LBCC Occupational Therapy Assistant Program  
Course Syllabus  
OTA 118 Documentation

Winter Term 2022

**Day/Time:**      Wednesdays, 10:00am - 11:50am

**Location:**          Online (Synchronous)

[Zoom Link for Class](https://linnbenton.zoom.us/j/99914393724)

**CRN:** 32666

**Instructor:**

· Name: Emily Lorang, COTA/L

· Office Hours: Wednesdays, 1:00pm – 3:00pm

· Office Location: HOC 225

· Phone Number: (541) 918-8831

· Virtual Office: [Zoom Link for Virtual Office](https://linnbenton.zoom.us/j/4868233098)

· Email Address: [lorange@linnbenton.edu](mailto:lorange@linnbenton.edu)

**Resource(s):**

· Required:

Morreale, M.J. (2017). *The OTA’s Guide to Documentation: Writing SOAP Notes* (4th ed).

Thorofare, NJ: SLACK Incorporated.

**Course Prerequisite(s):** Admission into OTA Program

**Course Description:** This course provides an introduction to documentation for the occupational therapy assistant. It examines the purposes of documentation, guidelines for documentation, and a variety of documentation types and styles. Students will develop knowledge and skills for reading and writing SOAP notes and narrative notes. Students will incorporate prior knowledge from technical writing and medical terminology courses.

**ACOTE Standards:** This course meets the following 2018 ACOTE standards: B.4.29

**Course Learning Outcomes:**

1. Demonstrate an understanding of general purposes of documentation, including those related to quality of care, financial reimbursement, and legal proceedings
2. Demonstrate an understanding of general guidelines for documentation, including those related to accuracy, clarity, and timeliness
3. Compare and contrast select types and styles of documentation commonly seen in occupational therapy practice settings
4. Use a SOAP note format to write a daily/weekly note for a client in an inpatient or outpatient setting
5. Use a narrative note format to write an observation note for a client in a school or community-based setting.

**Learning Activities:** Completing reading and writing assignments. Listening to lectures. Participating in group discussions and activities.

**Assessment Tasks:** Achieving passing grades on written examinations and on oral and/or written assignments.

**Grading Criteria:**

· Quizzes (4 @ 5% ea.)                20%

· Discussion Boards (2@5%, 1@10%) 20%

· Assignments (5@ 4% each) 20%

· Final Paper 20%

Timed Assessment 20%

**Grading Scale:**

· A = 90% to 100%

· B = 80% to 89%

· C = 75% to 79%

· Fail = < 75%

Class Schedule

\*\*It is *imperative* you complete the reading ahead of time in order to keep pace with the course content\*\*

Schedule is subject to change

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Date | Topic/Reading | Assignment | Assessment |
| 1 | 1/5/22 | Review of syllabus  Documenting the OT Process (Ch 1)  The Health Record (Ch 2) | Assignment #1  **\*due by 10:00 am on 1/12/22** |  |
| 2 | 1/12/22 | Billing and Reimbursement (Ch 3) | Discussion Board #1 (Worth 5%)  **\*Initial post due by 5:00 pm on 1/17/22**  **Replies due by 10:00 am on 1/19/22** |  |
| 3 | 1/19/22 | Using Professional Terminology (Ch 4)  Avoiding Common Documentation Mistakes (Ch 5) | Assignment #2  **\*due by 10:00 am on 1/26/22** | **Quiz 1 (Ch 1-5)**  **opens 1/19/22 at 12:00 pm, closes 1/26/22 at 10:00 am** |
| 4 | 1/26/22 | Writing the “S”- Subjective (Ch 6)  Writing the “O”-Objective (Ch 7) | Assignment #3  **\*due by 11:00am on 2/2/22** |  |
| 5 | 2/2/22 | **MIDTERM WEEK: There will not be an exam but class will be held as usual**  Writing the “A”- Assessment (Ch 9)  Writing the “P”- Plan (Ch 10) |  | **Quiz 2 (Ch 6-10)**  **opens 2/2/22 at 12:00 pm, closes 2/9/22 at 10:00 am** |
| 6 | 2/9/22 | SOAP Review, other note formats, and Practice    Tips for Writing a Better “O” (Ch 8) | Assignment #4  **\*due by 11:00 am on 2/16/22** |  |
| 7 | 2/17/22  *\*Please note this is a Thursday class (held during OTA 116) to accommodate guest speaker* | Documenting Special Situations (Ch 11)  Improving Observation Skills and Refining Your Note (Ch 12)  Intro to Final Paper | Discussion Board #2 (Worth 5%)  **\*Initial post due by 5:00 pm on 2/21/22**  **Replies due by 10:00 am on 2/23/22** | Intro to Final Paper  **\*due by 10:00 am on 3/11/22** |
| 8 | 2/23/22 | Making Good Notes Even Better (Ch 13)  Evaluation and Intervention Planning (Ch 14) | Assignment #5  **\*due by 10:00 am on 3/2/22** | **Quiz 3 (Ch 11-14)opens 2/23/22 at 12:00 pm, closes 3/2/22 at 10:00 am** |
| 9 | 3/2/22 | Goals and Interventions (Ch 15)  Documenting Different Stages of Intervention (Ch 16) | Discussion Board #3 (Worth 10%)  **\*Initial post due by 5:00 pm on 3/7/22**  **Replies due by 10:00 am on 3/9/22** |  |
| 10 | 3/9/22 | Documentation in Different Practice Settings (Ch 17) |  | **Quiz 4 (Ch 15-17) opens 3/9/22 at 12 pm, closes 3/17/22 at 10:00 am**  Final Paper  **\*due by 10:00 am on 3/11/22** |
| 11 | 3/17/22 | **FINALS WEEK** | **Timed Assessment** |  |

