

GRADING SCALE

- A = 93 – 100
- B = 85 – 92
- C = 77 – 84
- D = 69 – 76
- F = <69

GRADING:

Lecture:

Quizzes & Examinations:	65%
Assignments:	10%
Comprehensive Final	25%

GRADES WILL BE BASED UPON:

DOCUMENTATION ASSIGNMENTS:

1. SOAP note on Gait Lab Practical(s)
2. Review exercises at end of each chapter in Lukan (5 points each chapter)
3. Paper: compare and contrast PT/PTA documentation responsibilities to include information on the differences in the initial evaluation, interim evaluation, interim progress notes, discharge summary, discharge evaluation. Then relate this to PT/PTA practice act and guidelines.(35 points)
4. Paper assessing progress notes at clinical facility. Recommend review minimum of 2 progress notes. Determine if they meet criteria for documentation. If they do meet criteria provide rationale for your position. If they do not meet criteria provide rationale for your opinion and include your recommendations of what changes need to be made to meet criteria. Include statements on criteria you assessed. (30 points)
5. Various other assignments may also be given as the instructor deems necessary.
6. Opinion paper assessing your ability to work within ethical guidelines as they relate to treating people of different cultures or value systems with respect and working within the parameters of the PTA'S practice act. (15 points)

EXAMINATIONS:

1. Test each week over previous material.
2. Comprehensive Midterm
3. Comprehensive Final
4. SOAP note from Integrative Final Practical will count as part of comprehensive documentation final exam.

DROP DATE: The last day to drop this class with a “W” is November 4, 2005

PTA PROGRAM POLICIES & PROCEDURES

Please see the current Physical Therapist Assistant Program Student Policy & Procedure Manual for the following Policies and Procedures:

- Grading Scale
- Rounding
- Lab Practical Examinations
- Clinical Prerequisite
- Clinical Competency Examination
- Final Examination
- Participation Informed Consent
- Lab Attire
- Make-up Policy
- Quizzes
- Test & Presentation
- Attendance Policies
- Use of Off-Site⁴ Laboratory Facilities
- Open Lab
- Infection Control
- Use of Equipment & Equipment Safety
- Standards of Ethical & Legal Conduct
- Students with Disabilities
- Academic Honesty & Student Conduct

Unless otherwise indicated in this syllabus these policies are in effect for this course as written in the current PTA Program Student Policy & Procedure Manual.

COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

1. Recognize the impact of verbal and non-verbal communication and ability to assess if the patient and/or caregiver, Physical Therapist, and other health care professionals understood instructions and/or communication presented.
2. Discuss the impact of individual and cultural differences on verbal and non-verbal communication and treatment approach with patients, caregivers, Physical Therapist and/or other health care professionals.
3. Demonstrate understanding of the practice act, legal standards and ethics by demonstrating knowledge of the following: guidelines for documentation, phone referrals, informed consent, defining rule of confidentiality, assessing appropriate actions to take if a patient refuses treatment or has a change in functional or cognitive status, differentiating between the legal role of the Physical Therapist and the Physical Therapy Assistant in the initial evaluation, interim notes and discharge summaries, correlating documentation guidelines to the practice act, documenting information in the appropriate section of a SOAP note, listing principles for documenting in a legal record and identifying if legal guidelines were followed, writing notes and discharge summaries that comply with legal guidelines, and identifying the medical record as a legal document.
4. Demonstrate understanding the plan of care developed by the Physical Therapist to achieve short and long term goals by: correlating Physical Therapy goals to the treatment sessions, progressing the treatment outlined in the plan of care within the legal guidelines, performing discharge planning, documenting treatment sessions, comparing a patient's functional ability in a PTA progress note to the initial evaluation and Physical Therapy goals to demonstrate treatment effectiveness, utilizing assessment component of a SOAP note to describe progress or lack of progress toward goals and support information utilizing the subjective and objective data.
5. Utilize visual analog scales or graphs for pain and document information in correct section of a SOAP note, demonstrate knowledge and use of utilizing these questionnaires in Gait Analysis and Training Lab Practicals
6. Demonstrate awareness of a variety of documentation tools to include: SOAP notes, PSP, PSPG PEP, FOR and IEP.
7. Demonstrate ability to document patient information accurately, logically, concisely, legibly and in a timely manner following guidelines required by the state practice act and other regulatory functions.
8. Identify factors affecting discharge, explain criteria used to determine discharge planning patient needs, and the PTA's role in discharge planning to include communication with the Physical Therapist.
9. Recognize and utilize common medical abbreviations.
10. Demonstrate basic knowledge regarding quality improvement/assurance
11. Given a mock patient scenario and incident report form, demonstrate the ability to accurately complete an incident report.
12. Understand criteria for goal writing for writing professional goals for the Professional Development Plan.

