Psychosocial Aspects of Medicine I is a year-long course covering the psychological and social basis of patient and physician behavior and the interrelationship between these factors and health, illness, and the practice of medicine. Psychosocial Aspects of Medicine I covers social and cultural issues in healthcare as well as the role of the physician’s behavior in healthcare delivery. Psychosocial Aspects of Medicine II applies the empirically based knowledge of the behavioral sciences to patient care covering disease management and psychopathology.

The emphasis of the course is on better delivery of healthcare through better understanding of the psychological, social, and cultural context of physicians’ and patients’ lives. The course focuses on interdisciplinary service delivery within communities and involves both the clinical faculty as well as the behavioral scientists. Topics are integrated whenever possible with topics covered concurrently in the other second-year courses.

A variety of instructional methods are used including large group presentations, small group discussions, and team-based learning. A variety of panels of experts will help in the instruction. Panels will consist of psychologists, physicians, clergy, social workers, ethicists, patients, and personnel from community agencies. Students are required to visit an AA meeting in the Fall and Hospice in the Spring.

**Course Objectives**

1. Understand the importance of psychodynamic, behavioral, and social theories in the description and analysis of patient behaviors.
2. Identify and discuss ethical principles governing the care of patients and their families.
3. Demonstrate the application of psychodynamic, behavioral, and social theories in the description and analysis of patient behaviors.
4. Demonstrate the application of developmental concepts across the lifespan to patient care.
5. Recognize the role of family systems, community context, and cultural influences on patient presentations, interpretations of illness, and adherence to treatment
6. Recognize functional and dysfunctional family processes and this impacts disease management.
7. Identify the stages of behavior change and apply these to patient education and basic counseling around prevention and health maintenance
8. Identify adaptive and maladaptive responses to health and illness.
9. Demonstrate the use of appropriate patient education techniques and the ability to assist patients who want to change health behaviors
10. Explain the worldview, traditions, customs, and social factors impacting healthcare delivery to three different medically underserved groups in the state of Florida.
11. Explain the psychological and social factors contributing to disparities in health status of different underserved populations.
12. Be able to explain what the Physician’s Referral Network is, how to access it, refer to it and the professional responsibility of maintaining a non impaired life-style.
13. Exhibit professional behavior of respect for peers and instructor and patients.
14. Discuss the importance of a professional response to medical errors as a means of improving quality of care and building on the positive patient-doctor relationship.
15. Reflect on student’s own development of a professional identity by writing essays about the community placement experiences and participating in small group discussions on professionalism.
16. Explain how psychological treatments are used in the management and prevention of common medical conditions
17. Demonstrate knowledge of common psychopathological disorders including diagnosis, etiology and treatment.

This course contributes to the learning of the following objectives for the FSUCOM:

**Knowledge**

- Demonstrate the ability to use basic biobehavioral and clinical science principles to analyze and solve problems related to the diagnosis, treatment, and prevention of disease.

- Demonstrate the ability to employ a comprehensive, multidisciplinary approach to the care of patients that integrates biomedical and psychosocial considerations.

- Recognize the implications of cultural, social, economic, legal, and historical contexts for patient care.

- Describe and discuss the implications of basic ethical principles, including confidentiality, informed consent, truth telling, and justice, for the care of patients.

- Describe strategies to support life long learning via both print and electronic sources to assist in making diagnostic and treatment decisions (e.g., practice guidelines) and to remain current with advances in medical knowledge and practice (e.g., medical information data bases).

**Skills**
· Demonstrate the ability to elicit accurate comprehensive and focused medical histories by employing techniques that facilitate the patient’s sharing of information.

· Demonstrate the ability to evaluate the patient’s medical problems and to formulate accurate hypotheses to serve as the basis for making diagnostic and treatment decisions.

· Demonstrate the ability to formulate and implement a plan of care for both the prevention and treatment of disease and the relief of symptoms and suffering.

· Demonstrate the ability to educate patients about their health problems and to motivate them to adopt health promoting behaviors.

· Demonstrate the ability to build rapport and to employ active listening and relationship enhancing behaviors (e.g., empathic responding).

· Demonstrate the effective use of pharmocotherapeutic agents and other therapeutic modalities, while teaching patients the importance of preventative medicine, health promotion, and wellness.

· Demonstrate the ability to acquire new information and data and to critically appraise its validity and applicability to one’s professional decisions, including the application of information systems technologies for support of clinical decision-making.

· Demonstrate the ability to organize, record, research, present, critique, and manage clinical information.

· Demonstrate the ability to communicate compassionately and effectively, both verbally and in writing, with patients, their families, colleagues and others with whom physicians must exchange information in carrying out their responsibilities.

