

Stony Brook University PA Post-Professional Masters Program Fall 2013 (Term 1138) Revised Course Offerings

Session A = August 26 - December 18

Session O = September 30 - January 31

Please Note: All of these courses can be used as electives in the PA Post-Professional Masters Program, but only some of them also apply to either the Adv Certificate Program in Nutrition or the Adv Certificate Program in Health Care Management

Bold indicates required course in the PA Post Professional Masters Program

*indicates elective courses applicable to the Advanced Certificate in Health Care Management program

**indicates elective courses applicable to the Advanced Certificate in Nutrition program

^P indicates course prerequisites noted on page 3

For HAS courses, permission to enroll must be requested by sending your name, SB ID and course name to frances.shaw@stonybrook.edu prior to registering for the course. Please register for fall courses as soon as possible to avoid late registration fees (after Aug 26th) and closed courses.

Course #	Class #	Session Code	Course Name	Days/ Times	Instructor	Location
HAP 505	80060	A	Contemporary Issues in Health Care Delivery	Online	Timko-Swaim	-
HAP 552	80257	O	Evidence Based Medicine: Evaluating and Applying Clinical Research	Online	Kuemmel; Dimitrov	-
HAP 588	80057 section 1	A	Practicum <i>(Practicum proposal and form must be submitted 4 weeks prior to start of term)</i>	Faculty to be assigned	Timko-Swaim; Dimitrov	HSC
HAP 588	80058 section 2	A	Practicum <i>(Practicum proposal and form must be submitted 4 weeks prior to start of term)</i>	For online students only Faculty to be assigned	Timko-Swaim; Dimitrov	Online
HAS 530	80163	A	Health Care Operations*	Tuesdays, 5-8 pm	Jospe	HSC
HAS 531	80324	A	Health Care Delivery Systems*	Mondays, 5-8 pm	Cooper	HSC
HAS 533	80105	A	Communications and Group Dynamics*	Hybrid: online & mandatory onsite classes Tues, 8/27, 9/10, 10/1, 10/15, 10/29, 11/12, 11/26, 12/10	Haig	HSC
HAS 536	80221	A	Health Law*	Online	Paglen	-
HAS 538	80046	A	Health Economics and Public Policy*	Thursdays, 5-8 pm	Dwyer	HSC
HAS 539	80312	A	Strategic Planning for Health Programs, Facilities and Networks*	Wednesdays, 5-8 pm	Noack	HSC
HAS 545	96144	A	Ethics and Health Care*	Online	Gilmartin	-
HAS 556	80069	A	Foundations of Health Care Quality Management*	Online	Gomes	-
HAS 572	95793	A	Ambulatory Care Management*	Online	Dybus	-
HFN 500	95888	A	Survey of Nutrition Concepts**	Online	Holbrook	-
HFN 514	95886	A	Micronutrients and Functional Nutrition** ^P	Online	Grattan	-
HFN 515	95887	A	Adv Nutrition in Clinical Practice I ** ^P	Online	Connolly-Schoonen	-
HPH 551	80035	A	Introduction to Health Communications	Tuesdays, 5:30-8:30 pm	Kaplan-Liss	HSC L3-067
HPH 552	80036	A	Planning & Implementing Community Health Initiatives*	Thursdays, 5:30-8:30 pm	Hammock	HSC L3-066

Course Descriptions (3 credits each)

HAP 505 Contemporary Issues in Health Care Delivery

This course provides clinically practicing physician assistants an overview of important information and trends in health care delivery in the twenty first century. Lecture content will include topics such as health care delivery, emergency response preparedness, information technology in health care, medical genetics, geriatrics, global health, health law, health literacy and other health care topics as they arise. A variety of teaching methods will be utilized including lecture, case studies and small group discussions. Students will have the opportunity to explore in depth one area of special interest pertinent to the course.

HAP 552 Evidence Based Medicine: Evaluating and Applying Clinical Research

Provides practicing PAs with the knowledge and skills to develop and evaluate clinical research questions, hypotheses, designs and protocols, and to critically evaluate and analyze scientific and medical journals. Students will learn to conduct computerized searches and literature reviews. Introduces the principles and practice of Evidence-Based Medicine, with emphasis on various types of clinical questions typically encountered in PA practice, and tools available to answer them. Course will focus on student areas of interest, and projects will be based on clinical cases encountered in the student's practice. Students will apply their knowledge of research and EBM by designing a clinical question and conducting and reporting on a thorough literature search on their topic of choice.

