Patients, Physicians, and Society I (PPS-I)

Course Name: Patients, Physicians, and Society I
Course Number - INDT 8244

Class Hours: Varied, (Predominately Mondays 1-5, but See Schedule in Appendix for other days/times)

Class Location: West Lecture Hall and Small Group Rooms as assigned

Semester Offered: Fall 2011 and Spring 2012, starting August 22, 2011 and ending April 18, 2012

Course Directors: Jim Scott, Ph.D. Phebe Tucker, M.D.
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Office Hours: 8:00 a.m. – 5:00 p.m. Monday – Friday by appointment

PREREQUISITES

Admission to the University of Oklahoma College of Medicine and satisfactory progress of previous COM courses as determined by COM Promotion and Implementation Committee.

COURSE TEXTBOOK/READINGS

There is no required assigned text, however we do recommend: The American Psychiatric Publishing Textbook of Psychiatry, 5th Edition, Editors: Robert E. Hales, MD, MBA, Stuart C. Yudofsky, MD, Glen O. Gabbard, MD. Access to this textbook can be found at: http://www.library.ouhsc.edu, Robert M. Bird Library/E-Resources/All Resources/Psychiatry Online/Textbook of Psychiatry. Reading assignments may come from multiple sources such as lecturer-developed materials, internet sites and journal articles. Students are responsible for all assigned reading materials. These assignments and materials will be posted online in D2L along with lecture material prior to each lecture.

ONLINE RESOURCES

Desire 2 Learn: https://ouhsc.desire2learn.com

MediaSite Lecture Recordings: http://hippocrates.ouhsc.edu/lectures/

Respondus Lockdown Browser: http://hippocrates.ouhsc.edu/browser/
COURSE DESCRIPTION

Patients, Physicians, and Society (PPS) is a year-long course providing a foundation to understand human behavior and its impact on healthcare delivery and outcome. The course is scheduled predominately for Mondays, but does include some other weekdays throughout the first preclinical year.

This course starts with an overview of the healthcare system(s) and health policy in the U.S. and includes an over view of the impact of cultural issues and the physician-patient relationship in healthcare delivery. The second section of the course includes the scientific principles of human behavior and application of behavioral sciences in the development, perpetuation, exacerbation and treatment of disease. Section three focuses on human development across the lifespan and the implications of lifespan development on health and healthcare. Section four explores human sexuality including diversity in lifestyle choice. This section is designed to provide an overview of the range of human sexuality and engage the learner in considering the impact of sexual preference in the delivery of healthcare. Section five examines addictions across the lifespan and the impact addictions have on health and healthcare provision. This section explores the impact, assessment and treatment of addictions in healthcare delivery. The course concludes with an exploration of abuse, trauma and spirituality in medicine. This section includes issues of abuse and trauma across the lifespan as well as alternate views of the role of spirituality in medicine.

The Patients, Physicians and Society course is designed to give an overview of the healthcare system and economic parameters that govern it socially and politically as well as exploring the range of individual and social factors that play such a prominent role in the development, exacerbation, perpetuation and treatment of diseases. The goal for this course is to increase the appreciation of the complex interactive nature of biological, psychological and social factors in healthcare and healthcare delivery.

COURSE FORMAT

Learning activities include formal didactics (lectures), small group sessions, classroom activities (e.g., group presentations, panel discussions with invited speakers) and independent studies. In small group sessions, students are active participants and expected to participate activities and discussions in these sessions. Attendance at lectures is strongly recommended, but not required. Attendance at all small group sessions, panel discussions, and activities is required. If unable to attend, the course coordinator and course director must be notified in advance.

COURSE GOALS

See Course Description.

LEARNING OBJECTIVES

Section Objectives:

Healthcare Systems and Policy
1. Gain understanding of Systems of healthcare in the U.S. and the economic foundations governing these systems.
2. Review of Public Health for Oklahoma and the United States and understand the disparities and impact of public health on national and local economies, and community resources needed to address public health needs.
3. Understand the complex interplay of biological, psychological and social factors in pathogenesis of disease and healthcare.
4. Understanding the role of behavior and cultural influences in health promotion, illness and disease, and disease prevention.
5. Exploration of how access to and acceptance of medical care is closely tied to social and cultural variables.

