

New Course Proposal

Subject Occupational Ther (Dept-Kines) (695)

Status Under Review by Subject Owner

Proposer Ruth Benedict

Basic Information

What is the primary divisional affiliation of this course?

Interdivisional

Course Title

Using Information to Optimize Practice

Transcript Title (limit 30 characters)

Info to Optimize Practice

Three-digit course number

872

Is this an honors course?

No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

No

Will this course be crosslisted?

No

Note the crosslisted subjects

Is this a topics course?

No

Can students enroll in this course more than once for credit?

No

If yes, please justify

Typically Offered

Spring

Catalog Information

Minimum credits

3

Maximum credits

3

Grading System

A-F

Course Description (will be published in Course Guide)

An introduction to application of informatics in practice including appropriate design, data management procedures and statistical analysis tools. Students will pursue a practice-relevant question which can be answered using available data.

Does the course have prerequisites or other requirements?

Yes

List the prerequisites and other requirements for the course

Graduate or professional standing

Indicate the component(s) that comprise the course. Check all that apply

Discussion

Lecture

Administrative Information

Chief Academic Officer

Ruth Benedict

Designee of chief academic officer for approval authority

Zoe Elizabeth Hurley

If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?

No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Spring 2017-2018

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

The proposed course will be a required course for the Doctor of Occupational Therapy (OTD) program, a clinical doctorate which will prepare graduates for advanced level practice. The OTD will complement current departmental degrees; the MS in Occupational Therapy (MS-OT) and the PhD in Kinesiology-Occupational Science track. The former prepares students to become professional entry-level occupational therapists while the latter trains students in advanced scientific methodology and prepares them for careers as researchers and scholars. The OTD will fill a niche in between the current two programs as a degree for students seeking advanced leadership and practical training. Pending seat availability, students in the MS-OT and PhD programs will have the option of enrolling in this course as an elective.

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

Required course for OTD

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Course Content

Describe the course content

Controlled and systematic collection of data for the purpose of applied inquiry can promote the prevention, diagnosis, and effective treatment of conditions encountered in occupational therapy practice. The field of informatics, with its focus on the acquisition, storage, retrieval, and use of information to guide solutions to practice-based problems and decision-making is the foundation of this course. Students will apply available information systems to generate and analyze data for the purpose of improving practice, promoting public health initiatives and service outcomes. They will learn the key principles, methods and processes for generating, storing and retrieving relevant practice information. The benefits and risks associated with information storage and use will be discussed including the ethical issues surrounding personal data storage, electronic access to public and protected information and the laws and policies governing the compilation and use of health and education records. Students will build skills in developing practice-relevant questions which can be answered using available data sources. An introduction to appropriate design, data management procedures and statistical analysis tools will be applied to a project using information available in the practice setting.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

This course builds on the fundamental occupational therapy knowledge learned in an entry-level MS-OT program regarding the research process and the collection of administrative, client care and outcome data to ensure quality services. In this advanced course, students will learn how to apply information gathered through administrative processes, client records, and direct measurement to enhance procedures, protocols, programs, and outcomes of care. There are other UW-Madison courses focusing on use of informatics in practice relevant other disciplines, however, these courses: 1) are not specific to occupational therapy practice settings; 2) do not meet the OTD student needs with regard to curriculum sequence (spring) or delivery format (online).

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

List the instructor name and title (list multiple if applicable)

Kristen Pickett, PhD, Assistant Professor

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

OTD 872 - Using Information to Optimize Practice.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

The mission of the OTD Program is to expand occupational therapists' knowledge and skills of the health and education delivery systems, the policies influencing transformation of care in these environments and to provide the tools needed to be visionary leaders in inter-professional contexts. In this course students will build competencies in accessing information systems and analyzing data for the purpose of promoting structural, process and outcome improvements in service delivery. They will also continue to build skills in synthesis, application and leadership in the practice environment.

Provide an estimate of the expected enrollment

15-20

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

In this online course, students will engage directly with content prepared by the course instructor and peers through web-based lecture content, biweekly asynchronous online group discussions and periodic synchronous web-based seminars for 6-8 hours per 2 week module. As practicing professionals, the enrolled students will also engage in independent, directed learning activities such as literature review, discussion, self-reflection on learning, peer review, and inter-professional interaction. These learning activities will require an additional 12-13 hours per module. Completion of course requirements is expected to involve a total of 18-20 hours per module for 8 modules (Approximately 144 hours total).

