



Occupational Therapy Doctorate

Student Handbook Class of 2029

**Johnson & Wales
University**

August 2026 Update

TABLE OF CONTENTS

Table of Contents.....	1
GENERAL INFORMATION	1
Welcome	1
Introduction	2
Program Overview	3
Curriculum Overview.....	4
Scholarship Agenda	9
Program Outcomes	9
Program Schedule	10
Accreditations and Approvals	11
PROGRAM REQUIREMENTS	12
Background Checks.....	12
Immunizations and Physical Examination.....	12
Malpractice Insurance	12
Allergy Concerns	12
Smoking Policy	13
Drug and Alcohol Policy.....	13
Textbooks/Supplies.....	13
Information Technology Requirements	14
Change of Contact Information/Address	14
Professional Attire and Appearance	14
Student Employment while in the Program	15
Program Assessment in the Pursuit of Excellence.....	15
Student Advising and Development of Professional Conduct and Responsibilities	15
TECHNICAL STANDARDS / ESSENTIAL FUNCTIONS.....	17
Observational Skills	17
Intellectual and Communication Skills	17
Behavioral and Social Attributes	18
Motor Skills	18
Code of Ethics	19
Occupational Therapy Code of Ethics.....	19
Volunteer Opportunities.....	19

Academic Policies and Procedures.....	19
Academic Performance	19
Disability Accommodations.....	20
Attendance Policy	21
Electronic (Mobile) Devices	22
Examination Protocol	22
Computerized Tests and Test-taking Application	22
Withdrawals and Removal.....	23
Dismissal and Appeals.....	23
Graduation Requirements.....	25
Satisfactory Academic Progress (SAP) for Financial Aid.....	25
Prior Work Experience.....	25
Transfer Credit.....	26
Refund Policy.....	26
Fieldwork Education	26
General Information	26
Student Conduct and Professionalism	26
Academic Integrity	26
Health, Wellness, and Support Services	27
Health Insurance Requirements.....	27
Student Health and Mental Health Services	27
The Bridge	28
Stress Management and Wellness Resources.....	28
Academic Resources.....	28
Health & Safety Plan	28
Student Injury in the Program or at a Program Clinical Site	28
Needle Stick/Bodily Fluids Exposure Guidelines	29
Emergency Procedures and Campus Safety	29
Institutional Policies.....	31
University-wide Policies.....	31
Waiver of Liability and Assumption of Risk	31
Licensure Requirements.....	31
Discrimination and Harassment.....	32
Complaints and Grievances	32

Appendices	33
Appendix I.....	33
Appendix II	34

GENERAL INFORMATION

Welcome

We are pleased to welcome you to the Occupational Therapy Doctoral Program at Johnson & Wales University's College of Health & Wellness.

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. 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 promoting well-being and participation. We are glad you are here!

Nancy R. Dooley, PhD, OTR/L, FAOTA

Program Director and Professor

Nancy.dooley@jwu.edu

Introduction

Purpose of the Handbook

This Program Handbook is intended to supplement, not replace, the policies and procedures set forth in the official publications of Johnson & Wales University, including but not limited to:

- JWU [Providence Campus Catalog](#)
- JWU [Providence Student Handbook](#)
- OTD Program Fieldwork Manual
- OTD Program Capstone Manual

Together, these resources provide students with comprehensive information about academic expectations, student services, university policies, and institutional procedures. Students are responsible for reviewing and complying with all applicable university-wide policies in addition to those outlined in this Program Handbook.

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

By enrolling at and attending Johnson & Wales University, students agree to abide by all university catalogs, codes of conduct, handbooks, manuals, policies, procedures, regulations, and rules (collectively, “JWU Publications”). These include, but are not limited to, this Program Handbook, the JWU Catalog, and the JWU Student Handbook applicable to all students at JWU. The university may, at any time and without prior notice, add to, amend, change, modify, revise or supersede any of its catalogs, codes of conduct, handbooks, manuals, policies, procedures, regulations, rules and any other publications (including, without limitation, marketing or promotional publications), and the university may, at any time and without prior notice, add, cancel, change, modify, postpone, revise, supersede or withdraw any policies, provisions, requirements or rules in any Publications and may also at any time and without prior notice, add, cancel, change, modify, postpone, revise, supersede or withdraw any classes, courses, activities, events, internships, laboratories, and programs (of study or otherwise); without limiting the generality of the foregoing, this includes, but is no way limited to, transitioning from in-person to remote classes, courses, activities, events, internships, laboratories, and programs (of study or otherwise). No refund of tuition or fees will be given in such cases.

