



The Florida State University  
College of Medicine

# Health Issues in Medicine 2

BMS 6060

Fall 2015

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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.

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# Course Overview

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## **Course Goals**

Health Issues in Medicine 2 is a year-long course that builds upon the foundation of Health Issues in Medicine 1 (BMS 6930). It reviews critical issues in epidemiology, biostatistics, and evidence-based medicine and covers health systems, topics in health, and health policy. The goal of the course is to provide students with the opportunity to strengthen learning in: 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 and population health, 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 be able to describe and navigate the organization and structure of health care delivery in Florida and the U.S. They will also acquire greater knowledge about the challenges that confront physicians and health policy makers in the 21<sup>st</sup> century.

## **Learning Objectives**

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

### **Knowledge**

1. Integrate an understanding of patient safety issues into their conceptual models of the functioning health delivery system.
2. Describe how health care is organized in Florida and the US, with special attention to the impact of managed care on health, health care providers, and patients.
3. Apply basic epidemiology and biostatistics principles to interpret and critically evaluate the medical literature.
4. 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.
5. Integrate major issues in health policy including: costs of health care, access to health care, quality of health care, the role of prevention in health care, the needs of special populations, and ethical issues in health care delivery.
6. Compare and contrast the impact of information technology on health services.

### **Skills**

1. Demonstrate the ability to design and integrate prevention and quality of care into a clinical practice, with sensitivity to special populations.
2. 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.
3. Demonstrate the ability to apply evidence-based medicine to a case and describe its application to clinical practice generally, and patient safety in particular

## 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.

## Competencies

Competency Domains	Competencies Covered in the Course	Methods of Assessment
<b>Medical Knowledge for Practice</b>	<p>Apply evidence-based medicine to a case and describe its application to clinical practice generally, and patient safety in particular</p> <p>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, and the range of potential policy and program responses.</p> <p>Integrate major issues in health policy including: costs of health care, access to health care, quality of health care, the role of prevention in health care, the needs of special populations, and ethical issues in health care delivery.</p>	Written exams and quizzes; short paper, NBME Comprehensive Basic Science Exam
<b>Practice-based Learning and Improvement</b>	<p>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.</p> <p>Exhibit a capacity for self-evaluation, moral reflection and ethical reasoning</p>	Written exams and quizzes; short paper
<b>Communication and Interpersonal Skills</b>	Apply basic epidemiology and biostatistics principles to interpret and critically evaluate the medical literature.	
<b>Professionalism</b>	<p>Exhibit appropriate values within the context of the health care delivery system for the patient's familial, cultural, and spiritual circumstances.</p> <p>Demonstrate professionalism and high ethical principles and standards, respect for others, professional responsibility and social responsibility</p>	Written exams and quizzes

<b>System-based Practice</b>	<p>Demonstrate an understanding of patient safety issues in the health delivery system</p> <p>Describe how health care is organized in Florida and the US, with special attention to the impact of health reform on health care providers and patients.</p> <p>Compare and contrast the impact of information technology on health services.</p> <p>Demonstrate the ability to design and integrate prevention and quality of care into a clinical practice, with sensitivity to special populations.</p> <p>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</p>	<p>Written exams and quizzes; short paper</p>
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## 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

874 Traditions Way

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 pages 28-29 of [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 any activity for which attendance is required may be considered as an issue of Professionalism. Any unexcused absence may require completion of the Performance Improvement Program (see Grading System, below).**

## Required Materials

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

## Suggested Materials

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### 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.

# Grading

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FSU COM has adopted a pass/fail grading system for the first and second years. To receive a grade of Pass in Health Issues in Medicine 2, a student must meet all of the following requirements:

- 1) A final average  $\geq 70\%$  on all examination questions. 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 all assignments, as determined by the Course Director. For details on these assignments, see below.
- 5) Attendance of Medical Grand Rounds twice in the Fall Semester and twice in the Spring Semester.
- 6) Demonstration of the attitudes and behaviors of Medical Professionalism in all aspects of the course.

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.

## ***Description of Assignments***

### **Reading Assignments**

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

### **Short Papers**

In Fall semester, students will complete and submit a written annotated bibliography on a patient safety topic discussed during Fall semester. This bibliography will be 2 pages, single spaced, 12-point font, and consist of eight (8) or more current references on a patient safety topic, identified and cited using Endnote in AMA format, each summarized in a complete, succinct paragraph. Successful completion of this assignment requires: a) submitting a completed document prior to the deadline; and, b) demonstrating appropriate search skills in preparing the bibliographic references, and c) adequately and concisely



summarizing reference content. Annotated bibliographies that are deemed unsatisfactory must be re-written using the feedback provided by the Course Director.

### **Medical Informatics**

Students will be invited to attend a 2 hour session with Nancy Clark on searching for medical references and use of Endnote. This training will be offered early in the Fall semester for at least two sessions. Please attend one session if you need to refresh your understanding and skills for electronic searching of the medical literature and/or the use of Endnote.

### **Examinations and Quizzes (Attendance Required)**

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). Quizzes are formative and will not contribute to the final exam average.

In the Fall semester Health Issues in Medicine will contribute approximately 12-16 questions to each of the integrated block examinations in which there are Health Issues lectures. These examinations will cover material in all the Year 2 courses for the weeks prior to each examination. No questions specifically from Health Issues in Medicine will be included in the integrated block exams in the Spring semester.