



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

Occupational
Therapy Doctorate
Program

Student Handbook
Class of 2026

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 AND THREADS	3
	E. COURSE SCOPE.....	5
	F. SCHOLARSHIP AGENDA.....	9
	G. COURSE SEQUENCE.....	10
	H. PROGRAM OUTCOMES	11
	1.The University’s Essential Learning Outcomes.....	11
	2.OTD Program Outcomes.....	11
	I. TECHNICAL STANDARDS	12
	J. PROGRAM SCHEDULE	12
	K. VOLUNTEER OPPORTUNITIES	12
	L. PROGRAM ASSESSMENT IN THE PURSUIT OF EXCELLENCE.....	13
II.	RULES AND REGULATIONS	16
	A. INTRODUCTION.....	16
	B. PROGRAM REQUIREMENTS	16
	1.Background Checks / Drug and Alcohol Testing.....	16
	2.Immunizations and Physical Examination	17
	3.Malpractice Insurance	17
	4.Textbooks.....	17
	5.Information Technology Requirements.....	18
	C. ACADEMIC PERFORMANCE POLICY AND PROCEDURES	19
	1.Academic Performance.....	19
	2.Graduation Requirements	19
	3.Academic Standing	19
	4.Graduate Grading System.....	20
	5.Repeating Level II Fieldwork.....	20
	6.Academic Dismissal.....	21
	7.Satisfactory Academic Progress – Financial Aid	22
	8.Advanced Placement	23
	9.Prior Work Experience	24
	10. Transfer Credit	24
	11. Refund Policy.....	24
	D. CLASSROOM AND CLINICAL SITES.....	24
	1.Health & Safety Plan.....	24
	2.Attendance	24
	3.Electronic (Mobile) Devices	26
	4.Examination Protocol.....	26
	5.Attire and Appearance.....	26
	6.Borrowing Materials.....	27
	E. STUDENT MISCONDUCT.....	28

	1.Student Code of Conduct.....	28
	2.Academic Misconduct.....	28
	3.Occupational Therapy Code of Ethics.....	30
III.	GENERAL UNIVERSITY RULES AND REQUIREMENTS.....	31
	A. ACADEMIC POLICIES.....	31
	1.Withdrawal	31
	2.Readmittance.....	31
	B. ACADEMIC RESOURCES.....	31
	1.Academic Advising	31
	2.Academic Success Center	32
	3.Students with Disabilities	32
	C. HEALTH AND WELLNESS	33
	1.Health Insurance.....	33
	2.Student Health Services, Student Mental Health Services.....	33
	3.Recreational Facilities	34
	4.Coping with Stress	34
	5.Smoking Policy	34
	6.Drug and Alcohol Policy	34
	7.Campus Safety and Security	35
	D. OTHER INSTITUTIONAL POLICIES	35
	1.School Cancellations for Inclement Weather	35
	2.Change of Address	36
	3.Student Employment while in the Program	36
	4.Transportation and Housing	36
	5.Discrimination and Harassment Policy	36
	6.Complaints and Grievances	37
	7.Voluntary Medical Withdrawal.....	37
	8.Involuntary Medical Withdrawal Policy	37
IV.	STUDENT SIGNATURE SHEET.....	39
V.	APPENDICES.....	40
	A. TECHNICAL STANDARDS	40
	B. OCCUPATIONAL THERAPY CODE OF ETHICS (2020)	43

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, and 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. 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	
OTD7015	Foundations of 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
OTD8235	Occupational Therapy Practice I: Mental Health
OTD8345	Occupational Therapy Practice II: Adults
OTD8420	Technology and Innovation
OTD8455	Occupational Therapy Practice III: Older Adults and Community
OTD8660	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
OTD8520	Introduction to Capstone II
OTD8330	Theoretical and Clinical Reasoning in Context
OTD8540	Contemporary Concepts
Collaborative Leadership	
OTD7170	Occupational Performance and Participation in Groups
OTD8140	Healthcare Systems and Policy
OTD8395	Program Development and Grant Writing
OTD8310	Leadership and Advocacy
OTD8560	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. 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.

