

HEALTH ISSUES IN MEDICINE – 6823

Fall Semester – 2006

Spring Semester – 2007

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SYLLABUS

COURSE DESCRIPTION:

This course provides instruction in health policy, clinical epidemiology, biostatistics, preventative medicine, and quality improvement/patient safety. The critical appraisal of recent medical literature is emphasized.

COURSE OBJECTIVES:

The course in the Fall and Spring semesters of the second year of medical school covers the critical issues in health policy, epidemiology, biostatistics and evidence-based medicine. The goal of the course is to provide the students with the opportunity to understand: 1) how the U.S. healthcare system functions, 2) how evidence-based medicine and information mastery are pivotal to their ability to assimilate and critique important health related information and, 3) the basic concepts of biostatistics and epidemiology as they relate to the healthcare field.

At the completion of the course, you 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 policymakers in the 21st Century.

COURSE FORMAT:

Instruction is predominantly lecture-based, but includes interactive classroom work.

Contact Person: The course director is Robert G. Brooks, M.D., M.B.A., who can be contacted at 644-3845 (admin. assist contact # is: 644- 9398). Dr. Brooks' e-mail address is: Robert.Brooks@med.fsu.edu. Office Hours: By appointment (please call 644-9398). Course Co-Director is Nir Menachemi, Ph.D., M.P.H., who can be contacted at 644-2362, or by email at: Nir.Menachemi@med.fsu.edu.

Additional Faculty Include:

Leslie Beitsch, M.D., J.D.	645-1830	Mary Ellen Guy, Ph.D.	644-9170
Art Clawson, M.S.	644-3454	Tom Arnold	413-9660
Dan Van Durme, M.D.	645-1539	Tom Liberti/Paul Arons	245-4334

Ken Brummel-Smith, M.D	644-2291	Lois Sheperd, J.D.	644-7269
Ken DeCerchio	414-9063	Nancy Clark	644-9706

TEXTBOOKS:

Required:

Thomas S. Bodenheimer and Kevin Grumbach, *Understanding Health Policy: A Clinical Approach*, 4rd Ed., (Stamford, Conn.: Appleton & Lange, 2005).

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/niha>

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

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

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

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*.

COURSE REQUIREMENTS:

Reading Assignments: Active, informed participation in class discussions will be encouraged. Complete each week's readings prior to class and come to class prepared to discuss.

Research Paper: In the Fall there will be a research paper that should be based on your thoughtful assessment of the readings, lecture material, assimilation with other assignments in other Year 2 classes, and class discussion. Topics for the term paper will be on health policy or patient safety/medical errors. Topics for papers must be approved by the course director or co-director.

The format for the research paper should be as follows: in Part I, write an opening statement that explains why the issue you have chosen is important; in Part II, provide an overview of the most important arguments and concepts supporting your topic; Part III, provide your assessment of the strengths and weaknesses of the positions reflected in Part II; and in Part IV, draw conclusions about the issue. The body of the paper will be 10 pages (double-spaced). The paper will require the use of "Endnotes" and should have both primary and secondary references. Students will be

required to attend a presentation by the medical informatics faculty on accessing medical literature and use of endnotes provided during the Fall term.

Objective Structured (Practical) Exam: During the second semester, students will be expected to present an article using an evidence-based format to describe the methodology, strengths, weaknesses, etc.

Quizzes: Three quizzes will be given during the class period based on reading assignments for the week. Quizzes are unannounced.

Medical Informatics: Students will be required to attend a 2 hour session on searching for medical references and use of Endnotes in the Fall semester.

EVALUATION:

Your course grade will be determined by your performance on Examinations, Issues Paper, Objective Structured (EBM Practical) Exam, Quizzes, and Professionalism.

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 and extended matching)

There will be three integrated block examinations in the Fall semester and five integrated block examinations in the Spring semester. These examinations will cover material in all the courses for the four weeks prior to each examination. The Health Issues in Medicine component of each examination will be as follows: Ten to twelve 1 point multiple choice written questions

Research Paper: (25% of total grade) One paper, 10 pages in length, will be required. The paper will be due by 5 pm on Friday, December 1st. Rough drafts or other evidence of progress may be requested by the course director during the period of paper development.

