

# McLennan C O M M U N I T Y C O L L E G E

WACO, TEXAS

---

## **COURSE SYLLABUS AND INSTRUCTOR PLAN**

### **HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY OTHA 2235**

**Kristy Stead, COTA**

**NOTE: This is an 11-week course.**

#### **COVID 19 Notice:**

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website on any changes to these guidelines.

.AN EQUAL OPPORTUNITY INSTITUTION

SUMMER 2021

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

### **Course Description:**

Explores the roles of the occupational therapy assistant in health care delivery. Topics include documentation, reimbursement, credentialing, ethical standards, health care team role delineation, and management.

Course Credit: 2 Semester Hours

### **Prerequisites and/or Corequisites:**

Good standing in the Occupational Therapy Assistant Program.

### **Pre-requisites:**

- OTHA 1305 Principles of Occupational Therapy
- OTHA 1341 Occupational Performance Birth Through Adolescence
- OTHA 2211 Abnormal Psychology in Occupational Therapy
- OTHA 1309 Human Structure & Function in Occupational Therapy
- OTHA 1315 Therapeutic Use of Occupation or Activities I
- OTHA 1161 Clinical I
- OTHA 2302 Therapeutic Use of Occupation or Activities II
- OTHA 2201 Pathophysiology in Occupational Therapy
- OTHA 2209 Mental Health in Occupational Therapy
- OTHA 1319 Therapeutic Intervention
- OTHA 2231 follows Therapeutic Interventions I during the last half of semester four of the program.
- OTHA 1162 Clinical II

### **Co-Requisites:**

- OTHA 1253 Healthcare Occupational Performance in Elders required.

### **Course Notes and Instructor Recommendations:**

### **Instructor Information:**

Instructor Name: Kristy Stead, COTA

MCC E-mail: kstead@mclennan.edu (response will be within 2-3 business days)

Office Phone Number: 254-299-8525 (response to messages left will be within 2-3 business days)

Office Location: CSC C113

Office/Teacher Conference Hours: Wednesdays 10:00am- 3:00pm

Other Instructor Information: If you need to ensure personal contact during office hours, be sure to schedule an appointment to avoid conflicts with other student meetings, professional meetings, or clinical visits.

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

### About your instructor:

Welcome to OTHA 2235 Healthcare Management

My name is Kristy Stead, I am a Certified Occupational Therapist Assistant that has found her passion in academia. I absolutely love teaching and am continuing my education to pursue my Master's Degree MBA in Healthcare Management. I have been a COTA since 2011 and absolutely love the field. Geriatrics has my heart but I love all possibilities of OT. I look forward to a great semester.

### **Required Text & Materials:**

Title: Management and Administration for the Occupational Therapy Assistant

Author: Jacobs

Edition: 1st edition

Copyright Year: 2016

Publisher: Slack

ISBN: 978-1-63091-065-5

Title: Occupational Therapy Practice Framework: Domain and Process (*Provided to the Student*)

Author: AOTA

Edition: 3rd edition Copyright

Year: 2014

Publisher: AOTA

**MCC Bookstore Website:** <http://www.mclennan.edu/bookstore/>

### **Methods of Teaching and Learning:**

The course will be presented in an online format with experiential, group and individual project assignments to enhance the understanding of the material. Other educational methods will include ethics panel discussion groups, student presentations and written reports. Guest lecturers and audiovisual materials may be incorporated to enhance student learning.

Student learning outcomes will be measured by quizzes (basic knowledge/comprehension and higher level/critical thinking), assignments (higher level/critical thinking skills), and student presentations (basic knowledge and professional communication).

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

### Course Objectives and/or Competencies:

#### Student Learning Outcomes/Competencies:

1. Articulate delineation of the roles of the occupational therapy personnel and other health care team members.
2. Articulate the occupational therapy code of ethics.
3. Demonstrate knowledge of the legal implications for documentation.
4. Describe varied reimbursement systems.
5. Articulate the requirements for certification and licensure.
6. Differentiate levels of supervision in practice.
7. Articulate the quality assurance/performance improvement process.
8. Student will understand ethical standards in practice.
9. Demonstrate knowledge of issues in clinical administration and management in safety, maintenance of supplies and equipment, and facility/state/national regulations and guidelines.
10. Demonstrate knowledge of management and leadership styles used in managing an occupational therapy department.
11. Describe the OTA's role in participating in a research study.
12. Demonstrate the importance of and utilize evidence-based practice.
13. Demonstrate the importance of, and utilize, effective communication skills with clients, caregivers, and other professionals.
14. Discuss the importance of continuing education and involvement in occupational therapy professional organizations and the life-long learning process.