In the case of an inconsistency between this Handbook and another university Publication, this Handbook generally shall apply, but the university reserves the right to determine that another policy or procedure applies and to resolve any inconsistency as it deems appropriate in its sole discretion. Please read these resources carefully and thoroughly. You are responsible for knowing, understanding, and complying with all Publications. Ignorance or lack of understanding of any Publications does not excuse infractions. *This Handbook does not constitute a contract between the university and its students or applicants, employees, or any other person.*

Students are expected to read all applicable resources carefully and thoroughly. Ignorance of a policy or procedure does not excuse noncompliance.

Program Overview

Program Mission

Johnson & Wales University's 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.

Program 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 Education*, 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, 2025; Clark, 1997; Gallagher, Muldoon, & Pettigrew, 2015). The occupational therapy faculty believe that the power of occupation should be central to the OTD curriculum, 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, that occupational therapy is grounded in the understanding that engagement in meaningful activities supports health and well-being. The use of occupation guides occupational therapy practice, education, research, and advocacy and is central to enhancing the health of individuals, families, groups, communities, and populations (AOTA, 2025). 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.

Curriculum Overview

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 the student 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.

Although the **curriculum threads** are woven throughout the Program, the following courses emphasize certain threads:

Foundations of Well Being

Course Code	Course Title
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

Course Code	Course Title
OTD7130	Assessment and Theory Across the Lifespan
OTD8235	Occupational Therapy Practice I: Mental Health
OTD8345	Occupational Therapy Practice II: Adults
OTD8420	Technology and Innovation in Occupational Therapy
OTD8455	Occupational Therapy Practice III: Older Adults and Community
OTD8660	Occupational Therapy Practice IV: Pediatrics

Effective Solutions

Course Code	Course Title
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

Course Code	Course Title
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

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.

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 (e.g., pediatrics) and what they see within their exposure to a specific population (e.g., 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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Course Sequence

YEAR 1	Course Titles	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	3
	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

Total credits 115

Scholarship Agenda

The 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.

Program Outcomes

The University's Essential Learning Outcomes

Professional Competence (PC)

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

Foundation for Lifelong Learning (FLL)

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 (GCC)

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.

OTD Program Outcomes

The OTD Program outcomes correlate with ACOTE's standards and emerge from our Program's mission, Program philosophy, curriculum design, and the documents referenced within this Handbook. 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 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, FLL, 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 (FLL, 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.

Program Schedule

The OTD Program Academic Calendar usually aligns with the published JWU [Academic Calendar](#). Semester

start-, stop-, and other dates may differ. Please refer to the OTD Calendar that is shared with you through ulearn. **The Program often schedules the spring semester break to correspond to the American Occupational Therapy Association's Inspire annual conference.** Students should consult with the Program director prior to scheduling non-Program activities or vacations. These schedules are subject to change, and it is the student's responsibility to be aware of and comply with the changes.

Accreditations and Approvals

Institutional

Johnson & Wales University is accredited by the New England Commission of Higher Education ("NECHE"), formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges Inc. This accreditation encompasses the university's campuses in Providence, Rhode Island and Charlotte, North Carolina, and its online programs.

Programmatic

JWU's entry-level occupational therapy doctoral (OTD) degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is 301-652-AOTA and its web address is ACOTEonline.org.

PROGRAM REQUIREMENTS

Background Checks

Students will be subject to a mandatory background check prior to attending fieldwork. Background check forms may be accessed via the clinical compliance platform, EXXAT. Some sites may require repeat or further testing of students, including additional background checks, drug testing, and/or fingerprint screening. The student may be responsible for some costs related to background checks, drug testing and/or fingerprint screening, along with any additional requirements of clinical placement sites.

In the event a student has an unsatisfactory finding on a background check, the student may be **denied placement at clinical sites. 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 may prevent or delay clinical placement and therefore may prevent or delay graduation.

DISCLAIMER:

Felony convictions may prevent national certification or state licensing. If a student is concerned about a felony or other issue which might prevent the student from securing a clear background check, the student may choose to undergo a character review at any time. This is done by requesting the National Board for Certification in Occupational Therapy (NBCOT) to complete an Early Determination Review. Further information about the process and fees is available on the [NBCOT website](#).

Immunizations and Physical Examination

Students must remain in compliance with all immunization/titers and any other university or clinical site requirements (vaccinations, point-of-care testing, N-95 use, etc.).

OTD Program 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. The Program 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 of the student's fieldwork or capstone sites.

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

Malpractice Insurance

The university provides malpractice insurance for all students while such students are participating in a supervised internship program. Please contact the academic fieldwork coordinator for additional details.