**Diversity Statement:**

The LBCC community is enriched by diversity.  Each individual has worth and makes contributions to create that diversity at the college.  Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill.

**Services to Students with Disabilities Statement:**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the [**CFAR Website**](https://www.linnbenton.edu/cfar) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

**Philosophy on Attendance and Participation:**

See Occupational Therapy Assistant Student Manual

**Policy on Late Assignments and Missed Examinations:**

See Occupational Therapy Assistant Student Manual

**Policy on Academic Integrity:**

See Occupational Therapy Assistant Student Manual

**This syllabus is subject to change.**

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**General Course Expectations**

**Course Questions:** General questions pertaining to the course should be posted in ***The Office*** forum in Moodle, in case there are other students with the same question. This allows the instructor to answer the question one time for everyone instead of multiple times. If you have a personal question or one that does not pertain to the course, please contact the instructor via email for the timeliest response as **email is the instructor’s preferred method of communication**. Please allow 24-48 hrs. for the instructor to respond.

**Preparation:** Students are expected to attend class on time and be prepared. Additionally, **all students** are expected to have the required technology in place and in good working order at the beginning of each term, per the OTA bulletin. Frequently tardiness or absence due to chronic technology issues could negatively impact your overall grade in this course.

**Cell phones:** Cell phones must be turned off, silenced or set to “vibrate” during lectures. If there is an emergency and you need to take a call, please excuse yourself from class so as to not distract your classmates.

**Assignments:** All written assignments for this course must be submitted electronically to the corresponding assignment link in Moodle on or before the due date listed for each particular assignment ***unless otherwise noted***. A template has been provided for your convenience, following the format outlined below:

* **All assignments** must have the student’s name, course number and course name, and term in the ***upper left hand corner*** of the document.
* **All assignments**  must be saved and named according to the following example: Lastname\_Firstname\_Nameofassignment\_W21 (i.e. Lorang\_Emily\_Assignment1\_W22)
* The required format for written assignments is MS Word (97 or higher) to enable the instructor to make comments directly into the document. Assignments submitted in all other formats (PDF, Google Docs, JPEG, OpenOffice, RTF, WordPad, Pages, etc.) are unacceptable and will be returned to the student.
* The required font size for all written assignments is 12pt. Arial or Calibri with 1” margins and double-spaced, ***unless otherwise noted***. Assignments that are not correctly formatted will be returned to the student and subject to an automatic grade reduction of 10%. Late assignments will not be accepted per the OTA Student Manual.
* Research papers (if assigned) are to be formatted in accordance with APA guidelines. Students are encouraged to utilize resources such as the Publication Manual of the American Psychological Association, online writing labs or the Learning Center to assist them with these assignments.
* This course uses Turnitin plagiarism checker. Assignments must be submitted to Turnitin prior to submission to the instructor. Turnitin reports must be kept under 15% - it is your responsibility to make adjustments if necessary BEFORE your assignment is due - if the score is too high the paper will be returned for revision and late penalties may apply.

**Quizzes/Exams:** Our goal is to help shape you and prepare you for the profession. While quizzes and exams help prepare you for the knowledge you need, seeking out information and problem-solving help prepare you for the clinical reasoning skills that you need to be successful. One way that I can help you develop these skills is to coach you in the various ways you can learn the information. That is why, before I meet with students regarding individual questions from quizzes or exams, I ask that you employ the following strategies first:

* When reviewing the quiz, note the questions that you answered incorrectly and then see if you can locate the correct answer in the readings
* If you still cannot locate the answer, ask if a classmate would be willing to discuss the question(s) with you

**OR**

* Ask your study group if you can review the quiz together. Have a discussion about how your classmates arrived at the correct answer.

There is incredible richness and value in taking the time to have these conversations to augment your learning. As Instructor, I am not the only source of information. If (after you have gone back through the reading and met with a classmate or your study group) you still cannot find the answer, please contact me to set up an appointment and I will be happy to meet with you. Also, please know that I am human and subject to error. On those occasions that there is a mistake on the quiz or exam, I am committed to make it right so that it is equitable for everyone.

**Zoom Video Conferencing:** Use of the chat window in Zoom is only allowed for recording attendance or reporting a technical issue to the instructor. Students should plan to stay on camera during class, unless otherwise instructed.