### Course Objectives

1.	B.3.1.	Apply knowledge of-occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	Chapter 1
2.	B.3.3.	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.	Chapter 5
3.	B.4.15.	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"><li>• Electronic documentation systems</li><li>• Virtual environments</li><li>• Telehealth technology</li></ul>	Project- Advocacy
4.	B.4.19.	Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.	Project- Advocacy

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

5.	B.4.21.	Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches: <ul style="list-style-type: none"><li>To design activities and clinical training for persons, groups, and populations.</li><li>To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.</li></ul>	Chapter 8, 9
6.	B.4.27.	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.	Chapter 7
7.	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.	Chapter 4
8.	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.	Chapter 1
9.	B.5.2.	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.	Chapter 2
10.	B.5.3.	Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding.	Chapter 4
11.	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.	Chapter 1
12.	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.	Chapter 3
13.	B.5.6.	Identify the need and demonstrate the ability to participate in the development, marketing, and management of service delivery options.	Chapter 2
14.	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.	Chapter 6

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

15.	B.5.8.	Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.	Chapter 7
16.	B.6.1.	<ul style="list-style-type: none"><li>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.</li><li>Explain how scholarly activities and literature contribute to the development of the profession.</li></ul>	Chapter 11
17.	B.6.6.	Understand the principles of teaching and learning in preparation for work in an academic setting.	Chapter 8
18.	B.7.1.	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and AOTA <i>Standards of Practice</i> 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.	Chapter 10
19.	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.	Project- Advocacy
20.	B.7.3.	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.	Chapter 5
21.	B.7.4.	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.	Practice NBCOT exams
22.	B.7.5.	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"><li>Liability issues under current models of service provision.</li><li>Varied roles of the occupational therapy assistant providing service on a contractual basis.</li></ul>	Chapter 7

### **Course Outline & Schedule:**

**COURSE OUTLINE: Order will vary to accommodate schedule**

- I. Roles and Responsibilities of the OTA in Management
  - A. Management
    1. Collaborative versus competitive
    2. Styles
      - a. Country Club Style
      - b. Laissez-Faire

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

- c. Authority-Compliance
    - d. Participative/Team
    - e. Rules-Oriented
  - B. Leadership
    - 1. Qualities
      - a. Future-Oriented
      - b. Innovative
      - c. View Change as Opportunity
      - d. Impeccable Ethics and Integrity
      - e. Clear Sense of Their Values, Strengths, and Weaknesses
      - f. Strong Sense of Direction
      - g. Maintain Current Knowledge of Relevant Professional and Organizational Issues
      - h. Aware of and Sensitive to the Needs of People and Organizations
      - i. Model Self-Awareness and an Attitude of Personal Development
      - j. Acknowledge and Learn from Mistakes and Achievements
    - 2. Change in Occupational Therapy
      - a. Innovation and Change
      - b. Doing More with Less
      - c. Continuous Learning and Professional Development
    - 3. Process
      - a. Autocratic
      - b. Bureaucratic
      - c. Participative
      - d. Laissez-Faire
      - e. Paternalistic
  - C. Business
    - 1. Cost/Benefit
    - 2. Planning
      - a. Organizational
      - b. Departmental
    - 3. Staffing Plans
    - 4. Reimbursements Structures
- II. Professional Organizations
  - A. AOTA
  - B. NBCOT
  - C. AOTF
  - D. WFOT
  - E. TOTA
- III. Change Management
  - A. Responses to Change
  - B. Strategies for Change Management
    - 1. Rational-Empirical
    - 2. Normative-Re-educative

