The Florida State University
College of Medicine

BMS 6822

Medicine and Behavior 202

Spring 2011

Table of Contents

Course Director

Eron Manusov, MD

3210-G (Office Hours W 1:00 – 2:30 p.m.)

(850) 644-7029

eron.manusov@med.fsu.edu

Faculty

Mary Gerend, PhD
Medical Humanities and Social Sciences

Ken Brummel-Smith, MD
Geriatrics

Michelle Manting
OB/Gyn

Marshall Kapp, JD, MPH
Ethics and Legal Integration

Nancy Clark, MS
Medical Informatics Integration

Greg Turner, EdD
Clinical Simulation

Course Goals

Course Goals

1. To expand on the biopsychosocial model of health and illness in medicine learned in the Doctoring Course continuum.
2. To further integrate the humanities into the MS2 year.
3. To provide a conceptual framework of how behavioral medicine and the biopsychosocial model can influence personal and patient wellness.

Course Description and Topics

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, Physiology, Pharmacology, Microbiology, and Doctoring. Psychopathology was originally covered in M&B1 but will be covered as an integration of Doctoring 2, Pathology, and Pharmacology.

We have elected to change a number of the topics based on student feedback:

Subjects dropped:

• Behavioral aspects of pediatric obesity(covered in M&B1)

New subjects added:

• Lesbian/Gay/Bisexual/Transgender

• Professionalism

• The challenging patient

• Psychopathology

This course is not designed primarily to enable you to pass the "Boards." It is designed to make you a "twenty-first century physician practicing patient-centered medicine." However, you should know that for the last four years, our classes have scored above average on the USMLE boards in the area of behavioral 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.

General Course Objectives

1. Describe strategies for identifying and addressing uncertainty in medicine

    The learner should be able to

    i.   Recognize and appraise how uncertainty affects the patient-physician relationship.
    ii. Begin to develop and apply tools to minimize the untoward affects of uncertainty in the patient-physician relationship.
    iii. Develop and apply the process of communication of risk.

2. Describe the methods of motivational interviewing for use with patients to improve their health, nutrition, weight loss, stress management, and exercise.

    The learner should be able to

    i. Identify when and how motivational interviewing can be used to affect healthy care habits.
    ii. Develop learner's level MS2 skills at motivational interviewing to improve health.

3. Describe the behavioral components of chronic illness management.

    The learner should be able to

    i. Assess how experiences, beliefs, and behavior affect wellness and assess.
    ii. Develop a plan how to address and maximize health in the chronic disease management model.

4. Identify, locate and apply evidence-based practice guidelines for the behavioral management of common chronic disorders (e.g., diabetes, congestive heart failure, cancer, and renal failure).

    The learner should be able to

    i. Identify, manage, and utilize current IT resources
    ii. Appraise the data found and apply to common chronic disorders.

5. Develop a personal plan for health behavior change, professionalism, stress management, identifying bias in medical relationships, and apology for medical errors.

    The learner should be able to

    i.   Analyze how health behavior, professionalism, stress management, bias in medical relationships and apology for medical errors relates to current life and formulate plan for the future.
    ii. Illustrate examples in media, panel discussions, and current practice of how professionalism, stress management, bias in medical relationships, and apology for medical errors affects health care.
    iii. Identify common areas of bias including gender, sexual orientation, race and ethnicity and hidden bias such as ignorance, socio-economic status, and personal belief systems.

6. Describe how experiences, beliefs, and behavior affect relationships, communication, and health care practice.

The learner should be able to

   i.   Recognize both patient and physician contributions to difficulties in adherence, drug seeking behavior, and professionalism

   ii.   Create an approach to identify personal experiences, beliefs, and behaviors and how to use reflection for constant monitoring.

7. Describe behavioral approaches to managing pregnancy, childbirth, decisions regarding unplanned pregnancy, and early pregnancy loss.

The learner should be able to

   i.   Illustrate issues related to pregnancy, childbirth, decisions regarding unplanned pregnancy, and early pregnancy loss.

   ii.   Formulate an approach to the management of pregnancy, childbirth, unplanned pregnancy and pregnancy loss

8. Exhibit skills in end-of-life discussions.

The learner should be able to

   i.   List three issues to be identified in order to facilitate an end-of-life discussion

   ii.   Identify and appraise personal socio-cultural understandings of end-of-life issues that could influence patient-physician discussion

   iii.   Apply and plan an end-of-life discussion based on socio-cultural patient centered information.

9. Describe the essential components of a malpractice suit and medical errors.

The learner should be able to

   i.   Describe and discuss the definition of malpractice, how it applies to physicians and methods to prevent malpractice

   ii.   List and discuss medical errors and how physicians prevent or address errors with patients.