If this is a variable credit course, provide rationale

Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)

Designations

Should this course have the graduate course attribute?

No

If yes, this course:

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

No

Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?



UNIVERSITY OF WISCONSIN
Department of Kinesiology
Occupational Therapy Doctorate Program

Occ Ther 872
Using Information to Optimize Practice
Spring Semester 2018
3 Credits

I. Course Instructor

Kristen Pickett, PhD
Assistant Professor
3176 Medical Science Center
Madison, WI 53706
608-890-2103
kristen.pickett@wisc.edu

Office Hours (All times CST):

Tuesday: 9:30 a.m. – 11 a.m.
9:00 p.m. – 10:00 p.m.

Wednesday: noon – 1:30 p.m.

or

By email appointment

The course instructor will be available online during regularly scheduled office hours during which you may use the instant messaging/chat feature to communicate. If you are not able to meet during scheduled office hours, you may arrange an individual appointment or send questions via email.

II. COURSE DESCRIPTION & Objectives

Course Description

Research in the practice arena presents opportunities and challenges for practitioners. Controlled and systematic collection of data for the purpose of applied inquiry can promote the prevention, diagnosis, and effective treatment of conditions encountered in occupational therapy practice. Specifically, the field of informatics, which involves the acquisition, storage, retrieval, and use of information to guide problem solving and decision-making, can be a powerful source for practice-based research. It incorporates the design and optimization of information systems to generate data, which can be used to improve practice, public health initiatives and research. More specifically, informatics applies health care, education or other systematically collected data to practice to enhance identification, referral, interventions or program planning. In this course, students will learn the key principles, methods and processes

for generating, storing and retrieving relevant practice information at both the individual and population level. The benefits and issues associated with the electronic storage of information will be discussed. Students will also explore the ethical issues surrounding electronic records, the role of standards in the development and use of systems, and the laws and policies governing the compilation and use of personal data. The course will present strategies and methods for generating, accessing and analyzing data from public and proprietary electronic sources. Students will build skills in developing practice-relevant questions which can be answered using available data. An introduction to appropriate designs, data management procedures and statistical analysis tools will provide the foundation for completing a project using information available in the practice setting.

OTD Graduate Learning Outcomes

This course is designed to address the following OTD Program learning goals:

1. Formulate systems to gather, analyze and interpret data from a practice setting.
2. Translate evidence into best practice for the continued development of the profession.
3. Empirically monitor client progress and treatment efficacy in practice.
4. Identify and apply appropriate tools for measuring practice outcomes at the individual and systems level.

Course Objectives

Upon course completion, the student will be able to:

1. Discuss the discipline of informatics, its history, application in health, education and community environments, and emerging trends.
2. Identify various information systems, technologies and applications utilized in the context of occupational therapy practice.
3. Analyze administrative and clinical issues that can be addressed via informatics.
4. Communicate the value of administrative, clinical, and decision-support technologies in improving organizational performance.
5. Articulate the strengths, challenges, purpose and impact of informatics on practice.
6. Debate the advantages and disadvantages of electronic data collection for clients, populations and providers, including ethical considerations.
7. Discuss the factors influencing adoption and use of various information systems and technologies in occupational therapy and inter-professional practice settings.
8. Identify information that can be used to support Evidence Based Practice and discuss the advantages and disadvantages of relying on secondary data.
9. Apply knowledge of informatics, data management and analysis to answering a practice-related question.

III. PREREQUISITE KNOWLEDGE

Academic Knowledge

Degree in Occupational Therapy, Master's degree in OT or equivalent per Admissions requirements

Minimum Technical Skills

1. Using Canvas at the UW-Madison
2. Using email with attachments
3. Creating and submitting files in commonly used word processing program formats; Copying and pasting content; Using review and tracking features to edit and comment within documents
5. Downloading and installing software
6. Using spreadsheet programs

IV. COURSE OPERATION

Class Meeting & Format

This class will use online lectures, videos, interactive discussions, readings, 2 scheduled 1-on-1 video meetings and assignments to accomplish course objectives. One ongoing Padlet board titled, "Questions, Clarification & Expansion" and one discussion board titled, "Help Me If You Can", will be regularly monitored by the course instructor with responses to questions regarding course content, structure or process addressed within 48 hours. In addition, the instructor will post discussion topics for each module of the course and monitor the student interactions, providing input when appropriate. The instructor will arrange for four synchronous discussions and presentations by students or guest lecturers and will serve as facilitator of these sessions. As noted above, the instructor will maintain e-office hours and communicate with students through the Announcements feature in Canvas and individual or classlist email. See course schedule for detail.