Allergy Concerns

While participating in the Program or in another healthcare environment, students may be exposed to allergens, including but not limited to, latex and foods. The student should consult with a primary care provider, allergist, or other appropriate healthcare provider to assess the risk of exposure and any potential treatments needed should an exposure occur. Students with a known sensitivity or allergy/reaction to latex or other allergens are responsible for assessing their own level of risk and

ensuring they have taken appropriate precautions, including carrying an epinephrine pen or other treatment, as prescribed by their healthcare provider, as well as seeking reasonable accommodations when necessary to ensure the student's safe participation. If a student may be experiencing an allergic reaction, the student should contact 911 immediately and, thereafter, Campus Safety & Security. After experiencing an allergic reaction during the Program, students must be medically cleared by a licensed medical professional prior to returning to the Program or clinical setting and must complete the Student Injury and/or Exposure Form.

Smoking Policy

The OTD Program adheres to the university's [Tobacco-Free Policy](#).

Drug and Alcohol Policy

The OTD Program adheres to the university's [Drug and Alcohol Policy](#).

Textbooks/Supplies

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 and the JWU bookstore when registration opens for each semester. 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. Students are expected to obtain the required texts by the beginning of classes 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. Therefore, 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.

Borrowing Materials

Students may borrow assessments, books, and other materials as needed from the OTD Program. Students should contact the academic administrative coordinator or lab manager 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 request access materials from a faculty or staff member.

- Students are expected to return the materials in good condition and by the date specified.
- Students should let the academic administrative coordinator or lab manager 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 Community Standards & Conduct for violation of [Student Code of Conduct](#).

Information Technology Requirements

Students must have a laptop computer with reliable wireless Internet access. Additionally, Chromebooks and mobile devices are not adequate for participation in the OTD Program.

JWU Information Technology Services recommends the 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. Microsoft Office 365 is available to students for free. Additional information can be found on the [OTD Program webpage](#).

Email is the official method of communication from the university and the Program to its students. Students are required to check their university email on a daily basis (at least once every 24 hours or more frequently as circumstances may require). The Program is not responsible if students have inaccurate or missed information because they do not routinely check, read, 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.

JWU's learning management system, ulearn, is the official source of information about courses for the Program. Students are expected to check ulearn frequently for course updates and materials.

Technical support is provided via the University [IT Service Desk](#), which can be reached at 866-JWU-HELP (866-598-4357) or it@jwu.edu (emails received after hours will be processed the next business day). Please also visit the [JWU IT website](#) which answers many questions about technology at JWU.

Change of Contact Information/Address

Throughout the Program, students are required to notify the Program director, Dr. Nancy Dooley, immediately and in writing when there is any change in their contact information, including their local address, permanent mailing address, email or phone number. This is in addition to following required university policies for [maintaining addresses and contact information](#).

Professional Attire and Appearance

Students are expected to maintain a professional appearance at all times when representing the university, including during classes, labs, clinical placements, and university-sponsored events. Appropriate attire demonstrates respect for the profession, patients, faculty, and peers.

Students may be subject to additional dress code requirements based on clinical site policies. Failure to comply with attire expectations may result in removal from the learning environment and/or disciplinary action.

Students should be professionally dressed for presentation days and other special events. Please see the syllabus for each course to determine instructor expectations. When in doubt about proper dress, please discuss it with your instructor, academic fieldwork coordinator, or fieldwork educator. The Fieldwork and Capstone manuals include provide further details about dress code.

A JWU OTD identification badge will be provided for 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 occupational therapy student. At no time should a student misrepresent themselves as being other than an occupational therapy student.

Student Employment while in the Program

Due to the rigorous and time-intensive nature of this academic Program, students are strongly discouraged from maintaining full-time employment while enrolled. Students who choose to work are responsible for ensuring that their employment does not interfere with academic or clinical responsibilities.

Students are strongly discouraged from having full-time outside employment during Level II Fieldwork and Capstone. Student employment must not interfere with any aspect of the student's learning experience.

Program schedules, including classes, labs, and experiential learning, will not be adjusted to accommodate work obligations. Students are expected to prioritize their academic commitments and maintain satisfactory academic and professional standing.

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. To this end, the Program will 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 may be collected:

Assessments, written or computerized 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.

In most situations, names are removed from these documents and information is presented in aggregate.

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

Student Advising and Development of Professional Conduct and Responsibilities

All accredited occupational therapy programs are required to advise students regarding conduct and responsibilities to enter the profession. To that end, each incoming student is assigned an academic advisor who is one of the OTD faculty for the duration of the Program. Each student/advisor pair meets each semester, at a minimum twice a year, to collaboratively discuss the student's strengths and areas of growth. Students also create and work towards professional development goals in various courses throughout the curriculum, sharing with advisors as they go. Advisors give feedback to students on their goals and progress towards them during academic advising sessions and in additional meetings as needed.

