

OTAT-2340: OCCUPATIONAL THERAPY ISSUES

Cuyahoga Community College

Viewing: OTAT-2340 : Occupational Therapy Issues

Board of Trustees:

2018-01-25

Academic Term:

2018-01-16

Subject Code

OTAT - Occupational Therapy Assisting

Course Number:

2340

Title:

Occupational Therapy Issues

Catalog Description:

Capstone course in Occupational Therapy Assisting. Integrates knowledge and skills acquired in academic work and field practice placements to clarify role and function of Certified Occupational Therapy Assistant; evolving issues, concepts and responsibility to professional organizations; credentialing process; research; continuing education and public relations. Role of COTA as activities director.

Credit Hour(s):

3

Lecture Hour(s):

3

Lab Hour(s):

0

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

OTAT-2330 Techniques in Physical Disabilities, or concurrent enrollment.

Outcomes

Course Outcome(s):

Evaluate various reimbursement systems (e.g. federal, state, third party, private payer) and documentation requirements that affect the practice of occupational therapy.

Objective(s):

1. Relate the eligibility criteria to the benefits in the Medicare Part A, Part B, Part C and Part D.
2. List the services covered by the Medicaid program.
3. State the types of plans that states offer Medicaid recipients.
4. Explain the HIPPA Privacy Rule.
5. Identify the CPT codes associated with billing for OT services.
6. Describe the quality control procedures employed in the Medicare program.
7. Discuss the importance of medical records and documentation in the medical billing process.
8. Explain in his/her own words the United States health care payment systems.
9. Explain the advantage of computerized medical record systems.
10. Distinguish the different types of information found in patient records.
11. Identify the characteristics of good medical documentation.
12. Describe the documentation that occurs at various stages in the occupational therapy process.
13. List the eligibility requirements for Medicare/Medicaid program coverage.

14. Describe medical and preventive services that are covered or excluded under Medicare Part B.

Course Outcome(s):

Participate in the documentation of ongoing processes for quality improvement and implement program changes as needed to demonstrate quality of services.

Objective(s):

1. Discuss the importance of quality to a healthcare system.
 2. Trace the evolution of quality thinking, from quality assurance to continuous quality improvement to systems improvement.
 3. Describe the leading models of quality improvement.
 4. Define and apply key quality concepts; and, describe and discuss four future challenges.
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Course Outcome(s):

Apply knowledge of today's health care system and health care economics.

Objective(s):

1. Identify major health care facilities and the purpose of each.
 2. List four trends that influence healthcare.
 3. Describe covered services and non-covered services under medical insurance policies.
 4. Define the most common health care payment methods.
 5. Identify the potential impact of current policy issues and the social, economic, political, geographic, or demographic factors on the practice of occupational therapy.
 6. Cite three examples of cost containment under health maintenance organizations.
 7. Recognize the three major types of medial insurance payers.
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Course Outcome(s):

Identify and categorize the various service management functions in occupational therapy services.

Objective(s):

1. Identify factors in a safe and efficient clinical environment.
 2. Describe how the spread of infection is prevented in the workplace.
 3. Recognize the importance of program planning and evaluation as service management functions.
 4. Discuss the integration of professional development and research into practice.
 5. Explain how to manage and train occupational therapy aides.
 6. State the importance of marketing and public relations as a professional responsibility.
 7. Promote occupational therapy by educating other professionals, consumers, third party payers, and the public.
 8. Use principles of time management, including being able to schedule and prioritize workload.
 9. Understand the ongoing professional responsibility for providing fieldwork education and the criteria to becoming a fieldwork educator.
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Course Outcome(s):

Compare national and state requirements for credentialing and requirements for licensure, certification, or registration under state laws.

Objective(s):

1. Utilize state's licensure laws and regulations for essential functions.
 2. Analyze the disciplinary process developed by state regulatory boards, certification agency and the professional association.
 3. Identify the expectations of a student and a practitioner as outlined in the state licensure laws and regulations.
 4. Identify the five key phases of the certification process for U.S.A. candidates.
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Course Outcome(s):

Participate in a mock situation to develop awareness on interviewing techniques to prepare for future interviews.

Objective(s):

1. Explain the art of interviewing.
2. Discuss how to prepare for an interview.
3. Develop guidelines and techniques for good interviewing.
4. Communicate effectively with a range of people in different circumstances and show an understanding of non-verbal communication.
5. Describe four characteristics of a professional resume.
6. Produce an effective resume and cover letter.

7. Generate networking skills in finding leads for OTA jobs.
8. Demonstrate the ability to use a range of methods to search for employment opportunities.

Course Outcome(s):

Differentiate the role of the occupational therapy assistant (OTA) and occupational therapist (OT) in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the OTA and OT in the process.

