OCC THER 711: PROFESSIONAL AND LEADERSHIP SKILLS 2: EFFECTIVE INTERPROFESSIONAL RELATIONSHIPS

In Workflow

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New Course Proposal

Date Submitted: Mon, 25 Nov 2019 19:51:19 GMT

Viewing: OCC THER 711 : Professional and Leadership Skills 2: Effective Interprofessional Relationships

Last edit: Mon, 25 Nov 2019 19:51:18 GMT

Changes proposed by: sgartland

Proposal contact information:

Name

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Type of approval

Governance Approval Needed

Is your unit (department/subject listing) submitting more than 5 course proposals at this time?

Yes

Basic Catalog Information

First Available Term

Spring 2021 (1214)

Should this course have the graduate attribute?

Yes

Who is the intended audience?

Graduate or professional students only

Subject

OCC THER - Occupational Ther (Dept-Kines)

Course Number

711

Is this course crosslisted?

No

Course Title

Professional and Leadership Skills 2: Effective Interprofessional Relationships

Transcript Title

Prof and Lead 2: IP Relation

Course Description

Covers respectful and effective communication with all stakeholders for occupational therapy service provision, including clients, caregivers, colleagues, community members and third party payers. Introduces team and group dynamics

Enroll Info (usually None)

None

Requisites

Declared in Entry Level Occupational Therapy Doctorate program

Grading Basis

A/F

Component Type

Lecture section is scheduled

Credits

2

Is this a topics course?

No

Repeatable

No

Rationale for the Course

Why is this course being proposed? In responding to this question, be sure to answer the following: What gap in the curriculum is this course fulfilling? What is the purpose of the course? What degree and/or major requirement(s) will this fulfill?

This course proposal is part of a series of new and pre-existing graduate courses being created for a new named option Entry Level Doctoral Degree in Occupational Therapy (OTD) in the Department of Kinesiology. This course proposal is put forward as companion to the formal degree authorization proposal. The content for this course is designed to meet a portion of the curricular standards put forth by our accrediting agency; the Accreditation Council for Occupational Therapy Education (ACOTE). The purpose of this course is to cover respectful and effective communication with all stakeholders for occupational therapy service provision.

What is the estimated enrollment for the course?

32

How many qualified instructors in the primary unit will be able to teach the course?

6

Address the relationship of the course to other UW-Madison courses, including the duplication of content, both inside and outside the primary unit.

OCC THER 711 Professional and Leadership Skills 2: Effective Interprofessional Relationships does not duplicate current content in the Department of Kinesiology. Any potential content overlap with existing health science programs (eg Athletic Training, Physical Therapy, and Communication Disorders has been reviewed by the respective program directors who have provided support to the new degree program (EL-OTD) and the respective courses making up that program. Each health science program is subject to outside accreditation requirements thus necessitating an independent offering as part of the OTD.

Course Content Information

Course Learning Outcomes

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, 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.	Graduate
2	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	Graduate
3	Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.	Graduate

4	Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches: a) To design activities and clinical training for persons, groups, and populations. b) To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.	Graduate
5	Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population- centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.	Graduate
6	Demonstrate effective intraprofessional OT/OTA collaboration to: a) Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process. b) Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants.	Graduate
7	Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non–occupational therapy personnel. Analyze staff development and professional abilities and competencies of supervised staff as they relate to job responsibilities.	Graduate

Credit hour policy

This course has been designed to meet the credit hour policy.

Please upload a syllabus.

OT 711 Professional and Leadership Skills 2.pdf

Key: 13255

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 711
Professional and Leadership Skills 2: Effective Interprofessional Relationships
Spring 1

2 Credits
Course is 2 credits and requires 90 hours of active learning. In class learning will be 45 hours of lab and instruction and the rest will be outside of class. In this course students will engage in reading, lectures, learning activities, quizzes, written assignments, and asynchronous and synchronous class discussions facilitated by the course instructor.

Canvas Course URL: https://canvas.wisc.edu/courses/xxxxxx?

