Behavioral and Social Science Teaching and Learning at David Geffen School of Medicine at UCLA

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Who are we?

- UCLA and UCR and CDU
- Diversity of students
- Commitment to underserved
- PRI ME program
My roles

- Director of Behavioral and Social Science curriculum
- Director of Medical Student Education for Psychiatry
- Co-Chair of Medical Education Committee
Institute of Medicine Reports

- NIH funding for 9 schools to develop curriculum in behavior and social sciences

- NIH funding for 12 schools to develop curriculum in health disparities and health care disparities
Topics to address

- Doctor-patient interaction
- Patient behavior
- Physician behavior
- Mind-body
- Medical economics
- Health care systems
- Medical ethics
- Health care disparities
- Cross-cultural issues
LCME and ACGME

- Accreditation of medical schools and residency training programs
- Emphasis on professionalism
- This includes communication, honesty, openness to feedback
To quickly review

- Health disparities and cultural diversity thread
- Doctoring (behavioral and social sciences) thread
- Neuroscience curriculum
- Future ventures
Health disparities and diversity

- First day of medical school: ½ day on cultural diversity, presentation and small group discussions
- Threaded in Doctoring throughout
- Day at start of first year of medical school on health disparities
- Thesis project for CDU students
History of Doctoring at UCLA

- Started at UCLA in 1993
- Three year required curriculum
- Small groups of medical students
- Two faculty tutors, one an MD, the other from behavioral and social sciences (modeling partnership)
- Focus on skills and reflection
Year One: practice in

- Getting a history (nonverbal too!)
- Sexual history (consider diversity)
- Giving information
- Health behavior counseling
- Writing a SOAP note
- Working with families
- Adherence to medical instruction
Clinical experience in the first two years

- Panel of cancer survivors
- Home visits to families of chronically ill children (including autism)
- Teaching by people with RA, bipolar disorder, AA groups
- Video of people with developmental disabilities, traumatic brain injury
Year Two: practice in

- Interacting with “difficult” patients
- Interacting through a translator
- Telling someone there is no cure
- Assessing people with cognitive disabilities
- Integrative medicine
- Integrating the history with the physical
Year Three: reflection and application while on wards

- Self-care (mindfulness, yoga, nutrition)
- Teamwork (with other disciplines too!)
- Medical error and apologies
- Moral decision making
- Health care disparities (unconscious bias)
- Hospice and end of life
- Disabilities (cognitive and psychiatric too)
- Integrative medicine (CAM, spirituality)
Consortium

- NIH extending funding to 9 medical schools to develop curriculum in social and behavioral sciences
- Focus moving beyond medical students to residents and faculty
- NIH is expanding this to other schools
Inter-professional Education

- Pilot with advanced practice nursing students integrated with third year medical students
- Now to become a regular course for advanced practice nursing students
Professionalism

- National Board of Medical Examiners pilot of 360 degree formative feedback about professional behaviors
- Five schools creating tools for assessing medical students and faculty
- Huge emphasis on this in graduate medical education accreditation
Health Care Systems

- Identified by medical students as an area which they felt was not adequately covered in the curriculum.
- Identified by the Macy Foundation as an area of concern.
- A major focus of the new Doctoring 3 curriculum.
NCCAM funding

- Integrative medicine curriculum
- Collaborative with UCSF
- Work with other training centers
Funding a medical school to develop teaching for faculty about students with disabilities

Expands beyond sensory and orthopedic disabilities to learning and psychiatric disabilities

Will be funded next year