OUTLINE
I. Course Description
II. Competencies
III. Readings and Schedule
IV. Evaluation

I. COURSE DESCRIPTION

Behavioral Medicine is a course that covers psychopathology, and topics in human behavior and development from a life cycle perspective. Students learn the basic elements of normal and abnormal patterns of psychological and social development and their effect on health of individuals. The course takes into account that the students have already learned a substantial amount of behavioral science in other courses including PCM-1 and 2.

The course is also fully integrated with pharmacology covering psychopharmacological treatments for mental disorders as the disorders are covered in this course.

II. COMPETENCIES

Behavioral Medicine competencies are based on the SSOM competencies, USMLE Step 1 content and curricular recommendations from the Association of Academic Psychiatry and the Association of Directors of Medical Student Education in Psychiatry.

Competency #1: Medical Knowledge
Students will know the:
1) Behavioral/developmental aspects of the human life span, including cognitive, motor, Language, psychosocial and interpersonal development and the differences between Normal variation and disease
2) Psychological, family and social factors influencing patient behavior
   - Adaptive and maladaptive behavioral responses to stress, illness and disability
   - Influence of culture on health related behaviors
3) Etiology, epidemiology and clinical manifestations of behavioral, developmental and psychiatric disorders throughout the lifespan; basic elements of differential diagnosis, diagnosis, and treatment of these disorders throughout the lifespan
4) Basic principles of assessment of human behavior and development including psychiatric evaluation and psychological testing
5) Basic principles of sleep medicine and its relationship to behavior
6) Basic epidemiology and risk factors for suicide as well as primary prevention, identification and treatment strategies
8) Basic epidemiology and risk factors for child abuse and neglect as well as primary prevention, identification, and treatment strategies, including legal obligations
9) Basic principles of sexual health disorders
10) Medical and psychosocial aspects of death and dying
Competency #2: Communication Skills
Students will be able to:
1) Demonstrate knowledge of the principles, skills and attitudes that allow effective interactions with all who affect the well being of patients with mental illness, who may be dying or experiencing challenging circumstances such as abuse and neglect.
2) Demonstrate knowledge of the principles and skills necessary to evaluate a patient’s personality, behavioral characteristics and capabilities.
3) Provide timely, honest, and appropriately written feedback about the lectures in the course when requested.

Competency #3: Professionalism
Students will be able to:
1) Converse appropriately and behave with personal integrity in all course and clerkship activities and in interactions with peers, faculty, residents, and non-physician staff and identify these interactions as analogs of future professional relationships thereby maintaining the same high standards expected in patient care.
2) Recognize and accept their own limitations in knowledge and clinical skills and commit to continuously improve their knowledge and ability.
3) Identify the major obligations of physicians to their patients at the end of life.
6) Examine the role of culture, disability and personal values in relation to human development.

Competency #4: Patient Care
Students will be able to:
1) Construct appropriate management strategies (diagnostic and therapeutic) for common behavioral and psychological conditions.
2) Assess and describe a patient’s mental status and interpret the results of psychological testing.
3) Develop care plans for patients with chronic conditions not amenable to immediate cure, including rehabilitative services, care of chronically disabled persons, and, especially, patients facing the end of life.
4) Identify and appropriately address risk factors for child abuse.
5) Understand the principles of relieving pain and ameliorating suffering of patients; and
6) Respect the pivotal role of family in the care of individuals with chronic illness or disability.

Competency #5: Practice Based and Lifelong Learning
Students will be able to:
1) Demonstrate a commitment to personal and professional growth through recognizing the importance of self-awareness in professional development.

Competency #6: Social and Community Context of Healthcare
Students will be able to:
1) Demonstrate an understanding that some individuals in our society are at risk for inadequate healthcare, including the poor, uninsured, underinsured, children, unborn, single parents, elderly, racial minorities, immigrants, refugees, physically disabled, mentally disabled, chemically dependent, and those with incurable diseases;
2) Demonstrate clear understanding on the influence of culture on health care delivery through completion of written reflection assignment based on reading
3) Identify resources outside the health care system important to the care of individuals with disabilities, including social, educational, governmental and legal

III. READING ASSIGNMENTS AND SCHEDULE

Reading Assignments
Most lectures have either required or suggested readings as per the syllabus

Required Text:
Fadiman, Anne. The Spirit Catches You and You Fall Down, Farar, Straus, and Giroux, 1998. This book about a Hmong families experience with the US health care system is required reading that needs to be completed before the culture and medicine talk in March 2007.

