



The Florida State University
College of Medicine

BMS 6822

Medicine and Behavior 202

Spring 2013

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Instructors

Co-Course Directors

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Faculty

Jon Appelbaum, M.D.

Jo Brown, M.D.

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Suzanne Harrison, M.D.

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Ellen Berkowitz, M.D.

Nancy Clark, M.Ed.

Heather Flynn, Ph.D.

Robert Glueckauf, Ph.D.

Mike Nair-Collins, Ph.D.

Course Overview

Course Goals

Course Goals

1. To understand psychological and social factors that affect patient and physician behavior.
2. To develop skills in the behavioral aspects of medical care.
3. To provide a conceptual framework of how behavioral medicine and the biopsychosocial model can influence personal and patient wellness.

Course Description and Topics

Medicine and Behavior II addresses the psychological and social bases of patient and physician behavior and the interrelationship among these factors and health, illness and the practice of medicine. The emphasis of the course is on the application of behavioral principles introduced in Medicine & Behavior I to major health issues (e.g., obesity, substance abuse, infertility and unplanned pregnancy, and unhealthy life styles), chronic illnesses (e.g., diabetes, renal failure, hypertension, dementia), and psychiatric disorders (e.g., anxiety, depression, psychotic disorder). Ethical dilemmas and challenges in treating patients for the conditions listed above will be discussed. Topics related to medical informatics and evidenced based medicine will be included as appropriate in addressing patient care topics covered in this course. Finally, physician's behavior will be addressed as it pertains to coping with uncertainty, dealing with medical errors, and maintaining one's own health and wellness.

New topics have been selected based upon surveys of current third and fourth year students and their perceptions of areas needing additional coverage before the clinical clerkships. We have tried to sequence topics to promote coordination/integration with topics that are being covered in Pathology, Pharmacology, Microbiology, and Doctoring. Psychopathology topics are covered in Medicine & Behavior I and II.

This course is not designed primarily to enable you to pass the "Boards." It is designed to help make you a "twenty-first century physician practicing patient-centered medicine."

Learning Objectives

Overall Course Objectives

- To develop skills in the competency domains of the behavioral aspects of patient care, medical knowledge, practice-based learning, communication skills, professionalism, and systems-based practice.
- To develop a conceptual framework of how the behavioral aspects of patient care, medical knowledge, practice-based learning, communication skills, professionalism and systems-based practice influence personal and patient wellness.
- To develop tools for self-reflection and self-care.

Course Learning Objectives

Course Objectives	Learning Objectives: The learner will be able to
Describe strategies for identifying and addressing uncertainty in medicine	Recognize and appraise how uncertainty affects the patient-physician relationship.
	Begin to develop and apply tools to minimize the untoward effects of uncertainty in the patient-physician relationship.
Describe the methods of motivational interviewing for use with patients to improve their health, nutrition, weight loss, stress management, and exercise.	Identify when and how motivational interviewing can be used to affect healthy lifestyle habits.
	Develop learner's level MS2 skills at motivational interviewing to improve health.
Describe the behavioral components of chronic illness management.	Assess how experiences, beliefs, and behavior affect wellness and illness.
	Develop a plan how to address and maximize health following the chronic disease management model.
Identify, locate and apply evidence-based practice guidelines for the behavioral management of common chronic disorders (e.g., diabetes, renal failure, hypertension, and dementia).	Identify, manage, and utilize current IT resources
	Appraise the data found and apply to common chronic disorders
Develop a personal plan for health behavior change, professionalism, stress management, and apology for medical errors.	Develop a personal plan for modifying one's own health behavior and apply a similar model to help patients with health behavior change.
	Illustrate examples in the media, panel discussions, and current practice of how lack of professionalism, bias in medical relationships, and medical errors affects health care.
Describe how experiences, beliefs, and behavior affect relationships, communication, and health care practice.	Recognize both patient and physician contributions to difficulties in adherence, drug seeking behavior, and professionalism
	Create an approach to identify personal experiences, beliefs, and behaviors and how to use reflection for constant monitoring.
Describe behavioral approaches to managing depression within pregnancy and the postpartum period, infertility, decisions regarding unplanned pregnancy, and early pregnancy loss.	Illustrate psychosocial issues related to pregnancy, infertility, unplanned pregnancy, and early pregnancy loss.
	Formulate an approach to the management of depression within pregnancy and the postpartum period, infertility, unplanned pregnancy and pregnancy loss.
Exhibit skills in end-of-life discussions.	List three issues to be identified in order to facilitate an end-of-life discussion.
	Identify and appraise personal socio-cultural understandings of end-of-life issues that could influence patient-physician discussion.
	Apply and plan an end-of-life discussion based on socio-cultural patient centered information.
Describe the essential components of medical errors and the importance of apology.	Describe and discuss medical errors including ethical aspects of disclosure
	Describe and apply the six steps involved in disclosing a medical error to patients.

