

OTAT-2341: OCCUPATIONAL THERAPY ISSUES

Cuyahoga Community College

Viewing: OTAT-2341 : Occupational Therapy Issues

Board of Trustees:

March 2025

Academic Term:

Fall 2025

Subject Code

OTAT - Occupational Therapy Assisting

Course Number:

2341

Title:

Occupational Therapy Issues

Catalog Description:

Capstone course. Integrates knowledge and skills acquired in academic work and field practice placements to clarify role and function of Certified Occupational Therapy Assistant (COTA). Examines evolving issues, concepts, and responsibilities to professional organizations; credentialing process; research; continuing education, and promoting occupational therapy. Examines preparation for Level II Fieldwork, licensure, and entry into the workforce.

Credit Hour(s):

4

Lecture Hour(s):

4

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 Health Insurance Portability and Accountability Act (HIPPA) Privacy Rule.
5. Identify the Current Procedural Terminology (CPT) codes associated with billing for Occupational Therapy (OT) services.
6. Describe the quality control procedures employed in the Medicare program.
7. Identify the characteristics of good medical documentation.
8. List the eligibility requirements for Medicare/Medicaid program coverage.
9. 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 future challenges.

Course Outcome(s):

Design and document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal and reimbursement agencies.

Objective(s):

1. Describe the purpose of documentation for occupational therapy services.
2. Identify and describe the legal implications for complete and accurate documentation.
3. List fundamental elements of documentation.
4. List common documentation errors
5. Compare occupational therapist and occupational therapy assistant documentation requirements.
6. List the sequential steps in the clinical reasoning process for documentation.
7. Express the reporting process including initial evaluation reports, intervention plans, progress reports, and discharge summaries.
8. Recognize the value of the Occupational Therapy Practice Framework to the documentation process.
9. Describe the opportunities and challenges of using an electronic health record.
10. Identify and select common sets of codes used to bill for occupational therapy services.
11. Identify and select the code that best represents the service furnished.

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 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 examples of cost containment under health maintenance organizations.
7. Recognize the three major types of medical insurance payers.

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.

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 key phases of the certification process for candidates in the United States.

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 Occupational Therapist Registered (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. Explain the level of supervision required as stipulated by the State Regulatory Board.
6. Describe career mobility and professional development opportunities available to the COTA.
7. Describe the role of the COTA in care coordination, case management, and transition services in traditional and emerging areas of practice.
8. Identify strategies for effective, competency-based legal and ethical supervision of nonprofessional personnel.
9. 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: Demonstrate contextual awareness of the research process through the reflective discovery of the production and value of information, the use of information in the creation of new knowledge and ethical participation in the use of information in communities of learning.

Objective(s):

1. Define the importance of how scholarly activities and literature contribute to the development of the profession.
2. Understand how qualitative and quantitative research studies inform the occupational therapy practice
3. Discuss how variables are defined, what different types there are, and how this may influence how they are analyzed.
4. Demonstrate understanding of the use of scholarly literature to make evidence-based decisions.
5. Explain the importance of using professional literature to make evidence-based practice decisions in collaboration with the occupational therapist.

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. Discuss the limits of confidentiality and be able to recognize situations in which a duty to warn or otherwise protect third parties exist.

2. Apply the principles of ethics to the process of informed consent.
3. List the exceptions to obtaining informed consent.
4. Describe the distinctions and overlaps between ethics and law.
5. Define the concepts of respect for persons, beneficence, nonmaleficence, and justice.
6. Define malpractice.
7. Identify the variety of ethical decision-making framework that are used to resolve ethical disputes that have jurisdiction over occupational therapy practice.
8. Solve ethical dilemmas when presented with case scenarios.
9. 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 the following levels of the formal post-acute health care system: home health care, hospice, adult day services, assisted living, skilled nursing facilities, subacute care, and 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 the following methods of effective advocacy in the health care environment: policy analysis, lobbying, legislative process, use of evidence, and 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.

Course Outcome(s):

Demonstrate readiness for entry into the workforce as an occupational therapy assistant through planning and preparing for employment.

Objective(s):

1. Discuss the importance of an interview and how to prepare.
2. Develop guidelines and techniques for successful interviewing.
3. Communicate effectively with a diverse population in different circumstances and show an understanding of non-verbal communication.
4. Identify common resume and interview mistakes.
5. Design a professional resume that encompasses clinical experience, strengths, and professional accomplishments.
6. Design a professional cover letter that is specific to the desired position.
7. Prepare for and participate in a mock interview focused on the OTA student.
8. Demonstrate the ability to use a variety of methods and networking tools to search for employment opportunities.