Faculty and staff bring concerns about student performance and professionalism to faculty meetings as needed to inform advisors of issues that may occur in current coursework.

Students are encouraged to speak with their faculty advisor at any time they feel there is a barrier (academic or non-academic) to their success in the Program. Advisors will help students find resources and create a plan to address any barriers to success.

Areas for discussion may include, but are not limited to, a student's ability to do the following:

Take Personal Responsibility for Becoming an Independent Learner

- Seek out instructor as needed for help
- Demonstrate good organizational skills

- Demonstrate effective time management skills, such as arriving to class on time, adhering to due dates
- Return classroom and common areas to original configuration after using

Demonstrate Sincere Commitment to Learning

- Engage in appropriate self-reflection on personal strengths and areas for growth
- Identify and use available resources (i.e. tutoring, writing center, etc.)
- Demonstrate preparedness for class
- Engage with faculty and others to expand learning opportunities and development as a professional
- Ask questions to clarify material in a timely manner

Demonstrate Social Responsibility within the Student Cohort

- Contribute to a positive and inclusive learning environment, reflects on own experiences and incorporates feedback
- Monitor health and act appropriately to avoid spreading infections
- Demonstrate good sportsmanship during activities
- Demonstrate leadership skills by advocating for people or groups being negatively impacted
- Respect diversity factors of others
- Manage Program related relationships effectively and seek assistance as needed
- Contribute equally to group work

Demonstrate Communication Competence

- Demonstrate clear and appropriate written, verbal, and nonverbal communication
- Tactfully and respectfully communicate with others, verbally and in writing
- Notify professor in a timely manner of absences, lateness, etc.

Engage in Class/Lab

- Actively participate in both large and small group discussions and activities
- Share questions and information that move group discussion forward
- Support other students' learning and refrain from distracting activities during class

TECHNICAL STANDARDS / ESSENTIAL FUNCTIONS

As future occupational therapists, students must complete an academic program, including the clinical components 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 including potential allergens 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 for self and others including presence of allergens as applicable
- 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 a 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 (2025) 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

If a student requires a reasonable accommodation to meet any of the technical standards, it is the student's responsibility to contact Accessibility Services (401-598-4689) to request the accommodation.

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.

CODE OF ETHICS

Occupational Therapy Code of Ethics

Students and faculty are also governed by the [Code of Ethics of the American Occupational Therapy Association](#) (AOTA), applicable at all times, including during fieldwork and doctoral capstone. Information about this code and its application is taught throughout the Program and can be found at the link provided above.

Violations of the OT Code of Ethics may also result in referral to the JWU Conduct Review Process.

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. More information for these groups can be found on ulearn under the organizations tab. Students can also contact the SOTA and COTAD faculty advisors as well as current officers of SOTA/COTAD for more information.

ACADEMIC POLICIES AND PROCEDURES

Academic Performance

Students are encouraged to reach out to faculty members and their advisors 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 faculty, faculty advisors and the [Academic Success Center](#).

Graduate Grading Scale

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*
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*Not considered a passing grade in the OTD Program

Academic Standing

A student's academic standing is based on grade point average (GPA) in conjunction with total attempted credits and is evaluated after the completion of each semester of enrollment. Academic standing standards differ by program of study.

Students who meet the following criteria are considered to be in good academic standing:

Program students must have a minimum GPA of 3.0 and must earn grades of B-/80 or higher in each course.

Students who have a GPA less than 3.00, or any grade lower than a B-/80 will be dismissed from the Program. No didactic coursework may be repeated.

Final grades are generally not appealable, as described under [Grade Appeals](#) within the JWU Student Handbook. 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.

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 graded as 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.**

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

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.

Disability Accommodations

Johnson & Wales University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with applicable laws. Students who require accommodations must contact [Accessibility Services](#) to initiate the process.

Accommodations are determined on a case-by-case basis and must not fundamentally alter the nature of

the Program or compromise essential academic or technical standards. All students should refer to the [OTD Program technical standards](#). Students are encouraged to request accommodations as early as possible to ensure timely implementation.

Please note that clinical or fieldwork sites may have limitations on the accommodations they can provide. The university will work with students and sites to identify appropriate placements whenever reasonably possible. Students seeking accommodations for fieldwork and capstone placements should refer to procedures listed in the fieldwork and capstone manuals.

Please see the JWU [Disability Accommodations for Students Policy and Procedure](#) for more information.

Attendance Policy

Attendance is essential to student success. Attendance is mandatory at all assigned classes, labs, interprofessional education (IPE) activities, and testing sessions.

