

Cover Sheet: Request 11696

BMS6XXX, Population Health in Medicine

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Green,Kathy Lynn kathylgreen@ufl.edu
Created	5/23/2017 5:12:34 PM
Updated	5/24/2017 8:01:42 AM
Description of request	This course will provide first-year medical students with an overview of population science. This course will address an understanding of epidemiology, the determinants of and distribution of health in a population, and social determinants which influence health inequities among population groups.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	MED - General Medicine 312901000	Novak, Maureen Anne		5/24/2017
No document changes					
College	Approved	MED - College of Medicine	Novak, Maureen Anne		5/24/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			5/24/2017
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11696

Info

Request: BMS6XXX, Population Health in Medicine

Description of request: This course will provide first-year medical students with an overview of population science. This course will address an understanding of epidemiology, the determinants of and distribution of health in a population, and social determinants which influence health inequities among population groups.

Submitter: Green, Kathy Lynn kathygreen@ufl.edu

Created: 5/24/2017 7:54:55 AM

Form version: 2

Responses

Recommended PrefixBMS

Course Level 6

Number XXX

Category of Instruction Intermediate

Lab Code None

Course TitlePopulation Health in Medicine

Transcript TitlePOP HLTH IN MED

Degree TypeProfessional

Delivery Method(s)On-Campus

Co-ListingNo

Effective Term Spring

Effective Year2018

Rotating Topic?No

Repeatable Credit?Yes

Amount of Credit1

S/U Only?Yes

Contact Type Regularly Scheduled

Weekly Contact Hours 2

Course Description This course will provide first-year medical students with an overview of population science. This course will address an understanding of epidemiology, the determinants of and distribution of health in a population, and social determinants which influence health inequities among population groups.

Prerequisites Students must be a first year medical student within the University of Florida College of Medicine.

Co-requisites N/A

Rationale and Placement in Curriculum Course content was removed from the course, BMS6812 - Introduction to Clinical Medicine 2, which is offered during the spring semester of the first year of medical school. Additional content was added to enhance the curriculum and thus create a new stand-alone course. NOTE, corresponding request to BMS6812, Introduction to Clinical Medicine 2, # 11695.

Course Objectives A. Describe basic principles of epidemiology.

B. Explain disease states, course and prevention from a population health view point.

C. Compare and contrast common epidemiological study designs.

D. Judge the relevant contribution of a variety of communicable and non-communicable diseases to the health of the UF population.

E. Prepare to be a better physician by understanding the application of risks and

probability of illnesses and disorders in order to impact the health of the community where you practice.

Course Textbook(s) and/or Other Assigned Reading There are no required textbooks for this course; however, students must read required reading(s) before class time and/or engage in preparatory exercises. These are listed on the syllabus or provided on-line.

Weekly Schedule of Topics Topic 1: Social Determinants of Health

Objectives

- A. Identify community assets and resources as well as community problems and deficits linked to the health of individuals and populations.
- B. Analyze the importance of social determinants of health for medical education.
- C. Formulate testable hypotheses to evaluate the relationship between health status and social determinants of health in a specific country or region.

Learner Preparation

Public Health Scavenger Hunt: Plunge

1. Go to UF HealthStreet at 2401 SW Archer Road (our UF community engagement program). Take a tour. Find the safe sex station. Document the rate of HIV infection in Alachua County by gender, age and race. Please "like" HealthStreet on Facebook.
2. Find Save-A-Lot. Go to the store and check on the availability and status of the fruits and vegetables in the produce section with the eye towards how to fulfill your doctor's advice to eat nutritiously. Prepare to report on objective and subjective impressions of your visit.
3. Find out what someone has to do to set up a ride for a medical visit. What are the hours and how much does it cost?
- 4.

Visit the Salvation Army/Goodwill or other thrift store and report on what they have for sale for people living with physical impairments. What is the item? The price? Condition?

5. Visit the new Depot Park. Observe built environment; observe health needs of the people of all ages who are there.
6. Where can someone go for free nicotine replacement therapy? What is the rate of current smoking in Alachua county?
7. Visit Arts in Medicine (South Tower Shands) and ask about 352 Creates.
8. Document the "Plunge" by putting all your answers and any documentation you gathered in one document, including the answer to this question: If you could address a social determinant of health in this community what would it be? Give your reasons and put in one file and send to the instructors before class.