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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	3
	Human Occupations and Participation Across the Lifespan	2
	Research I	3
	Occupational Performance and Participation in Groups	3
Fall	Kinesiology	4
	OT 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	5
	Human Conditions II	3
	Level IA Fieldwork	1
	Research III	3
YEAR 2	COURSE TITLE	Credits
Summer	Occupational Perspective on Health	3
	Healthcare Systems and Policy	3
	Level IB fieldwork	1
	Occupational Therapy Practice II: Adults	5
Fall	Program Development and Grant Writing	2
	Introduction to Capstone I	2
	Leadership and Advocacy	3
	Occupational Therapy Practice III: Older Adults	5
	Level IC Fieldwork	1
	Technology & Innovation in Occupational Therapy	2
Spring	Theoretical and Clinical Reasoning in Context	3
	Contemporary Concepts in Occupational Therapy	2
	Introduction to Capstone II	2
	Teaching and Learning in Occupational Therapy	2
	Level ID Fieldwork	1
	Occupational Therapy Practice IV: Pediatrics	5
YEAR 3	COURSE TITLE	CREDITS
Summer	Level IIA Fieldwork	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

The OTD Program Academic Calendar usually aligns with the published JWU 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

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 found 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.

M. ASSESSMENT AND DEVELOPMENT OF PROFESSIONAL BEHAVIORS

All accredited occupational therapy programs are required to assess students' professional behaviors. To that end, each didactic course in the JWU OTD program includes 5% of the overall grade for student professionalism and students set professional development goals which they review with their academic advisors. Students are assessed using the rubric on the following page.

		A.	B.	C.	
	Criteria	Exceeds expectations 10 to 10 points	Meets expectations 8 to 9 points	Needs improvement 0 to 7 points	INSTRUCTOR COMMENTS
1.	Personal Responsibility	<ul style="list-style-type: none"> • Takes responsibility for becoming an independent learner • seeks out instructor as needed for help • actively demonstrates good organization skills • effective time management skills/arrives to class on time, adheres to due dates • returns classroom and common areas to original configuration after using 	Usually meets criteria in Column 1 A	Inconsistent or misses opportunities to meet criteria in Column 1 A	
2.	Commitment to Learning	<ul style="list-style-type: none"> • Shows sincere commitment to learning • appropriately self-reflects • identifies and uses available resources (i.e. tutoring, writing center, etc.) • demonstrates preparedness for class attains professional competence by seeking out learning opportunities 	Usually meets criteria in Column 2 A	Inconsistent or misses opportunities to meet criteria in Column 2 A	
3.	Social Responsibility	<ul style="list-style-type: none"> • Contributes to the classroom in an effective and healthy way • Monitor health to avoid spreading infections • contributes to an inclusive environment • demonstrates good sportsmanship during activities • steps in when someone is being negatively impacted • respects diversity factors of others • manages relationships effectively • contributes equally to group work 	Usually meets criteria in Column 3 A	Inconsistent or misses opportunities to meet criteria in Column 3 A	
4.	Communication Competence	<ul style="list-style-type: none"> • Demonstrates clear and appropriate verbal and nonverbal communication • tactfully and respectfully communicates with others whether verbal or written • notifies professor in a timely manner of absences, lateness, etc. 	Usually meets criteria in Column 4 A	Inconsistent or misses opportunities to meet criteria in Column 4 A	

5.	Engagement in Class/Lab	<ul style="list-style-type: none"> • Actively participates in both large and small group discussions and activities • shares questions and information that moves the discussion forward • supports other students learning and refrains from distracting activities during class 	Usually meets criteria in Column 5 A	Inconsistent or misses opportunities to meet criteria in Column 5 A	
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JWU OTD Student Professionalism Rubric

Student Name: _____ Course: _____

Instructor: _____ Date: _____

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, a cloud-based platform that will help organize all fieldwork and capstone related materials, 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.

