OTA 265: Ethics, Management, and Leadership

Missouri Health Professions Consortium
Occupational Therapy Assistant Program
2021

Instructor:
COURSE DESCRIPTION:
This course focuses on the OTA role in managing and directing occupational therapy services. It covers ethical provision of services, departmental operations, program development, supervisory requirements, personnel development and supervision, professional team building, quality assurance, compliance with regulations, reimbursement, and national and state credentialing requirements. Techniques for developing a resume and job interview skills are practiced. The importance and responsibility for on-going OTA professional development, ethical practice, contributing to research and evidence based practice, attention to emerging practice issues and areas, and international perspectives are explored.

RELATIONSHIP TO THE CURRICULUM DESIGN:
The Ethics Standards set forth by the occupational therapy profession will act as a cornerstone of this course. This course will prepare program graduates to address ethical concerns related to professional practice in their communities. Concepts of beneficence will not only be addressed with regard to provider-recipient relationships, but also the professional’s greater responsibility to ensure just allocation of occupational therapy services at a community level. The course will demonstrate to students how vested interest in their communities; institutional, local, state-wide, national and international, will shape personal and professional accountability and ensure implementation of core values such as altruism, equality, and justice.

CLASS MEETINGS:  Mondays 1:30 pm to 2:55 pm  
Thursdays - Online

INSTRUCTORS:  OTA Clinical Instructor  
Email:  
Office hours: By appointment
REQUIRED TEXTS:


AOTA Membership – Will need to access OT Code of Ethics and all *Advisory Opinions*

COURSE OBJECTIVES:

Course objectives correlate with the Standards for an Accredited Educational Program for the Occupational Therapist (ACOTE). This course meets the intent of the following Standards from the *2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guidelines (ACOTE, 2018)*:

B.4.2. - Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.

*Assignment/Measure:* Advisory Opinion Readings (social justice)

B.4.19 - Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues

*Assignment/Measure:* Jacobs Ch. 7 Reading, Advisory Opinion OT/OTA Partnerships,

B.4.21 - Demonstrate the principles of the teaching-learning process using educational methods and health literacy education approaches: To design activities and clinical training for persons, groups, and populations. To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.

B.4.25 - 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.

*Assignment/Measure:* Jacobs Ch. 9 Reading, Roadrunners rounds case study

B.4.29 – 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.

- **Reimbursement paper:** In this paper you will write 5 SOAP notes describing 5 different treatment interventions. Then select at least 5 different CPT codes that you think are highly applicable to reporting occupational therapy interventions. You must explain the reasoning/justification for the CPT codes you choose.

B.5.1.- Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations and social systems as they relate to the practice of occupational therapy

*Assignment/Measure:* Jacobs Ch. 1 Reading, International Ethics Mod

B.5.3.- Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding.

*Assignment/Measure:* Jacobs Ch. 2 Reading, Social Justice Advisory Opinion, International Ethics Module

B.5.4.- 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.

*Assignment/Measure:* Jacobs Ch. 1 Reading, Organizational Ethics AO, Voicethread assignment

B.5.5.- 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.

*Assignment/Measure:* Jacobs Ch. 1 Reading, Practice Act Paper

B.5.6.- Identify the need and demonstrate the ability to participate in the development, marketing, and management of service delivery options.

*Assignment/Measure:* Jacobs Ch. 3 Reading, Practice Act Paper, Certification Exam Chart

B.5.7.- 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.

*Assignment/Measure:* Jacobs Ch. 4 Reading, Reimbursement Paper

B.5.8.- Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy
personnel.

Assignment/Measure: Jacobs Ch. 5, Discussion board

B.6.6 - Understand the principles of teaching and learning in preparation for work in an academic setting.

Lesson Plan Assignment Handouts on teaching

B.7.1.- 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.

Assignment/Measure: Jacobs Ch. 6 Reading, Discussion board

B.7.2.- 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.

Assignment/Measure: Jacobs Ch. 7 Reading, Advisory Opinion, Practice Act Paper

B.7.4.- Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.

Assignment/Measure: Jacobs Ch. 10 Reading, Small Group Activities, Voicethread and International Ethics Module

B.7.5.- 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.