IPE activities occur throughout the Program during class time or outside of class with advanced notice. These experiences bring students into contact with students and professionals from other healthcare disciplines. IPE is an integral part of the OTD Program and is required by the Program's accreditor. Student presence at these sessions is a professional responsibility. IPE activities are scheduled during class time whenever possible. If an IPE is scheduled outside of usual class time, you will be notified in advance so you can plan accordingly.

Promptness is another responsibility 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 (like the flu, strep throat, or vomiting). Contact your instructor and the Program director concerning your absence from any class, before the class starts if possible.

Individual faculty define the role class attendance plays in calculating 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. 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 the appropriate faculty member and Program director as soon as possible. The student is responsible for making up any missed work and contacting the faculty member to ensure receipt of all necessary information from class. 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 and the Program director 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 via email to the Program director and faculty member.

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. Being able to remain focused on classroom learning and undistracted by electronic devices is a professional responsibility that may be addressed in advising sessions. If students need to access their mobile device during class for any reason, permission must be granted by instructor.

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 for 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.

Computerized Tests and Test-taking Application

After graduation, all occupational therapy students will take a computerized certification exam to become a registered and licensed practitioner. This exam is used for licensure in all 50 states and is administered outside of the university's control by the National Certification Board for Occupational Therapy (NBCOT). To ensure that students are familiar with computer-based testing, the OTD Program gives most exams and quizzes in that format.

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. **Students are responsible for following up on any technical issues impacting the use of Exemplify on their personal laptop computers.**

Withdrawals and Removal

Course Withdrawal

Course withdrawals will be treated in accordance with the university's policy for course withdrawals. For more information on withdrawals, please see [Course Withdrawal](#), located within the JWU Student Handbook.

Withdrawal from any OTD course will generally extend a student's time to graduate from the Program.

Program Withdrawal

Program withdrawals will be treated in accordance with the university's policy for [University Withdrawal](#). 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.

Withdrawal from any OTD course will generally extend a student's time to graduate from the Program. Students wishing to be readmitted should contact the Program director and review the JWU [Readmittance Policy](#).

Removal from Class or Clinical Placement

The Program reserves the right to remove students from a class or clinical placement for any reason, including but not limited to: failure to adhere to the guidelines in this Handbook, the Fieldwork Handbook, or the Doctoral Capstone Handbook; unprofessional or disruptive behavior in class or clinical placement, including bullying; violations of the clinical site or university substance abuse policy; exposure to infectious or communicable diseases; issues resulting in a negative impact on student, faculty, or patient safety; violations of academic integrity or honesty; HIPAA (Health Insurance Portability and Accountability Act) violations; or any inappropriate use of social media. Removal from a class or a clinical placement may delay continuation, progression, and/or graduation in the Program.

Dismissal and Appeals

Academic Dismissal

Students who do not meet the minimum grading standard of B-/80 in any course in the Program and cumulative GPA of 3.0 will be dismissed from the Program.

If a student is dismissed from a program, the Program director will send a letter of dismissal to the student, registrar, Student Academic Services, and the dean of the College of Health and Wellness.

Dismissal for Misconduct

Student Code of Conduct

The Student Code of Conduct sets forth the behavioral requirements for the 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. Please see the [Student Code of Conduct](#).

Academic Misconduct

The Academic Integrity Policy sets forth the expectations for Academic Integrity for members of the JWU

community. Please see the OTD Program's academic integrity policy under [Student Conduct and Professionalism](#).

Appeals Process

Appeals from academic dismissals are permitted as described in the [Academic Standing Policy](#).

Appeals from dismissal or any other sanction under the Student Code of Conduct are permitted as described in the [Student Code of Conduct](#).

Appeals for dismissal from the program for any other reason are described below.

APPEALS PROCESS FOR DISMISSAL FROM THE PROGRAM

Eligibility to Appeal

Students who have been notified in writing of dismissal from the Program for academic or non-academic reasons not governed by the Student Code of Conduct (collectively, "Program Dismissal") may appeal the decision.

Filing an Appeal

Appeals must be submitted in writing to the applicable college dean or such college dean's equivalent or an applicable designee of either (collectively, "dean"), no later than three calendar days from the date the student receives written notification of dismissal. The appeal must include:

- The basis for the appeal;
 - Appeals will be considered only on the following grounds:
 - *Procedural error: A deviation from established policy or process that materially impacted the dismissal decision;*
 - *Factual error: Incorrect calculation of GPA or misapplication of academic standards or other similar factual error that materially impacted the dismissal decision;*
 - *New evidence: Information not known or reasonably knowable by the decision-maker at the time of dismissal that could materially impact the dismissal decision.*
 - *Note: Disagreement with academic judgment alone is not a valid basis for appeal.*
- A summary of any discussions with Program representatives and any supporting documentation;
- The specific outcome or remedy sought;
- Any new or additional information relevant to the dismissal.