Apple computers are not compatible with some of the computer programs used for research, so they are not recommended for the OTD program.

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, JWU's version of the Blackboard learning management system, is the official source of information about courses for the OTD program. Students are expected to check Ulearn frequently for course updates and 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.

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.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. Repeating Level II Fieldwork or Doctoral Capstone

Occasionally a student is unable to complete a level II fieldwork course, OTD9810 or OTD9860, on their first try. Level II fieldwork is pass/fail. Withdrawal from fieldwork (at any time) is considered a failure (See Fieldwork Manual). **Students may repeat level II fieldwork once, for a total of 3 placements.** This section addresses billing for a repeat of OTD9810 or OTD9860 and OTD9910 and OTD9920.

Students will be charged 1 course credit for repeating OTD9810 or OTD9860, rather than the full 9 credits associated with these courses.

Students will then proceed to their doctoral capstone project and experience courses, OTD9910 and OTD9920, at their usual rate in the next semester.

If students need to extend a capstone course (OTD9910 and OTD9920) for any reason, this will most often require a “grade pending” at the end of semester. This is similar to an incomplete grade. Grade pending will convert to a final grade when work is complete. The program director and capstone coordinator will collaborate with student, faculty mentor and site mentor if applicable to make this decision.

If a student fails to successfully complete the doctoral capstone courses and requires a new site, they will be charged 3 course credits for repeating OTD9910 Doctoral Capstone Project. They will be charged 1 course credit for repeating OTD9920 Doctoral Capstone Experience.

Repeating or delaying fieldwork or capstone may delay graduation. Students must complete fieldwork and capstone requirements within 24 months of finishing coursework.

6. **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.

7. **Academic Integrity: Honesty, Plagiarism and Cheating**

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. You will learn much more about this in your OTD research courses. For more information about IRB at JWU, visit

<https://www.jwu.edu/about-jwu/institutional-research.html>

Examples of violations of academic integrity include: turning in another person's work as your own, not citing sources of information in written work or presentations, copying and pasting from a source without citing it. You are also not allowed to use an artificial intelligence service like Chat GPT to complete and assignment or help you complete an assignment or test, etc.

OTD students are also held to the AOTA Code of Ethics (see appendix B) which includes things like being truthful in all actions and accurately identifying yourself as an occupational therapy student, not occupational therapist. You will sign your progress notes and other documentation as OTS (OT student).

8. **OTD Academic Integrity Consequences and Conduct Dismissal**

Students who have been found responsible for a second violation of academic integrity standards or other conduct or ethical violation will be dismissed from the program.

9. **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.

10. **Participation in Commencement and Scholarship Day**

When students are delayed in completing coursework, fieldwork or doctoral capstone for any reason, their ability to participate in the JWU commencement ceremony and the OTD scholarship day may be affected. Students who begin their capstone project and experience (OTD9910 and OTD9920) before commencement will be allowed to participate in commencement, with an asterisk noting later completion date in the commencement day program.

11. **Advanced Placement**

There is no advanced placement in the OTD Program.

12. **Prior Work Experience**

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

13. **Transfer Credit**

The OTD Program does not accept any transfer credits except in limited cases of occupational therapy level I fieldwork which is occasionally part of an undergraduate program. Credit for such experiences will be evaluated by the program director or academic fieldwork coordinator on an individual basis.

14. **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, interprofessional education (IPE) activities, and testing sessions.

Interprofessional education activities occur throughout the program during class time or outside of class with advanced notice. These experiences bring you into contact with students and professionals from other healthcare disciplines 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 phones 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 instructor sanctioned purposes (for example an online survey or quiz) 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. **Computerized Tests and Test-taking Application**

After graduation, all occupational therapy students will take a computerized certification exam in order to become a registered and licensed practitioner. This exam is used for licensure in all 50 states and is administered outside of

universities' control by the National Certification Board for Occupational Therapy (NBCOT).

