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| C:\Users\thelopoulos\Desktop\Logo photo.jpg | **BARRY UNIVERSITY**  **PHYSICIAN ASSISTANT PROGRAM** |

**COURSE NUMBER:** SPM 573

**COURSE NAME:** Research In Community Health

**TERM/YEAR:** Summer 2015

**CREDITS: 4**

**LECTURE ROOM:** SPM 106 – Miami Shores

HEC OP 124 - St. Petersburg

SSM Classroom A – St. Croix

**LECTURE SCHEDULE:** Tuesday 11 am- 12:20 PM

Friday 9 am- 11:50 AM

Except as noted

**INSTRUCTOR INFORMATION**

**NAME:** William Demshok, MS, PA-C

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Tuesday: 1 PM- 4 PM

Thursday: 7 AM- 11:30 AM

Friday: 7 AM- 4 PM

By appointment

**NAME:** Jeremy Montague, PhD

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**COURSE/CATALOG DESCRIPTION**

An introduction to public health issues, epidemiology, and research methods related to the Physician Assistant practice. This course will provide the PA student with an overview of research designs and analytical statistics, incidence and patterns of disease states in populations and the practical application of this information to public health issues in the clinical setting. The PA student will be able to review and critique medical literature and studies for their validity and clinical significance.

**ARTICULATION OF UNIVERSITY MISSION**

The didactic courses of the Physician Assistant Program promote the mission and values of Barry University. The Core commitments of “Knowledge and Truth”, “Inclusive Community”, Social Justice”, and “Collaborative Service” are reflected in the learning objectives, lecture content, text selection, and faculty diversity. Collaborative Service is promoted through public health initiatives between health care providers and local, state, and national health organizations. Inclusive Community and Social justice are explored in cultural and ethical considerations of public health. Knowledge and Truth are promoted in research methods and evaluation of medical studies.

**GENERAL GOALS OF THE COURSE**

Upon completion of this course, the student will be able to:

1. Understand, utilize, and critique evidence based research
2. Utilize culturally sensitive and equitable clinical preventive services and health promotion in patient care
3. Understand and utilize the local, state, national, and state wide public health organizations and systems which promote public health and provide resources
4. Discuss and prioritize the most important local, national, and international public health concerns

**CITED TEXTS AND REFERENCES/ ONLINE RESOURCES**

1. **Bohnenblust. 2005. Basic Statistics for the Health Sciences (5th edition). McGraw-Hill/Mayfield Publishing Company, Mountain View, CA. ISBN 0072985437. (note: this is the most recent edition of a widely-used textbook). A copy of this textbook is available for consultation on each campus.**
2. **US preventive Services Task Force (USPSTF) website:**

<http://epss.ahrq.gov/ePSS/GetResults.do;jsessionid=cd7f14f83f015eb22e09064a52b754b8f9332049cbd32a9c75ac7e6f3254753d.e38OahaOc3mRc40MahaRbh8MaxqPe6fznA5Pp7ftolbGmkTy?method=search&new=true>

1. **Oral Health Curriculum:**

<http://smilesforlifeoralhealth.talariainc.com/buildcontent.aspx?pagekey=62949&lastpagekey=62948&userkey=11484900&sessionkey=2236631&tut=555&customerkey=84&custsitegroupkey=0>

1. **nutirionmd.org: free recipes and CMEs**

<http://www.nutritioncme.org/>

1. **Outbreak Summary Form:**

<http://www.azdhs.gov/phs/oids/pdf/forms/outbreakreport.pdf>

1. **AHEC smoking cessation modules (see “assignment” tab in Canvas)**
2. **Health Literacy Online Training CME (1.25 hours)**

