### Integrated Clinical Education – Planned Learning Experience (PLEX)

<table>
<thead>
<tr>
<th>Plex #: 35</th>
<th>Plex Title: Defensible Documentation</th>
<th>Date created: 8/11/2014</th>
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#### ICE Week/Number
- [ ] ICE I - Week I
- [ ] ICE I - Week 2
- [x] ICE II

#### Continuum of Care
- [ ] IP Acute/ICU
- [ ] IP Rehab
- [ ] Outpatient
- [ ] School
- [ ] Not Setting Specific

#### Patient Management Component
- [ ] Exam/Eval
- [ ] Dx/Prognosis
- [ ] Plan of Care
- [ ] Intervention
- [ ] Outcomes

#### Curricular Thread
- [ ] Quality Improvement and Safety
- [ ] Teamwork and Collaboration

#### Brief Description of the Planned Learning Experience:
Students will review one SOAP note written by a fellow student and critique using defensible documentation guidelines.

#### Objectives
1. Recognize required components for adequate defensible documentation.
2. Demonstrate how documentation is linked to quality of care, reimbursement, legal and ethical issues.

#### Description of Actual Learning Experience
1. Each student will choose a documentation of a patient encounter to review.
2. Notes will be reviewed to determine if defensible documentation guidelines have been observed. For example: limited abbreviations, clear indication of skilled interventions, evidence of medical necessity, etc.
3. Review and discuss each case, including critique of documentation, reasons for using this documentation style, recognizing detail that is/is not required in notes.

#### Anticipated time to complete
1. Choose patient encounter and perform documentation review: 15-30 minutes
2. Discussion of cases with all students and CI: 30-60 minutes.
Total: 45-90 minutes

#### Recommended Preparation or Readings
1. APTA Defensible Documentation references (www.apta.org)
2. Lecture slides from ICE Prep session

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Modified with permission from Duke University DPT