

**DEPARTMENT OF PHYSICIAN ASSISTANT
SCHOOL OF HEALTH SCIENCES
COLLEGE OF HEALTH PROFESSIONS
WICHITA STATE UNIVERSITY**

Preventive Medicine and Community Health

Course Number: PA 325

Credit Hours: 2

Website: www.blackboard.wichita.edu

Fall Semester 2002

Instructor:

Tim Quigley, MPH, PA-C

Telephone/E-mail: 978-5760; tim.quigley@wichita.edu

Office: Room 321; Ahlberg Hall

Office hours: By appointment

Guest Lecturers:

Rick Muma, MPH, PA-C

James Early, MD

Timothy M. Scanlan, MD

Sue Enns, MHS, PA-C

Micah Bicker, PA-C

Pat Bunton, MS, PA-C

Course Description: The main focus of this course will be to address topics in preventive medicine and community health including risk factors for the major causes of death and disability, behavioral techniques used in making health behavior change, health screening, and leading health indicators as cited in Healthy People 2010. This course will utilize various learning methods including traditional lectures, workshops, small group learning, self-directed learning and internet searching. In addition, students will participate in a community service activity of their choosing, gaining an appreciation for health disparities, access to health care problems, and the impact of the social environment on health and behavior.

General Course Objectives:

1. Appreciate the historical epidemiology supporting the current trend toward prevention of disease.
2. Name the common risk factors for the major causes of death and disability. Be able to identify changeable from non-changeable risk factors.
3. List the behavioral techniques used in making health behavior changes.

4. Describe the development of Healthy People 2010 and the importance of the Overall Goals and Leading Health Indicators.
5. List the components of the primary care provider's responsibilities in counseling patients about physical activity. Appreciate the importance of physical activity to the health of the individual and the community.
6. Describe principles of health promotion based nutritional counseling for patients; list the components of a weight management plan for prevention of chronic disease.
7. List the primary and secondary prevention methods for alcohol and substance abuse, and recognition of the patient at risk.
8. Demonstrate the skills to counsel patients on smoking cessation and tobacco use prevention.
9. Describe risk factors for, and prevention methods regarding sexually transmitted diseases, including HIV/AIDS. Describe methods of preventing unwanted pregnancies.
10. Discuss the epidemiology of mental illness (esp. depression, acute and chronic stress, and suicidality) including risk factors, secondary prevention and efficacy of treatment.
11. Chart the child and adult immunization schedules including locations and contraindications for administration.
12. Recognize the epidemiology and prevention of injury and violence, including motor vehicle crashes, firearms, poisoning, suffocation, falls, fires and drowning. Describe the role of the primary care provider in occupational health and safety.
12. List several environmental factors that are believed to influence public health and ways that these risks can be reduced. Discuss the role of the local health department in the prevention and treatment of environmental health problems. Recognize the impact of global environmental public health concerns.
13. List the elements and intervals involved in health screening of individuals in the following groups:
 - a. Child and Adolescent
 - b. Adult
 - c. Older Adult
14. List the health concerns and outline the prevention of health problems found in agricultural and rural settings.
15. Demonstrate, through a community service-learning activity, an enhanced appreciation of community health, including the effects of health disparities, access to health care, or the

impact of the social environment on health and behavior.

Student Expectations: Students are expected to read from the assigned text and other resources prior to class lectures. The lecture outline and objectives can be used as a guide for reading and study. Students are encouraged to participate in class discussions and pursue self-learning through texts, periodicals, and the internet in preventive medicine and community health.

Course Format: This course will meet one to two hours each week. Teaching methods will include lectures, assignments, group discussions, and video presentations. Two exams will occur throughout the course. Course credit will also be given for community service component.

Required Texts: None. We will use WWW sources for all required readings.

Recommended Texts: The first two are on the WWW in their entirety. Links to them are on the Blackboard course site.

1. *Clinician's Handbook of Preventive Services*. U.S. Government Printing Office, Washington, DC, 1998.
2. *Guide to Clinical Preventive Services, Report of the U.S. Preventive Services Task Force*, Williams and Wilkins, 1996.
3. *Preventive Health Care*. McGraw Hill, 2000.
4. *Primary Care Psychiatry*. Saunders: Philadelphia, 1997.

Faculty Resources: Whenever possible, KU medical school faculty, allied health, nursing, and public health faculty will be used as guest lecturers in the course .

Course Evaluation:

Exam #1	45%
Exam #2	45%
Community Service	10%

Grading Scale:

92-100	= A
91-82	= B
81-72	= C
71-62	= D
61 or below	= F

Academic Warning: : “ A student who demonstrates unacceptable academic performance in any unit of study (i.e. failing a single course examination etc) is required to meet with the course instructor and his/her faculty advisor. The purpose of the meeting is to discuss the student's performance and implications for continued progress.....During the program, students will be placed on departmental academic probation as a result of the the following....Three academic warnings. During the program, the students will be subject to dismissal as a result of the following.... Four academic warnings.” See page. 8, *Physician Assistant Student Handbook* .

