

Meaningful Connections

OT and OTA Inter-relationships

Presented by: Danielle Kissane MsOTR/L, Becky Ross COTA/L,
Sue Sain MsOTR/L, FAOTA, and Jason Gonzalez COTA/L

Objectives

By the end of this workshop, attendees will have gained an understanding of the following:

1. The distinct roles of the OT and OTA
2. Tennessee licensure guidelines and supervisory relationships
3. OT and OTA collaboration to enhance client care
4. Approaches to common problems in supervision and collaboration



Objective 1

The distinct roles of the OT and OTA

The Role of the OTR

According to NBCOT:

- **Evaluates** the client, **Plans** therapeutic interventions, and completes **Discharge** documents

According to the Occupational Therapy Practice Framework 4th edition:

- “Occupational therapists are responsible for all aspects of occupational therapy service delivery and are accountable for the safety and effectiveness of the occupational therapy service delivery process.”

The Role of the COTA

According to NBCOT:

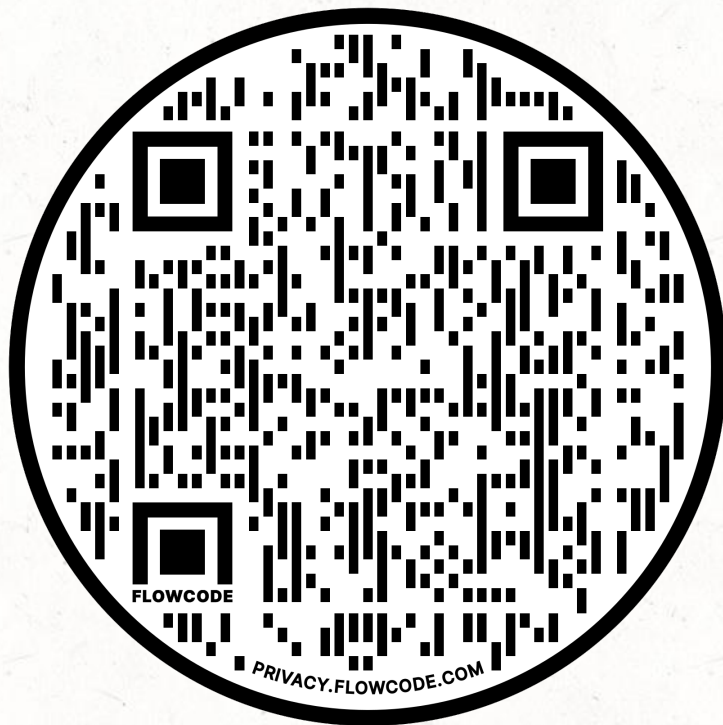
- **Implements** and **documents** the intervention and **provides feedback** to the OTR on clients progress.

According to the Occupational Therapy Practice Framework 4th edition:

- “Occupational therapy assistants deliver occupational therapy services under the supervision of and in partnership with an occupational therapist”

Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services

- Published in AJOT in September of 2020
- Set of guidelines for supervision and roles for occupational therapy practitioners
- Used to assist with creating the Occupational Therapy Practice Framework



FLOWCODE

PRIVACY.FLOWCODE.COM

Roles in the Evaluation and Intervention Planning Process?

OTR

- Initiate and directs evaluation process
- Defines problems needed to be addressed in the evaluation
- Determines goals and priorities
- Determine specific assessments used
- Interprets data gathered and creates intervention plan

COTA

- Implements chosen assessments
- Provides report of assessments, analysis of performance, and client capacities

Roles in the Intervention Implementation and Review

OTR

- Provides treatment based on the intervention plan
- Provides adequate and appropriate supervision of COTA
- Determines need to continue, modify, or discharge services

COTA

- Selects, implements, and modifies interventions
- Documents clients progress and communication
- Gives input about modifications

Roles in the Discharge Process

OTR

- Selects assessments used to determine if client is ready for discharge
- Provides resources to assist with the transition process

COTA

- Provides documentation and communication to the OT related to outcomes
- Provides resources to assist with the transition process

