

1. General Information

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 1/14/2013

1b. Department/Division: Dept Of Preventive Med & Envir

1c. Contact Person

Name: Angela Dearing

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Phone: 218-2233

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year ¹ Fall 2012

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CPH 725

2c. Full Title: Clinical Preventive Services

2d. Transcript Title:

2e. Cross-listing: N/A

2f. Meeting Patterns

LECTURE: 30

CLINICAL: 45

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Disease prevention and control have been recognized as more efficient and effective in extending the quality and quantity of human life. As a core part of the Preventive Medicine- Public Health Residency curriculum, this course will focus on up-to-date, clinically relevant information and cutting edge research results regarding clinical preventive medicine and public health issues. The primary focus of this course will be 1) evidence based preventive health care services, and 2) recommendations of the United States Preventive Services Task Force for screening and preventive health care services.

2k. Prerequisites, if any: Permission of Instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: No

If No, explain: Every other year for residents in a two-year program.

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 8

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|DMMANN2|David M Mannino|Dept approval for ZCOURSE_NEW CPH 725|20120614

SIGNATURE|BECKI|Rebecca L Flanagan|College approval for ZCOURSE_NEW CPH 725|20120614

SIGNATURE|JDLIND2|Jim D Lindsay|HCCC approval for ZCOURSE_NEW CPH 725|20120821

SIGNATURE|BECKI|Rebecca L Flanagan|Approval resent to college for ZCOURSE_NEW CPH 725|20121119

SIGNATURE|JDLIND2|Jim D Lindsay|HCCC approval for ZCOURSE_NEW CPH 725|20121126

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_NEW CPH 725|20121219

2. To recognize the differences between recommendations of the USPSTF and other leading health organizations regarding preventive guidelines, and to understand how this impacts practitioners, researchers, and organizations.
3. To understand the principles behind and the limitations of clinical and public health screening programs.
4. To be knowledgeable about the basic screening, counseling, immunization, and chemoprevention recommendations by age group and disease category.
5. To develop skills in quality improvement (QI) and performance management through application in a clinical setting.
6. To be knowledgeable about current literature regarding clinical preventive medicine.

Student learning outcomes:

Upon completion of this course, the learner will:

1. Be knowledgeable about the United States Preventive Services Task Force (USPSTF) and their role in developing recommendations for clinical preventive services.
2. Understand the five grades (A, B, C, D, or I) the USPSTF assigns each of its recommendations and what they mean.
3. Be knowledgeable of the preventive services recommended by the USPSTF on the following for adults:
Cancer
Heart, Vascular, and Respiratory Diseases
Infectious Diseases
Injury and Violence
Mental Health Conditions and Substance Abuse
Metabolic, Nutritional, and Endocrine Conditions
Musculoskeletal Conditions
Obstetric and Gynecologic Conditions
Vision Disorders
Recommendations for Children and Adolescents
4. Understand the differences between USPSTF recommendations and recommendations of other national/ international health organizations.
5. Be skilled in basic quality improvement techniques (problem based learning improvement).

MPH Competencies

1. Use evidence based principles and scientific knowledge effectively when involved in evaluation and decision-making in public health.
2. Identify the principles and limitations of public health screening programs.
3. Apply quality and performance improvement concepts to organizational performance.
4. Manage potential conflicts of interest encountered by practitioners, researchers, and organizations.

Textbooks

Required:

Guide to Clinical Preventive Services, 2010-2011. AHRQ Publication No. 10-05145, September 2010. Agency for Healthcare Research and Quality, Rockville, MD. <http://www.ahrq.gov/clinic/pocketgd.htm>

Additional required readings will be provided by the course instructor.

Course requirements and learner evaluation

Each student is expected to spend a minimum of 45 hours providing direct patient care at the UK Preventive Medicine Clinic (KY Clinic South). In addition, each student will develop and implement a quality improvement/ practice based learning improvement project in conjunction with their clinical experience. Each project must be approved by the Course Director and clinic attending physician. Each project must be completed by the end of the course.

Each student is expected to prepare and deliver one 45-50 minute lecture on a topic provided by the course director. Each student is also expected to facilitate a journal club session.

Examinations will cover both the lecture and assigned reading material.

Any student who misses a class session is responsible for obtaining notes or other handout materials from a fellow classmate. No make-up examinations will be given unless arrangements are made with the instructor in advance of the scheduled examination. Any student who fails to take a scheduled examination will receive a zero ("0") for that examination. This same policy will be applied to the class presentation. Class participation will be evaluated by attendance, punctuality, and involvement in class discussion. Clinic participation will be evaluated by attendance, punctuality, and quality improvement project completion.

Course grades will be based upon evaluation of the following activities:

1. Examination 1	30 percent
2. Examination 2	30 percent
3. Class presentation	15 percent
4. Clinic participation	15 percent
5. Class participation	10 percent

Grading Scale

100-90 =A

89-80 =B

79-70 =C

0-69 =E

Instructor expectations

1. I expect you to attend every class session. If you are on an away rotation, please notify me 2 months in advance so we can determine a plan for a distance learning component.

2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session. If you are tardy to class, you will receive a decreased score in class participation.
3. I expect you to actively participate in the discussions.
4. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.

Academic honesty

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. Please see the University's policies concerning the consequences for plagiarism. Source: www.uky.edu/ombud/plagerism.pdf Policy: www.uky.edu/usc/new/rulesandregulationsmark.htm

Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Disability Resource Center (www.uky.edu/TLC/grants/uk_ed/services/drc.html). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities.

Religious Observances

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from doing their work at its scheduled time. Students must notify the course instructor at least two weeks prior to such an absence and propose how to make up the missed academic work.

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at <http://www.uky.edu/MicroLabs/documents/p-weather.pdf> or you can call (859) 257-5684.

Late work policy

All assignments are expected to be turned in as scheduled.

Excused absences policy

Attendance, excused absences and make-up opportunities for this course will conform to the course policies established by the Office of Academic Ombud Services as found at www.uky.edu/Ombud/policies.php

Course schedule

The course schedule is subject to change according to availability of lecturers.

August 30	USPSTF Overview
September 6	Hypertension
September 13	Lipid Disorders
September 20	Screening for CVD (CAD, CAS, AAA)
	Journal Club
September 27 (8-8:50)	Predictive value/ Decision analysis
October 4	Aspirin as primary prophylaxis
October 11	Cervical/ Ovarian Cancer
October 18	Breast Cancer
	Journal Club
October 25 (8-8:50)	Colon Cancer
November 1	Prostate/ Testicular Cancer
November 8	Oral Cancer
November 15	COPD/ Lung Cancer
	Journal Club
November 29	Tobacco Cessation
December 6	Radiation Illness/ Occupational Cancer
December 13	Class presentation/ Exam
January 17	Mental Health Conditions
	Journal Club
January 24 (8-8:50)	Obesity
January 31	Diabetes Mellitus
February 7	Osteoporosis
	Back pain/ injury
February 14	Chlamydia, GC, Syphilis, HSV, HPV
	Journal Club
February 28 (8-8:50)	Hepatitis A-E
March 7	HIV
March 14	TB
	Journal Club
March 28 (8-8:50)	Vaccines
April 4	Food- borne Illness (8-9am)
	Emerging Infectious Diseases (9-10)

April 11	Hearing/ Vision Screening (8-9)
	Travel Medicine (9-10)
April 18	Motor Vehicle and Safety Belts Fall Risk Poison Prevention
	Journal Club
April 25	The pregnant patient The pediatric patient
May 2	Class Presentation/ Exam