



Western Technical College

10514185 OTA Practice and Management

Course Outcome Summary

Course Information

Description	Provides opportunities to practice clinical management skills, continuous quality improvement measurement, and administrative concepts and procedures. Students create a professional development plan.
Career Cluster	Health Science
Instructional Level	Associate Degree Courses
Total Credits	2
Total Hours	36

Pre/Corequisites

Prerequisite 10514184 OTA Fieldwork I

Textbooks

Occupational Therapy Practice Framework: Domain & Process. 4th Edition. Copyright 2020. American Occupational Therapy Association, Inc. Publisher: American Occupational Therapy Association, Inc. **ISBN-13:** 978-1-56900-488-3. Required.

Success Abilities

1. Cultivate Passion: Expand a Growth-Mindset
2. Cultivate Passion: Increase Self-Awareness
3. Live Responsibly: Embrace Sustainability
4. Live Responsibly: Foster Accountability
5. Refine Professionalism: Act Ethically

Program Outcomes

1. Practice within the distinct role and responsibility of the occupational therapy assistant
2. Seek out learning opportunities to keep current with best practice
3. Apply occupational therapy principles and intervention tools to achieve expected outcomes
4. Demonstrate professional behaviors, ethical standards, values, and attitudes of the occupational therapy profession
5. Advocate for the profession, services, and consumers

Course Competencies

1. Contribute to quality improvement process

Assessment Strategies

- 1.1. through written, oral or graphic assessment

Criteria

Your performance will be successful when:

- 1.1. you investigate the system's quality improvement process
- 1.2. you identify how the results of the quality improvement process affect the system
- 1.3. you implement components of a quality improvement process

Learning Objectives

- 1.a. Summarize the CQI process and its purpose in supporting effectiveness of OT services.
- 1.b. Determine the requirements of a regulatory body to set quality improvement standards.
- 1.c. Discuss the formal and informal processes to ensure quality or improve OT services.
- 1.d. State the role of OT personnel or department in an organization's CQI program or efforts.
- 1.e. Compare the program/processes of OT services to the prescribed PDSA cycle.
- 1.f. Describe an example of OT practitioners making a change/improvement at the policy or system level.
- 1.g. Discern potential system problems or quality concerns in delivery of OT services.
- 1.h. Identify methods to measure or collect data on quality improvement initiatives.
- 1.i. Appraise contexts/factors that impact methods or success of a quality improvement plan.
- 1.j. Generate potential actions or solutions to improve quality of OT services in a structured plan.
- 1.k. Determine relevant and meaningful outcomes to a comprehensive CQI plan.
- 1.l. Assess the value of evidence-based practice to impact the quality of OT services.

2. Advocate for profession, services and consumers

Assessment Strategies

- 2.1. through written, oral or graphic assessment

Criteria

Your performance will be successful when:

- 2.1. you communicate professional issues to relevant stakeholders such as legislative, health providers, and/or community
- 2.2. you define advocacy and the role of an advocate
- 2.3. you communicate the role of OT to clients, families, and significant others, service providers, and public

Learning Objectives

- 2.a. Connect types of clinical reasoning to effective client interactions and OT service delivery.
- 2.b. Assess ways to address internal and external contexts that impact OT services and client needs.
- 2.c. Describe an example of a challenge in communicating the role of OT and how it was successfully met.
- 2.d. Share an example of effectively defining OT to a stakeholder within a specific context.
- 2.e. Communicate how the role of an OTA as an advocate is enhanced by involvement in professional associations.
- 2.f. Confirm concrete applications of client-centered care in OT services.
- 2.g. Convey potential barriers or solutions to client-centered care when challenges are encountered.
- 2.h. Identify guidelines or policies that ensure the privacy and rights of stakeholders to OT services.

- 2.i. Complete the FW Data Form with site partners to fulfill professional requirements for FW education.
- 2.j. Develop a researchable question and topic for research based on direct client needs/services
- 2.k. Summarize the value of the content and evidence of a research article to client needs and OT services.
- 2.l. Describe the use of evidence as a tool for advocacy.