Objective Structured (EBM Practical) Exam: (10% of total grade) Students will be required to read and critically reflect on one assigned article for this evaluation. The article will be picked by the course director. The student will have approximately 20 minutes to read the article, and will then present their analysis to faculty using an evidence-based approach over approximately 20 additional minutes.

Quizzes: (15% of total grade; 5% each) Three unannounced quizzes will be given during the course of the year. They will cover material from the reading assignments for the week in which they are given.

Professionalism: Students will be expected to demonstrate professional attributes that are in keeping with FSU College of Medicine policies. Points may be deducted from the final grade in this category for such behaviors as frequent lateness to class, unexcused absences, academic

honor code violations, or other unprofessional behavior. The FSU College of Medicine Honor Code will be used as the overall benchmark for consideration of professional behavior.

Summary of Grading: The final grade in Health Issues in Medicine -- 6823 will be determined as follows:

Examinations (block exams plus final)	50%
Research Paper	25%
Quizzes (three total)	15%
EBM practicum	10%

Grading for the course is based upon a numeric score calculated as a percentage achieved from all possible points, as follows:

A	= >90%
B+	= 87 – 89.9%
B	= 80 – 86.9%
C+	= 77 – 79.9%
C	= 70 – 76.9%
D	= 65 – 69.9%
F	= < 64.9%

Attendance Policy

FSU COM ATTENDANCE POLICY COM Philosophy

We believe that:

Professionalism is a major component of our medical curriculum. We believe students should conduct themselves appropriately in the various educational activities of the curriculum. This conduct includes coming to educational activities on-time, using the laptop computers only for course work during the educational activity, and not disrupting the class if late. The faculty should also demonstrate professionalism, by starting and ending all scheduled educational activities on time and providing a course schedule with clearly explained course policies in the course syllabus. Any changes in the schedule should be given to the students in a timely manner.

Students will be accountable and personally responsible for attending all educational activities (small groups, labs, clinical experiences, examinations, lectures, computer sessions, etc.).

Unexcused absences reflect negatively on the goals and objectives of the medical curriculum and demonstrate unprofessional behavior by the respective student.

We owe it to our state legislature and the citizens of the State of Florida to provide a quality educational program that meets the needs of our students in preparing them for the M.D. degree.

Attendance Policy

Students are expected to attend all scheduled activities. Students are expected to be on time. Being on time is defined as being ready to start at the assigned time. If a student has an emergency that prevents her/him from attending a scheduled activity, s/he is to call and notify the Office of Student Affairs (Year 1/2) or the Regional Campus Dean (Year 3/4) and request that they inform the supervisors/professors/clerkship faculty/education director for that activity. If at all possible, the student should also call and at a minimum, leave a message with one of the course/clerkship directors. It is important that students realize that their absence or tardiness negatively impacts a number of other people. Attendance, including tardiness, is part of the student's evaluation for professionalism. Negative evaluations may result in decreased grades and in severe cases, referral to the Student Evaluation and Promotion Committee.

Procedure for Notification of Absence

Year 1/2

If the student knows in advance of an upcoming legitimate absence, the "Advance Request for Absence from Educational Activity(ies)" form should be completed with signatures from the student, the Assistant Dean for Student Affairs, the course faculty member and the Course Director. The form will be filed in the Office of Student Affairs. The implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.) will be given to the student by the course director and final decisions regarding these actions shall rest with the course director.

If the absence occurs due to an unforeseen emergency, the student should contact the course director and the Assistant Dean for Student Affairs immediately to report the absence including the reason for the absence. The implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.) will be given to the student by the course director and final decisions regarding these actions shall rest with the course director.