· Demonstrate the ability to work effectively as part of a health care team, with appreciation for the multiple contributions of other health care professionals and agencies to the health of the individual and the health of the community.

**Attitudes/Behaviors**

· Display the personal attributes of compassion, honesty, and integrity in relationships with patients, families, communities and the medical profession.

· Exhibit well-developed interpersonal skills in providing information and comfort to patients and their families.

· Exhibit appropriate value for the sensitive nature of the doctor/patient relationship and the importance of compassionate communication and active listening, with attention to the patient’s familial, cultural, and spiritual circumstances.

· Demonstrate professionalism and high ethical standards in all aspects of medical practice, specifically competence, honesty, integrity, compassion, respect for others, professional responsibility and social responsibility.
· Exhibit a capacity for self-evaluation, moral reflection and ethical reasoning to form the basis for a self-directed, lifelong engagement in the responsible, committed, compassionate practice of medicine.

· Demonstrate social awareness and commitment to the welfare of underserved communities (rural, urban underserved, and elderly).

· Demonstrate awareness of the health care needs of aging patients and a willingness to care for the elderly.

· Demonstrate awareness of the unique health care needs of ethnically diverse populations and communities.

· Demonstrate a respect for the roles of other healthcare providers and of the need to collaborate with others in caring for individual patients and in promoting public health and community service.

**Course Requirements**

1. **Attendance**
   You are encouraged to attend and actively participate in all classes. Participation is an integral part of the learning process in this course. The FSUCOM attendance policy will be followed and is described in Appendix A. By reading the assigned material prior to class, you will be able to more actively engage in the learning process. Panel members and group facilitators will assume that you are familiar with the topic being covered. Quizzes covering the assigned reading materials will be randomly given throughout the semester. In-class discussions as well as the readings will provide material for the exams.

   - **Excused absence** – You are responsible for the material covered. A legitimate excused absence (such as illness, death in the family, or a pre-arranged conference trip) requires that you meet with the course director individually within one week of returning to the COM to discuss the material and make up any missed quizzes or exams. Planned excused absences need to have the form in Appendix A completed prior to the absence.

   - **Unexcused absence** – You are responsible for the material covered. A grade of “0” will be given on any quiz or exam missed during an unexcused absence.

2. **Quizzes**
   Quizzes covering the assigned reading materials will be unannounced and randomly given throughout the semester. Unexcused absences will result in a grade of “0” on the missed quiz. Quiz format may be multiple choice, fill in the blank or short answer questions.

3. **Community visit**
   Visit an AA support group meeting. Research how to access the group, decide which group to attend, and attend the meeting. After your visit, write a one page summary of the experience. Notify Dr. Reyes of the planned attendance date. Paper is due one (1) week after the date of attendance. **This is an individual assignment. You are not to attend in groups.** Indicate date of attendance and date paper written on the paper. **No papers will be accepted after 11/5/04** so plan your visit accordingly.

4. **Exams**
   Exams will consist of multiple choice items. Exams are given according to the Year 2
integrated exam schedule. Between 20-25 items from this course are on each exam. Exam materials cover readings, presentations and class discussions and are covered in the objectives for each session that will be distributed at the start of each class / unit.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>9/10/04</td>
</tr>
<tr>
<td>Exam 2</td>
<td>10/8/04</td>
</tr>
<tr>
<td>Exam 3</td>
<td>11/5/04</td>
</tr>
</tbody>
</table>

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3)</td>
<td>each of equal weight 60%</td>
</tr>
<tr>
<td>Quizzes (5)</td>
<td>each of equal weight 35%</td>
</tr>
<tr>
<td>AA Paper</td>
<td>5%</td>
</tr>
</tbody>
</table>

Grading Scale:

- A = >90%
- B+ = 87 – 89.9%
- B = 80 – 86.9%
- C+ = 77 – 79.9%
- C = 70 – 76.9%
- D = 65 – 69.9%
- F = < 64.9%

Professional Behavior

- **Dress Code**
  There are some sessions throughout the semester that include guests from outside of the FSUCOM community, including agency personnel and patients. Please take this into consideration when dressing. Business casual attire is preferred on those days. Likewise you should follow this dress code for any off campus visits.

- **Confidentiality**
  Any personal material discussed in class by panel members, patients, faculty and students is confidential and should not be discussed outside of class. Likewise, no identifying information should be written in the community visit paper.

- **Blackboard site**
  The syllabus, class presentation, assignments, reading materials and announcements are regularly posted on the Blackboard site. It is the student’s responsibility to stay up to date by checking the Blackboard site for information.

**Required Readings:**
*This book will be provided to the students courtesy of the Robert Wood Johnson Foundation

Journal articles and book chapters available electronically are posted on the Blackboard site.

