

Department of Health Outcomes and Policy
College of Medicine
GMS 6802 Health Outcomes Research for Chronic Diseases

Instructor: TBD (varies by year)
Office: TBD
Phone: TBD
E-Mail: TBD
Class Meetings: Two 90-minute class meetings per week for 16 weeks
Classroom: TBD
Credits: 3
Office Hours: TBD

Course Description:

This course provides an in-depth analysis of risk factors and health outcomes assessment for adult and childhood chronic diseases. The impact of childhood chronic conditions on adult health is emphasized. The interplay of health disparities and chronic diseases is also addressed.

Course Objectives:

Students who successfully complete this course will be able to:

1. identify the risk factors associated with major chronic diseases;
2. describe health disparities among the major chronic diseases;
3. demonstrate familiarity with different data sources and research methods used in conducting health outcomes assessment for chronic diseases;
4. critically evaluate study designs and methods used in health outcomes assessment for chronic diseases;
5. describe approaches for measuring health disparities among major chronic conditions and evaluate the strengths and limitations of those methods;
6. explain the implications for childhood chronic conditions for adult health;
7. evaluate different models of transitioning from child-centered care to adult-oriented care for chronic disease management and health outcomes.

Course Format:

Lectures will be used to provide foundational knowledge for each major topic covered. Lectures will be followed by class discussions of current articles in the peer-reviewed literature. Each student will lead at least one article Discussion.

Student Requirements:

1. **Assignments-** Students will prepare critical evaluations of assigned articles from the peer-reviewed literature. These evaluations should include a summary of the study objective, study design, data sources, measures, analytic methods, and major findings. The student should provide a critical evaluation of the strengths and limitations of the study design, data sources, measures and analytic approach for addressing the main study objective. The student should also evaluate whether the conclusions made by the authors are appropriate given the limitations identified.

- 2. Exams-** There will be a mid-term and a final exam. Questions will be short answer and essay and will require the application of concepts and critical analysis of issues rather than rote memorization of covered course material.
- 3. Class Attendance and Participation:** Students are required/expected to attend class and to actively participate in class discussions. Each student will be required to lead at least one class discussion about a specific article.

Grading:

The assignments will collectively comprise 30% of the course grade, the mid-term is worth 25%, the final is worth 30%, and attendance and participation account for the remaining 15%. The following grading system will be used: A (95% or higher), A- (90-94%), B+ (87%-89%), B (83%-86%), B- (80-82%), C+ (77%-79%), C (73%-76%), C- (70-72%), D+ (67-69%), D (63%-66%), D- (60-62%) and E (<59%). Please see the UF Graduate Catalog for current grading policies for assigning grade points:

<http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades>.

Textbook and Readings:

There is no assigned textbook. The following readings will be used. Supplemental readings may be requested by Guest Lecturers.

The association between a nutritional quality index and risk of chronic disease. Chiuve SE, Sampson L, Willett WC. *Am J Prev Med.* 2011 May;40(5):505-13.

Informing clinical practice guideline development and implementation: prevalence of coexisting conditions among adults with coronary heart disease. Boyd CM, Leff B, Wolff JL, Yu Q, Zhou J, Rand C, Weiss CO. *J Am Geriatr Soc.* 2011 May;59(5):797-805. doi: 10.1111/j.1532-5415.2011.03391.x.

Trends in the Control of Risk Factors for Cardiovascular Disease among Adults with Diagnosed Diabetes: Findings from the National Health and Nutrition Examination Survey 1999-2008. Ford ES. *J Diabetes.* 2011 Jul 18. doi: 10.1111/j.1753-0407.2011.00148.x.

Potential role of complementary and alternative health care providers in chronic disease prevention and health promotion: An analysis of National Health Interview Survey data. Hawk C, Ndetan H, Evans MW Jr. *Prev Med.* 2011 Jul 13.

Social inequalities in childhood dental caries: the convergent roles of stress, bacteria and disadvantage. Boyce WT, Den Besten PK, Stamperdahl J, Zhan L, Jiang Y, Adler NE, Featherstone JD. *Soc Sci Med.* 2010 Nov;71(9):1644-52. Epub 2010 Sep 15.

Health disparities beginning in childhood: a life-course perspective. Braveman P, Barclay C. *Pediatrics.* 2009 Nov;124 Suppl 3:S163-75.

Accuracy of Claims-Based Measures of Severity of Childhood Illnesses, Health Outcomes in Research and Medicine May 2011 (Vol. 2 | No. 2 | Pages e71-e78) Farrokh Alemi, Maria Uriyo

Predictors of inflammation in U.S. children aged 3-16 years. Dowd JB, Zajacova A, Aiello AE. *Am J Prev Med.* 2010 Oct;39(4):314-20.

Long-term renal outcomes of patients with type 1 diabetes mellitus and microalbuminuria: an analysis of the Diabetes Control and Complications Trial/Epidemiology of Diabetes Interventions and Complications cohort. de Boer IH, Rue TC, Cleary PA, Lachin JM, Molitch ME, Steffes MW, Sun W, Zinman B, Brunzell JD; Diabetes Control and Complications Trial/Epidemiology of Diabetes Interventions and Complications Study Research

Group, White NH, Danis RP, Davis MD, Hainsworth D, Hubbard LD, Nathan DM. Arch Intern Med. 2011 Mar 14;171(5):412-20.

