



The Florida State University  
College of Medicine

# Health Issues in Medicine 1

BMS 6930

Fall 2014

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# Instructors

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## ***Course Director***

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## ***Assistant Course Director***

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## ***Faculty***

Gail Bellamy, Ph.D.	644-3454
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## **Course Overview**

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### ***Course Goals***

Health Issues in Medicine 1 is a year-long course that covers critical issues in epidemiology, biostatistics, evidence-based medicine, health systems, health financing, and health policy. The goal of the course is to provide the students with the opportunity to learn: 1) how evidence-based medicine and information mastery are pivotal to their ability to assimilate and critique important health related information, 2) the basic concepts of biostatistics and epidemiology as they relate to the healthcare field, 3) how the U.S. healthcare system functions, 4) the basic concepts of the health financing systems currently in place and planned in the immediate future. At the completion of the course, students will be competent to interpret medical literature through a basic understanding of biostatistics and epidemiology. In addition students will have an understanding of the organization and structure of health care delivery in the U.S. and Florida, and the challenges that confront physicians and policy makers in the 21<sup>st</sup> century.

# **Learning Objectives**

By the end of the course, students will be able to:

## **Knowledge**

1. Apply basic epidemiology and biostatistics principles to interpret and critically evaluate the medical literature.
2. Describe how health care is organized in the US and Florida, with special attention to the reforming health system, health care providers, and patients served by these health systems.
3. Identify and define major themes in the history of medicine and public health, along with their traditional and emerging organizational structures.
4. Classify and explain emerging issues as health reform is debated at the national level by policy makers.
5. Describe and analyze the emerging health concerns at each stage of the life cycle, the needs of special populations, especially the elderly, disadvantaged and vulnerable social groups, health outcomes in relation to health determinants, and the range of potential policy and program responses.
6. Compare and contrast the impact of information technology on health services.

## **Skills**

1. Demonstrate the ability to apply evidence-based medicine to a case and describe its application to clinical practice generally.
2. Demonstrate the ability to interpret the medical literature and apply information to a clinical problem.
3. Demonstrate the ability to design and integrate prevention and quality of care into a clinical practice, with sensitivity to special populations.
4. Demonstrate the ability to access and incorporate academic and other sources of information (including a growing volume of material available via the internet) about health policy and health policy-making.

## **Attitudes/Behaviors**

1. Exhibit appropriate values within the context of the health care delivery system for the patient's familial, cultural, and spiritual circumstances.
2. Demonstrate professionalism and high ethical principles and standards, respect for others, professional responsibility, and social responsibility.
3. Exhibit a capacity for self-evaluation, moral reflection and ethical reasoning in the written assignments.
4. Demonstrate a respect for the roles of healthcare providers and an appreciation of the need to collaborate with others in caring for individual patients and in promoting public health and community service.

## Course Format

Instruction is predominantly lecture-based, with some class discussion. Online modules are also available as well as resource tools to refine biostatistical/epidemiological skills.

## Competencies

FSUCOM – Competencies -Health Issues in Medicine 1 BMS 6930		
Competency Domains	Competencies Covered in the Course	Methods of Assessment
<b>Patient Care</b>	Exhibit appropriate values within the context of the health care delivery system for the patient’s familial, cultural, and spiritual circumstances	Observation by Preceptors.
<b>Medical Knowledge</b>	Describe the emerging health concerns at each stage of the life cycle, the needs of special populations, especially the elderly, disadvantaged and vulnerable social groups, and the range of potential policy and program responses. Apply basic epidemiology and biostatistics principles to interpret and critically evaluate the medical literature Demonstrate the ability to access and incorporate academic and other sources of information (including a growing volume of material available via the internet) about health policy and health policy-making.	Written exams and quizzes; EBM practicum, short papers
<b>Practice-based Learning</b>	Demonstrate the ability to apply evidence-based medicine to a case and describe its application to clinical practice generally. Exhibit a capacity for self-evaluation, moral reflection and ethical reasoning in the written assignments.	Written exams and quizzes; EBM practicum, short papers
<b>Communication Skills</b>		
<b>Professionalism</b>	Demonstrate professionalism and high ethical principles and standards, respect for others, professional responsibility, and social responsibility.	Written exams and quizzes
<b>System-based Practice</b>	Describe how health care is organized in the US and Florida. Classify and explain emerging issues in health care reform. Demonstrate the ability to design and integrate prevention and quality of care into a clinical practice, with sensitivity to special populations.	Written exams and quizzes; short papers, EBM practicum

