



LOYOLA
UNIVERSITY CHICAGO

Stritch School of Medicine

Course name: Behavioral Medicine and Development

Course number: PRECLERK 110

Academic year: 2026-2027

INSTRUCTOR INFORMATION

Course Director: Elizabeth Murphy, PsyD

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Office Hours: By appointment

Educational Coordinator: Kelly Larkin

Campus Office: SSOM Suite 310

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Phone: 464-220-9187

Responsiveness: BD Course Leadership will respond to student emails weekdays 7am-3:30pm.

ESSENTIAL COURSE INFORMATION

Course Description

Behavioral Medicine and Development is a course that covers some behavioral and developmental aspects of medicine. Students learn the basic elements and normal/typical patterns of development

through the life span and their effect on the health of individuals. The course also examines some common health problems through a biopsychosocial lens and provides an introduction to basic health psychology.

Course Learning Outcomes

Medical Knowledge

Students will demonstrate knowledge of:

- 1) Behavioral/developmental aspects of the human life span, childhood, adolescence and older age, including cognitive, motor, language, psychosocial and interpersonal development. (SSOM 1.1, 1.4)
- 2) The relationship between stress and disease/illness. (SSOM 1.2, 1.5, 1.6)
- 3) Normal sleep patterns, sleep hygiene, and assessment/intervention for sleep disorders (SSOM 1.1, 1.2, 1.4)
- 4) Health and behavioral aspects of obesity (SSOM 1.2, 1.4, 1.5)
- 5) Features of normal sexuality and variants. (SSOM 1.1, 1.4)
- 6) The role of motivational tools and principles of learning in counseling and treating patients. (SSOM 1.2, 1.4)
- 7) The challenge of changing entrenched behaviors, even when there is a clear connection to improved health (SSOM 1.2, 1.4)
- 8) Considerations in a patient's death and dying experience. (SSOM 1.4)
- 9) The effects of gender on health and disease. (SSOM 1.5)
- 10) Family and social factors influencing patient behavior. (SSOM 1.4, 1.5)
- 11) Trauma-informed health care. (SSOM 1.2, 1.5)
- 12) The most common health-related concerns of those who are Gay, Lesbian and Transgendered and sensitivity in providing care. (SSOM 1.3, 1.5)
- 13) Social inequities and their effects on illness. (SSOM 1.3, 1.5, 1.6)
- 14) Specific experiences and methods of care for those with chronic medical conditions (SSOM 1.2, 1.3, 1.5, 1.6)
- 15) Prevalence, pathophysiology and behaviors of substance use and related disorders. (SSOM 1.2, 1.3, 1.4, 1.5)
- 16) The impact of trauma and adverse childhood events on health and behavior (SSOM 1.4, 1.5)

Communication Skills

Students will be able to:

- 1) Facilitate the learning of other students and faculty by interacting, participating in exercises, and asking questions (SSOM 3.6)
- 2) Utilize knowledge about patients' particular experiences and reactions to communicate effectively in counseling and education (SSOM 3.2)
- 3) Utilize knowledge of patients' particular experiences to demonstrate empathy, sensitivity, and compassion in interpersonal relationships (SSOM 3.2)

Professionalism

Students will be able to:

- 1) Complete any reading or assignments for each content area before lecture. (SSOM 5.2)

- 2) Converse appropriately and behave with personal integrity in all course activities and in interactions with peers and faculty. (SSOM 5.1, 5.2, 5.3, 5.4)
- 3) Recognize and accept their own limitations in knowledge and clinical skills and commit to continuously improve their knowledge and ability. (SSOM 5.1, 5.2)
- 4) Demonstrate responsibility and accountability by attending and being punctual at all required course activities such as lectures and exams. (SSOM 5.1, 5.2)
- 5) Demonstrate professional behavior by responding to direct communication from the Course Director in a timely fashion, particularly in circumstances when a face-to face meeting is requested to discuss issues related to academic performance. (SSOM 5.1, 5.2)
- 6) Provide timely, honest, and appropriately written feedback about the lectures in the course when requested. (SSOM 5.1, 5.2)

Systems-Based Practice

Students will be able to:

- 1) Demonstrate an understanding that some individuals in our society are from different developmental groups and minorities and how that characteristic affects presentation of illness and health care utilization. (SSOM 6.2, 6.4)
- 2) Recognize social context and environment, and how a community's public policy decisions affect individual and community health. (SSOM 6.2, 6.3, 6.4)

Course Organization

- **5 main "topics" or sections (covered over 24 lectures)**
 - **Development**
 - **Social Determinants of Health**
 - **Health behaviors**
 - **Behavior change**
 - **The Patient Experience**
- **2 required in-person appearances**
 - **Course introduction + Applied Learning # 1**
 - **Applied Learning # 2**
- **2 exams – consisting of board style multiple choice questions**
 - **Grading- total score of both exams**
 - **Pass/fail (<70 = fail)**

Modes of Instruction and Teaching methods:

This course consist of a series of asynchronous lectures and 2 applied learning sessions.

Key Course Information

This course covers early introduction of biopsychosocial model to help inform your learning and practice as you progress through medical school. This course will teach you professional skills needed to act as an effective behavior change agent via communication, understanding, and connection with patients

Methods of Course Communication

Communications regarding the course and any changes to the schedule will be via email using your SSOM @luc.edu account. Please check your email regularly, including the SPAM folder. Announcements relevant to the course will also be made via Sakai.

Attendance policy

The SSOM expects that its students will recognize that they have entered a profession in which commitment to full participation in the learning environment is an essential component of preparation for professional practice. Attendance is expected in all educational activities, including, but not limited to all classroom, lab, clinical and simulation experiences. If there are extenuating circumstances that will significantly interfere with your attendance, as soon as you are aware of the issue, you must first communicate with Tina Marino (tmarino@luc.edu) in Student Affairs to request an excused absence, then let the Course coordinator know. Please refer to the absence flow chart posted on the BD Sakai site.

Required Materials

Lectures may have required readings and/or videos posted to Lumen.

Required Technology

The course is delivered both in-person via pre-recorded didactics, on-line didactics. It is recommended that you have regular access to the following software and tools: · The latest version of a web browser such as Firefox.

· Access to SSOM email account. Be sure to check your SSOM e-mail regularly, including the Spam folder. Access to Microsoft applications including Word, Powerpoint and Outlook is available via Microsoft 365)

· Access to a Windows or Mac computer to complete assignments, in the event your mobile device does not meet the minimum recommended technologies needed to complete your coursework.

COMPETENCY EVALUATIONS

The following competencies are evaluated in the course:

- Medical Knowledge
- Communication Skills
- Professionalism
- Systems-Based Practice

ASSESSMENTS AND GRADING POLICY

Exam Format

There will be two examinations during the course: one at the mid-point and the other at the end of the course. Student grading will be determined by the total cumulative score over both exams. The course will be graded on a Pass/Fail basis. To pass the course, students will need to achieve a total cumulative score of >70%.

Exam Scheduling and Missed Exam policy

All students are expected to sit for each exam at the date and time indicated in the course schedule, as documented in the SSOM Academic Policy Manual. If circumstances arise that may prevent you from taking a scheduled examination (e.g. serious illness or an emergency situation) you should immediately contact the Office of Student Affairs as soon as possible, so that a timely determination can be made regarding a potential excused absence. Students who are unable to sit for an exam for a legitimate reason, as adjudicated by the Office of Student Affairs, will have their exam rescheduled for a later date. The rescheduling of any exams will be determined by mutual agreement of the Office of Student Affairs, the Office of Educational Affairs, and the Course Director, as outlined in the SSOM Academic Policy Manual.

Exam Policy:

The penalty for failure to adhere to the following policy will be a score of zero on the exam.