Meeting Time and Location: TBD

Instructional Mode: Face to face

Course Designations and Attributes
Graduate course for Entry Level OTD degree

Institution Name: University of Wisconsin-Madison

INSTRUCTOR

Instructor Name, Degrees
Position Title
608-xxx-xxxx
email @wisc.edu

Office hours/Chat hours: By Appointment

The course instructor will be available regularly in class and online to check messages and engage in discussions. You may arrange an individual appointment with the course instructor or send questions via email. Email is most effective for questions that are relatively simple (e.g., verifying factual information). If your questions relate to conceptual issues (e.g., explaining course content or assignments), then direct communication is encouraged.

OFFICIAL COURSE DESCRIPTION

Covers respectful and effective communication with all stakeholders for occupational therapy service provision, including clients, caregivers, colleagues, community members and third party payers. Introduces team and group dynamics

Requisites: Declared in Entry Level Occupational Therapy Doctorate Program

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. *Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, 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. (B.4.29)*

2. *Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (B.4.1)*

3. *Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. (B.4.23)*

4. *Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches: a) To design activities and clinical training for persons, groups, and populations. b) To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience (B.4.21)*

5. *Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. (B.4.25)*

6. *Demonstrate effective intraprofessional OT/OTA collaboration to: a) Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process. b) Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants. (B.4.24)*

7. *Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non–occupational therapy personnel. Analyze staff development and professional abilities and competencies of supervised staff as they relate to job responsibilities. (B.5.8)*

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade

Participation	Weekly	10%
Assignment 1	End of Module 1	20%
Assignment 2	End of Module 4	20%
Assignment 3	End of Module 15	30%
Assignment 4	End of Module 16	20%
Total		**100%**

Assignments are organized within 16 modules and each module lasts approximately 1 week.

Participation (Weekly)—

Students will be required to complete weekly learning activities (via Canvas), in addition to participating in all in-class activities. Learning outcomes will include:

Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, 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. (B.4.29)

Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (B.4.1)

Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non–occupational therapy personnel. Analyze staff development and professional abilities and competencies of supervised staff as they relate to job responsibilities. (B.5.8)

Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. (B.4.23)

Assignment One (Designing Patient Education Materials) –

Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. (B.4.23)

Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches: a) To design activities and clinical training for persons, groups, and populations. b) To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience (B.4.21)

Assignment Two (Interprofessional Program Design)–

In small groups, students will design an interprofessional program that is safe, timely, efficient, effective, and equitable, for patient and population health needs. Pt needs, population health needs, and caregiver nees wil be considered

Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. (B.4.25)

Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. (B.4.23)

Assignment Three (COTA/OTR Client Assessment and Treatment Plan)-

Demonstrate effective intraprofessional OT/OTA collaboration to: a) Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process. b) Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants. (B.4.24)

Assignment Four (Personal Growth)–

Each student will create a personal development plan for growth during their time in OT school.

Assignment Submission

Unless otherwise stated, each assignment must be electronically submitted to the course website by 11:59 p.m. on the assigned due date. In order to ensure equitable grade assignment, all assignments must be turned in on the due date. **Assignments turned in late will not receive full credit.** For every day that an assignment is late, 10% of the student's earned points for that assignment will be deducted. **Assignments will NOT be accepted more than one week late.**

Guidelines for Assignment Format

Unless otherwise stated on the assignment guidelines:

1. All assignments should be typed, double-spaced, and use a font size no smaller than 14 characters per inch (e.g. Verdana 10-point font or Times New Roman 12-point font).
2. Use a 1-inch margin on all sides.
3. Insert page number for all assignments that are longer than 1 page.
4. All assignments should be written professionally using full sentences and paragraphs as

appropriate.

5. Except for assignments to be written as occupational therapy documentation or otherwise specified, following the guidelines in the APA manual for writing style, including, but not limited to, headings, number, table format, citations, and reference list.
6. Clear and concise communication is a critical skill for OTs. Adhere to all page and space limits on assignments. Portions of the assignments exceeding page/space limits will not be considered in grading.

GRADING

Course grading is based on the successful completion of all assignments and is broken down according to the following percentages and awarded points.