Behavioral Medicine
1. Incorporate experience-based learning to understand the scientific underpinnings of human behavior and emotion.
2. Describe how human emotion and behavior is learned using terms of behavioral, cognitive and psychosocial models.
3. Understand the role of behavioral change in promoting health, preventing disease and enhancing compliance with treatment.
4. Gain understanding of the interconnectedness of physical (molecular, biochemical and cellular) and emotional systems in human health and diseases and the need to address treatment at multiple levels to maximize treatment outcome and efficiency.
5. Understand suicide risk, assessment and prevention in health care delivery.

Development Across the Life Span
1. Enhance medical knowledge about stages of normal development across the life span and the developmental issues associated with each.
2. Recognize the role of psychosocial development in the provision of healthcare and the challenges that may occur in providing healthcare if difficulty with normal development occurs.
3. Identify the impact that marriage and family have on healthcare delivery, compliance, and outcome.
4. Understand the issues involved for patients, families, and the providers in providing culturally-sensitive end of life care.
5. Identify personal feelings about death and dying and apply knowledge of end of life issues to be able to provide compassionate care of patients and families.
6. Develop students’ ability to work collaboratively and advocate for patients’ rights for dignified end-of-life treatment through a small group activity on palliative care.

Sexuality
1. Identify biological and emotional influences on sexual development and sexual functioning and their role in the provision of medical care.
2. Gain understanding and appreciation for the diversity of sexual preferences.
3. Gain knowledge and understand regarding the impact of sexual practices on the provision of medical care and methods of assessing sexual practices in the provision of medical care.
4. Understand the impact of sexual practices in providing medical care across the lifespan.
5. Develop professionalism by promoting sensitive, respectful healthcare for patients with different sexual preferences and sexual issues through didactics, a diversity panel and facilitated small group activities.

Addictions
1. Understand the impact of prescription and non-prescription drug abuse in healthcare delivery.
2. Apply the biopsychosocial model to the understanding addictions and addictive behavior.
3. Understand the ancillary effect of prenatal and postnatal drug abuse in children and physicians’ roles in advocating for prevention of these problems.
4. Describe the effects of common drugs of abuse and dependence.
5. Describe the assessment of addiction in medical treatment and treatment options available for addiction.
6. Apply principles of compassion, confidentiality, respect and cultural sensitivity in assessing and treating patients with addictions.
7. Promote ethical practice related to physicians’ substance use and in one’s self and colleagues.

Abuse/Trauma/Spirituality
1. Recognize the scope of abuse across the life span and the impact of abuse in healthcare.
2. Understand the physical and emotional ramifications of trauma and abuse in healthcare, and physicians’ role in advocating for patients’ rights to be treated with compassion, dignity, beneficence and respect.
3. Understand the assessment of trauma and abuse in children, adults and elderly.
4. Explore the ethical responsibilities and limitations of medical practice pertaining to neglect, abuse and trauma.
5. Explore the role of spirituality in medical care and develop appreciation of diversity in religious and spirituality beliefs and an understanding of how these belief systems impact healthcare delivery. A panel of religious leaders and small group exercises will develop students’ interpersonal and communication skills and promote professionalism by working collaboratively as a healthcare team.

Educational Program Objectives:
The overall Educational Program Objectives for the University of Oklahoma College of Medicine can be found online at:
- [http://www.oumedicine.com/bodycontent.cfm?id=5951](http://www.oumedicine.com/bodycontent.cfm?id=5951)

LEARNER ASSESSMENT/EVALUATION

Method of Evaluation and Grading:

Grading Scale:
- Honors: A student achieves a 95.0% or greater final course grade (94.5%).
- Pass: Cumulative final grade of 70.0% (69.5%). *Student must have a combined grade of 69.5% or above for all examinations and graded assignments.*
- Fail: Cumulative final grade of 69.4% or below on all examinations or assessments.

Grading Components:
- Final Grade: Consists of two components: examination and graded assignments.
  - Examinations: 90% of the final grade.
  - Graded Assignment(s): 10% of the final grade.

Examinations: Consists of 5, non-cumulative, examinations administered after each block (see schedule for examination dates and block material composition). Each examination will be weighted equally. The percent correct on each examination will be averaged across the examinations and multiplied by .90 to determine the examination portion of the final grade.

