

**JEFFERSON COLLEGE**

**COURSE SYLLABUS**

**OTA120**

**PROFESSIONAL PRACTICE AND MANAGEMENT I**

1 Credit Hour

Prepared by:

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Revised Date: June 2014

By:

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## OTA120 Professional Practice and Management I

### I. CATALOGUE DESCRIPTION

- A. Prerequisite: Reading proficiency
- B. 1 semester credit hour
- C. Description - Professional Practice & Management I topics include: Professional Behaviors, OTR-OTA role delineation, cultural diversity, supervision, HIPAA, universal precautions, group leadership and facilitation, family and care giver issues, community resources, current and emerging OT practice areas, multi-disciplinary teams approach to treatment, and an introduction to research and evidence-based practice. Students will begin to develop a competency document. This course also prepares students for Level I and Level II fieldwork. (Su)

### II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES (With numbers in parentheses referring to ACOTE standards)

Expected Learning Outcomes	Assessment Measures
Identify the credentialing process and guidelines required to work as entry-level COTA practitioners. (B.9.8, B.7.3)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Discuss and apply the Health Insurance Portability and Accountability Act (HIPAA) laws regarding confidentiality of protected health information, universal precautions, and adhere to safety regulations in the fieldwork setting. (B.2.8)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Discuss the influence of social conditions, cultural diversity, and the ethical context in which humans choose and engage in occupations. (B.1.5)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate knowledge of global social issues and prevailing health and welfare needs, contexts of health care, education, community, and social models or systems as they relate to the practice of occupational therapy. (B.1.6, B.6.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society and the importance of balancing areas of occupation for achievement of health and wellness. (B.2.4, B.2.5)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe the role of the occupational therapy assistant in care coordination, case management, and transition services in traditional and emerging practice environments. (B.5.27)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Identify and discuss events, skills, knowledge and behavior related to the fieldwork practice environment including the role of other professionals on a multi-disciplinary team.(B.5.21, C.1.11)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate effective interaction through oral and written communication	Class Discussion/Activity

skills including therapeutic use of self, to client, family, colleagues and other health providers who provide services to clarify each members' responsibility in executing an intervention plan in fieldwork and in practice. (B.5.7, B.5.20, B.5.21)	Formative Assessment Written Project/Paper Summative Examination
Practice finding professional literature and evaluate its quality for application to providing evidence-based OT services. (B.8.2, B.8.3)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Identify potential impacts of social, economic, political, geographic, or demographic factors on the practice of occupational therapy. (B.6.2)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Develop personal and professional abilities, competencies, and behaviors in the classroom and in preparation for fieldwork and clinical practice. (B.9.6)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Identify personal knowledge and skills that need further development and direct further learning and growth as well as interest areas for fieldwork, research, and practice. (B.9.4, B.9.6, B.9.7)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe the importance of the professional relationships between the OT and the OTA. (B.9.8)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics, Core Values and Attitudes of Occupational Therapy Practice</i> , and AOTA <i>Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, during fieldwork and employment settings. (B.9.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination

### III. OUTLINE OF TOPICS

- A. Introduction
  - 1. Definition of Occupational Therapy
  - 2. History of Health Care Management
  - 3. Occupational Therapy Values and Beliefs, Then and Now
  
- B. Introduction to Research
  - 1. What is Research
  - 2. Essentials of Research
  - 3. Philosophical Foundations
  - 4. Review of the Literature: How to conduct a literature search
  - 5. Research Designs & Case Study
  - 6. Measurement and Data Gathering
  - 7. Statistical Analysis
  
- C. Professional Development and Competency

1. Professional Behaviors
  2. Communication Skills
  3. The Function of Professional Ethics
  4. Principles of Conduct in OT
  5. Developing a Professional Competency Document
- D. Scope of Occupational Therapy
1. Situations for Occupational Therapy
  2. Cultural Diversity
  3. Issues of Disability in Society
  4. Site of Occupational Therapy Services
  5. Current Practice Areas
  6. Emerging Practice Areas
  7. Preparing for and Responding to Change
- E. Roles and Responsibilities of the Occupational Therapy Assistant
1. OT vs. OTA role delineation and supervision
  2. Group Leadership and Facilitation
  3. Universal Precautions
  4. Certification and Licensure Requirements
  5. Guidelines for Supervision
  6. HIPAA
    - a. HIPAA Principles
    - b. HIPAA Guidelines for Fieldwork
    - c. Enforcement
- F. Professional Practice and the Occupational Therapy Process
1. For Populations and Organizations
  2. For Individuals and Groups
  3. Requests for Occupational Therapy Services
  4. Multi-Disciplinary Teams Approach to Treatment
  5. Community and Global Issues

#### IV. METHOD(S) OF INSTRUCTION

- A. Interactive lectures, videos, handouts and readings from the textbook
- B. Computer presentations, group activities and exercises
- C. Student presentations peer interactive activities, group projects, and discussions in classroom and online
- D. Use of internet resources

#### V. REQUIRED TEXTBOOKS

- A. Moyers, P., & Dale, L. (Current Edition). *Guide to occupational therapy practice*.

Bethesda, MD: AOTA Press.

- B. DePoy, E., & Gitlin, N. (Current Edition). *Introduction to research: Understanding and applying multiple strategies*. St. Louis, MO: Elsevier/Mosby

## VI. REQUIRED MATERIALS

- A. Course homepage available through Blackboard
- B. A computer with internet access (available through the Jefferson College Labs).
- C. Paper, notebooks, pens, pencils with erasers.

## VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Current Library Resources
  - 1. Books
    - i. Yarett Slater, D. (2010). *Reference guide to the occupational therapy code of ethics and ethics standards*. Bethesda, MD: AOTA Press
    - ii. Solomon, A., & Jacobs, K. (2003). *Management skills for the occupational therapy assistant*. Thorofare, NJ: Slack, Inc.
    - iii. World Health Organization. (2001). *International classification of functioning, disability, and health* (2010 ed.). Geneva: World Health Organization
    - iv. Black, R., & Wells, S. (2007). *Culture & occupation: A model of empowerment in occupational therapy*. Bethesda, MD: AOTA Press
  - 2. Periodicals
  - 3. Videos
- C. Current internet resources
  - 1. On-line reference materials
  - 2. Textbook companion web-site
  - 3. American Occupational Therapy Association (AOTA) web-site

## VIII. METHOD OF EVALUATION (basis for determining course grade)

- A. Formative Assessment/Written Projects or Papers will equal 20% of total course grade. Consisting of 1-5 assignments focused on application of occupational

therapy theory and principles

- B. Summative Examinations – 3-5 examinations worth up to 60%
- C. Attendance/Participation/Classroom Discussion/Activity – grade will equal 10% of total course grade
- D. Additional Credit – Additional activities, community service, or exemplary professional behaviors as assessed by a professional behaviors checklist will equal 10% of total course grade
- E. Grading Scale:
  - A = 90-100%
  - B = 80-89.9%
  - C = 70-79.9%
  - D = 60-69.9%
  - F = 0-59.9%

#### IX. ADA AA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services located in the library. (Phone: 636-797-3000, ext. 3169.)

#### X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Occupational Therapy Assistant program and will be referred to the college for disciplinary action. (See College website, <http://www.jeffco.edu>).

#### XI. ATTENDANCE STATEMENT

Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details. Student's grade will also be based on participation in class and attendance.

#### XII. OUTSIDE OF CLASS ACADEMICALLY-RELATED ACTIVITIES

The US Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically-related activities such as reading, studying, and completing assignments. Specifically, time spent on academically-related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.