The OTD program uses ExamSoft for exams and quizzes. This is a test-taking application that makes it impossible for people to use other computer functions during an exam. Students must have a laptop that meets program requirements in order to use ExamSoft's Exemplify program. Students will be educated on the process and requirements before exams begin.

6. **Attire and Appearance**

Students should be professionally dressed for presentation days and other special events. Please see syllabi for each course 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.

7. **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

Academic integrity, which JWU defines as the commitment to honest behavior in academic life, is particularly important at the doctoral level and in occupational therapy. The great responsibility JWU OTD graduates will have with patients, clients, and colleagues in healthcare and other settings requires a high level of integrity. The treatment of sources in academic writing (for example through APA format) is part of the content of JWU OTD coursework, for which the students are assessed. For these reasons, the OTD program takes such allegations very seriously and provides extensive teaching and feedback in this area.

All suspected incidences of academic misconduct will be referred to the JWU Conduct Review Process through the office of Community Standards and Conduct. Further details are provided at this link and below

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

The JWU OTD program has specified the following sanctions for academic misconduct.

First Offense: An OTD student found responsible by the Conduct Review Process for violating the university academic integrity policy will receive a grade of zero for the assignment or portion of the assignment in question.

Second Offense: An OTD student found responsible by the Conduct Review Process for violating the university academic integrity policy a second time, no matter the course, will receive a grade of F for the course and will be dismissed from the program.

Infractions that will result in referral to the JWU Conduct Review Process include but are not limited to the following. Please note that this language is directly taken from the JWU 2023-24 Student Handbook.

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

Cheating means dishonest actions or behaviors that allow a student to gain an unfair advantage in their academic work. Examples of cheating can include, but are not limited to

- a) Using unauthorized information, materials, or study aids, such as a phone, cheat sheet, or artificial intelligence (AI), during an exam or for an assignment.
- b) Attempting to copy or copying from another student's work without authorization from the faculty.
- c) Submitting someone else's work as one's own [including but not limited to by engaging in Plagiarism (defined below)].
- d) Aiding others in cheating, including but not limited to distributing without authorization graded course submissions, assessment questions, or other course materials.

3. **Plagiarism** (including derivations thereon, such as Plagiarizing) means using another's words/ideas and presenting or attempting to present them as your own (i.e., without appropriate attribution or citation). A student's intention is not relevant in determining if the specific violation occurred. Examples of plagiarism can include, but are not limited to

- a) Using another student's work and submitting portions or the entire assignment with your name.
- b) Using artificial intelligence (AI) to produce part or all of an assignment.
- c) Reusing your own work from a previous assignment or publication without acknowledging the earlier use and obtaining permission for the reuse from the faculty to whom the reused work is submitted.
- d) Failing to include citations, quotations, or works cited pages when using outside sources.
- e) Creating false citations, quotations, or works cited pages that do not correspond to the information you used in your assignment.

4. **Unauthorized Collaboration** means working with another person or multiple people on coursework that will be evaluated without explicit

permission from the instructor. Examples of unauthorized collaboration can include, but are not limited to

- a) Working with a study group to complete an individual assignment.
- b) Sharing your computer code with another student.
- c) Having another person to review your assignment and edit portions of it in their own words.

**When in doubt about something, please ask a professor or your advisor!
Then you will know for sure.**

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 B.

Violations of the OT Code of Ethics may also result in referral to the JWU Conduct Review Process or other sanctions within the department.

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. JWU OTD students are also encouraged to use the Writing Lab to receive individual coaching on academic writing.

The OTD program peer tutor is a third year student who can offer online assistance with studying. The tutor's contact information will be posted in the department and shared with you.

Services through the Academic Success Center are free 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. Counseling Services is at Downcity and Harborside campuses for 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**

Students should monitor email and Ulearn in case of inclement weather as professors will make announcements. Depending on circumstances, you may be given work to do online or class may be held online.

Students will receive an announcement in their JWU email, the JWU website and on social media. Students are asked to call the INFO Line at 980-JWU-INFO (980-598-4636) for potential class cancellations or campus closure announcements. Please refrain from calling other university numbers for information on cancellations or closings due to inclement

weather.