HAP 588 Practicum

This course is designed to give Physician Assistant (PA) Post-Professional Masters Program (PPMP) students the opportunities to apply theories and skills learned in the program. A limited number of students are allowed to develop a practicum project that is uniquely designed to meet his/her needs. Students will plan and implement a project within one of the following areas: 1) research, 2) administration and management, 3) education, 4) leadership/professional development or 5) professional writing. The project must be negotiated with and approved by the Program Director. Acceptable projects must include design, implementation and analysis phases as well as a bibliography. Once the project is accepted, the Program Director will identify an appropriate mentor and assist in the development of a practicum proposal between the student and the mentor. Enrollment is open to PA PPMP students only by permission of the Program Director. The course is worth 3 credits but may be repeated no more than once. **Practicum proposal and form can be found at the end of this document and must be submitted 4 weeks prior to start of term.**

HAS 530 Health Care Operations

This course addresses the operations within health care institutions from the macro to the micro levels of management. It analyzes philosophy and significant occurrences affecting health care operations in the past, present, and future. Divisions within health care operations (clinical, support and informational services, nursing, finance, and ambulatory care) will address the following aspects of management: financial forecasting and monitoring, staffing, employee productivity and morale, customer service, cost containment, decision making, total quality management, and managed care. Emphasizes hospital operations, and presents nursing home and community health care center operations.

HAS 531 Healthcare Delivery Systems

This course is designed to provide an overview of the health care delivery enterprise in the United States and to provide students with an understanding of the various forces which shape this enterprise. The course also includes cases studies in health care and how they have shaped the United States health care system. The dynamics of care, evolving public and private regulations and guidelines, and rapid technological advances will be discussed.

HAS 533 Communications and Group Dynamics

A general introduction to the structure and dynamics of working groups/teams. This course is designed to familiarize students with the principles of interpersonal communication and group process and to help develop, enhance and strengthen skills in these areas. To achieve these objectives students will participate in a variety of activities, including readings, case studies, role-play, and written and oral presentations that illustrate relevant principles and provide practice in their application.

HAS 536 Health Law

Acquaints students with the general applicability of law to the health field and the health delivery system. Covers specific areas of laws (including statutory law, common law and rules and regulations) applicable to and controlling the operation of hospitals, long-term care facilities, medical practices, allied health professional practices and other institutions and individuals involved in the delivery of health care. Identifies legal problems affecting the delivery of health care and demonstrates how problems are addressed by institutions and individuals.

HAS 538 Health Economics and Public Policy

The contents of the course will be an in depth analysis of the effects of economic principles on health care and the effect of health policy and economic forces on the health care delivery system. Students will be taught to use these concepts to analyze health policy and improve the delivery of health care services. The effect of changes in market forces, manpower needs, formation of integrated delivery systems, health promotion initiatives and the impact of technology will be studied.

HAS 539 Strategic Planning for Health Programs, Facilities and Networks

This course is meant to convey to prospective and current health program managers the fundamentals of strategic thinking and planning as well as the integration of these processes into executive management functions. The course endeavors to prepare prospective and current managers to fulfill their roles and responsibilities within a dynamic, changing medical marketplace where health care entities are undergoing a major paradigm shift, changing from independent organizations that provide illness-focused episodic care to networks and systems of entities that address the health care needs of populations over entire lifetimes.

HAS 545 Ethics and Health Care

This course, designed for health care professionals (providers, educators, and managers), provides an overview of the ethics of health care in a rapidly changing society. Students learn how to approach ethical dilemmas using theoretical frameworks and decision-making processes. Ethical issues surrounding health care reform and public health policy, including distribution of resources and rationing of services, are explored. Through the use of case studies, students are introduced to other health topics, such as euthanasia, reproduction, transplants, and HIV/AIDS, from an ethical perspective. The course also includes a review of classic cases in health care ethics and how they have shaped health policy, an overview of patient education and ethics, and a discussion on the professional codes of ethics and standards. **Not for credit in addition to HAP 545 or HAY 545.**

HAS 556 Foundations of Health Care Quality Management

This course introduces health care quality management methodologies and examines their impact on health care productivity, quality, and patient safety. It utilizes concepts of performance improvement and continuous process improvement to improve product and service quality and competitiveness, and presents history of quality improvement in health care and application of quality concepts to improve clinical outcomes, patient safety, patient satisfaction, financial outcomes, and employee and physician satisfaction. It also emphasizes the importance of data usage to monitor performance improvement activities.

HAS 572 Ambulatory Care Management

The course is designed to familiarize the student with areas of Ambulatory Care Management. The class will identify national and local trends, as well as practical applications needed to administer outpatient care programs and facilities.