Examination Review: Each test will be reviewed by the course director(s). Examinations will also be reviewed by student examination review committee who will elect a representative to attend an examination review meeting with faculty and staff. The examination review meeting will be held within seven days of the finalization of examination and posting of exam key. Student representatives are responsible for contacting staff to schedule the examination review meeting and presenting examination questions to be challenged prior to examination review meeting. Missed review meetings will not be rescheduled after 15 days. Examination reviews must be within 15 calendar days in accordance with university policy. See Policy & Procedures and Student Handbook at [http://www.oumedicine.com/bodycontent.cfm?id=6317](http://www.oumedicine.com/bodycontent.cfm?id=6317) for additional details.
**Graded Assignments:** These will be scored according to the points available for each assignment and the cumulative grade will be the percentage of points awarded relative to the total available. The nature of graded assignments may vary and the points assigned to each may vary depending on the activity or assignment. Students will be advised about the total points associated with each graded assignments in advance of the assignment.

**Additional Grading Information:**
Rounding of grades: Rounding will occur only for the final grade. Individual examinations will not be rounded and graded assignments will not be rounded. Rounding will be to the nearest whole number and based on the tenths decimal (for example 94.49=94; 94.50=95).

**Late Arrival to Exams:**
If you arrive late to an exam, you must still complete the exam by the original deadline. You will not be allowed additional time for the exam.

**Late Assignments:**
We cannot allow make-up work due to the nature of our course assignments, which generally involve numerous clinical faculty.

**Absences from Examinations:**
Please review the College of Medicine Policy 303: Absences from Examinations.
- [http://hippocrates.ouhsc.edu/policy/policy_view.cfm?number=306.0](http://hippocrates.ouhsc.edu/policy/policy_view.cfm?number=306.0)
Any student who misses an examination without a valid excuse will receive a score of 0 (zero) for that Examination. Students who miss an examination for a valid reason (e.g., serious illness, death in the immediate family) are required to notify the course director BEFORE the exam; failure to do so will result in a 0 (zero) for the exam. Students will be required to take a make-up examination within one week. The make-up exam will consist of an entirely separate exam and will NOT be identical to the original exam.

**Online Exam Administration:**
A laptop computer meeting minimum College specifications is required for in-class exams. It is your responsibility to ensure that your laptop is capable of connecting to the OUHSC wireless network and is running the latest version of the Respondus Lockdown Browser. During exams, no backpacks, cell phones or devices other than your laptop are permitted in the exam hall. Please review the College of Medicine Policy 408: Administration of Examination for First and Second Year Students.
- [http://hippocrates.ouhsc.edu/policy/policy_view.cfm?number=408.0](http://hippocrates.ouhsc.edu/policy/policy_view.cfm?number=408.0)

**Exam Items:**
"Poorly performing" exam items that meet specific criteria may be reviewed by course directors. The complete procedure may be viewed online at:
- [http://hippocrates.ouhsc.edu/curric/faculty/Procedure%20for%20Resolving%20Poor%20Examination%20Items%20in%20the%20Preclinical%20Curriculum.pdf](http://hippocrates.ouhsc.edu/curric/faculty/Procedure%20for%20Resolving%20Poor%20Examination%20Items%20in%20the%20Preclinical%20Curriculum.pdf)

**COURSE SCHEDULE**
See Desire2Learn ([https://ouhsc.desire2learn.com](https://ouhsc.desire2learn.com)) for the specific course schedule. Please note that dates, topics, and assignments are subject to change. In the event of a change, you will be notified.
COURSE POLICIES

Syllabus Changes:
This syllabus will serve as a guide for the activities and policies of this course. The course director(s) reserve the right to amend the syllabus as necessary and will provide notice of any changes.

Video Recording:
Lectures will be recorded electronically. Recorded lectures will be available online at http://hippocrates.ouhsc.edu/curric/lectures/ no more than 24 hours after the sessions conclude.
- Some sessions may not be recorded, such as patient panels, live patient interviews, patient videos, team-based learning sessions or other highly interactive sessions, review sessions, and other sessions as deemed necessary by the course director. Recorded lectures may be subject to technical difficulties. The College of Medicine and course faculty take no responsibility for the completeness of these recordings.

STUDENT EVALUATION OF THE COURSE

- Course evaluations will be conducted using MedHub. Students will receive an email with a link to complete a course survey.
- We also ask that you evaluate our lecturers and course material at the end of each designated block of material through Desire2Learn.
- We read your feedback and value your input regarding the course. We use your feedback to help maintain course strengths and refine areas of improvement. Please evaluate the course thoughtfully and constructively.