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

- 3. Power-Coercive
  - 4. Environmental-Adaptive
- C. Considerations
  - 1. Degree of Resistance
  - 2. People or Target Population
  - 3. What is at Stake
  - 4. Timeframes
  - 5. Expertise of the Manager
  - 6. Dependency
- IV. History of Healthcare Management
  - A. Significant Legislation
  - B. Employment Opportunities and Practice Settings
  - C. Documentation
- V. Credentialing, Ethics, and Legalities of Practice
  - A. Credentialing
    - 1. Practitioners
      - a. Certification
      - b. Licensure
    - 2. Programs and Organizations
  - B. Ethics
    - 1. Organizations
      - a. AOTA – OT Code of Ethics and Ethics Standards
      - b. NBCOT – Code of Conduct
    - 2. Ethical Reasoning
- VI. Reimbursement
  - A. Fee-for-Service
  - B. Managed Care
    - 1. Health Maintenance Organization
    - 2. Preferred Provider Organization
    - 3. Capitation
  - C. Medicare
    - 1. Prospective Payment
      - a. DRG's → case rate
      - b. RUG's → Minimum Data Set (MDS) and per diem rate
      - c. CMG's → Inpatient Rehabilitation Facility Patient Assessment Instrument (IRF-PAI) and case rate
      - d. HHRG's → Outcome and Assessment Information Set (OASIS) and episodic rate
    - 2. Outpatient
      - a. Functional G-Codes
      - b. Therapy Caps
  - D. Medicaid
  - E. Workers' Compensation



# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

- F. Uncompensated Care
- G. Documentation of Skilled Services
- H. Billing and Coding
  
- VII. Budget and Finance
  - A. Operational
  - B. Capital
  
- VIII. Personnel Considerations and Supervision
  - A. Roles
    - 1. OT
    - 2. OTA
    - 3. Aide/Technician
    - 4. Supervisor
    - 5. Supervisee
  - B. Supervision as a Professional Development Tool
  - C. Levels of Supervision
    - 1. Close
    - 2. Routine
    - 3. General
    - 4. Minimal
    - 5. Continuous
  - D. Styles of Supervision
    - 1. Directing
    - 2. Coaching
    - 3. Supporting
    - 4. Delegating
  - E. Professional Responsibilities
    - 1. Serving as a Clinical Instructor to provide Fieldwork Experiences
    - 2. Mentoring
    - 3. Lifelong Learning and Continued Competency
  
- IX. Principles of Effective Communication
  - A. Emotional Intelligence
    - 1. Self-Awareness
    - 2. Self-Regulation
    - 3. Motivation
    - 4. Empathy
    - 5. Social Skills
  - B. Assertiveness
  - C. Negotiation
    - 1. Principles
      - a. Separate the people from the problem
      - b. Focus on the interests, not positions
      - c. Invent options for mutual gain

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

- d. Insist on using objective criteria
- 2. Steps
  - a. Clarify your interests
  - b. Focus on agreement
  - c. Formulate possible options
  - d. Modify options to the point of agreement
  - e. Follow-up on positive
- 3. Barriers to Successful Negotiations
  - a. Relationships
  - b. Emotion
  - c. Team
  - d. Delays
  - e. Secrecy and Deceit
  - f. Ultimatums
- D. Constructive Feedback
  - 1. Clarity
  - 2. Timeliness
  - 3. Focus on specific task, not the person
  - 4. Verify Perceptions
  - 5. Gauge the Amount
  - 6. Beware of Body Language
- E. Conflict Resolution
  - 1. Causes of Conflict
    - a. Unclear Expectations
    - b. Poor Communication
    - c. Unclear Jurisdiction
    - d. Individual and Professional Differences
    - e. Changes in the Organizational System
  - 2. Symptoms of Conflict
    - a. Anger
    - b. Avoidance/apathy
    - c. Blame
    - d. Excuse Making
    - e. Confrontation
    - f. Criticism
    - g. Erosion of Performance
    - h. Regression
  - 3. Strategies for Coping with Conflict
    - a. Withdrawal/Avoidance
    - b. Smoothing or Surrender
    - c. Forcing or Fighting
    - d. Compromising
    - e. Collaboration or Collaborative Confrontation
- F. Technology
  - 1. E-mail Etiquette

