SOUTHERN CALIFORNIA UNIVERSITY OF HEALTH SCIENCES

##### ACADEMIC AFFAIRS DIVISION

**COURSE INFORMATION**

**Course Title:** Integrative Health Promotion I

**Course Numbers(s):** IHP100

**Term:** DACM/MACM 9 / DC Selectives / MSPA 1

**Time Requirement:** (hours/week)

Lecture Hours: 0 Laboratory Hours: 2 Total Units: 1

**Additional Course Activities:**

|  |  |
| --- | --- |
| Activity | Hrs/wk |
| Reading assignments | 0.5 |
| Quiz prep | 0.5 |
| Total | 1 |

**Prerequisites:** As determined by instructor, program director, and/or dean.

**Co-requisites:** None

**Faculty:**

Lead Faculty: Elijah Levy, Ph.D. Contact Information: elijahlevy@scuhs.edu

 Cell: (562) 230-3334

Virtual Office Hours: Dr. Levy will hold a virtual office hour from 12:00 – 1:00 after his class ends every Monday

Faculty Assisting in the Course: Rosslynn Byous, DPA, PAC LaTanya Thomas, PhD, RN, MPH, PA

**COURSE PURPOSE**

The purpose of the course is to ensure that all SCU students are introduced to an Integrative Health approach to health care and its significance in health promotion. The course also Interprofessional education (IPE) and how it enhances patient outcomes.

**Course Description:** Integrative Health Promotion is designed to introduce students to the diversity of health professions and the benefits of interprofessional education. Students will gain an appreciation of the interdisciplinary team approach to the delivery of modern healthcare. Guest experts will describe the values, roles, communication and teamwork with in health professions.

**Program Learning Outcomes:**

**DC Program Learning Outcomes:**

* **Health Promotion and Disease Prevention**
	+ The graduate will apply epidemiological principles to promote health and prevent disease. (Objective )
* **Communication and Record Keeping**
	+ The graduate will communicate professionally. (Objective )
* **Professional Ethics and Jurisprudence**
	+ The graduate will exhibit legal and ethical behavior as a health care professional. (Objective )
* **Interprofessional Education and Collaboration**
	+ The graduate will have the skills to coordinate and collaborate with other healthcare professionals as a member of an inter-professional healthcare team to plan and manage patient-centered care. (Objective )

**DACM/MACM Program Learning Outcomes:**

* **Communication**
	+ Effectively communicate verbally, non-verbally, and in written form. (Objective 2,3,4)
* **Professionalism**
	+ Demonstrate leadership, integrity, and respect for all, and actively engage in ethical, moral, and legal standards of the profession. (Objective 1,2,3,4)
* **Interprofessional Collaboration**
	+ Collaborate with appropriate professionals to plan and manage patient-centered care. (Objective 1,2,3,4)

**MSPA Program Learning Outcomes:**

* **Medical Knowledge**
	+ Analyze and integrate foundational information in basic sciences, pathophysiology, and pharmacotherapeutics and apply it to patient-centered quality care. (Objective 3)
* **Patient Care**
	+ Develop and implement age appropriate assessment, evaluation, and management utilizing best-practice methodologies to demonstrate competent, efficient patient-centered care, including health promotion and disease prevention. (Objective 2,3)
* **Interpersonal and Communication Skills**
	+ Demonstrate verbal, nonverbal and written skills and effectively engage with patients, patient’s family, colleagues, and other interdisciplinary team members. (Objective 3,4)
* **Professionalism**
	+ Demonstrate ethical values, respect, compassion, empathy, trust, integrity, and self-reflection in all patient care and community interactions. (Objective 1,2,3,4)
* **Systems-Based Practice**
	+ Encompass societal, organizational and economic environments in health management plans to improve patient outcomes. (Objective 3)

**Integrative Healthcare**

* + Demonstrate collaboration with other professionals as an effective member of an interdisciplinary healthcare team to improve patient outcomes including community health and disease prevention. (Objective 1)

**ARC-PA Standards:**

* B2.08 The curriculum must include instruction in:
	+ b) preventive, emergent, acute, chronic, and rehabilitative patient encounters
	+ d) psychiatric/behavioral conditions
* B2.10 The curriculum must prepare students to work collaboratively in interprofessional patient centered teams. Instruction must:
	+ a) include content on the roles and responsibilities of various health care professionals,
	+ b) emphasize the team approach to patient centered care beyond the traditional physician-PA team approach, and
	+ c) include application of these principles in interprofessional teams.
* B2.11 The curriculum must include instruction in the following areas of social and behavioral sciences and their application to clinical practice in:
	+ g) violence identification and prevention.
* B 2.12 The curriculum must include instruction about basic counseling and patient education skills that is patient centered, culturally sensitive and focused on helping patients:
	+ a) adhere to treatment plans,
	+ b) modify their behaviors to more healthful patterns, and
	+ c) develop coping mechanisms.
* B2.20 The curriculum must include instruction about provider personal wellness including prevention of:
	+ a) impairment and
	+ b) burnout.

