

Bossier Parish Community College
Master Syllabus

Course Prefix and Number: OCTA 208

Credit Hours: 2

Course Title: Clinical Documentation I

Course Prerequisite: Enrollment in the OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Textbooks/ Learning Resources:

Required textbook:

Morreale and Borcharding; The OTA's Guide to Documentation; 4th edition

Supplemental textbook:

Sames; Documenting Occupational Therapy Practice; 3rd edition

Course Description:

This course will provide knowledge of the documentation process for occupational therapy assistants. Topics include clinical reasoning skills, professional behaviors, use of language, ethical and legal considerations, goal writing, SOAP and other methods of documenting, and intervention plans.

Relationship to Curriculum Design:

Clinical documentation I is designed to assist the student in **professional and personal development** by providing knowledge about the scope, theory, and approaches to practice introducing students to OT documentation to ensure accountability of service. Students begin data gathering and the roles of the COTA are examined throughout the OT process with emphasis on documenting **evidence-based** and **occupational-based** activities for intervention in practice. Medical terminology, grammar, and professional language are reviewed and built upon. Students will increase their observational and documentation skills through a variety of instructional methods. Students are instructed in utilizing verbal and non-verbal communication strategies that are sensitive to diversity while interacting with patients, caregivers, coworkers and other medical professionals. Students are guided through assessment and observation experiences which incorporate oral and written communication and **clinical reasoning skills** that increase in complexity. Documentation skills are integrated into each course throughout the program and advance in complexity as the program progresses. Students will learn how to identify and report relevant changes in patients' status including preparation of timely, accurate, and logically sequenced written documentation which will in turn, justify the need for skilled intervention to third party payors and stakeholders. Students will integrate information with demonstration in a case-based learning practicum that encourages the utilization of **occupation-based** driven goals.

Teaching/Learning Method and Instructional Delivery:

Course content will be delivered through on-campus lectures and labs with supplemental coursework through Canvas and fieldtrips.

Instructional methods include power point lectures including voice over presentations, case studies, online discussion board activities and assignments, quizzes, group activities, video analysis, lecture, fieldtrips, skills training and demonstration, and role-play.

Students will demonstrate learning through:

1. Assigned readings
2. Student participation through completion of:
 - a. Pre-class activities and prep work
 - b. Learning through group discussion and class activities
 - c. Independent assignments
 - d. Discussion board activities
 - e. Simucase and Ice Learning Videos with SOAP writing
 - f. Exams

Learning Outcomes:

At the end of this course the student will be able to:

- A. demonstrate the role of the OTA in the documentation process.
- B. *demonstrate written communication competency by preparing thorough, accurate, logical, concise, timely, and legible documentation*

Course Objectives:

To achieve the learning outcomes, the student will:

1. Identify commonly used abbreviations positive and negative buzzwords in documentation. **B**
2. Describe how models and frames of reference are reflected in documentation. **B**
3. Demonstrate proper procedures to protect the rights and confidentiality of clients and patients. **B**
4. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan. **(B.3.6) A**
5. Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. **(B.4.2) A,B**
6. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. **(B.4.4) B**
7. Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes. **(B.4.6) A, B**

9. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances. **(B.4.18) A,B**
10. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist. **(B.4.22) A,B**
11. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy **(B.4.29) A, B**.
12. Documentation must effectively communicate the need and rationale for occupational therapy services.
13. Explain the roles and responsibilities of the OT and OTA for documentation and practice in various practice settings. **A**
14. Discuss the referral and screening process. **A, B**
15. Discuss the role of the OTA in the evaluation, goal writing and intervention process.
16. Complete observation notes in proper SOAP format. **A, B**
17. Describe role delineation for progress reporting, discharge planning, discontinuation, and referral. **A, B**
18. Gather and share data for the purpose of evaluating client(s)' occupational performance in ADL, IADL, health management, rest and sleep, education, work, play, leisure and social participation. **B**
19. Describe the process of writing incident reports, appeal letters, meeting minutes grant writing and policies and procedures. **B**
20. Describe the roles of various other professionals within traditional and non-traditional settings. **A, B**
21. Identify and describe the clinical reasoning process. **A, B**

Topical Outline

- I. Clinical Reasoning
 - A. Process
 - B. Role of the COTA
- II. Use of Language
 - A. Professional Communication
 - B. Buzzwords, jargon, and abbreviations
 - C. The OT Practice Framework
 - D. Impact of Models and Frames of Reference
 - E. General Tips for Good Documentation
- III. Ethical and Legal Considerations
 - A. Confidentiality and Records
 - B. Fraud
 - C. Plagiarism
- IV. Clinical Documentation
 - A. Client Identification: Referral and Screening

- B. Evaluation Reports
 - C. Goal Writing
 - D. Intervention Plans
 - E. SOAP and other methods documenting
 - F. Discontinuation summaries
- V. Activity Analysis
 - a. Ruth
 - b. Lisa
- VI. Avoiding Common Mistakes
 - A. Spelling
 - B. Grammar
 - C. Paraphrasing
- VII. Administrative Documentation
 - A. Incident Reports
 - B. Appeal Letters

Course Grading

The student's grade for this course will be based on:

- Written Exams which comprise 60% of final grade (average of all written exams)
- class Activities, assignments, course notebook, participation, professional behavior and attendance (assessed by rubric) 35% of final grade
- Comprehensive case based learning final which comprises 5% of final grade

Instructional methods include presentation, case studies, small group activities, and video presentation.