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

- 2. Social Media
- 3. Internet
- X. Continuous Quality Improvement
  - A. Quality Assurance
    - 1. Externally Driven
    - 2. Self-Oriented
    - 3. Vertical
    - 4. Delegated to a Few
    - 5. Focused on People
    - 6. Hiding Problems
    - 7. Seeks Endpoints
  - B. Quality Assessment/Improvement
    - 1. Internally Motivated
    - 2. Customer Driven
    - 3. Horizontal
    - 4. Embraced by All
    - 5. Focused on Processes
    - 6. Seeking Problems
    - 7. Has no Endpoints
  - C. Performance Improvement
    - 1. Internally and Externally Motivated
    - 2. Customer/Data Driven
    - 3. Organization-Wide
    - 4. Embraced by All
    - 5. Focused on Processes, Systems, and Function
    - 6. Seeking Opportunities for Improvement
      - a. Benchmarking
    - 7. Has no Endpoints
  - D. Models
    - 1. PDCA
    - 2. ASPIRE
    - 3. The Joint Commission (TJC) 10 Steps
- XI. Utilizing and Contributing to Research
  - A. Evidence-Based Practice
  - B. Research Terminology
  - C. Ethics
  - D. Types
    - 1. Quantitative
      - a. Descriptive
      - b. Correlational
      - c. Experimental
      - d. Single Subject Design
    - 2. Qualitative

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

- a. Ethnographic
- b. Phenomenological
- c. Grounded Theory

### XII. Occupational Therapy and Entrepreneurship

- A. Strategic Planning
- B. Vision and Mission Statements
- C. SWOT Analysis
- D. Market Analysis
- E. Marketing

*Students are expected to prepare for class according to the topic of discussion.*

### Summer 2021 Schedule

Unit	Topic/ACOTE Standard	Week of	Assessment	Resource
1		6/2		
	Contexts and Healthcare		Unit 1 Quiz due 6/4	Jacobs Ch. 1
2	Leadership and Advocacy	6/10	Unit 2 Quiz due 6/11 NBCOT practice exam due 6/11 6/9 after Elders class- 1:00pm Meeting about Interview assignment in person	Jacobs Ch. 2
3	Credentialing, SOP, Licensure, and Certification	6/14	Unit 3 Quiz due 6/18	Jacobs Ch. 3
4	Reimbursement and Finance	6/22	Unit 4 Quiz due 6/25	Jacobs Ch. 4
5	Marketing and Promoting	6/29	Unit 5 Quiz due 7/2 NBCOT practice exam due 7/2	Jacobs Ch. 5
6	Documentation and QI	7/7	7/5- HOLIDAY Unit 6 Quiz due 7/9	Jacobs Ch. 6
7	Supervision	7/12	Unit 7 Quiz due 7/16	Jacobs Ch. 7
8	Fieldwork	7/19	Unit 8 Quiz due 7/23 NBCOT practice exam due 7/23	Jacobs Ch. 8

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

9	Communication Skills- Health Literacy	7/26	Unit 9 Quiz due 7/30	Jacobs Ch. 9
10	Ethics	8/2	Unit 10 Quiz due 8/6 Ethics Assignment due 8/6	Jacobs Ch. 10
11	Scholarships and Scholarly Practice	8/9	Unit 11 Quiz due 8/11 NBCOT 200 Question Exam due 8/11	Jacobs Ch. 11

*Schedule is subject to change and students will be notified on D2L/Brightspace as well as in class.*

### Course Grading Information:

NBCOT practice exams (50 questions)-	300 points (100 points each)
Quizzes (11)-	100 points (lowest dropped)
Interview-	200 points
Advocacy Project	200 points
NBCOT 200 Question Final	200 points
	1000 points

The following percentage system for letter grade assignment will be utilized for reporting grades: A=90-100%; B=80-89.99%; C=75-79.99%; D=65-74.99%; F=below 64.99%.

A student must receive a "C" or above for successful completion of an OTA course or science course. Any student receiving a "D" or "F" must withdraw from the OTA program, but may reapply for admission the following year following failure of only one OTA course if there are no documented counseling's due to professional behavior issues (including such items as attendance, generic professional abilities, etc.). Refer to the student handbook.

**Grade Requirements:** A student must have a combined average of 75% on all written exams **and** a minimum of 75% on **each** skills practical in order to receive a passing grade for this course.

- Any student scoring below 75% on a skills practical will be required to re-take that skills practical.
- A maximum of one skills practical across all OTHA courses in a given semester may be repeated one time (one re-take) during the semester for a maximum grade of 75%. (Failure of two skills practical's across all OTHA courses in a given semester will result in the student not being able to progress in the program. Refer to the Student Handbook for details.)