Assignment/Measure: Jacobs Ch. 7 Reading, Practice Act Paper
**ASSIGNMENTS:**
Students are expected to turn in assignments on or before the due date given on the syllabus. **No late assignments will be accepted for credit, unless approved by instructor.**

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<tr>
<th>Grade</th>
<th>PERCENTAGE</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
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<td>C</td>
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<tr>
<td>D</td>
<td>60-69: Students who receive a D will not be able to progress to the next semester of the program.</td>
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ASSIGNMENTS/POINTS (1000 Total):

**Discussions:** 210 points (7 discussions at 30 points possible)
- All discussions open on Monday.

**Assignment 1:** 100 points
- **State Regulation Policies Paper:** In this paper you will use your state’s practice act to answer the outlined questions (located on Canvas). You will identify the section number and answer the questions to increase your knowledge base of your state’s practice act.

**Assignment 2:** 150 points
- **Reimbursement paper:** In this paper you will write 5 SOAP notes describing 5 different treatment interventions. Then select at least 5 different CPT codes that you think are highly applicable to reporting occupational therapy interventions. You must explain the reasoning/justification for the CPT codes you choose.

**Assignment 3:** 90 points
- **Certification Exam Chart/Table/Outline:** You will create two separate documents (One for NBCOT and one for your state) a table/chart/outline (however you learn best) of the steps you will take in August to sit for the NBCOT exam and for your state temporary license and your state license.

**Assignment 4:** 150 points
- **Presentation on OT Scope of Practice:** Students are required to complete a presentation and video that they would present to a Physician in their local community, vendors for DME, and/or insurance companies to advocate for Occupational Therapy and educate on our scope and area of practice to encourage referrals and establish better understanding of the OT profession. Projects will be presented via VoiceThread and submitted/uploaded to the appropriate Canvas tab. This assignment will be completed in groups of 2-3 students to be determined by course instructor.

**Assignment 5:** Mid-Term 100 points
- **Ethics Modules:** International ethics experience. Exploring society’s ethical obligations in protecting vulnerable populations.

**Assignment 6:** 100 points
- **Quality Improvement Assignment:** Students are to develop a Quality Improvement Model, utilizing the course chapter readings, as well as additional resources provided via canvas (Articles, websites, Videos, etc.) for a future place of employment. Students are to include a mission for the area of quality improvement (i.e., decreased falls, increased OT referrals, discharges to home, etc.), service goals that they hope to reach, as well as the development of a plan to monitor and assess all established quality improvement goals. Students are to present their QI plan in paper format, following APA guidelines and is to be submitted on or before the assigned due date to the appropriate Canvas tab. This assignment will be completed in groups of 3-4 students to be determined by course instructor.

**Assignment 7:** Final 100 Points
- Student will create a lesson plan to teach an OTA class. You lesson much include the following:
  - Lesson Plan
  - PowerPoint presentation
• Home Work
• 4 question quiz on lesson

TOTAL 1000 points
MHPC OTA Program Rubric

This rubric will be used for all assignments, except discussions assignments (separate rubric template). Points will vary for each assignment; however the same scale will be used for all.

Students will be rated by the following scale:

- **Not Meeting (NM) 69% and below** — Student has not met the requirements as given in the assignment description for this assignment. Student has several grammatical, punctuation or spelling errors. (NOTE: If a student has more than 3 spelling, grammatical, and/or punctuation errors, they will automatically be given a score of “Not Meeting”. The student will receive a score of “0” for that portion of the assignment.)

- **Developing (D) 70%-78%** — Student demonstrates a beginning level of understanding of the given topic. Student’s responses are superficial, or are taken directly from an outside source without appropriate citation. Student’s critical thinking is not specific or presents with illogical elements. Reader is unsure of how content relates to given assignment. Student uses minimal sources (i.e. only textbooks) to support ideas.

- **Meets Expectations (M) 80%-94%** — Demonstrates work expected of students at this level of OT education. Student accurately cites and uses outside resources to support their work, including OT specific interventions and suggestions as applicable. Demonstrates clear understanding of given assignment.

- **Exceeds Expectations (E) 95%-100%** — Demonstrates work at the level of an entry level OTA. Uses evidence-based sources with accurate citation to support, extend, and inform, but not substitute the student’s own development of the idea. Combines material from a variety of sources, including personal observation, lecture and lecture notes, class discussions, and OT peer-reviewed journal articles. Student doesn’t overuse quotes.
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<th>Criteria</th>
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<td><strong>Life-Long Learning (10%)</strong></td>
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<td>• Student included use of evidence to support work</td>
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<td>• Student demonstrated knowledge of content of major concepts</td>
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<td>• Implemented current practice trends</td>
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<td><strong>Occupation-Based Theory (10%)</strong></td>
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<td>• Student identified impact (enhance &amp;/or hinder) on occupational performance</td>
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<td>• Functional, meaningful activity</td>
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<td>• Productive living</td>
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<td><strong>Ethics &amp; Professionalism Standards (10%)</strong></td>
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<td>• Student demonstrated familiarity with grammar, punctuation, spelling, and word usage; little or no surface detail errors. Presentation is professional.</td>
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<td>• Showed clarity regarding the order in which content is presented</td>
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<td>• Appropriate use of citations when used</td>
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<td>• Reflection of various perspectives of individuals</td>
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**Assignment Grade**

