

Graduate College Curriculum Committee

New Graduate Course Proposal Form

I. Course Developer Contact Information

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|------------------------|---------------------------------|------------|-------------|
| Name: | Corrin Sullivan | | |
| College or Division: | School Of Medicine | | |
| Academic Organization: | Med | | |
| Campus Phone: | (702) 895-0340 | Mail Stop: | 7407 |
| E-Mail Address: | corrin.sullivan@unlv.edu | | |

II. Catalog Information

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|---|---|---|---|
| Section A | | | |
| Course Prefix: | MED | Course Number: | 821 |
| Has this course number been used previously as an X-course? | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| If yes, X-Course Prefix: | N/A | X-Course Number: | N/A |
| Section B | | | |
| Long Course Title (100 character max): | Analytics in Medicine 2 | | |
| Short Course Title (30 character max): | ANALYTICS IN MEDICINE 2 | | |
| Catalog Description (50 words max): | Part of a longitudinal six-part series, this course develops student proficiency in utilizing clinical and research metrics to obtain evidence and guidance in determining patients' diagnoses, treatments and experiences, including measures of costs and resources to improve health outcomes and effectiveness in practice. Topics include: bioethics, epidemiology, biostats, patient quality and safety. | | |
| Number of Words in Catalog Description: | 52 | | |
| Section C | | | |
| Credits are: | <input checked="" type="checkbox"/> Fixed: | 2 | <input type="checkbox"/> Variable: 0 to 0 |
| May course be repeated for credit? | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| If yes, the maximum number of credits that may be earned is: | | | 0 |
| Grading System: <input type="checkbox"/> Letter Grade <input type="checkbox"/> S/U <input checked="" type="checkbox"/> S/F <input type="checkbox"/> Thesis/Dissertation | | | |
| Is this a Special Topics course? | | <input type="checkbox"/> Yes (If yes, complete rest of section) <input checked="" type="checkbox"/> No (If no, go to Section D) | |
| Sub-topic(s) (Please list at least one): | | N/A | |
| Are topics repeatable? | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | If yes, number of credits: N/A |

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| Section D | | | |
| Prerequisites (if any): | N/A <i>*Graduate standing is the default prerequisite built into the system for all graduate-level courses.</i> | | |
| Co-requisites (if any): | N/A | | |
| Anti-requisites (if any): | N/A | | |
| Does this course have additional non-credit components? | | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| If yes, indicate component(s): | <input type="checkbox"/> Clinical | <input type="checkbox"/> Internship | <input type="checkbox"/> Research |
| | <input type="checkbox"/> Discussion | <input type="checkbox"/> Laboratory | <input type="checkbox"/> Seminar |
| | <input type="checkbox"/> Field Studies | <input type="checkbox"/> Lecture | <input type="checkbox"/> Supervision |
| | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Practicum | <input type="checkbox"/> Thesis Research |
| Will course be the cross-listed with another course (e.g., 400/600)? Note that 400/600 courses must have the same title and course description. The syllabus must include graduate student requirements. | | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| If yes, specify course prefix and number: | | | |
| Instructional Modes Indicate the instructional modes that should be available for scheduling | | | |
| <input type="checkbox"/> In Person Supplemental Web | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Web-based | |
| <input type="checkbox"/> Field Study | <input type="checkbox"/> In Person | <input type="checkbox"/> Web-based w/ on/off campus meeting | |
| <input type="checkbox"/> Hybrid | <input type="checkbox"/> Television | | |

III. Evaluation of Library Resources

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| This section is completed by course developer |
| Please indicate library resources that will be needed to support students taking this course: Core journals: Core books (not required texts): Electronic resources (e.g., databases, videos, media, etc.): |
| This section is completed by the librarian. |
| Library Comments: Note: The Library does not attempt to block new courses because needed resources are not owned locally. It is critical that core journals and electronic resources are listed so the Library can track gaps in collections and pursue opportunities to obtain missing items. |

IV. Routing and Approval Process

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|--|------|---------------|--------------|
| | Name | Email Address | Campus Phone |
|--|------|---------------|--------------|

