy Practice I: Mental Health |
| OTD8250 | Occupational Therapy Practice II: Adults |
| OTD8270 | Technology and Innovation |
| OTD8360 | Occupational Therapy Practice III: Older Adults and Community |
| OTD8370 | Occupational Therapy Practice IV: Pediatrics |

| Effective Solutions | |
|---------------------------------|---|
| OTD7070 | Introduction to Fieldwork |
| OTD7190 | Research I |
| OTD8215 | Introduction to Capstone I |
| OTD8220 | Research II |
| OTD8230 | Research III |
| OTD8315 | Introduction to Capstone II |
| OTD8330 | Theoretical and Clinical Reasoning in Context |
| OTD8350 | Contemporary Concepts |
| Collaborative Leadership | |
| OTD8210 | Management and Entrepreneurship |
| OTD8310 | Leadership and Advocacy |
| OTD8340 | Teaching and Learning in Occupational Therapy |

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 (2020) 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 the Accreditation Council for Occupational Therapy Education (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, 2020) 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.

Almost every course in the curriculum has an interprofessional objective which consistently reinforces collaboration both within the profession (intra-professionally with OT assistant students) and externally (with other health professionals and students, and students from JWU programs such as engineering and design, equine and culinary). These interprofessional experiences encourage students to integrate collaboration into the next stage of their academic careers.

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, or education. 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. SCHOLARSHIP AGENDA

The Johnson & Wales University Entry-Level Doctoral Occupational Therapy Program values all levels of scholarship. In keeping with our mission and curriculum design, the program emphasizes scholarly activities involving community and populations, focusing on the promotion of health and well-being of diverse populations through rigorous inquiry and translation of research into resources that inform practice and improve the quality of life of communities and populations. Interprofessional education and practice that fosters the development of forward-thinking emerging areas of practice is emphasized as an important area of scholarship, as is the examination of occupation as a determinant of health. Research can use a variety of methods and activities including participatory inquiry, program development, mixed methods, and implementation science.

G. COURSE SEQUENCE

| YEAR 1 | Course Title | Credits |
|---------------|---|----------------|
| Summer | Foundations of Occupational Therapy | 2 |
| | 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 | 6 |
| | Technology & Innovation in Occupational Therapy | 3 |
| Spring | Theoretical and Clinical Reasoning in Context | 3 |
| | Contemporary Concepts in Occupational Therapy | 3 |
| | Introduction to Capstone II | 2 |
| | Teaching and Learning in Occupational Therapy | 3 |
| | 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 |

H. 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.

I. TECHNICAL STANDARDS

See Appendix A.

J. 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.

K. 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) and has a chapter for the Coalition of Occupational Therapy Advocates for Diversity (COTAD) for those members of the class who are interested in participating. Information for this club can be in the SOTA/COTAD student manual located on Ulearn (under the club tab). Students should contact SOTA faculty advisor as well as current officers of SOTA/COTAD for more information.

L. 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.

We are required to collect this information by the Accreditation Council for Occupational Therapy Education and appreciate when students complete surveys in a timely manner. Survey results really do help us improve your OTD program.

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

All OTD students are subject to a mandatory background check prior to attending fieldwork. 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 delay of placement, and therefore may delay graduation.

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](#).

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. Beginning in Fall 2021 JWU requires students to demonstrate COVID-19 vaccination.

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, such as finger printing or drug screening. 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.

The faculty carefully reviews textbook requirements and whenever possible makes choices that consider cost effectiveness. Several books will

be used throughout the program or in multiple courses. Please check with your professor or program director before renting a book on a temporary basis. Also, consider that you may want textbooks available at the end of the OTD program to help study for the national certification examination.

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 and capstone related materials.

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](#).

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.
- As noted below, the grade of B- is worth 2.7 points, so other grades must be high enough to create an average GPA for each semester of 3.00 or higher.
- 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 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.iwu.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 in 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. **Advanced Placement**

There is no advanced placement in the OTD Program.

8. **Prior Work Experience**

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

9. **Transfer Credit**

The OTD Program does not accept any transfer credits.

10. **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 before the class starts if possible. 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.