Course Format

Instructional Methods and Evaluation

This course will employ novel educational methods:

Most lectures will be prepared using Camtasia and be available online. The student will be expected to view the Camtasia presentation before attending the class. When a Camtasia lecture is being used, 1 hour of the scheduled class time will be allotted to the students to view the lecture(s) and the other hour will be devoted to discussing lessons learned, and for interviewing patient guests, interacting with a panel of patients or health care providers, or for a large or small group activity.

Most classes will meet on Wednesday from 10:00 - 11:00 am, but there are some exceptions, so follow the class schedule as posted in the Outlook calendar carefully.

Students will complete a variety of assignments to apply concepts and skills learned in this course. These assignments include writing a short reflective piece (1-2 paragraphs) summarizing their response to the Camtasia lecture material, applying IT skills to clinical scenarios, and identifying appropriate patient education materials for a patient case.

Because of the writing assignments, **there will not be exam questions for Medicine & Behavior II on the exams for blocks 1, 2, or 3. There will be exam questions for the last block exam only (Exam 4) on Psychopathology and on the final NBME Comprehensive Basic Science Exam.** The final comprehensive exam will include questions from both Medicine & Behavior I and Medicine and Behavior II. There may be questions on one or more of the integrated formative quizzes. If so, students will be informed beforehand.

Information technology experiences will be built into most sessions. Students will be expected to search and find information on EBM regarding the topic being presented using their mobile devices. They will also search for and deliver samples of quality patient education materials.

Each student will have the opportunity to implement a personal health behavior change plan and to track their personal progress. (see *Blackboard for additional details*)

Blackboard Site

All relevant course materials are posted to Blackboard. You will also submit your assignments through Blackboard. Course announcements will be posted regularly to remind you of due dates and other important facts about the course. We encourage you to visit the site daily, and students are expected to access the site prior to each scheduled class section to check announcements.

Competencies

FSUCOM – Competencies –Medicine and Behavior 2 BMS 6822		
Competency Domains	Competencies Covered in the Course	Methods of Assessment
Patient Care	<p>Demonstrate the ability to employ a comprehensive, multidisciplinary approach to the care of patients that integrates biomedical and psychosocial considerations.</p> <p>Demonstrate the ability to evaluate the patient's psychosocial problems and to formulate accurate hypotheses to serve as the basis for making diagnostic and treatment decisions.</p> <p>Demonstrate the ability to educate patients about their health problems and to motivate them to adopt health promoting behaviors.</p> <p>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.</p>	<p>Reflective writing, behavioral change plan, exam, IT assignments, patient education assignment, faculty observation</p>
Medical Knowledge	<p>Demonstrate the ability to use basic bio-behavioral and clinical science principles to analyze and solve problems related to the diagnosis, treatment, and prevention of disease.</p> <p>Recognize the implications of cultural, social, economic, legal, and historical contexts for patient care.</p> <p>Describe and discuss the implications of basic ethical principles, including confidentiality, informed consent, truth telling, and justice, for the care of patients.</p>	<p>Reflective writing, patient education assignment, IT assignments, exam</p>
Practice-based Learning	<p>Recognize and demonstrate the ability to address the unique needs of patients from underserved environments.</p>	<p>IT assignments, faculty observation, exam</p>
Communication Skills	<p>Demonstrate effective written communication with colleagues and other health care professionals.</p> <p>Recognize and respond professionally to various common forms of behavioral and emotional presentations.</p>	<p>Reflective writing, faculty observation, small group activities, behavioral change plan, faculty observation, exam</p>
Professionalism	<p>Practice self-evaluation 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.</p>	<p>Reflective writing, behavioral change plan, exam, IT assignments, patient education assignment, faculty observation</p>
System-based Practice	<p>Demonstrate respect for the roles of other healthcare providers and of the need to collaborate with others in caring for individual patients and communities.</p>	<p>Reflective writing, IT assignments, faculty observation, exam</p>

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 and 43-44 of [FSUCOM Student Handbook](#) for details of attendance policy, notice of absences and remediation.

Professional Behavior

Computer Use

Computer Use During Patient/Visitor Panels - **Students should not use computers or mobile devices during the sessions which involve health care provider or patient panel discussions.**

Dress Code

There are several sessions during the semester that include guests from outside of the FSUCOM community, including agency personnel, health care providers, and patients. Business casual attire is required on those days.

Confidentiality

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

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice.

Required Materials

American Psychiatric Association: Diagnostic & Statistical Manual IV Edition

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

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>

Grading

Assignments

Instructions for specific assignments are available on Blackboard. All assignments are to be submitted to Blackboard by the due date using the following file naming convention:

Last Name_First Name_Assignment Name (e.g., Smith_Mary_ShortReflection1)

All assignments will be graded pass-fail. If a student submits an unsatisfactory assignment, the assignment will be returned to the student and he/she will be asked to modify and resubmit it.