Instruction Method

Student will engage in the "Plunge" described above and be prepared to discuss the results as part of class 2, 1/22.

Assessment

Participation in plunge is required for a "pass." Students will be asked to present at least one photo of them participating in the "Plunge."

Date/Time: On own.

Topic 2: Prevention

Objectives

- A. Evaluate a classic epidemiological investigation: John Snow and the Broad Street Pump
- B. Apply a web of causation to cholera using a classic case
- C. Address a public health problem through an intervention that "removes the pump"

Learner Preparation

Watch this Ted Talk by Steven Johnson.

http://www.ted.com/talks/steven_johnson_tours_the_ghost_map?language=en

Read John Snow's letter to the editor of the Medical Times and Gazette, Volume 9:321-22, September 23, 1854. <http://www.ph.ucla.edu/epi/snow/choleragoldensquare.html>

Instructional Method

Guest Lecturer: Glenn Morris, MD, MPH, Professor of Medicine (Infectious Diseases) and Director, Emerging Pathogen Institute.
Short lecture and in-class exercises on webs of causation and public policy interventions.

Assessment

Assignment: Students will discuss the Plunge and hand in their web of causation for grading. Satisfactory webs will show most important factors that may be associated with the disease.

Date/Time: Monday 1/22, 8 – 9:50 am

Topic 3: Introduction to Epidemiological Analysis: Frequencies

Objectives

- A. Compare incidence and prevalence of common diseases across populations.
- B. Analyze epidemiological information available for specific diseases in various populations.
- C. Consider needed factors to accurately identify prevalence and incidence in a population.

Learner Preparation:

1. Fletcher RH, Fletcher SW, Fletcher GS . Clinical Epidemiology: The Essentials, (5th Ed.). Chapter 2, Frequency (pp.17-28 only). Lippincott, Williams and Wilkins, Baltimore, MD, 2014.
2. Legionnaires' Disease Incidence and Risk Factors, New York, New York, USA, 2002–2011. Emerging Infectious Diseases, 2014; 20 (11).
http://wwwnc.cdc.gov/eid/article/20/11/13-1872_article

Instructional Method

Guest Lecturer: Mattia Prosperi, MEng, PhD, Associate Professor of Epidemiology
In-Class Exercises.

Assessment

In-class group exercises related to epidemiological surveillance and discussion. Students will hand in group reports of their exercises for grading. Instructors will grade using the criteria: "Satisfactory" if group included all required elements specified at time of exercise.

Date/Time: Monday 2/19, 8 – 9:50 am

Topic 4: Screening and Prevention

Objectives

- A. Describe the sensitivity, specificity and predictive values of illustrative commonly used clinical screening tests.
- B. Describe the benefits and risks of early identification and intervention in problems such as suicide potential, depression, and alcohol/substance abuse and dependence.
- C. Evaluate a hypothetical screening program for a specific disease in a specific population.

Learner Preparation

- 1.

Akobeng AK. Understanding diagnostic tests 1: sensitivity, specificity and predictive

values. Acta Pædiatrica. DOI:10.1111/j.1651-2227.2006.00180.x

2. Watch this short lecture: Sensitivity and Specificity by Gilbert Welch. <https://www.youtube.com/watch?v=Zsw2J29DV0s>

Teaching Methods

Guest Lecturer: Xinguang (Jim) Chen, MD, PhD, Professor of Epidemiology.
Short lecture, discussion, in-class assignments (small groups or individual)

Assessment

Quiz. Multiple choice quiz with 2 to 6 questions. Quizzes will be posted by Friday at 5 pm and must be complete by Sunday at 11:59 pm. Quizzes are open book but should be completed without assistance from anyone else. Based on a 100% score for all correct answers, "satisfactory" quizzes will rate a score of 80% or above.

Date/Time: Monday 2/26, 8 – 9:50 am

Topic 5: Causality and Epidemiology Study Designs

Objectives

- A. Apply Sir Bradford Hill's criteria for assessing causality.
- B. Compare and contrast cohort and case-control study designs to identify associations between population risk factors and diseases or disorders.
- C. Appreciate the use of epidemiologic study designs for a variety of applications of potential practical importance through application to prescription opioid abuse.