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

- If a student fails a skill practical, policy requires two faculty graders for the re-take of the skills practical. If a student fails a re-take, it will result in failure of the course. Failure of the course will result in dismissal from the program.
- Students who have failed a skills practical are required to complete their re-take **PRIOR** to the next scheduled practical. Failure to do so will be considered a failure of the re-take.
- It is the **STUDENT'S** responsibility to coordinate scheduling of the re-take by meeting with the primary instructor, corresponding among all program instructors for options to request a second grader, and ensuring that the re-take is scheduled in advance of the next skills practical to prevent interference of future performance. Faculty have busy and conflicting schedules. If a student waits until too close to the upcoming skills practical, he/she runs the risk of being unable to get the required two-grader re-take scheduled which will result in failure of the re-take.
- It is the **STUDENT's** responsibility to select another student to be his/her patient for the re-take (due to FERPA laws) and ensure that the selected student is available at the scheduled time of the re-take.

### TESTING PROCEDURES

Respondus Lockdown procedures will be used for all exams. Students must use the video monitor on the electronic device for all exams.

There will be no make-up exams for written exams or skills practical's except with permission from the instructor for excused absences only (i.e., death in family, illness with note from MD, acts of God, etc). *Minor illnesses do not constitute excused absences.* When make-up exams are granted, they will be scheduled at the instructor's convenience. Absence or tardiness for a make-up exam will result in a grade of "zero". In general, work "re-do's" will not be allowed. If, at the discretion of the instructor, a re-do is permitted, a maximum grade of 75% will be given.

### PREPARATION FOR LAB:

All students must be prepared for lab sessions at all times, and appropriate lab clothing must be worn. Students who do not have appropriate lab clothing will be required to wear a hospital gown or other attire provided by the instructor, or that student will not be allowed to participate in lab. Jewelry that may be worn during lab (although it may need to be removed for certain skills/procedures) includes wedding bands/rings, watch, small chain necklace, or small stud earrings (no more than two each ear) worn in the ear. All other jewelry must be removed prior to lab, including nose and tongue studs. Fingernails must be trimmed short and modestly. Good personal hygiene is an expectation both in lab as well as clinical affiliation.

### LAB SKILLS ASSESSMENTS & SKILLS PRACTICALS:

Proof of completion of lab skills assessments, or check offs, of the skills to be tested will be required prior to taking the skills practical. A student must demonstrate proficiency and competency (**safe, effective, reasonable time**) on each skill. Students may not attempt to check

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

off on a skill with the instructor until they have been "checked off" by a fellow student. All skills covered in lab prior to the skills practical must be checked off prior to the lab practical. Otherwise, it will count as a failure and the student will be required to repeat that skills practical for a maximum grade of 75. Only one skills practical can be retaken per semester with the maximum grade of 75. *See grade requirements above.*

### **CRITICAL SAFETY SKILLS:**

Demonstrating mastery of specific *critical safety skills* is necessary in order to pass each skills practical. Competency with *critical safety skills* indicates that a student carries out intervention per the plan of care in a manner that minimizes risks to the patient, self, and others. Failure to demonstrate mastery of any one of these critical safety skills will require the student to re-take the skills practical for a maximum grade of 75. *These skills will be specified on the grade sheet for each skills practical.*

**Discussion Session:** Everyone will be expected to exhibit respectful and attentive behavior during each individual student and team presentation, as well as expected to participate in the question/answer session. Any students exhibiting disruptive or disrespectful behavior will be asked to leave and counted absent for that day. Further disciplinary action will be at the discretion of the instructor.

### **Late Work, Attendance, and Make Up Work Policies:**

**LATE WORK/MAKEUP-** I will not allow late work. The times and dates of assignments are posted in Brightspace. If the assignment is to be submitted, the assignment will close upon the due date/time and late submissions will not be permitted. If you must turn in an assignment late, you must email instructor PRIOR to the due date with reasoning as to the late submission. Late work will not be permitted and will result in a "0" for a grade unless previously discussed with instructor.

#### **ATTENDANCE:**

Attendance is essential for attainment of course objectives and skills competencies. A student who is not present at the scheduled start time of class is considered tardy (this includes start of day as well as return from breaks and return from lunch). A student who misses more than 50% of a class period, whether it is due to late arrival or early departure, will be counted as absent. *Three (3) tardiness will constitute one absence.* At the instructor's discretion, the door may be locked at the beginning of class with the late student being denied entry.