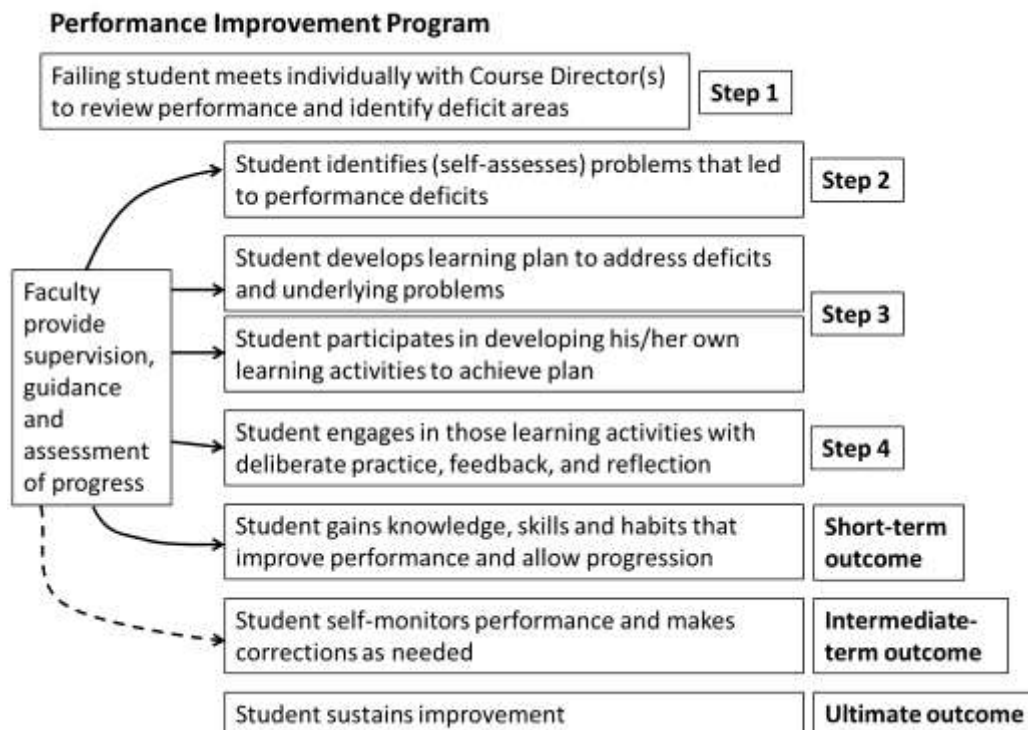
Assignments
Camtasia lecture short reflections (2)
Behavior Change Plan (BCP)
Behavior Change Outcome Report
IT assignments (2)
Patient education assignment
Psychopathology exam (Block Exam 4)
Final comprehensive exam (Med & Beh I and II)

Grading Scale

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

In order for a student to receive a grade of **Pass** in Medicine and Behavior 2 (BMS 6822) a student must complete all the following requirements:

- A final score $\geq 70\%$ on the course content questions on the Block 4 exam. A score 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 is required to engage in and complete the Performance Improvement Program (see below) 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.



- Satisfactory completion of the 2 short reflection papers (Dealing with Pregnancy Loss; Stress, Health, and Disease) as determined by the course directors. Note that for an assignment to receive a satisfactory grade, it must be turned in by due date.

Remediation: Short reflection will be re-written based on faculty feedback.

- Satisfactory completion of the 2 IT assignments (Dialysis & Kidney Transplantation; Hospice and Discussing DNR). Note that for an assignment to receive a satisfactory grade, it must be turned in by due date.

Remediation: IT assignment will be re-written based on faculty feedback.

- Satisfactory completion of the Behavior Change Plan (BCP), Behavior Change Outcome Report, and Patient Education Assignment. Note that for an assignment to receive a satisfactory grade, it must be turned in by due date.

Remediation: Assignments will be re-written based on faculty feedback

- Class Attendance: Students are required to attend all sessions with outside guests (e.g., patient or provider panels) and large group discussions (e.g., stress management techniques, viewing and discussing the film “Wit”.)

Remediation for these activities is possible only for students who have an excused absence from Student Affairs. Remediation will consist of a one-page written essay on the preparation materials (e.g., Camtasia presentation). Unexcused absence may be considered an issue of Professionalism and require completion of the Performance Improvement Program.

- Small group and Learning Community (LC) Activity Attendance: Students are required to attend all small group and LC activities (e.g., Motivational Interviewing).

Remediation for these activities is possible only for students who have an excused absence from Student Affairs. Remediation will consist of a one-page written essay on the preparation materials (e.g., Camtasia presentation). Unexcused absence may be considered an issue of Professionalism and require completion of the Performance Improvement Program.

Professional Behavior

Breaches in professional behavior may result in course failure and referral to the E and P Committee.