**Academic Honor Code:**
Students are expected to uphold the Academic Honor Code published in the Florida State University Bulletin and the Student Handbook: The Academic Honor System of the Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community.

**Students with Disabilities (ADA Statement):**
Students with disabilities needing academic accommodations should:
1. Register with and provide documentation to the student disability Resource Center (SDRC);
2. Bring a letter to the instructor from the SDRC indicating you need academic accommodations. This should be done within the first week of class. Specific arrangements should be settled with the instructor 5 working days prior to each exam for which accommodations are being requested.

**Topic Descriptions & Readings**

**Health, Behavior & Disparities**
The role of patient and provider behavior in health and healthcare is discussed. This session introduces the issue of health disparities and access to care in the US and reviews Healthy People 2010. It forms the foundation for discussions later in the year of working with different types of patients and communities.

Readings:

*Reference not required:*
http://www.health.gov/healthypeople

**Cultural Groups in Florida**
This session builds on the introduction to culture issues in medicine that was introduced during Year 1. It focuses on specific cultural groups in the state of Florida, specifically addressing health status, cultural norms, and lifestyle behaviors and their impact on health. Groups reviewed include Rural, Latino, African America, Asian American and Native American groups in the state.
Aging Population: Life Transitions & Care giving
Dependency on others due to frailty / health needs has a psychological impact on elderly patients and their families. A review of how patients and their caregivers cope with life transitions and the role of the physician in supportive care will be discussed.

Readings:

Gallo, JJ. Reichel’s Care of the Elderly Chapter 19: Improving the Quality of Life in Long-Term Care
Available in e-Books FSUCOM Medical Library (Geriatrics)

Violence, Rape, Sexual Abuse
The impact of violence in society has on health is reviewed. A specific focus on psychosocial aspects of rape and sexual abuse are covered.

Readings:
Behavioral Science in Medicine, Ch 22 Violence, Impulse Control Disorders and Abuse


Introduction to Psychopathology
An overview of the biological, behavioral, cognitive, sociocultural and environmental factors that play a role in psychopathology. The Diagnostic & Statistical Manual IV will be reviewed. The session serves as a foundation for further exploration of specific psychiatric disorders throughout the year.

Readings:
Handout

Substance Abuse: Stages of Behavior Change
These sessions provide an overview of the substance abuse disorders, including etiology, diagnosis and treatment options along with impact on families and society. Stages of behavior change will be reviewed and students will visit an AA meeting.

Readings:
Behavioral Science in Medicine, Ch 23 Substance Abuse

Levinson, W, Cohen, MS, Brady, D, Duffy, FD. To change or not to change: “sounds like you have a dilemma”. Annals of Internal Medicine, 2001, 135(5), 386-391.

Impaired /Disruptive Physicians
This session reviews recognition, reporting and rehab process of physicians reported to the Board for inappropriate behavior. Dr Ray Pomm from the PRN and a cast of FSUCOM faculty
**Medical Errors: Physicians’ Response**

A new approach to medicine encourages physicians to acknowledge mistakes. This session reviews the general issue of medical errors, ethical issues around the physician’s response to medical error and the physician’s personal response to having made a mistake. Coping strategies in response to errors as medical students and as independent physicians will be reviewed.

**Readings:**


**Obesity & Eating Disorders**

This unit covers the eating disorders in children and adult including etiology, diagnosis and treatment options. Culture and age influence the nutritional and eating habits of patients and their relation to health risk and treatment adherence. Culturally sensitive nutritional interventions are also reviewed.

**Readings:**

Strauss, RS. *Childhood Obesity*. Pediatric Clinics of North America, 2002, 49 (1).

**Personal Values & Biases Impact on Healthcare**

This session will explore how physicians’ own biases, values and world view influence the patient doctor relationship. Ethical issues will be reviewed.

**Readings:**

Resolving Ethical Dilemmas, Ch 26 Refusal to Care for Patients

On Doctoring, Selected readings TBA

**Partnering with Patients & Communities: HIV/AIDS**

A review of the psychological impact of AIDS on patients and families and the changing
trends in AIDS patients. Educator from Big Bend Cares will present how they do prevention training with different groups in the community. An AIDS patient presents their view of the psychological and social impact of this disease. The role of the physician in partnering with patients and communities for prevention is discussed.

Readings:
TBA

Appendix A

FSU COM ATTENDANCE POLICY
COM Philosophy

We believe that:
Professionalism is a major component of our medical curriculum. We believe students should conduct themselves appropriately in the various educational activities of the curriculum. This conduct includes coming to educational activities on-time, using the laptop computers only for course work during the educational activity, and not disrupting the class if late. The faculty should also demonstrate professionalism, by starting and ending all scheduled educational activities on time and providing a course schedule with clearly explained course policies in the course syllabus. Any changes in the schedule should be given to the students in a timely manner.

