

Syllabus: Medicine and Behavior II (BMS 6822), 2008-2009

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Psychopathology

Michele Manting, M.D.

Women's Health

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Ethics and Professionalism Integration

Nancy Clark, MS

Medical Informatics Integration

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.

Required Text:

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

General Course Objectives

1. Describe methods for dealing with uncertainty in medicine, and risk communication
2. Describe intervention techniques to motivate patients to improve their health, including nutrition, weight loss, stress management, and exercise prescriptions.
3. Describe the behavioral components of chronic illness management.

4. Identify, locate and apply evidence-based practice guidelines for the behavioral management of common chronic disorders (e.g., diabetes, congestive heart failure, cancer, severe pediatric conditions, and renal failure).
5. Develop a personal plan for stress management, detecting bias in medical relationships, and developing skills in apology for medical errors.
6. Describe behavioral approaches to managing pregnancy, childbirth, and decisions regarding unplanned pregnancy.
7. Describe the ethical basis of decision-making in end-of-life issues, transplant decisions, and the use of ethics committees.
8. Describe the diagnostic criteria for the major categories of psychiatric disorders including cognitive disorders, anxiety disorders, depressive disorders, psychotic disorders, eating disorders, and substance abuse

Instructional Methods:

This course will employ a variety of educational methods designed to prepare you to be a physician:

- Online lectures: Many PowerPoint lectures will be prepared using Camtasia and be online for downloading as a podcast or viewed directly on a laptop. **If you are going to subscribe to the podcasts you must have iTunes installed on your computer.** You can obtain a free iTunes program at <http://www.apple.com/itunes/download/> You will be expected to view the lecture before attending the class. When a Camtasia lecture is being used class time will be only 1 hour long (usually 10:00 am to 11:00 am). The class time on those days will be devoted to discussing the lessons learned, and for interviewing patient guests, listening to a panel of patients or health care providers, or participating in a small group exercise. 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.”
 - Before arriving at class, you will write a short reflective piece (1-2 paragraphs) summarizing your response to the Camtasia lecture material. These are designated as “SR” throughout the course. These will be turned in using the assignment feature on BlackBoard. Samples are on the BlackBoard site. Note: A short reflection will be due for most, but not all of the Camtasia lectures. In addition, a short reflection is due after three sessions that do not contain a Camtasia lecture (Cancer; Bias, Reproductive Choices 1). Please check the schedule for all assignment deadlines. SRs will include your subjective (S) and objective (O) reflections.
- You will be required to attend an Alcoholics Anonymous 12-Step program in the community.

- Three longer (1 -2 pages) reflective writing papers will be required. These will be designated as “LR” throughout the course.
 - Doctor-patient communications at end-of-life
 - Organ transplant, and
 - AA visit

The style for these will be modeled on the SOAP format (Subjective, Objective, Assessment, and Plan)

- Multiple choice questions will be only offered on Block Examination 8 (following the sessions on psychopathology) and the final comprehensive exam (which will cover psychopathology and the Camtasia presentations from the rest of the semester.
- Practice questions from last year’s test will be made available regularly.
- Information technology experiences will be built into many sessions.
 - You will be expected to search and find information on EBM using your PDA (e.g., in Essential Evidence +, or Geriatrics at Your Fingertips, or PEPID, etc.) regarding the topic being presented. Specific instructions for each PDA exercise can be found under the Assignments tab. Download the instructions and enter your responses into the template provided. You will submit your findings using the assignment feature of BlackBoard.
 - You will read a handout on evaluating patient education materials and find and analyze an example of a publically available handout based upon a case scenario. This is the “Patient Education” paper due on 12/4 and will be designated “PtEd”.

Additional General Course Description and Schedule of Topics

The topics have been selected and sequenced so as to promote a high level of coordination/integration with topics that are being covered in Pathology, Physiology, Pharmacology, Microbiology, and Doctoring.

