



Documentation

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Good Doc Gives:

- The **person served & team** progress data.
- An **agency** information to prove service quality.
- The **funding sources (IME/MCO's)** claims information.
- The **state and federal auditors** proof rules and regs are followed.



Service Doc Requirements

- Date & Time Service Delivered
- # of Units Provided
- Service Code/Level of Care (ex. Day Hab T2020)
- Staff name, title, & signature
- Place of Service
- Name, Dosage, and Route of meds administered (*EMAR/MAR*).
- Description of the specific component (see lists below)
- Goal, Objective, & Interventions
- Narrative of Intervention & Progress



Service Doc Requirements

Place of Service

- You can reference “home” as the place of service for the person served because the member’s record should have that address clearly identified as home.
- If services are provided in the community and there are more than one of those places, you must reference the address/site specifically.
 - Ex: “Walgreens on 5th street in Decorah” or “We drove to the Dairy Queen on 7th Avenue in Spirit Lake.”



Service Doc Requirements

Incident Reporting

- IAC 77.30(18)
 - Stipulates incidents need to be document in the client's file and maintained in a centralized location.
 - This can be done in a variety of ways, so be sure to follow your organizational policies and practice.
 - Your daily documentation should not read that everything was fine and then there be an incident report.
 - You also do not need to reiterate everything from an incident report within the daily document.



Service Doc Requirements

Incident Reporting

- Doc may read like this as an example:
 - "An incident report was completed as Joe reported he sought emergency mental health treatment last week."
 - "Mae was cleaning up after supper and dropped the milk jug on his foot. Bruising was visible 1 hour after and an incident report was completed."
- Some organizations may have a check-box to incident if an incident report was written during the staff person's shift.



Service Doc Requirements

Transportation

- This should be noted in the narrative and the provider's mileage logs.



Service Doc Requirements

Medical Appointments

- Medical appointments should be noted in the narrative
 - i.e. Mary had a doctor's appointment at 2:00 pm, the taxi picked her up at 1:30 pm and she returned home at 4:00 pm. Doctor prescribed Augmentin 5mg and recommended increasing water intake daily. Follow-up appointment was scheduled in 10 days. Staff took Mary to the pharmacy to fill her prescription.



24-hour Services

For 24-hour care, documentation for every shift of the services provided, including the member's response to the services provided and the person who provided the services (daily SCL, daily Home-Based Habilitation)

- Most daily SCL staffing hours are split into multiple shifts. Each shift must document a service note.
- Absences should be noted in the narrative.
 - Ex. Joe left at 9am to attend church with his neighbor and returned home at 11 am.



Checklist in Documentation

- Checklists may be used, but they can NOT replace service notes.
- Checklists may be used to document the ongoing supports provided during the course of service provision. i.e. personal care supports, range of motion, routine daily tasks

Ex. Provider checklist to note things used in Hab reviews such as Aggression/Psychosis/Assistance w/ ADL's./Sleep pattern



Behavior Tracking Questions

1. Did the individual sleep restfully (night time sleep) during this documentation period?

- ☐ Yes
☐ No
☐ N/A

2. Did the individual sleep excessively (more than an hour or more than their 'normal') during the day

- ☐ Yes
☐ No
☐ N/A

3. Number of times this documentation period the individual performed any acts of physical aggression toward a person or thing.

- ☐ 0
☐ 1-3
☐ 4-6
☐ 7-10
☐ 10+

4. Number of times this documentation period the individual was verbally aggressive towards others.

- ☐ 0
☐ 1-3
☐ 4-6
☐ 7-10
☐ 10+

Domestics

Morning Wake up / Taking my Bedtime

Hygiene/Grooming

Adequate Room Cleanup

Bathroom Chore

Table Etiquette and Handled my Portion Size

Laundry

Time of bed check

Client's Status

Time of bed check:

Client's Status

Time of bed check

Client's Status

Time of bed check

Client's Status

1. Did the parent/guardian/primary caregiver report any illnesses or injuries prior to service provision?

- ☐ Yes
☐ No


2. Did any illness or injury occur during the delivery of Respite service?

- ☐ Yes
☐ No

Service/Waiver Description Components

Iowa Regulations



Home-based Habilitation Home & Comm. Based Hab IA Code: 441-78.27(7)	Supported Comm. Living ID & BI Waiver IA Code: 441-78.41(1) & 441-77.33	Day Habilitation ID & Hab Waiver IA Code: 441-78.27(8)
<ul style="list-style-type: none"> ● Adaptive skill development (\$ mgt, cleaning, safe food handling, beh mgmt, social skills, etc.,) ● Assistance with activities of daily living (bathing/grooming, meal prep, transferring, toileting, memory care, ambulation) ● Community inclusion ● Transportation (except to & from a day program) ● Adult educational supports ● Social & leisure skill development ● Personal care ● Protective oversight & supervision 	<ul style="list-style-type: none"> ● Community Skills Training <ul style="list-style-type: none"> ○ Personal Mgmt Skills (\$, meal prep, community integration, select food at grocery store, etc. ○ Socialization ○ Communication Skills ● Personal & home skills training (self-care, direction, environment) ● Transportation ● Activities of Daily Living (ADL) ● Individual Advocacy ● Physiological Txmt (med mgmt.) ● Psychotherapeutic txmt (assist w/ behaviors, beliefs, emotions, etc) 	<ul style="list-style-type: none"> ● Id'ing members interests, preferences, skills, strengths, and contributions. ● Id conditions and supports necessary for full community inclusion and potential for competitive employment ● Planning and coordinating a daily routine. ● Develop skills of pursuing competitive employment. ● participating in community activities ● Participating in adult learning ● Participating in volunteer opportunities ● Self-Advocacy training ● Assist with Beh Mgmt and self-regulation ● Transportation ● Developing natural supports ● Financial literacy & Benefits Education <div data-bbox="1931 1088 2415 1302">  </div>

CDAC Non-Skilled

IA Code: 441-78.41(8)

- Dressing
- Bathing, shampooing, hygiene, grooming
- Access to/from bed or wheelchair, general mobility
- Toileting
- Meal prep, cooking, asst.w/eating
- Housekeeping, essential shopping
- Medication Support
- Minor wound care
- Transportation to/from work & job-related tasks while on job site.
- Financial Management
- Communication needed for health care, interpreting, reading svcs & asst devices for comm.
- Transportation essential to health

CDAC Skilled

- Tube feeding
- Intravenous Therapy (RN)
- Parenteral Injections >1x/week
- Catheterizations
- Respiratory Care
- Care for bed sores or other ulcerated areas.
- Rehab Services
- Colostomy Care
- Care of uncontrolled medical conditions.
- Postsurgical nursing care
- Medication Monitoring
- Preparing therapeutic diets
- Recording and reporting vitals.



Individual Support Employment (ISE)

- Benefit Education
- Career Exploration (tours, interviews, job shadow)
- Employment Assessment
- Assistive Tech. Assessment or implementation
- Trial Work Experience
- Employment Planning
- Development of Resumes
- Engagement of natural supports
- Job-Seeking skills training and support
- Outreach to prospective employers on behalf of the person
- Job Analysis
- Arranging for or providing Transportation
- Career Advancement Services
- Re-employment services
- Other services deemed necessary to enable the member to get work.
- Initial on the job training to stability work.

Group Supported Employment (GSE)

(2-8 people enclaves)

- Benefit Education
- Employment Assessment
- Employment Planning
- Job Placement
- On the job training and instruction.
- Job Coaching
- Job Analysis
- Transportation planning and training
- Career Advancement Services
- Other services deemed necessary to enable the member to integrate in to the individual or community setting.
- Transportation during service hours

Documentation needs to include...



1. Intervention/Action of Staff

- What did you, as the staff do throughout your shift to help the person work on the identified objective?
 - Use the Teaching Procedures in the plan to help you tell the story.
 - Your job is to engage and interact in a way that supports a person in achieving something. So how did you do that?
 - Your notes need to point out ACTION not just OBSERVATION.
 - For HAB funded clients-is the element of Mental Health support noted?

- Acknowledged attempts to...
- Actively listened to ct as...
- Addressed ct's concerns
- Addressed worries/fears
- Aided in developing insight...
- Affirmed
- Asked about
- Assessed risk
- Assessed for
- Assigned task
- Assisted ct in/with
- Attempted to generalize
- Built rapport by
- Built trust through
- Challenged beliefs/thoughts
- Clarified/sought clarification
- Commended
- Connect comments about
- Confronted
- Contracted for
- Cued
- De-escalated
- Developed a contingency plan
- Developed behavioral program
- Developed positive affirmations
- Discussed
- Directed/redirected
- Educated
- Elicited
- Encouraged
- Encouraged verbalization

- Engaged ct in play
- Empathically responded
- Established boundaries
- Established connections between
- Examined benefits/consequences
- Explained
- Explored
- Explored self-defeating life patterns and beliefs
- Explored options
- Evaluated
- Facilitated
- Focused on
- Gave feedback
- Guided
- Helped ct develop
- Helped ct to express anger constructively
- Helped ct redefine
- Highlighted consequences
- Identified
- Identified themes
- Identified triggers
- Increased awareness
- Inquired about
- Informed
- Interpreted
- Investigated
- Led ct in practicing
- Listed ct's
- Modeled
- Monitored
- Praised
- Normalized ct's feelings