**PA 325 Preventive Medicine and Community Health
Fall 2002**

Aug 27 Week 1	Introduction to Clinical Preventive Medicine, Public Health, Healthy People 2010	Quigley	
Sept 3 Week 2	Health Promotion and Disease Prevention; Risk Assessment and Behavior Modification	Rick Muma, MPH, PA-C	
Sept 10 Week 3	<i>Healthy People 2010</i> : Mental Health. Stress Reduction, Suicide Prevention	Quigley	
Sept 17 Week 4	<i>Healthy People 2010</i> : Physical Activity, Exercise	Quigley	
Sep 24 Week 5	<i>Healthy People 2010</i> : Substance Abuse	Tim Scanlon, MD, Medical Director	
Oct 1 Week 6	<i>Healthy People 2010</i> : Overweight + Obesity;	James Early MD	
Oct 8 Week 7	<i>Healthy People 2010</i> : Tobacco Use; Tobacco Cessation	Quigley	
Oct 15, Week 8	Mid-Term - in ISL. 1:45-3:45 PM		
Oct 29 Week 9	<i>Healthy People 2010</i> : Access to Health Care; Eliminating Health Disparities.	Quigley	
Nov 5 Week 10	<i>Healthy People 2010</i> : Injury and Violence <i>Healthy People 2010</i> : Environmental Health Rural and Agricultural Risks and Prevention.	Quigley Micah Bicker, PA-C	
Nov 12 Week 11	<i>Healthy People 2010</i> : Immunizations	Sue Enns, MHS, PA-C	
Nov 19 Week 12	<i>Healthy People 2010</i> : Responsible Sexual Behavior; STD Prevention; Pregnancy Prevention	Quigley Pat Bunton, MS, PA-C	
Nov 26 Week 13	<i>Clinical Preventive Medicine</i> : Children and Adolescents; Screening, Counseling and Immunization/Prophylaxis	Sue Enns, MHS, PA-C	
Dec 3 Week 14	<i>Clinical Preventive Medicine</i> : Adults and Geriatrics - Screening, Counseling and Immunization/Prophylaxis	Quigley	
Dec 10 Week 15	<i>Clinical Preventive Medicine</i> : Adults and Geriatrics, Pt. II. Community Service Roundtable	Quigley Quigley	
Finals Week	Final Exam - in ISL		

PA 325
Preventive Medicine and Community Health

SERVICE LEARNING GUIDELINES

What is Service-Learning?

Service Learning...

- Combines meaningful service to the community with student learning in a way that improves both the student and the community
- Enables students to improve their academic skills by applying what they learn in school to the real world.
- Is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities
- Enhances what is taught in the academic setting by extending student learning beyond the classroom.
- Is integrated in to and enhances the academic curriculum of the students
- Provides structured time for students to reflect on the service experience
- Reflects the belief that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some meaningful way.
- Provides opportunities for students to learn about their communities and work with diverse groups of individuals.
- Fosters the development of empathy, personal values, beliefs, awareness, social responsibility and a sense of caring for others.

OBJECTIVES:

Students will:

- Develop enhanced learning by joining community health theory with experience and thought with action.
- Fill unmet needs in the community through direct service, which is meaningful and necessary.
- Assist non-profit organizations to better serve their clients.
- Recognize societal inadequacies and injustices and their impact on community and individual health through exposure to diverse cultures.
- Build community partnerships with the student, the PA Department, the College of Health Professions and Wichita

State University.

- Describe the relevance of the course content to the real world through oral and written reflection on the service-learning experience.

Service-Learning Policies:

- 1. Students will experience a minimum of 6 hours of service learning activities with a non-profit organization in their community.**
 - a. You are encouraged to select a service assignment that will provide you with the best experience possible.
 - b. Service with a health-related organization is recommended, but not required.
- 2. Students will participate in a verbal reflection on their experiences in the classroom.** See examples below.
- 3. Students will prepare a minimum 3 page written report reflecting on their service-learning experience.** Consider answering some of the following questions:
 - a. How did this experience affect you?
 - b. Did you learn anything about yourself?
 - c. Did you learn something about others in our community?
 - d. Did you learn something about an issue or agency that is new or interesting?
 - e. What do you believe is the cause or causes of the societal problem which was addressed through your service?
 - f. Based on your experience, what would you suggest as reasonable solutions to the problem(s)?
 - g. Was this experience everything you expected? If not, why?
 - h. What were the negative and positive aspects of your experience?
 - i. What types of benefits (academic, personal, professional) did you gain?
 - j. Do you feel you had an effect on a person, group of people, or problem in our community?
 - k. Is there anything you would change about your service work?
 - l. How does your service experience relate to the material covered in the academic curriculum of this course?
 - m. What impact will this experience have on your future?

Finding a Position:

There will be a Community Service Fair in the Rhatigan Student Center on September 19. Agencies seeking volunteers will have recruitment tables. You may also visit the Center for Student Leadership in Room 08 of the RSC. The WSU Volunteer Opportunities Guidebook lists over one hundred offices and

agencies who seek volunteers to provide community service both on and off campus. After the first few weeks of school, the coordinator of the WSU Volunteerism Program can help match you with a volunteer placement that fits with your class schedule, work commitments and your interests and abilities. Call 978-3022.

Examples: American Diabetes Association, American Red Cross, American Cancer Society, American Lung Association of Kansas, Arthritis Foundation, Campaign to End Childhood Hunger, Anthony Family Shelter, Care Coordination Team, Harbor House, Community Hospice of Kansas, Connect Care, Connecting Point, Guadalupe Health Clinic, Heartspring, Hospice Inc, Kansas Health Ethics, Leukemia Society, March of Dimes, Mental Health Association, Miracles House, National Multiple Sclerosis Society, Planned Parenthood, Regional Prevention Center, Rainbow United, Roots and Wings, The Hunter Health Clinic, Teen Heartline for Help, United Methodist Urban Ministry, Wichita Area Sexual Assault Center, Wichita Children's Home, Wichita Lifeline, Wichita Industries and Services for the Blind, YWCA Women's Crisis Center/Safe House.