The appeal should be limited to no more than 750 words, not including relevant attachments that are directly germane to the appeal. If the student requires greater than 750 words for the student's appeal, the student may request an increase in the word limit in writing from the Program director, to be granted or denied in the Program director's discretion. Otherwise, any words above 750 in the submission and any irrelevant attachments will be disregarded.

The dean will convene or notify an existing Program appeals committee, constituted in the discretion of the dean, and request the committee to make a recommendation to the dean within three days if reasonably feasible. Following this recommendation, the dean will either uphold or not uphold the committee recommendation in the sole discretion of the dean. The dean will forward the appeal, committee recommendation, and dean's decision to the provost for informational purposes.

The dean or committee may request additional information or consult with any other university personnel

about the appeal and the underlying decision as they deem appropriate in their sole discretion.

The appeal shall be decided within a reasonable period of time as determined in the sole discretion of the dean.

Notification and Finality

The dean will notify the student and the provost in writing of the final decision.

The decision of the dean shall be final and not subject to further appeal.

Delegation

For avoidance of doubt, the dean may act through designees at any point in this process. If there is no applicable dean, the position equivalent or closest to the dean shall have the responsibilities described herein.

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 a 3.0 or higher.
- Complete fieldwork and capstone requirements within 24 months of finishing coursework.

Any exception to the above requires discussion with and approval from Program director and faculty advisor to determine any extenuating circumstances.

Commencement and OTD Scholarship Day

When students are delayed in completing any Program 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.

Satisfactory Academic Progress (SAP) for Financial Aid

To be eligible for federal and state financial aid, all students must satisfy Satisfactory Academic Progress (SAP), which is required by federal law. Students who do not meet all SAP criteria may lose their eligibility to receive federal and state financial aid. Students will be notified of the decision both verbally and in writing. For further information, please review the [Satisfactory Academic Progress](#) Policy.

Prior Work Experience

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

Transfer Credit

The OTD Program does not accept any transfer credits.

Refund Policy

The OTD Program adheres to the university's [Refund Policy](#).

FIELDWORK EDUCATION

General Information

For further information regarding experimental education, please refer to the OTD Program Fieldwork Manual and the Capstone Manual.

STUDENT CONDUCT AND PROFESSIONALISM

Academic Integrity

[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 American Psychological Association (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.

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, or copying and pasting from a source without citing it.

Generative artificial intelligence services, such as ChatGPT, may not be used when completing assignments, without specific permission from the relevant course instructor. OTD course syllabi contain information about how artificial intelligence may be used in specific courses.

All students in the Program are subject to the [JWU Academic Integrity Policy](#).

Additionally, the OTD Program specifically includes research ethics as an infraction:

- **Research ethics:** The OTD Program includes education on ethical behavior in research activities. 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 as part of a research project with the legitimate expectation of confidentiality, except as required by law.

OTD students must adhere to the JWU [Institutional Review Board](#) (IRB) policies on protecting human participants in research. Students should refer to JWU's IRB policies when conducting research involving human subjects, including survey research. This is covered in the OTD research courses.

When in doubt about something, please ask a professor or your advisor!

Reporting

All suspected incidents of academic misconduct will be referred to [the JWU Conduct Review Process](#) through the office of Community Standards and Conduct.

Review and Disciplinary Actions

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.

HEALTH, WELLNESS, AND SUPPORT SERVICES

Health Insurance Requirements

All students enrolled in this Program are required to maintain active health insurance coverage throughout their enrollment. This is necessary to ensure access to medical care in the event of illness, injury, or exposure during clinical or experiential learning activities.

Students are automatically enrolled in the university-sponsored student health insurance plan, or must submit a waiver with proof of comparable coverage through another provider. For students who submit a waiver, maintaining valid health insurance is the student's responsibility. Failure to maintain valid health insurance may result in a hold on registration or removal from clinical placements.

Students are responsible for all costs associated with their healthcare, including co-pays, deductibles, and services not covered by insurance. For further information, please visit the [Student Health Insurance Plan](#) handbook page.

Student Health and Mental Health Services

Providence

The university maintains a [Health Services](#) office where health care is provided to students located at the Harborside Academic Center.