- All exams will be administered by school computer at a randomly assigned desk in one of the the school small group rooms or lecture halls. An email announcement with seating assignments for the exam will be sent by the lead educational coordinator shortly before each exam.
- All exams will be proctored.
- Students are expected to arrive for their exam at least 15 minutes prior to the scheduled start time.
- All bags, coats, electronic devices are to be left at the front of the room besides each proctor.
- Exams cannot be started more than 15 minutes after the scheduled start time. If students arrive more than 15 minutes after the scheduled start time they are directed to meet with a Dean in the Office of Student Affairs so that a determination maybe made as to whether the student is able to start their exam (Note: The scheduled end time for the exam remains in affect). Alternatively, if there is a legitimate explanation for the late appearance, the exam maybe rescheduled.
- Unless the student receives appropriate accomodations, eating is not allowed during exams. If necessary, a CLEAR water bottle that has been inspected by the proctor may be kept on the students desk.
- Students are not allowed any notes, electronic devices, or any other unapproved items on their desk during the exam.
- Students are not allowed to wear hats or cover their head during an exam unless it is a religious head covering. Students are not allowed to wear sunglasses during the exam.
- Students are allowed two sheets of blank scrap paper that will be provided by the proctor to help with the exam. Students must leave their two sheets with the proctor before leaving. They cannot be taken out of the exam room.
- Students should remain quiet during the exam and not make any unnecessary noise that would interfere with other student's ability to concentrate. Should a student be found in violation of this policy they will first be requested to desist by the proctor. Any failure to comply with the proctor's request will be reported to the Office of Student Affairs for potential further action.
- Should a student need to leave the exam space to use the restroom they are allowed to do so one at a time. Students must signal the proctor, note the time of leaving and the time of reentry in the comments section of the attendance sheet. The exam clock will remain during during this time. Students are expected to travel to the nearest restroom and return in a timely manner. Proctors will note any suspiciois pattern of leaving behavior and will report those students to the Office of Student Affairs. Students are expressly forbidden to view any notes, electronic devices or otherwise attempt to seek an unfair advantage whilst visiting the restroom. Any student found to be seeking any such unfair advantage during a restroom break will be guilty of academic dishonesty and will be immediately reported to the Office of Student affairs for further action.
- Each exam is allotted a specific time based upon the total number of questions. The time limit for the exam is strictly adhered to and once the time limit is reached, the exam will automatically

close.

- Should it be necessary (e.g. power outage, loss of internet connection, or other interruption), proctors will add additional time to the exam, at the discretion of the Course Director.
- Students that experience a problem with their exam computer should alert the proctor immediately. Should it be necessary (e.g. individual computer failure), students may be reassigned to another computer terminal in a different exam room.
- Leaving the exam room with notes related to the question on the exam is considered academic dishonesty with consequences as stated in the Undergraduate Student Handbook.
- Seeking or giving information related to questions on an exam that a student has not yet completed is also considered academic dishonesty.
- If students have a question regarding an exam question; after the exam the student may submit their concern in writing via email in a respectful manner to the course director. The course director will evaluate the concern and if necessary confer with the Assistant course director and relevant faculty. In cases, where there is a legitimate concern regarding the question, that question can be deleted from the exam prior to the exam being finalized and scores released. Alternatively, if it is determined that there are is a legitimate alternative correct answer, credit maybe given to those students that selected the alternative answer (in this case the points are credited at the end of the course prior to the release of final course grades).
- Once the exam is finalized, students will receive their score along with a list of learning objectives that are linked to each question that they answered incorrectly.

Please Note:

During online exams, all books, notes, book bags, other computer programs/browsers and other devices (smart phones, smart watches, tablets, etc.) cannot be used. All cell phones and other electronic devices must be turned off and left at the front of the exam room next to the proctor. Any student who has a cell phone or other electronic device or any information related to course content on or near them during an exam will receive a grade of zero for that exam. If a calculator is required for any exam, all of the exam computers have in built calculator functions that students can access.

Exam Grading Policy

The final course grade will be based on the overall total percent of correctly answered questions on all exam assessments delivered during the course (i.e. total number of correctly answered questions on all exams/total number of asked questions on all course exams expressed as a percentage)

Grading will be on a Pass/Fail basis

Pass: an aggregate percentage score greater than or equal to 70%

Fail: an aggregate percentage score of less than 70%

An aggregate percentage score of equal or greater than 69.5% will be rounded up to 70%.

