



The Florida State University
College of Medicine

Medicine & Behavior 201

BMS 6821

FALL 2012

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Instructors

Course Director

Joedrecka Brown, M.D.

Office: Room 3210-G

Office Hours: Tuesday 1:00-2:00p.m., or by appointment

(850) 644-4543

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Co-Course Director

Mary Gerend, Ph.D.

Office: Room 4111

Office Hours: T 3:00-4:00 p.m. or by appointment

(850) 645-1542

mary.gerend@med.fsu.edu

Faculty

Jon Appelbaum, M.D.

Kendall Campbell, M.D.

Douglas Davies, M.D.

John Fogarty, M.D.

Lisa Granville, M.D.

Suzanne Harrison, M.D.

Kathy Levenson, Ph.D.

Mike Overton, Ph.D.

Curt Stine, M.D.

Ken Brummel-Smith, M.D.

Nancy Clark, M.Ed.

Kim Driscoll, Ph.D.

Heather Flynn, Ph.D.

Robert Glueckauf, Ph.D.

Kathy Lee, M.D.

Charles Ouimet, Ph.D.

Alice Pomidor, M.D.

Course Overview

Course Goal

To understand that in order to deliver effective, quality, patient-centered care, the physician must be aware that psychological, social, cultural and biologic variables influence health, illness and disease, and, to understand how those variables affect patient and physician behavior.

Course Description

Medicine and Behavior 201 (BMS 6821) addresses the psychological and social basis of patient and physician behavior and the influence of these factors on health, illness, and the practice of medicine. The emphasis of the course is on better understanding of the psychological and social context of patients' lives. Medicine and Behavior I includes basic behavioral science content as it relates to the individual, family, and community. The goal of this course is to have students apply these fundamental behavioral science principles to clinical situations to provide more effective and patient-centered health care. A variety of instructional methods are used to achieve these goals, including large group presentations, small group activities and discussions, videos, and expert panels.

Learning Objectives

- Recognize the social determinants of health, health disparities, and use of an integrated care model of healthcare delivery.
- Apply behavioral, psychodynamic, social and developmental concepts in the description and analysis of patient behaviors and in patient care.
- Recognize the role of family systems, community context, and cultural influences on patient behavioral presentations, interpretations of illness, and impact on treatment.
- Recognize functional and dysfunctional family processes and how this impacts health and illness onset, course and management.
- Identify psychopathological diagnosis in children, adolescents and young adults according to DSM IV and review appropriate treatment modalities.
- Recognize community/societal challenges to psychological health.
- Use reflective writing to explore principles of self-awareness in developing a therapeutic physician-patient alliance.

Course Format

Large group class presentations/discussions

- 15 sessions, some required
- Includes in-class activities and student participation; peer to peer learning; Camtasia; and, panels

Small group activities

- Required attendance
- Assigned groups, date, and location will be posted on blackboard