Integration with COM Goals and Objectives

This course contributes to the learning of the following objectives (and competencies) for the FSUCOM:

Knowledge

- 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. (Problem Solving and Critical Thinking)
- Demonstrate the ability to employ a comprehensive, multidisciplinary approach to the care of patients that integrates biomedical and psychosocial considerations. (Essential Clinical Skills)

- Recognize the implications of cultural, social, economic, legal, and historical contexts for patient care. (Social, Cultural and Community Context of Health, Illness and Care)
- Describe and discuss the implications of basic ethical principles, including confidentiality, informed consent, truth telling, and justice, for the care of patients. (Moral Reasoning and Ethical Conduct)
- Describe strategies to support life-long learning via both print and electronic sources to assist in making diagnostic and treatment decisions (e.g., clinical calculators) and to remain current with advances in medical knowledge and practice (e.g., EBM resources). (Lifelong Learning and Information Management)

Skills

- 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. (Problem Solving and Critical Thinking)
- 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. (Problem Solving and Critical Thinking)
- Demonstrate the ability to educate patients about their health problems and to motivate them to adopt health promoting behaviors. (Communicating with Patients, Families and Colleagues)
- 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. (Lifelong Learning and Information Management)
- 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. (Communicating with Patients, Families and Colleagues)

Attitudes/Behaviors

- Display the personal attributes of compassion, honesty, and integrity in relationships with patients, families, communities and the medical profession. (Professional Values, Attitudes and Behaviors)
- 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. (Professional Values, Attitudes and Behaviors)
- 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. (Moral Reasoning and Ethical Conduct)

- 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. (Personal Awareness)
- Demonstrate awareness of the health care needs of aging patients and a willingness to care for the elderly. (Professional Values, Attitudes and Behaviors)
- Demonstrate awareness of the unique health care needs of ethnically diverse populations and communities. (Social, Cultural and Community Context of Health, Illness and Care)

Integration Themes

The following "integration themes" will be included in this course:

- Informatics
- Evidenced-Based Medicine
- Medical ethics/professionalism
- Medical humanities
- Psychopathology/Pharmacology
- Culture
- Geriatrics
- Rural and urban underserved populations

Application of "Principles of the Curriculum"

Principle 1: The curriculum is student-centered

Examples:

- A variety of learning methods are employed (lecture, small group, self-directed study) so that each student's preferred learning style is incorporated into the course.

- Students will be given opportunities to demonstrate the ability to think deeply and critically about the material through small group exercises and self-directed/reflective exercises.

- Students are regularly surveyed as to their learning needs and the course is adjusted both in real-time and over the years to feedback.

Principle 2: The curriculum comprises a context-framed educational plan…

Examples:

- Each learning session will employ clinical scenarios.

- Small group sessions will be facilitated by clinician facilitators.

- The course directors and module leaders are committed to making this course "transparently" clinical in its orientation. We assume that students already know that psychosocial issues are important and that they don't need to be convinced. Our goal is to provide them with knowledge and skills that can be applied to the care of patients.

Principle 3: Coursework is integrated within and across years.

Examples:

- Medicine and Behavior II attempts to apply principles addressed in Medicine and Behavior I to various illness

states and disease entities that are being addressed concurrently in pathology, physiology, pharmacology, microbiology, and Doctoring 2.

Principle 4: Curriculum based on measurable competencies

Please see listing of COM general learning objectives discussed above.

Principle 5: Scholarship and the discovery of new knowledge is encouraged and facilitated.

Students will be encouraged to post their reflective writings in their portfolios. Those displaying interest in any of the topics covered by the course will be encouraged to pursue that interest and provided with information, contacts, etc.

Principle 6: The educational environment is appropriate to the mission of the College of Medicine and students are educated in the biopsychosocial model.

The very existence of this course is predicated on this principle. Also see the discussion above regarding the integration of the College of Medicine "integration themes."

Course Format

Instructional Methods

This course will employ novel educational methods:

- Lectures will be prepared using Camtasia and be online for downloading as a podcast or viewed on a laptop. The "lecture" time will be conducted at the student's discretion and the student will be <u>expected to view the lecture before attending the class.</u> When a Camtasia lecture is being used 1 hour of class time will be given to the students to use to view the lectures or attend an optional workshop, presentation, or learning session and the second hour will be devoted to discussing the lessons learned, and for interviewing patient guests, listening to a panel of patients or health care providers, or small groups. This process is used to meet ED 5A of the LCME requirements for "active learning and independent study to foster the skills necessary for lifelong learning."
    - Most classes will meet in the 10:00 - 11:00 am time slot.
    - Students will write a short reflective piece (1-2 paragraphs) summarizing their response to the Camtasia lecture material.
- One in-depth reflective writing exercise will be dedicated to self-assessment of skills in discussing end-of-life issues and hospice referral.
- Because of the writing assignments, there will not be exam questions for Medicine & Behavior II on the block exams. There will only be one set of Multiple Choice Questions for exam purposes, to be taken on the final comprehensive exam. <u>The final exam will include questions from Medicine & Behavior I as well as Medicine and Behavior II.</u>
- 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 PDAs. They will also search for and deliver samples of quality patient education materials found.