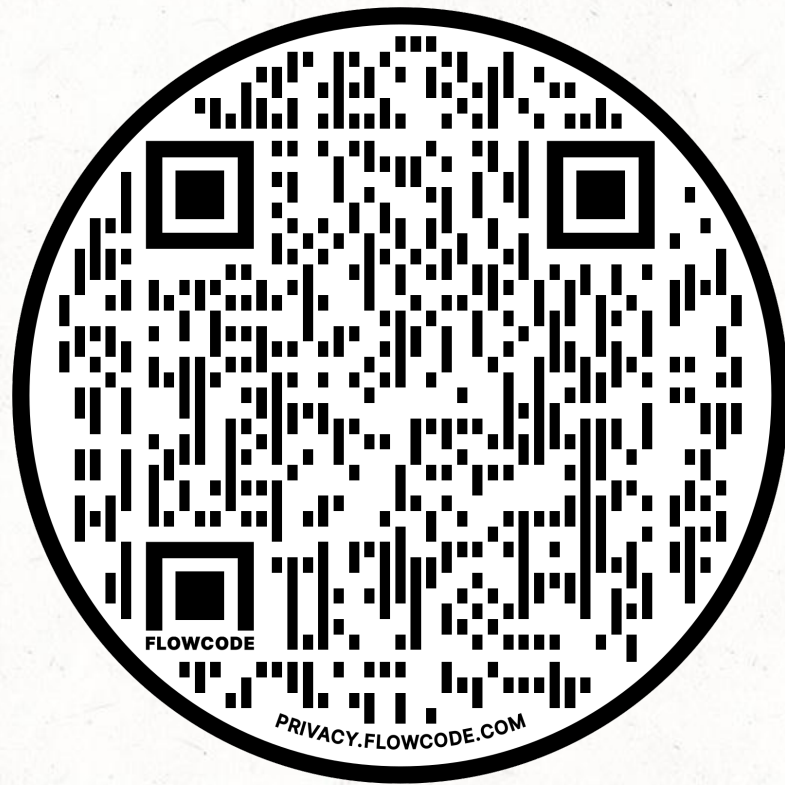
who 's responsible for deciding supervision?

- Equal responsibility for developing collaborative supervision plan
- Both are responsible for realizing and requesting supervision or changes to the supervision plan



Objective2

Tennessee licensure guidelines and supervisory relationships



FLOWCODE

PRIVACY.FLOWCODE.COM

Tenn. Code Ann.: Part 2 Certification of Occupational Therapists and Assistants

63-13-206. Supervision of an occupational therapy assistant by an occupational therapist.

- a) A licensed OTA shall practice under the supervision of an OT who is licensed in Tennessee.
- b) The supervising OT is responsible for all services provided by the OTA, including but not limited to, the formulation and implementation of a plan of occupational therapy services for each client, and has a continuing responsibility to follow the progress of each client and to ensure the effective and appropriate supervision of the OTA according to the needs of the client

Tenn. Code Ann.: Part 2 Certification of Occupational Therapists and Assistants

63-13-206. Supervision of an occupational therapy assistant by an occupational therapist.