Final grade assignment will use the following scale:

%	Grade
94-100	**A**
90-93.99	**AB**
84-89.99	**B**
80-83.99	**BC**
70-79.99	**C**
60-69.99	**D**
<60	**F**

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

Required Textbooks

- Braveman, B. (2016). Leading & managing occupational therapy services; An evidence-based approach. Philadelphia, PA: F.A. Davis Company. (ISBN-13: 978-0803643659)

- Taylor, R. (2008). The Intentional Relationship: Occupational Therapy and Use of Self. Philadelphia, PA: F.A. Davis Company. (ISBN-13: 978-0-8036-1365-2)

Recommended Textbook

- N/A

Required Software

- Canvas with BB Collaborate
- Google Docs, Hangouts
- YouTube

- Adobe Acrobat
- Microsoft Word, Excel

OTHER COURSE INFORMATION

- Provide any additional info *(identify honors, field trips, other special attributes or activities)*

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's Rules, Rights and Responsibilities

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." https://diversity.wisc.edu/

COURSE SCHEDULE

Modules: TOPIC Objectives	Readings	Activities
Module 1: REIMBURSEMENT SYSTEMS PUT TITLE FOR MODULE TOPIC HERE • **Discuss how PEO model applies to course content** • **Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer)**	Textbooks: • Braveman, 2016, Ch. 3	• Pre-class matching activity: Primary payment types used in health care reimbursement. (AOTA-Coverage by Payor (https://www.aota.org/Advocacy-Policy/Federal-Reg-Affairs/Pay.aspx) • In-class: Reimbursement Systems • Post-class: Medicare-Purpose and Exploration (CMS.Gov).
Module 2: **COMMUNICATING THE NECESSITY FOR OCCUPATIONAL THERAPY SERVICES** • **Define treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes) and appeals mechanisms** • **Recall coding and documentation requirements that affect consumers and the practice of occupational therapy** • **Demonstrate effective communication highlighting the need and rationale for occupational therapy services**	Textbooks: • Braveman, 2016, pp. 131-153 E-articles (posted in Canvas): • AOTA: Coding and Billing (https://www.aota.org/Advocacy-Policy/Federal-Reg-Affairs/Coding.aspx) • Cohn, E.S. (2019). Asserting Our Competence and Affirming the Value of Occupation With Confidence. *Am J Occup Ther,* 73(6):7306150010p1-7306150010p10. doi: 10.5014/ajot.2019.736002. • Frequently Used 2018 CPT Codes for Occupational Therapy (https://www.aota.org/Advocacy-Policy/Federal-Reg-Affairs/News/2018/Frequently-Used-2018-CPT-Codes-for-Occupational-Therapy.aspx)	• Pre-class: Reimbursement systems quiz • In-class: Treatment/Dx Codes and Documenting Need and Rationale for Service • Post-class: Communicating Our Value and Necessity for Services
Module 3: **THERAPEUTIC USE OF SELF; THERAPEUTIC MODE** • **Summarize therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in individual interaction**	Textbooks: • Taylor, 2008, Ch. 1, 2 E-articles (posted in Canvas): • Taylor R. et al (2009) Therapeutic use of self: a nationwide survey of practitioners' attitudes and experiences. American Journal of Occupational Therapy, 63, 198-206. DOI: 10.5014/ajot.63.2.198 • Burke, J.P (2010) What's going on here? Deconstructing the interactive encounter. American Journal of Occupational Therapy, 64, 855-868. DOI: 10.5014/ajot.2010.64604	• Pre-class: Reimbursement systems quiz • In-class: Intentional Relationship Model-Therapeutic Use of Self, and Interpersonal Characteristics Profile • Post-class: Article Exploration and Therapeutic Style Assessment