HFN 500 Survey of Nutrition Concepts

This online course is designed to introduce students to the fundamentals of nutrition science. Dietary sources and functions of macro and micronutrients are reviewed, as well as the basics of their metabolism and their impact on disease prevention, energy balance and common health problems.

(Prerequisite: Physiology)

HFN 514 Micronutrients and Functional Nutrition

This online course is designed to promote an in depth understanding of the role of micronutrients in human health and nutrition. The digestion, absorption and metabolism of vitamins and minerals will be extensively studied.

(Prerequisite: Survey of Nutrition Concepts, or equivalent upon approval)

HFN 515 Advanced Nutrition in Clinical Practice I

This two part online course will offer the student an opportunity to explore the role of diet and nutrition in the prevention, development and treatment of chronic disease ranging from nutritional deficiencies to autoimmune disease. Medical nutritional therapy for weight management, cardiovascular disease, bone health, oral and dental health, exercise, and potential drug and nutrient interactions are also included in the course topics. (Prerequisite: Survey of Nutrition Concepts, or equivalent upon approval)

HPH 551 Introduction to Health Communications

This course provides an overview of health communications. It is designed to be a skills-building rather than theory-based course. Therefore, assignments are hands-on, often requiring students to reach beyond their comfort zone. As this is a survey course, topics provide an introduction to health communications as it relates to providers and patients, healthcare organizations, community groups, and public health and other government agencies. The course introduces health communications topics including health literacy, social marketing, and new communications technologies. Through the introduction of these topics, the course provides a general background in health communications in the context of a current public health communications issue such as pandemic influenza. Students will be expected to be abreast of health care news

in all forms of media and be prepared to participate in weekly discussions about how stories have been covered. Students will also be interviewed by a journalism student in the Stony Brook School of Medicine's Clinical Skills Center, write a news profile, write a press release, write an op-ed article, and develop a social marketing tool for a current public health. As this is a communications course, class participation is essential.

HPH 552 Planning & Implementing Community Health Initiatives

In this course, students learn how to develop theoretically-informed and evidence-based community health initiatives. Over the course of the semester, students work on developing their own culturally-competent community health initiatives, each of which is targeted at a particular population with a specific health need. Each student learns how to assess community needs and assets using a variety of methods, elaborate an initiative's theory of change through use of logic model, design theoretically-informed intervention activities appropriate to the needs/assets identified, create a budget and organizational structure, and engage key stakeholders at every facet of development and implementation of the community health initiative. Students work together in the same small group over the course of the semester to get/give feedback and hone their individual projects. Through this intense group work, students both (1) learn how to apply course concepts to several particular community health problems and (2) gain skills for working in teams on community health initiative planning and implementation.

Students are required to complete and submit a practicum proposal AND practicum proposal form to the Program Director at least 4 weeks prior to the start of the semester or module in which the work will be completed.

Student Last Name First Name Middle Initial SBU ID Number

Title of Project: _____

Project Format: _____

Statement explaining how this course fits into the overall academic curriculum and objectives of this student:

Practicum credits completed to date _____

Practicum credits requested _____

Academic period for project _____

Deadline for completion _____

Human subjects required? ___ Yes (attach copy of approval) ___ No

.....
I agree to complete this project under the specified conditions on or before the deadline date.

Student signature

Date

.....
I have reviewed this project proposal and agree that it has academic value. The student can be reasonably expected to complete the project in the available time frame. The nature and extent of the supervision is appropriate and the criteria to be used for the final evaluation are adequate.

Signature of faculty mentor

Date

Signature of student advisor

Date

Signature of program director

Date

.....
Approved: _____

Signature, Dean – SHTM

Date

The practicum proposal should be written in MS Word. The body of the proposal should be written by the student in consultation with the faculty mentor. It may be any length that is appropriate to the content but should contain, as a minimum the following:

1. A short explanation of the problem/topic to be studied
2. A statement of what the student plans to do including the amount and type of work to be completed. This should be as specific as possible and should indicate the form of the final report or project. Examples of such outcomes include:
 - a. critical review and synthesis of a body of literature
 - b. project in which data is collected and analyzed
 - c. project in which new policies and/or procedures are developed
 - d. Powerpoint presentation for a specified group
3. Timeline for completion of work
4. Method of evaluation
5. Number of credits
6. Number of hours per week to be spent working on project and meeting with mentor (keep in mind that 45 hours of practicum work = 1 credit)
7. A list of resources the student will consult