## Policies

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### ***Americans with Disabilities Act***

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's [Director of Student Counseling Services](#) and the FSU Student Disability Resource Center to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to the medical degree.

[The Office of Student Counseling Services](#)  
Medical Science Research Building  
G146  
Phone: (850) 645-8256  
Fax: (850) 645-9452

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
97 Woodward Avenue, South  
Florida State University  
Tallahassee, FL 32306-4167  
Voice: (850) 644-9566  
TDD: (850) 644-8504  
[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)  
<http://www.fsu.edu/~staffair/dean/StudentDisability>

### ***Academic Honor Code***

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. (Florida State University [Academic Honor Policy](#))

## Attendance Policy

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See the [FSUCOM Student Handbook](#) for details of attendance policy, notice of absences and remediation.

**Unexcused absence from a scheduled examination or quiz may result in a score of zero (0 %) being assigned for that assessment. Unexcused absence from an activity for which attendance is required (for example, Small Group session) may be considered as an issue of Professionalism and result in completion of a Report of Concern for Unprofessional Behavior.**

### Required Materials

Thomas S. Bodenheimer and Kevin Grumbach, *Understanding Health Policy: A Clinical Approach*, 6th Ed., (Stamford, Conn.: Appleton & Lange, 2012).

### Suggested Materials

### Electronic Resources

Agency for Healthcare Research and Quality	<a href="http://www.ahrq.gov">http://www.ahrq.gov</a>
American Medical Association	<a href="http://www.ama-assn.org">http://www.ama-assn.org</a>
Association of American Medical Colleges	<a href="http://www.aamc.org">http://www.aamc.org</a>
Association of University Programs in Health Administration	<a href="http://www.aupha.org">http://www.aupha.org</a>
Department of Health and Human Services	<a href="http://www.dhhs.gov">http://www.dhhs.gov</a>
Health Care Financing Administration	<a href="http://www.hcfa.gov">http://www.hcfa.gov</a>
Library of Congress	<a href="http://thomas.loc.gov">http://thomas.loc.gov</a>
Joint Commission on Accreditation of Healthcare Organizations	<a href="http://www.jcaho.org">http://www.jcaho.org</a>
National Committee for Quality Assurance	<a href="http://www.ncqa.org">http://www.ncqa.org</a>
National Institute on Aging	<a href="http://www.nih.gov/nia">http://www.nih.gov/nia</a>
National Institutes of Health	<a href="http://www.nih.gov">http://www.nih.gov</a>
Institute of Medicine	<a href="http://www.iom.edu">http://www.iom.edu</a>
Centers for Disease Control	<a href="http://www.cdc.gov">http://www.cdc.gov</a>
Commonwealth Fund	<a href="http://www.comonwelathfund.org">http://www.comonwelathfund.org</a>
Henry J. Kaiser Family Foundation	<a href="http://www.kff.org/">http://www.kff.org/</a>

### Other Articles and Materials

Selected articles from the following journals: Health Affairs, Journal of Health Politics, Policy and Law, The Milbank Quarterly, The New England Journal of Medicine, Journal of the American Medical Association, and the American Journal of Public Health, as assigned. Optional reading will also be offered frequently for those wishing to delve deeper into a particular topic of interest.

## Assignments and Grading

FSU COM has adopted a pass/fail grading system for the first and second years (See the [Student Handbook](#)). To receive a grade of Pass in BMS 6930 (Health Issues), a student must complete all of the following requirements:

- 1) A final average  $\geq$  70% on all examinations and graded quizzes (formative quizzes do not contribute to the final average). An average below 70% will receive a grade of fail which will require remediation or repetition of the course, as determined by decision of the Student Evaluation and Promotion Committee.
- 2) A student whose performance is <70% (below passing) on any individual exam during the semester is required to
  - a. Attend the exam review
  - b. Contact the course director within 24 hours of that exam review, and
  - c. Meet with the course director. Students may be asked to complete a Performance Improvement Program, the purpose of which is to assist the student in developing the skills and habits necessary to succeed in the curriculum as well as to address specific performance deficits.
- 3) Attendance and satisfactory participation in all required sessions, as determined by the Course Director. Unexcused absence from an activity for which attendance is required (for example, Small Group session) may be considered as an issue of Professionalism and may result in completion of a [Report of Concern for Unprofessional Behavior](#), a failing grade for the course, and/or referral of the student to the Student Evaluation and Promotions Committee.
- 4) Satisfactory completion of the Evidence Based Medicine practicum (Fall Semester), as determined by the Course Director.
- 5) Attendance and satisfactory completion of the Medical Informatics training, as determined by the Course Director
- 6) Satisfactory completion of the Health Policy or Health Care Financing topical brief (Spring semester), as determined by the Course Director. Satisfactory completion includes submission no later than the due date.
- 7) Demonstration of the attitudes and behaviors of Medical Professionalism in all aspects of the course. Issues of Professionalism may require completion of the Performance Improvement Program.
- 8) Attendance of Medical Grand Rounds twice in the Fall Semester, and twice in the Spring Semester

Students who receive a grade of fail are required to successfully remediate or repeat the course. This determination will be made by the Student Evaluation and Promotion Committee in consultation with the Course Director.

### **Examinations and Quizzes**

Examinations: The material for examinations and quizzes will come from lectures, the textbook, and other assigned readings. Items will be multiple-choice questions (single best answer). Integrated block examinations cover material from all Year 1 courses for the period between examinations. Health Issues will contribute approximately 4-5 questions per lecture to each exam that covers weeks during which there were Health Issues lectures. Students may be given quizzes throughout the year with questions drawn from lecture material and from assigned readings. Quizzes are formative only and do not contribute to the final exam average. Internet based modules are available on Blackboard to formatively assess competency in epidemiology/biostatistics at regular intervals during the Fall semester.

### **Reading Assignments**

Complete each week's readings prior to class and come to class prepared to discuss assigned material.

### **Evidence Based Medicine**



During the Fall semester students will read and critically evaluate an assigned scientific journal article selected by the course director. The student will write an analysis of the article using a provided evidence-based approach/format and present this analysis to the course directors. The analysis will be limited to two doubled spaced pages, highlighting the emphasis on succinctness. Successful completion of this activity requires: a) completing and presenting the analysis at the appointed time; and, b) demonstrating appropriate preparation and thoughtful analysis in constructing this document. Students who present an unsatisfactory analysis of the article are required to read and critically evaluate a second article, demonstrating the appropriate analysis and presentation.

### **Short Paper**

During the Spring semester a health issue topical brief will be assigned. It is to be written as an educational paper related to a health policy or financing issue. This paper will be appropriately researched, referenced and presented, summarizing high level findings in two double-spaced pages, size 12 font. References will be correctly cited and attributed through the use of Endnote. Successful completion of this brief requires: a) submitting a completed document prior to the deadline; and, b) demonstrating appropriate preparation, thought and execution in the construction of the brief. Briefs that are deemed unsatisfactory must be re-written using the feedback provided by the course director.

### **Medical Informatics**

Students will be required to attend a 2 hour session on searching for medical references and use of Endnote in the Spring semester with Nancy Clark. This training will be offered early in the Spring semester for at least two sessions. You must attend one session. Students with an excused absence from the Office of Student Affairs in advance will be required to remediate the material through watching a video of this presentation AND successfully completing a written quiz over the session content.