

**Bossier Parish Community College  
Master Syllabus**

**Course Prefix and Number:** OCTA 210

**Credit Hours:** 2

**Course Title:** OTA Seminar

**Contact Hours:** 30 hours lecture

**Course Prerequisite:** Enrollment in the OCTA program courses is limited to those students who have been selected and admitted to the OTA program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

**Textbooks/ Learning Resources:**

**Required Text:**

Jacobs, Karen; Management and Administration for the OTA: Leadership and Application Skills

**Supplemental text:**

Solomon, Amy; Management Skills for the Occupational Therapy Assistant

Johnson, Caryn; The COTA Examination Review Guide; 2<sup>nd</sup> edition

Fleming-Castaldy, Rita P.; National OTA Certification Exam Review and Study Guide, 2<sup>nd</sup> edition

**Course Description:**

This course focuses on the role of the OTA in the management, administration, and delivery of OT services, preparation for certification and licensure, and job readiness to assist the student in the transition from student to clinical practice. Topics include the contexts of healthcare, leadership and advocacy, professionalism, reimbursement, marketing, documentation and quality improvement, supervision and fieldwork requirements, health literacy, ethics, and scholarly practice. This course will also include a review of skills and principles expected of the occupational therapy assistant to develop competency as an entry level COTA.

**Relationship to Curriculum Design:**

This course will provide opportunities for students to learn and apply the necessary didactic and affective skills to function competently and ethically as an entry level OTA. At the beginning of the semester, students utilize knowledge of goal writing to create a personal and professional development plan. Goals are monitored, updated, and outcomes are reported at the end of the semester. This process allows students to gain a better understanding of the role of the OTA in documenting client performance and outcomes. Experiential learning occurs as students explore non-traditional settings in order to increase cultural awareness, explore community resources, and gain a better understanding of the OT scope of practice and emerging practice areas. Non-traditional as well as other community service experiences throughout the year are utilized through the OT promotion project. Clinical reasoning skills are required as the students perform a needs assessment, plan, set goals, budget, market, design and implement evidence-based interventions, and evaluate outcomes. Job readiness skills are discussed and practiced through resume writing, a mock interview, and preparation

for licensure, and the NBCOT examination. Other aspects of this course include examining the role of OT in various practice settings, reimbursement guidelines, and legal and ethical considerations through case-based scenarios.

### **Learning Outcomes:**

At the end of this course the student will be able to:

- A. *apply appropriate occupation-based OT interventions and management skills including staffing, organization, planning, implementation and evaluation to ensure quality of care through effective computer literacy and oral and written communication skills*
- B. demonstrate test-taking skills and recall of cumulative fundamental content from OTA program curriculum sufficient to successfully pass the National Board for Certification in Occupational Therapy examination
- C. demonstrate job readiness skills
- D. Communicate an understanding of the roles and relationships of health professionals as well as legal and ethical requirements of the OTA at the state and national level
- E. Examine community resources to increase cultural competency appreciate the role of the OT practitioner in various practice settings
- F. Apply skills or expand knowledge from this course (or concurrent courses) by participating in one or more community service or professional development opportunities.

### **Course Objectives**

To achieve the learning outcomes, the student will:

1. Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments. **(B.2.1) (A)**
2. Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being. **(B.3.3) (A, D, E)**
3. Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations. **(B.3.4)**
4. Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. **(B.4.4) (A)**
5. Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes. **(B.4.6) (A, B)**
6. Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods

and tasks (including therapeutic exercise), education and training, and advocacy.