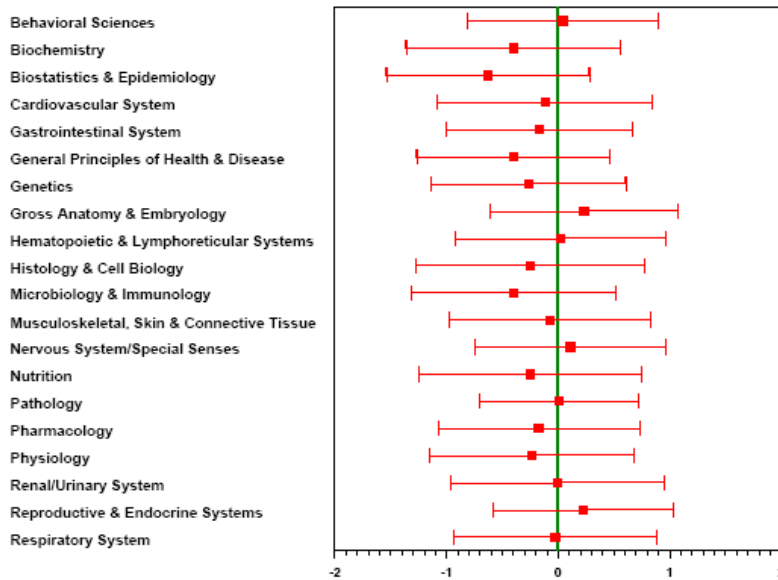
This course is not designed primarily to enable you to pass the “Boards.” It is designed to make you a “twenty-first century physician practicing patient-centered medicine.”

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.

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Medical School: 010-050 Florida State U College of Medicine



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 completion of acceptable short reflective writing summaries of the PowerPoint Camtasia presentations, the three reflective writing papers, the PDA assignments, the patient education assignment, the small group reports and the questions from the Block 8 examination and the final written examination.

Examinations: Because of the work required for reflective writing, PDA experiences, and group reports, there will be no multiple choice questions for Medicine & Behavior II on Block Examinations 4, 5, 6, and 7.

There will be 30 questions on Block Exam 8 covering psychopathology.

There will be 40 questions on the Final Comprehensive Examination from Medicine and Behavior (I and II). Fifteen questions will be from Medicine & Behavior I and 25 questions will be from Medicine & Behavior II (M&BII). The 25 questions from M&BII will cover the whole semester and will be taken from the Camtasia presentations and psychopathology specifically.

Grading

All assignments will be graded pass-fail. If the assignment is turned in after the due date and time, only half credit will be possible.

<u>Assignment</u>	<u>Point Value</u>
Short reflections (SR) (9 @ 2 pts each)	18
PDA assignments (PDA) (5 at 3 pts each)	15
Patient education paper (PtEd)	8
Dialysis/transplant paper (LR 1)	9
AA Experience paper (LR 2)	15
DNR paper (LR 3)	9
Small group reports (GR)(3 at 2 pts each)	6
Block 8 exam (30 questions)	11
Comprehensive final exam (25 questions)	<u>9</u>
Total	100

Extra Credit opportunities 4

Attend Grand Rounds (1 point each):

November 20: Javier I. Escobar M.D., Professor and Associate Dean for Global Health, UMDNJ-Robert Wood Johnson Medical School, Piscataway, NJ. “Mental Disorders in Primary Care.”

March 5: Matthew K. Wynia, MD, MPH, FACP, Director, The Institute for Ethics at the American Medical Association, “African-American Physicians and the AMA: Understanding a Painful Legacy”

April 2: Larry Krieger, JD “What a Lawyer Can Teach a Doctor About Professionalism.”

April 9: Becky McGilligan and Jeff Spike, Ph.D., FSU COM Pensacola Campus. “Student’s ethical duties in ensuring patient-centered care, and the role of the hospital ethics committee.”

Professional Behavior P/F

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

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 (community 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 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 LARGE GROUP, SMALL GROUP SESSIONS, MOVIE SESSION:** 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.