Off campus activity

- Attendance of 1 Alcoholics Anonymous (AA) meeting, required

Competencies

FSUCOM – Competencies –Medicine & Behavior 201 BMS 68216821		
Competency Domains	Competencies Covered in the Course	Methods of Assessment
Patient Care	<ul style="list-style-type: none"> ▪ Accurately describe the influence and potential implications of culture and community context on health behaviors, beliefs and outcomes, as well as how physicians should appropriately integrate this knowledge into patient care. • Demonstrate the ability to: <ul style="list-style-type: none"> ▪ educate patients about their health. ▪ assist patients who want to change health behaviors. ▪ assess and encourage patient adherence. 	Objective exams; Faculty observation of small group participation; Reflection papers.
Medical Knowledge	<ul style="list-style-type: none"> ▪ Describe the basic behavioral and psychosocial principles used to analyze and solve problems related to the diagnosis, treatment and prevention of disease. ▪ Describe normal human psychosocial development across the life-span and recognize deviations requiring further evaluation and intervention. ▪ Discuss the application of psychodynamic theories of human thought and behavior in describing and analyzing patient behavior. ▪ Accurately describe how social determinants of health influence health outcomes and how physicians can incorporate this knowledge in the care of patients. 	Objective exams; Faculty observation of small group assignments participation
Practice-based Learning	<ul style="list-style-type: none"> ▪ Recognize and demonstrate the ability to address the unique needs of patients from underserved environments. 	Objective exams; Reflection papers
Communication Skills	<ul style="list-style-type: none"> ▪ Demonstrate effective written communication with colleagues and other health professionals. ▪ Recognize and respond professionally to various common forms of behavioral and emotional presentations. 	Reflection papers; Observation of small group peer interactions; Objective exams
Professionalism	<ul style="list-style-type: none"> ▪ Practice self-assessment and reflection concerning cultural, moral and ethical issues encountered in the care of patients and the practice of medicine, identifying biases, perceived differences between practitioners and patients, and employing a nonjudgmental approach to patient care. 	Reflection papers
System-based Practice	<ul style="list-style-type: none"> ▪ Demonstrate respect for the roles of other healthcare providers and of the need to collaborate with others in caring for individual patients and communities. 	Objective exams; Reflection papers

Policies

Americans with Disabilities Act

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's [Director of Student Counseling Services](#) and the FSU Student Disability Resource Center to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to the medical degree.

[The Office of Student Counseling Services](#)

Medical Science Research Building, G146

Phone: (850) 645-8256 Fax: (850) 645-9452

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

97 Woodward Avenue, South

Florida State University

Tallahassee, FL 32306-4167

Voice: (850) 644-9566

TDD: (850) 644-8504

sdrc@admin.fsu.edu

<http://www.fsu.edu/~staffair/dean/StudentDisability>

Academic Honor Code

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. (Florida State University [Academic Honor Policy](#))

Attendance Policy

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See pages 28-29 of [FSUCOM Student Handbook](#) for details of attendance policy, notice of absences and remediation.

Unexcused absence from a scheduled examination or quiz may result in a score of zero (0 %) being assigned for that assessment. Unexcused absence from an activity for which attendance is required (for example, Small Group session) may be considered as an issue of Professionalism. Any unexcused absence may require completion of the Performance Improvement Program (see Grading System, below)

Professionalism

Dress Code

On occasion during the semester, guests from outside of the FSUCOM community (including standardized patients, agency personnel, and patients) may be present and participate in the session. You will be notified beforehand when this is scheduled. Business casual attire is required on those days. Business casual attire is also required for the AA visit.

Confidentiality

Any personal material discussed in class by panel members, patients, faculty and students is confidential and should not be discussed outside of class.

Blackboard site

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

Required Materials

Fadem, B. *Behavioral Science in Medicine*. Philadelphia: Lippincott, 2012.

(Also available as e-book from our Library) <http://med.fsu.edu/library/Ebooks/ebooks.aspx>

American Psychiatric Association: Diagnostic & Statistical Manual IV Edition

(Also available as e-book from our Library) <http://med.fsu.edu/library/Ebooks/ebooks.aspx>

Book chapters and other readings assigned from other sources will be available on Blackboard.

Grading

Assignments

Instructions for specific assignments are available on Blackboard. All assignments are to be submitted to Blackboard by the due date with the following name:

Last Name_First Name_Assignment #_Fa2012

Questions pertaining to Medicine and Behavior 1 will be included in the four integrated examinations of the Fall semester (20 questions on each exam) and in the integrated quizzes. Quizzes are formative and do not contribute to the final exam average. Question types may include multiple choice on the exams; and multiple choice, short answer and/or free-response on quizzes. Exam questions cover readings, handouts, presentations and class discussions. Specific topic objectives are presented for each unit.