<http://www.cdc.gov/healthliteracy/training/>

## EVALUATION CRITERIA

**COURSE REQUIREMENTS: Health Promotion and Disease Prevention (HPDP)**

1. It is expected that students actively participate in class activities and discussions. Handouts and other materials are the responsibility of the student. Class notices and materials may be sent to students via Canvas and Barry University email, so check your student email (including junk mail) or forward it to the email address you are likely to check.
2. ***Assignments:*** each has a due date and time. Any assignment handed in late will cause a loss of 1 point on that assignment and 1 point for each additional day after the due date and time. Assignments during conferences, such as AAPA, must be turned in at the due date.
3. ***Exams***. There will be one cumulative, open book, open resource exam. The exam will be drawn from lectures, class activities, and readings. The exam will be a 50 question, multiple choice test in CPAST or Canvas.
4. Laptop computers are required for all classes. The Turning Point technology will be utilized. Not all Power Point lectures will available before class, as to encourage participation and critical thinking. If not done before, Power Point lectures will be posted immediately after class.
5. If you have learning disability and/or need special assistance, please notify the instructor by the end of the second week of the semester or consult with the University’s Student Disabilities Services

**COURSE STRUCTURE:**

Assigned reading will be listed on the course schedule by topic. Students may be assigned problems that are expected to be solved in group format based on the theories covered and presented in class.

Students will be evaluated on the following:

Assignments 50 points

Final Exam 50 points

**Total 100 Points (50% of Course Grade)**

**COURSE REQUIREMENTS: Research Methods and Epidemiology (RME):**

**EVALUATION CRITERIA**, Research Methods & Epidemiology (RME): The final semester grade component for RME (50% of the SPM 573 course) will be calculated as:

* 0.80 = the average percentage correct of the **FOUR** highest exam scores out of **SIX** weekly exams (the lowest exam score will be dropped).
* 0.10 = the percentage score on the first take-home assignment report (using the Honolulu Heart Study spreadsheet)
* 0.10 = the percentage score on the second take-home assignment report (using the U.S. Census Counties data spreadsheet)
* = 1.00
* + up to 0.05 extra-credit = the percentage score on the **OPTIONAL EXTRA-CREDIT** take-home assignment report (using the international health spreadsheet)

**WEEKLY ONLINE EXAMS**, Research Methods & Epidemiology (RME)

* I expect all SPM-RME 573 students to operate on the Honor System…
  + Students may **NOT** write out, copy, snip, save, or otherwise electronically duplicate any online question or answer to any SPM-RME 573 online weekly exam.
  + Students may **NOT** discuss or exchange information concerning any question or answer (the answer key will be released to all students after the test time has closed).
  + Students may **NOT** search out or consult questions or answers from previous semesters of SPM-RME 573.
  + Any violation to these conditions represents a serious academic offense, and will result in a zero (F) in SPM-RME 573.
* The six scheduled weekly exams will be completed online in Canvas within a 81-hour time window (beginning 12:00 pm on Friday afternoon and ending three days later at 11:00 pm on Monday evening).
* The exams are **NOT** comprehensive; each exam will cover **ONLY** the content of that lecture slide set presented in that week’s lecture.
* The student may take the exam on the computer and setting of his/her choice (at home, on campus, in a public library, in an internet cafe, in a Starbucks, etc.)
* Each exam will consist of 20 multiple-choice questions.
* All exams are **OPEN-NOTE, OPEN-BOOK** format - the student may use any and all slide sets, notes, online resources, etc., during the exam.
* A missed exam (for ANY reason) will be recorded as a **ZERO**, and may be used as the dropped score - there are **NO MAKE-UPS** for a missed exam.

**TAKE-HOME ASSIGNED REPORTS**, Research Methods & Epidemiology (RME): The instructions for required format and content (as well as SAMPLE assigned reports) are posted at the "Assigned Reports" hyperlink. Each student has been assigned to a particular "report set," which includes:

* comparison of biomedical data for the 100 men in the Honolulu Heart Study (HHS) Excel spreadsheet;
* comparison of epidemiological measures from 3,146 counties in the U.S. Counties Excel spreadsheet; and
* third Excel dataset available for the **OPTIONAL, EXTRA-CREDIT** assignment (see details below); this assignment uses data from 3,146 counties in the U.S. Counties Excel spreadsheet.