Remediation Policy for Absences from Examinations, Quizzes, Small Group Sessions, Preceptor visits, and Clerkship Call

The remediation policies for absences from examinations, quizzes, small group sessions, and clerkship call are:

1. **POLICY ON MISSED EXAMINATIONS:** Students are required to take major in-term and final examinations. Based on Curriculum Committee policy, a student can only be excused from an examination by a course/education director decision based on the personal situation of the student. The Course/Education Director will determine the time of the exam make-up session. Also, according to the Curriculum Committee decision and the existence of the FSU COM honor code, the student will be given the same examination given to the other students.

2. **POLICY ON MISSED QUIZZES:** Students are required to take scheduled and unscheduled quizzes in the courses/clerkships. A student can only be excused from a quiz by a Course/Education Director decision based on the personal situation of the student. The student must make arrangements with the Course/Education Director to make up a missed quiz. Make-up quizzes will be with questions on the same material and of similar difficulty to the original quiz. The course director may, at their discretion, substitute a short written assignment of the week's material.

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. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://www.fsu.edu/~dof/honorpolicy.htm>).

Students With Disabilities

Students with disabilities needing academic accommodations should:

- (1) Register with the Student Disability Resource Center [SDRC], and provide documentation of their disability.
- (2) Bring a letter to the Clerkship Director from the SDRC indicating the need for academic accommodations. This should be accomplished within the first week of the rotation. Specific arrangements should be made with the Clerkship Director five working days prior to any examination for which accommodations are being requested.

CopyRight Notice:

"This course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor, who knows which materials are copyrighted and which are not."

COURSE OBJECTIVES:

Students must be able to:

Knowledge

1. Understand the history of public health along with the traditional and emerging organizational structures.
2. Understand the emerging public 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 policy and program responses.
3. Understand 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.
4. Understand the impact of information technology on health services.
5. Understand how health care is organized with special attention to the impact of managed care on public health, health care providers, and patients.

Skills

1. Demonstrate the ability to design and integrate prevention, quality assurance and sensitivity to special populations into a clinical practice.
2. Demonstrate the ability to make use of academic and other sources of information (including a growing volume of material available on the world-wide-web) 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.

Attitudes/Behaviors

1. Exhibit an attitude of collegiality and appreciation for teamwork in relationships with other students in the small group setting.
2. Exhibit well-developed interpersonal skills in interacting with other students and the instructors.
3. Exhibit appropriate value for the patient's familial, cultural, and spiritual circumstances within the context of the health care delivery system.
4. Demonstrate professionalism and high ethical principles and standards, respect for others, professional responsibility and social responsibility.
5. Exhibit a capacity for self-evaluation, moral reflection and ethical reasoning in the written assignments.
6. 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.

TOPICAL SYLLABUS: 2006-2007

1. Overview of the U.S. Healthcare System: Overview of the history and development of the U.S. Healthcare system.

Objectives:

By the end of this session the student should understand:

1. The history of the U.S. health system including:
2. Accomplishments of U.S. health care in the 20th century,
3. Current challenges facing America's health care system,
4. Future challenges to the health care system,
5. The role of prevention in meeting the health needs of the U.S. population.

2a. Models of Health Care : U.S.: Overview of Course. Overview of the structure and function of the U.S. healthcare system. .

Objectives:

By the end of this session the student should understand:

- 1 The overall structure of the U.S. healthcare system.
2. How healthcare is meant to be delivered.
3. How the healthcare system functions.
4. Challenges facing American medicine in the 21st century.

2b. Medical Informatics Workshop (2 hours): Presents an overview of skills needed to search for medical literature and use Endnotes methods.

Objectives:

By the end of this session the student should understand:

1. The basic skills needed to retrieve medical literature from web-based sources
2. The basic skills needed to use Endnotes programming

2c. Models of Health Care: England, Italy, Canada, Germany, Japan: This module will introduce students to the structure of several other healthcare systems.

Objectives:

By the end of this session the student should understand:

1. The basic structure of the healthcare delivery system in several other countries.
2. The strengths and weaknesses of these different types of delivery systems.

3. Public Health and Medicine: Presents an overview of the workings of the public health system and its interactions with the private sector of medicine in the US.

Objectives:

By the end of this session the student should understand:

1. The mission of public health in the U.S.
2. How the public health system works.

3. The ten essential functions of the public health system.
4. How public health and private practice of medicine complement each other.

