

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number

OCCU 2303

Course Title

Advanced Clinical Management

Course Description

Occupational therapy service management to include documentation, ethics, reimbursement, laws, quality programs, infection control, evidence based practice, management/leadership roles, occupational therapy process, healthcare continuum, career readiness, and professional relationships/teams.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

X Critical Thinking

X Responsibility

X Communication

ACTS Course

Program Course X Occupational Therapy Assistant Program

ACTS Outcomes

N/A

Program Outcomes

- 6.1. Assist the Occupational Therapist, as requested, in data collection (including but not limited to the occupational profile), perform standardized/non-standardized assessments (analysis of occupational performance) according to directions and accurately report all results to the occupational therapist.
- 6.2 Assist the occupational therapist and client plan relevant intervention specific to the needs of the client, or the client group, based on best practice, including evidence based medicine.
- 6.3. Safely and effectively implement the intervention plan as approved by the occupational therapist and agreed upon by the client, change the intervention technique/plan based on the condition of the client, and report to the occupational therapist and document results.
- 6.4 Safely modify self-performance (including therapeutic use of self) according to the client's needs or condition and report to the occupational therapist and document results.
- 6.5 Collaborate with the occupational therapist and client/family/significant other to formulate a successful transition from service and document results.
- 6.6 Complete all duties in an ethical, legal, safe, and professional manner.
- 6.7 Demonstrate the importance of professional development, support professional organizations, and advocate for the future of occupational therapy services.
- 6.8 The average pass rate, over the 3 most recent calendar years, for graduates attempting the national certification exam within 12 months of graduation, from the program, must be 80% or higher (regardless of the number of attempts). [Standard A.5.6 Accreditation Council for Occupational Therapy Education]

Course Learner Outcomes

CLO #	Course Learner Outcomes (CLO)	Unit Outcomes/ Competencies	ACTS Outcomes	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Comprehend how to provide a safe working environment for occupational therapy practitioners. (intake, manipulation) (identify, plan)	1, 2, 5, 6, 7, 8, 10, 11, 13, 15, 29, 30	na	1-4			R2	Accident Policy and Procedure (assignment)
CLO 2	Interact with others through written and oral communication, with other healthcare professionals, clients, families, significant others, payer sources, legislators, and the public (including but not limited to: written communication, oral communication, management principles, leadership principles). (intake, manipulation, apply, cross apply) (recall, illustrate, distinguish, develop)	1-30	na	1, 2, 5-7		C1		Appeal Letter
CLO 3	Know the healthcare industry and its relationships to occupational therapy service delivery. (intake, manipulation) (recall, relate)	1, 4, 7, 8, 14, 15, 17, 20, 22, 23, 25, 26	na	1-7	CT 1			Activity Director Key Points
CLO 4	Know and use professional/legal documents and organizations to further the profession of occupational therapy (including but not limited	1-30	ns	1-8			R3	Occupational therapy aide job description

	to roles, ethics, professionalism, advocacy, reimbursement, management).(intake, manipulation, application) (what, outline, induct)							
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Unit Outcomes/Competencies/Objectives

The student should, at the end of the course OCCU 2303 Advanced Clinical Management:

1. Know basic concepts of occupational therapy assistant management duties, for occupational therapy service delivery, such as: planning, marketing, public relations, program development, organizing, leadership, prioritizing, personnel management, budgeting, and decision making. (intake, manipulation, apply, cross apply) B.2.3, 5.20, 7.5, 9.3, 9.10
2. Know various supervisory styles and levels of supervision. Identify proper supervision for non-licensed staff. (intake, manipulation) B.7.2, 7.3, 7.7 9.1, 9.8
3. Know basic concepts, such as referral, collaboration, consultation, and effective communication, for team building with other professional team members. (intake, manipulation) B.4.9, 5.19, 5.20, 5.23, 5.25, 5.26, 5. 27, 5.29, 9.1
4. Describe how HIPAA affects occupational therapy practice and apply to practice with clients. (intake, manipulation) B.5.20, 9.1
5. Demonstrate department management skills (service operations) appropriate for the role of the occupational therapy assistant, such as: equipment ordering, inventory, maintenance, productivity, storage, and scheduling. (intake, manipulation) B.7.4, 7.6
6. A) Know professional ethical information and B) Analyze an ethical problem solving and decision making scenario and create appropriate action plan. (intake, manipulation, apply) B.9.10
7. Explain various roles of the occupational therapy assistant, such as care coordinator, case manager, activity director, staff occupational therapy assistant, entrepreneur, manager, leader, program developer, reviewer, fieldwork educator, research assistant, academic educator. (intake) B.7.8, 5.26, 5. 27, 7.3, 9.7, 9.8, 9.13
8. Describe the concept and importance of evidence based practice and scholarly practice and be able to locate and recognize the value of such information to support occupational therapy interventions and best practice. (intake, manipulation, apply) B. 1.7, 5.30, 8.1, 8.2, 8.3, 8.7
9. Advocate for clients to receive needed services via appeal letter writing and advocate for the profession via writing to a legislative body. (manipulation, application, cross apply) B. 6.4, 9.12, 9.13.
10. Relate the importance of total quality management and program evaluation to occupational therapy service delivery. (intake, manipulation) B.7.6
11. Demonstrate an understanding of infection control practices and good safety techniques and be able to explain precautions. (intake, manipulation) A. 4.11; B. 2.8
12. Describe various types of reimbursement systems for occupational therapy services. (intake, manipulation) B.2.3, 4.10, 5.29, 5.30, 5.32, 6.1, 7.2, 7.4, 9.1, 9.2, 9.3, 9.12, 9.13
13. Identify common regulatory agencies and their guidelines related to occupational therapy. (intake) B.2.1, 6.1, 6.2, 7.1, 7.2, 7.6
14. Complete the documentation required of occupational therapy practitioners and occupational therapy departments related to reimbursement of occupational therapy services and legal issues. (intake, manipulation, apply, cross apply) B.4.10, 5.32, 7.4, 5.20
15. Discuss ethical issues as related to the delivery of occupational therapy services in various health care settings. (intake) B.1.5, 9.1, 9.11
16. Identify the requirements for occupational therapy certification and licensure. (intake, manipulation) B.7.2, 7.3, 9.1, 9.2, 9.4, 9.6
17. Identify the role of the professional associations in occupational therapy. (intake) B.9.2, 9.13
18. Create a professional resume and cover letter. (intake, manipulation) B.5.20, B. 9.6
19. Know appropriate interview skills. (intake, manipulation) B. 5.20
20. Explain what is meant by service by contract and become aware of the legal implications for signing an employment contract. (intake) B.9.9
21. Describe the occupational therapy process as it relates to service and service management. (intake, manipulation) B.2.2, 4.5, 5.19, 5.25, 5.28, 5.29, 5.31, 9.8., 9.12
22. Write a professional development plan based on a simulated work setting to introduce the student to the concept of professional development and growth after the collegiate experience. (intake, manipulation, apply) B.7.3, 9.4
23. Demonstrate an understanding of the use of electronic documentation. (intake, manipulation) B.1.8

24. Know how to use consultation with clients. (intake) B.5.26
25. Know how to identify emerging practice areas for the occupational therapy assistant role. (intake) B.5.26
26. Describe the health, community, social, and political situations and contexts and their impacts (historical and current) that affect the delivery of occupational therapy service. (intake, manipulation) B.1.6, 6.1, 6.2, 7.1
27. Promote occupational therapy by educating others. (manipulation, apply) B.2.3, 5.20, 5.30, 6.4, 7.1, 7.2, 7.5, 9.2, 9.3
28. Describe the occupational therapy assistant – occupational therapist relationship. (intake, manipulation) B.4.5, 5.19, 5.21, 5.25, 5.28, 5.29, 5.31, 9.8
29. Understand personal and professional abilities and responsibilities as they relate to vocational responsibilities and liabilities. (intake) B.9.5, 9.6
30. In order to bridge the distance between non-professional and professional responsibilities the student will demonstrate professional behavior in all course work and activities. Student will accept faculty input to correct any student faulty thinking regarding professional behavior expectations. (dependability, professional presentation, initiative, empathy, cooperation, organization, clinical reasoning, supervisory process, verbal communication, written communication, information seeking, attitude). B.5.20, 9.6