The assignment due-dates are posted at the "Assigned Reports" hyperlink. Successful completion of the assignments report will be based on the student's ability to sort the required data and generate a brief analysis of the assigned comparison. The assignment assumes the student has the basic understanding of and skills in sorting rows and columns of data in an Excel spreadsheet (in particular, we will use the Excel “Pivot Table” technique in the first two assignments students are encouraged to use their Excel “help” buttons to explore the concept of the “Pivot-Table.”

## GRADING SCALE

The following grading scale for didactic courses applies to all students enrolled in the Barry University Physician Assistant unless otherwise disqualified by conditions specified by the Associate Academic Dean, as noted in the Barry University Graduate Catalog. Students should consult the catalog or their academic advisor concerning appropriate grading scales.

100-90% A

89.99-80% B

79.99-70% C

69.99-66% D

less than 66% F

**ACADEMIC DISHONESTY POLICY**

**Cheating and Plagiarism: Definitions**

**Cheating** is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents.

**Plagiarism** is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws.

**An Incident of Cheating or Plagiarism**

An incident upon which a faculty member may take action will be an event which the faculty member witnesses or has written evidence to support. A faculty member must observe this evidence directly and may not take action solely on the report of another party.

**Procedures for Handling Cheating and Plagiarism**

Any faculty member discovering a case of suspected cheating or plagiarism shall make a responsible effort to confront the student with the evidence within five working days. If the student can explain the incident to the satisfaction of the faculty member, no further action is warranted. If the student denies cheating and the faculty member continues to believe cheating has occurred, the faculty member will send an Academic Dishonesty Form to the faculty member’s dean. The process is described more fully in the relevant graduate catalog section.

**Responsibilities of the Faculty**

Faculty should, at the beginning of each course and on the syllabus, explain plagiarism and cheating, and

the penalties for such behavior and refer students to University publications which state the policies. Faculty should do everything within reason to prevent cheating and plagiarism.

**Responsibilities of Students**

Students are responsible for knowing the policies regarding cheating and plagiarism and the penalties for such behavior. Failure of an individual faculty member to remind the student as to what constitutes cheating and plagiarism does not relieve the student of this responsibility. Students must take care not to provide opportunities for others to cheat. Students must inform the faculty member if cheating or plagiarism is taking place.

Please consult the Student Didactic manual for the full policy on dishonesty, cheating, and plagiarism.

**Student Behavior Policy:**

All Barry University students are expected to behave according to accepted norms that ensure a climate wherein all can exercise their right to learn. Disruptive behavior is not acceptable in the classroom. Students engaging in such behavior may be asked to leave or may be moved from the class by security personnel. Actions such as violence, shouting, use of cell phones and/or beepers, using profanity, interrupting, and any other behavior that the instructor believes creates an unpleasant environment in the classroom will be grounds for withdrawal from the course, judicial proceedings, or failure of the course**.**

**Disability Statement:**

Students with documented special learning needs should contact the Barry University Office of Disabilities Services (305) 899-3488 to arrange for accommodations.

**DISCLAIMER**

This syllabus is subject to change at the discretion of the professor.