- Processed
- Problem solved
- Provided feedback
- Provided a corrective social experience
- Provided ct with unconditional positive regard
- Questioned
- Reassured
- Redefined
- Reflected
- Refocused
- Reframed
- Reinforced
- Responded to
- Restated
- Reviewed
- Reviewed limits
- Recommended
- Role played
- Set limits
- Summarized
- Supported
- Taught coping skills
- Used directive comments to
- Utilized imagery/visualization
- Utilized assertiveness training
- Utilized relaxation training
- Utilized humor
- Utilized empathetic understanding
- Utilized silence
- Validated ct's point
- Verbalized
- Worked on behavioral program

2. Person's Response

How did the individual responded to your intervention?

- What did they say (if significant)?
- What did they do?

NOTE: This does not have to be a complete narration of every move, every event, or every word said.

Write about what response was given as it relates to the objective being worked on.

3. Progress:

- Narrates what happened b/c of your intervention and the individuals action steps.
- Relate this to the objective.

Ex.

- Did the person learn something?
- Did the person demonstrate something?
- Did the person not get it despite repeated attempts?
- Did the staff have to model the skill & have the member repeat the steps, etc.?



Documentation Narratives should...

1. Reflect a reasonable amount of information to support the time being billed.

Daily Services: If doc. time is the shift time, it is best practice to write the actual time you are working on a specific skill w/in the note.

Ex. Doc time is noted as 8a-2pm (shift time), but gave meds at 10am..then you may write in narrative specific time goal worked on-10:00am-10:15 am

2. Document the support provided throughout service time being doc'd. (can be done under different goals/objectives)



3. Talk about what is relevant information to the objective.

More words do not always mean better notes.

1.	Staff	(verb)-what did you do/action you took.	(skill Choices) · Adaptive living skill · Community Inclusion & Transportation, · Leisure & Social · Activities of Daily Living (ADL) · Personal Care	by	(action steps)
2.	Client	responded	to this skill teaching	by	(reason or explanation)
3.	Client	(Did or did not make)	progress on the above objective (____ obj.)	b/c or by	(reason or explanation)
1	Staff	modeled	a social skill	by	engaging Sally in a conversation around her weekend outing with her family.
2	Sally	responded	to this teaching skill	by	Openly sharing about a funny experience she had in a restaurant when her dad misunderstand what the waitress asked him.
3	Sally	Made	Progress on the above objective	by	Being willing share her feelings when asked and being open to communicate to others and not withdraw from social interactions.

Examples:

Staff aided Johnny with his medication management skills by administering medications. Johnny made progress towards this goal by taking his medications with one reminder from staff.

Staff assisted John today in learning and implementing healthy eating choices. Staff did this by encouraging John to eat something other than crackers and peanuts for lunch. John told staff that he didn't know what else to have and that he was trying to be healthy. Staff provided education on how peanuts could be a healthy snack option but not a full balanced meal. Staff and John talked through what he had available that could be a better choice. John eventually chose to have a peanut butter and jelly sandwich with a glass of milk. Staff praised Johnny for making healthy choices for himself. Johnny thanked staff. Progress was made today through John eating a more well rounded meal than he initially was going to eat.



Weak note:

Staff supported John with ADL's of daily chores. John did his daily chore after one prompt.

Better Note:

Staff supported John w/ improving his adaptive skill of following a routine to improve wellness by discussed the benefits of having a chore list to track what needs to be done. Staff reviewed w/ John the fact that healthy routines and clean living spaces are keys to overall health and wellness. John responded to staff's cues by completing his laundry task for the day and organizing his desk. Praise and encouragement were given by staff to reinforce his positive choices.



Weak note: I picked up Sam from his house and took him to his job at Hy Vee foods. While there, Sam stacked the shelves as expected and completed his tasks as he should throughout the day. Progress made: yes (Issue: Weather reporting only, does say what staff did other than transport. Limit note on progress. If this was a Job Coaching note...there was not documented "coaching")

Stronger Note: Staff supported Sam in his work goal by providing transportation to Hy Vee foods on 10th Street in Waterloo. While doing this Staff reviewed with Sam the work expectations and provided encouraging words that reinforced Sam's work skills. Sam's progress on restocking shelves was monitored by this staff throughout this doc time. Sam was showing progress today by stocking the shelves with only minimal supports from this staff. Staff ensured that Sam was able to transition to other job tasks without getting off track and over-socializing with customers by coaching Sam on the expectation of staying focused as soon as staff recognized Sam starting this behavior. This intervention occurred 3 times today. Staff reminded Sam how to engage customers such as by saying Hello or Thanks for shopping at Sunshine. Staff modeled these types of interactions for Sam 4 times today. Staff explained to Sam during this shift how important his role is to the store and that he was doing a really good job today staying focused. Sam smiled and responded "thank you". Progress was made as Sam completed all of his daily works tasks. (Strengths: Notes how staff supported Sam along w/ Sam's response and progress.)



