

**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 introduce students to OT documentation to ensure accountability of service. Data gathering and the roles of the COTA are examined throughout the OT process. 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.

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 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.
Documentation must effectively communicate the need and rationale for occupational therapy services. **(B.4.29)A,B**
5. Explain the roles and responsibilities of the OT and OTA for documentation and practice in various practice settings. **A**
6. Discuss the referral and screening process. **A,B**
7. Discuss the role of the OTA in the evaluation, goal writing and intervention process.
8. Complete observation notes in proper SOAP format. **A,B**
9. Describe role delineation for progress reporting, discharge planning, discontinuation, and referral. **A,B**
10. Gather and share data for the purpose of evaluating client(s)' occupational performance in ADL, IADL, education, work, play, leisure and social participation. **B**
11. Describe the process of writing incident reports, appeal letters, meeting minutes grant writing and policies and procedures. **B**
12. Describe the roles of various other professionals within traditional and non-traditional settings. **A,B**
13. Identify and describe the clinical reasoning process. **A,B**
14. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies. **(B.4.26) 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. Avoiding Common Mistakes
 - A. Spelling
 - B. Grammar
 - C. Paraphrasing
- VI. 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)
- Assignments, active participation, professional behavior and attendance which comprise 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.

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%)

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. Professional development is an integral part of becoming an Occupational Therapy Assistant. Students are expected to accept constructive criticism from faculty and peers and modify behavior accordingly.
- h. Advising appointment requests with faculty must be made in writing.

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.

** Lab competencies are scored differently than written exams. All mistakes result in a point deduction for grading purposes. However, failure to demonstrate fundamental competency, safety or professionalism in the execution of the skill as evaluated by the course instructor(s) will result in an immediate failing score. The student will then be required to re-test on the skill preceding fall/spring clinical practice experiences with the specific scheduling and format for such being at the discretion of the primary course instructor but the responsibility of the student. The student will be given up to two additional testing attempts to demonstrate competency. If unable to safely, competently and professionally execute the skill on subsequent attempts, the student will be given a failing grade for the course and will not continue in the clinical program. The remediation scores will not replace the first attempt test score.

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.

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

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Equity/Compliance Coordinator

Teri Bashara, Director of Human Resources

Human Resources Office, A-105

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Phone: 318-678-6056

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

Reviewed by M. Allison 6/20