CARROLL UNIVERSITY – MSPAS PROGRAM
PHA511: Behavioral Medicine
Fall 2017

Course Number:                PHA 511
Course Title:                Behavioral Medicine
Number of Credits:            2 Credit Hours
Day/Time:                    Fall Term, Mondays 2:00 – 3:50 (with additional sessions per Google Calendar)
Prerequisites:               Successful completion of Year 1 summer courses
Faculty:                     Margaret D. Kasimatis, Ph.D.
                            Office: Rankin 309A on Main Campus & as needed at CGS
                            Office Hours: By appointment
                            Office Telephone: 524-7356
                            Email: mkasim@carrollu.edu (preferred)

Course Description:
This course provides instruction in psychological development across the lifespan. Counseling and patient education skills necessary to help patients and families cope with injury and illness, adhere to prescribed treatment plans, and modify health-related behaviors are presented. This course also explores violence and substance abuse, including assessment for elder, partner, and child abuse. Instruction is provided for important aspects of patient care including prevention and management of acute illness, chronic conditions, and end of life care. Psychiatric diagnosis and psychological issues involved in care for illness and injury are covered: diagnosis and management of mood and stress-related disorders are emphasized.

Course Content:
Lectures, readings, and powerpoint presentations will emphasize rapport building, brief screening strategies, patient education, and counseling related to injury, illness, treatment adherence, and wellness behaviors. Skills training will help students utilize a variety of brief screens for assessing common mental health issues as well as mental status. Effective communication with patients of differing racial, ethnic, and socioeconomic backgrounds will be addressed. Students will develop skills in recognizing mental health issues and differential diagnosis with an overview of the DSM-5. Substance abuse, stress-related symptoms, human sexuality, elder and child abuse, chronic disability, and end-of-life issues will also be addressed. Students are expected to be independent and self-directed learners.

Student Expectations:
- demonstrates a positive attitude toward learning
- is on time for all scheduled classes, including timely return from breaks
- completes readings and assignments prior to class
- asks relevant questions
- takes full responsibility for learning and self-directed learning activities
- shows respect for self, other students, and faculty
- refrains from disruptive activities during class including eating, talking, getting up and down, use of cell phone, etc.
• relies on personal resources before approaching others for help
• demonstrates cooperation with and mutual respect for peers
• responds to faculty, staff and peers readily and appropriately

Instructor Expectations:
• demonstrates a positive attitude towards the facilitation of learning
• is on time for all scheduled classes
• should the need arise, reschedules class time with appropriate and timely notification to students, faculty, and staff
• provides appropriate course materials for class preparation prior to class
• is available for office hours or appointments to assist with questions; responds to faculty, staff, and students readily and appropriately
• initiates communication which is appropriate and timely
• identifies limitations in knowledge and provides appropriate resources for student learning
• provides timely and constructive feedback for assignments and assessments
• shows respect for self, students, and other faculty
• demonstrates cooperation with and mutual respect for students, faculty, and staff

Required Texts and Readings:


Supplemental readings will be posted electronically on Canvas no later than the Saturday before the next scheduled class. Reading should be completed before class.

Grading:

The course grade for the Fall semester will be based upon the following:

20% brief in-class quizzes, worksheets, and exercises
30% cumulative midterm exam
30% final exam cumulative for material covered post-midterm
20% demonstration and reflections on counseling strengths and weaknesses

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<thead>
<tr>
<th>Letter</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
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<tr>
<td>AB</td>
<td>92.99-90</td>
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<td>B</td>
<td>89.99-83</td>
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<td>BC</td>
<td>82.99-80</td>
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<td>C</td>
<td>79.99-70</td>
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<td>D</td>
<td>69.99-60</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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Attendance and Professionalism

Attendance at all class periods, laboratories, and practical experiences are mandatory unless otherwise indicated. Poor attendance (unexcused absences, tardiness, and unauthorized early departures), lack of preparation, and unprofessional behavior may result in a lower or failing grade and/or be reported to the program progression committee. If you will be absent, tardy, or need to be excused early you must notify
the course director via e-mail or phone prior to the scheduled meeting time. Tardiness and unauthorized early departures will be considered unexcused absences unless prior notification is submitted. Unexcused absences of more than 10% of class time may result in a failing grade. Absences are excused only at the discretion of the course director and/or the PA Program Director. Students may be required to make up missed laboratory time (excused or unexcused) at the discretion of the course director.

Examinations
Some classes will begin with a brief quiz of approximately three short essay questions on assigned readings. These will focus on the assigned readings for the day from the DSM-5 text (Nussbaum). Questions will include terms and core concepts from these readings. Quizzes will be announced the week before.

There will be two exams during the semester. Please refer to the schedule for details. Exams are multiple choice and closed-book, including factual information, key terms, and case vignettes. Challenges to examination questions will be accepted for one week after the return of scores. Challenges must be submitted in writing via email with two written sources, at least one from recommended course readings.

No books, papers, notebooks, cellphones, smartphones, I-pods, I-pads, blackberry, etc. or backpacks/bookbags will be allowed on/near your desk during an examination. Hats are prohibited during an exam. Cellphones, smartphones, I-pods, I-pads, blackberry, etc. must be turned off during an examination. We recommend keeping personal belongings in the back of the room or in lockers.

Assignments
Weekly reading assignments are required and will be outlined on the Canvas course site.

Statement on Academic Integrity
The Carroll University Academic Integrity Policy is located in the Carroll University Student Handbook. Students are encouraged to familiarize themselves with it. If a student violates this policy in any way, the instructor(s) reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask your instructor.

