

**University of Florida College of Medicine**  
**Course Debriefing Summary**  
**Health Outcomes and Policy (BMS 6091)**  
**February 2, 2015**

**Attendees**

**Students:** Andre Alexander, Jordan Ashcraft, Kristi Balavage, David Bielick, Brandon Burns, Holly Carnell, Haley Carpenter, Tyler Culpepper

**Course:** Dr. Jill Herndon (Course Director)

**Office of Educational Affairs:** Dr. Lou Ann Cooper, Director, Program Evaluation; Dr. Maureen Novak, Associate Dean for Medical Education

**Recorded by:** Ikiah Young

**I. Opening Remarks**

- Overall students appreciated the course. Students liked having information on topics covered in the course since many did not have much background knowledge.
- Many of the lectures went into detail about insurance which students knew would be applicable to patients.
- The guest lectures were appreciated.
- They liked how this was an intensive and thought it worked well as one.
- Students really enjoyed the presentations on Friday. Having students presenting to the class helped cement concepts.
- Students liked that this course was after winter break.

**II. Library Activity**

- The librarian going through the article was extremely helpful; however, students thought it would have fit better in the Research & Discovery course. Dr. Herndon said she would consider moving this learning activity.

- Dr. Herndon asked if students liked having the overview, then an activity and then feedback. Having the activity after doing it on their own still left some students confused when they worked through it on the second day. Students suggested having the lecture overview combined with a walkthrough from the faculty would be sufficient for most. The activity with the librarian should be something they should do right away following the lecture.
- Dr. Herndon asked if they should still have the activities within small groups. Students replied yes.

### **III. Big picture and Quiz**

- Students said it was easy to get lost since the material was so dense. It was difficult to see the big picture and find general concepts. Students were unsure of what material should take priority. Students suggested having a capstone lecture at the end to bring everything together. Dr. Herndon said she could bring some of the concepts she discussed in the first lecture back as well.
- The quiz had some detailed questions about statistics or percentages and some students had a difficult time boiling down the data.
- Dr. Herndon said she may have to work on restructuring the project to apply the big picture concept.

### **IV. Documentaries**

- The documentaries had mixed reviews but most found them enjoyable. Some students contended that class time could be used more efficiently and suggested the possibility of assigning the documentaries to be viewed over a break.
- It was suggested replacing the documentary experience with shorter videos targeted towards healthcare practitioners.
- A lot of focus was made on the patient back story and while interesting, some students thought the limited time should have been spent on other things. Students said the documentaries were very lengthy and shorter ones might still serve the purpose. .

## **V. Lecture topic request**

- Healthcare systems around the world with their pros and cons was a suggested lecture topic. Students said they didn't have a strong opinion on whether our current healthcare system was adequate or not, but it would be great to have an overview of what other countries have in place.

## **VI. Patient presentation request**

- Students commented that if you don't understand HOP you don't know the problems. Patient presentations earlier in the week could demonstrate a patient who fell through the cracks and how health policy affects them. Something like this would help to personify health policies, so it is not so intimidating or complex for students to digest.

## **VII. Group project**

- Students said they were confused by the directions. The project they were assigned gave them a lot of flexibility. A little more encouragement to use their own ideas and providing templates would have helped since so many students were concerned about the formatting. Just make it clear that they have more freedom than they may be used to as an undergraduate.
- Somehow the project turned into a patient condition project and not a policy project. Dr. Novak commented that maybe an economist needed to be brought in to speak to students in their small groups.
- Students suggested giving them the clinical detail and then from there students can figure out the policy.
- Other topic suggestions:
  - Medicare and its subparts?
  - What is the doughnut hole, how does it work and who does it effect?
  - How to communicate to a patient their options.
  - What happens when a patient turns 27? When they turn 65?

## **VIII. Ethics Activity**

- Students said they felt informed consent did not fit well in HOP. Dr. Cooper asked if this was the only place they had informed consent. Dr. Herndon said students had informed consent for research but this was to consent the patient for treatment. Students said it's one of the easier topics to defend but there are other topics that could have been more interesting.
- The topics covered were helpful but they were not ones anyone disagreed on. Ethics could be a good time for discussion in CLG groups to present things that would have opposing sides.
- Ethics topic suggestions:
  - Is healthcare a right?
  - Ethics of affordable care act?
  - How does the healthcare ethics intertwined with politics?

## **IX. Closing Remarks**

- A student said the ten people activity was very good. It really simplified things for them. Students liked the guest lectures. It was nice having the perspective of a hospital administrator and Dr. Southwick's talk about teamwork was well received.
- Dr. Herndon asked students if they still would like to work on a project throughout the week with a presentation at the end. She is thinking about doing a series of MDL activities that were focused on different scenarios. Students overall thought the project throughout with the presentation at the end was the best option. Students commented that the project forced them to engage while in their experience activities in the MDL have not been as successful. It also helped students discover their strengths; some were good at researching the topic, some were good at designing and some speaking. The weeklong project helped with that.
- Dr. Cooper said one of the comments mentioned that the Wednesday CLG groups were at a disadvantage because of the order of the tasks to be accomplished. Dr. Cooper

suggested having two groups combined and pair up the faculty so that there is a small group for both days but for half the amount of time.

- Working on the project at school within school hours was appreciated by students.
- Dr. Cooper wanted to note that only half the class evaluated this course. The COM policy requires that all students evaluate every course.