Assessment Description(s)

1. Write an Accident Policy and Procedure for a therapy department with 75% accuracy or greater (intake, manipulation) (outline, develop)
2. Write an Appeal Letter for reconsideration of occupational therapy service with 75% accuracy or greater (intake, manipulation, apply) (tell, organize, construct)
3. State healthcare industry information for role of an activity director with 75% accuracy or greater (intake, manipulation) (listing, summarizing)
4. Write an occupational therapy aide job description with roles and responsibilities with 75% accuracy or greater (intake, manipulation, apply) (relate, model, compose)

Materials and Technological Requirements

Access to Blackboard.

American Occupational Therapy Association membership

Occupational Therapy Practice Framework: Domain and Process, 3rd Ed. 2014. By: American Occupational Therapy Association. ISBN-13: 9781569003619

Lab uniform.

Developing Clinical Competence. 2015. By: M. Morreale. Slack Books. ISBN-13: 97816171118159

Mental Health Concepts & Techniques for the Occupational Therapy Assistant. 4th ed. M. Early. 2009. Wolters Kluwer. ISBN 13: 978-0781778398

Occupational Therapy Student to Clinician: Making the Transition. Davis & Rosee. (2015) Slack Books. ISBN 13: 97816171110252

The OTA's Guide to Documentation: Writing SOAP Notes. M. Morreale & S. Borcharding. 2013. Slack. ISBN 13: 978-1-61711-082-5

Sladyk, K. (2015). Ryan's occupational therapy assistant: Principles, practice issues, and techniques (Fifth ed.). Slack Incorporated. ISBN: 9781556429620

Willard & Spackman's Occupational Therapy 12th. Schell, Gillen, Scaffa. (2014) ISBN 13: 9781451110807

Management and Administration for the OTA: Leadership and Application Skills. Jacobs. (2015) Slack Books. ISBN 13: 9781630910655

Pedretti's Occupational Therapy Practice Skills for Physical Dysfunction. 2011. By H. McHugh

Pendleton & W. Schultz-Krohn. Elsevier. ISBN-13: 9780323059121.

Chabner. D. (2015). Medical terminology: A short course. 7th ed. Maryland Heights, MD. Elsevier Saunders. ISBN-13: 978-1-4557-5830-2

Supplemental Texts

The Occupational Therapy Assistant: Resources for Practice & Education. T. Black & K. Eberhardt Eds. 2005. AOTA.

The Reference Manual of the Official Documents of the American Occupational Therapy association, Inc. 18th ed. 2013. AOTA.

The Occupational Therapy Manager. 4th ed. G. McCormack, E. Jaffe, M. Goodman-Lavey. Eds. 2003. AOTA.

Business Fundamentals for the Rehabilitation Professional. T. Richmond & D. Powers. 2nd Ed. 2009. Slack.

Documenting Occupational Therapy Practice 3rd ed. Sames, K. M. 2015. Pearson.

Documenting Occupational Therapy Practice 2nd ed. Sames, K. M. 2010. Pearson.

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student’s responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of “WE” if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

- Courses which meet once a week2 absences
- Courses that meet twice per week3 absences
- Courses that meet four times per week5 absences

Summer Session

- Courses that meet four times per week in a five week session3 absences
- Courses which meet two evenings per week in a 10 week session3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes.

Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Integrity Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty.

Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to

provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262
BRT@southark.edu

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