4. Access to Healthcare -- Overview of the history and development of the Florida Healthcare system; review of access to health care and its relation to health policy and use of health services.

Objectives:

By the end of this session the student should understand:

1. The major barriers to access to quality health care services.
2. The concepts and causes of "underinsurance".
3. The state children's health insurance program

5. Overview of Prevention: Promotion of good health and prevention of illness strategies and models; relation to epidemiology; case example.

Objectives:

By the end of this session the student should understand:

1. The types of prevention
2. The types of preventable deaths in the U.S.
3. Causes of preventable deaths in the U.S.
4. The trends in preventative services
5. Major domains in prevention
6. Cardiovascular disease as a preventable illness
7. Tobacco's role in cardiovascular disease

6. Epidemiology/Biostatistics – Part I : Review of principles and concepts in epidemiology and biostatistics; case examples.

Objectives:

By the end of this session the student should understand:

1. Basic knowledge of descriptive and inferential statistical concepts:
2. The prevalence of phenomena in a research sample and corresponding population estimates
3. The presence and magnitude of statistical associations among study variables
4. To apply this knowledge to the critical evaluation of empirical research literature.

7. Epidemiology/Biostatistics – Part II: Review of principles and concepts in epidemiology and biostatistics; case examples.

Objectives:

By the end of this session the student should understand:

1. Basic knowledge of descriptive and inferential statistical concepts:
2. The prevalence of phenomena in a research sample and corresponding population estimates
3. The presence and magnitude of statistical associations among study variables
4. To apply this knowledge to the critical evaluation of empirical research literature.

8. Introduction to Healthcare Financing: Overview of health care financing mechanisms and costs; impact upon access and quality; federal, state and private reimbursement mechanisms.

Objectives:

By the end of this session the student should understand:

1. The principal sources and types of health insurance
2. Changing trends in health insurance in the U.S.
3. The basics of Medicare
4. The basics of Medicaid
5. Cost control strategies in health care

9. Managed Care: History and development of managed care; organization, fundamentals and practices of managed care organizations; current developments in the managed care industry and impact on providers and consumers of health care services.

Objectives:

By the end of this session the student should understand:

1. Why managed care has developed as it has in the U.S.
2. How to distinguish the differences between managed care and other forms of health care delivery.
3. How to describe different models of managed care.
4. The incentives and disincentives in capitated payment systems.
5. How HMOs are changing, the pros and cons of organizing health care through HMOs, and variations in HMO performance.

10. Medicare: Origin and structure of Medicare; eligibility and coverage; changes and challenges; future directions and options.

Objectives:

By the end of this session the student should understand:

1. The basic structure of Medicare including Parts A, B, and C.
2. The funding issues related to Medicare.
3. The recent changes to the Medicare system (2003).

11. Medicaid: Origin and structure of Medicaid; eligibility and coverage; state options; changes and challenges; public financing of long-term care options; impact on growing aging population on Medicaid long-term care financing and resources.

Objectives:

By the end of this session the student should understand:

1. The general framework of Medicaid, including which groups are generally covered.
2. How provision of Medicaid services occurs.
3. The financing pressures on the Medicaid system.
4. The challenges of access to Medicaid for covered individuals.

12. HIV/AIDS: Challenges that HIV/AIDS presents to the health care system; needs of people infected with HIV, as well as accessibility to care, cost of care, and quality of services.

Objectives:

By the end of this session the student should understand:

1. The epidemiology of the HIV/AIDS epidemic- particularly in the U.S.
2. How public policies impact on the available services to HIV/AIDS patients

13. Healthcare Quality – Psychosocial Issues: Description and discussion on the psychosocial aspects of human behavior related to medical errors and patient safety.

Objectives:

By the end of this session the student should understand:

1. The systemic nature of medical errors in our healthcare system.
2. Be familiar with both Institute of Medicine (IOM) reports on healthcare quality.
3. Be cognizant of factors that contribute to the likelihood of errors.
4. Identify potential medical error interventions and list advantages and disadvantages of each.
5. Realize the challenges of promoting patient safety in various aspects of care including transitions of care.