Students are expected to have completed all assigned materials in advance of the relevant class session. If an extenuating circumstance arises and you are unable to attend a scheduled synchronous lecture, discussion or activity, inform the course instructor in advance so that adjustments to the planned activity structure can be made.

V. COURSE POLICIES

Academic Honesty and Integrity

Unless clearly indicated by the instructor in writing, all assignments and quizzes should be completed independently. You are required to adhere to all University, School of Education, Department of Kinesiology and OT Program standards regarding academic integrity. If you are not familiar with these standards, you are responsible for accessing, reading and understanding them.

University academic standards are outlined in Chapter 14 of the Wisconsin Administrative Code (UWS 14). Further information detailing University policies and procedures related to these standards is available at the Dean of Students Office, 75 Bascom Hall. Online documents include:

Student Code of Conduct

(<http://www.wisc.edu/students/saja/misconduct/misconduct.html>),

Academic Misconduct

(http://www.wisc.edu/students/saja/misconduct/academic_misconduct.html), and

Student Academic Misconduct Policy & Procedures

(<http://www.wisc.edu/students/pdf/UWS-14%20Policy%20&%20Procedures.pdf>).

OT Program standards are defined in *OT Student Handbook*

(http://kinesiology.education.wisc.edu/docs/ot-documents/otd_student_handbook_revdt_2016_10_24_webpost_2016_11_04f0c4bf37c0a569e0ad6dff0000cdac6d.pdf?sfvrsn=0)

As members of a scholarly community dedicated to healthy intellectual development, students and faculty are expected to share responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise.

The following are examples of violations of standards for academic honesty and are subject to sanction: Using resources beyond those specified by the instructor during exams; submitting collaborative work as one's own; falsifying records, achievements, field or laboratory data, or other course work; stealing examinations or course materials; submitting work previously submitted in another course, unless specifically approved by the present instructor; falsifying documents or signing an instructor's or administrator's name to any document or form; plagiarism, or aiding in any of the above actions.

Quoting and Paraphrasing

To assist you in making certain that work you submit includes proper recognition of sources that you have used, a helpful resource is *Quoting and Paraphrasing Sources* from the UW

Writing Center's *Writer's Handbook*

(<http://www.wisc.edu/writing/Handbook/QuotingSources.html>). It clarifies standards for using references.

Collaboration and Sharing Course Material

Group study and discussion can substantially enhance student learning and the subject matter covered in this course frequently lends itself well to such group consideration. You are permitted – in fact, you are encouraged – to discuss course material with your classmates, your practice colleagues and others. However, with the exception of lecture notes or when specifically noted by the course instructor, you are not permitted to share materials related to course assignments, background questions, papers, or exams. This includes all draft and all finished work that you produce, in written and/or electronic form. In addition, you are not allowed to post any course material, including but not limited to power points, online discussions, assignments (guides or actual assignments) or readings on ANY internet or public location. If you have any questions regarding this policy in general or how it applies to a specific situation, you are responsible for asking the course instructor for clarification before you collaborate or share any material related to class.

Academic Dishonesty

Academic Dishonesty during any component of the course may result in a course letter grade of F, and/or other disciplinary action as determined by the course coordinators. All violations of Academic Standards will be vigorously pursued since violation of the Academic Standards indicates serious character flaws incompatible with professional education.

Assignment Submission

All assignments should be completed by the assigned due date and time as well as submitted according to instructions in the assignment guidelines. Points will be deducted for late assignments. Reading assigned material prior to class lectures or discussions is essential to understanding course concepts and demonstrating acquired knowledge during assignments.

Class Decorum

Behavior that is appropriate in a health professional program is the same as behavior that is appropriate in professional practice: respectful, attentive, and well-mannered. Passive incivilities (e.g., lateness, inattention), disruptions (e.g., cell phone use, conversations during class), and overt incivilities (e.g., vulgarity, insulting comments, physical threats) all indicate disrespect. Such unprofessional behavior – whether directed toward class colleagues or course staff – is not acceptable and will be dealt with as necessary.