- Two (2) absences: verbal warning
- Three (3) absences: written warning
- Four (4) absences or one no call/no show: program probation
- Five (5) absences or two no call/no show's: *withdrawal from program*

Additionally, the third absence, and each additional absence, will result in a reduction of the final course grade by two points.

*Students must notify the instructor in advance via e-mail or phone message whenever tardiness or*

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

absence is unavoidable. *Failure to notify the instructor will result in program probation.* Make-up work may be required for absences in order to ensure that students acquire information and skills presented during their absence

Students should not schedule travel events during any class day from the first day of the semester to the last day of finals per the college calendar. Students who plan travel and miss course content or exams will receive a grade of 0 unless *prior* written approval is given by the faculty for an excused reason (i.e., death in the family, approved professional conference, etc.). It is the *student's* responsibility to attain the information that is missed due to his/her absence.

### STUDENT RESPONSIBILITIES:

It is the responsibility of the student to come to class having read the assigned material and ready to participate in discussion and activities. This will provide a more positive learning experience for the student. It is also the responsibility of the student to turn in assignments on time.

Assignments are due at the beginning of the class day or as stated in each assignment in D2L. Late assignments will not be accepted unless it is due to a documented excused absence (i.e., death in family, illness with note from MD, acts of God, etc). *Minor illnesses do not constitute excused absences.*

The following are not acceptable forms of assignments:

- assignments in other than "Word" or pdf format
- hard copy of assignments that were to be uploaded
- illegible assignments
- emailed assignments that were to be uploaded
- jpg. or other digital formatting
- assignments sent through text message
- handwritten assignments unless specified as such by the instructor (must be in blue or black ink)
- assignments with unprofessional presentation including being incomplete
- assignments with extensive grammatical errors will not be graded and will receive a "zero"
- assignments that use identifying information of a subject/supervisor/facility (must use initials only) will receive a "zero".

In-class assignments, including but not limited to quizzes, presentations, and lab activities, missed due to an absence, late arrival, or leaving class early will be awarded an automatic "zero" and cannot be made up. Arriving to class after the morning quiz or exam has started will result in an automatic grade of "zero".



# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

### **Student Behavioral Expectations or Conduct Policy:**

#### Generic Abilities & Professional Behaviors:

Students are expected to maintain a professional classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the educational opportunity. Likewise, all communications with the instructor are to be professional (**e-mails that are discourteous, use improper grammar, and/or simulate a text message will not be responded to**).

Students in the Occupational Therapy Assistant program have willingly applied for, and entered into, a professional degree program. Implicit in professional degree programs is the need to develop the student's professional behaviors as well as minimum basic entry level competencies. The tool utilized in the OTA Program is the Generic Abilities assessment tool. Students will be evaluated on a continual basis throughout the program in classroom, lab activities, clinical activities, and interaction between fellow students, faculty, and instructors. If a student is found to be lacking in any area of the generic abilities, the student will be called in by the faculty member who will fill out the form and review any deficiencies.

The faculty member, and if deemed necessary the program director, will then discuss with the student a plan of action to assist the student in development in the areas that have been deemed deficient. Any student who persists with the same deficiencies with no improvement in professional behavior over 3 different episodes may be dismissed from the program based upon lack of progress in professional behavior. It will also be at the faculty member's discretion to take 2 points from the student's final grade for each documented episode related to unprofessional behavior.

Concerns regarding academic and/or clinical advising or instruction should be first addressed to the Faculty Member in question within five (5) working days from the time of occurrence. If the student feels that a problem has not been resolved, then the student should present the issue to the Program Director. If no resolution is reached at this level, in accordance with the McLennan Student Grievance Procedure, the student may discuss the issue with the Dean of Health Professions. If resolution is still not reached, then the Vice President of Instruction is contacted. A formal grievance may be initiated by submitting a request in writing to the President of the College to have the issue considered by a formal grievance committee. This procedure is outlined in the Highlander Guide, available at [www.mclennan.edu](http://www.mclennan.edu).

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

### Attachment #10 Generic Abilities

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at the University of Wisconsin at Madison in 1991-1992. The ten abilities and definitions developed are:

	<i>Generic Ability</i>	<i>Definition</i>
1	Commitment to learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2	Interpersonal skills	The ability to interact effectively with patient, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3	Communication skills	The ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes.
4	Effective use of time and resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
5	Use of constructive feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6	Problem-solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7	Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8	Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
9	Critical thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10	Stress management	The ability to identify sources of stress and to develop effective coping behaviors.