Students will be accountable and personally responsible for attending all educational activities (small groups, labs, clinical experiences, examinations, lectures, computer sessions, etc.).

Unexcused absences reflect negatively on the goals and objectives of the medical curriculum and demonstrate unprofessional behavior by the respective student.

We owe it to our state legislature and the citizens of the State of Florida to provide a quality educational program that meets the needs of our students in preparing them for the M.D. degree.

Attendance Policy

Students are expected to attend all scheduled activities. Students are expected to be on time. Being on time is defined as being ready to start at the assigned time. If a student has an emergency that prevents her/him from attending a scheduled activity, s/he is to call and notify the Office of Student Affairs and request that they inform the supervisors/professors/clerkship faculty for that activity. If at all possible, the student should also call and at a minimum, leave a message with one of the course/clerkship directors. It is important that students realize that their absence or tardiness negatively impacts a number of other people. Attendance, including tardiness, is part of the student’s evaluation for professionalism. Negative evaluations may result in decreased grades and in severe cases, referral to the Student Evaluation and Promotion Committee.

Procedure for Notification of Absence

If the student knows in advance of an upcoming legitimate absence, the "Advance Notification of Absence from Educational Activity(ies)" form should be completed with signatures from the student, the Assistant Dean for Student Affairs, the course or clerkship faculty member and the Course/Clerkship Director, and where appropriate, the Education Director for the Discipline. The form will be filed in the Office of Student Affairs. The implications for the absence (e.g., remediation, course grade adjustment, make-up exam,
etc.) will be given to the student by the course/education director and final decisions regarding these actions shall rest with the course/education director. If the absence occurs due to an unforeseen emergency, the student should contact the course/clerkship director and the Assistant Dean for Student Affairs immediately to report the absence including the reason for the absence. The implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.) will be given to the student by the course/education director and final decisions regarding these actions shall rest with the course/education director.

Remediation Policy for Absences from Examinations, Quizzes, Small Group Sessions, Laboratory Sessions, Clinical Learning Center Sessions, Preceptor Visits, and Clerkship Call

The remediation policies for absences from examinations, quizzes, small group sessions, laboratory sessions and clerkship call are:

1. POLICY ON MISSED EXAMINATIONS: Students are required to take major in-term and final examinations. According to the curriculum committee a student can only be excused from an examination by a course director decision based on the personal situation of the student. The course director will determine the time of the exam make-up session. Also, according to the curriculum committee decision and the existence of the FSU-COM honor code, the student will be given the same examination given to the other students.

2. POLICY ON MISSED QUIZZES: Students are required to take scheduled and unscheduled quizzes in the courses. A student can only be excused from a quiz by a course director decision based on the personal situation of the student. The student must make arrangements with the course director to make up a missed quiz. Also, according to the curriculum committee decision and the existence of the FSU-COM honor code, the student will be given the same quiz given to the other students.

3. POLICY ON MISSED SMALL GROUP SESSIONS, LABORATORY SESSIONS, CLINICAL LEARNING CENTER SESSIONS, PRECEPTOR VISITS, AND CLERKSHIP CALL: The student should contact the course director, small group leader or clerkship director for instructions on remediation of the missed session and material covered.

Remediation Policy for Students Who Fail a Course
Remediation of courses/clerkships will be planned and implemented by a combined decision of the Evaluation and Promotion Committee in collaboration with the course/education director.

Advance Notification of Absence from Educational Activity(ies)

<table>
<thead>
<tr>
<th>Student’s Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of request:</td>
</tr>
<tr>
<td>Course or Clerkship Rotation:</td>
</tr>
<tr>
<td>Faculty Name(s):</td>
</tr>
<tr>
<td>Course Director:</td>
</tr>
<tr>
<td>Clerkship Director:</td>
</tr>
</tbody>
</table>
### Request for Absence Form

**Education Director:**

**Faculty Name(s):**

**Date(s) of Requested Absence:** From __________ to __________

**Classes/Activities that will be missed:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Classroom Lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Laboratory session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CLC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preceptor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clerkship time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clerkship Call</td>
</tr>
</tbody>
</table>

**Reason for Absence:**

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

**Student’s Signature/Date**

**Associate Dean for Student Affairs/Date**

**Faculty’s Signature/Date**

**Course/Clerkship Director/Date**

- _____Approved   _____Not approved

**Associate Dean for Student Affairs/Regional Campus Dean/Date**

**Course/Education Director/Date**

**Form Filed in Student Affairs Office by:**

**Date Filed**

**Printed Name**

**Date**

**Signature**