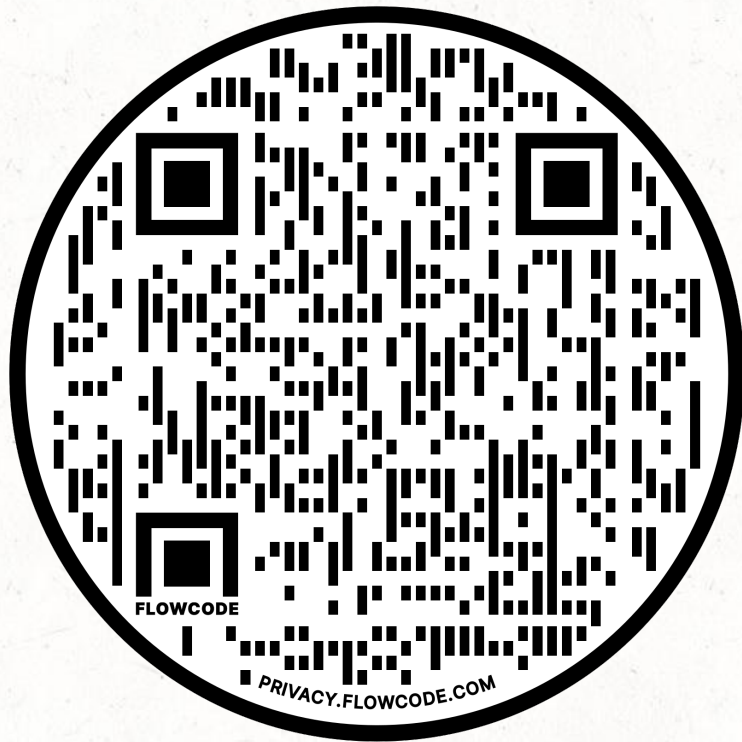
- c) The supervising OT shall assign the OTA only those duties and responsibilities the OTA is qualified to perform.
- d) The **board** shall adopt rules governing the supervision of the OTA by the OT. The rules may address the following
 - Ratio of OTs to OTAs
 - Documentation of supervision
 - Rules

Tenn. Code Ann.: Part 2 Certification of Occupational Therapists and Assistants

Rules recognize that frequency, methods, and content of supervision may vary and are dependent upon the following factors, among others:

- Complexity of client's needs
- Number and diversity of clients
- Skills of the OTA and supervising OT
- Type of practice setting
- Requirements of practice setting

Rules are described in TN Board of Occupational Therapy Chapter 1150-02



Rules of TN Board of Occupational Therapy

Chapter 1150-02

1150-02.10 Supervision

(3) Supervision of OTA with permanent license

- The responsibility of both OT and OTA to seek appropriate quality and frequency of supervision
 - (a) Should exceed direct contact of 1/month **IF** complex client,
 - (b) OTA may contribute information from standardized test procedures
 - (c) OTA can implement and coordinate intervention plan

Rules of TN Board of Occupational Therapy

Chapter 1150-02

1150-02.10 Supervision

(3) Supervision of OTA with permanent license

- (d) OTA can provide direct services
- (e) OTA can adapt activities, media, environment
- (f) Therapy practitioners (OT and OTA) must maintain documentation of each supervisory visit

Rules of TN Board of Occupational Therapy

Chapter 1150-02

1150-02.10 Supervision

(6) Supervision parameters

- (a) Collaborative process
- (b) Interactive, shared responsibility for communication

Rules of TN Board of Occupational Therapy

Chapter 1150-02

1150-02.10 Supervision

(6) Supervision parameters

- (c) Recommended frequency:
 - (1) Entry level - less than 1 year work experience or in new practice environment or developing new skills - close supervision
 - (2) Intermediate level- 1-3 years experience- routine
 - (3) Advanced level- more than 3 years experience - general

Supervision Types

- Continuous
- Close
- Routine
- General
- Minimal

Value of Occupational Therapy Assistant Education to the profession

- Official document of AOTA
- Published in December 2019 and updated in August 2020
- OTA education provides competent skill sets to fulfill various professional roles
 - Direct care provider, educator, manager, leader, advocate for the professions and consumer

ACOTE Standards - B.4.24 Effective Intraprofessional Collaboration

OTR

Demonstrate effective intraprofessional OT/OTA collaboration to:

- ID the role of the OT and OTA in the screening and evaluation process
- Demonstrate and ID techniques in skills of supervision and collaboration with OTAs

COTA

Demonstrate effective intraprofessional OT/OTA collaboration to:

- explain the role of the OTA and OT in the screening and evaluation process.

ACOTE Standards - B.5.8 -Supervision of Personnel

OTR

- 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.