Weak note: Jo came to My Day Group today and greeted staff in a friendly way. The group did various activities that included 2 science experiments. Jo did participate as expected, Staff told her good job. Jo said "thanks." Jo ate lunch at group and talked to her friend. At the end of the group time staff told Jo she worked on her goals throughout the day and had a good day. (Issue: Mostly weather reporting and from observation perspective not from intervention perspective. What did staff do?)

Stronger Note: Jo arrived at the community location 1234 Spencer, Iowa at 10am. Staff supported Jo with her communication skills by role modeling an appropriate morning greeting, which Jo returned. Throughout the day staff continued role modeling communication skills by initiating conversation with Jo as they reviewed current news, weather, calendar events, and a daily bread devotional. Staff also reviewed Jo's Day Hab goal with her. Jo was able to state that her goal was participation. During morning activities, staff supported Jo with her penmanship skills by giving Jo the opportunity to write in her notebook and giving feedback on ideas of things to write such as her name, the date, and the address where she lives. Jo followed through and worked on her penmanship throughout this time. Staff then supported Jo with participating in a science experiment. Jo sat with staff and peers while making cloud dough. She assisted in mixing ingredients together. During the lunch hour, staff encouraged Jo to work on her social skills by sitting with peers and interacting. Jo did successfully engaged in conversation with her peers while eating her lunch. In the afternoon, Jo participated in another science experiment by going outside and watching as staff placed Mentos in Diet Coke. After, Jo participated with her peers in making and eating s'mores, all the while engaging in conversation. Jo then worked on her penmanship skills again by writing a letter to a pen-pal. Jo demonstrated positive interactions throughout her day. At the end of the day, staff reviewed Jo's goal of participation with her and commended her for participating in all of the day's activities, she met her daily objective. Jo then gathered her things and left the building at 2:30pm.



Documentation needs to be:

- Finalized/Signed **AFTER** the service is provided
- Individualized & unique. Don't cut & paste.
- Respectful/Professional
- Best Practice: Completed w/in 24 hours of providing the service
- Written in a way that allows data to be easily gathered.
- Succinct, yet comprehensive
- Written Objectively instead of Subjectively
 - *Sally was moody today (Sub); Sally smiled very little today and ignored staff's attempts to engage socially (obj).*
- Easier to read if written in order of events
- Avoid pronoun confusion and poor grammar

Punctuation Matters!

Apostrophes matter: Eat your dinner! Eat. You're dinner!

Commas matter:

- Let's eat Grandma!
- Let's eat, Grandma!
- I find inspiration in cooking my family and my dog.
- I find inspiration in cooking, my family, and my dog.
- Sally loves her parents, Kermit the Frog and Tom Brady
- Sally loves her parents, Kermit the Frog, and Tom Brady

Periods matter:

- Thank you! Your donation just helped someone. Get a job.



The point: Do a quick re-read to ensure nothing silly is showing up

Every Agency is Different

- Each agency has its own style-
 - Factors impacting differences may include:
 - EHR
 - Agency policy
 - Supervisor's preference,
 - Past auditor's opinions.
 - Staff's writing skills
 - Trainings attended
 - Different doesn't =wrong! As long as...
 - All the basic pieces are present
 - What service was provided?
 - When and where was it provided?
 - Who Provided it?
 - What did staff do?
 - How did the client respond?
 - What progress was made or not made?



Last bits of wisdom:

- Documentation may be one of the least liked things about your job, but it's vital to the person served, the agency, and the payers.
- Ask questions if things don't make sense.
- Be empowered to talk w/ the person making the plans so they can be written in a way that is easier to doc against.
- Keep the doc'd information relevant to the goal, objective, and interventions.
- Be respectful in what you write.
- Write the note so that someone not present is clear on what happened that day:
 - what did you as staff do,
 - what did the person do,
 - what progress was made.
- Think of the notes as your time to brag about how great a job you did, reporting to all that read it how you intervened, worked with, assisted, identified, supported, and modeled for the people we serve.

Thank you.