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 interprofessional experiences, 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 2026.

Student Signature

Date

Student Name (Print)

Please sign and **return by email to, Brittany Gray, Academic Administrative Coordinator by Thursday, June 8th, 2023.**

V. APPENDICES

A. TECHNICAL STANDARDS

Occupational Therapy Doctorate Technical Standards

As future occupational therapists, students must complete an academic program, including clinical components, including fieldwork and a doctoral capstone experience in order to qualify to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification exam. Students must pass the NBCOT exam in order to obtain an occupational therapy license in all 50 states to become occupational therapy practitioners. This document outlines the 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.

Observational Skills

Students need observation skills in order to interpret client participation in a wide variety of occupations and settings and participate effectively in other group or team situations.

Students must:

- Observe and interpret behaviors, signs, and symptoms in others close up and at a distance
- Perceive data received by the senses in order to integrate, analyze, and synthesize it in a consistent and accurate manner
- Scan the environment for safety factors to prevent hazards and emergency situations
- Perceive sound at normal speaking levels, faint body sounds, and auditory alarms

Intellectual and Communication Skills

Students need to comprehend large amounts of information and to apply this information to the evaluation and management of intervention with clients who have complex occupational performance problems. Effective communication skills enable the occupational therapist to elicit appropriate information from clients and others and to effectively explain assessment and intervention processes and procedures.

Students must:

- Attend to verbal and written information
- Display adequate English language skills in written and oral communication
- Respond to emergency situations safely and effectively
- Deliver and receive information, synthesizing knowledge from multiple sources and senses to integrate for action
- Demonstrate problem-solving, including the ability to interpret information from multiple sources (written, verbal, environmental, interpersonal, etc.)
- Gather information, identify problems, and identify alternative plans of action
- Understand and follow verbal and written instructions in a timely manner
- Record information in a way that is legible, accurate, descriptive, free from errors, and consistent with guidelines or standards
- Document clearly, and in a timely manner, reports and other required items
- Make decisions spontaneously in unexpected, urgent, and pressure situations
- Understand and incorporate new information with increasing complexity
- Adhere to safety precautions
- Interpret and respond to subtle cues of mood, temperament, and gestures provided by others.

Behavioral and Social Attributes

Students must demonstrate the ability to practice in a professional and ethical manner and possess the emotional maturity to practice in a stressful work environment. Students are expected to respond appropriately to individuals regardless of sex, age, race, color, ethnic or national origin, disability, religion, marital status, sexual orientation, or veteran status. Students must:

- Cope with demands of heavy workload, demanding clients, and life-threatening clinical situations
- Recognize and respond appropriately to potentially hazardous situations
- Maintain personal appearance and personal hygiene according to guidelines appropriate for the classroom, fieldwork, and doctoral capstone facilities
- Demonstrate self-reflection and the ability to apply feedback
- Adhere to standards set forth by profession and program (*see AOTA Code of Ethics (2020) and JWU Code of Conduct*)
- Use sound judgment within group settings in order to maintain social contracts, maintain boundaries, and act in accordance with policies or rules of conduct in various settings
- Demonstrate mental flexibility
- Respond appropriately to situations involving pain, grief, death, stress, communicable diseases, blood and body fluids, and toxic substances

Motor Skills

Students need to possess the ability to perform evaluative and therapeutic procedures, requiring specific physical skills and stamina.

Students must:

- Sit with or without support
- Mobilize self through environment independently
- Grasp and manipulate objects, large or small
- Collect and move equipment and supplies up to 25 lbs.
- Maneuver objects or large/immobile people (up to approximately 150-200 lbs.) while maintaining safety of self and others

Occupational Therapy Doctorate

Technical Standards

Certification statement for accepted applicants to the entry-level occupational therapy doctorate program

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. OCCUPATIONAL THERAPY CODE OF ETHICS (2020)

Please visit the following link:

<https://doi.org/10.5014/ajot.2020.74S3006>