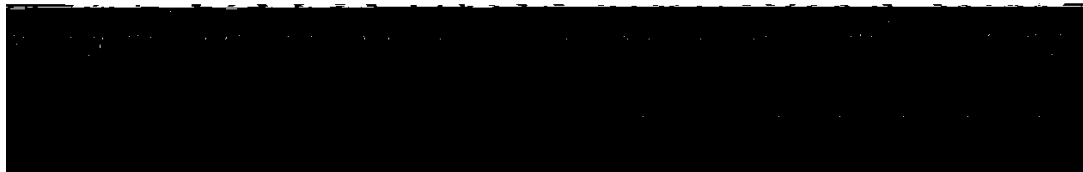


1914



Student Handbook

Class of 2023

WELCOME

We are pleased to welcome you to

Table of Contents

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

3.

I. GENERAL INFORMATION

A. INTRODUCTION

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

tu-8.02 TG 1 Tf0.001 Tc -0.001 Tw 12 -0 0 12 138.95 6320 1c 0.003 IH2 TG 1 T2 TG 1 Tf0.001 T3 0.2

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

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

E. COURSE SCOPE

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

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

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

- x OTD7010: Foundations of Occupational Therap e ue1-9Tf0.3.61 Tc -0.0 (e)13b-ehe an (it).936

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

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

Courses that emphasize **Effective Solutions** include:

- x OTD7190, OTD8220, & OTD8320: Research I, II, and III in which students acquire and apply knowledge of the principles of research in healthcare.
- x OTD8130 & OTD8230: Introduction to Capstone I and II, in which students prepare for their doctoral capstone and develop the necessary competencies to ready them for their capstone experience which focuses on one of the following: Clinical practice skills, Research skills, Administration, Leadership, Program and

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

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

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

F. COURSE SEQUENCE

YEAR 1	Course Title	Credits
Summer	Foundations of Occupational Therapy	3
	Human Occupations and Participation Across the Lifespan	2
	Research I	3
	Occupational Performance and Participation in Groups	3
Fall	Kinesiology	4
	Assessment and Theory Across the Lifespan	3
	Human Conditions I	3
	Introduction to Fieldwork	

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

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

H. TECHNICAL STANDARDS

See Appendix A.

I. PROGRAM SCHEDULE

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 poli sectio

2

i

s

B

4

5. Information Technology Requirements

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

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

Email is the official method of communication to its students. Students are required to check their university email c (c)3 (y)4 -0.00((o)2 (.9 (d)(h)3-0.00 T007200.9W

consortium of more than 200 colleges a

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 may only repeat a course once. If a student is dismissed from the program, they must wait one year before reapplying.

Doctoral student requirements:

- x To return to the university, students may petition the appropriate doctoral program director, through the written appeals process.

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.

D. CLASSROOM AND CLINICAL SITES

1. Health & Safety Plan

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

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

To avoid issues with missed work or content, all planned absences must be reported to appropriate faculty member as soon as possible. The student is responsible for making up any missed work and contacting faculty member to ensure receipt all necessary information from class(es). Unplanned absences may occur due to circumstances beyond the student's control such as unexpected illness and family emergencies. Students are responsible for informing faculty about the absence as soon as possible and making up any missed work, as well as reviewing any missed content. Frequent unexcused absences will wiaav atr y maibteingc,(T.

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

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

III. GENERAL UNIVERSITY RULES AND REQUIREMENTS

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

A. ACADEMIC POLICIES

1. Withdrawal

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

For more information on withdrawals, please see:

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

2. Readmittance

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

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

B. ACADEMIC RESOURCES

1. Academic Advising

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

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

2. Academic Success Center

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

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

Additionally, the Academic Success Center offers a wide range of professional and peer tutoring. Study-skills workshops are offered throughout the academic year. Smart Thinking is a 24/7 online tutoring service that is also available.

Downcity Health Services

Wales Hall
8 Abbott Park Place
401-598-1104

Downcity Counseling Services

Wales Hall
8 Abbott Park Place
401-598-1016

Hours:

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

Hours:

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

3. Recreational Facilities

Students enrolled in the OTD program may take advantage of the fitness programs available on campus. There are two fitness centers on campus. The fitness center is located in the Student Center and the fitness center is located in the Student Center.