Learner Preparation

1. Wagstaff A. Richard Doll: Science will always win in the end. Cancer World 2004.
2. www.cancerworld.org/pdf/5396_06_Masterpiece_28_34.pdf
3. Doll R & Hill AB. The mortality of doctors in relation to their smoking habits. BMJ, 2004 (reprint) 328:1529-1533.

Teaching Method

Guest Lecturer: Henry Young II, MD, Post-Doctoral Fellow, NIDA T32, and Assistant Professor, Department of Emergency Medicine
Group assignment and discussion.

Assessment

Students will hand in group reports of their exercises for grading. Instructors will grade using the criteria: "Satisfactory" if group included all required elements and exhibited understanding of cohort study design.

Date/Time: Monday 3/12, 8 – 9:50 am

Topic 6: Community Level Interventions to Improve Public Health

Objectives

- A. To analyze a community-wide intervention spearheaded by a physician practice for applicability to other places and problems
- B. To understand how to integrate population health, including prevention practices, in the work of a physician practice
- C. To apply a population health/public health approach to a student-chosen health problem with a physician practice as the facilitator

Learner Preparation:

Record NB, Onion DK, Prior RE, Dixon DC, Record SS, Fowler FL, Cayer GR, Amos AI, Pearson TA. Community-wide cardiovascular disease prevention programs and health outcomes in a rural county, 1970-2010. JAMA. 2015;313(2):147-155.

doi:10.1001/jama.2014.16969.

Labarthe DR, Stamler J. Improving Cardiovascular Health in a Rural Population; Can Other Communities Do the Same? JAMA. 2015;313(2):139-140.

doi:10.1001/jama.2014.16963.

Teaching Method

Guest Lecturer: Thomas A. Pearson, MD, MPH, PhD, Executive Vice President for Research and Education, UF Health, Professor of Epidemiology and Medicine
Group In-Class Activity. Each group will consider a physician practice in Alachua County and how it might implement a program similar to that in the reading. Come to a consensus on the BEST plan including Aim, Population, Intervention (Actors and Activities), Measures and Hypothesized Results.

Assessment

Students will hand in group reports of activities for grading. Instructors will grade using the criteria: "Satisfactory" if student plan has all required elements and addresses a relevant community health problem.

Date/Time: Monday 3/19, 8 – 9:50 am

Topic 7: Marijuana, Alcohol and HIV

Objectives

- A. Analyze the case for HIV infection as an outcome of heavy drinking.
- B. Evaluate health disparities regarding HIV in Florida
- C. Compare and contrast the effects of alcohol and marijuana on health outcomes.

Teaching Method

Guest Lecturer: Robert L. Cook, MD, MPH, Professor of Epidemiology and Medicine and Director, Southern HIV Alcohol Research Consortium (SHARC), University of Florida
Research Foundation Professor

Discussion.

Assessment

Quiz. Multiple choice quiz with 2 to 6 questions. Quizzes will be posted by Friday at 5 pm and must be complete by Sunday at 11:59 pm. Quizzes are open book but should be completed without assistance from anyone else. Based on a 100% score for all correct answers, "satisfactory" quizzes will rate a score of 80% or above.

Date/Time: Monday 3/26 8 – 9:50 am

Topic 8: Morbidity and Mortality

Objectives

- A. Analyze global rates of morbidity and mortality for chronic and infectious diseases as well as injuries.
- B. Exhibit the ability to use epidemiological tools to compare disability adjusted life years for a range of common diseases.
- C. Compare differences in country rates of diseases and disabilities.

Learner Preparation:

GBD 2015 DALYs and HALE Collaborators. Global, regional, and national disability-adjusted life-years (DALYs) for 315 diseases and injuries and healthy life expectancy (HALE), 1990–2015: a systematic analysis for the Global Burden of Disease Study 2015. Lancet 388(10053). October 08, 2016. Open Access.

Teaching Methods

Instructor (Catherine Striley, PhD, MSW, MPE, Assistant Professor of Epidemiology)
lecture
and interactive data manipulation on web using <http://www.healthdata.org/gbd/data-visualizations>

Assessment

Group assignments will be submitted after class time for instructors to grade.
"Satisfactory" submissions will be responsive to request for specific answers provided during the lecture and will show use of the GBD webpage.