3. Determine solutions to ethical and legal issues

Assessment Strategies

- 3.1. in written or oral responses to scenarios describing situations in which you need to make legal and ethical choices

Criteria

Your performance will be successful when:

- 3.1. responses accurately identify the state and/or federal laws that apply to each scenario
- 3.2. responses describe the legal/ethical issues present in each scenario
- 3.3. responses propose, for each scenario, a course of action that complies with state and federal laws
- 3.4. responses explain logic of the proposed courses of action
- 3.5. responses predict the ramifications of failure to comply with federal and/or state laws and agency regulations in the context of each scenario
- 3.6. you articulate state and national regulatory requirements

Learning Objectives

- 3.a. List the requirements for successful NBCOT application and certification as a COTA.
- 3.b. List the requirements for successful state licensure application and certification as a COTA.
- 3.c. Identify the ramifications of neglect to obtain certification and licensure to practice.
- 3.d. Relay requirements of accreditation or regulatory bodies on an organization's healthcare/OT services.
- 3.e. Cite appropriate responses to potential issues of negligence, malpractice or liability.
- 3.f. Describe the procedure/route for resolving equity concerns within a system.
- 3.g. Apply specific AOTA Code of Ethics to discerning current dilemmas or situations in healthcare/OT services.
- 3.h. Apply the ethical decision-making process and appropriate resources to a challenging ethical situation.

4. Demonstrate management skills

Assessment Strategies

- 4.1. through written, oral or graphic assessment

Criteria

Your performance will be successful when:

- 4.1. you implement selected planning tools (e.g. budgets, schedules) to achieve goals
- 4.2. you select human and nonhuman resources (e.g. time, equipment, materials, money, information, support systems), efficiently to accomplish a task
- 4.3. you articulate the relationship between vision/mission statements and the management role

Learning Objectives

- 4.a. Complete the FW Data Form with site partners to fulfill information systems.
- 4.b. Identify the role of the student/OTA in meeting organizational and regulatory needs.
- 4.c. Prepare agenda items and keep record of meeting minutes for supervision meetings.
- 4.d. Critique the content, clarity and availability of the mission statement of an organization.
- 4.e. Relate an organization's mission statement to its goals and daily functions.
- 4.f. Summarize the role of management and leadership in an organization.
- 4.g. Cite internal and external factors that impact the delivery of healthcare/OT services.
- 4.h. Describe the predominant management system or model at an organization.
- 4.i. Explain the impact of policy or procedure on a organization and/or OT services.
- 4.j. Evaluate how policies/procedures can both inhibit or promote client needs and OT service delivery.
- 4.k. Appraise the value/needs of solid program planning for fieldwork or client services.
- 4.l. Identify processes within an organization designed to address risk management.
- 4.m. Define productivity standards for delivery of OT services.
- 4.n. Describe strategies implemented by students/practitioners to to meet productivity standards.
- 4.o. Relate standard time management principles to daily workload and OT practice.
- 4.p. Compare advantages of electronic documentation and information systems to traditional methods on time management and client-centered services.

- 4.q. Identify common challenges to organizing time and maintaining balance in OT practice.
- 4.r. Develop variety of strategies to effectively manage time and tasks in daily workload.
- 4.s. Contrast pros and cons of contractual agreements in provision of OT services.
- 4.t. Summarize the role, responsibilities, procedures and benefits of volunteers to client services and OT programming.
- 4.u. Explain the annual budget process and the role of the OTA in supporting a department budget.
- 4.v. Summarize how supply ordering and inventory is managed in an OT department.
- 4.w. Share specific strategies to be fiscally responsible in the delivery of OT services and ancillary functions of the OT department.
- 4.x. Apply basic principles of space organization to the daily operations of the OT department.
- 4.y. Arrive at solutions to address limitations in space availability and inefficiencies.
- 4.z. Cite common forms of record-keeping maintained by the student/OTA.
- 4.aa. Share methods to ensure organization and timeliness of documentation and other records.
- 4.bb. Acknowledge benefits and challenges of point-of-service documentation.