Accommodations for students with disabilities
Any requests for accommodation for physical or cognitive disability must be made through the Walter Young Disability Services Coordinator at Carroll University. Appropriate accommodations will be evaluated based on the program technical standards once notification has been received from the Walter Young coordinator. If an individual student has special needs or concerns about course requirements related to religious beliefs, cultural issues, or other issues, the student must contact the Program Director with a request for accommodation.

Modifications to syllabus
The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policies, etc.) as the curriculum and/or program requires.

Remediation
Students who receive a D or an F in this or any physician assistant year 1 course will be placed on academic probation. During the course, a student who scores more than 2 SD below the mean on an exam/assessment may be required to complete additional work. The student will be contacted by the course instructor and asked to meet to discuss the remediation requirements for that particular assessment. Remediation requirements will be determined by the course instructor. When an instructor requires remediation of a student it does not affect the exam/assessment grade, nor does it improve the
semester or course grade. Remediation is required to ensure that course objectives are met. It is expected that assigned work for the purpose of remediation be completed in a thorough, professional and timely manner. Satisfactory completion of remediated work will be determined by the course instructor. Students may be required to complete additional work if the original remediation is deemed unsatisfactory.

Students should make every effort to resolve remediation issues with the course director. If a student is unable to resolve such issues s/he may request a review by the Didactic Subcommittee. All decisions made by the subcommittee are final. If remediation is not successfully completed by the end of the course/semester a grade of “Incomplete” will be given until the work is successfully completed. Please note that an incomplete course grade may delay program progression and/or graduation. Information regarding incomplete grades is available in the Graduate Catalog.

Course Goals:
- Provide training in differential diagnoses for psychiatric conditions and common psychological issues
- Foster ability to understand and manage common psychological disorders as well as judgment when to refer
- Present opportunities to practice skills in counseling and instructing patients and their families
- Present evidence-based best practices for developing and modifying therapeutic plans, appropriate to patient specifics such as socioeconomic and educational level, racial and ethnic considerations, and age and gender
- Foster skill in the integration of clinical and scientific research findings to improve patient care practices and outcomes
- Orient students to interaction of psychological and somatic factors on physical and mental health

Learning Outcomes:
- Formulate appropriate psychiatric diagnoses
- Demonstrate interviewing techniques that enhance rapport and treatment compliance
- Administer and evaluate information from brief screens to address psychological and cognitive problems
- Effectively communicate empathy for patient discomfort, distress, or concerns regarding their symptoms or their treatment
- Demonstrate mastery of basic motivational interviewing skills
- Effectively counsel for common behavioral medical issues, esp. weight management, smoking, and alcohol use
- Identify some of the major management issues related to disability, chronic conditions, and end of life care

Learning Objectives:
- Recognize common somatic manifestations of psychological problems
- Demonstrate accuracy in differential diagnosis per DSM-5
- Select effective medication and counseling strategies to manage common psychological issues such as anxiety and depression
- Identify signs of more complex psychological issues that require referral to specialists
- Demonstrate skills related to rapport building and active listening, including MI techniques
- Effectively administer and evaluate a number of brief screens, including a mini-mental status exam
- Describe normal and abnormal processes of grief and bereavement
- Generate effective management strategies for depression and anxiety disorders
• Articulate various types of substance abuse and management options, as covered in this course
• Discuss psychological disorders encountered in the pediatric population
• Articulate signs and symptoms of eating disorders and their management options
• Describe signs of personality disorders or related traits and their implications for treatment.
• Effectively counsel for diagnosis and treatment of common sexual dysfunctions.
• Identify signs of violence risk in relation to partner, elder or child abuse
• Identify several major treatment issues for patients with chronic physical disabilities
• Articulate some of the ethical issues relevant to medical treatment for palliative care

Course Schedule:

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Nussbaum Readings</th>
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<tbody>
<tr>
<td>9/11</td>
<td>Rapport &amp; Interviewing</td>
<td>pp. 3-20, 199-205</td>
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<tr>
<td>9/18</td>
<td>Diagnostic Interviewing</td>
<td>pp. 21-54, 212-213</td>
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<td>9/25</td>
<td>Stress: Psychoneuroimmunology</td>
<td>pp. 90-100, 180-189</td>
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<tr>
<td>10/2</td>
<td>Depression, Anxiety, &amp; Suicide Risk</td>
<td>pp. 72-89</td>
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<td>10/9</td>
<td>Weight, Smoking, &amp; Alcohol</td>
<td>pp. 101-104, 129-158</td>
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<tr>
<td>10/16</td>
<td>FALL BREAK</td>
<td>eat, sleep, exercise (you!)</td>
</tr>
<tr>
<td>10/23</td>
<td>Film: Culturally competent care: Different Worlds</td>
<td>Groups: diagnosis; evaluation of readings to date (creating Google Doc)</td>
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<td>10/30</td>
<td>MIDTERM EXAM on material to date (2:00 – 3:00)</td>
<td>3:15 – 3:45 The Forgetting Q &amp; A</td>
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<tr>
<td>11/6</td>
<td>Sensitivity: Sex, Sleep, Elimination</td>
<td>pp. 105-123, 176-178</td>
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<tr>
<td>11/13</td>
<td>Trauma &amp; Violence</td>
<td>pp. 90-100, 180-189</td>
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<tr>
<td>11/20</td>
<td>Schizophrenia, psychoses, &amp; dementias</td>
<td>pp. 68-81, 159-164, 211-213</td>
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12/4 Pain & Disability pp. 77-100
Film: The Placebo Effect

12/11 Pers. Disorders = Difficult Patients pp. 165-175, 215-240
Groups: evaluation of readings to date (Google Doc)
DUE: Self-evaluation of counseling strengths & weaknesses

FINAL EXAM ON MATERIAL COVERED AFTER MIDTERM: TBD