Date/Time: Monday 4/9,8 – 9:50 am

Links and Policies COM MEDICAL STUDENT RESOURCES

Office of Student Affairs: <http://osa.med.ufl.edu/>

Office of Student Counseling & Development: <http://counseling.med.ufl.edu/services/>

Note: The Office of Student Counseling & Development can help you with time management, getting tutoring, and other resources to help you achieve your personal and academic goals.

Medical Education Program Curriculum Overview:

<https://oea.sites.medinfo.ufl.edu/files/2014/04/Medical-Education-Program.pdf>

Medical Education Program Policies and Procedures:

(Outdated link): <https://osa.sites.medinfo.ufl.edu/files/2014/10/Policies-and-Procedures-Handbook.pdf>

COURSE POLICIES

Information on current UF grading policies for assigning grade points is available at <http://www.registrar.ufl.edu/staff/grades.html>.

Professional Behavior

An unsatisfactory grade may be given to students who do not satisfy the professionalism competency regardless of performance on other requirements. Patterns of unprofessional conduct will not only impact the student's course evaluation, but may also be addressed through written communication to the College of Medicine's Associate Dean of Students.

Please see:

<https://osa.sites.medinfo.ufl.edu/files/2014/10/Policies-and-Procedures-Handbook.pdf>

Academic Honesty and Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

University of Florida Rules 6C1-4.040 Student Honor Code and Student Conduct Code, available at <http://regulations.ufl.edu/wp-content/uploads/2012/09/4040.pdf>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is

unacceptable and inexcusable behavior. Misrepresentation of the truth for academic gain (e.g., misrepresenting personal circumstances to get special consideration) constitutes cheating under the University of Florida Academic Honesty Guidelines.

Attendance

Sessions for which attendance is required are indicated on the course schedule. Arriving on time is expected. Students should bring their laptops to all required sessions. Excused absences follow the University of Florida and College of Medicine attendance policies. An unexcused absence from any required activity may impact the student's overall course grade and professionalism competency assessment. See:

<https://osa.sites.medinfo.ufl.edu/files/2014/10/Policies-and-Procedures-Handbook.pdf>

Policy on Make-Up Work

Students are allowed to make up work only as the result of illness or other unanticipated circumstances. In the event of such emergency, documentation will be required in conformance with University of Florida and College of Medicine policy. Work missed for any other reason will earn a grade of zero. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Course Remediation

To be eligible for graduation a student must pass all courses at the College of Medicine. If a student fails a course, he/she must remediate the course. Remediation cannot occur while courses are ongoing. The Academic Status Committee (ASC) will recommend whether a student may remediate a failure immediately during winter or spring vacation or if s/he must remediate during the summer. Failing grades must be removed before students can register for coursework in the subsequent academic year. A student who receives a failing grade because of exam failure has one opportunity to manifest competence by taking and passing the exam prior to beginning of the next academic year with the approval of the ASC. If the student fails remediation he/she will come before the ASC for review. Remediation of part of a course when the overall course grade is a pass is at the discretion of the course director. This may be a retake of one examination, an oral exam, or a project that will show mastery of the material. If the course director feels that the student is not ready to progress with the curriculum despite passing the course, he/she can recommend review by the ASC.

Evaluations

<http://medinfo.ufl.edu:8050/year1/secure/ufcom-policy-student-evaluations.pdf>

Every required course is to be evaluated by students. Each student must complete at least 75% of all assigned faculty and small group leader evaluation forms. There is an expectation of 100% completion on overall course evaluations. Failure to complete evaluations within the established timeframe will be noted as a professional concern in a student's professionalism competency evaluation.

Support Services

ADA Accommodations

University policy requires students requesting classroom accommodation to register with the Dean of Students Office. [Contact the Disability Resource Center within the Dean of Students Office, 352-392-8565, <http://www.dso.ufl.edu/drc/>.]

Students who request ADA accommodations will present to Dr. Patrick Duff, Associate Dean of Students, written documentation from the Disability Resource Center (DRC), that supports the specific accommodations. Contact information for the DRC staff is available at: <https://www.dso.ufl.edu/home/contact-us>. In turn, Dr. Duff will share this information with the relevant basic science course directors and clerkship directors. Dr. Duff's office will coordinate with Dr. Novak's office to arrange for the specific accommodations in the testing center.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/> "Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance."
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>.