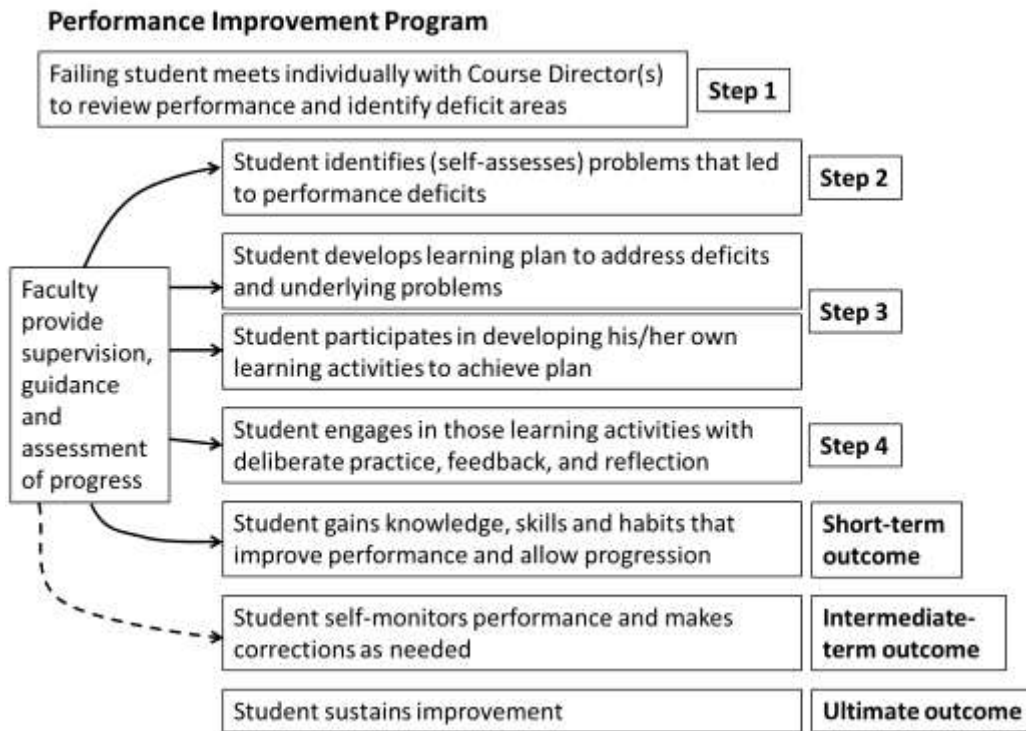
Grading System

FSU COM has adopted a pass/fail grading system is used in the curriculum for the first and second years. See [page 31 of Student Handbook](#) for details.

In order for a student to receive a grade of **Pass** in Medicine and Behavior 1 (BMS 6821) a student must complete all the following requirements:

- A final average of > 70% on all exams and graded quizzes. (Formative quizzes do not contribute to the final exam average.) An average below 70% will receive a grade of fail which will require remediation or repetition of the course, as determined by decision of the Student Evaluation and Promotion Committee. A student whose performance is below passing during the semester
 - <65% on any one exam
- OR
- <70% on any two exams in the semester

is required to engage in and complete the Performance Improvement Program in consultation with the Course Director. The purpose of this program is to assist the student in developing the skills and habits necessary to succeed in the curriculum as well as to address specific performance deficits.



- Attendance and satisfactory participation in all required sessions, as determined by the Course Director. Unexcused absence from an activity for which attendance is required may be considered as an issue of Professionalism and require completion of the Performance Improvement Program.
 - Small group activities
 - Large group sessions with guest speakers and/or small group activity: Eating Disorders and Substance Abuse & Impaired Physicians
 - Large group panel sessions (not video captured): Families, Relationships & Health; Coping with Illness- Cancer; Behavioral Issues in Congestive Health Failure.
- Satisfactory completion of all assignments, as determined by the Course Director. Note that for an assignment to receive a satisfactory grade, it **must** be turned in by due date
 - Attendance at an AA meeting. Must be completed by 11-28-12, prior to the Substance Abuse session.
 - 2 reflection papers: Families, Relationships & Health and AA visit.
- Demonstration of the attitudes and behaviors of Medical Professionalism in all aspects of the course. Evaluations of peer professional behavior in small groups will be submitted by each student and will be included in the evaluation narrative provided at the end of the course. Issues of Professionalism may require completion of the Performance Improvement Program.