**Student Learning Objectives:**

At the conclusion of this course, a successful student should be able to:

1. Identify the benefits of healthcare professionals working collaboratively as an interprofessional team;
2. Describe the diversity of healthcare professions, the expertise and function of various health

professions in general and in specific health care settings;

1. Discuss the discipline specific interactions with other experts in the interprofessional healthcare team to optimize health outcomes;
2. Effectively communicate their individual roles within the interprofessional healthcare team;
3. Identify potential factors that may adversely affect provider wellness and how they may result in impairment and/or burnout;
4. Identify various IH modalities that may be applied to a pre-selected set of disease processes, with the intent to identify preventive strategies to improved care.

**COURSE SCHEDULE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Day Monday** | **Lecture** | **Lab** | **Reading** | **Assessment** |
| 1 | 9/7/2020 | Holiday No Class |  |  |  |
| 2 | 9/14/2020 | Course Overview: What is Integrative Health Promotion? Are you down with IPE? | Dr. ByousDiscussion | TBD |  |
| 3 | 9/21/2020 | Anxiety Disorders: Generalized Anxiety Disorder, Social Anxiety Disorder, Obsessive Compulsive Disorder, Agoraphobia, Hoarding Disorder | Dr. LevyDiscussion | Reading on Modules  |  |
| 4 | 9/28/2020 | Anxiety Disorders: Panic Disorders, Phobias, Post-Traumatic Stress Disorder | Dr. LevyDiscussion | Reading on Modules |  |
| 5 | 10/5/2020 | Mood Disorders: Adjustment Disorders, Bipolar Disorders, Dysthymia | Dr. LevyDiscussion | Reading on Modules |  |
| 6 | 10/12/2020 | Personality Disorders, Schizophrenia Spectrum & Other Psychotic Disorders | Dr. LevyDiscussion | Reading on Modules |  |
| 7 | 10/19/2020 | Neurocognitive Disorders: Attention Deficit Hyperactivity Disorder, Autism, Intellectual Disabilities | Dr. LevyDiscussion | Reading on Modules | Midterm: Cases for Differential Dx distributed today 10/19  |
| 8 | 10/26/2020 | Feeding & Eating Disorders, Anorexia Nervosa, Bulimia, Adolescent Eating Disorders | Dr. LevyDiscussion | Reading on Modules | Midterm Due: Email midterm to Dr. Levy  |
| 9 | 11/02/2020 | * Somatic Symptom & Related Disorders, Illness Anxiety Disorder, Unspecified Somatic Symptom Disorder, Conversion Disorder, Conducting Mini Mental Status Exam
 | Dr. LevyDiscussion | Reading on Modules |  |
| 10 | 11/09/2020 | Substance Use Disorders: Abuse, Dependence, WithdrawalViewing Patient Being Evaluated with Mini Mental Status Exam | Dr. LevyDiscussion | Reading on Modules |  |
| 11 | 11/16/2020 | Other disorders: Acute reaction to stress, Child/Elder Abuse, Disruptive, Impulse-Control & Conduct Disorder, Suicide | Dr. LevyDiscussion | Reading on Modules | Mental Status Exam Report Due |
| 12 | 11/23/2020 | Intimate Partner Violence, Rape Evaluation, Forensic Medicine | Dr. ThomasDiscussion | TBD |  |
| 13 | 11/30/2020 | Intimate Partner Violence, Rape Evaluation, Forensic MedicineDr. Thomas | Dr. ThomasDiscussion | TBD |  |
| 14 | 12/07/2020 | Intimate Partner Violence, Rape Evaluation, Forensic MedicineDr. Thomas | Dr. ThomasDiscussion | TBD | Final: Cases for Differential Dx distributed today 12/07/20  |
| 15 | 12/14/2020 | Course wrap-up Drs. Levy, Thomas and Byous |  |  | Final Due: Email final to Dr. Levy |

INSTRUCTIONAL MATERIALS

Required Text(s): The Faculty member will gather relevant articles and guest speaker lecture notes. Depending on specific copyright protocols, all required and recommended readings are either readily accessible through Canvas or are available at the LRC Reserve desk for student access.