**Overall Comments**
Master Rubric for Online Discussions

- Due dates/times per the deadline provided on the course schedule/syllabus.
- Discussion questions may reference text, which you will need to have available in order to effectively respond.

<table>
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<th>Point Value</th>
<th>Description of Expectations</th>
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| 30          | • Timely, thoughtful, complete and concise initial posting  
              • Posting demonstrates familiarity with readings and cite the text, readings or other outside references.  
              • Answers the clinical question for the chapters assigned |
| 24-29       | • Thoughtful, complete and concise initial posting  
              • Answers the clinical question for the chapters assigned  
              • Posting demonstrates familiarity with readings |
| 23-20       | • Complete and concise initial posting  
              • Answers the clinical question for the chapters assigned  
              • Posting demonstrates basic familiarity with readings |
| 19-5        | • Postings are brief, devoid of original thought or effort  
              • No evidence of completing the assigned readings |
| 0           | • No initial posting given at all  
              • No response to threads |
For any group assignment:

- If there is a discrepancy between group members with familiarity of content, then student(s) may be required to complete a remedial assignment. Based on accuracy (or lack thereof) of remedial assignment, student may lose up to 10% of total grade.
- If a student perceives inequality of individual student contributions to group projects, then student may bring it to the attention of the course instructor by referring to the Group Work Concerns form in the appendix of this syllabus.

Each student needs to be aware of the specific emergency procedures at their home campus. This includes location of emergency procedures and first aid kit(s). The on-site coordinator will review the specifics at the beginning of the first lab of the semester.

Students enrolled in the MHPC OTA program are expected to attend all scheduled class sessions. Students are expected to be prepared, and demonstrate timely attendance for all class/lab/fieldwork sessions and appointments. Attendance will be taken at the discretion of the instructors. A faculty member may use attendance, or lack of attendance, as a criterion in the determination of a course grade.

In the event of an unexpected absence, it is the student’s responsibility to notify the course instructor and their advisor by e-mail PRIOR to their absence. The instructor on record can then make a determination with this information on how the absences can be rectified or whether it is possible to satisfactorily complete the course with the number of identified absences. Students aware of an anticipated absence should inform the course instructor at least 24 hours in advance, in writing via email.

For students exhibiting habitual tardiness or absence (i.e. more than one occurrence) the course instructor will note the issue on the student’s academic advising form and put a copy in the student’s file.

If two consecutive weeks of class are missed during the regular 16-week semester, the student will be dropped from that class unless acceptable justification is supplied to the instructor, Program Director, and Dean of the community college. Additionally, a student who misses more than one-fourth of the class during any scheduled session may be dropped from that class by the instructor if in the opinion of the instructor the student does not have a reasonable opportunity to succeed in the class.

The Missouri Health Professions Consortium (MHPC) considers academic dishonesty a serious offense. Students are expected to be familiar with their home campus’ definitions and explanations of academic dishonesty. MHPC will uphold and refer to those definitions.

The department will not tolerate plagiarism, cheating, unauthorized possession of exams or exam questions/information, tampering with instructor’s grade book or grades, or in any way producing class work, papers, or exams through deceptive, illegitimate means. Any student who commits an act of academic dishonesty is subject to disciplinary action and possible dismissal from the program.

Academic honesty is fundamental to the activities and principles of a program. All members of the academic community must honorably have acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.
NOTICE OF NON-DISCRIMINATION
The Missouri Health Professions Consortium and its member institutions do not discriminate on the basis of race, color, national origin, ancestry, gender, age, disability, veteran status, and marital or parental status in admissions, programs and activities, and employment. Inquiries concerning nondiscrimination should be directed to the following respective college representatives:

East Central College: Human Resources Director, 005-D Multipurpose Building, Union campus; telephone number 636-584-6710 or hrnotice@eastcentral.edu.

