

Syllabus: Medicine and Behavior II (BMS 6822) Semester 2, 2005-2006

Course Director:

Dr. David Steele

Office Hours: Thursdays 1:00 – 2:30 pm or by appointment (2200-K)

Office Phone: 4-9649

Module Leaders:

Dr. Mary Gerend Behavioral Medicine (January 4 through March 3, 2006)

Dr. Jose Rodriguez Management of Chronic Illness (March 15 through April 7, 2006)

Dr. Elena Reyes Psychopathology (April 12 through May 5, 2006)

Ethics and Professionalism Integration

Dr. Jeffrey Spike

Medical Informatics Integration

Ms. Nancy Clark

Office hours for module leaders will be announced on the first day of the beginning of each module.

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, Schedule of Course Activities and Topics, reading assignments, the PowerPoint presentations, and other materials that may be relevant to a particular session other than the required texts—see below.

Required Texts and Readings*:

Fadem, Barbara. Behavioral Science in Medicine. Philadelphia: Lippincott Williams & Wilkins, 2004.

Lo, Bernard. Resolving Ethical Dilemmas A Guide for Clinicians (2nd Ed). Philadelphia: Lippincott Williams & Wilkins, 2000.

*Additional required readings will be posted on the course Blackboard site. Some are from the medical literature. Others are materials prepared by course instructors. Questions based on required readings will be included in the mid-term examinations.

General Course Description

Medicine and Behavior II addresses the psychological and social basis of patient and physician behavior and the interrelationship between these factors and health, illness and the practice of medicine. The emphasis of the course is on the application of behavioral principles introduced in Human Behavior I to major health concerns (e.g., obesity, substance abuse, and unhealthy life styles), chronic illnesses (e.g., diabetes, hypertension, arthritis, chronic pain syndromes), and psychiatric disorders (e.g., anxiety, depression, psychotic disorder). In addition, ethical dilemmas and challenges in treating patients for the conditions listed above will be discussed. Finally, topics related to medical informatics and evidenced based medicine will be included as appropriate in addressing patient care topics covered in this course.

A variety of instructional methods are used including large group presentations, small group discussions, team based learning, and individual learning exercises posted on the course Black Board site.

Course Objectives

General Course objectives:

- 1. Demonstrate the ability to apply behavioral principles to the management of health problems resulting from obesity, smoking, and substance abuse.**
- 2. Discuss the relationship between stress and illness and describe interventions that will enable patients to cope more effectively with stress.**
- 3. Describe the goals of chronic illness management and contrast them with the goals of acute care medicine.**
- 4. Identify, locate and apply evidence-based practice guidelines for the treatment of common chronic disorders (e.g., diabetes, congestive heart failure, HIV/AIDS).**
- 5. Demonstrate the ability to diagnose the major categories of psychiatric disorders including cognitive disorders, anxiety disorders, depressive disorders, psychotic disorders, eating disorders, and substance abuse**

Please note: Specific learning objectives will be provided for each lecture and small group session. Examination questions will be based on the objectives published for each lecture or large group activity, small group activity, required readings, and required assignments posted on the course Blackboard site.

Contribution of Medicine and Behavior II to Overall COM Competencies

This course contributes to the learning of the following general objectives for the FSUCOM as contained in the Student Handbook and Medical Education website:

Knowledge

1. 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.
2. Demonstrate the ability to employ a comprehensive, multidisciplinary approach to the care of patients that integrates biomedical and psychosocial considerations.
3. Recognize the implications of cultural, social, economic, legal, and historical contexts for patient care.
4. Describe and discuss the implications of basic ethical principles, including confidentiality, informed consent, truth telling, and justice, for the care of patients.
5. 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

6. Demonstrate the ability to elicit accurate comprehensive and focused medical histories by employing techniques that facilitate the patient's sharing of information.
7. 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.
8. 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.
9. Demonstrate the ability to educate patients about their health problems and to motivate them to adopt health promoting behaviors.
10. Demonstrate the effective use of pharmacotherapeutic agents and other therapeutic modalities, while teaching patients the importance of preventative medicine, health promotion, and wellness.

11. 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.
12. Demonstrate the ability to organize, record, research, present, critique, and manage clinical information.
13. 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.
14. 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

15. Exhibit well-developed interpersonal skills in providing information and comfort to patients and their families.
16. 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.
17. 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.
18. 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.
19. Demonstrate social awareness and commitment to the welfare of underserved communities (rural, urban underserved, and elderly).
20. Demonstrate awareness of the health care needs of aging patients and a willingness to care for the elderly.
21. Demonstrate awareness of the unique health care needs of ethnically diverse populations and communities.
22. 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.

Student Assessment and Grading

Assessment of student performance will be based on written examinations, occasional quizzes and/or short assignments posted on the Blackboard course site, and participation in small group activities.

Exams will consist of multiple choice items. Exams are given according to the Year 2 integrated exam schedule. Twenty to 28 items from this course will be on each mid-term examination. There will be 40 points on the Final Comprehensive Examination from Medicine and Behavior. Exam questions will be drawn from readings, lecture materials and class discussions. Specific learning objectives will be posted for each learning session and will guide examination preparation. Each examination will be cumulative in nature over the course of the semester.

Grading

Exams (5, including comprehensive final, approximately 138 total points)	75%
Quizzes/Special Assignments (approximately 30 points)	15%
Small group assessment (attendance, participation, preparation)	10%
Professional Behavior	P/F
(Breaches in professional behavior may result in lower grades.)	

“Bonus” Points

The on-line evaluation system enables us to know whether a student has completed an evaluation without compromising the anonymity of the evaluation. In other words we can get a list of responders separate from the response. Students will receive 1 bonus percentage point for each evaluation submitted. Points will be added into the total for the semester when final grades are calculated as an incentive for providing the feedback needed for on-going course improvement.

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%

FSU COM ATTENDANCE POLICY

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 (Year 1/2) and request that they inform the supervisors/professors/clerkship faculty/education director 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 timeliness, 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

Year 1/2

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 Associate Dean for Student Affairs, the course faculty member and the Course Director. 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 director and final decisions regarding these actions shall rest with the course director.

If the absence occurs due to an unforeseen emergency, the student should contact the course 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 director and final decisions regarding these actions shall rest with the course 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/education director decision based on the personal situation of the student. The course/education 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/education 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, 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 director.

Professional Behavior

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.

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);

Student Disability Resource Center
Dean of Students Department, 08 Kellum Hall
Florida State University
Tallahassee, FL 32306-4400
(850) 644-9566 (voice) (850) 644-8504 (TDD)
SDRC@admin.fsu.edu;
<http://www.fsu.edu/~staffair/dean/StudentDisability/>

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.

SYLLABUS CHANGE POLICY:

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