## OCC6016 | Healthcare Systems & Professional Documentation

## Summer 2024

## May 7 - August 25 (16 Weeks)

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**Meeting Days:** Tuesday

**Meeting Times:** 12:30PM - 3:00PM

**Meeting Location:** Balboa Campus

**Instructor:** Carolyn Guerra, MBA, COTA/L

**Email:** cguerra@pointloma.edu

**Phone:** 619-818-7279

**Office Hours:** By appointment

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## PLNU Mission Statement

### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## MSOT Program Mission

The mission of the PLNU Occupational Therapy program is to produce competent and professional graduates who provide evidenced-based and occupation focused interventions that serve others as an expression of faith.

## Course Description

This course will explore reimbursement systems, including local, state, and federal governmental agencies and private insurers' influence on payment and access to OT services. Students will gain familiarity with electronic medical record systems and develop skills to document effectively to ensure reimbursement and prevent the needs for engaging in the appeal process.

## Relationship of Course to Curriculum Design

This course is the first in a two-part series on the influence of contextual factors including insurance, billing, and documentation required for OT practice. It is taken concurrently with the following courses: Group Process, Patient Skills Management, Level I Fieldwork-A (Mental Health), Case-Based Learning Seminar-3, and Interprofessional Seminar. This course supports the curricular thread of occupations. The foundational knowledge gained in the course prepares students to succeed in all application OT coursework.

# Program and Course Learning Outcomes

## Program Learning Outcomes

This course contributes to the acquisition of skills and knowledge necessary for achievement of the following program learning outcomes:

PLO # 4: Demonstrate compliance with legal, ethical, and professional standards when interacting with clients, service providers, and/or systems.

PLO # 5: Exhibit the ability to document, manage, and evaluate outcomes of services provided.

## Course Learning Outcomes

Course learning outcomes used are ACOTE Standards and students will be using concepts and skills that will be introduced and/or be expected to master. 4.15, 4.29, 5.1, 5.4

1. Demonstrate knowledge of the use of technology in practice, which must include:  Electronic documentation systems (B.4.15).
2. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, 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).
3. Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy (B.5.1).
4. Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice (B.5.4).

## Required Texts and Recommended Study Resources

Braveman, B. (2022). *Leading and managing occupational therapy services: An evidence-based approach* (3rd ed.). FA Davis. 978-1719640350.

Gateley, C. (2023). *Documentation manual for occupational therapy* (5th ed.). SLACK, Inc. 978-1638220602.

Supplemental readings will be provided in Canvas.

## Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

# Assessment and Grading

### Assessment Methods

Assessment methods include discussion board posts, guided reading worksheets, written assignments, quizzes, midterm and final  examinations.

## Grading

Grading will be based on the PLNU grading scale below. Grades will be rounded down from .1-.4; and rounded up from .5 to .9.

PLNU Grading Scale:

| Letter Grade | GPA | Percent Grade |
|---|---|---|
| A | 4.00 | 93-100 |
| A- | 3.75 | 90-92 |
| B+ | 3.25 | 87-89 |
| B | 3.00 | 83-86 |
| B- | 2.75 | 80-82 |
| *Below* **a B- (80%) in any community seminar, Level I or Level II Fieldwork course will result in a failure of this course, a remediation plan, and the need to join the next cohort of students.** | | |
| C+ | 2.25 | 77-79 |
| C | 2.0 | 73-76 |
| C- | 1.75 | 70-72 |
| *Below* **a C- (70%) is not a passing grade. Students may or may not be placed on academic probation depending on their cumulative GPA, must repeat the failed course within the next cohort of students, and participate in a remediation plan. Students will not be able to take the next class in this series (applied human neuroanatomy).** | | |
| D+ | 1.25 | 67-69 |
| D | 1.0 | 63-66 |
| D- | .75 | 60-62 |
| F | 0 | 0-59 |

## Grade Intervention Procedures

Students scoring below a letter grade of C - (69.45%) in any clinical course (Community-Based Seminar, Level I and Level II Fieldwork)didactic non-clinical course AND any Level II and Level III Clinical Competency will be rated as not showing evidence of necessary competency unsatisfactory. Students may or may not be placed on academic probation depending on their cumulative semester GPA. Students receiving a letter grade below a C- , must repeat the failed unsatisfactory course within the next cohort of students, and participate in a remediation plan*. Students will not be able to take the next class in this series (ANA 6009, Applied Neuroanatomy) upon achieving a course grade of <C-.

Students who receive a course grade of 69.4 or lower AND/OR whose cumulative GPA falls below a 3.0, will be placed on academic probation and must develop a remediation plan*. Refer to the MSOT Student Handbook for more information.

*A remediation plan is a cooperative effort between the student, course instructor, and the faculty advisor to establish specific learning activities and plan to ensure competency and successful progression in the program.

**Course Weighting**

Each category below is weighted as a total percentage of the final grade:

OCC6016 Course Weighting:

| Category | Grade % |
|---|---|
| Assignments | 20% |
| Group Activities | 20% |
| Final Project | 20% |
| Midterm evaluation | 20% |
| Final examination | 20% |
| Total Percentage | 100% |

**Content Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Introduction to Occupational Therapy, all the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly.  If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in understanding the history and theoretical basis of the OT profession, and I will support you throughout your learning in this course.

**Incompletes and Late Assignments**

All assignments are to be submitted/turned in by 11:59 PST on the due date. If you feel you are unable to complete your assignment/quiz/test on-time, please contact Professor Guerra @ cguerra@pointloma.edu.

**PLNU Spiritual Care - Balboa Campus:**

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus we have an onsite chaplain, Rev. Kevin Portillo who is available during class break times across the week. If you have questions, desire to meet with Rev. Portillo or prayer requests you can contact him directly at KevinPortillo@pointloma.edu.

**PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

**PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

**Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

**PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that course and/or if they do not wish to utilize some or all the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

**Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By

working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

**Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](#). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](#) or find a list of campus pastors at [pointloma.edu/title-ix](#).

**PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and plan to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.  Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

**Synchronous Attendance/Participation Definition**

For synchronous courses which have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

**Use of Technology**

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

**Assignments**

For more detailed information about this course's assignments, refer to the weekly [Modules](#).

**Curricular Threads, ACOTE® Standards, Learning Methods, and Assessment of Student Learning**

| Course Objectives Based on Curricular Threads (at the conclusion of this course, students will be able to): | ACOTE Standard<br><br>Measurement of Learning | HOW<br><br>Student Learning Activities | DEMONSTRATE<br><br>Assessment of Student Learning |
|---|---|---|---|
| Demonstrate knowledge of the use of technology in practice, which must include: Electronic documentation systems | B. 4.15 | Use of electronic medical record (Doc-U-Learn) | Quiz<br><br>Midterm and final exam questions. |
| Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, 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 | Readings, lectures | Quiz<br><br>Midterm and final examinations.<br><br>Assignments based on written and video case studies with grading rubrics. |
| Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy. | B.5.1 | Readings, lectures | Assignments based on case studies with grading rubrics.<br><br>Quiz<br><br>Midterm and final examinations. |
| Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice. | B.5.4 | Readings, lectures | Quiz<br><br>Midterm & final examinations<br><br>Assignments based on case studies. |