- Each student will have the opportunity to implement one health behavior change and track their personal progress.(*see guideline*)
- An integrative case presentation with Pathology, Microbiology, Pharmacology, Clinical Sciences, and Doctoring 2 will cap the week of psychopathology. This 2 hour session will give an opportunities for learners to model collaborative behavior, integrate all the courses that are offered at the time, and model critical thinking skills.

Blackboard Site

This course is supported by a Blackboard site. All relevant course materials are posted to this site. Course announcements will be posted periodically and students are expected to access the site prior to each scheduled class section to access announcements when they are made.

Included on the Blackboard site are the course Syllabus, Weekly Schedule, Assignments, and a Course Library. You can check your current grade status using the "My Grades" tab. The PowerPoint presentations and recorded Camtasia presentations will be posted in the Weekly Schedule. Announcements will be regularly used to remind you of due dates and other important facts about the course. We encourage you to visit it daily.

Competencies

FSUCOM – Competencies –Medicine and Behavior 2 BMS 6822		
Competency Domains	Competencies Covered in the Course	Methods of Assessment
Patient Care	X	Reflective writing, Behavioral Change Plan, Exam, questionnaire, IT assignment, Patient education assignment, faculty observation
Medical Knowledge	X	Reflective writing, Patient education assignment, IT assignment, exam
Practice-based Learning	X	CSSC experiences, IT assignment faculty observation, exam
Communication Skills	X	Reflective writing, faculty observation, CSSC experiences, Behavioral change plan, faculty observation, exam
Professionalism	X	Reflective writing, Behavioral Change Plan, Exam, questionnaire, IT assignment, Patient education assignment, faculty observation
System-based Practice	X	Reflective writing, CSSC experience, IT assignment, faculty observation, exam
NOTES:		

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) 645-8256Fax: (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, found at http://www.fsu.edu/~dof/honorpolicy.htm.

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 27-29 of *FSUCOM Student Handbook* for details of attendance policy, notice of absences and remediation.

Professional Behavior

Computer Use

Computers During Patient/Visitor Panels - Students will not use computers during the sessions which involve visitor or patient panel discussions.

Dress Code

There are some sessions during 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 required 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.

Syllabus Change Policy

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

Required Materials

Lo, Bernard. Resolving Ethical Dilemmas A Guide for Clinicians (3rd Ed). Philadelphia: Lippincott Williams & Wilkins, 2005.

Grading

Assignments and weights

All assignments will be graded pass-fail. Extra credit can be accumulated throughout the semester.

If a Camtasia lecture reflection is turned in after 10 am of the class time, it will receive only half credit. If turned in after the deadline, then half credit will be given. If it does not meet minimum standards, it will be returned with the opportunity to complete it correctly within one week. If turned in on time, it will receive the full credit. If not turned in on time it will receive no credit.

If one of the other assignments (BCP, IT, patient education, DNR reflection) is turned in after the due date and time, it will receive 10% less credit for each day late.

Assignment	Total Points (%)
Camtasia lecture reflections (5 points each)	25
Behavior Change Plan (BCP)	10
IT submissions – #3	15
Patient education material hunt – #3	10
DNR reflective paper	15
Boundary Excursion	5
Psychopathology exam	10
Final Exam	10

Extra Credit opportunities - (1 point each)

Attending Grand Rounds with behavioral medicine content

Just as physicians get credit for CME by attending Grand Rounds, you will be able to get credit for attending those Grand Rounds which are dedicated to behavioral medicine topics.

TBD

In addition, extra credit will be awarded for participation in class activities such as the panels, name that psychopathology, and other group participation activities.

Short Reflection on Womens' Issues (5 pt)

Professional Behavior P/F

(Breaches in professional behavior may result in lower grades, failure or expulsion.)

Grading Scale

Grade	Percentage
A	> 90.0 % correct
B	87.0 – 89.9 % correct
B+	80.0 – 86.9 % correct
C+	77.0 – 79.9 % correct
C	70.0 – 76.9 % correct
D	65.0 – 69.9 % correct
F	< 64.9 % correct