14. Healthcare Quality – Interventions: A critical analysis of the interventions which have been developed to prevent medical errors.

Objectives:

By the end of this session the student should understand:

1. The systemic nature of medical errors in our healthcare system.
2. Be familiar with both Institute of Medicine (IOM) reports on healthcare quality.
3. Be cognizant of factors that contribute to the likelihood of errors.
4. Identify potential medical error interventions and list advantages and disadvantages of each.
5. Realize the challenges of promoting patient safety in various aspects of care including transitions of care.

15. Healthcare Quality – Case Studies on Quality: Use of cases in patient safety to illustrate examples of medical error and reduction techniques.

Objectives:

By the end of this session the student should understand:

1. The systemic nature of medical errors in our healthcare system.
2. Be familiar with both Institute of Medicine (IOM) reports on healthcare quality.
3. Be cognizant of factors that contribute to the likelihood of errors.
4. Identify potential medical error interventions and list advantages and disadvantages of each.
5. Realize the challenges of promoting patient safety in various aspects of care including transitions of care.

16. Healthcare Quality – Measurement and Quality Report Cards: Use and misuse of state and national quality measurements and their impact on quality improvement and error reduction.

Objectives:

By the end of this session the student should understand:

1. The systemic nature of medical errors in our healthcare system.
2. Be familiar with both Institute of Medicine (IOM) reports on healthcare quality.
3. Be cognizant of factors that contribute to the likelihood of errors.
4. Identify potential medical error interventions and list advantages and disadvantages of each.
5. Realize the challenges of promoting patient safety in various aspects of care including transitions of care.

17. Legal Aspects of Medicine: Overview of medical malpractice; tort system; general legal issues; health policy discussions concerning a no-fault system.

Objectives:

By the end of this session the student should understand:

1. Essential elements needed for a tort cause of action
2. Essential elements of informed consent
3. Basic findings of the Harvard Medical Practice Study and its implications for medical liability and tort actions

19a. Issues in Medical Licensure and Discipline/Professionalism: This module will be conducted in conjunction with the Florida Board of Medicine. It will focus on medical licensure requirements and disciplinary actions in order to promote professionalism.

Objectives:

By the end of this session the student should understand:

1. Some of the most common issues related to the licensure and discipline of physicians in Florida.
2. How they can establish high standards of professionalism by knowledge of and adherence to state guidelines for physicians.

19b. Evidence-based Medicine and Information Mastery – Part 1: Principles and procedures for applying evidence-based medicine.

Objectives:

By the end of this session the student should understand:

1. Define evidence-based medicine
2. Demonstrate an ability to formulate a patient-oriented clinical question from a clinical scenario.
3. Describe appropriate search strategies for finding answers to clinical questions.
4. Discuss key elements of the critical appraisal of a medical article.
5. Discuss how the findings of their search would be applied to the care of a patient.

20. Evidence-based Medicine and Information Mastery – Part 2: Principles and procedures for applying evidence-based medicine.

Objectives:

By the end of this session the student should understand:

1. How to review recent reports on breast mammography to show both the strengths and limitations of EBM

21. Evidence-based Medicine : Focus on Practicum: Principles and procedures for applying evidence-based medicine; Use of an recent article to highlight how EBM principles can be used to critique literature.

Objectives:

By the end of this session the student should understand:

1. Recommended guidelines for an EBM-based critique of peer-reviewed medical literature.

22. Bioterrorism – Part 1: Overview and case example and discussion of bioterrorism issues and responses (particularly focused on anthrax and smallpox).

Objectives:

By the end of this session the student should understand:

1. The historical aspect of bioterrorism
2. The clinical aspects of bacteriologic agents focusing particularly on anthrax and smallpox.

23. Bioterrorism– Part 2: Continuation of bioterrorism issues (toxins and chemical).

Objectives:

By the end of this session the student should understand:

1. Basics of biological toxins: botulinum and ricin
2. Chemical weapons: mechanisms of action, clinical symptoms, and treatment.