Course Communication

Email and news or information postings on the course webpage will be the primary means for

communication. It is imperative that you check these sources regularly. Faculty will respond to student emails as quickly as possible and generally within 24 hours. Emails received on the weekend, may not be responded to until the following Monday. Communications regarding any changes in course assignments, grading, or scheduling may be done during synchronous class discussion and will be provided in written form as well.

Accommodation for Full Inclusion

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Disability Resource Center (702 W. Johnson Street, Suite 2104, Madison, WI 53715; web site-<http://www.mcburney.wisc.edu/>; phone-608-263-2741; tty-263-6393; fax-265-2998; email-FrontDesk@mcb.wisc.edu) to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (UW-Madison Committee on Access and Accommodation in Instruction).

Rescheduling Course Activities Due To Student Absence

No exam, exercise or assignment will be rescheduled, except under extenuating circumstances. If extenuating circumstances occur (e.g., documented illness, hospitalization, official school business, death in family), the course instructor might elect to reschedule an assignment, exercise, or exam for the affected student. Rescheduling will be considered only if you have notified the course instructor prior to the relevant due date. At a minimum, you (or a friend, roommate, family member, etc.) must email the course instructor regarding the situation. No rescheduled activity or due date will be rescheduled a second time.

Technology

Students must comply with all applicable laws as well as with all University and School policies with regard to appropriate use of information technology and Internet content. They must exercise professional judgment when using information technology and take full responsibility for all electronic materials that they publish, transmit or possess. Students may not upload, post or transmit (including via email and social networking sites) content that is deemed inappropriate including any material that may be considered fraudulent, harassing, defamatory, or obscene; that is invasive of another's privacy; that promotes illegal behavior, refers to alcohol use, or promotes any commercial interest; or that accesses or distributes unauthorized

course material. Students may not access, install, use or share any materials (e.g. written materials, images, movies) that violate applicable copyrights or license agreements. Students may not disrupt or interfere with the work of other students, faculty, or staff.

Netiquette

As a respectful community of adult learners it is important to remember some basic netiquette principles:

- In an on-line class, our main mode of communication is written. Therefore, it is important that you re-read your written communication. The "tone" is a very important part of electronic communication. When you read your message out loud, does it sound the way you would speak to another student in the classroom?
- When writing a reply posting, delete all extraneous information except the specific phrase, sentence, or comment to which you are replying. This not only helps the reader know what you are replying to, but also helps the reader save time by not wading through a long post, or worse, the entire included thread. It also makes it quicker for classmates to download or print a particular posting.
- Be specific, especially when asking questions.
- Humor can be difficult to convey in text, so make sure everyone realizes when you are trying to be funny. It is easy for messages to be misinterpreted since there are no physical gestures or voice inflections that accompany the text.
- Assume the best intentions of others in the class and be forgiving when you think that the tone of someone's post is offensive. It is easy to misread the tone of someone's written communication. If in doubt, ask an open, honest question about what the person meant so that you can clarify before making assumptions that damage your perception of your colleague.
- Stick to standard fonts -- Times New Roman, Arial, Helvetica, 12 or 14 pt. -- and colors -- black or blue.
- **DON'T WRITE THE ENTIRE POSTING WITH YOUR CAPS LOCK ON. USE OF CAPS IS CONSIDERED YELLING IN ONLINE COMMUNICATION.**

Grammar, Spelling and Fonts

Your writing style should not detract from the message. Clear communication is an essential skill for all professionals. Slang, abbreviations or incorrect grammar do not demonstrate professionalism. Use the spell check in your word processing program.

Grievance Procedures

Students who have a concern about fair treatment may convey their concern and receive a prompt hearing of their grievance. Complaints may be related to grades, classroom treatment, program admission, or other issues. A detailed description of School of Education Procedures may be found at: <http://handbook.education.wisc.edu/GrievancePolicy.ashx>

VI. RESOURCE MATERIALS

Required Texts

Brown, G.D., Patrick, T.B., & Pasupathy, K.S. (2013). *Health Informatics: A Systems Perspective*. Chicago, IL: Health Administration Press.

Portney, G. L., & Watkins, M. P. (2007). *Foundations of clinical research: Applications to practice* (3rd ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

Suggested Text

Mastrina K & McGonigle D (2016). *Informatics for Health Professionals*. Burlington, MA: Jones & Bartlett Learning

Non-Textbook Required Readings

Additional readings will be posted on the course website throughout course.