Medical Knowledge Exam Remediation Policy

Students who fail to achieve the minimum score required for a passing grade in the medical knowledge assessments for the course will receive a "Does not meet" for their medical knowledge competency, but may be allowed the opportunity to remediate the course by taking a remediation exam, as outlined in the SSOM Academic Policy Manual. The purpose of the remediation exam is for the student to demonstrate competence of the material presented in the course. The remediation exam will be a rigorous, yet fair assessment, to ensure that the student has achieved sufficient mastery of the course content to be allowed to progress to the next academic level. The composition of the exam will be determined by the course director, together with faculty input, and will consist of representative fair and validated questions that asses critical understanding of core course concepts and high yield course content that reflects the breadth of material presented throughout the course. Remediation exams will

be administered at the end of the academic year and will be scheduled by the Office of Student Affairs and the Academic Center for Excellence in consultation with the Course Director and the Office of Educational Affairs. All students requiring remediation should meet with the Course Director well in advance of the scheduled date of the exam to discuss both the exact format of the exam and their proposed study approach. Those students achieving a score of greater or equal to 70% on the remediation exam will have their initial F grade converted to a P* and the “Does not Meet” for their Medical Knowledge competency altered to “Meets with Concerns”. Students who fail to successfully achieve the minimum passing score will be required either to repeat the course in its entirety during the subsequent academic year, or alternatively, may be subject to automatic administrative action by the Medical School, as outlined in the SSOM Academic Policy Manual.

Please note that students with a final aggregate course score of <60% may be denied the opportunity to remediate their course failure by an end-of-year remediation exam and may instead be required to repeat the course in its entirety. The decision to allow such students the opportunity to take a remediation exam will be made by the Student Promotions and ADvancement Committee (SPC).

ACADEMIC INTEGRITY AND PROFESSIONAL CONDUCT

Academic Integrity

It is expected that all students will maintain personal integrity and honesty during the examination process.

Specifically, we do not expect you to participate in and/or enable any of the following:

- the unauthorized access and use of any materials, notes, sources of information, study aids or tools during the exam.
- the assistance of any individual to help answer a question.
- the use of any internet enabled device to search for answers during the exam.
- helping another student commit an act of academic dishonesty.
- engage in any activity aimed at compromising the integrity of course exams either in this or future academic years.

Any student that attempts to gain an unfair advantage over other students in an examination by any of these unauthorized means, passes on the details of exam questions to any other student, will be guilty of academic misconduct and will receive a “Does not meet” in their professionalism competency and be promptly reported to the Office of Student Affairs for subsequent action.

Any written work submitted as part of a course requirement should represent the students own work and should not be plagiarized from other sources. Specifically, use of any AI-enabled software (e.g. ChatGPT) to complete any required course written assignment is not permitted. Any student found to be engaging in such activities will be guilty of academic dishonesty and will receive a “Does not meet” in their professionalism competency and will be promptly reported to the Office of Student Affairs for subsequent action.

Read through [Loyola’s full statement on Academic Integrity](#) here.

Professional Conduct:

Student behavior in the virtual and/or in-person classroom should be such that it helps to maintain an environment conducive to learning without distractions. Examples of disruptive behaviors include, but are not limited to, the following:

- Entering a class late or leaving early

- Making distracting noises
- Talking with another student during class that is not part of a class discussion
- Any type of rudeness including verbal and/or written forms
- Sleeping during class
- Signing in for another student on the attendance sheet for any required educational sessions

Appropriate professional behavior includes:

- Adopting appropriate, professional, and respectful interactions with the course directors, lecturers, medical education coordinators, and other students, including when communicating via email.
- Responding to direct communication from the Course Director and Course Coordinator in a timely fashion (within 48 hours), particularly in circumstances when a face-to face meeting is requested to discuss issues related to academic performance.
- Attendance at all required course sessions (unless an official excused absence has been granted by the Office of Student Affairs)
- Completion and submission of any required course assignment by the designated submission date.
- Completion and submission of end of course evaluations in a professional and constructive manner.
- Honestly completing course examinations without attempting to seek an advantage by unfair means and without attempting to compromise the integrity of the exam process in any way.

UNIVERSITY POLICIES

Student Code of Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

University Privacy Statement

Assuring privacy among faculty and students engaged in online and in-person instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom.