**SPM 573 Research In Community Health**

**LECTURE & EXAM SCHEDULE**

**Class of 2016 Summer 2015**

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| **#** | **Day/Date**  **Drop Down Menu** | **Start Time**  **Stop Time** | **Topic** | **Faculty**  **Initials** | **Assignment** |
| 1 | Tuesday May 12 | 11 AM –  12:20 PM | Introduction to Health Promotion, Disease Prevention, Mortality and Morbidity, Healthy People 2020 | WD | **PBL due May 14th before 11 AM**  **10 points**  **Read about Motivational**  [**http://www.nova.edu/gsc/forms/mi\_rationale\_techniques.pdf**](http://www.nova.edu/gsc/forms/mi_rationale_techniques.pdf)  **Interviewing**  **Watch 2 You Tube videos:**  [**http://youtu.be/g-6Nxp9DBvo**](http://youtu.be/g-6Nxp9DBvo)  [**http://youtu.be/dm-rJJPCuTE**](http://youtu.be/dm-rJJPCuTE) |
| 2 | Friday May 15 | 9 AM –  11:50 AM | Introduction to clinical epidemiology; nature of epidemiological data; epidemiological sampling; the null hypothesis in epidemiology | JM | **RME assignment 1**  **(due week 3)**  **Online slide set test 1** |
| 3 | Tuesday May 19 | 11AM-  12:20 PM | Behavioral Change and Motivation | WD | **HPDP Assignment: Behavior Change (5 points) due Tuesday May 19th before 11 AM**  **Read before May 27th: *Knowing Your Chances*** and ***Don’t Give More Patients Statins*** <http://www.nytimes.com/2013/11/14/opinion/dont-give-more-patients-statins.html?_r=1> |
| 4 | Friday May 22 | 9 AM-  11:50 AM | Statistical inference; the nature of statistical significance; probability and sampling; statistical distributions in epidemiology | JM | **Online slide set test 2** |
| 5 | Tuesday May 26 | 11AM-  12:20 PM | Communicable Disease Prevention/ Immunization/ Health Screening | WD |  |
| 6 | Friday May 29 | 9 AM-  11:50 AM | One-sample and two-sample hypotheses; t-testing and comparison of means; introduction to public health screening | JM | **Online slide set test 3** |
| 7 | Tuesday Jun 02 | 11AM-  12:20 PM | Public Health Scavenger Hunt | WD | **Complete assignment with PBL group and upload to Canvas** |
| 8 | Friday Jun 05 | 9 AM-  11:50 AM | Epidemiological patterns of infectious and non-infectious disorders; models for infectious diseases | JM | **Online slide set test 4** |
| 9 | Tuesday Jun 09 | 11AM-  12:20 PM | Non Intentional Injuries | RF |  |
| 10 | Friday Jun 12 | 9 AM-  11:50 AM | Retrospective vs. prospective designs | JM | **Online slide set test 5**  **Complete Smoking Cessation Modules by Friday June 12th at 9 AM** |
| 11 | Tuesday Jun 16 | 11AM-  12:20 PM | Intentional Injuries | RF |  |
| 12 | Friday Jun 19 | 9 AM-  11:50 AM | The randomized clinical trial: RCT | JM | **Online slide set test 6** |
| 13 | Tuesday Jun 23 | 11AM-  12:20 PM | Communicable Disease Reporting and Outbreaks. | EE |  |
| 14 | Friday Jun 26 | 9 AM-  11:50 AM | Diet, Exercise and Obesity | WD |  |
| 15 | Tuesday Jun 30 | 11AM-  12:20 PM | No Class |  | **Oral Health Curriculum, 5 points, due Tuesday July 7th at 11 AM** |
| 16 | Friday Jul 03 |  | No Class |  | **Nutrition CME, 10 points, due Friday July Friday 11th before 9 AM** |
| 17 | Tuesday Jul 07 | 11AM-  12:20 PM | Environmental Public Health | RF | **Oral Health Curriculum, 5 points, due Tuesday July 7th at 11 AM** |
| 18 | Friday Jul 10 | 9 AM-12 PM | Public Health Issues Related to Culture/ Ethnicity/ Access and Health Disparities | SF |  |
| 19 | Tuesday Jul 14 | 11AM-  12:20 PM | Global Health Issues | WD  BL |  |
| 20 | Friday Jul 17 | 9AM- 11:50 AM | Brunch  *Forks Over Knives* Movie | WD | **Healthy Brunch recipe/ nutritional benefit and reflection paper, 10 points total, due by 4 PM. If absent, 10 points off your final cumulative score in HPDP.** |
| 21 | Tuesday Jul 21 | 1-2:00 PM | Final exam: open resource |  |  |

\*\*insert additional rows if needed, copy contents, across so drop down menu continues

**SPM 573 Research In Community Health**

**APPENDIX 1: LEARNING OBJECTIVES BY TOPIC**

**Class of 2016 Summer 2015**

Upon completion of the course, students successful in the course will:

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| **TOPIC** | **#** | **OBJECTIVE**  **Limit each objective to 3 lines, no bullets, text only.** | **ARC-PA**  **4TH Standard**  **(as a list)** | **Blueprint**  **Task** | **Blueprint**  **Organ**  **System** | **Bloom’s**  **Taxonomy** |
| **Course Introduction** | 1 | List the top ten causes of mortality in the United States as a way of impacting early mortality and morbidity | B2.12 public health, role of PA | Clinical Intervention | N/A | Analyzing |
|  | 2 | Discuss the World Health Organization definition of health in assessing a patient | B2.12 public health, role of PA | Health Maintenance | N/A | Evaluatiing |
|  | 3 | List the determinants of health and give an example of each: policy, social, health services, individual, biology/ genetics | B2.12 public health, role of PA | Apply Basic Science Concepts | N/A | Analyzing |
|  | 4 | Utilize the CDC Healthy People 2020 website for health priorities and patient preventive medicine resources | B2.12 public health, role of PA | Health Maintenance | N/A | Applying |
| **Introduction to clinical epidemiology; nature of epidemiological data; epidemiological sampling; the null hypothesis in epidemiology** | 1 | Understand and apply appropriate sampling methods in medical statistics and epidemiology | B2.10 search, interpret, evaluate medical literature | Apply Basic Science Concepts | N/A | Applying |
| **Communicable Disease Prevention/ Immunization/ Health Screening** | 1 | Provide appropriate age related health screenings to assess individuals’ disease risks | B2.12 public health, role of PA | Health Maintenance | Infectious disease | Applying |
|  | 2 | Identify the primary, secondary and tertiary levels of disease prevention and give an example of each | B2.12 public health, role of PA | Apply Basic Science Concepts | N/A | Applying |
|  | 3 | Counsel patient regarding medical screening | B2.09 counseling and patient education skills | Health Maintenance | N/A | Applying |
|  | 4 | Describe incidence, prevalence, sensitivity, specificity, false positive, false negative, positive predictive value, negative predictive value, number needed to treat, number needed to screen, absolute and relative risk reduction | B2.10 search, interpret, evaluate medical literature | Apply Basic Science Concepts | N/A | Evaluatiing |
|  | 5 | Utilize the USPSTF electronic site for screening recommendations for patients of different ages. | B2.09 counseling and patient education skills | Health Maintenance | N/A | Applying |
|  | 6 | Understand the different categories of preventive screenings and interventions (A, B, C, D, and I) when ordering health screenings | B2.10 search, interpret, evaluate medical literature | Health Maintenance | N/A | Understanding |
|  | 7 | Discuss the advantages and limitations of health screenings | B2.09 counseling and patient education skills | Health Maintenance | N/A | Analyzing |
|  | 8 | Discuss the pros and cons of vaccinations with patients or their parents when applicable. | B2.09 counseling and patient education skills | Health Maintenance | N/A | Understanding |
|  | 9 | Employ the vaccine Adverse Event Reporting System (VAERS) | B2.12 public health, role of PA | Health Maintenance | N/A | Applying |
| **Statistical inference; the nature of statistical significance; probability and sampling; statistical distributions in epidemiology** | 1 | Understand and apply the concepts of probability, hypothesis testing and statistical significance | B2.10 search, interpret, evaluate medical literature | Apply Basic Science Concepts | N/A | Applying |
| **Theories and Practicalities of Behavioral Change and Motivation** | 1 | Identify the “five levels of change” and how to counsel a patient for each level | B2.09 counseling and patient education skills | Health Maintenance | N/A | Analyzing |
|  | 2 | Utilize motivational interviewing in patient health counseling and inciting behavior change | B2.09 counseling and patient education skills | Health Maintenance | N/A | Applying |
|  | 3 | Assist a patient in developing a plan for successful behavior change: time frame, measurable results, action plan, anticipating obstacles and goal adjustment, commitment, and re- evaluation | B2.09 counseling and patient education skills | Health Maintenance | N/A | Creating |
|  | 4 | Understand the motivating factors in a patient’s behavior | B2.09 counseling and patient education skills | Health Maintenance | N/A | Understanding |
| **One-sample and two-sample hypotheses; t-testing and comparison of means; introduction to public health screening** | 1 | Identify and interpret medical and epidemiological statistical measures related to availability and quality of health services | B2.10 search, interpret, evaluate medical literature | Apply Basic Science Concepts | N/A | Analyzing |