Course Outcome(s):

Demonstrate readiness to excel in Level II Fieldwork.

Objective(s):

1. Understand expectations and the goals of Level II Fieldwork.
2. Review the AOTA Fieldwork Performance Review (FWPE) and the AOTA Student Evaluation of Fieldwork Experience (SEFWE).
3. Understand the importance of professional behavior and emotional intelligence and identify strategies for success.
4. Self-rate strengths and areas for development.

Course Outcome(s):

Demonstrate licensure examination readiness.

Objective(s):

1. Investigate the National Board for Certification in Occupational Therapy (NBCOT) website and the exam process.
2. Understand the domains of the NBCOT exam.
3. Examine various preparation materials for the NBCOT exam.
4. Examine test taking strategies for the NBCOT exam.
5. Learn and practice stress management and relaxation techniques related to the NBCOT exam.
6. Participate in a mock NBCOT exam.
7. Analyze personal results of a mock NBCOT exam.
8. Develop a study plan to prepare for the NBCOT exam.

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. Advocacy with the health care environment
 - e. Sequence for advocacy
2. Research in occupational therapy
 - a. The evolving need for scholarship
 - b. The nature and quality of evidence-based practice
 - c. Making evidence-based decisions
3. The credentialing process in occupational therapy
 - a. Meeting national requirements: NBCOT Examination
 - b. Meeting state or jurisdiction requirements

- c. Meeting standards of practice
- d. Using the Occupational Therapy Assistant Credential
- 4. Documentation and Quality Improvement
 - a. Defining, monitoring and measuring quality
 - b. Quality management
 - c. Performance Improvement
 - d. Documentation
 - e. OTA role
- 5. Documentation of occupational therapy services
 - a. Purposes of documentation
 - b. Documentation and ethics
 - c. Legal aspects of documentation
 - d. Quality of documentation content
 - e. Fundamentals elements of documentation
 - f. Occupational therapy record
- 6. Supervision in Occupational Therapy Practice
 - a. Key aspects of supervision
 - b. Supervision documents
 - c. Service competence
 - d. Team approach and collaboration
 - e. School-Based team
 - f. Roles of the OTA
- 7. Ethics
 - a. Define ethics
 - b. Ethical principles
 - c. The AOTA Code of Ethics
 - d. Practice standards
 - e. Common ethical issues
 - f. Fostering an ethical culture
- 8. The United States health care delivery system
 - a. Fundamentals of insurance
 - b. Private insurance and therapy practice
 - c. Managed care products
 - d. Managed care provider structure
 - e. Other forms of private insurance
 - f. Medicare
 - g. Medicaid, Military/Veterans Medical Insurance, and Indian Health Service
- 9. Employment readiness
 - a. Interviewing
 - b. Resume
 - c. Cover letter
 - d. Job search/networking
- 10. Level II Fieldwork success
 - a. Expectations
 - b. Evaluation
 - c. Professional behavior and emotional intelligence
 - d. Self-awareness
- 11. NBCOT Exam
 - a. Preparation for the exam
 - b. Strategies for success
 - c. Mock exam and scoring
 - d. Study plan

Resources

Jacobs, K., (Ed.). (2016) *Management and administration for the OTA: Leadership and application skills*, Slack Incorporated.

Sandstrom R.W., Lohman H.L., & Bramble J.D. (2014) *Health services: Policy and systems for therapists*, Pearson.

Wagenfeld, A. (2016) *Foundations of theory and practice for the occupational therapy assistant*, Wolters Kluwer.

Morreale, M.J. (2015) *Developing clinical competence: A workbook for the OTA.*, Slack Incorporated.

Fleming-Castaldy, R . *FAQs on effective NBCOT certification exam preparation.* . *OT Practice*, . 25 (11), Pg. 11-14. 2020.

Steen, L., & Menninger, B. (2023) *"REAP the rewards: A successful Level II fieldwork experience for supervisors and students."* *OT Practice*, 28(9), 26-28.

Dunn, L. S., Arias, S., Beyer, A., Hermes, E., & Radcliff, S. . (2020) *"Student perspectives of the effective behaviors of occupational therapy Level II fieldwork educators."* *Journal of Occupational Therapy Education*, , 4(4), 1–19. . <https://doi.org/10.26681/jote.2020.040408>

Patterson, B., & D'Amico, M. (2020) *"What does the evidence say about student, fieldwork educator, and new occupational therapy practitioner perceptions of successful Level II fieldwork and transition to practice? A scoping review."* *Journal of Occupational Therapy Education*, 4(2), 1–24. . <https://doi.org/10.26681/jote.2020.040210>

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