
Medicine & Behavior I BMS 6821

Florida State University College of Medicine
Course Syllabus, Fall 2008

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Summary of Goals and Objectives:

Medicine and Behavior I (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 physicians' and patients' lives. Medicine and Behavior I covers 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 for more effective and patient-centered delivery of health care. A variety of instructional methods are used to achieve these goals, including large group presentations, small group activities and discussions, videos, expert panels, and clinical demonstrations with standardized patients. Specific course objectives include:

1. Understand the importance of and demonstrate the application of psychodynamic, behavioral, and social theories in the description and analysis of patient behaviors.
2. Demonstrate the application of developmental concepts across the lifespan to patient care.
3. Identify symptoms and diagnosis of psychopathology in children and adolescents.
4. Recognize the role of family systems, community context, and cultural influences on patient presentations, interpretations of illness, and adherence to treatment.
5. Recognize functional and dysfunctional family processes and how this impacts disease and illness onset, course, and management.
6. Identify the stages of behavior change and apply these to patient education and basic counseling around prevention, health maintenance, and disease management.

7. Explain the worldview, traditions, customs, and social factors impacting healthcare delivery to culturally diverse populations as well as medically underserved groups in the state of Florida.
8. Explain the psychological and social factors contributing to disparities in health status of different underserved populations.
9. Exhibit professional behavior of respect for peers, instructors, and patients.
10. Demonstrate understanding of the use of psychological instruments in the measurement of human behavior and cognition.

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 pharmacotherapeutic 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. Assignments covering the assigned reading materials and class discussion will be given throughout the semester. In-class presentations 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 online form “Advance Request for Absence from Educational Activity(ies)” completed prior to the absence (see Appendix A).
- *Unexcused absence* – You are responsible for the material covered. A grade of “0” will be given on any assignment or exam missed during an unexcused absence.

2. Quizzes

Quiz grades are based on individual quizzes, individual assignments, or assignments for small group activities covering the assigned reading materials and class presentations. They may be unannounced and will be given throughout the semester. Unexcused absences will result in a grade of “0” on the missed quiz. Most assignments will involve small group participation.

3. 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 session.

Exam 1: 9/5/08

Exam 2: 10/3/08

Exam 3: 10/31/08

Grading:

Exams: 70%

3 exams of equal weight with 20-25 items per exam.

Quizzes: 30%

5 quizzes of equal weight.

Professional Behavior: P/F

Breaches in professional behavior may result in lower grades.

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:

On occasion during the semester, guests from outside of the FSUCOM community (including agency personnel and patients) may be present and participate in the session. You will be notified beforehand when this is scheduled. Business casual dress 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.

Blackboard site:

The syllabus, class presentations, 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. Since emails to the class will be sent from Blackboard, it is your responsibility to have your ACNS account forwarded to your MED account.

Required Readings:

Fadem, B. *Behavioral Science in Medicine*. Philadelphia: Lippincott, 2004.

Lo, B. *Resolving Ethical Dilemmas: A Guide for Clinicians* (3rd edition), Philadelphia: Lippincott, 2005.

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

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):

The Florida State University adheres to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) in prohibiting discrimination against any qualified person with a disability. Students with specific questions regarding the FSU policies governing students with disabilities may contact the Student Disability Resource Center.

Students with disabilities who wish accommodations based on a disability must notify the College of Medicine Office of Student Affairs and register with the FSU Student Disability Resource Center (SDRC). In order to register with the SDRC the student must provide the Center with the required documentation. A definitive diagnosis of disability must be stated in the documentation. Details regarding the required documentation for each disability can be found at the SDRC website www.fsu.edu/~staffair/dean/StudentDisability.

