

SECTION HEADING

OTAC 1110: Foundational Skills for the OTA

Description

Foundational Skills for the OTA explores the entry-level skills needed to be a successful OTA in all settings. Intra- and interprofessional skills, therapeutic use of self, expected roles, student self-analysis, and self-directed learning are key concepts integrated throughout the course. Students begin differentiating the roles of an occupational therapy assistant and an occupational therapist and understand their unique role on the therapy team. Emphasis is placed on evidence-based practice, occupation-based treatment ideas, grading/adapting activities, and treating within current reimbursement systems. Students are introduced to personal and professional responsibilities as an OT practitioner.

Credits

3

Prerequisite

None

Corequisite

None

Topics to be Covered

1. History and background of the OT profession
2. Professional requirements of the OTA
3. Intradisciplinary dynamics
4. Ethics and standards of practice

Learning Outcomes

1. (Introduction to ACOTE Standard B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference)

Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.

2. (Introduction to ACOTE Standard B.2.3. Interaction of Occupation and Activity)

Describe the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.

3. (Introduction to ACOTE Standard B.2.4. Distinct Nature of Occupation)

Define the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.

4. B.2.7. Activity Analysis (Mastery Level)

Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan.

5. B.2.8. Safety of Self and Others (Mastery Level)

Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.

6. (Introduction to ACOTE Standard B.3.8. Grade and Adapt Processes or Environments)

Explain the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, implementing assistive technology or adaptive equipment, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.

7. (Introduction to ACOTE Standard B.4.3. Documentation of Services)

Restate the various reimbursement systems and funding mechanisms (ex federal, state, local, third party, private payer), appeals mechanisms, treatment/diagnosis codes (ex CPT, ICD, DSM codes), and durable medical equipment coding (ex HCPCS), and documentation requirements (ex equipment justifications) that affect consumers and the practice of occupational therapy.

Documentation must effectively communicate the need and rationale for occupational therapy services.

8. B.4.9. Supervision of Personnel (Mastery Level)

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

Credit Details

Lecture: 3

Lab: 0

OJT: 0

MnTC Goal Area(s): None