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/drugandalcoh>

D. OTHER INSTITUTIONAL POLICIES

1. School Cancellations for Inclement Weather

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

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

2. Change of Address

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

3. Student Employment while in the Program

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

4. Transportation and Housing

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

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

5. Discrimination and Harassment Policy

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

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

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

6. Complaints and Grievances

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

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

8. Involuntary Medical Withdrawal Policy

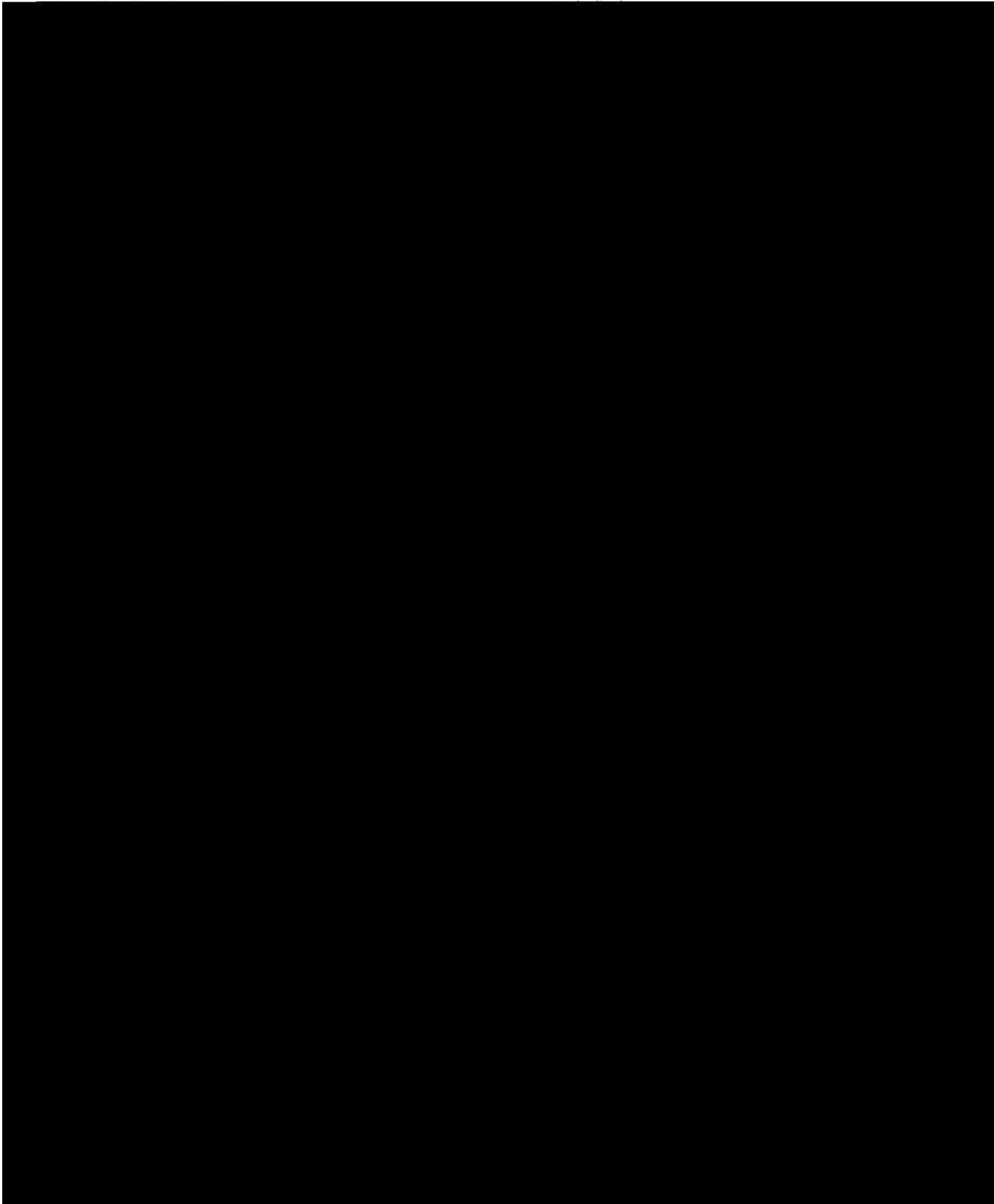
Johnson & Wales University seeks to provide a healthy, safe and positive learning environment for all members of the university community. Pursuant to the university's Involuntary Medical Withdrawal Policy, the university may require students to withdraw from the university or any university program (defined to include any university activities, classes or programs, including university-affiliated internships), indefinitely or

