

UNIVERSITY
OF MINNESOTA

**School of
Public Health**

PubH 6573
The Nature of Clinical Care
Course Syllabus
Spring Semester 2009

Credits:	2
Meeting Days:	Thursdays: January 22 through May 7 (except March 19)
Meeting Time:	9:05 a.m.-11:00 a.m.
Meeting Place:	Mayo Building D327
Instructor:	Gordon Mosser, MD Associate Professor, Division of Health Policy & Management
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Office Hours:	By appointment

I. Course Description

PubH 6573 The Nature of Clinical Care is an elective course intended to provide an understanding of clinical care for future health care professionals who are not clinicians. The primary aim of the course is to enable administrators in health care delivery or public health to feel comfortable in discussing clinical matters with their clinical colleagues and to participate as peers in managing health care performance in hospitals, medical groups, and other health care delivery and public health institutions. The course is also suitable for future health services researchers and public health practitioners who do not have clinical backgrounds.

The course covers medical terminology, basic human anatomy, common human diseases, the scope of practice for medical and surgical specialties, and common medical and surgical procedures. Readings include a medical terminology textbook and a textbook on human diseases. The early portion of the course is taught as lectures, using written tests on factual material to evaluate learning. The later portion is taught with clinical professionals as guest presenters and discussion leaders. Students do small group projects to study clinical teams and the work that they do. They also write a paper.

II. Course Prerequisites

Students must be enrolled in an MHA, MPH, MS, PhD, or certificate program in the School of Public Health. Alternatively, students may take the course with consent of the instructor.

III. Learning Objectives

After taking this course, students will have improved their abilities:

- (1) to understand and use medical terminology correctly;
- (2) to discuss topics that require understanding of human anatomy;
- (3) to discuss topics that require understanding of human disease states and how they are diagnosed and treated;
- (4) to discuss commonly used medical and surgical procedures;

- (5) to understand and discuss the scope of practice and action emphases of various medical and surgical generalists and specialists;
- (6) to function as a peer or partner with clinicians in a health care delivery workplace.

IV. Methods of Instruction and Work Expectations

The first half of the course consists primarily of lectures and question & answer periods. The material covered is factual, covering medical terms, anatomy, and human disease. A textbook on medical terminology, anatomy, and diseases is used. Evaluation of the students' learning during this period consists of three tests.

The second portion of the course consists of a mix of lectures by the instructor and guest lecturers who are practicing clinicians. During this portion of the course, the readings are selections from a textbook on the diagnosis and treatment of human diseases. Evaluation of the students' learning during this period consists of one test. Students also write a paper on a disease of their choice.

The third portion of the course consists of group projects aimed at understanding what clinicians do and how they interact. Small groups of students are asked to interview members of clinical teams, using a guide provided by the instructor. The groups present their findings and discuss them with other members of the class.

Throughout the course, PowerPoint slides and other materials are distributed in class and posted on the course WebVista site. (For instructions on how to set up your computer for WebVista access, go to: <http://webct.umn.edu/students/>.)

Students are expected to attend all classes, to do the reading assignments prior to class, to participate actively in class discussions (without dominating the discussions), and to lead discussions as requested. Students are expected to let the instructor know in advance if they will miss a class.

The course includes four in-class tests, a group project to be done outside of class, an oral presentation by each group on its project, and one paper. Students are expected to make their oral presentations as scheduled and to turn in the written assignment on time.

The criteria that will be used in evaluating the group oral presentation, the paper, and class preparation and contribution are included in the Appendix below.

V. Course Texts and Other Readings

There are two required textbooks:

Leonard PC. Quick & Easy Medical Terminology. 5th ed. St. Louis: Saunders Elsevier, 2007. ISBN number 978-1-4160-2494-1. (Available from Amazon.com, BarnesandNoble.com, and the U of M Bookstore in Minneapolis.)

Professional Guide to Diseases. 9th ed. Philadelphia: Lippincott Williams & Wilkins, 2009. ISBN number 978-0-7817-7899-2. (Available from Amazon.com, BarnesandNoble.com, and the U of M Bookstore in Minneapolis.)

In addition, the following articles are required reading:

- (1) Evidence-based Medicine Working Group. Evidence-based medicine: a new approach to teaching the practice of medicine. JAMA. 1992 Nov 4; 268(17):2420-2425.
- (2) Smith R. What doctors and managers can learn from each other. British Medical Journal 2003; 326(7390):610-611.
- (3) Edwards N, Kornacki MJ, Silversin J. Unhappy doctors: what are the causes and what can be done? BMJ. 2002 Apr 6; 324:835-838.
- (4) Petasnick WD. Hospital-physician relationships: imperative for clinical enterprise collaboration. Frontiers of Health Services Management. 2007 fall; 24(1):3-10.