Course Website

The course has a website on Canvas, which provides access to important class documents such as the syllabus, assignment guides, case studies, and links to resources. Grades will also be posted on the site. All students enrolled in the course should be listed on the site. Please check that you have access to the website within the first 48 hours of class opening. If you are not able to log on, notify the instructor immediately. The website will be updated regularly and, therefore, it is important to check the website multiple times a week.

Canvas provides multiple tools on the course website to negotiate technical difficulties. On the right hand side of the Canvas course website, click on the question mark enclosed in the circle. You will be see a range of support options. Please don't hesitate to use the Canvas Support Hotline or the Chat with Canvas Support option. Usually the Chat with Canvas Support provides immediately LiveChat with a Canvas Support person.

Technical Support

DoIT's Help Desk is available via LiveChat, phone and email for 19 hours a day, seven days a week, for walk-in customers eight hours a day, five days a week, and via a Web knowledgebase at all hours. The Help Desk knowledgebase has more than 3,000 documents, which were accessed online more than three million times during the year. See

<https://kb.wisc.edu/helpdesk/>

Phone: 608-264-4357

Email: help@doit.wisc.edu (Response may not be immediate)

To chat with the Help Desk staff, click the LiveChat icon to initiate a chat session. Then, simply fill out the short form to start chatting with a Help Desk technician.

- LiveChat is available from 8am-10pm, 7 days a week (excluding holidays)
- No account information may be given out via LiveChat
- Users of LiveChat must be affiliated with the UW and have a valid NetID

If you have problems initiating a LiveChat session, or need assistance with your NetID, password, or other account information, please call the DoIT Help Desk at +1-608-264-4357 (264-HELP)

Course specific Technology questions may be directed to:

Kristen Pickett, PhD

608-890-2103

kristen.pickett@wisc.edu

Division of Continuing Studies

608-262-1156

info@dcs.wisc.edu

VII. ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Discussion Leadership/Participation	Bi-weekly	20%
Knowledge and Content Reviews	Bi-weekly	10%
Introduction and Evolution	Module 1	5%
Ethical Consideration in Your Practice	Module 2	5%
What Can I do with this Pile of Data	Module 3	5%
Content Map and Reflection	Module 4	15%
Summary of Key Findings	Module 5	5%
How to Make it Matter in Your Practice and Beyond	Module 6	5%
Project Proposal Draft/Outline	Module 6	5%
What the Future Holds	Module 7	5%
Proposal Presentation	Module 8	5%
Final Project – Project Proposal: Implementation of Informatics in Your Practice	Module 8	15%
Total		100%

Class content and assignments are organized within eight modules and each module lasts approximately 2 weeks.

Assignment Submission

Unless otherwise stated, each assignment must be electronically submitted to the course website prior to the assigned due date and time. **Assignments turned in late will not receive full credit.** For every day that an assignment is late, 10% of the student's earned points for that assignment will be deducted. **Assignments will NOT be accepted more than three days late.**

Guidelines for Assignment Format

Unless otherwise stated on the assignment guidelines:

1. All assignments should be typed, double-spaced, and use a font size no smaller than 14 characters per inch (e.g. Verdana 10-point font or Times New Roman 12-point font).
2. Use a 1-inch margin on all sides.
3. Insert page number for all assignments that are longer than 1 page.
4. All assignments should be written professionally using full sentences and paragraphs as appropriate.
5. Except for assignments to be written as occupational therapy documentation or otherwise specified, following the guidelines in the APA manual for writing style, including, but not limited to, headings, number, table format, citations, and reference list.
6. Clear and concise communication is a critical skill for OTs. Adhere to all page and space limits on assignments. Portions of the assignments exceeding page/space limits will not be considered in grading.

VIII. STUDENT EVALUATION

GRADING CRITERIA:

A	= 94-100%
AB	= 90-93.99%
B	= 84-89.99%
BC	= 80-83.99%
C	= 70-79.99%
D	= 60-69.99%
F	= below 60%

*Grades will not be "rounded up".