| **Intentional and Non Intentional Injuries** | 1 | Discuss the differences between an injury and an accident and an injury and a disease. | B2.12 public health, role of PA | Health Maintenance | N/A | Understanding |
|  | 2 | Describe the Public Health model of injury | B2.12 public health, role of PA | Health Maintenance | N/A | Understanding |
|  | 3 | Discuss the etiology, epidemiology, clinical presentation and prevention of child abuse and adult violence | B2.12 public health, role of PA | Health Maintenance | N/A | Understanding |
|  | 4 | Identify and discuss ways to reduce gun violence in American society | B2.12 public health, role of PA | Health Maintenance | N/A | Understanding |
|  | 5 | Discuss the etiology, epidemiology, clinical presentation and prevention of the most common unintentional injuries | B2.12 public health, role of PA | Health Maintenance | N/A | Understanding |
|  | 6 | Understand and describe the Hazard Analysis of Critical Control Points (HACCP) System | B2.12 public health, role of PA | Health Maintenance | N/A | Understanding |
| **Epidemiological patterns of infectious and non-infectious disorders; models for infectious disease** | 1 | Understand and identify the primary, secondary and tertiary levels of disease prevention | B2.12 public health, role of PA | Health Maintenance | N/A | Understanding |
| **Community Based Public Health Systems** | 1 | Refer a patient with particular public health issues to a community based organization | B2.11 health care delivery and health policy | Health Maintenance | N/A | Applying |
|  | 2 | Know the different public health resources in the community and their role in disease prevention and treatment | B2.11 health care delivery and health policy | Health Maintenance | N/A | Applying |
| **Retrospective vs. prospective designs** | 1 | Understand the roles of prospective and retrospective research designs in epidemiology | B2.10 search, interpret, evaluate medical literature | Apply Basic Science Concepts | N/A | Understanding |
| **Exercise and Obesity** | 1 | List the CDC guidelines for exercise in adults and children | B2.12 public health, role of PA | Health Maintenance | N/A | Remembering |
|  | 2 | List the predisposing factors of obesity | B2.12 public health, role of PA | Health Maintenance | N/A | Remembering |
|  | 3 | Explain the caloric intake and utilization physiology related to weight gain and loss | B2.02 anatomy, physiology, pathophysiology, pharmacology and pharmacotherapeutics, genetic and molecular | Health Maintenance | N/A | Understanding |
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| **The randomized clinical trial: RCT** | 1 | Review and critique published medical and epidemiological research studies, particularly those designed as random clinical trials (RCT) | B2.10 search, interpret, evaluate medical literature | Apply Basic Science Concepts | N/A | Analyzing |
| **Public Health Issues Related to Culture/ Ethnicity/ Access and Health Disparities** | 1 | Discuss the role of personal and systemic prejudice in health disparity | B1.06 medical care to diverse populations | N/A | N/A | Understanding |
|  | 2 | Give examples of cultural destructiveness in healthcare and cite ways to provide culturally sensitive healthcare | B1.06 medical care to diverse populations | N/A | N/A | Understanding |
|  | 3 | Review the disease incidence of different races and cultures | B1.06 medical care to diverse populations | N/A | N/A | Remembering |
|  | 4 | Plan ways to improve healthcare to minority populations | B1.06 medical care to diverse populations | N/A | N/A | Evaluatiing |
|  | 5 | Understand the connection between income level and education related to level of health | B1.06 medical care to diverse populations | N/A | N/A | Understanding |
|  | 6 | Plan ways to impart information to patients with different levels of health literacy | B1.06 medical care to diverse populations | N/A | N/A | Analyzing |
| **Environmental Public Health** | 1 | Discuss the environmental impact on public health | B2.12 public health, role of PA | Health Maintenance | N/A | Understanding |
|  | 2 | Understand the phases of a disaster and disaster management cycle. | B2.12 public health, role of PA | Health Maintenance | N/A | Understanding |
|  | 3 | Discuss common environmental health problems: childhood lead poisoning, noise induced hearing loss (NIHL), lightning injuries, acute mountain sickness (AMS) and diving | B2.12 public health, role of PA | N/A | N/A | Understanding |
| **Global Health issues** | 1 | Understand the role of international organizations (WHO, NGOs) in public health | B2.12 public health, role of PA | N/A | N/A | Understanding |
|  | 2 | Analyze systemically significant world-wide public health issues | B2.12 public health, role of PA | N/A | N/A | Analyzing |
| **Communicable Disease Reporting and Outbreaks** | 1 | Utilize the local and state public health systems for legally reportable diseases | B2.12 public health, role of PA | N/A | N/A | Applying |

