

Science and Practice of Medicine 200 **Isidore Cohn, Jr., M.D. Student Learning Center**

Overview of SPM 200 Clinical Forums

Introduction

Clinical Forums in the second year will focus on **community health** and **disease prevention**. This involves looking at disease and health from a **population perspective**. In the past, concerns of population medicine were quite different from the patient oriented discipline of the clinician. Population medicine was left to the health department, while clinicians assumed responsibility for individual patients. Today's clinicians must view medicine from a population perspective: assess disease in their community and implement interventions to improve health. There are several reasons for the growing importance of population medicine. First, much of your future clinical practice will involve chronic diseases that result from societal habits and practices. These diseases can be prevented with appropriate health promotion and public health policy measures. Second, effective healthcare delivery systems require doctors to practice medicine according to standards that have proven benefit at the population level. Physicians are now accountable to society, in addition to their individual patients.

To be adequately prepared for the practice of population medicine, today's physician should have a working knowledge of the principles of disease prevention, epidemiology, biostatistics, evidence-based medicine, information management, healthcare policy, and health law. In addition, physicians should have some understanding of the major public health concerns in society. The SPM 200 clinical forums are designed to provide these concepts and understanding.

Lecture Series

The concepts introduced in these lectures will be reviewed and applied as we discuss specific public health concerns throughout the year. Didactic lectures will address the following topics:

Prevention Theory/Policy: A population-based approach to disease prevention.

Healthy People 2020 (Leading Health Indicators): These are the major public health concerns in the United States today.

Evidence-based Medicine: An approach to clinical practice that utilizes the best available evidence along with your best clinical judgment to solve health problems. This requires that physicians understand study design and validity, basic epidemiology, and basic biostatistics.

Epidemiology: The study of distribution and determination of disease in human populations, including the quantitative assessment of risks and benefits.

Test Interpretation: Basic principles for interpreting diagnostic and screening tests.

Biostatistics: The mathematical tools to evaluate whether study conclusions are likely to be true and reproducible.

How to Read the Medical Literature: Use of the above concepts to critically evaluate the validity and generalizability of journal articles and other information.

Medical Informatics: The tools to find, process, use, and present the best information to enhance your knowledge or solve a problem.

Small Group Modules

Throughout the year, students will meet in small groups to complete 7 modules relating to health promotion and disease prevention. The modules will be posted on this website and the topics for each are listed below.

1. *Immunization*: A cornerstone of primary prevention (prevention of disease).
2. *Health screening*: A cornerstone of secondary prevention (early detection of disease).
3. *Physical Activity*: Appropriate exercise to maintain health.
4. *Diet and Nutrition*: Appropriate consumption to maintain health or lose weight.
5. *Substance Abuse*: Tobacco, alcohol, and illicit drugs are leading causes of preventable death.
6. *Health Systems- Part 1*: How do we improve healthcare quality, outcomes, and safety?
7. *Health Systems – Part 2*: A study of innovative reforms in healthcare delivery.

A module begins with a small group meeting to discuss the assigned reading, case vignettes, and (in some cases) practice exam questions. These initial meetings will take place in the Student Learning Center. **Two members of the group should be selected as “moderators” for each of the 7 modules.** They will be responsible for preparing in advance and leading the discussion in the initial small group sessions. All students should review the module and assigned readings ahead of time and be familiar with the cases for discussion and/or the multiple choice practice questions. **All students are required to bring their laptop computers to the small group sessions** in order to help search for appropriate information for the case discussions.

After discussion of the case vignettes, each group will be assigned a topic for presentation at a symposium session in 2 or 3 weeks. The group should plan the presentation at the first meeting of each module. Each student should be asked to contribute by finding relevant information using library resources accessed through the network and or developing effective slides using PowerPoint. One part of each presentation includes the discussion and evaluation of a primary research study that addresses your assigned topic. Faculty or staff from the library will meet with your group during the first meeting of each module to discuss the best literature search strategies for finding an appropriate primary journal article to discuss.

The entire group should contribute, but **two members of the group should deliver the presentation** to their classmates. Each presentation should be limited to approximately 15 minutes. Faculty will be on hand to question the groups and lead a discussion following each presentation. A copy of your power point presentation should be sent to Dr. DiCarlo 1 day prior to your presentation. A copy of the primary journal article you will discuss should be sent to Dr. DiCarlo and Kathy Kerdolff (librarian) prior to your presentation.

At the end of the year, each student in the group is required to have given at least one presentation.

Ethics and Health Law

Ethics and Health Law forums will identify, discuss, and apply ethical and legal issues in clinical medical decision-making. Topics will include informed consent, end of life, confidentiality, access and duty to treat, protection of clinical research subjects, professional relationships, and institutional policy. Case studies will be discussed in two classroom sessions. In addition, ethical principles and legal tools to promote public health including constitutional power, limits of power, statutory law and administrative regulations to respond to health threats will be addressed in the substance abuse, screening, and immunization modules.

Grading and Policies

Each student is responsible for understanding the basic concepts discussed in the lectures and in the small group modules. Test questions on this material will be included on the examinations throughout the year (as well as on USMLE Step 1!).

