



The Florida State University  
College of Medicine

# Health Issues in Medicine

BMS 6060

Fall 2011

## Table of Contents

Instructors .....	2
Course Director .....	2
Co-Course Director .....	2
Faculty .....	2
Course Overview .....	3
Course Goals .....	3
Learning Objectives.....	3
Course Format .....	4
Competencies .....	4
Policies.....	4
Americans with Disabilities Act .....	5
Academic Honor Code .....	5
Attendance Policy.....	5
Required Materials .....	6
Suggested Materials.....	6
Electronic Resources:.....	6
Other articles and materials: .....	6
Grading .....	7
Description of Assignments .....	7
Reading Assignments.....	7
Short Papers .....	7
Medical Informatics.....	7
Examinations.....	7
Grading Determination .....	7

# Instructors

---

## ***Course Director***

Leslie M. Beitsch, M.D., JD  
Phone           645-1830  
Email           [les.beitsch@med.fsu.edu](mailto:les.beitsch@med.fsu.edu)

## ***Co-Course Director***

Charles Saunders, Ph.D.           645-2516  
Debra Bernat, Ph.D.               645-9223

## ***Faculty***

Gail Bellamy, Ph.D.               644-3454  
Ken Brummel-Smith, M.D.       644-2291  
Henry Carretta, Ph.D., MPH     645-6897  
Nancy Clark                       644-9706  
Marshall Kapp, J.D., MPH       645-9260  
Dennis Tsilimingras, MD, MPH   644-2362  
Dan Van Durme, M.D.             645-1539

# Course Overview

---

## **Course Goals**

The course in the Fall and Spring semesters of the second year of medical school covers critical issues in epidemiology, biostatistics, evidence-based medicine, health systems, health financing, topics in health, 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 be able to describe and navigate 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 impact of managed care on health, health care providers, and patients.
3. Identify and define major themes in the history of medicine and public health, along with their traditional and emerging organizational structures.
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, 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.
7. Classify and explain emerging issues as health reform is debated and implemented at the national level by policy makers

### **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 design and integrate prevention and quality of care into a clinical practice, with sensitivity to special populations.

3. 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 value for the patient's familial, cultural, and spiritual circumstances within the context of the health care delivery system.
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**

<b>FSUCOM – Competencies -Health Issues in Medicine BMS 6060</b>		
<b>Competency Domains</b>	<b>Competencies Covered in the Course</b>	<b>Methods of Assessment</b>
<b>Patient Care</b>	X	Written exams and quizzes; customized NBME Subject Exam
<b>Medical Knowledge</b>	X	Written exams and quizzes; EBM practicum, short papers, customized NBME Subject Exam
<b>Practice-based Learning</b>	X	Written exams and quizzes; EBM practicum, short papers
<b>Communication Skills</b>		
<b>Professionalism</b>	X	Written exams and quizzes; customized NBME Subject Exam
<b>System-based Practice</b>	X	Written exams and quizzes; short papers, EBM practicum

## **Policies**

---

## ***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 pages 28** of [FSUCOM Student Handbook](#) for details of attendance policy, notice of absences and remediation.

## Required Materials

---

Thomas S. Bodenheimer and Kevin Grumbach, *Understanding Health Policy: A Clinical Approach*, 5th Ed., (Stamford, Conn.: Appleton & Lange, 2009).

## Suggested Materials

---

### Electronic Resources:

Agency for Healthcare Research and Quality: <http://www.ahrq.gov>

American Medical Association: <http://www.ama-assn.org>

Association of American Medical Colleges: <http://www.aamc.org>

Association of University Programs in Health Administration: <http://www.aupha.org>

Department of Health and Human Services: <http://www.dhhs.gov>

Health Care Financing Administration: <http://www.hcfa.gov>

Library of Congress: <http://thomas.loc.gov>

Joint Commission on Accreditation of Healthcare Organizations: <http://www.jcaho.org>

National Committee for Quality Assurance: <http://www.ncqa.org>

National Institute on Aging: <http://www.nih.gov/nia>

National Institutes of Health: <http://www.nih.gov>

Institute of Medicine: <http://www.iom.edu>

Centers for Disease Control: <http://www.cdc.gov>

Commonwealth Fund: <http://www.comonwelathfund.org>

Henry J. Kaiser Family Foundation: <http://www.kff.org>

### 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.

# Grading

---

## ***Description of Assignments***

### **Reading Assignments**

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

### **Short Papers**

Students will be assigned two short papers during the academic year. In the Fall, an annotated bibliography on a patient safety topic discussed during the semester will be assigned. The bibliography should contain at least 8 articles. During the Spring a health 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 researched and presented, summarizing high level findings in two double spaced pages. On both papers, reference sources will be identified and cited using Endnote in AMA format.

### **Medical Informatics**

Students will be required to attend a 2 hour session on searching for medical references and use of Endnote in the Fall semester with Nancy Clark. This training will be offered early in the Fall semester for at least two sessions. Please attend one session.

### **Examinations**

Examinations: (50% of total grade) The material for examinations will come from lectures, the textbook, and other assigned readings. The format for examinations will be as follows:

Written examination items: multiple-choice questions (single best answer).

There will be four integrated block examinations in the Fall semester, and four integrated block examinations in the Spring. These examinations will cover material in all the courses for the four weeks prior to each examination. Health Issues will not be included in the second examination of the fall semester.

## ***Grading Determination***

Health Issues will contribute approximately 16 questions to the four integrated block examinations in Fall semester and 25 questions to the four integrated block exams in Spring semester. Additionally, students will be given quizzes throughout the year with questions drawn from lecture material and from assigned readings. From the total number of exam questions and quiz questions, students must average 70% or more correct answers, and have no single exam score less than 65% to pass the course. Any single exam score less than 65% will require the student to correct all incorrect exam questions in order to pass. Students receiving less than a 70% average over the semester will fail the course. Students who fail a course 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.

Other required course components contributing to the grade:

- 1) Students must attend a 2-hour session on searching for medical references and the use of Endnote presented by Nancy Clark. This session will be offered early in the Fall semester and repeated at least once. Remediation consists of watching a video of this presentation, and successfully completing a written quiz over the session content, and is available only to students who have received an excused absence from the Office of Student Affairs.
- 2) In Fall semester, a written annotated bibliography on a patient safety topic discussed during Fall semester will be completed and submitted. This bibliography will be 2 pages, double spaced, size 12 font, and consist of eight (8) references on a patient safety topic, 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 preparing the bibliographic references, and adequately and concisely summarizing reference content. Annotated bibliographies that are deemed unsatisfactory must be re-written using the feedback provided by the course director.
- 3) Students are required to complete the evidence based medicine practicum, by reading and critically evaluating an assigned scientific journal article selected by the course director. The student will write an analysis of the article using an evidence-based approach/format and present this analysis to the course director and/or his designee. 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.
- 4) In Spring semester, a topical brief will be completed and submitted on a health policy or healthcare financing issue. Written as an educational paper, the brief will be appropriately researched, referenced and presented, summarizing high level findings in two double-spaced pages. 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.

Failure to complete or to successfully remediate any of these four required course components will result in a failing grade for the course. Students who fail the course are required to remediate course components and/or repeat the course. This determination will be made by the Student Evaluation and Promotion Committee in consultation with the Course Director.