IX. COURSE SCHEDULE

Module	Readings	Activities/ Assignments
<p>Module 1: Class and Syllabus Overview</p> <p>Introduction to Health Informatics & Analysis</p>	<p>Explore: <u>Text</u> <i>Brown, Patrick & Pasupathy:</i> Chapter 1 – Introduction to Health Systems Informatics</p> <p>Chapter 2 – Biomedical Vocabulary and Standards: Information Building Blocks</p> <p><u>Supplementary Article/s and Materials</u> Embi, P.J. & Payne, P.R. (2009). Clinical research informatics: Challenges, opportunities and definition for an emerging domain. <i>J Am Med Inform Assoc.</i> 16:316–327.</p> <p>Chute, C.G. (2012). From notations to data: The digital transformation of clinical research. In R.I. Richesson & J. E. Andrews (Eds.) <i>Clinical Research Informatics</i>. New York, NY:Springer.</p> <p>Gutenbrunner, C., Meyer T Fau - Melvin, J., Melvin J Fau - Stucki, G., & Stucki, G. (2011). Towards a conceptual description of Physical and Rehabilitation Medicine. <i>J. Rehabil Med</i>, 43(9), 760-764.</p> <p>Whyte, J., Dijkers, M. P., Hart, T., Zanca, J. M., Packel, A., Ferraro, M., & Tsaousides, T. (2014). Development of a Theory-Driven Rehabilitation Treatment Taxonomy: Conceptual Issues. <i>Archives of Physical Medicine and Rehabilitation</i>, 95(1), S24-S32.e22.</p> <p>To be determined by instructor – <i>Please be sure the check the module readings folder</i></p>	<p>Engage: Complete the guided concept map within the module</p> <p>Find one additional article to share with the class (Contribute to the Resource Bank)</p> <p>Review Discussion Guidelines and sign up to lead Discussions for the remaining Modules.</p> <p>ASSIGNMENTS DUE: Module Assignment: Introduction and Evolution</p> <p>Module 1 Discussion Posts</p>

Module 2: Ethics & Privacy and Security	Explore: <u>Text</u> <i>Brown, Patrick & Pasupathy:</i> Chapter 13 – Health Information Privacy and Security <u>Supplementary Article/s and Materials</u> Occupational therapy code of ethics and ethics standards (2010). <i>American Journal of Occupational Therapy,</i> 64(Suppl.), S17–26. Toglia, T (2007). How Does FERPA Affect You? <i>Tech Directions;</i> 67:2, 32-36. To be determined by instructor and student Discussion Leader(s) – <i>Please check the module readings folder</i>	Engage: Complete Privacy and Security Knowledge review Explore the NIH webpage: https://clinicalcenter.nih.gov/recruit/ethics.html Complete CITI Human Subjects Research & HIPPA training ASSIGNMENTS DUE: Module Assignment: Ethical Consideration in Your Practice Module 2 Discussion Posts, led by student leader(s)
Module 3: Data, Data Everywhere	Explore: <u>Text</u> <i>Brown, Patrick & Pasupathy:</i> Chapter 3 – Selection and Implementation of EMR Systems Chapter 8 – Knowledge-based Clinical Decision Making <u>Your Identified Readings</u> As outlined in the module, please identify one article that fits your topic area and the current module. Be sure to post by the listed date. <u>Supplementary Article/s and Materials</u> Harle, CA & Menachemi, N (2012). Will electronic health records improve healthcare quality? Challenges and future prospects. <i>Expert Rev Pharm Outcomes Res.</i> 12(4):387-90. “Health Data Interactive” at: http://www.cdc.gov/nchs/hdi.htm To be determined by instructor and each individual – <i>Please be sure the check the module readings folder</i>	Engage: Watch the Ted Talk: Hans Rosling: The best stats you've ever seen http://www.ted.com/playlists/77/11_must_see_ted_talks Identify at least two tools with clinical relevance to your practice from the American Health Information Management Association (2011). Health Data Analysis Toolkit. Find one additional article to share with the class (Contribute to the Resource Bank) ASSIGNMENTS DUE: Module Assignment: What Can I do with this Pile of Data Module 3 Discussion Posts