1. Each student will receive a grade of Honors, High Pass, Pass, or Fail for this component of the SPM 200; this grade will count as 20% of your final grade for the course. However, you must receive a passing grade for this component in order to pass the course.
2. 50% of your clinical forum grade will come from your symposium presentation (see the presentation evaluation form below).
3. 25% of your clinical forum grade will come from peer evaluations (see the peer evaluation form below).
4. 25% of your clinical forum grade will come from an online library informatics test to be given in the fall and spring.
5. Students are required to attend and participate in all clinical forums with their assigned group. Absences will require remediation, usually in the form of a written paper.
6. Medical illness and family/personal emergencies will be counted as *excused absences* but the course director should be notified as soon as possible.
7. Professionalism is expected in your interactions with faculty, staff, and classmates at all times. This includes your responsibility to attend and contribute to group discussions.
8. Unexcused absences may result in a reduction of your grade for this component of the course. If a student has more than one unexcused absence, the highest grade he/she can receive for this component of the course is a *pass*. If a student has more than two unexcused absences from the clinical forum sessions, he/she will *fail* the SPM 200 course.

Evaluation forms are shown below:

**SPM 200 Clinical Forums on Preventive Medicine and Community Health
Evaluation Form for Symposium Presentations**

Student Name _____

Date _____

Module/Topic _____

Group Number _____

Evaluator Name _____

EVALUATOR INSTRUCTIONS: Observation-based items are divided into 6 categories below. All are based upon ACGME core competency areas and the school's overall program objectives. Consider all of the available opportunities during the presentations for students to provide evidence of these expectations.

Scoring: 5 = Superb; 4 = Very effective; 3 = Effective; 2 = Fair; 1 = Poor

Item	Score				
Patient Care – This student demonstrated knowledge of healthcare services that are aimed at preventing health problems and maintaining health.	5	4	3	2	1
Practice Based Learning – This student demonstrated the ability to review current sources of medical information to answer questions about patient care. Information sources were appropriate.	5	4	3	2	1
Practice Based Learning – This student demonstrated the ability to appraise evidence in order to enhance knowledge. Evidence from practice guidelines and scientific studies were evaluated for quality and relevance; critical thinking skills were used; knowledge of study and statistical methods were applied.	5	4	3	2	1
Communication Skills – This student demonstrated effective presentation skills: clear speaking, adequate projection, and good audience interaction (e.g., eye contact, gestures, and response to audience questions)	5	4	3	2	1
Communication Skills - Organization and Time Management: effective session organization (e.g., introduction of topic, conclusion, well-organized delivery, smooth transitions, and appropriate pace)	5	4	3	2	1
Communication Skills - Visual Aids: effective design and use of visual aids (e.g., appropriate and easy to read PowerPoint slides, effective use of graphs/tables, proper use of citations and references)	5	4	3	2	1
Total Score (Honors 27 – 30; High Pass 21 – 26; Pass 10 -21)					

Comments:

**2010-11 SPM 200 Clinical Forums on Preventive Medicine and Community Health
Peer Evaluation Form**

SPM Group 1

INSTRUCTIONS: Please rate each classmate in your small group on their *professionalism* and *scholarship* in the clinical forums. *Do not evaluate yourself.* Peer evaluations are important. Please be honest in your appraisal of your classmates. Your responses will not be seen by anyone other than the course director. You will see the aggregate evaluation that your classmates gave you, but will not see any ratings from individual students.

Professionalism: demonstrated respect for other members of the group in and out of class; present at and punctual for all sessions; willing to help group members complete assigned tasks; dependable in completing assignments.

Scholarship: demonstrated interest and preparation for small group sessions; contributed to discussions in a meaningful way; work in completion of presentation assignments was of high quality.

Scoring: 5 = Superb 4 = Very effective 3 = Somewhat effective 2 = Fair 1 = Poor

Student		Professionalism	Scholarship
William	Swartz	5 4 3 2 1	5 4 3 2 1
Michael	Levitzky	5 4 3 2 1	5 4 3 2 1
Kathleen	McDonough	5 4 3 2 1	5 4 3 2 1
Robin	English	5 4 3 2 1	5 4 3 2 1
Richard	Whitworth	5 4 3 2 1	5 4 3 2 1
Ranney	Mize	5 4 3 2 1	5 4 3 2 1
Wayne	Vedeckis	5 4 3 2 1	5 4 3 2 1
Jeffrey	Green	5 4 3 2 1	5 4 3 2 1
Richard	DiCarlo	5 4 3 2 1	5 4 3 2 1
Samuel	McClugage	5 4 3 2 1	5 4 3 2 1
Marilyn	Pelias	5 4 3 2 1	5 4 3 2 1
Joseph	Delcarpio	5 4 3 2 1	5 4 3 2 1
David	Worthylake	5 4 3 2 1	5 4 3 2 1

Use the space below if you would like to write constructive comments about one or more specific classmates or the course. Your comments will be provided to the student in confidence.