Objective(s):

1. Discuss COTA and OTR roles and functions from the perspective of supervision and management.
2. Identify regulatory statements, professional standards, and ethics related to supervision/management and the roles/responsibilities of the COTA and OTR.
3. Compare and contrast key characteristics of the processes of collaboration and supervision.
4. Demonstrate the ability to carry out the process required to establish service competency and describe the appropriate documentation.
5. Compare and contrast COTA and OTR responsibilities in documentation for reimbursement and quality assurance.
6. Explain the level of supervision required as stipulated by the State Regulatory Board.
7. Describe career mobility and professional development opportunities available to the COTA.
8. Describe the role of the COTA in care coordination, case management, and transition services in traditional and emerging areas of practice.
9. Identify strategies for effective, competency-based legal and ethical supervision of nonprofessional personnel.
10. Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.
11. Demonstrate the ability to participate in the development, marketing, and management of service delivery option.

Course Outcome(s):

Locate and analyze professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Objective(s):

1. Define the importance of how scholarly activities and literature contribute to the development of the profession.
2. Outline research strategies available for specific types of investigation.
3. Compare qualitative and quantitative approaches to research.
4. Discuss how variables are defined, what different types there are, and how this may influence how they are analyzed.
5. Demonstrate understanding of the use of scholarly literature to make evidence based decisions.
6. Recognize terminology associated with research.
7. Explain the importance of using professional literature to make evidence-based practice decisions in collaboration with the occupational therapist.
8. Identify the skills needed to read and understand a scholarly report by critiquing a research article using a preselected evaluation form.
9. Articulate the relevance and importance of research for clinical practice and professional development in occupational therapy practice.

Course Outcome(s):

Use the American Occupational Therapy Association (AOTA), Occupational Therapy Code of Ethics and Ethics Standards and the AOTA Standards of Practice as a guide for ethical decision making.

Objective(s):

1. Distinguish between the various policy rationales underlying the doctrine of confidentiality.
2. Discuss the limits of confidentiality and be able to recognize situations in which a duty to warn or otherwise protect third parties exist.
3. Apply the principles of ethics to the process of informed consent.
4. List the exceptions to obtaining informed consent.
5. Describe the distinctions and overlaps between ethics and law.
6. Define the concepts of respect for persons, beneficence, nonmaleficence, and justice.
7. Define malpractice.
8. Identify the variety of ethical decision-making framework that are used to resolve ethical disputes that have jurisdiction over occupational therapy practice.
9. Solve ethical dilemmas when presented with case scenarios.

10. Summarize the occupational therapy code of ethics.

Course Outcome(s):

Articulate the role of occupational therapy in the acute medical care system and post-acute health care system.

Objective(s):

1. Compare the main components of the acute medical care system with the post-acute health care system.
2. Discuss the development of the acute medical care system and post-acute medical care system.
3. Describe the administrative structure of hospitals.
4. Compare and contrast primary, secondary, tertiary and quaternary care.
5. Define the main components of the post-acute health care system: informal care and formal care.
6. Identify the components, discuss the services, define likely users, and relate the effectiveness of levels of the formal post-acute health care system. a. Home health care b. Hospice c. Adult day services d. Assisted living e. Skilled nursing facilities f. Sub-acute care g. Inpatient rehabilitation facilities.
7. Identify and characterize the sites of community-based mental health.

Course Outcome(s):

Identify and explain the role of and responsibility of the occupational therapy practitioner to advocate for changes in service delivery policies, to effect changes in the system and to recognize opportunities in emerging areas of practice.

Objective(s):

1. Describe the ethical responsibilities of the occupational therapy practitioner as a patient advocate.
2. Explain the basic skills of effective advocacy.
3. State the responsibilities of the therapist in patient/client advocacy.
4. State the responsibilities of the therapist in advocating in professional organizations.
5. Discuss methods of effective advocacy in the health care environment. a. Policy analysis b. Lobbying c. Legislative process d. Use of evidence e. Use of social media

Course Outcome(s):

Identify public policies, various contexts, such as professional, social, cultural, political, economic, and ecological, in which occupational therapy services are provided.

Objective(s):

1. Describe the contexts of health care, education, community and social systems as they relate to the practice of occupational therapy.
2. Identify the potential impact of current public policy issues and the social, economic, political, geographic, or demographic factors on the practice of occupational therapy.
3. Describe the focus of key public policies for people with disabilities.

Methods of Evaluation:

1. Scholarly article analysis paper
2. Written examinations
3. Participation
4. Special assignments/projects

Course Content Outline:

1. Advocacy
 - a. Federal and State advocacy
 - b. Advocacy and ethics
 - c. Advocacy activities in occupational therapy
 - d. Importance of Advocacy for Occupational Therapy
 - i. Therapists skills for advocacy
 - ii. Assertive communication
 - e. Advocacy with the health care environment
 - f. Formal and informal advocacy activities
 - g. Sequence for advocacy
 - i. Step I: knowledge
 - ii. Step II: research