To obtain these articles, go to the U of M libraries website home page at <http://www.lib.umn.edu>.

- Click "E-Journals" in the top row of buttons.
- Type in the journal title in the "Title" box and click the GO button.

- This takes you to a list of journal titles. Click on the title of the journal you want.
- This takes you to a list of search sources. Click the one you want to use, usually the first one.
- At this point you will be prompted for your Internet ID and password if you are not already logged in.
- The next page normally displays the years in which the journal was published. Click the year you want, opening up a list of issues for that year. Click the issue you want.
- The next page normally shows the table of contents for that issue. Click the article you want.
- The next page normally shows the first page of the article or a bibliographic entry, in both cases with buttons along the top enabling you to select PDF or other viewing options. Normally you will want to select the PDF option.
- If you want to have a copy of the article, print or save the PDF.

For some journals, the sequence above is slightly different, but the pathway is ordinarily obvious. If it is not, you can request help at the Bio-Medical Library or Wilson Library.

VI. Course Schedule

Session 1, January 22: Orientation and Overview; Medical Terminology I

Reading: Leonard (text cited above), chp. 1.

Class content: Orientation and overview of the course; introduction to medical terminology.

Session 2, January 29: Medical Terminology II

Reading: Leonard, chps. 2-3.

Class content: Prefixes, suffixes, combining forms, and other aspects of medical terms.

Session 3, February 5: Medical Terminology III

Reading: Leonard, chps. 4-5.

Class content: Terms for diagnostic procedures, therapeutic interventions, and organization of the body.

Session 4, February 12: Medical Terminology IV

Test #1 at beginning of class on Leonard, chps. 1-5.

Reading: Leonard, chps. 6-7.

Class content: Musculoskeletal and circulatory systems.

Other: Membership of groups for Assignment 1 finalized.

Session 5, February 19: Medical Terminology V

Reading: Leonard, chps. 8-9.

Class content: Respiratory and digestive systems.

Session 6, February 26: Medical Terminology VI

Test #2 at the beginning of class on Leonard, chps. 6-9.

Reading: Leonard, chps. 10-11.

Class content: Urinary and reproductive systems.

Session 7, March 5: Medical Terminology VII

Reading: Leonard, chps. 12-13.

Class content: Integumentary system (skin), nervous system, psychologic disorders.

Other: Topic choices for Assignment 1 finalized.

Session 8, March 12: Medical Terminology VIII and Evidence-Based Medicine

Reading: Leonard, chp. 14.; article by Evidence-based Medicine Working Group (article 1 above).

Class content: Endocrine system; evidence-based medicine.

The class will not meet on March 19 (spring break).

Session 9, March 26: Cardiovascular Disorders, Respiratory Disorders; Primary Care

Test #3 at the beginning of class on Leonard, chps. 10-14.

Reading: Professional Guide to Diseases (text cited above), pp. 2-8, 22-26, 31-58, 100-106, 118-120, 137-139, 147-152.

Class content:

Cardiovascular disorders: myocarditis, endocarditis, valvular heart disease, hypertension, coronary artery disease, myocardial infarction, heart failure.

Respiratory disorders: pulmonary edema, pulmonary embolism, COPD.

Guest presenter: Primary care physician: Heather Thompson Buom, MD (general internist)

Session 10, April 2: Gastrointestinal Disorders, Malignant Neoplasms; Medical Specialties

Reading: Professional Guide to Diseases, pp. 234-238, 241-243, 256-259, 271-272, 299-307, 308-312, 783-792, 809-819, 830-832, 842-845, 858-861, 887-890.

Class content:

Gastrointestinal and hepatobiliary disorders: gastroesophageal reflux, peptic ulcers, appendicitis, viral hepatitis, cirrhosis.

Malignant neoplasms: lung cancer, breast cancer, colorectal cancer, prostate cancer, ovarian cancer, acute leukemia.

Guest presenter: Sub-specialist in internal medicine: Marc Pritzker, MD (cardiologist)

Session 11, April 9: Trauma, Obstetric and Gynecologic Disorders; Surgery

Reading: Professional Guide to Diseases, pp. 1041-1050, 1062-70, 1152-1157, 1179-1180, 1183-1185, 1189-1193, 1199-1204.

Class content:

Trauma: concussion, cerebral concussion, fractured skull, blunt chest injuries, sprains and strains, arm and leg fractures, dislocations and subluxations.

Obstetric and gynecologic disorders: postmenopausal bleeding, ectopic pregnancy, placenta previa, abruptio placentae, preterm labor, premature rupture of membranes, cesarean birth.

Guest presenter: Surgeon: Robert Madoff, MD (colorectal surgeon)

Session 12, April 16: Neurologic Disorders, Psychiatric Disorders; Mental Health

Reading: Professional Guide to Diseases, pp. 164-173, 179-84, 189-196, 208-210, 211-212, 223-225, 1242-1249, 1257-1259, 1261-1266, 1275-1281, 1284-1295.