Moberly Area Community College: Angela Duvall, Office of Student Services, 101 College Avenue, Moberly, Missouri 65270, 660-263-4110, ext.11278

North Central Missouri College: Human Resources Director, North Central Missouri College, 1301 Main, Trenton, MO 64683, (660) 359-3948, Ext. 1502 or dcallihan@mail.ncmissouri.edu

State Fair Community College: Director of Human Resources, Hopkins Student Services Center, (660) 596-7481, or Director of Student Life and Development, Hopkins Student Services Center, (660) 596-7393.

Three Rivers College: Student Services Specialist/Coordinator of Disability Services (573)840-9605 located in the Welcome Center in the Bess Student Center, Poplar Bluff, MO 63901

INTELLECTUAL PLURALISM

The MHPC Program welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Program Director or administrative representative from their home campus. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.
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Course Appendix
**Group Work Concerns Form**

A large part of working in healthcare is learning how to work as a part of a team. Unfortunately, it is not uncommon to have a team member who “doesn’t pull their weight” or performs at a lower level than expected or required. If a student perceives an inequity of individual student contributions during group projects, the student may bring it to the attention of the course instructor following the steps outlined on this form.

Complete, scan, and email this form to the course instructor a MINIMUM of 24 hours prior to assignment due date/time.

Student completing form: _____________________________________________

Student’s explanation of perceived inequity of group member’s contributions (please identify specific assignment and involved student). Include specific examples of behaviors that are of concern (i.e., lack of contribution, attend meetings, completion of assigned sections, lack of participation, lack of understanding/knowledge):

Date this group concern was brought to other student’s attention.

Response/outcome of meeting with group member:

Why the reporting student feels this issue needs to be brought to the attention of the course instructor:

If outcome did not resolve issue, what specifically are you requesting of the course instructor?

Signatures of ALL involved students must be below.

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FORMS OF ACADEMIC DISHONESTY

Plagiarism

Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. One quotes another person’s actual words or replicates all or part of another’s product;
2. One uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words;
3. One borrows facts, statistics, or other illustrative materials—unless the information is common knowledge

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

Fabrication

Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or the findings with the intent to deceive. Examples include, but are not limited to:

1. Citing information not taken from the source indicated;
2. Listing sources in a reference not used in the academic exercise;
3. Inventing data or source information for research or other academic exercises
Cheating

Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including giving or receiving of unauthorized help in an academic exercise. Examples include but are not limited to:

1. Copying from another student’s test paper, project, product, or performance
2. Collaborating without authority or allowing another student to copy one’s work in a test situation
3. Using the course textbook or other material not authorized for use during a test
4. Using unauthorized materials during a test; for example notes
5. Resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor
6. Taking a test for someone else or permitting someone else to take a test for you

What can students do to protect themselves from being charged with academic dishonesty?

1. Prepare thoroughly for examinations and assignments.
2. Take the initiative to prevent other students from copying exams or assignments.
3. Check the course syllabus for a section dealing with academic dishonesty for that course.
4. Do not look in the direction of other students’ papers during examinations.
5. Utilize a recognized handbook for instruction on citing source materials in papers. Consult with instructors or academic departments when in doubt.
6. Discourage dishonesty among other students.
7. Refuse to assist students who cheat.
8. If extraordinary circumstances cause anxiety over taking an exam or getting an assignment in on time, talk to the instructor in advance. It is better to request special arrangements rather than resort to dishonesty.
9. Inform the instructor if you are aware of other students cheating.
SELF-ASSESSMENT OF MY WORK PRIOR TO TURNING IN

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
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<tr>
<td>Did I completely review the rubric (if applicable) for the assignment?</td>
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<td>Did I include/address each component of the rubric in my assignment?</td>
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<td>Did I check for spelling, grammar, and punctuation errors?</td>
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<td>Do I know the due date of my assignment?</td>
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<td>Do I know where to turn the assignment in? (i.e., assignments tab,</td>
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<td>instructor, email, etc.)</td>
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<td>Have I clarified any questions I have regarding the assignment with my</td>
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<td>instructor?</td>
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HOW TO SUCCEED IN THIS COURSE

1. Read all assigned readings.
2. Review all rubrics prior to assignment submission.
3. Ask questions!
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SIGNATURE PAGE

• It is your responsibility to read the course syllabus.
• You will be expected to abide by the regulations contained within.
• If anything is unclear, discuss it with the instructor immediately.
• If any MHPC policy is unclear, discuss it with the Program Director immediately.
• You are encouraged to refer to it frequently.

Your signature below confirms that you have read, understood and agree to the conditions as stated in this syllabus:

______________________________
Student Signature                  Date

______________________________
Print Name

Please sign & scan into Canvas by the first Wednesday of class.