IV. STUDENT SIGNATURE SHEET

V. APPENDICES

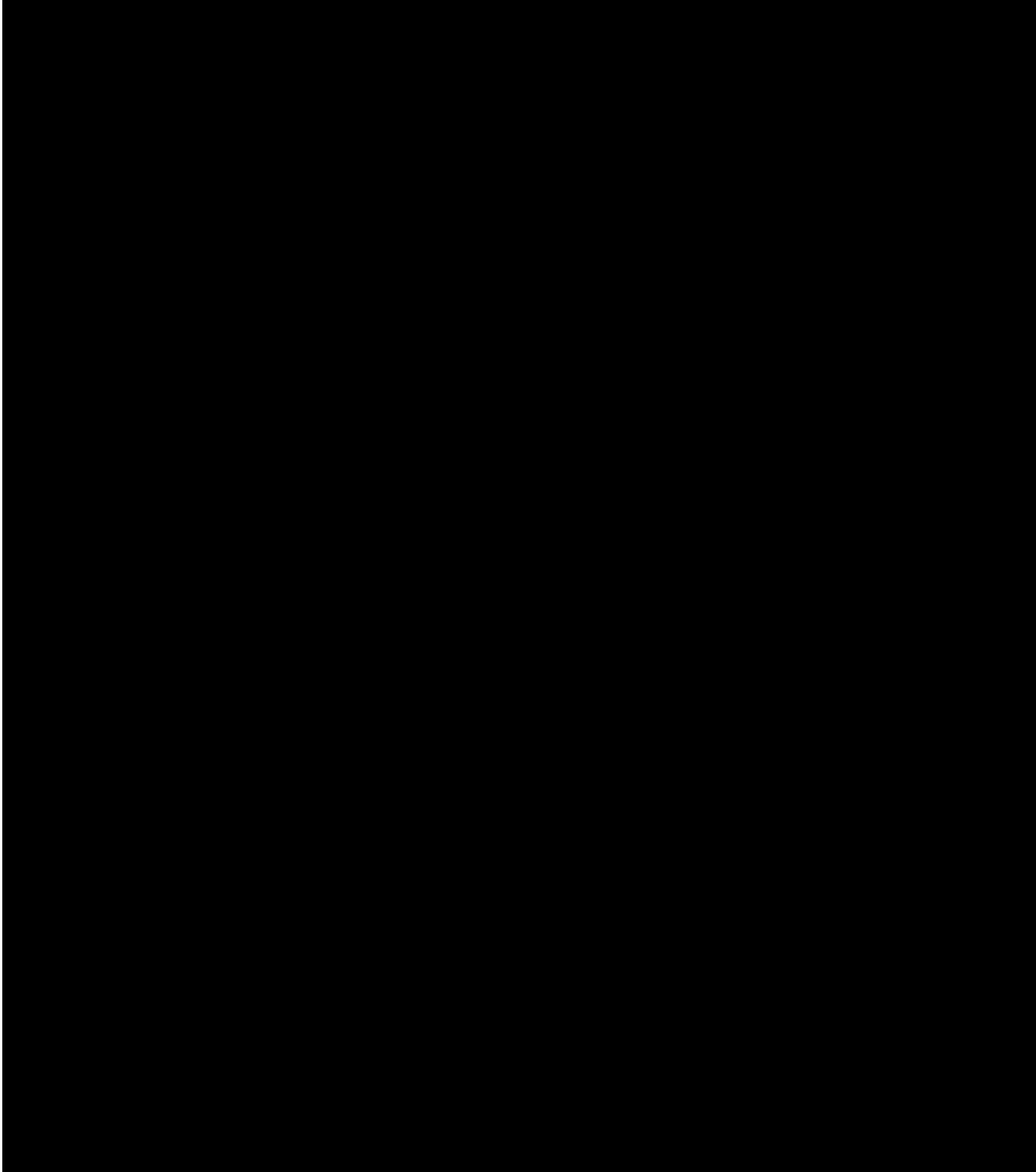
A. Technical Standards

.....





