

BEHAVIORAL MEDICINE and PSYCHIATRY

SSOM 2008 (Semester IV)

OUTLINE

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I. COURSE DESCRIPTION

Behavioral Medicine and Psychiatry is a course that covers behavioral aspects of medicine as well as providing an introduction to psychopathology. 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) Aspects of patient care medicine that depend upon the patient's personhood, including aspects of psychological, social, and environmental being.
- 2) Behavioral/developmental aspects of the human life span, including cognitive, motor, Language, psychosocial and interpersonal development and the differences between Normal variation and disease
- 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) 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
- 5) Basic principles of assessment of human behavior and development including psychiatric evaluation and psychological testing
- 6) Basic epidemiology and risk factors for suicide as well as primary prevention, identification and treatment strategies

- 7) Basic aspects of social, ethnic, and racial determinants of health as well as health disparities.
- 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) Basic principles of caring for patients with disabilities
- 11) Medical and psychosocial aspects of death and dying

Competency #2: Communication Skills

Students will be able to:

- 1) Demonstrate knowledge of the principles and skills necessary to evaluate a patient's personality, behavioral characteristics, social environment and capabilities
- 2) Demonstrate knowledge of the principles, skills and attitudes that allow effective interactions with patients with mental illness.
- 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 recognizing and dealing with cultural differences between provider and patient.
- 6) Respect the pivotal role of family in the care of individuals with 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:

Handbook of Medical Psychiatry, 2nd Edition - Moore & Jefferson

Suggested Texts:

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

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

Wedding Danny & . Stuber Margaret L. Behavioral & Medicine, 4th Edition –

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 two small group sessions. First small group is on the mental status exam on Wednesday, February 20, 2008. The second small group is on culture and medicine on Friday, March 7, 2008.

Exam dates:

The dates for the exams are:

January 28, 2008 – 1:30 PM

February 22, 2008 – 1:30 PM

March 24, 2008 (Final) – 8:30 AM

IV. EVALUATION

Behavioral Medicine course grades are determined by performance on the three 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: 23 % of grade or 230 points

Second exam: 42% of grade or 420 points

Third exam: 25% of grade or 250 points

Communication assignment: 5% of grade or 50 points

Culture reflection assignment: 5% of grade or 50 points

Grade:

Honors \geq Mean + 1 standard deviation

High Pass $>$ Mean

Pass \geq 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.