**Course Form**

Use Form A to add a new course, to delete, or change an existing course(s). To request modify General Education designations (including writing courses) also use the General Education Form.

If you have several courses with the same change & justification complete one form. List all the courses on section I, and the current catalog language & proposed changes on section IV.1-2.

### I. Summary of Proposed Changes

<table>
<thead>
<tr>
<th>Dept / Program</th>
<th>College of Health Professions &amp; Biomedical Sciences/ School of Physical Therapy</th>
<th>Course # (e.g. GEOG U 315)</th>
<th>AHHS 591</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Implementing Value Based System Change in Rehabilitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Title (max. 26 characters incl. spaces)</td>
<td>Value Based Rehab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarize the change(s) proposed</td>
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<td></td>
</tr>
</tbody>
</table>

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requestor: Reed Humphrey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone: 243-4341</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Chair/Director: Ryan Mizner</td>
<td></td>
<td></td>
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<tr>
<td>Other affected programs: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean: Reed Humphrey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III: To Add a New Course

Syllabus and assessment information is required (paste syllabus into section V of the document or attach and send a digital copy).

**Exact entry** to appear in the next catalog (Specify course abbreviation, level, number, title, credits, repeatability (if applicable), frequency of offering, prerequisites, and a brief description.)

AHHS 591 Implementing Value Based System Change in Rehabilitation (1 credit) Offered in autumn, spring, summer. Prereq. Enrolled in the Rehabilitation Business Administration Certificate. Enhance the learner’s appreciation of the management, data, and system skills needed to successfully innovate and implement necessary value based practice changes to compete in the changing rehabilitation healthcare landscape.

Graduate increment (if applicable) Reference guidelines: [http://www2.umt.edu/facultysenate/Grad/UG.htm](http://www2.umt.edu/facultysenate/Grad/UG.htm)

<table>
<thead>
<tr>
<th>Semester and year offered</th>
<th>Autumn, Spring, Summer starting Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justification ↓</td>
<td></td>
</tr>
</tbody>
</table>

School of Physical Therapy/College of Health Professions and Biomedical Sciences is initiating a Certificate in Allied Health Administration curriculum and this is a course for that curriculum.

### Curricular adjustments

### IV. To Delete or Change an Existing Course – check X all that apply

<table>
<thead>
<tr>
<th>Deletion</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number Change</td>
<td>From: Level U, UG, G To:</td>
</tr>
<tr>
<td>Description Change</td>
<td>Repeatability</td>
</tr>
<tr>
<td>Change in Credits</td>
<td>Cross Listing (primary program initiates form)</td>
</tr>
</tbody>
</table>

### Prerequisites

1. Current course information at it appears in catalog (http://www.umt.edu/catalog) ↓
2. Full and exact entry (as proposed) ↓
3. If cross-listed course: secondary program & course number
4. Graduate increment if level of course is changed Have you reviewed the graduate increment
to UG. Reference guidelines at:
http://www.umt.edu/facultysenate/Grad/UG.htm
(syllabus required in section V)

5. Other programs affected by the change
6. Justification for proposed change

V. Syllabus/Assessment Information
Required for new courses and course change from U to UG. Paste syllabus in field below or attach and send digital copy with form.

AHHS 591
Implementing Value Based System Change in Rehabilitation

I. BROAD PURPOSE OF COURSE

This course module provides the physical therapist clinical learner with a foundational appreciation of business case development, clinical informatics and healthcare policy required for the successful leadership of physical therapy innovation. It describes the conceptual shift needed for the profession of Physical Therapy (PT) in order to remain at the leading edge of our data driven health care environment and the need to meet the Institute for Health Improvement’s (IHI) “Triple Aim”.

The current health care environment is changing at a rapid pace and healthcare providers are under tremendous pressure to cut costs, improve outcomes and communicate and coordinate better with other professionals. Physical Therapists are not immune from this pressure and need to find ways to demonstrate the value that they bring to patients and to the healthcare system. In this module you will learn: 1) the foundational elements of innovation and business case justification, 2) foundational clinical informatics concepts increasingly required for successful leadership of PT innovation within our data driven health care environment 3) how physical therapy practices have leveraged the ability to collect and aggregate data to change system processes and 4) understand the catalysts behind the rapid change in healthcare and to highlight what we can expect with new payment models and how the focus will be from individual health to population health. Furthermore, through real PT case exemplars this module will demonstrate PT health care context, informatics, analytics; data and information concepts used to drive value based care models and business case justification.

II. COURSE OBJECTIVES

Upon successful completion of this course, the student will:

- Recognize the basic process to successfully proposing innovative ideas resulting in positive change.
- Appraise tools and given examples to successfully build a case for innovation and positive change.
- Compile common pitfalls that lead to proposals being denied.
- Summarize how the ability to collect, aggregate and display data is instrumental in driving system change.
- Recognize the importance of using standardized measures to minimize operational and clinical variability in a physical therapy practice.
- Defend and differentiate evolving collaborative care models.
• Summarize how clinical informatics is needed to achieve Institute for Healthcare Improvement’s (IHI) “Triple Aim” as it relates to leadership in physical therapy
• Differentiate internal and external knowledge used in the information cycle via the EMR
• Describe how select data points can be used by a clinical practice to improve clinical decision making, quality improvement (QI) or translation of evidence initiatives
• Compare the utility of analytics visualization for leadership of a learning organization dedicated to clinical care innovation
• Compare key considerations for making a data system work
• Appraise physical therapy exemplars for use of informatics to lead successful change
• Summarize the physical therapist’s role and responsibilities associated with future care delivery models.
• Integrate the principles of population health and value into practice and innovative new business models.
• Critique the importance of coordination of care and inter-disciplinary collaboration (at top of license)
• Analyze the current remuneration model for out-patient PT, the limitations of this model and evolving pay for performance models.