MODULE OBJECTIVES:

CHAPTER 1 LUKAN

1. Examine and defend the importance of the medical record as the avenue for communication between the medical team.
2. Identify how the medical record is used as a legal document and legal proof of care provided.
3. Explain the importance of documentation as a means of providing rationale to support medical care provided.
4. Describe and/or identify 3 purposes of the medical record.
5. Examine correlation between documentation and reimbursement.
6. Compare/contrast/differentiate between responsibilities of the PT/PTA for documentation and relate this to the APTA standards of ethical practice and guidelines for PT/PTA's.
7. Assess and explain the impact of direct access on the various roles of the PT/PTA.
8. Compare and explain the importance of documentation as it relates to:
 - a. quality of patient care
 - b. a legal report of patient care
 - c. reimbursement

CHAPTER 2 LUKAN

1. Given data, demonstrate ability to categorize information into 6 content categories i.e. data, problems, treatment plan goals or outcomes, record of administration of treatment plan treatment effectiveness; and identify probable location of information in chart.
2. Explain the correlation between the problem list and the treatment plan
3. Differentiate between evaluation and assessment and its impact on the role of PTA's in delivering patient care and documentation. Relate this to the practice act and ethical guidelines.
4. Define informed consent and identify who is responsible for attaining it
5. Explain the role of PT goals – as they relate to the PTA for planning treatment sessions, progressing treatment outlined in plan and recommending discharge of treatment.
6. Explain the role of PT goals as they relate to documenting treatment sessions in the PTA progress note.
7. Differentiate (compare/contrast) discharge summary and discharge evaluation. Explain PTA's guidelines and boundaries in writing discharge summary and relate to the practice act and ethical guidelines.
8. Differentiate(compare/contrast) PTA progress note and PT interim evaluation note
9. Identify interpret and use common medical abbreviations.
10. Differentiate between impairment, functional limitations and disability utilizing the NAGI model.
11. Differentiate between PT and PTA documentation roles and relate to practice act and standards of practice.

12. Differentiate between PT and PTA code of ethics and standards of ethical conduct.

CHAPTER 3 LUKAN

1. Explain how information from other disciplines may effect your treatment session
2. Compare and contrast SOMR and POMR and assess the advantages/disadvantages of each.
3. Define SOAP, PSP, PSPG, PEP, AND FOR.
4. Provided treatment information, place it in appropriate SOAP categories.
5. Describe the components of an IEP and identify the PTA's role in documentation in a school environment.

CHAPTER 4 LUKAN

1. List the principles for documenting in a legal record and explain the purpose of each guideline.
2. Demonstrate understanding of the principles for documenting in a legal record by:
 - a. reading progress notes and identifying which legal guidelines were not followed
 - b. writing progress notes that comply with the legal guidelines
3. Demonstrate ability to accurately document pain using a pain scale or visual analog scale

CHAPTER 5 LUKAN

1. Differentiate between relevant subjective information and irrelevant subjective information, provide rationale for your choices.
2. Demonstrate ability to effectively use the guidelines for writing subjective data to include: quoting the patient, documenting pain, and reporting information told by a patient.
3. Explain the purpose of documenting pain using a consistent scale.
4. List 2 different types of pain scales.

CHAPTER 6 LUKAN

1. Identify the 5 general topics appropriate for the objective data in the progress note.
2. Recognize and group similar information together in an organized manner when writing a progress note or an observed or performed treatment.
3. Document the treatments effectiveness by relating it to a patients function.
4. Compare patients functional ability in a PTA progress note to IE functional goals to demonstrate treatment effectiveness.
5. List and/or identify the guidelines for:
 - a. documenting measurements and tests performed
 - b. describing a patient's function

- c. describing the treatments provided
- d. PTA's observations

CHAPTER 7 LUKAN

1. Differentiate between the PT/PTA's role in the assessment content of a progress note.
2. Summarize/describe the treatment effectiveness, the patient's progress or lack of progress toward accomplishing the treatment goals, and functional ability in the assessment component of a progress note.
3. Demonstrate ability to write summaries in the assessment component of the PTA progress note which are supported by the subjective and/or objective data.
4. Compare/contrast the treatment plan content in the evaluation with the SOAP plan content in the PTA progress note. Explain rationale for differences.
5. Document evidence of PT/PTA teamwork in the plan component of the PTA progress note.
6. List 3 criteria for writing a goal or outcome.
7. Given a PT goal, assess if criteria was met.
8. Demonstrate ability to write goals that meet criteria.