**(B.4.10) (A)**

7. Demonstrate knowledge of the use of technology in practice, which must include: Electronic documentation systems, Virtual environments, Telehealth technology. **(B.4.15) (A)**
8. Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra-professional colleagues. **(4.19)**
9. Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments. **(B.4.20) (A, B)**
10. Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches in order to design activities and clinical training for persons, groups, and populations and to instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. **(B.4.21) (A, B, D)**
11. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. **(B.4.23) (A, B)**
12. Demonstrate effective intra-professional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process. **(4.24) (A, C, E)**
13. Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. **(B.4.25) (A, G)**
14. Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations. **(B.4.27)**
15. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services. **(4.29) (D)**
16. Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant’s role. **(B.5.2) (D)**
17. Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding. **(B.5.3) (A)**
18. Define the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice. **(B.5.4) (A)**
19. Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws. **(B.5.5) (D)**
20. Identify the need and demonstrate the ability to participate in the development, marketing, and management of service delivery options. **(B.5.6) (A)**
21. Participate in the documentation of ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and

- implement program changes as needed to demonstrate quality of services. **(B.5.7) (A, D)**
22. Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel. **(B.5.8) (D, E)**
  23. Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. Explain how scholarly activities and literature contribute to the development of the profession. **(B.6.1) (A, B)**
  24. Understand the difference between quantitative and qualitative research studies. **(B.6.2) (A)**
  25. Demonstrate the skills to understand a scholarly report. **(B.6.3) (A)**
  26. Understand the principles of teaching and learning in preparation for work in an academic setting. **(B.6.6) (A)**
  27. Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts. **(B.7.1) (B, C, E)**
  28. Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies. **(B.7.2) (B, D, F)**
  29. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. **(B.7.3) (A, E, F)**
  30. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards. **(B.7.4) (D, E, F)**
  31. Demonstrate knowledge of personal and professional responsibilities related to: Liability issues under current models of service provision. Varied roles of the occupational therapy assistant providing service on a contractual basis. **(B.7.5) (A, D E)**
  32. Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator. **(D, E)**
  33. Identify personal and professional abilities and competencies as they relate to job responsibilities. **(C, D)**
  34. Identify and appreciate the varied roles of the occupational therapy assistant as a practitioner, educator, and research assistant. **(C, D)**
  35. Demonstrate professional advocacy by participating in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, advocacy organizations). **(A, F)**
  36. Effectively complete a resume and mock job interview **(C)**
  37. Participate in one or more approved community service or professional development activity during this semester. **(F)**

## **Topical Outline**

- I. Contexts and Healthcare
  - A. Legislation
  - B. Telehealth
  - C. Terminology
- II. Leadership, Advocacy and Management Skills

- A. Management
  - B. Leadership Styles
  - C. Leadership Characteristics
  - D. Effective relationships
  - E. Advocacy
  - F. The American Occupational Therapy Association and Professional Organizations
  - G. Continuing Competence
  - H. Emotional Intelligence
- III. Marketing and Promoting
- A. Planning
  - B. Target markets
  - C. Marketing strategies
  - D. Execution of marketing plan
- IV. Communication Skills: Health Literacy
- A. Health literacy
  - B. Health environment
  - C. Health activities
- V. Scholarship and Scholarly Practice
- A. Purpose of research
  - B. Evidence-based practice
  - C. Role of COTA in research
  - D. Research terminology
  - E. Ethics of research
  - F. Types of research
- VI. Reimbursement
- A. practice settings
  - B. payment systems
  - C. reimbursements
  - D. coding and billing
  - E. documentation
  - F. Affordable Care Act
  - G. Ethics
- VII. Code of Ethics and Core Values and Attitudes of OT practice
- A. Principles
  - B. Practice standards
  - C. Common ethical issues
  - D. Fostering ethical culture
- VIII. Supervision, Roles, and Responsibilities of the OT and OTA
- A. AOTA Guidelines for Supervision, Roles and Responsibilities
  - B. Model State Regulations for Supervision of OTA and aides
  - C. State OTA Supervision Requirements
  - D. Types of Supervision
  - E. service competency
  - F. continued competency
  - G. settings
  - H. OT and OTA Partnership
- IX. Documentation and Quality Improvement
- A. Monitoring and measuring quality
  - B. Quality management

