

**The University of Texas at Tyler**  
**Master of Occupational Therapy Program**  
**OCTH 5375 –Management and Leadership in Occupational Therapy**  
**Summer 2026**

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**Course Description:** *Critical analysis of trends, practice issues and leadership strategies in occupational therapy practice. Principles of management, current health care policy and federal/state regulations, reimbursement systems. Overview of higher education in the health sciences and responsibilities of the educator fulfilling professional missions of research, teaching and service in occupational therapy practice and education. Focus on Adult Learning Model to create future business owners, healthcare leaders, and/or educators. This course is intentionally a self paced course to help students become future leaders by creating personal timelines and deadlines, self management and organizational skills, and learn a sense of balance and efficiency required for managers and leaders when the workplace does not provide deadlines but expects the leader to intrinsically create a viable foundational work ethic as part of the strategic course design.*

The deadline for all materials to be submitted are typically two weeks before the end of semester. Please check Canvas announcements daily for updates as they may be posted by your Instructor.

Credits: 3

**Required Textbook:** Jacobs, K., & McCormack, G., Eds. (2019). *The occupational therapy manager* (6th Ed.). Bethesda, MD: AOTA Press. ISBN: 9781569003909.

**Resources and Materials Referenced in Course:**

Allan, Scott (2021). *Do the Hard Things First*. Scott Allan Publishing. ISBN: 9781989599839

Clear, James (2018). *Atomic Habits*. Penguin Random House, LLC. ISBN: 978-0-7352-1129-2

Connors, C. (2000). *Emotional Intelligence for the Modern Leader*. Rockridge Press. ISBN:978-1-64611-560-0

Howlett, J. *East Texas Entrepreneurship Center Highlights* University of Texas Tyler Soules College of Business

Murphy, E. C. (1996). *Leadership IQ*. John Wiley & Sons, Inc. ISBN:0-471-19327-5

Ruiz, Don M. (1997). *The Four Agreements*. Amber-Allen Publishing. ISBN: 978-1-878424-31-0

**2023 standards Course Objectives:** Accreditation Council for Occupational Therapy Education. (2023). *2023 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide*.

**Course Objectives:**

1. Develop strategies and identify techniques for effective competency-based legal and ethical supervision and collaboration with occupational therapy assistants and non-occupational therapy personnel. *B 4.19, B 4.24, B 5.8*
2. Identify the impact of factors and policy issues on the delivery of occupational therapy services to promote policy development and social systems as they relate to the practice of occupational therapy. *B 5.1*
3. Demonstrate, evaluate, and plan the consultative process with clients and other professionals. *B 4.19*
4. Identify and evaluate federal and state systems and structure that create laws and regulations, and their implications and effects on occupational therapy practice and the clients we serve. *B 5.4, B 5.5*
5. Discuss the professional responsibility of the occupational therapy practitioner to promote and advocate policy change. *B 5.2*
6. Demonstrate knowledge of various reimbursement systems, funding mechanisms, and appeals process. *B 4.29*
7. Demonstrate the ability to apply principles of the AOTA Code of Ethics and AOTA Standards of Practice to guide ethical decision making in a variety of professional contexts. *B 7.1*
8. Demonstrate the ability to create a business plan for a proposed program with various programmatic components including: needs assessment, marketing, workload, staffing, service delivery, strategic planning, program evaluation, and financial management.  
*B 4.6, B 5.3, B 5.6*
9. Apply foundational knowledge, previous professional experiences and new academic learning to fieldwork and community engagements to meet the needs of clients in various contexts and cultures reflecting ethical practice.
10. Search grant databases, locate potential funding sources, and write a justification for a proposed occupation-based program for an under-served group or population. *B 6.4*
11. Enhance and develop professional oral and written communication skills. *ACOTE Standard B3.2*
12. Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference related to teaching and learning within the context of occupational therapy practice and academic settings. *ACOTE Standard B.2.1*
13. Create and implement a plan to address individualized personal and professional responsibilities that are consistent with current accepted standards and long-term professional goals.  
The plan must address the following:
  - 1) Personal well-being.
  - 2) Alignment with current accepted norms in occupational therapy practice.
  - 3) Advocacy related to clients, occupational therapy, or the role of the occupational therapist or occupational therapy assistant.

4) Long-term career objectives.