CONFIDENTIAL - NOT BE DISCLOSED



B. MAJOR DATES

Year One*

Summer Semester (10 weeks)

Classes begin: Monday, June 8, 2020

Holiday: Friday, July 2, 2020

Classes end: Tuesday, August 18, 2020

Break Wednesday, August 19 – Sunday, August 30, 2020

Fall Semester (16 weeks)

Classes begin: Monday, August 31, 2020

No Class: Monday, September 7, 2020

Wednesday, November 11, 2020

In-Person Classes End: Friday, November 20, 2020

Online Classes Begin: Monday, November 23, 2020

Thanksgiving

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

Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. **Altruism** involves demonstrating concern for the welfare of others. **Equality** refers to treating all people impartially and free of bias. **Freedom**

BENEFICENCE

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

Beneficence includes all forms of action intended to benefit other persons. The term **beneficence** connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending

NONMALEFICENCE

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

Nonmaleficence“obligates us to abstain from causing harm to others” (Beauchamp &

AUTONOMY

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

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

(e)a13 1e,13 (g)]TJO Tc 01n2w8-70(Td)4T(2).Tj030023.0030.003.01100.21(u)8 w0-020503e

the person, the employer, other AOTA members, or other organizations.

- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collabor]TJ0 Tc 0 Tw05iTw 42, d t(a)10 (t)-4 (i-d)10 (i)4 (s)]TJ0 009-

References

- American Occupational Therapy Association. (2014a). Enforcement procedures for the Occupational therapy code of ethics and ethics standards. *American Journal of Occupational Therapy*, 68(Suppl. 3), S3–S15. <http://dx.doi.org/10.5014/ajot.2014.686S02>
- American Occupational Therapy Association. (2014b). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*, 68(Suppl. 1), S1–S48. <http://dx.doi.org/10.5014/ajot.2014.682006>
- Beauchamp, T. L., & Childress, J. F. (2013). *Principles of biomedical ethics* (7th ed.). New York: Oxford University Press.
- Braveman, B., & Bass-Haugen, J. D. (2009). Social justice and health disparities: An evolving discourse in occupational therapy research and intervention. *American Journal of Occupational Therapy*, 63(1), 1–7. <http://dx.doi.org/10.5014/ajot.63.1.7>
- Purtilo, R., & Doherty, R. (2011). *Ethical dimensions in the health professions* (5th ed.). Philadelphia: Saunders/Elsevier.
- Veatch, R. M., Haddad, A. M., & English, D. C. (2010). *Case studies in biomedical ethics*. New York: Oxford University Press.

Ethics Commission

- Yvette Hachtel, JD, OTR/L, Chair (2013–2014)
- Lea Cheyney Brandt, OTD, MA, OTR/L, Chair (2014–2015)
- Ann Moodey Ashe, MHS, OTR/L (2011–2014)
- Joanne Estes, PhD, OTR/L (2012–2015)
- Loretta Jean Foster, MS, COTA/L (2011–2014)
- Wayne L. Winistorfer, MPA, OTR (2014–2017)
- Linda Scheirton, PhD, RDH (2012–2015)
- Kate Payne, JD, RN (2013–2014)
- Margaret R. Moon, MD, MPH, FAAP (2014–2016)
- Kimberly S. Erler, MS, OTR/L (2014–2017)
- Kathleen McCracken, MHA, COTA/L (2014–2017)
- Deborah Yarett Slater, MS, OT/L, FAOTA, AOTA Ethics Program Manager Adopted by the Representative Assembly 2015 April C3.

Note. This document replaces the 2010 document *Occupational Therapy Code of Ethics and Ethics Standards* (2010), previously published and copyrighted in 2010 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 64, –S27. <http://dx.doi.org/10.5014/ajot.2010.64S17>

Copyright © 2015 by the American Occupational Therapy Association.

Citation. American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410030. <http://dx.doi.org/10.5014/ajot.2015.696S036913410030> p8 November/December 2015, volume 69(Supplement 3)