- C. Case studies
- D. Role of OTA in documentation and quality improvement
- X. Job Readiness Skills
  - A. Resume production
  - B. Job Interviews
  - C. Communication Skills
- XI. Fieldwork and Academia
  - A. Education programs and preparation
  - B. Student responsibilities
  - C. Types, description and supervision requirements for fieldwork
  - D. Steps for successful fieldwork
  - E. Training materials for students and FWEs
- XII. Credentialing and Licensure
  - A. What is the NBCOT exam?
  - B. Who can take the NBCOT exam
  - C. NBCOT candidate handbook
  - D. State requirements
  - E. Standards of practice
  - F. Applying for the exam
  - G. Exam format
  - H. What does the exam cover?
  - I. Day of Exam
  - J. What happens after the Exam
  - K. Test-Taking Tips
  - L. Case Studies
  - M. Test Simulations
  - N. State rules, laws and regulations and application process

**Course grade:** The student's grade for this course will be based on:

- Written Exams which comprise 25% of final grade (average of all written exams) and
- Activities, Assignments and Participation which comprise 75% of final grade:
  - OT Promotion and Management Project – 20%
  - Assignments – 50%
  - Community Service – 5%

Instructional methods include lecture, presentation, case studies, role play, and small group activities, and community service.

### **Course Requirements:**

**In order to receive a grade of “C” the student must earn 70% of the total possible points for the course and achieve all of the course requirement listed below.**

- Satisfactory completion of all course assignments (minimum score of 75%)
- Satisfactory class participation
- Satisfactory community service participation

### **Student Expectations:**

- a. Course faculty will determine if class absence is excused. Unexcused absences will result in a zero (0) for the exam, assignment, or class participation due on the date of absence.
- b. **One** tardy will be excused per semester. All other tardies will constitute a decrease of one percentage point each in final grade.
- c. Make-up work or exams for excused absences will be given at the discretion and convenience of the instructor.
- d. Satisfactory completion of ALL assignments is required. Late assignments will receive a 10% deduction per day. Instructor has discretion to give a grade of zero for late assignments and is determined on a case by case basis.
- e. All written work will be typed and produced according to the *APA Publication Manual, 7th edition* unless otherwise indicated in assignment directions.
- f. **Active** participation during class time, community outings, fieldwork experiences, and other professional experiences is mandatory. Passive note taking and silent observation is not considered active participation.
- g. Professional development is an integral part of becoming an Occupational Therapy Assistant. Students are expected to accept constructive criticism from faculty and peers and modify behavior accordingly.
- h. Advising appointment requests with faculty must be made in writing.

### Course Grading Scale:

- A- 90% or more of total possible points satisfactory completion of assignments and activities and/or presentations.
- B- 80-89% or more of total possible; satisfactory completion of assignments, activities and/or presentations.
- C- 70-79% or more of total possible points; satisfactory completion of assignments, activities and/or presentations.
- D- 60-69% or more of total possible points; satisfactory completion of assignments, activities and/or presentations.
- F- Less than 60% of total possible points; or failure to satisfactorily completion of assignments, activities and/or presentations.

Students must have a "C" or better and a semester GPA of 2.5 or better to receive credit toward the OTA program requirements and to move to the next level of coursework

**Attendance Policy:** The college attendance policy, which is available at <http://catalog.bpcc.edu/content.php?catoid=4&navoid=231&hl=attendance&returnto=search#class-attendance>, allows that “more restrictive attendance requirements may apply to some specialized classes such as laboratory, activity, and clinical courses because of the nature of those courses.” The attendance policy of the OTA program is described in the OTA Program Student Handbook.

## **Nondiscrimination Statement**

Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

### COORDINATOR FOR SECTION 504 AND ADA

Angie Cao, Student and Disability Services Specialist

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Equity/Compliance Coordinator

Teri Bashara, Director of Human Resources

Human Resources Office, A-105

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Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

**Reviewed by K. Brandon 5/21**