**Recommended Text(s):** There is no textbook for the course. Reading material is available for students each week on the Modules tab.

**Provided Materials:** Power point presentations on Canvas/Modules

**Required Attire:** To be determined by the lead faculty.

**TEACHING METHODS AND ACTIVITIES**

* Lecture
* Group activities
* Discussion
* Projects
* Role play

**ASSESSMENTS**

A midterm and final will be administered to assess student learning and both will contain cases for you to perform a differential diagnosis. You will be required to respond to questions about the cases, including questions on why you arrived at your best diagnosis, what other conditions you rule out and how confident you are with your diagnosis.

The Mini Mental Status Exam (MMSE) assignment will consist of you writing a report based on your impressions/findings of a simulation. You will observe a patient being evaluated using the Mini Mental Status Exam and will write your report based on your observations. Sample MMSE reports will be available for you to read before you write your report.

**EVALUATION OF STUDENT LEARNING**

**Grading procedures:**

|  |  |
| --- | --- |
| **Assessment** | **Weight/%/Points** |
| Participation | 20 |
| DiscussionMental Status Exam Report | 3010 |
| MidtermFinal  | 2020 |
| Total | 100 |

**Grading scale:**Letter grades will be assigned only at the end of the trimester.

A = 90% to 100% 90 – 100 points

B = 80% - less than 90% 80 – 89 points

C = 75% - less than 80% 75 -79 points

F = less than 75%

I = Incomplete

Withdrawl

**University Policies**

**Accommodations**

As a learning-centered community, Southern California University of Health Sciences recognizes that all students should be afforded the opportunity to achieve their academic and individual potential. The University recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act and the American with Disabilities Act (ADA). In accordance with its mission and federal and applicable state laws, the University is committed to making reasonable accommodations for qualified applicants for admission and enrolled students with disabilities. A student who needs accommodation(s) due to a disability should contact the Academic Support Office located in the Learning Resource Center.

**Faculty and Provider/Patient Relationships**

SCU faculty are highly skilled. However, per University Policy, health care is offered to students through the University Health System only.  Neither preclinical nor clinical faculty can provide advice, assessment, treatment, or other elements that would be considered part of a Doctor-Patient relationship outside of a clinical setting established for that purpose.

**Downloading Electronic Assessments**

All students must check for and download all available assessments via Examplify nightly. Assessments post at least 24 hours in advance. Download availability will cease by 15 minutes before the start of each individual assessment activity. There is no same day download guarantee*.* Assessments must be downloaded and ready in order for students to participate and be considered present for attendance purposes. Make-up assessments will not be offered when assessments are not downloaded. Students approved for make-up assessments by the program Dean or Assistant Provost, Academic Initiatives will receive the opportunity to do so according to University policy.

All students must have **two electronic devices**: A laptop for examinations and another device for visual proctoring. The proctoring device is to be on at all times. If the device is turned off, the faculty will make **one attempt** to inform the student of the device failure. Suppose the student does not turn on the device. In that case, the **student will receive a zero for the assignment**, and the student will be referred to the appropriate program or university discipline committee.

**Learning Activities**

Students are expected to spend at least two hours for each lecture or practicum hour and one hour for every two laboratory hours of course time per week in activities and assessments outside the classroom. Examples of activities include, but are not limited to: writing papers; reading articles or text; small group work; presentations; completing assignments; preparation for assessments; online activities and other activities that do not include direct instructor interaction and involvement.

All university policies apply to this course and all others. For full policy information please consult the university SCU Policy Manual. For a quick reference guide to the following policies: make-up examination, F-challenge examination, grade posting, results of failing grades, student support information, syllabus amendments, special needs, student conduct, and attendance, please consult the academic policies document housed on the [Online Student Services](https://webapps.scuhs.edu/OnlineStudentServices/Academic_Policies.pdf) [the preceding is a hyperlink].

Syllabus prepared by: Michael Ramcharan, MD, DC, MPH, EdD; Jenny Yu, DACM, LAc, Ana Facchinato, DC

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Revised 8/31/2020: Rosslynn Byous