In addition, the university offers voluntary, confidential counseling services to assist students with their mental and emotional well-being. Services provided include brief, short-term individual counseling, crisis intervention, consultation, and referrals to off campus services as needed. Students can make an appointment by calling the office at 401-598-1016 or by coming to the office located on the Downcity campus, in Wales Hall on the 2nd floor. If a student is experiencing a mental health related emergency after business hours, they can reach the on-call counselor by calling 1-888-222-4805 or by contacting Campus Safety and Security at 401-598-1103. Further information can be found on the Counseling Services webpage.

Health Services Harborside Academic Center 265 Harborside Boulevard 401-598-1151	Downcity Counseling Wales Hall 8 Abbott Park Place 401-598-1016
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The Bridge

[The Bridge](#) advances a university-wide campus culture of supporting all students.

Stress Management and Wellness Resources

The Program is an intensive and rigorous program of academic and experiential learning. 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 the Student Health Center, the Student Counseling Center, the Academic Success Center, and the 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.

Academic Resources

The [Academic Success Center](#) (ASC) offers both peer and professional tutoring in a variety of subjects as well as academic success coaching. OTD students are encouraged to meet with professional writing tutors for support with OTD-related writing assignments. The university's [24/7 tutoring platform](#), also offers writing support and tutoring in a variety of subjects.

Students should also feel free to contact their professors about any challenges with course work.

The OTD Program also has a **peer tutor** who is a third-year student who can offer online assistance with studying, etc. The tutor's contact information is posted in the department. Services through the Academic Success Center are free for all students.

Health & Safety Plan

A detailed OTD Health & Safety Plan is available from the Program director. Faculty members will educate students about safety hazards in laboratory classrooms and experiences when they exist.

An emergency escape route diagram is posted in each classroom. If we need to evacuate the Academic Center building for any reason, please gather at the church steps at the corner of Westminster and Mathewson Streets.

Student Injury in the Program or at a Program Clinical Site

Students may be engaged in activities, while on-campus or at any Program clinical site, where the risk of injury is possible. Students will be instructed in infection control and other safety guidelines prior to beginning in any new healthcare facility during the Program. Some clinical sites may have additional guidelines to which students must adhere.

In the event of an injury, students should:

Immediately report the injury to:

- Classroom Exposure: Course professor and Program director
- Fieldwork Site: Clinical Educator and Academic Fieldwork Coordinator

Immediately seek medical evaluation and treatment. If there is no established protocol at a given site, seek treatment at the closest medical treatment center or emergency department.

Complete and submit/upload the Student Injury and/or Exposure Form to the Program director as soon as possible, preferably within 24 hours of incident.

Needle Stick/Bodily Fluids Exposure Guidelines

Exposure to bodily fluids and/or inadvertent needle sticks represent a health and safety concern.

Based on guidelines from the Centers for Disease Control and Prevention (CDC) (Centers for Disease Control and Prevention, 2021), students who believe they have been exposed to bodily fluids or experienced a needle stick must:

Immediately cleanse the affected area:

- Wash needle sticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile fluids

Immediately report the exposure to:

- Classroom Exposure: Course professor and Program director
- Fieldwork Site: Clinical Educator and Academic Fieldwork Coordinator

If an exposure occurs in the classroom or elsewhere on campus, the student should cleanse the affected area and report the exposure to the director of didactic education **immediately**. Immediate medical care and lab work will be done at either the nearest appropriate emergency department or with the student's primary care provider. Any and all expenses for the care and treatment are the responsibility of the student.

If an exposure occurs at a fieldwork site, the clinical educator must be notified **IMMEDIATELY**. The protocol at the clinical site may govern the medical approach to that exposure. Immediate medical care and lab work will be done at either the nearest appropriate emergency department or at the rotation site. Additional care and follow-up may be with the student's primary care provider. ***Clinical sites are under no obligation to provide the student with free medical care.*** Any and all expenses for the care and treatment are the responsibility of the student.

Complete and submit the Student Injury and/or Exposure Form to the Program director as soon as possible, preferably within 24 hours of incident.

Students may not attend classroom, lab, or attend clinical until they have been cleared to return by a licensed healthcare professional.

Emergency Procedures and Campus Safety

JWU strives to maintain a safe and secure environment for all students, faculty, and staff. The university uses a multi-channel emergency notification system and/or jwuLink to communicate urgent information, including:

- Campus closures or delays due to inclement weather
- Emergency situations or threats
- Safety instructions or evacuation procedures

Students are automatically enrolled in the emergency alert system using their university contact information. It is the student's responsibility to ensure their contact details are accurate and up to date. Updates can be made through the university portal.

In the event of an emergency, students should follow all instructions provided by university officials or emergency personnel. For immediate assistance, contact Campus Safety & Security:

- Providence Campus: 401-598-1103

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.