Module 4: Measuring Structure & Processes – Accountability and the Business Model	Explore: <u>Text</u> <i>Brown, Patrick & Pasupathy:</i> Chapter 7 – The Coming of the Corporation: Transforming Clinical Work Processes <u>Supplementary Article/s and Materials</u> Alonso-Coello, P., et al. (2010). The quality of clinical practice guidelines over the last two decades: A systematic review of guideline appraisal studies. <i>Qual Saf Health Care, 19(6)</i> , 58. Stergiou-Kita, M. (2010). Implementing Clinical Practice Guidelines in occupational therapy practice: recommendations from the research evidence. <i>Aust Occup Ther J, 57(2)</i> , 76-87. To be determined by instructor – <i>Please be sure the check the module readings folder</i>	Engage: Complete the Knowledge review Watch “Measuring Health Care Quality Tutorial” @ Kaiser Family Foundation Website http://kff.org/interactive/measuring- health-care-quality-tutorial/ Watch Tools and Techniques for Quality Improvement in Healthcare https://www.youtube.com/watch?v=e _BiY351Zx8 ASSIGNMENTS DUE: Content Map and Reflection No discussion posts this week
Module 5: Measuring and Evaluating: a Review (or Introduction) to Statistics and Hypothesis Testing	Explore: <u>Text</u> <i>Portney & Watkins</i> Chapter 17 - Descriptive Analysis Chapter 18 - Statistical Inference Chapter 19 - Comparing Two Means: The t-test <u>Supplementary Article/s and Materials</u> To be determined by instructor and student Discussion Leader(s) – <i>Please check the module readings folder</i>	Engage: Complete the Knowledge review Review peer Content Map postings and provide feedback. Synchronous meeting - Case examples - Content Map discoveries ASSIGNMENTS DUE: Module Assignment: Summary of Key Findings Provide feedback for each Content Map in your group Module 5 Discussion Posts, led by student leader(s)

Module 6: Visual and Predictive Analytics	<p>Explore: <u>Text</u> <i>Brown, Patrick & Pasupathy:</i> Chapter 9 – Predictive Analytics in Knowledge Management</p> <p><u>Supplementary Article/s and Materials</u> Gillespie, G. (2014). Getting a visual on health analytics. <i>Health Data Manag</i>, 22(7), 39-42.</p> <p>Amarasingham, R., Patzer, R. E., Huesch, M., Nguyen, N. Q., & Xie, B. (2014). Implementing electronic health care predictive analytics: considerations and challenges. <i>Health Aff (Millwood)</i>, 33(7), 1148-1154.</p> <p>To be determined by instructor and student Discussion Leader(s) – <i>Please check the module readings folder</i></p>	<p>Engage: 1-on-1 meeting with instructor</p> <ul style="list-style-type: none">- Discuss course progress and stats fears- Discuss proposal direction- Plot a direction <p>Proposal Padlet</p> <p>Find one additional article to share with the class (Contribute to the Resource Bank)</p> <p>ASSIGNMENTS DUE: Module Assignment: How to Make it Matter in Your Practice and Beyond</p> <p>Project Proposal Draft/Outline</p> <p>Module 6 Discussion Posts, led by student leader(s)</p>
Module 7: Current Directions and Future Trends in Practice Analytics	<p>Explore: <u>Text</u> <i>Brown, Patrick & Pasupathy:</i> Chapter 15 – Health Systems in an Information Age</p> <p><u>Supplementary Article/s and Materials</u> Heath, C., Luff, P. & Svensson, M.S. (2003). Technology and medical practice. <i>Sociology of Health & Illness</i>, 25,75–96. ISSN 0141–9889</p> <p>Greenberg AJ, Serrano KJ, Thai CL, Blake KD, Moser RP, Hesse BW & Ahern DK (2017). Public use of electronic personal health information: Measuring progress of the Healthy People 2020 Objectives. <i>Health Policy Technology</i>, 6:1. 33-39.</p> <p>To be determined by instructor and student Discussion Leader (s) – <i>Please check the module readings folder</i></p>	<p>Engage: Complete the Knowledge review</p> <p>Continue to build and receive peer feedback on your proposal draft</p> <p>Find one additional article to share with the class (Contribute to the Resource Bank)</p> <p>ASSIGNMENTS DUE: Module Assignment: What the Future Holds</p> <p>Module 7 Discussion Posts, led by student leader(s)</p>

Module 8: Project Proposals

Explore:

Supplementary Article/s and Materials

To be determined by instructor and each individual – *Please be sure the check the module readings folder*

Engage:

1-on-1 meeting with instructor

Synchronous meeting

- Proposal presentations
- Peer and instructor feedback

ASSIGNMENTS DUE:

Project proposal

Proposal presentation

No discussion this week
