



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

**OCC 5410 Leadership and Management Roles in
Occupational Therapy Practice
2 Semester Hours**

Student Learning Outcomes & Enabling Objectives

1. Examine the varied roles of the occupational therapist and the professional skills needed to effectively fulfill them.
 - a. Compare/contrast the roles/responsibilities an occupational therapist may assume beyond practitioner, including but not limited to:
 - Manager
 - Educator
 - Consultant
 - Entrepreneur

2. Apply principles of management and systems in the provision of occupational therapy services to individuals and organizations in order to promote quality, ethical, and cost-effective care within the dynamic environment of health care.
 - a. Articulate the role that contextual factors have on the management and delivery of OT services.
 - b. Conduct an educational session applying principles of the teaching–learning process (B.5.19) to explain concepts of management, including but not limited to:
 - Dynamical systems theory
 - Strategic planning
 - Financial planning/budgeting
 - Marketing
 - Communication
 - Personnel management
 - Leadership development
 - Organizational change
 - Diversity in the workplace
 - Customer service
 - c. Identify and discuss personal vs. management responsibilities concerning liability issues.
 - d. Develop and conduct a mock interview, performance appraisal, and supervisory session.

3. Compare and contrast federal and state legal processes that impact service delivery, recipients of occupational therapy, and occupational therapy practitioners.
 - a. Outline the federal and state legislative process.
 - b. Present eligibility requirements and coverage details for government-sponsored programs, including but not limited to:

- Medicare
 - Medicaid
 - ADA
 - IDEA
 - No Child Left Behind Act
- c. Outline the major components of the accrediting organizations for healthcare facilities and occupational therapy educational programs.
 - d. Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for research and practice.
4. Articulate the role and responsibility of the practitioner to address changes in service delivery policies, to effect changes in the system, and to identify opportunities in emerging practice areas.
 - a. Create a process to improve the management of an occupational therapy department or program. (Examples: policy for prioritizing workloads, data base for inventory, training session for documentation, guidelines for appeals mechanisms, tracking system for required in-house training, resource guide/guidelines for fieldwork educators).
 5. Advocate within the local community for the unique role of occupational therapy and the use of occupation to support performance, participation, health, and well-being.
 - a. Complete a group advocacy project using one or more of the following strategies:
 - Create a media tool (flyer, poster, brochure, video, etc.).
 - Conduct a fund raising project.
 - Submit an article for publication.
 - Attend a legislative outreach event.
 - And with one or more of the following focuses:
 - Communicating the historical and philosophical base of occupational therapy.
 - Explaining the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.
 - Describing the current social, economic, political, geographic and demographic factors to promote policy development and the provision of occupational therapy services.
 - Promoting participation in AOTA, MiOTA, or other advocacy organizations.
 6. Understand and justify the importance of membership in professional organizations (national, international, state, and local).
 - a. Identify professional organizations related to the field of occupational therapy.
 - b. Explore benefits of membership of one professional organization by reviewing their website or attending a meeting/event.
 - c. Discuss the relationship of the knowledge gained through professional organizations to future practice as an OT.

7. Identify best practice informal and formal ethical resolution systems for personal and organizational issues encountered in occupational therapy practice.
 - a. Compare/contrast the roles and responsibilities of various parties (AOTA, NBCOT, state licensing boards, etc.) in overseeing occupational therapy practice.
 - b. Examine compliance sanctions and their implications on the professional's ability to practice occupational therapy.
 - c. Role play management, practice, and fieldwork ethical scenarios.

 8. Develop comprehensive knowledge of and competency in the collaborative and supervisory relationship between the occupational therapist and the occupational therapy assistant in the delivery of safe and effective occupational therapy services.
 - a. Review key AOTA documents and Michigan practice law related to OT roles and supervision.
 - b. Attend regional OT/OTA Roles conference.
 - c. Participate in intra-disciplinary group case study to identify appropriate goals, therapeutic interventions, role delineation, and supervision schedule, as well as mechanisms for documentation of these plans.
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Required Elements

- RE 1. Students will be required to attend a regional OT/OTA role delineation conference, which may include travel to another local College/University.
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These SLOs are not approved for experiential credit.

Effective: Summer 2018