Transition to Adult Care: Systematic Assessment of Adolescents with Chronic Illnesses and their Medical Teams. Huang JS, Gottschalk M, Pian M, Dillon L, Barajas D, Bartholomew LK. J Pediatr. 2011 Jul 22.

Review of quality measures of the most integrated health care settings for children and the need for improved measures: recommendations for initial core measurement set for CHIPRA. Sternberg SB, Co JP, Homer CJ. Acad Pediatr. 2011 May-Jun;11(3 Suppl):S49-S58.e3.

Quality of life in clinical trials for children. Trama A, Dieci M. Eur J Clin Pharmacol. 2011 May;67 Suppl 1:41-7. Epub 2010 Nov 21. Review.

Who is the vulnerable child? Using survey data to identify children at risk in the era of HIV and AIDS. Akwara PA, Noubary B, Lim Ah Ken P, Johnson K, Yates R, Winfrey W, Chandan UK, Mulenga D, Kolker J, Luo C. AIDS Care. 2010 Sep;22(9):1066-85.

Topics to Be Presented/Discussed

Week 1: Introduction to Health Outcomes Assessment of Chronic Diseases

Week 2: Risk Factors in Adult Chronic Diseases and the Development of Evidenced-Based Care

Week 3: Risk Factors in Childhood Chronic Diseases and the Development of Evidenced-Based Care

Week 4: Health Disparities and Chronic Disease

Week 5: Chronic Disease Across the Life Cycle – Impact of Childhood Chronic Disease on Adult Health

Week 6-7: Health-Related Quality of Life and Other Outcome Measures for Different Chronic Diseases - Adults

Week 8 Health-Related Quality of Life and Other Outcome Measures for Different Chronic Diseases – Children

Week 9: Review and Mid-Term

Week 10: Health Outcomes Assessment Study Designs and Models: Adults

Week 11: Health Outcomes Assessment Study Designs and Models: Children

Week 12: Methodological Issues in Measuring and Evaluating Health Disparities

Week 13: Community-Based Approaches to Health Outcomes Assessment for Chronic Diseases

Week 14-15: Chronic Disease and Transitioning from Pediatric to Adult Care Systems

Week 16: Final Examination

Course Policies:

1. Attendance Policy

Class attendance is mandatory. Excused absences follow the criteria of the UF Graduate Catalog (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor prior to the missed class day when possible. The UF Graduate Catalog is available at <http://gradcatalog.ufl.edu/>. Students should read the assigned readings prior to the class meetings, and be prepared to discuss the material. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments.

2. Policy on Make-Up Work

Students are allowed to make up work only as the result of illness or other unanticipated circumstances. In the event of such emergency, documentation will be required in conformance with university policy. Work missed for any other reason will earn a grade of zero.

3. Special Needs

Students requiring accommodations must first register with the Dean of Students' Office. The Dean of Students' Office will provide documentation to the student who must then provide this documentation to the faculty member when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

4. Academic Honesty

Each student is bound by the academic honesty guidelines of the University and the student conduct code printed in the Student Guide and on the University website, available at <http://regulations.ufl.edu/chapter4/4017.pdf>. The Honor Code states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." Cheating or plagiarism in any form is unacceptable and inexcusable behavior.

Policy on Style for Citation and Plagiarism:

The two key purposes of citation are to (1) give appropriate credit to the authors of information, research findings, and/or ideas (and avoid plagiarism) and (2) facilitate access by your readers to the sources you use in your research.

Quotations: When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quoted. Quoted text over two lines in length should be single-spaced and indented beyond the normal margins. Every quote must include a source—the author, title, volume, page numbers, etc.—whether an internal reference, footnote, or endnote is used in conjunction with a bibliography page.

Paraphrasing or Citing an Idea: When summarizing an outside source in your own words or citing another person's ideas, quotation marks are not necessary, but the source must be included. This includes, but is not confined to, personal communications from other students, faculty members, experts in the field, summarized ideas from published or unpublished resource, and primary methods derived from published or unpublished sources. Use the general concept of "when in doubt – cite."

Plagiarism is a serious violation of the academic honesty policy of the College. If a student plagiarizes others' material or ideas, he or she may receive an "E" in the course. The faculty member may also recommend further sanctions to the Dean, per College disciplinary action policy. Generally speaking, the three keys of

acceptable citation practice are: 1) thoroughness, 2) accuracy, and 3) consistency. In other words, be sure to fully cite all sources used (thoroughness), be accurate in the citation information provided, and be consistent in the citation style you adopt. All references should include the following elements: 1) last names along with first and middle initials; 2) full title of reference; 3) name of journal or book; 4) publication city, publisher, volume, and date; and 5) page numbers referenced. When citing information from the Internet, include the WWW address at the end, with the "access date" (i.e., when you obtained the information), just as you would list the document number and date for all public documents. When citing ideas or words from an individual that are not published, you can write "personal communication" along with the person's name and date of communication.