May W, Morgan BJ, Lemke J, Karst G, Stone H. Model for ability based assessment in physical therapy educate; *Journal of Physical Therapy Education* 1995;91:3-6.

### **Technology Devices:**

*Students must have access to electronic devices to participate in this course.*

***Students are not to post any classroom materials on any internet or social media site without the express written consent of the faculty.***

A student who has an unauthorized electronic device activated during an examination period will not be permitted to continue the examination, will be asked to leave the classroom, and will be denied the opportunity to complete or re-take the examination. Due to the circumstance, the instructor may question the validity of any portion of the examination completed prior to the violation and may elect not to grade the examination. In such a situation, the student will not receive credit for the examination and will not be permitted to make up the missed examination.

**Video & Tape Recordings:** Students may only tape record or video class activities and instructors

# HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY

## OTHA 2235 – SUMMER 2021

---

with permission of the instructor and in no circumstance are allowed to post recordings on any internet site or social network site. The recording may only be utilized by the individual. Students who do not remain in compliance with this policy will be written up, put on probation, or potentially dismissed from the program based upon the extent to which the policy has been disregarded.

Beepers, cellular telephones, text, and personal telephone calls. Students are NOT to receive or place telephone calls/beeper calls/texts during class. Beepers, smart watches, and cellular telephones are to be turned off or set to vibrate before entering the classroom and stored in backpack during class. Messages may be left with the Health Professions executive secretary at 299-8568. Messages for a student during an emergency will be delivered immediately. At the discretion of the instructor, students may be asked to leave cell phones and electronic devices in a box during class.

### Additional Items:

- ✓ **Verbal, non-verbal, and written communications** are to be polite and respectful at all times
- ✓ **Food** is not allowed in class
- ✓ **Children** are not allowed in class
- ✓ **Sleeping** is not allowed in class
- ✓ **Drinks** with screw-on lids are permitted if the student leaves the lid in place
- ✓ **Smoking, vaping, using tobacco**, using simulated tobacco or similar products are not allowed in class
- ✓ **Alcohol and drugs are not allowed** in the classroom and students should not attend class under the influence of them nor with the smell of any of them

Any of the above will result in being asked to leave the classroom and receiving an absence for the day at a minimum but could result in being written up, put on probation, or potentially dismissed from the program based upon the extent to which the policy has been disregarded.

[Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

**HEALTHCARE MANAGEMENT IN OCCUPATIONAL THERAPY**  
**OTHA 2235 – SUMMER 2021**

---

# McLennan

C O M M U N I T Y

## COLLEGE

---

## ACADEMIC RESOURCES/POLICIES

### **Student Support/Resources:**

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact a Success Coach by calling (254) 299-8226 or emailing [SuccessCoach@mclennan.edu](mailto:SuccessCoach@mclennan.edu). Students may visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a Success Coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

### **MCC Foundation Emergency Grant Fund:**

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at [https://www.mclennan.edu/foundation/docs/Emergency\\_Grant\\_Application.pdf](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

### **Minimum Technical Skills:**

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

### **Backup Plan for Technology:**

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

### **Minimum System Requirements to Utilize MCC's D2L|Brightspace:**

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

**Email Policy:**

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

**Instructional Uses of Email:**

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

**Email on Mobile Devices:**

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email [Helpdesk@mclennan.edu](mailto:Helpdesk@mclennan.edu) for help.

**Forwarding Emails:**

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

**MCC Academic Integrity Statement:**

Go to [www.mclennan.edu/academic-integrity](http://www.mclennan.edu/academic-integrity) for information about academic integrity, dishonesty, and cheating.

**Accommodations/ADA Statement:**

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit [www.mclennan.edu/disability](http://www.mclennan.edu/disability).

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu)

254-299-8122

Room 319, Student Services Center

**Title IX:**

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at [titleix@mclennan.edu](mailto:titleix@mclennan.edu) or by calling Dr. Drew Canham (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>.

Go to McLennan's Title IX webpage at [www.mclennan.edu/titleix/](http://www.mclennan.edu/titleix/). It contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

**Disclaimer:**

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.