Suggested Texts:
Any of the following would be helpful to you during the course:

Sadock BJ, Sadock VA. Kaplan and Sadock Pocket Handbook of Clinical Psychiatry. Lippincott, Williams and Wilkins. Note that this text will be required during your junior clerkship in psychiatry.

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

Fadem, Barbara High Yield Behavioral Science. Lippincott, Williams & Wilkins

Fadem, Barbara. Board Review Series: Behavioral Science. Lippincott, Williams & Wilkins

Sahler OJ, Carr JE. The Behavioral Sciences and Health Care. Hogrefe & Huber
Course Schedule
The course is divided into two sections:
I. Psychiatric disorders and assessment
II. Lifecycle- normal and abnormal

Lecture schedule is available on LUMEN

Small Groups:
There are several small group experiences that are integrated with the pharmacology course and listed with the course. The content of the small groups spans both courses and attendance is required. The specific one assigned to Behavioral Medicine is February 5, 2007 and will be similar in format to the Pharm Small Group.

Culture Assignment and Small Group

One small group session is specific to this course alone- Culture and Medicine that will meet on 3/9/07. Prior to that session, you will need to read The Spirit Catches You and You Fall Down and complete a short reflection writing assignment before coming to the small group.

Communication Assignment

Part of being a professional is learning to communicate timely, appropriate, professional and useful feedback. The lecturers in the course all have spent substantial time in the preparation of the lectures and appreciate honest and useful feedback on their talks. To do this we ask that you complete a SSOM lecture assessment form on two lectures that are assigned to you during the course.

They must be turned in within three working days of the talk, or by the following Monday if the talk occurs on a Thursday or Friday. Please return completed forms to Bea Partacz, Educational Specialist (SSOM Room 320) for the course.

The course director will review the form promptly for completeness and constructive feedback and will be blinded to the identity of the student filling out the forms. Lecture assessment forms that contain little to no constructive feedback, or are incompletely filled out or turned in late will be returned to the student and credit not given. In that case the student will be assigned another lecture to critique and have another chance to earn credit for successful completion of the assignment if there is time left in the course. Only one extra chance will be given per student.

Each student is required to assess two talks. Each form completed successfully will be worth 25 points for a total of 50 points.

Students have been randomly assigned. The schedule with lecture assignments and copies of the SSOM lecture assessment form (2) are in your syllabus and will also be e-mailed to you.
Exam dates:
The dates for the exams are 1/26/07, 2/13/07, and 3/26/07

IV. EVALUATION
Behavioral Medicine course grades are determined by performance on the two exams and successful completion of the communication assignment, and reflection writing assignment. Attendance in the small group session is required. If missed, a makeup assignment will be given.

The grade will be calculated as follows:

First exam: 30% of grade or 300 points
Second exam: 39% of grade or 390 points
Third exam: 21% of grade or 210 points
Communication assignment: 5% of grade or 50 points
Culture reflection assignment: 5% of grade or 50 points

Grade:
Honors ≥ Mean + 1 standard deviation
High Pass > Mean
Pass ≥ Mean – 2 standard deviations or at least 650 points total, whichever is to the student’s advantage.

Exams
There are three integrated examinations including questions from this course, Mechanisms of Human Disease and Pharmacology/Therapeutics. Questions are in USMLE format, largely multiple choices.

There are approximately three questions based on each Behavioral Medicine lecture on each exam. The First exam will cover much less material than the second exam. Questions will reflect the Learning objectives listed for each session.

Professional Behavior
Medical students are professionals in training. Students are expected to maintain and develop their sense of duty and integrity. It is a concept that will not be policed or enforced by the faculty. It must be regulated by the individual student’s desire for self-improvement and the respect of his/her peers. We refer to this self-discipline as “professional honor”.

Professional honor is manifested by respect for faculty, staff and the facilities while participating in this course and other SSOM courses. Students are expected to comply with the following guidelines:
• Attend all required sessions.
• Silence all electronic devices during lectures.
• Treat lecturers, administration, staff and fellow students in a respectful and professional manner.
• Exercise academic honesty and integrity regarding tests.