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. **Electronic (Mobile) Devices**

Mobile phone devices must be turned off, or otherwise rendered inaudible unless directed by instructor for in class use. Students using electronic devices in the classroom are expected to use them for JWU OTD related communication and note taking. If students are found to be distracted by use of device, it will be reflected in professionalism grade. If students need to access their mobile device during class for any reason, permission must be granted 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.

6. **Borrowing Materials**

Students may borrow assessments, books and other materials as needed from the OT Department. Students should contact the academic administrative coordinator to coordinate borrowing materials, assessments and supplies. Students may also use consumable materials, such as assessment scoring sheets, paint, or games, for example, during level I fieldwork experiences. Since the assessment storage closet is kept locked, students must interact with a faculty or staff member to initiate borrowing materials.

- Students are expected to return the materials in good condition and by the date specified.
- Students should let the academic administrative coordinator know if replacements are needed or supplies are getting low.
- The academic administrative coordinator checks the sign out sheet to ensure that all items have been returned four times per semester and contacts students who have outstanding items.
- Faculty and the program director will intervene if materials are not returned in a timely manner.
- If items are still not returned, a student may be referred to the university student affairs office for violation of Student Code of Conduct to assist in items.

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. 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.

For more information on withdrawals, please see:

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

2. Readmittance

Students approved for readmittance (readmission) 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 will follow the requirements listed in the current year catalog. 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, at least two times a year. 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

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 Downtown.

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.

Please do not hesitate to reach out to your faculty advisor or program director with any issues that are interfering with your success in the program.

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.

Please make sure doors close behind you when you are leaving the OTD program building.

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) and their associated websites. 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/about-jwu/Alerts/providence-alerts.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 2024.

Student Signature

Date

Student Name (Print)

**Please sign and return by email to Academic Administrative Coordinator by
Monday, June 7, 2021.**

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)

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.

As future occupational therapists, students must complete an academic program as well as clinical components, including fieldwork and a doctoral capstone 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 and via written and electronic correspondence.
- 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 capstone.

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.

- 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, 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, care partners, family, or other clinical personnel.
- **Self-care ability to:**
 - Maintain general good health and self-maintenance 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.
- Ability to 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 fieldwork and other learning schedules and be on time for all scheduled classes, clinical experiences 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.

OCCUPATIONAL THERAPY DOCTORATE TECHNICAL STANDARDS FOR ADMISSION AND RETENTION

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

Please check below, sign and date it. Electronic signatures are accepted via upload to the Admissions Portal at jwu.edu/admissionsportal or via email to christin.murphy@jwu.edu.

- 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 7, 2021
Holiday: Monday, July 5, 2021
Classes end: Thursday, August 19, 2021
Break: Friday, August 20 – Sunday, August 29, 2021

Fall Semester (16 weeks)

Classes begin: Monday, August 30, 2021
No Class: Monday, September 6, 2021
Thursday, November 11, 2021
Thanksgiving Break: Wednesday, November 24 – Sunday, November 28, 2021
Classes Resume: Monday, November 29, 2021
Classes End: Friday, December 17, 2021
Winter Break: Saturday, December 18 – Sunday, January 9, 2022

Spring Semester (16 weeks)

Classes begin: Monday, January 10, 2022
No Class: Monday, January 17, 2022
Spring Break: Saturday, March 5 – Sunday, March 13, 2022
Classes Resume: Monday, March 14, 2022
No Class: Friday, April 15, 2022
Classes end: Tuesday, May 3, 2022
Break: Wednesday, May 4 – Sunday, May 8, 2022

Year Two*

Summer Semester (13 weeks)

Classes begin: Monday, May 16, 2022
No Class: Monday, May 30, 2022, Memorial Day
Monday, July 4, 2021, Independence Day
Classes end: Thursday, August 11, 2022
Break: Friday, August 12 – Sunday, August 28, 2022

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

Classes begin: Monday, August 29, 2022
No Class: Monday, September 5, 2021, Labor Day
Friday, November 11, 2021, Veteran's Day
Holiday Break: Wednesday, November 23 – Sunday, November 27, 2022
Classes Resume: Monday, November 28, 2022
Classes End: Thursday, December 15, 2022
Winter Break: Friday, December 16 – Sunday, January 8, 2023

*Subject to change

****Year 2 & 3: Students will be notified of the Year 2 Semester 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.**