

## **BEHAVIORAL MEDICINE and DEVELOPMENT** **SSOM 2008 – 2009 (Semester III&IV)**

### **OVERVIEW**

Behavioral Medicine and Development is a course that covers behavioral and developmental aspects of medical care and demonstrates how knowledge of these disciplines improves patient's course of disease, and experience of disease. Students learn the basic elements of normal patterns of psychological and social development through the life span 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.

### **COMPETENCIES**

Behavioral Medicine competencies are based on the SSOM competencies and USMLE Step1 content.

#### **Competency: Medical Knowledge**

Students will know the:

- 1) Aspects of patient care medicine that depend upon the patient's personhood, including psychological, social, and environmental being.
- 2) Behavioral/developmental aspects of the human life span, including cognitive, motor, Language, psychosocial and interpersonal development.
- 3) 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.
- 4) Basic aspects of social, ethnic, and racial determinants of health as well as health disparities.
- 5) Basic epidemiology and risk factors for child abuse and neglect and domestic violence as well as primary prevention, identification, and treatment strategies, including legal obligations.
- 6) Basic principles of sexual health and sexual health disorders.
- 7) Basic principles of caring for patients with disabilities.
- 8) Basic principles of caring for patients with pain.
- 9) Medical and psychosocial aspects of death and dying.

#### **Competency: Communication Skills**

Students will be able to:

- 1) Demonstrate in group discussions a willingness to learn and discuss aspects of cultural sensitivity.
- 2) facilitate the learning of other students and faculty by interacting and asking questions.
- 3) Provide timely, honest, and appropriately written feedback about the lectures in the course when requested.

### **Competency: Professionalism**

Students will be able to:

- 1) Converse appropriately and behave with personal integrity in all course activities and in interactions with peers, and faculty/
- 2) Recognize and accept their own limitations in knowledge and clinical skills and commit to continuously improve their knowledge and ability

### **Competency: 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

## **SECTIONS**

The course will be organized into two sections. The first will cover 7 lectures in the 3<sup>rd</sup> semester. This aspect of the course will pertain to human development. The second will include 11 lectures and a small group discussion section. It will pertain to sexuality, abuse and violence, psychological aspects of patient care, cultural issues, pain and disability.

## **READING ASSIGNMENTS**

### **Reading Assignments**

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

**Required Text:** Wedding Danny & Stuber Margaret L. Behavioral & Medicine, 4th Edition

## **SMALL-GROUP SESSION**

The one small group session will relate to cultural sensitivity. Students will be assigned to one of 10 to 14 groups (to be decided). Students will be assigned a written reflection based upon reading which will be assigned. The group leaders will facilitate a discussion with the students regarding issues that related to the analysis of cases that provide cultural challenges and solutions in health care settings.

## **EXAMS AND GRADING**

There will be two examinations after each section of the course. The behavioral medicine and development exam questions will be integrated with those of the MHD and Pharm courses. Dates appear on the course schedule. Grading will be based upon exam scores and performance in the small group session. Examination scores will be responsible for 95% of the final grade, and the small group experience 5%. Each exam question will be weighted equally.

At the end of the course, students will be grouped into one of four categories using this general guideline:

- Honors : total points exceeding one standard deviation above class mean (H)
- High Pass : total points above class mean (HP)
- Pass : total points within two standard deviations below class mean (P)
- Fail : total points outside two standard deviations below class mean (F)