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|  | 2 | Apply the steps used to investigate an outbreak in a practice case scenario | B2.12 public health, role of PA | N/A | N/A | Applying |
|  | 3 | Understand the PA’s role in an outbreak investigation | B2.12 public health, role of PA | N/A | N/A | Understanding |
| **Nutrition and Disease Prevention** | 1 | Examine the role which diet plays in the development of chronic disease | B2.12 public health, role of PA | N/A | N/A | Analyzing |
|  | 2 | Understand the public policies which affect the availability and cost of different foods | B2.11 health care delivery and health policy | N/A | N/A | Applying |
|  | 3 | Counsel patients on diet changes to prevent and attenuate health | B2.09 counseling and patient education skills | Health Maintenance | N/A | Applying |
|  | 4 | Understand the public health risks associated with a meat based diet | B2.02 anatomy, physiology, pathophysiology, pharmacology and pharmacotherapeutics, genetic and molecular | Health Maintenance | N/A | Understanding |
| **Smoking Cessation** | 1 | Utilize the 5 “A” s of smoking cessation | B2.09 counseling and patient education skills | Health Maintenance | N/A | Applying |
|  | 2 | Understand the global tobacco epidemic and the status of cancer control | B2.02 anatomy, physiology, pathophysiology, pharmacology and pharmacotherapeutics, genetic and molecular | Health Maintenance | N/A | Understanding |
|  | 3 | To describe the prevalence of tobacco use in the United States and Florida | B2.12 public health, role of PA | Health Maintenance | N/A | Understanding |
|  | 4 | Describe the elements of an effective tobacco control program | B2.12 public health, role of PA | Health Maintenance | N/A | Evaluatiing |
|  | 5 | Be Familiar with Best Practices for Comprehensive Tobacco Control | B2.05 patient evaluation, diagnosis and management | Health Maintenance | N/A | Applying |
| **Oral Health Curriculum** | 1 | Evaluate, treat and refer common dental conditions | B2.05 patient evaluation, diagnosis and management | Clinical Intervention | N/A | Evaluatiing |
|  | 2 | Understand the association between oral health and other medical conditions | B2.03 all organ systems | Apply Basic Science Concepts | N/A | Understanding |
| **Articulation of university Mission** | 4 | Collaborative Service is promoted through public health initiatives between health care providers and local, state, and national health organizations. | B1.01 mission, goals | Health Maintenance | N/A | Applying |
|  | 4 | Inclusive Community and Social justice are explored in cultural and ethical considerations of public health | B1.01 mission, goals | Health Maintenance | N/A | Applying |
|  | 4 | Knowledge and Truth are promoted in research methods and evaluation of medical studies. | B1.01 mission, goals | Health Maintenance | N/A | Applying |
|  | 4 |  | Choose an item. | Health Maintenance | N/A | Understanding |