Canvas Modules contain:

- Prep Work
- Presentation (power point)
- Presentation supplements (if applicable) such as handouts, videos, or links to information that are part of the presentation – also “testable” material
- Discussion Board assignments and Assignments to be uploaded (if applicable)
- Lecture Activities

Assignments

If an assignment instructs you to submit through MyBPCC Canvas, then you will be expected to submit the assignment through MyBPCC Canvas (don't email assignments to instructor).

Course Requirements: In order to earn a grade of “C” or higher, the student must earn 70% of the total possible points for the courses and achieve all of the course requirements listed below:

- satisfactory completion of all course assignments (minimum score of 75%)

Course Grading Scale:

A- 90% or more of total possible points; and minimum of 75% on program assignments; passing score on Fieldwork Student Evaluation Form

- B- 80-89% or more of total possible points; and minimum of 75% on program assignments; passing score on Fieldwork Student Evaluation Form
- C- 70-79% or more of total possible points; and minimum of 75% on program assignments; passing score on Fieldwork Student Evaluation Form
- D- 60-69% or more of total possible points; and minimum of 75% on program assignments; passing score on Fieldwork Student Evaluation Form
- F - Less than 60% of total possible points; or less than 75% on program assignments; below passing score on Fieldwork Student Evaluation Form

Students must have a “C” or better and a semester GPA average of 2.5 or better to receive credit toward the OTA program requirements and to move to the next level of coursework.

Student Expectations:

- a. Course faculty will determine if class absence is excused. Unexcused absences will result in a zero (0) for the exam, assignment, or class participation due on the date of absence.
- b. **One** tardy will be excused per semester. All other tardies will constitute a decrease of one percentage point each in final grade.
- c. Make-up work or exams for excused absences will be given at the discretion and convenience of the instructor.
- d. Satisfactory completion of ALL assignments is required. Late assignments will receive a 10% deduction per day. Instructor has discretion to give a grade of zero for late assignments and is determined on a case by case basis.
- e. All written work will be typed and produced according to the *APA Publication Manual, 7th edition* unless otherwise indicated in assignment directions.
- f. **Active** participation during class time, community outings, fieldwork experiences, and other professional experiences is mandatory. Passive note taking and silent observation is not considered active participation.
- g. Preparation is required to engage in class activities.
- h. Professional behaviors and development are integral parts of becoming an Occupational Therapy Assistant. Students are expected to accept constructive criticism from faculty and peers and modify behavior accordingly.
- i. Advising appointment requests with faculty must be made in writing.

More detailed information available in the OTA Program Student Handbook.

Professional Behavior:

In addition to requirements related to technical skill development during class/lab and fieldwork practice experiences, the Program additionally expects students to demonstrate affective behaviors consistent with a “professional.” Students are expected to conduct

themselves in a professional manner at all times, including written and verbal communication. The policies and procedures of the Program and of the Fieldwork Facility must be adhered to and additionally the student should conform to the principles outlined in the AOTA Guide for Professional Conduct and the AOTA Code of Ethics.

Netiquette

This term is used to describe accepted, proper behavior on the Internet. Remember the following when communicating online (messages, discussions, etc.):

- A good rule of thumb: If you would not say it to the recipient face-to-face, do not type it and send it electronically.
- Never post profanity, racist, or sexist messages
- Be respectful of fellow students and instructors
- Never insult any person or their message content
- Never plagiarize or publish intellectual property
- Do not use text messaging abbreviations or street slang
- Do not type in all CAPS (this is considered online yelling)

Attendance Policy: The college attendance policy, which is available at <http://catalog.bpcc.edu/content.php?catoid=4&navoid=231&hl=attendance&returnto=search#class-attendance>, allows that “more restrictive attendance requirements may apply to some specialized classes such as laboratory, activity, and clinical courses because of the nature of those courses.” The attendance policy of the OTA program is described in the OTA Program Student Handbook.

Nondiscrimination Statement

Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

COORDINATOR FOR SECTION 504 AND ADA

Angie Cao, Student and Disability Services Specialist

Disability Services, F254, 6220 East Texas Street, Bossier City, LA 71111
318-678-6511

acao@bpcc.edu

Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

Equity/Compliance Coordinator

Teri Bashara, Director of Human Resources

Human Resources Office, A-105

6220 East Texas Street

Bossier City, LA 71111

Phone: 318-678-6056

Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

The syllabus is comprehensive and covers a lot of detail. Read it carefully and ask questions about anything you do not understand. The syllabus is subject to change, but all changes will be announced as far in advance as possible.

Reviewed by M. Allison 5/22