Exam Protocol for Students with Disabilities at Florida State University College of Medicine

Students who warrant accommodations based upon the functional effects of a physical or learning disability should adhere to the following procedure:

1. Student meets with a representative of the Student Disability Resource Center (SDRC), provides documentation of a disability and requests accommodations. (A definitive diagnosis of a disability must be identified in the documentation. Details regarding the required documentation for each disability can be found at the SDRC website: www.fsu.edu/~staffair/dean/StudentDisability.)
2. For entering students, this is best accomplished prior to the beginning of classes (e.g., Orientation Week). For all other students, it must be completed at least one month prior to the examination date when accommodations would be instituted.
3. SDRC staff will review the documentation to determine sufficiency and eligibility for accommodations. If additional documentation is needed, this may be obtained through the Office of Student Counseling Services (OSCS) at the COM or elsewhere in the community. If additional testing is required, temporary accommodations may be granted while documentation is completed.
4. Student and SDRC staff identifies the type of accommodations that are appropriate based upon the student's disability.
5. SDRC staff completes and signs a Faculty Letter addressed to the COM's Associate Dean for Student Affairs indicating that documentation supports specific accommodations.

6. Student signs Faculty Letter indicating agreement with suggested accommodations and understanding of his or her responsibility to present the letter to the Associate Dean for Student Affairs at the College of Medicine.
7. SDRC prints two copies of the Faculty Letter and retains a copy as a record of the initial meeting, eligibility and accommodation request.
8. Student will schedule an appointment to meet with the Associate Dean for Student Affairs within one week's time to present the second original Faculty Letter. The student is also encouraged to keep a copy of this document.
9. The Associate Dean for Student Affairs will review the letter, determine appropriateness of all requests based on the requirements for the college, and discuss concerns with student and/or call SDRC when appropriate.
10. The letter will be kept in a confidential place in the Office of Student Affairs and not made part of the academic record of the student.
11. Once accommodation have been confirmed, the student is to schedule an appointment with the OSCS.
12. The OSCE's at the COM will be the representative responsible for facilitating accommodations for medical school students who have been determined eligible for services. The OSCS will explain to the student how the accommodations will be facilitated.
13. The student will then be responsible for completing the SDRC Exam Sign-Up Sheet and ensuring that his/her Year 1/Year 2 Year and Course Directors overseeing the examination have signed it. Exam Sign-Up Sheets may be obtained from year 1/Year 2 Coordinators or the OSCS.
14. The student will return the completed SDRC Exam Sign-up Sheet to the SDRC at least **5 WORKING DAYS** prior to the scheduled date/time of the exam in order to facilitate testing/exam accommodations. Failure to meet this requirement will release the COM and SDRC from the responsibility of providing accommodations for that particular examination.
15. A special situation arises with the NBME examinations. Since these examinations need to be ordered well in advance of the test date, students who are requesting to take an NBME under special accommodations should complete the Exam Sign-Up sheet at **least 4 weeks** prior to the date the exam is to be administered.
16. Students who qualify for exam accommodations will follow SDRC's Testing Center policies. If the examination is not taken at the SDRC, the COM (in collaboration with SDRC) will coordinate the provision of other accommodations. This might occur for quizzes or shorter, in-class exams. The student is responsible for notifying the instructor at least five working days prior to the quiz/exam if on-site accommodations are desired. Except for extenuating circumstances, all Year1/Year2 integrated and Year1/Year2 NBME exams requiring accommodation will be administered at the SDRC.
17. For those students attending the regional campuses, Steps 1-11 should be followed in order to be approved for accommodations. However, the Regional Campus Dean will be responsible for overseeing the implementation of the accommodations in collaboration with the Associate Dean for Student Affairs.
18. Provision of exam proctors and appropriate distribution of exams for students receiving accommodation will be administered by the Office of Medical Education (for Year 1/2 and the Regional Campus Deans (Year 3/4).