5. Explore supervisory responsibilities

Assessment Strategies

- 5.1. when you apply supervisory principles to selected scenarios

Criteria

Your performance will be successful when:

- 5.1. response outlines the actions the supervisor and supervisee would perform
- 5.2. response includes an application of the appropriate conflict resolution strategies
- 5.3. response is within the roles and responsibilities of the OTA position
- 5.4. you differentiate between the OT and OTA role
- 5.5. you investigate the role of the OTA as supervisor in various settings

Learning Objectives

- 5.a. Identify skills of leadership and supervision that benefit the organization and personnel.
- 5.b. Discern relevant goals of supervision and how these are operationalized.
- 5.c. Identify the responsibilities of the supervisor and supervisee for successful relations and growth.
- 5.d. Describe how supervision and roles are determined by regulatory/professional guidelines, including third party payer systems.
- 5.e. Discuss ways that potential barriers in the supervision process can be overcome or prevented.
- 5.f. Describe the responsibilities of an OTA in supervising non-professional personnel.
- 5.g. Determine aptitudes for an OTA to effectively serve as a supervisor to students, personnel, volunteers, etc.
- 5.h. Articulate the role delineation of OT and OTA practitioners in specific settings and service delivery models.
- 5.i. Define the influences, roles and procedures of OTAs in administering evaluations for OT services.
- 5.j. Summarize the role of the OTA in referrals and consultation in the delivery of OT services.
- 5.k. Clarify responsibilities and expectations as a supervisee by preparing a supervision agenda.
- 5.l. Assess learning needs and seek feedback in preparing topics/questions for a supervision agenda.
- 5.m. Engage as an active agent in the supervisory process by initiating agenda and goals at supervision meetings.
- 5.n. Share conclusions about the role of supervision and fieldwork on shaping one's professional identity as an OTA.

6. Create a professional development plan

Assessment Strategies

- 6.1. in the development of a professional development plan or portfolio

Criteria

Your performance will be successful when:

- 6.1. your plan is focused on your continued growth after graduation
- 6.2. your plan sets goals for completing certification and other professional growth goals
- 6.3. your plan specifies professional organizations that you may join to illustrate how organizational membership contributes to professional development
- 6.4. your plan includes a professional resume

- 6.5. your plan includes interview preparation
- 6.6. your plan lays out strategies and timelines for professional development
- 6.7. your plan includes the skill-set for work in an academic setting

Learning Objectives

- 6.a. Identify the purpose and value of national and state credentialing.
- 6.b. Examine national/state requirements for credentialing, licensure, certification, or registration
- 6.c. Outline a specific plan to fulfill national and state credentialing requirements, including resources and timeline.
- 6.d. Write a functional, personal resume that highlights competencies and preparation for obtaining and OTA position.
- 6.e. Write an authentic, professional cover letter that emphasizes personal achievements and aptitudes.
- 6.f. Create a weekly goal for educational and professional development at FW.
- 6.g. Collaborate with FWE to assess and advance weekly goals to further growth during FW.
- 6.h. Share challenges, achievements and progress at key intervals and transitions during FW.
- 6.i. Complete the OTKE tool to identify strengths and areas of improvement for FW and certification prep.
- 6.j. Identify current and ongoing resources to support success at FW and in transition to entry-level practice.
- 6.k. Describe traits and approaches to effective leadership development.
- 6.l. Appreciate projects and other opportunities that challenge and support growth.
- 6.m. List the criteria to qualify as a Fieldwork Educator according to ACOTE.
- 6.n. Cite the benefits of creating a professional portfolio and relevant artifacts to include.
- 6.o. Determine key principles/tips to follow during the job search and interview processes.
- 6.p. Analyze the content of an OTA job description from a specific organization to understand the OTA role and prepare for entry-level practice.
- 6.q. List relevant questions to prepare for an OTA position job interview.
- 6.r. Identify considerations and prospects for developing a reference list.
- 6.s. Relate how Level II FW prepares one for success with the NBCOT exam and certification.
- 6.t. Develop strategies for effective study/resource preparation for the NBCOT exam.
- 6.u. Define "life-long learning" and its role in professional growth.
- 6.v. Develop goals to fill "gaps" between current/assessed competencies and those needed for certification and entry-level practice.
- 6.w. Connect the AOTA Standards of Continuing Competence to general and personal growth needs.
- 6.x. Create a concrete plan to fulfill professional development goals, including method, date, resources and action steps.
- 6.y. Discuss venues and activities implemented by experienced practitioners to fulfill credentialing renewal requirements and professional goals.
- 6.z. Develop long-term professional goals, based on aptitudes, interests and perceived stakeholder needs.