INSTITUTIONAL POLICIES

University-wide Policies

As a general matter, university-wide policies are not repeated in this Program handbook. Please be sure to consult the [Student Handbook](#) applicable to all students for policies applicable university-wide.

Waiver of Liability and Assumption of Risk

To the maximum extent permitted by law, in full recognition of the identified in this handbook and the inherent risks associated with participation in academic programs that include clinical, laboratory, fieldwork, or experiential components and in consideration for being permitted to participate in the Program, the student releases, waives, and forever discharges the “University Parties” (defined to include the university and its past, present and future accountants, administrators, advisors, affiliates, agents, assigns, attorneys, consultants (including subconsultants), contractors (including subcontractors), corporations, directors, employees, faculty insurers and third-party administrators, invitees, joint venturers, law firms legal representatives, managers, members, officers, parents, partners, predecessors, principals, representatives, subsidiaries, successors or successors-in-interest, trustees or the Board of Trustees, and all other persons acting on University’s behalf) from and against any and all liability for any claims (defined to include any and all actions, arbitrations, causes of actions at law, in equity, or otherwise, charges, claims (including but not limited to claims for contribution or indemnity), counterclaims, cross-claims, damages (whether from personal, property, or other alleged harms or injuries), defenses, demands, emotional injuries, injunctions, lawsuits, liabilities, losses, losses of consortium or companionship or service, obligations, personal and physical injuries up to and including death, property damages, rights, subrogations, or suits) of any nature related to the student’s direct or indirect participation in the Program (including clinical training, patient care or contact), the student’s past, present, or future drug use, and the student’s current or future criminal history and the student’s inability, as a result of such use or history, to, among other things:

- Meet the eligibility requirements for a clinical site or find a desirable or proximate clinical site;
- Meet one or more state licensure requirements; and/or
- Obtain employment.

To the maximum extent permitted by law the student assumes all risk related to their direct or indirect participation in the Program, drug use, and criminal history. The student further covenants not to sue any of the University Parties with respect to any of the foregoing.

By enrolling in the Program, students acknowledge and assume all such risks and agree not to bring any claims against the University Parties related to these risks. Students further agree to comply with all safety protocols, institutional policies, and site-specific requirements.

This waiver is acknowledged through the student’s acceptance of the handbook and/or completion of any required Program-specific acknowledgment forms.

LICENSURE REQUIREMENTS

Every state requires specific licensing and professional certification in addition to earning a degree in order to practice in the field. For more information, visit the Catalog’s [Licensure & Professional Certification Disclosures](#) and the [National Board for Certification in Occupational Therapy](#).

DISCRIMINATION AND HARASSMENT

JWU does not illegally discriminate on the basis of any protected class, including age, ancestry, color, disability, familial status, gender or gender identity, genetic information, military service, national origin, pregnancy and related conditions, race, religion, sex, veteran status, and any other protected class, and prohibits all illegal discrimination, including illegal sex discrimination, in any education program or activity that it operates, as required by Title IX of the Education Amendments of 1972 and other law, including in admission and employment. The university prohibits sexual harassment and sexual misconduct, which are a form of sex discrimination.

For information on this policy, please review the university's full [Prohibited Discrimination and Harassment \(including Sexual Harassment\) Policy](#), including contact information for the nondiscrimination officer and how to file a complaint.

COMPLAINTS AND GRIEVANCES

It is the intention of Johnson & Wales University to resolve complaints and grievances quickly, informally and as close as possible to the point of origin. The complaint and grievance process is not intended to be a forum to challenge university policy, but rather a means by which individuals can seek a timely and fair review of their concerns. Please see the [Complaints and Grievances](#) Policy in the JWU Student Handbook.

APPENDICES

Appendix I

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 2029.

Student Signature

Student Name (Print)

Date

Please print this page, sign, and return to Angelica Bianco, Academic Administrative Coordinator by Thursday, June 11th, 2026.

Appendix II

Student Injury/Exposure Form

This form is to be completed if a student is injured or experiences a needle stick or bodily fluid exposure. Students must report the injury or exposure immediately to the relevant faculty member in the case of a classroom incident. In fieldwork or doctoral capstone settings, the student must report the injury or exposure immediately to their clinical educator or site mentor and must also report the injury or exposure to the Academic Fieldwork or Doctoral Capstone Coordinator as soon as possible following the incident or exposure. Students must submit this form via e-mail to the Program director within 24 hours of the injury or exposure.

Date: _____

Name of Student: _____

Date and Time of Injury or Exposure: _____

Name of Clinical Site or Course Name: _____

Name of Person Notified at the Site or Course: _____

Date and Time of Notification: _____

Please provide a brief description of incident or exposure, including how it occurred and location (body part) impacted (if relevant).