Medicine & Behavior Schedule Fall 2008

Week	Time	Topic		Faculty	Reading
Theories & Measurement of Human Behavior					
1 8-13	1 10-11	Introduction to Behavior & Health	Lg Grp	Dutton	IOM
2 8-20	2 10-12	Psychodynamic Theory in Medical Practice	Lg Grp, Sm Grp	Dutton, Driscoll, Painter, Spike, Gabriel	BSM Ch 8
3 8-27	2 10-12	Learning Theory & Promoting Behavior Change	Lg grp,video, Sm Grp	Dutton, Driscoll, Painter, Spike, Gabriel, Gerend	BSM Ch 9 MMVUP Ch 7
4 9-3	2 8-10	Behavioral & Psychological Assessment of Medical Pts	Lg Grp Sm Grp	Dutton, Painter, Johnson, Gabriel, Glueckauf	BSM Ch 10
9-5	EXAM 1				
Individual & Family Issues in Healthcare					
5 9-10	2 10-12	Child Development & Psychopathology	Lg Grp	Driscoll, Dutton	BSM Ch 1,2 Lo Ch 37
5 9-11	1 10-11	Child Psychopathology	Video, Discussion	Driscoll, Dutton	BSM Ch 1,2 DSM
6 9-17	2 10-12	Adolescent Development & Psychopathology	Lg Grp Video	Driscoll, Parsley, Dutton	MMVUP Ch 18 Lo Ch 37
6 9-18	1 10-11	Adolescent Psychopathology	Video, Discussion	Driscoll, Dutton	BSM Ch 2 DSM
7 9-24	2 10-12	Adults, Families, & Health	Lg Grp, Panel	Dutton, Johnson, Stine, Pomidor, Clark	BSM Ch 3, 4 BSHC Ch 18
8 10-1	1 8-9	Variations in Families	Lg Grp	Dutton	BSHC Ch 18
10-3	EXAM 2				
Social & Cultural Issues in Healthcare					
9 10-8	2 10-12	Culture, Health, & Illness	Lg Grp Video	Reyes, Dutton	BM Ch 22
10 10-13	1 10-11	Elder Abuse	Lg Grp, Video, Discussion	Dutton,Pomidor, Brummel-Smith	BSM Ch 22
10 10-14	2 10-12	Domestic Violence - Intimate Partner Violence	Lg Grp SP Role play	Harrison, Dutton	MMVUP Ch 30
10 10-15	2 10-12	Child Abuse	Lg Grp, Case presentation	Parsley, Dutton	BSM Ch 22
11 10-22	2 10-12	Community and Occupational Influences on Health	Lg Grp Sm Grp	Dutton, Gerend	MMVUP Ch 16 MMVUP Ch 21
12 10-29	1 10-11	Community Health Interventions	Sm Grp	Dutton	CDC
10-31	Exam 3				

Reading Key:

BSM – Behavioral Science in Medicine – Required book

BSHC - The Behavioral Sciences in Healthcare (Available on Bb)

BM – Behavior & Medicine (Available on Bb)

DSM – Diagnostic & Statistical Manual of Mental Disorders IV-TR (Available on Bb)

IOM – Health & Behavior, IOM 2001 Report (Available on Bb)

Lo – Resolving Ethical Dilemmas

MMVUP – Medical Management of Vulnerable & Underserved Populations (Available on Bb)

CDC – Guide to Community Preventive Services (Available on Bb)

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 (Year 1/2) or the Regional Campus Dean / Student Support Coordinator (Year 3/4) 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 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

Year 1/2

If the student knows in advance of an upcoming legitimate absence, the online "Advance Request for Absence from Educational Activity(ies)" process should be followed as outlined below.

If the absence occurs due to an unforeseen emergency, the student should contact the course director and the Associate 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.

The online "Request for Absence" process should be used for all absences, including post-illness absences, regardless of whether the student is requesting an absence from one or more classes or the entire day. Here is how it works.

- 1) Student completes online form: <https://apps.med.fsu.edu/absence>
(Form will only work in Internet Explorer)
- 2) The form is routed to student affairs for approval then to appropriate Course Directors/Instructors

- 3) Course Directors will approve/deny request
- 4) Students can check on the status of the progress of the request by clicking on the "Pending requests" link, where they will be able to see if the instructor(s) has taken action on the form. (If the instructor has not taken action within 24 hours, students can contact him/her directly to let him/her know that the request is pending.)
- 5) The student will receive an email indicating whether the request has been approved/denied.

Students must include all the courses/activities they plan to miss on the requested day of absence (lecture, small groups, quiz, exam, OSCE, etc.) If students plan to be gone the entire day and fail to include an activity/class on the form, they will NOT be excused from that particular activity/class. It will be considered unexcused. It is the students' responsibility to ensure the form is filled out completely with all the courses/activities they will miss for that particular day.

If a student's request has been denied, the email will not indicate the reason nor indicate which instructor denied the request. Some reasons that are likely to automatically disqualify an advance request are: exams, CLC sessions and OSCEs -- unless it is for extreme circumstances (illness, family emergencies, etc).