• **Recognize therapeutic use of self, as part of the therapeutic process in group interaction**		
Module 4: **THERAPEUTIC MODE AND COMMUNICATION** • **Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.** • **Determine therapeutic mode and personal communication style to achieve therapeutic goals**	Textbooks: • Taylor, 2008, Ch. 3, 4, 8	• Pre-class: What's Your Therapeutic Mode? What are your Interpersonal Traits? • In-class: Therapeutic Modes and Communication Styles • Post-class: Listening to Others/Demonstrating Therapeutic Use of Self
Module 5: **BIAS, PERCEPTION, AND COMMUNICATION** • **Identify how unconscious bias impacts client care and the therapeutic process** • **Explore own biases, and identify plan for continued exploration of unconscious bias to promote optimal client care**	E-articles (posted in Canvas): • NPR-Ted Radio Hour: Bias and Perception Podcast • Joint Commission (2016). Implicit bias in health care. Quick Safety (23). Retrieved: https://www.jointcommission.org/assets/1/23/Quick_Safety_Issue_23_Apr_2016.pdf • Harvard Project Implicit: https://implicit.harvard.edu/implicit/takeatest.html	• Pre-class: Bias and Perception Podcast • In-class: Effective Communication and Discussion of Harvard IAT Test • Post-class: Harvard IAT Test and Reflection
Module 6: **EFFECTIVE COMMUNICATION WITH ALL AUDIENCES** • **Summarize the process of knowing one's audience to maximize patient education and the therapeutic process**	Textbooks: • Taylor, 2008, Ch. 5 E-articles (posted in Canvas): • Kagawa Singer, M., Dressler, W., George, S., Baquet, C. R., Bell, R. A., Burhansstipanov, L., … Williams, D. (2016). Culture: The missing link in health research. *Social Science & Medicine*, *170*, 237–246. https://doi.org/10.1016/j.socscimed.2016.07.015	• Pre-class: Culture and Communication • In-class: Language Interpreters in Healthcare Settings • Post-class: Knowing One's Audience
Module 7: **HEALTH LITERACY** • **Realize the importance of health literacy** • **Recognize the basic tenants of health literacy**	E-articles (posted in Canvas): • Health Literacy Quick Guide: https://health.gov/communication/literacy/quickguide/ • CLAS Standards: https://thinkculturalhealth.hhs.gov/clas	• Pre-class: Health Literacy Exploration • In-class: Introduction to Health Literacy • Post-class: CLAS Standards Exploration

• **Recall how health literacy is carried out in practice settings**		
Module 8: **HEALTH LITERACY: TEACH-BACK** • **Demonstrate an understanding of the teaching–learning process** • **Demonstrate the ability to utilize the principles of the teaching–learning process using educational methods and health literacy education approaches**	E-articles (posted in Canvas): • Badaczewski, A., Bauman, L. J., Blank, A. E., Dreyer, B., Abrams, M. A., Stein, R. E. K., … Sharif, I. (2017). Relationship between Teach-back and patient-centered communication in primary care pediatric encounters. *Patient Education and Counseling*, *100*(7), 1345–1352. https://doi.org/10.1016/j.pec.2017.02.022 • Teach-back Training Toolkit: https://www.teachbacktraining.org/	• Pre-class: Always Use Teach-back Training Video • In-class: Teach-Back Exercise • Post-class: **Assignment One (Designing Patient Education Materials) DUE SUNDAY at 11:59 PM**
Module 9: **HEALTH LITERACY AND FIELDWORK EXPERIENCES** • **Critique health education materials for usability in occupational therapy practice settings**		• Activity: Explore material used for patient communication, and critique for use with target audiences of all backgrounds
Module 10: **Spring Break**		
Module 11: **INTERPROFESSIONAL COMMUNICATION** • **Recall principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care**	Textbooks: • Taylor, 2008, Ch. 15 E-articles (posted in Canvas): • Moyers, P.A. & Metzler, C.A. (2014). Health Policy Perspectives-Interprofessional Collaborative Practice in Care Coordination. American Journal of Occupational Therapy, 68 (5): 500-505. • Perlmutter, M., Tucker, S., Harris, D. & Grice, R. (2017). Identifying communication behaviors that promote interprofessional teamwork among health care profession students. American Journal of Occupational Therapy; 71(4_supplement_1):7111510205p1.doi: 10.5014/ajot.2017.71S1-PO7050.	• Pre-class: Explore National Center for Interprofessional Practice and Education (https://nexusipe.org) • In-class: Principals of Interprofessional Collaboration • Post-class: Reflection-interprofessional activities and competencies
Module 12: **INTERPROFESSIONAL TEAMS** • **Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in**	E-articles (posted in Canvas): • Janson, S. L., Cooke, M., McGrath, K. W., Kroon, L. A., Robinson, S., & Baron, R. B. (2009). Improving Chronic Care of Type 2 Diabetes Using Teams of Interprofessional Learners: *Academic Medicine*, *84*(11), 1540–1548. DOI: 10.1097/ACM.0b013e3181bb2845	• Pre-class: Locate an article that identifies an interprofessional approach • In-class: Interprofessional Collaboration and Conflict Resolution