COTA

- Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel



Objective 3

OT and OTA collaboration to enhance client care

What is collaboration

- “to work jointly with others or together especially in an intellectual endeavor.”
- “collaboration means that both practitioners cooperate and develop a synergy so that their combined effect is greater than the sum of their individual effects”

Successful Collaboration Requires

- Good communication skills between both parties and other team members
- Realization of the unique set of skills and expertise that each party brings to the treatment of the client
- That each party know their roles and responsibilities in client care
- Being open-minded and teachable
- Being kind and respectful

Benefits of OTR and COTA Collaboration

- Doubled problem solving ability
 - Clients benefit from having two professionals applying expertise to assist them in meeting their goals and in reaching optimum functional outcomes
- Reduced feelings of isolation
- Stronger sense of empowerment and competency
- Decreased burnout and increased job satisfaction

Supervision Plans

<https://drive.google.com/file/d/1FNT2dwHsXSOzMBTqJI0HcSDnYfYXdN8X/view?usp=sharing>

Supervision Log

*[https://www.tn.gov/content/dam/tn/health/documents/
OT_Supervision_Form_Template.pdf](https://www.tn.gov/content/dam/tn/health/documents/OT_Supervision_Form_Template.pdf)*

Supervision log

<https://drive.google.com/file/d/1Nyc6xuAhePMlxtscxycO-gxzQQSmehtW/view?usp=sharing>

What I want the COTA to know

- The initial evaluation is a snapshot in time, it may not be ALL inclusive
 - Please tell me if you recognize other needs/ deficits
- Always feel comfortable approaching your OT if you need support or guidance with treatment

What I want The OT to know

- The OTA can perform selected assessments
- The OTA can start progress notes, IEP documentation, as well as discharge plans and summaries
- The OTA can do teletherapy
- The OTA can be in a therapy director/manager roles
- The OTA can supervise OT aides/techs
- The OTA can actively participate in client related meetings
- The OTA can gather client information and screen clients who may need an evaluation

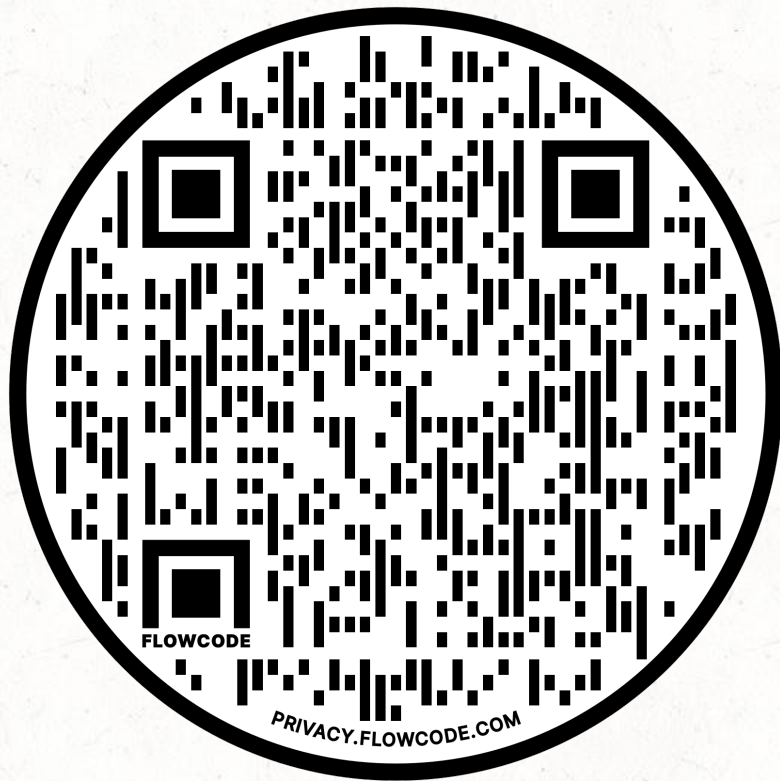


Objective 4

Approaches to common problems in supervision and
collaboration

Using Leadership Theories to Improve Interprofessional Communication and Patient Outcomes

- Written by Sarah Karmali Ms OTR/L
- From SIS Quarterly Practice Connections in 2018
- Using leadership strategies can improve structure, organization, and integration