5) A strategy to evaluate, refine, and update the plan over time. B.2.9

14. Demonstrate knowledge of the current published American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice 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. B.2.10
15. Demonstrates knowledge of effective leadership styles. Identify personal and professional strengths and areas for growth to become an effective leader. B.2.11
16. Demonstrate the application of principles of instructional design and teaching and learning in content related to occupational therapy which includes at minimum:
  - Development of learning objectives.
  - Design of material.
  - Development of learning assessment.
  - Delivery of professional presentation.
  - Self-reflection of processB.2.12
17. Demonstrate and evaluate the principles of the teaching–learning process using educational methods and health literacy education approaches:
18. 1) To design activities and clinical training for persons, groups, and populations. To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. Demonstrate and evaluate the principles of the teaching–learning process using educational methods and health literacy education approaches: To design activities and clinical training for persons, groups, and populations. To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. B.3.19
19. Demonstrate knowledge of the principles of intraprofessional and 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.3.22
20. Identify, analyze, and evaluate the influence of contextual factors and current federal, state, and local policy issues and structures on the delivery of occupational therapy services for persons, groups, or populations to promote and advocate for policy development and social systems as they relate to the practice of occupational therapy. B.4.1
21. Identify and analyze evolving service delivery models; changing federal, state, and local laws and regulations; and payment reform to advocate for occupational therapy.
22. Articulate the distinct knowledge and skills of occupational therapy practitioners to the community of interest. B.4.2
23. Identify the need for and evaluate ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administrative changes. B.4.8
24. Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy practitioners and non–occupational therapy personnel B.4.9

## Learning Activities Required for Course Credit

Assignments and Quizzes

Project

Exam

## Grading

Assignments & Quizzes	25%
Exams	25%

Projects	50%
TOTAL	100%

## **Specific Content Areas**

### **Grading Policies**

Written assignments are graded on content, style, clarity, conciseness, and comprehensiveness. Written assignments are expected to reflect the guidelines in the Publication Manual of the American Psychology Association (APA) 7<sup>th</sup> edition. Some of the required assignments in this course may be checked for plagiarism using Turnitin or other plagiarism software.

Class preparation: All students are expected to complete assigned readings and review online materials before taking quizzes and/or attending software.

Late assignments: Assignments are due on the date indicated in the syllabus. All assignments must be completed, with or without credit, to receive a grade in the course. Late work is not accepted without prior permission from faculty with supporting documentation.

### **Grading Scale**

A = 90-100% total points

B = 80-89% total points

C = 70-79% total points

D = 60-69% total points

F = less than 60% total points

**Date of Final Exam:** n/a

**Date to withdraw without penalty:** Consult academic calendar

**Attendance Policy:** Since on campus meetings are limited to scheduled weekends, no opportunity exists for makeup work. Laboratory activities cannot be made up, and no points can be given for missed classes. In the event of excused absence, there will be no penalty for the absence, but the student is solely responsible for obtaining information missed.

## **UNIVERSITY POLICIES**

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the rights and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware.

These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid.

### **State-Mandated Course Drop Policy**

1. "Cheating" includes, but is not limited to:

- Copying from another student's test paper,
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
2. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
  3. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
  4. All written work that is submitted will be subject to review by plagiarism software.
  5. UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. AI is not permitted in this program as AI cannot be used on the NBCOT exam.

### UT Tyler Resources for Students

- UT Tyler Writing Center (903-565-5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903-656-5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903-566-7254)

### ACOTE Standards

#### Assessment Measures

1. Assignment
2. Objective Test
3. Essay Test
4. Project

ACOTE Standard 2023		Syllabus Objective Number	Assessment Measure Number
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B 4.1	Identify, analyze, and evaluate 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 to promote policy development and social systems as they relate to the practice of occupational therapy.	2	1, 2, 3, 4
B 4.2	Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs	5	1, 4
B 4.3	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.	6	1, 2, 3, 4
B 4.4	Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning	8	1, 2, 4
B 4.5	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.	4	1, 2, 3, 4
B 4.6	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>- Care coordination, case management, and transition services in traditional and emerging practice environments</li> <li>- The consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.</li> </ul>	1, 3	1, 4
B 4.7	Demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision. Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for evolving service delivery models, professional development, and practice..	8, 10	1, 2, 3, 4