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|--|--------------------------|-------------------------|--------|
| Course Developer: | | | |
| Dept. Chair or Grad. Coordinator: | | | |
| If Cross-Listed, Chair of Cross-Listing Department: | | | |
| Librarian: | Joanne Muellenbach | librarycdm@unlv.edu | 5-0518 |
| College Curriculum Committee Chair: | | | |
| Academic Dean: | Ellen Cosgrove, MD, FACP | ellen.cosgrove@unlv.edu | 5-0333 |
| Graduate College Curriculum Committee Chair: | Gregory Borchard | GCCC@unlv.edu | 5-4868 |
| Graduate College Interim Dean: | Kate Korgan | GCCC@unlv.edu | 5-4070 |
| Registrar's Office: | Katie Humphries | curriculum@unlv.edu | 5-0892 |
| <p><i>Note:</i> Forwarding this form as an e-mail attachment constitutes approval of the course as described. When forwarding, be sure to leave all previous comments in place, as this represents prior approvals. Requests for changes or revisions must be routed back to the course developer to make the necessary changes and begin the routing process again.</p> | | | |

Form updated 2/19/16 - KWH

V. Syllabus

Graduate syllabi must meet the minimum criteria as required by the Provost's office (See Semester Memo under Executive Vice President and Provost Policies and Forms: <http://www.unlv.edu/policies>). Graduate courses that are linked to undergraduate courses (300/500 and 400/600 level joint courses) must clearly state in the syllabus how the class experience and expectations are different for graduate students, what additional requirements students enrolled in the graduate level course must fulfill, and how the grading scale will be applied to graduate students.

Longitudinal Six-part Course Purpose (MED 811, 821 & 831):

Course Description:

Large amounts of heterogeneous medical data have become available in various healthcare organizations (patients, providers, hospitals, and pharmaceuticals). Data serves as an enabling resource for deriving insights for improving health care delivery. The enormity and complexity involved with health system datasets present great challenges in analyses and subsequent applications in practical, clinical environments. This course is designed to introduce the characteristics and related analytic challenges involved with the aggregation of clinical data from electronic health records. Many of those insights come from medical informatics community and data mining/machine learning community.

Further, this course will explore how individuals, communities, and institutions seek to make sense of illness, diagnosis, and treatment. Specifically, using many tools of analysis from the humanities, information and social sciences, to examine, interpret, and use multiple sources of information to diagnosis and enhance treatment option. This longitudinal series of courses also considers how health professionals work collaboratively and effectively to address diverse, meaning-making processes within their work.

Course Topics Include:

Introduction to Informatics

Sources and Techniques for Accessing & Extracting Big Data in Healthcare

Structured EHR Data

Unstructured Clinical Notes

Medical Imaging & Diagnostic Data

Genetic Markers/Data

Other Epidemiology & Behavioral Records

Learning Objectives:

- Identify useful methods and critical approaches from the humanities and social sciences for understanding the stories that people share about illness.
 - Apply these methods and critical approaches to generate interdisciplinary insights based on their own analysis of illness narratives in context.
- Demonstrate awareness of recorded and social meanings attached to different illnesses.
- Demonstrate an understanding of the ways in which storytelling becomes a means of both resisting and reinforcing the stigma associated with different illnesses.
- Communicate their ideas effectively orally and in-writing.

Required Readings May include:

Briggs, Charles with Clara Mantini-Briggs. *Stories in the Time of Cholera: Racial Profiling During a Medical Nightmare* (Berkeley, University of California Press, 2003).

Goldstein, Diane E. *Once Upon a Virus: AIDS Legends and Vernacular Risk Perception* (Logan, UT, Utah State University Press. 2004).

Additional reading assignments will be available via UNLV's campus library system.

Course Requirements and Evaluation:

In-Class Participation (50%)

The success of this seminar and active learning-style series of classes depends on students' active participation. Students are expected to come prepared to class (having completed the week's required reading assignments and with questions and/or talking points). Students are also expected to refrain from using your phone or engaging with social media during class time.

Discussion Posts (25%)

During the course of the semester, students will be required to submit discussion posts (250-500 words) in which they reflect upon course content. Questions may address: What students find particularly compelling about the class discussion and/or reading assignments, and why? Or, new questions that emerged for them? What connections they have made between the week's reading assignments and previous reading assignments? How do the topics covered during class enhance their understanding of community research interests or projects?

Presentation of Project-in-Progress (15%)

Students will receive detailed information about this assignment later in the course.

Overall, students' evaluation will involve competency/proficiency (10%) in three main categories: application, algorithm and system assessment/utilization/analysis.

Students will receive a pass grade based upon satisfactory participation in small group activities and the timely completion of written assignments (reflections), projects, and self-reflection exercises.

University Expectations:

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, January 31, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not have reasonably been avoided. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to

learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.