Path- Goal Theory

Focuses on leadership style:

1. Directive
2. Supportive
3. Participative
4. Achievement oriented

Theory U

Focuses on the leadership process:

1. Co-initiating
2. Co-sensing
3. Co-presencing
4. Co-creating
5. Co-evolving

Informal Leadership in the Clinical Setting: Occupational Therapist Perspectives

Formal leadership:

- Managers, supervisors
- Creates policies

- Organizations are currently looking to decentralize formal leadership

Informal leadership:

- Mentors, coworkers
- Shapes and defines practice
- Inspirational and creative
- Builds strength

Small Groups

Group A

Question:

Who provides supervision to a prn COTA?

What should they do if they feel they have not been provided adequate supervision?

Answer:

Group B

Question:

You are a COTA who has been working at your job for 5 years. Recently The OT you worked with retired and your company hired a new graduate. They have never worked with a COTA and do not understand all the roles and responsibilities a COTA can have. How do you advocate for yourself and educate your new coworker?

Answer:

Group C

Question:

You are an OTR working in an OP clinic. You have one COTA whom you work with and provide supervision for. While completing an observation session, you notice that the COTA is completing an intervention that is contraindicated. How do you approach them about this? If you are a COTA, how would you want to be approached?

What if the roles are reversed?

Answer:

Group D

Question:

You are a COTA working in the school system. You have 3 supervising OTRs due to being in different schools. Each OTR has different expectations. How do you manage constantly changing environments and switching between expectations? How do you ask for support with these changes?

As an OTR how would you give support to the COTA?

Answer:

Group E

Question:

You are a part of an OT- OTA team. Currently, you are unhappy with how things are going, whether it be with communication, morale, or therapy related situations. How do you go about fixing this? What would be healthy or unhealthy ways you can approach the other team members?

Answer:

Q+A



Special Thanks to

Kat Chinander COTA/L, Gwen Foxx MA, COTA/L

References

Accreditation Council for Occupational Therapy Educators. (2018). 2018 ACOTE standards.

Clark Patrick Heard; Informal Leadership in the Clinical Setting:Occupational Therapist Perspectives. *Am J Occup Ther* 2018;72 (4_Supplement_1):7211510179.<https://doi.org/10.5014/ajot.2018.72S1-PO4018>

(2021). *Collaborate*. Merriam- Webster. <https://www.merriam-webster.com/dictionary/collaborate>

Coralie H. Glantz, Nancy Richman; OTR–COTA Collaboration in Home Health: Roles and Supervisory Issues. *Am J Occup Ther* 1997;51(6):446–452.<https://doi.org/10.5014/ajot.51.6.446>

Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services. *Am J Occup Ther* 2020;74 (Supplement_3):7413410020.
<https://doi.org/10.5014/ajot.2020.74S3004>

Karmali, S. (2018). Using leadership theories to improve interprofessional communication and patient outcomes. *SIS Quarterly Practice Connections*, 3(1), 18–20.

NBCOT. (n.d.). Role of the OTR and COTA. NBCOT.

Occupational Therapy Practice Framework: Domain and Process- Fourth Edition. *Am J Occup Ther* 2020;74(Supplement_2):7412410010.<https://doi.org/10.5014/ajot.2020.74S2001>

Role of Occupational Therapy in Primary Care. *Am J Occup Ther* 2020;74 (Supplement_3):7413410040.<https://doi.org/10.5014/ajot.2020.74S3001>

TN Board of Education. (2018, November). *Rules of the Tennessee board of occupational therapy*.

TN Code § 63-13-206 (2019)

Value of Occupational Therapy Assistant Education to the Profession. *Am J Occup Ther* 2019;73(Supplement_2):7312410007.<https://doi.org/10.5014/ajot.2019.73S209>

Additional Resource:

<https://preceptor.ca/> created for students and fieldwork educators, but has great modules on giving and receiving feedback, reflective practice, coaching, dealing with conflict, etc. Free but you need to create a log in