different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. • **Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.**		• Post-class: **Assignment Two (Interprofessional Program Design)–Due at 11:59 PM Sunday**
Module 13: **SUPERVISION OF OCCUPATIONAL THERAPY AND NON-OCCUPATIONAL THERAPY PERSONNEL** • **Recognize local and national requirements for the supervision of occupational therapy and non-occupational therapy personnel** • **Identify the role of the occupational therapist and occupational therapy assistant in screening and evaluation** • **Analyze supervision of occupational therapy and non-occupational therapy personnel**	Textbooks: • Braveman, 2016, Chapter 18 E-articles (posted in Canvas): • Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services. *Am J Occup Ther*2014;68(Supplement_3):S16-S22. doi: 10.5014/ajot.2014.686S03. • OTA Supervision Requirements by State: https://www.aota.org/~/media/Corporate/Files/Secure/Advocacy/Licensure/StateRegs/Supervision/OTA-Supervision-Requirements-10-2019.pdf	• Pre-class: Review state, national, and CMS guidelines/requirements for supervision • In-class: Supervision of Competencies, and Staff Development • Post-class: Analyze supervision of occupational therapy and non-occupational therapy, in addition to considering staff development (relate to Fieldwork or hands-on experience)
Module 14: **RELATIONSHIPS OF OCCUPATIONAL THERAPY PERSONNEL** • **Discuss staff development and professional abilities in occupational therapy settings, related to Occupational Therapist Supervision**	E-articles (posted in Canvas): • AOTA (2019) Occupational Therapist-Occupational Therapy Assistant Partnerships: Achieving High Ethical Standards in a Challenging Health Care Environment • Dillon, T. H. (2002). Practitioner Perspectives: Effective Intraprofessional Relationships in Occupational Therapy. *Occupational Therapy In Health Care*, *14*(3–4), 1–15. https://doi.org/10.1080/J003v14n03_01	• Pre-class: Intentional Relationship Model (IRM) and OTR/COTA collaboration • In-class: Techniques and Skills of Supervision and Collaboration with Occupational Therapy Assistants • Post-class: Identify techniques and skills of supervision and collaboration with occupational therapy assistants

• **Identify techniques of in skills of supervision and collaboration with Occupational Therapy Assistants**		
Module 15: **COTA/OTR EXPERIENCE** • **Demonstrate effective intraprofessional OT/OTA collaboration to: a) Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process. b) Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants.** • **Demonstrate techniques of in skills of supervision and collaboration with Occupational Therapy Assistants**		• Pre-class: Prepare for COTA/OTR Experience • In-class: COTA/OTR Student Experience at MATC • Post-class: **Assignment Three (COTA/OTR Client Assessment and Treatment Plan)- DUE Sunday at 11:59 PM**
Module 16: **PERSONAL DEVELOPMENT AND GROWTH**	Textbooks: • Taylor, 2008, Ch. 16 E-articles (posted in Canvas): • Hinojosa, J. (2012). Personal Strategic Plan Development: Getting Ready for Changes in our Professional and Personal Lives. *The American Journal of Occupational Therapy*, 66 (3):e34-e38.	• Pre-class: Personal Development Goals • In-class: PEO and Future Development • Post-class: **Assignment Four (Personal Growth) DUE Sunday at 11:59 PM**