24. Bioterrorism– Part 3 and Disaster Preparedness: Continuation of bioterrorism issues (nuclear/radiological) and concepts of preparedness for clinicians in disaster situations.

Objectives:

By the end of this session the student should understand:

1. The basics of radiological and nuclear agents.
2. Clinical symptoms from radiological events.
3. Preparedness for physicians in the community.
4. The State of Florida's system for evaluating possible radiological and nuclear events.

25. Complementary and Alternative Medicine: Overview of the use of complementary and alternative medicine and the impact on the health care delivery and health policy.

Objectives:

By the end of this session the student should understand:

1. The definition and scope of CAM and integrative medicine.
2. The trends in the American public's use of CAM.
3. The need for EBM to bring CAM into the "mainstream".
4. The differences between licensing and credentialing.
5. The basics of ethical issues and liability concerns raised over CAM for physicians.

26. Spirituality in Medicine: Discussion of the impact that spirituality has on the practice of medicine.

Objectives:

By the end of this session the student should understand:

1. The history of the church and health care.
2. Studies which look at health outcomes in religious/spiritual individuals.
3. The challenges facing the health care system in the aging of the population and ways in which faith-based organizations can provide health services.

27. Demographics of Aging: Overview of trends and conditions affecting the aging population; challenges that the health care system faces in the delivery of an increasingly broad array of medical services to the aging population; impact of patient needs and rising costs of care.

Objectives:

By the end of this session the student should understand:

1. The changing demographics of the U.S. population as it pertains to the elderly
2. The effect of this change on the labor/workforce market
3. The effect of the changing age demographic on types of common medical conditions

28. Long-term Care: Overview of the diverse array of long-term care services presently provided in institutional, community, and home-based settings; impact of long-term care needs of older adults in the 21st Century.

Objectives:

By the end of this session the student should understand:

1. The changing long-term care demographics in the U.S. and Florida
2. The major types of financing for long term care
3. The locations and types of long term care facilities and some of the challenges they face in employment, litigation, etc.

29. End-of-Life Care: Discussion of the health policy implications of end-of –life care challenges.

Objectives:

By the end of this session the student should understand: :

1. The laws and rules in Florida that relate to end-of-life care (particularly Florida Statutes. 765 and 401).
2. Advanced directives
3. Do not resuscitate orders

30. Mental Health System: Overview of the historic trends and forces affecting the mental health system; health policy issues relating to financing and delivery of mental health services; review of epidemiological studies in mental health.

Objectives:

By the end of this session the student should understand:

1. The major types of mental disorders
2. The proportion of patients (adults and children) diagnosed and treated by the mental health system
3. The burden and costs of mental disorders
4. The people served by Florida's mental health system

31. Rural Health. Overview of the particular policy issues affecting patients and providers in rural communities.

Objectives:

By the end of this session the student should understand:

1. The history of policies in the U.S. related to rural health programs.
2. The particular challenges that face patients and providers (particularly physicians) in rural areas, and how these are related to policies at the state and federal level..

32. Review of Course: Review of year course material in preparation for exam.

Objectives:

To give students a sense of the level of review needed in health issues presentations to prepare for the comprehensive exam.

Note: Given the amount of material covered over the course of a year, this review does not cover all substantive material that will be tested on.

34. Review of biostatistics – Part 1: Review of Year II biostatistics

Objectives:

This session is to review basic concepts of statistics including:

1. Types of variables
2. Population distributions
3. Tests of quantitative and qualitative variables
4. Predictive values
5. Odds ratios and Relative risks

Both this week and the following week (Part 2) will consist of problem-solving exercises that are to be completed before coming to class. Questions will be answered and further examples given during the class period.

35. Review of biostatistics – Part 2: Review of Year II biostatistics

Objectives:

This session is to review basic concepts of statistics including:

1. Types of variables
2. Population distributions
3. Tests of quantitative and qualitative variables
4. Predictive values
5. Odds ratios and Relative risks

Both this week and the preceding week (Part 1) will consist of problem-solving exercises that are to be completed before coming to class. Questions will be answered and further examples given during the class period.