As such, recordings of instructional activities occurring in online or in-person classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so **only** with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Copyright

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or make reference to the work

of others must follow a set of guidelines designed to protect authors' rights. The complexities of copyright law in no way excuse users from following these rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to *[please insert standards appropriate to your discipline, e.g., MLA guidelines]*. Read more about [LUC's copyright resources](#) online: luc.edu/copyright.

Intellectual Property

All lectures, notes, PowerPoints, and other instructional materials in this course are the intellectual property of the faculty. As a result, they may not be distributed or shared in any manner, either on paper or virtually without written permission. Lectures that are recorded in the classroom or those that are pre-recorded are to be used for review only and may not be distributed.

Statement of Diversity

We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. Each of us is responsible for creating a safer, more inclusive environment.

Students in this course are encouraged to participate freely and share personal opinions, perspectives, and stories. There may be diverse, and perhaps contradictory ideas shared, in class. This variety is a strength of the academic community. Students are asked to show respect and treat peers in a way that validates various experiences and opinions based on a range of identities, including ability, economic class, ethnicity, faith tradition or no faith, gender identity and expression, nationality, religion, sexual orientation, veteran status, and their intersections.

Acts of bias, harassment, abuse, discrimination, relationship violence, sexual violence (i.e., sexual assault, sexual harassment, etc.), gender harassment, and stalking are not tolerated at Loyola. If you or someone you care about has experienced any one of these crimes and/or violations of LUC Community Standards, please know that you have rights, reporting options, and other support services available to you.

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. In this course, we strive to provide an affirming environment for all students with regard to their names and gender pronouns.

If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, we are considered a Responsible Campus Partner ("RCP") under Loyola's [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#) (located at luc.edu/equity). As a RCP we are required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University's [Title IX](#) Coordinator.

As an instructor, we also have a mandatory obligation under [Illinois law to report disclosures of or suspected](#)

[instances of child abuse or neglect.](#)

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report will not generate a report to law enforcement (no student will ever be forced to file a report with the police). Furthermore, the University's resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the [Office for Equity & Compliance](#) at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, we encourage you to call [The Line](#) at 773-494-3810. [The Line](#) is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Statement of Intent

By remaining in this course, you are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

Observation of Religious Holidays

As a Jesuit, Catholic university, Loyola University Chicago invites people of all faiths and traditions to be a part of our community and we are committed to supporting students to grow in their faith traditions. At Loyola, faculty members will make efforts to accommodate students if the observance of a major religious holiday interferes with a student's academic work. If a student is unable to participate in a test or quiz, be present for a presentation, or complete an assignment on a specific day because of the [observance of a religious holiday](#), the student will be excused and provided the opportunity to make up the work. Students will continue to be responsible for all assigned work and should notify their professors in advance through Loyola email of the religious observance(s) that conflict with their classes. The HSC Ministry has compiled a list of religious holidays likely to affect SSOM students and is available at <https://www.luc.edu/hsc/ministry/>.

STUDENT SUPPORT AND RESOURCES

Requests for Accommodation

Students seeking academic accommodations for a disability must meet with the Student Accessibility Center (SAC) <https://www.luc.edu/sac/applywithsac/stitcheschoolofmedicine/>. The SAC will verify the disability and establish eligibility for accommodations.

Students should schedule an appointment with their instructor to discuss any academic concerns and/or accommodations. Students are encouraged to contact SAC as early in the semester as possible.

Technology Privacy and Support Information

The ITS Service Desk provides the University with a single point of access for technology support. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. ITS Service Desk [Support Hours](#).

Links to Resources

These resources may be of use to you in this course and throughout your education at Loyola University. These services are offered to help you achieve the best education possible.

- [SSOM Academic Policy Manual](#)
- [Office of Student Affairs](#)
- [Academic Center for Excellence and Accessibility \(ACE\)](#)
- [Financial Aid](#)
- [Student Wellness Center](#)
- [Students Advising Students](#)
- [Advising Program](#)
- [Medical Student Union](#)
- [Faculty and Staff Directory](#)
- [myLumen](#)
- [LUMEN](#)
- [Health Sciences Library](#)
- [Sakai](#)
- [Reporting a Professionalism Concern](#)
- [HSD Care Referral](#)
- [Ethics Hotline](#)
 - Phone: 855.603.6988
- [Resource Rundown](#)