Class content:

Neurologic disorders: cerebral aneurysm, seizure disorder, stroke, Parkinson's disease, Alzheimer's disease, multiple sclerosis.

Psychiatric disorders: attention deficit hyperactivity disorder, alcohol-related disorder, schizophrenia, bipolar disorders, major depression.

Guest presenter: Mental health clinician: Jeff Wozniak, PhD (psychologist)

Session 13, April 23: Physician-Administrator Relationships

Test #4 at the beginning of class on the portions of Professional Guide to Diseases specified as readings for sessions 9-12, that is, pp. 2-8, 22-26, 31-58, and so on.

Readings: Articles by Smith (article 2 above), Edwards (article 3 above), Petasnick (article 4 above).

Class content: Physician-administrator relationships.

Guest discussants: Physician and administrator to be determined.

Session 14, April 30: Oral Presentations I

Readings: None.

Session 15: May 7: Oral Presentations II

Readings: None.

Other: Assignment 2 due at the beginning of class.

VII. Evaluation and Grading**Basis for Grading**

Students are expected to take the four tests indicated above, to participate in the group project (including the oral presentation), and to write one paper as detailed below.

Preparing for class, contributing to class discussions, and leading discussions when requested are important to the course's success. Evaluation of class preparation and contribution will be negatively affected by absences without prior notice, absences without good reason, inattention in class, failure to do the readings in advance of class, domination of class discussions, or failure to prepare materials needed to lead or contribute to discussions. See the Appendix for the evaluation form that shows the details of how preparation and contribution are evaluated.

The components of the final grade and their weights are as follows:

Test #1	15%
Test #2	15%
Test #3	15%
Test #4	15%
Assignment 1—group presentation	15%
Assignment 2— individual written assignment	15%

Class preparation and contribution 10%

The grading scale is: 94-100 = A, 90-93 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, 77-79 = C+, 74-76 = C, 70-73 = C-, 66-69 = D+, 64-66 = D, 60-63 = D-, <60 = F.

Written assignments turned in late without prior permission will be penalized up to one letter grade.

Incomplete Grade

An incomplete grade is permitted only in cases of exceptional circumstances and following consultation with the instructor. In such cases a grade of "I" will require a specific written agreement between the instructor and the student specifying the time and manner in which the student will complete the course requirements. Extension for completion of the work will not exceed one year.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

Evaluation of the course by students

At the end of the course, students are encouraged to evaluate the course using a software system called CoursEval. Student feedback on course content and faculty teaching skills are important for improving teaching in the School of Public Health. Please complete an evaluation so that the instructor and future students can benefit from your observations.

The system sends e-mail notifications to students providing information about when and how they can complete the evaluations. Students who complete the course evaluations promptly are able to access their final grades as soon as the faculty member submits their grades. All students have access to their final grades two weeks after the last day of the semester regardless of whether they have completed an evaluation.

VIII. Other Course Information and Policies

Grade Option Change

Deadlines for students to change their grade options (changing among A-F, S-N, or audit) are specific to the particular term and can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, the student should notify the instructor of his or her intent to withdraw and, if applicable, should notify his or her advisor.

Students wishing to withdraw from a course after the posted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information on how to proceed.

Student Academic Integrity and Scholastic Dishonesty

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action.

Students are responsible for knowing the University of Minnesota Board of Regents Student Conduct Code, found at <http://www.umn.edu/regents/polindex.html>. The Student Conduct Code defines scholastic dishonesty as follows:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own, regardless of whether the other person knows that you are presenting the material as your own or whether the other person has intentionally written material for you to use. For more information on this

policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity at <http://writing.umn.edu/tww/plagiarism>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu> and click on "Citing Sources".

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office for Student Conduct and Academic Integrity (OSAI, <http://www.umn.edu/oscai>).

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive or received credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask the instructor.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612-626-1333 (voice or TTY).

Syllabus Appendix
PubH 6573
The Nature of Clinical Care
Spring Semester 2009

Guidelines for Assignment 1 (group project and oral presentation)

You will have three or four partners in doing this assignment.

Identify a clinical care team or group in a hospital or medical group. (Help in this step is available from the instructor.) Obtain the approval of the instructor for your choice of the team you will study.

Interview the members of the group and, if possible, observe them doing their work, e.g., in a team meeting or working one-on-one with each other. (Take care to abide by rules of patient confidentiality.) Then:

- (1) Characterize the group by its membership, identifying each person's profession and his or her role in the group.
- (2) Explain the training and professional experience that each person has had.
- (3) Collect at least three examples of clinical care provided by members of the group during the past month.
- (4) Explain one disease process dealt with by the group (or members of it) and how that process is diagnosed and treated, including any diagnostic or surgical procedures used.

