



The Florida State University  
College of Medicine

# Health Issues in Medicine 1

BMS 6930

Fall 2013

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# Instructors

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## **Course Director**

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## **Assistant Course Director**

Charles Saunders, Ph.D. 645-2516

## **Faculty**

Gail Bellamy, Ph.D. 644-3454  
Ken Brummel-Smith, M.D. 644-2291  
Nancy Clark 644-9706  
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## **Course Overview**

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### **Course Goals**

Health Issues in the Fall and Spring semesters of the first year of medical school 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 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. 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, 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 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 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

<b>FSUCOM – Competencies -Health Issues in Medicine 1 BMS 6930</b>		
Competency Domains	Competencies Covered in the Course	Methods of Assessment
<b>Patient Care</b>	<p>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.</p> <p>Exhibit appropriate values within the context of the health care delivery system for the patient's familial, cultural, and spiritual circumstances</p>	Written exams and quizzes.
<b>Medical Knowledge</b>	<p>Apply basic epidemiology and biostatistics principles to interpret and critically evaluate the medical literature</p> <p>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.</p>	Written exams and quizzes; EBM practicum, short papers
<b>Practice-based Learning</b>	<p>Demonstrate the ability to apply evidence-based medicine to a case and describe its application to clinical practice generally.</p> <p>Exhibit a capacity for self-evaluation, moral reflection and ethical reasoning in the written assignments.</p>	Written exams and quizzes; EBM practicum, short papers
<b>Communication Skills</b>		
<b>Professionalism</b>	<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>Describe how health care is organized in the US and Florida</p> <p>Classify and explain emerging issues in health care reform</p> <p>Demonstrate the ability to design and integrate prevention and quality of care into a clinical practice, with sensitivity to special populations.</p>	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 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 an activity for which attendance is required (for example, Small Group session) 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

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.

### Grading System

## Assignments and Grading

FSU COM has adopted a pass/fail grading system for the first and second years (See [page 31](#) of Student Handbook). To receive a grade of Pass in BMS 6930 (Health Issues in Medicine 1), a student must complete all of the following requirements:

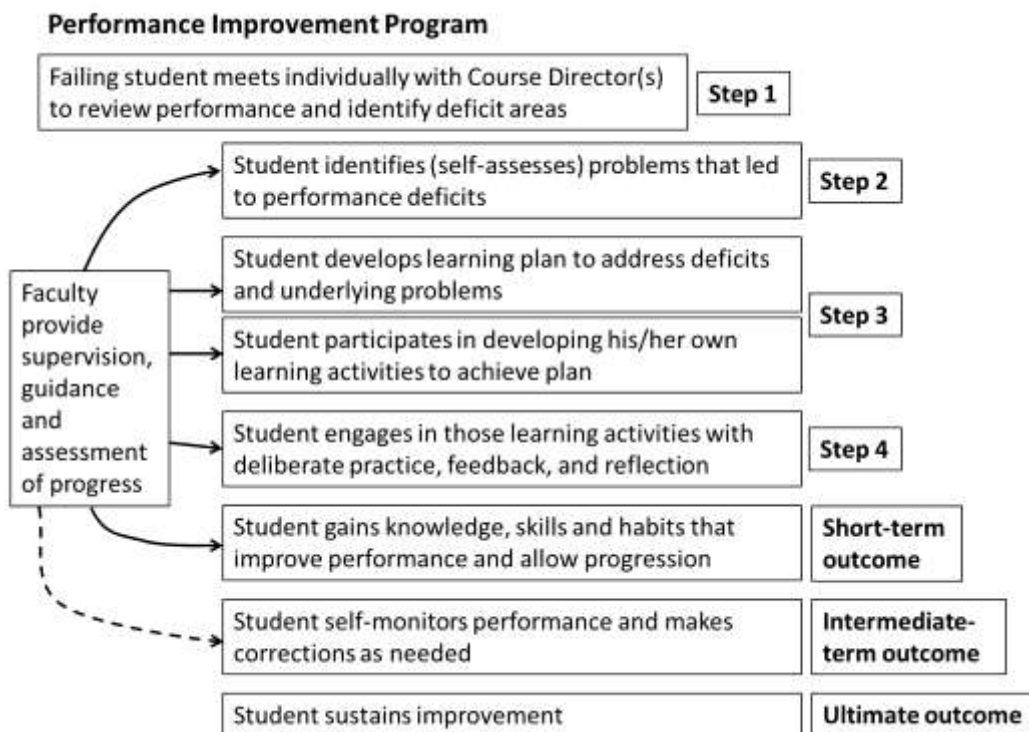
- 1) A final average  $\geq 70\%$  on all examinations and graded quizzes (formative quizzes do not contribute to the final average). An average below 70% will receive a grade of fail which will require remediation or repetition of the course, as determined by decision of the Student Evaluation and Promotion Committee. A student whose performance is below passing during the semester

- $<65\%$  on any one exam

OR

- $<70\%$  on any two exams in the semester

is required to engage in and complete the Performance Improvement Program in consultation with the Course Director. The purpose of this program 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.



- 2) 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 require completion of the Performance Improvement Program.
- 3) Satisfactory and timely completion of all Epi/Biostats, Understanding Study Design, and Evidence Based Medicine online competency assessment modules, as determined by the Course Director.



The dates by which assessment modules must be completed will be posted on the course Blackboard site under “announcements.”

- 4) Satisfactory completion of the Evidence Based Medicine practicum, 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.

### **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. In the Spring semester 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. Competency in Epi/Biostats introduced in the Fall semester will not be tested by examination and quizzes. Internet based modules on Blackboard will assess competency in these areas at regular intervals during the Fall semester. Students must demonstrate mastery of each module before progressing to the next one.

### **Reading Assignments**

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

### **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.

### **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 director and/or his designee. 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.

### **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