- iii. Step III: implementing political action
- iv. Step IV: critical thinking/reflection
- 2. Research in occupational therapy
 - a. The evolving need for scholarship
 - b. Scholarly endeavors and their contribution to the OT body of knowledge
 - c. The nature and quality of evidence-based
 - i. Level I systematic reviews, meta analyses, randomized controlled trials
 - ii. Level II: Two groups, nonrandomized studies
 - iii. Level III: One group, nonrandomized
 - iv. Level IV: Descriptive studies that include analysis of outcome
 - v. Level V: Case reports
 - d. Understanding validity and reliability
 - e. Quantitative vs qualitative research
 - f. Making evidence-based Decisions
- 3. The credentialing process in occupational therapy
 - a. Meeting national requirements: the certification examination
 - i. Certification exam eligibility
 - ii. Preparing to take the certification exam
 - iii. Maintaining national certification
 - b. Meeting state or jurisdiction requirements
 - i. Maintaining state regulatory board permission to practice
 - c. Meeting standards of practice
 - i. Failure to uphold national, state, or professional standards of practice
 - d. Using the Occupational Therapy Assistant Credential
- 4. Documentation and quality improvement
 - a. What is quality? How do we measure it? Who cares? Why bother?
 - b. Monitoring and measuring quality
 - i. Person
 - ii. Group
 - iii. Population
 - iv. Quality in different practice settings
 - c. Quality management
 - d. Performance Improvement
 - e. Documentation
 - f. Occupational Therapy Assistant role
- 5. Supervision in Occupational Therapy Practice
 - a. What is supervision?
 - b. The Occupational Therapy Assistant as a supervisor
 - c. Professional Organization Involving Supervision
 - d. Documents that Play a Role in Supervision
 - i. Occupational Therapy Code of Ethics and Standards
 - ii. State Regulatory Board Code of Ethics
 - iii. Occupational Therapy Practice Framework: Domain and Process (3d edition)
 - iv. Guidelines for Documentation of Occupational Therapy
 - v. Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services
 - vi. State Regulatory Board Guidelines for Supervision
 - vii. Standards of Continuing Competence: and the 2010 Standards of Practice for Occupational Therapy
 - e. Supervision nuts and bolts
 - f. Service competence
 - g. The Medical Rehabilitation Team
 - h. School Based Team
 - i. The Collaboration
 - j. Continued competency
 - k. Roles of the OTA/Entrepreneur and supervision
- 6. Ethics
 - a. What is ethics?
 - b. Ethical principles
 - i. Beneficence and nonmaleficence
 - ii. Autonomy

- iii. Justice
 - iv. Veracity
 - v. Fidelity
 - c. The AOTA Code of Ethics
 - d. Practice standards
 - e. Common ethical issues
 - f. Fostering an ethical culture
 - g. Identifying common themes and triggers
 - h. Maintaining high professional standards
 - i. Communication
7. The United States Health Care Delivery System
- a. Fundamentals of insurance
 - i. Purpose of insurance
 - ii. Risk and insurance
 - iii. Regulation of insurance
 - b. Private insurance and therapy practice
 - i. Managed care
 - ii. Defining managed care
 - iii. Managed care principles
 - 1. Limited access to the universe of providers
 - 2. Payment mechanisms that reward efficiency
 - 3. Enhanced quality-improvement monitoring
 - c. Managed Care Products
 - i. Managed indemnity
 - ii. Preferred Provider Organization
 - iii. Health Maintenance Organization
 - iv. Point of Service
 - v. Consumer-Directed Health Plans
 - vi. Market Shares of Health Plan Types
 - d. Managed Care Provider structure
 - i. Staff model
 - ii. Group model
 - iii. Network model
 - iv. Independent Practice Association
 - e. Other Forms of Private Insurance
 - f. Medicare
 - i. History of Medicare
 - ii. Scope and organization of Medicare
 - iii. Original Medicare
 - 1. Part A: Hospital Insurance
 - 2. Part B: Supplemental Medical Insurance
 - 3. Part C: Medicare Advantage Plan
 - 4. Part D: Prescription Drug Coverage
 - iv. Medicare and Therapy Services
 - v. Medicare Managed Care
 - vi. Quality and Medicare
 - vii. Fraud and abuse
 - viii. Medicare reform
 - g. Medicaid, Military/Veterans Medical Insurance, and Indian Health Service
8. Interview skills
- a. What is an interview?
 - b. What is the intent of an interview?
 - c. Being successful in interview
 - d. Three golden rules
 - i. Know the organization
 - ii. Know yourself
 - iii. Know the job
 - e. Prepare for the interview questions

- f. Answering interview questions
- g. At the end of the interview
- h. Cover letter/resume

Resources

Jacobs, Karen. (2016) *Management and Administration for the OTA*, Thorofare: Slack Incorporated.

Sandstrom R.W., Lohman H.L., Bramble J.D. (2014) *Health Services/Policy and Systems for Therapists*, Upper Saddle River: Pearson.

Buchbinder S.B., Shanks N.H. (2007) *Introduction to Health Care Management*, Sudbury: Jones and Bartlett Publishers.

Paola A.F., Walker, R. Nixon L.L. (2010) *Medical Ethics and Humanities*, Sudbury: Jones and Bartlett Publishers.

Wagenfeld, Amy. (2016) *Foundations of Theory and Practice for the Occupational Therapy Assistant*, Philadelphia: Wolters Kluwer.

Morreale, M.J. (2015) *Developing Clinical Competence*, Thorofare: Slack Incorporated.

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