FACULTY EXPECTATIONS

Preparation Requirements:
Students are responsible for all assigned readings and materials, whether discussed in class or not (including any written or verbal updates, all lecture material, case studies, independent study, other information provided, etc.). All assignments are for the date listed, not for the following class period.

Dress Code:
For panel discussions, students are encouraged to wear white coats.

Attendance:
In small group sessions, students are active participants and are expected to participate in all activities and discussions in these sessions. Attendance at lectures is strongly recommended, but not required. Attendance at all small group sessions, panel discussions, and activities is required. If unable to attend, the course coordinator and course director must be notified in advance.

Academic Misconduct/Cheating:
- Course faculty have a no tolerance policy for cheating. The University policies regarding academic misconduct will be strictly enforced.
- Any student caught engaging in academic misconduct during an exam; quiz or any course activity will receive a zero on the exam quiz or activity, up to an F in the course, and could be subject to expulsion.
- Please consult the Student Handbook for discussion of academic misconduct:
Academic Integrity/Professionalism:
- Please review the College of Medicine Policy 319: Academic Integrity/Professionalism for information regarding the core principles that constitute professionalism according to the American Medical Association Code of Medical Ethics and Declaration of Professional Responsibility (2001).
  - [http://hippocrates.ouhsc.edu/policy/policy_view.cfm?number=319.0](http://hippocrates.ouhsc.edu/policy/policy_view.cfm?number=319.0)

Teacher/Learner Relationship:
- In order to achieve an environment of mutual respect between teachers and learners, each party must uphold certain responsibilities. These responsibilities are described in the College of Medicine Policy 416: Guidelines for the Teacher-Learner Relationship.
  - [http://hippocrates.ouhsc.edu/policy/policy_view.cfm?number=416.0](http://hippocrates.ouhsc.edu/policy/policy_view.cfm?number=416.0)

COLLEGE OF MEDICINE POLICIES AND SERVICES

Academic Appeal:
- Policies for Academic Appeal can be found online at:
  - [http://www.ouhsc.edu/admissions/handbook/Academic_Appeals.htm](http://www.ouhsc.edu/admissions/handbook/Academic_Appeals.htm)

Academic Support Services:
- Career Advising & Mentoring Program (CAMP)
  - [http://www.oumedicine.com/bodycontent.cfm?id=5910](http://www.oumedicine.com/bodycontent.cfm?id=5910)
- Peer Assisted Learning (PALS)
  - [http://www.oumedicine.com/bodycontent.cfm?id=6038](http://www.oumedicine.com/bodycontent.cfm?id=6038)

Computer Policy:
- Laptops computers are permitted in the classroom provided they are utilized solely for functions related to this course. The laptop requirements set forth by the College of Medicine can be found at: [http://oumedicine.com/bodycontent.cfm?id=954](http://oumedicine.com/bodycontent.cfm?id=954)

Medical Student Mistreatment:
- The College of Medicine policy on the mistreatment of medical students can be found online at:
  - [http://hippocrates.ouhsc.edu/policy/policy_view.cfm?number=417.0](http://hippocrates.ouhsc.edu/policy/policy_view.cfm?number=417.0)

Reasonable Accommodation for Students with Disabilities:
- The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities who require accommodations must initiate their request through the Disability Resource Center at:
  - [www.ou.edu/drc](http://www.ou.edu/drc).
- The University’s Reasonable Accommodations Policy can be found online at:
  - [http://www.ouhsc.edu/admissions/handbook/Reasonable_Accommodation.htm](http://www.ouhsc.edu/admissions/handbook/Reasonable_Accommodation.htm)

Registration and Withdrawal:
- Deadlines for registration and withdrawal can be found at [http://www.ouhsc.edu/admissions/](http://www.ouhsc.edu/admissions/).

Sexual Harassment:
- The College of Medicine policy on sexual harassment can be found in Appendix H of the Faculty Handbook at:
HIPAA Statement:
All students will be required to complete online HIPAA training prior to clinical rotations. This training can be accessed at: http://www.ouhsc.edu/hipaa/

For additional College of Medicine Policies and Procedures, please go to: www.oumedicine.com, the link to Policies and Procedures is located there.