CHAPTER 8 LUKAN

1. Describe and/or list the requirements for taking a phone referral for PT services.
2. Compare and contrast the documentation requirements for taking a phone referral for PT and a phone call reporting a change in the patient's condition or inability to keep an appointment. Describe the action the PTA should take in each situation.
3. Define the rule of confidentiality and in a flowchart list the steps that must be taken before information can be released.
4. Determine the actions a PTA should take if a patient refuses a treatment.
5. Discuss how insurance companies presently influence the provision of health care services and their impact on the role of the PT/PTA in delivering health care.
6. Given a mock patient scenario and incident report form, the student will demonstrate the ability to accurately complete an incident report.
7. Demonstrate knowledge of what information should be included in the plan section of a SOAP note.
8. Demonstrate ability to document in the plan section of a SOAP note.
9. Demonstrate knowledge of and ability to document when a patient refuses treatment.

DISCHARGE PLANNING:

1. Provide examples of settings patients may be discharged to.
2. Identify factors affecting discharge planning.
3. Explain criteria we use as PT/PTA's to determine discharge needs.
4. Describe patient needs which would be addressed by PT/PTA prior to discharge to prepare patient for discharge.

COMMUNICATION, PATIENT EDUCATION, QUALITY IMPROVEMENT OBJECTIVES:

1. Describe the goal of a therapeutic relationship with a patient.
2. Differentiate between PTA behaviors that interfere or detract from the healing process and behaviors that promote the healing process.
3. Describe 3 educational domains for learning and discuss their impact on the design and implementation of patient education strategies.
4. Describe and/or list areas of patient education PTA's will be involved in.
5. Recognize the primary reason patients do not follow instructions is the health care professional did not utilize adequate verbal communications skills; make recommendations on how to assess if a patient understands instruction provided, and methods to improve patients understanding.
6. Identify the most common mistake in making the treatment regiment and explain ways to avoid.
7. Assess PTA's role of communication in discharge planning as it relates to:
 - a. PT
 - b. Patient
 - c. Documentation
8. Analyze/assess you ability to practice within the code of ethics (specifically not discriminate) and treat patients with respect even if their culture or value system differs from the PTA's.
9. Correlate the role of values on behavior.
10. Assess and explain the importance of considering a patient's culture and values when treating them.
11. Describe techniques to improve motor performance.
12. List 6 steps to small group problem solving.
13. Demonstrate the following: (will be assessed in via PDP in Clinical Experience I)
 - a. effective verbal and written instructions with patients and colleagues
 - b. positive behaviors related to communication for patient education and establishing a relationship with patients
 - c. effective listening skills to obtain pertinent patient information and establish patient rapport
 - d. utilizing 2 techniques to assess effectiveness of teaching skills with mock patient in gait lab practical and in inservice to nursing students
 - e. utilizing a variety of tools/methods for patient education (i.e. verbal & written instruction, demonstration etc)
 - f. Identify and/or develop appropriate strategies to utilize with cognitively impaired patients.
14. Basic understanding of quality improvement/assurance.
15. Analyze/assess you ability to practice within the code of ethics (specifically not discriminate) and treat patients with respect even if their culture or value system differs from the PTA's.
16. Assess and explain the importance of considering a patient's culture and values when treating them.

PROPOSED CLASS SCHEDULE

The instructor reserves the right to make necessary changes in this syllabus as deemed necessary to accomplish the course objectives. It is the responsibility of the student to stay abreast of any changes that are implemented in an effort to improve the quality of the educational experience.

WEEK 1

Reading: Lukan, Chapters 1-3

Assignment: Chapter Review Exercises 1-3; (due 8-31-05)
Professional Development

WEEK 2

Reading: Lukan, Chapters 4-6

Assignment: Chapter Review Exercises 4-6; (due 9-7-05)
Professional Development Goals and Strategies

Examination: Chapters 1-3

WEEK 3

Reading: Lukan, Chapters 7-9

Assignment: Chapter Review Exercises 7-9; (due 9-14-05)

Examination: Chapters 4-6

WEEK 4

Reading: Handouts Communication, Values, Ethics, Learning Domains, Patient Education, Discharge Planning, film and practice scenarios on mock cognitively impaired patients

Assignments: TBA

Examinations: Chapters 7-9

WEEK 5 September 21, 2005

COMPREHENSIVE MIDTERM EXAM CHAPTERS 1-9, Communication, Values, Ethics, Learning Domains, Patient education, Discharge Planning, Communication with cognitively impaired patients

WEEK 8

Mid-term Conference October 13, 2005

WEEK 15

Topic: Discussion regarding communication, ethics, professional behavior, and documentation from clinicals and lab practicals.

WEEK 16

COMPREHENSIVE WRITTEN FINAL December 7, 2005 at 9:30

Conference December 14, 2005 at 1:30

Syllabus Confirmation

I have reviewed the syllabus for the following class with my instructor:

PHTA 2222

Communication and Documentation

I have been given the opportunity to ask questions about the syllabus. I understand that the instructor reserves the right to make necessary changes in this syllabus as deemed necessary and that is my responsibility to stay abreast of any changes that are implemented.

Name

Date