Video-Recording

The University of Florida, College of Medicine, will provide video recordings of lectures and other portions of the curriculum to its students. The goal of this initiative is to improve our learner-centered curriculum allowing flexibility to balance personal and academic priorities and provide another tool to accommodate differing learning styles. The video recordings are intended for exclusive use by students enrolled in the College of Medicine. Other individuals who wish to view the recordings must receive permission from the responsible faculty member. In accordance with the University of Florida Intellectual Property Policy, faculty members of the University of Florida maintain copyright ownership of their lectures. UF COM will maintain ownership of these recordings and will use recordings in accordance with this policy. The UF COM policy for digital audio or video recording of lectures is as follows:

1. Whole class presentations (e.g. lectures) and other portions of the curriculum will be recorded. Such recordings will be maintained on the UF COM course management system (CANVAS). Due to the nature of patient confidentiality or the nature of the topic, there will be times when recording is not allowed. These are intended for exclusive use by the students enrolled in the course at the time, course faculty, and staff charged with delivering and administering the course.
2. Lecturers will be contacted with information about the recording policy. Faculty who give multiple lectures in a course may specify different terms for different sessions. Faculty who do not wish to be audio or video-recorded must notify the course director and Associate Dean for Medical Education with rationale for not recording at least 48 hours prior to the lecture(s). Absent the lecturer's express revocation of permission, in writing, lectures/presentations will be recorded. Reasons for non-recording include but are not limited to patient encounters and guest lecturers.
3. Recorded lectures will be posted on the UF COM secure website through Canvas. Lectures can be edited up to one week after recording.
4. All users of the recordings (students, faculty, staff and course directors) must agree to

the terms and conditions of this policy prior to web site access. The lecture and any information contained in the recorded lecture are protected under copyright laws and may not be copied, displayed, broadcast or published without the consent of the lecturer and without giving proper attribution to the lecturer. UF COM will take reasonable measures to prevent the inappropriate use of such recordings by individuals with access to the web site on which the recorded lectures are posted, but cannot guarantee against possible misuse. This prohibition includes placing the recording on any web page or the Internet for use by, or access to, any person, including the student. In addition to any legal ramifications, misuse of recordings will be considered as unprofessional behavior and appropriate disciplinary action will be taken according to UF COM policy and procedures.

6. The recorded lectures will be maintained on the university servers for up to two years, with materials accessible exclusively to the students enrolled in the course at the time of the recording along with the faculty, staff and course directors charged with delivering the lectures and administering the course at the time of recording.

7. No recorded lecture material, university maintained or otherwise, may be shared with any individual or organization within or outside the UF COM without prior written permission from the lecturer. Recordings are for educational use only and are to be considered confidential.

8. Materials used in lectures may be subject to copyright protection.

Grading Scheme Performance Criteria/Methods of Evaluation

This course will be graded as satisfactory/unsatisfactory. You will be evaluated as shown above under Assessment. Professional behavior, shown below, will also be assessed as part of the course grade.

Satisfactory scores are required for each of the weekly discussions/group assignments (participation in Plunge, 5 discussions or assignments; 75% of course grade) and scores of 80% or better on each of the two quizzes (25% of course grade).

Unprofessional behavior documented by the instructor(s) will result in an unsatisfactory score for the class session. To pass this course, students must receive a "satisfactory" score for each session. Remediation of one unsatisfactory grade will be allowed provided the student seeks such remediation; students will be asked to prepare a 4 page paper responding to one of the lectures to remediate. Turning in the paper will provide needed credit.

Instructor(s) Course Directors:

Catherine Woodstock Striley, PhD, MSW, MPE

Assistant Professor and Director of Master of Public Health and Certificate in Psychiatric Epidemiology Programs

Department of Epidemiology

College of Public Health and Health Professions

College of Medicine

352-273-5359

Office hours: Available by appointment

Linda B. Cottler, PhD, MPH, FACE

Dean's Professor of Epidemiology

Department of Epidemiology

College of Public Health and Health Professions

College of Medicine

Associate Dean for Research, College of Public Health and Health Professions

352-273-5468

Office hours: Available by appointment