III. TEACHING METHODS

Students will receive a take the course on-line with slides and voice over by the instructor similar to a lecture presentation. Readings are required and connection to the web allows for students to access relevant abstracts/articles, clinical Guidelines, and other materials. Within the on-line course there will be relevant spreadsheets or other pertinent documents. A “discussion board” and email will allow student and faculty interaction.

IV. ASSESSMENT

A multiple choice exam worth 100% of your grade. The items are based lecture material given in the course. The student will complete this assignment which will be on the website by one week prior to the end of the semester. It is expected that the student will COMPLETE THE ASSIGNMENT INDIVIDUALLY (see UM School of Physical Therapy Honor Pledge). The student needs to complete the exam in the allotted time (4 hours) and may use any electronic or published resources needed.

GRADING

It is expected that the student will COMPLETE THE ASSIGNMENTS INDIVIDUALLY (see UM School of Physical Therapy Honor Pledge). The student needs to complete the exam in the allotted time (5 hours) and may use any electronic or published resources needed.

GRADING SCALE

A    = 90 and above
B+   = 87-89
B    = 83-86
B-   = 80-82
C+   = 77-79
C    = 73-76

The grading criteria will follow the policy of the School of Physical Therapy and Rehabilitation
Science (see student handbook) with a passing grade being a “C” and a 73 percent. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. Any evidence of cheating or plagiarism will result in failure of the course. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page1321.
For information on plagiarism please visit this link:
http://www.calstatela.edu-centers/write_cn/plagiarism.htm

V. CLASS SCHEDULE

Distance education therefore no regular meeting times. Lecture outline is as follows:

A. COURSE OVERVIEW

B. THE COURSE:

Module 1: Creating Innovation and Positive Change

   Segment I: Innovation and Change Fundamentals
   Segment II: Establish Credibility
   Segment III: Assess the environment
   Segment IV: Identify and prioritize ideas/needs
   Segment V: Analyze the issue and demonstrate need
   Segment VI: Communication and follow-up
   Segment VII: Implement and re-evaluate

Module 2: Using Data to Implement System Change and Demonstrate Value

   Segment I: Introduction
   Segment II: What does “Value” in a Physical Therapy Practice Really Mean
   Segment III: What Data is Important to Collect and Why
   Segment IV: Systematic Utilization of Patient Reported Outcomes
   Segment V: Using data to Drive Departmental Operations

Module 3: Clinical Informatics for Successful PT Leadership

   Segment I: Context of Clinical Informatics in the PT health care environment
   Segment II: PT Leadership in the use of data for innovation
Segment III: Fundamentals of Informatics in the EHR

Segment IV: Analytics at the leading edge of clinical innovation

Segment V: Exemplar 1: Informatics to support value via the LBP CPG

Segment VI: Exemplar 2: Making systems work for acute care therapy utilization

Segment VII: Conclusion

Module 4: Innovation in the face of Health Care Reform, Policy and Payment

Segment I: Introduction

Segment II: The impact of payment policy and collaborative care models on PT

Segment III: Opportunities, challenges, and threats

Segment IV: Rapid Change in healthcare

Segment V: Individual to Population Health

VI. REQUIRED TEXTS


Lord RK, Mayhew CR, Korupolu R, Mantheiy EC, Friedman MA, Palmer JB, Needham DM.
VII. SUGGESTED READINGS


Delivering the Physical Therapy Value Proposition: A Call to Action. Dianne Jewell, Justin Moore, and Marc S. Goldstein PHYS THER 2013; 93:104-114


**AUDIOVISUAL MATERIALS**

Streamed on-line so courses do have the capability to be viewed on either a Mac or PC. Either platform must have Abode Flash Player installed. Visit Adobe’s website for this free download.

Each system should be running an Intel dual core processor containing at least 2 GHz (or equivalent AMD processor). Along with the processors, computers should have:
- At least 1 GB of RAM
- A DVD-ROM drive to view the lectures (should you purchase a DVD copy)
- Microsoft Office Suite (Word, Powerpoint, and Excel)
- Latest internet browser (Chrome, Internet Explorer, etc)

The courses do run on mobile devices as long as the mobile device support flash. Additional web browsers may be needed for iPads or Android devices.

**VI Department Summary** (Required if several forms are submitted) In a separate document list course number, title, and proposed change for all proposals.

**VII Copies and Electronic Submission.** After approval, submit original, one copy, summary of proposals and electronic file to the Faculty Senate Office, UH 221, camie.foos@mso.umt.edu.