

# Results of the Curricular Mapping Exercise on Client Documentation

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### Objectives

- To identify the strengths and gaps in the OT curriculum with respect to client documentation
- To propose potential solutions to remediate these gaps

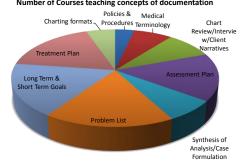
### **Process**

Feedback received from clinicians voicing difficulties observed amongst students in documentation		Mapping circulated to faculty late June 2013		Review of information and analysis with submission to Chair of Curriculum Committee mid-Sept 2014		Documentation Task Force First Meeting April 2015	
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	Discussed at Curriculum Review Day early June 2013		Information collected by end of August 2014		Presentation to OT Faculty February 2015		

Year	Courses	Comments					
U1	OCC1-245	Charting not offered in these courses					
	POTH-250	In retrospect, further					
U2	POTH-455	Medical terms and abbreviations are used and					
POTH-434	POTH-434	455). data on group vs					
	OCC1-545	Content with examples regarding SOAP individual learning					
	OCC1-550	opportunities to write a problem list, sel activities on charting					
	OCC1-546	with one CBA being a SOAP note. (OCC1-5 would have been					
	OCC1-551	Students are given opportunities to write important to include					
	OCC1-547	treatment plans for either CBAs or in clinica					
	OCC1-548						
OCC1-549	Links to charting/SOAP format to be made more explicit to be included						
OCC1- OCC1-	POTH-612	Charting for both individuals and group practiced through gnments while other courses					
	OCC1-618	provide examples.					
	OCC1-620						
		Provide hands-on practice of charting, explanations for assignments that they are based on					
		charting templates to be more explicit					
	OCC1-617	Goal setting practiced and documentation of Oi & OP analysis, assessment and interventions					
	OCC1-622	in case reports.					
	OCC1-623						
	Format of case reports to be changed to be based on charting templates						
Clinical	OCC1-501, 502,	A workshop is given by the OEQ on charting policies and procedures (i.e. keeping charts in a					
Courses 503, 602	503, 602	locked cabinet, signing documents, errors, etc) in the winter term of M1. Students have multiple opportunities during their clinical courses to practice documentation although the					
	method, format and style of documentation is dependent upon the clinical educator and practice setting.						
Electives	POTH-627	Students are expected to write up dysphagia reports through assignments.					
	POTH-634						
	POTH-640	Structure reports more to reflect documentation guidelines.					
	POTH-638						

Concepts of documentation	Policies & Procedures	Medical Terminology	Chart Review and/or Interview /client narratives	Developing an assessment plan	Synthesizing an analysis (case formulation)	Compiling a problem list	Determining long term and short term goals	Developing a treatment plan	Charting formats (i.e. SOAP)
OCC1-245									
POTH-250									
POTH-455		4							
POTH-434									N.
OCC1-545	V	4	4	4	¥	¥	4	٧	- v
OCC1-550									
OCC1-546									×.
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OCC1-547							4	٧	
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POTH-612									
OCC1-618			4	4	4	4	4	٧.	
OCC1-620				4		4	4	٧.	
OCC1-617									
OCC1-622			4		4	V	4	٧.	
OCC1-623				4		4	4	٧	
POTH-627				4		4	4	٧	
POTH-634									
POTH-640									
POTH-638									
OCC1-501, 502,	v	4	4	4		v	4	٧.	7
503, 602									
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#### Number of Courses teaching concepts of documentation



2

R	esi	ш	lts





Concepts related to:

- Development of an assessment plan
- Compilation of a problem list
- Determining long term and short term goals
- Development of a treatment plan
- Make explicit the links between content to application of SOAP format/charting
- More hands-on practice of charting and modelling of a progress note, initial evaluation write-up, discharge summary, etc...
- Application of charting as per provincial guidelines

### **Conclusion & Actions**

- A great deal of content is taught
- Much more practice is needed in the context of charting (i.e. SOAP)

#### Suggestions:

- Provide examples (can be obtained from the clinical community) as a way to model how to document
  - Involve clinicians with past experience of chart audit to participate in CRWs to share experience as to dos and don'ts
  - Include hands-on practice of documentation in courses (i.e. CRWs)

## Ex: OCC1-549: implementation 2015

- Charting examples provided by a clinician for a RA case
- Included completion of the A and P sections of a SOAP note in two CRWs
  - 45 min SOAP note completion + discussion in wrap-up + modelling of instructor note

### **Updates**

- Charting policies and procedures workshop given by OEQ
  - Will not be given this year so far; students will only receive workshop on licensure
  - OEQ is reviewing all charting workshops they are giving to the five university programs
- Documentation Taskforce:
  - Met in April, May, June; focused on goal setting at this time and how it differs in each area of practice

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Overtions and Discussion		
Questions and Discussion		
	10	