You will present your findings on these points in a group presentation of 30 minutes, using visual aids. In your presentation, make explicit use of course readings and lectures and identify these readings and lecture material.

An evaluation form for the presentation appears below. Please review it and be guided by the criteria for evaluation described in it. The criteria listed are the criteria the instructor will use in grading your presentation. All members of the group will be given the same grade.

Guidelines for Assignment 2 (individual paper)**Due at the beginning of class on May 7, 2009**

Identify a disease that interests you. Obtain the approval of the instructor for your choice of the disease you will study.

Investigate the disease process, its diagnosis, options for its treatment, and, if it is a chronic condition, the long-term management of the disease. Answer these questions:

- What is the process or mechanism (pathophysiology) of the disease?
- If known, what are its causes?
- What are the criteria used in diagnosing the disease?
- What choices for treatment do the patient and physician have?
- What are the specialties of the physicians who diagnose and treat the disease?
- What are the roles of nurses, pharmacists, and other clinical personnel in managing the disease?
- What is the long-term outlook for a person with this disease?

In your investigation, use reference materials commonly used by physicians, for example, Harrison's Principles of Internal Medicine, Up-to-Date, and the National Guideline Clearinghouse. All three of these and many more resources are available on the Web site of the Bio-Medical Library (<http://www.biomed.lib.umn.edu/>) under "RESOURCES FOR ... Clinicians," located half-way down the right side of the home page.

Supplement these resources with any additional materials you think are appropriate.

The page limit for your report is five (5) double-spaced pages (1,250 words). (In counting pages, you may disregard appendices, if there are any.) An evaluation form for this written assignment is attached. Please review it and be guided by the details of the criteria for evaluation described in it. The criteria listed are the criteria the instructor will use in grading your paper.

PubH 6573, Spring Semester 2009
EVALUATION OF ASSIGNMENT 1 (group presentation)

Names:

Date:

<u>Elements of Evaluation</u>	Extent to Which Achieved:				
	<u>Low</u>				<u>High</u>
1. Provided a clear introductory description of the group or team studied.	1	2	3	4	5
2. Provided a clear account of the role of each person in the group studied.	1	2	3	4	5
3. Provided a clear account of the training and experience of each person in the group.	1	2	3	4	5
4. Provided at least three examples of clinical care provided by members of the group during the past month.	1	2	3	4	5
5. Explained one disease diagnosed or treated by the group or members of it.	1	2	3	4	5
6. Explained the diagnosis and treatment of that disease process.	1	2	3	4	5
7. Made explicit use of identified course readings and lectures.	1	2	3	4	5
8. Presentation was clear, well-organized, and well-presented; and it made effective use of visual aids.	1	2	3	4	5
9. Questions and discussion were invited, and answers were clear and responsive.	1	2	3	4	5

Comments and Grade:

PubH 6573, Spring Semester 2009
EVALUATION OF ASSIGNMENT 2 (individual written assignment)

Name:

Date:

<u>Elements of Evaluation</u>	Extent to Which Achieved:					
	<u>Low</u>				<u>High</u>	
1. The disease topic is clearly defined.	1	2	3	4	5	
2. The disease process (the pathophysiology of the disease) is clearly explained, including the cause, if known.	1	2	3	4	5	
3. The criteria used in diagnosing the disease are clearly explained.	1	2	3	4	5	
4. The methods of diagnosing the disease are clearly explained.	1	2	3	4	5	
5. All of the options for treatment are stated and explained.		1	2	3	4	5
6. For the diagnosis and treatment of the disease, the roles of primary care physicians and pertinent specialists are explained.	1	2	3	4	5	
7. If pertinent, the roles of nurses and other clinical personnel are explained.	1	2	3	4	5	
8. The long-term outlook for a person with the disease is explained.						
9. The sources used in writing the report are cited.						
10. The report is clear, logically organized, and well written.	1	2	3	4	5	

Comments and Grade:

PubH 6573, Spring Semester 2009
EVALUATION OF CLASS PREPARATION AND CONTRIBUTION

Name:

Date:

<u>Elements of Evaluation</u>	Extent to Which Achieved:				
	<u>Low</u>				<u>High</u>
1. Attended class with rare exception and provided advance notice of any absence.	1	2	3	4	5
2. Generally appeared alert and engaged.	1	2	3	4	5
3. Appeared to do readings in advance of class.	1	2	3	4	5
4. Was able to answer questions on factual material posed by the instructor during class.	1	2	3	4	5
5. Monitored self for overparticipation (dominating class discussion).	1	2	3	4	5
6. Prepared material for sessions as requested.	1	2	3	4	5

Comments and Grade: