

Topics in Behavioral Health  
Syllabus Fall 2012

Course Faculty:	Melissa Gonzales, Ph.D, Associate Professor, Internal Medicine Division of Epidemiology and Preventive Medicine Telephone: 272-9598      Email: <a href="mailto:mgonzales@salud.unm.edu">mgonzales@salud.unm.edu</a>
Office Hours:	Email for appointment
Course Offered:	Fall Semester (August – December 2012)
Day & Time:	Thursdays, 11:00 am -12:00 pm
Location:	SURGE Library, Bldg 226-UNM North Campus, unless otherwise noted
Credits:	1.0
Prerequisites:	GPM/PH Residents enrolled in MSCR, or permission of instructor

**Description:** Didactic sessions in Topics in Behavioral Health - are intended to provide an overview of concepts dealing with behavior change, epidemiology, prevention, intervention and risk factors related to mental health and substance abuse. This will be carried out by lecture and expert guest presentations supported by small group discussion. Required reading assignments for each session will develop student's ability to critically evaluate, apply and discuss the published literature related to behavior change theory, prevention/intervention programs, and health promotion and health education models for individuals and population groups. In addition the course will use the NCI publication ***Theory at a Glance*** <http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf> and ***Motivational Interviewing in Health Care: Helping Patients Change Behavior*** (Applications of Motivational Interviewing) by Stephen Rollnick PhD, William R. Miller Phd, MD Christopher C. Butler MD.

**Course Objectives:**

At completion of this course, students should be familiar with 1) models of counseling for behavior change and their application in patient care; 2) prevention/intervention programs for populations at risk for behavioral health disorders; 3) the application of communication techniques related to health risks and threats, health promotion and health education models for individuals and population groups.

**Student Evaluation:**

This course is offered as Credit/No Credit only. To earn course Credit, students must successfully meet the following expectations:

1. Class Participation reflecting command of main themes from readings, through class discussion and/or acquisition/sharing of materials in class and pre-assigned required reading from the peer-reviewed literature.
2. Evaluation:
  - a. In-class presentation of a behavior change theory applicable to a resident's research project or cornerstone project.
  - b. Pre-and post-evaluation of learning objectives during each lecture.
  - c. Students must complete an evaluation of each lecture including developing and asking three questions for each lecture. (See attached form). These are due immediately after each session to encourage residents to develop and ask preventive medicine-related questions of the presenters.

## Course Schedule:

- Didactic: Behavior Change: Motivational Interviewing in Health Care  
Thurs Aug. Melissa Gonzales PhD will lead a discussion following Chapters 1 and 2 of Motivational Interviewing- featuring William Miller, PhD. UNM CASSA CD
- Didactic: Behavior Change Theories: Transtheoretical, Ecologic, Precede-precede.  
Thurs Aug 23, Shiraz Mishra, PhD  
Readings: NCI *Theory at a Glance*  
<http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>
- Didactic: **Enhancing Strategies to Promote Individual Change in Primary Healthcare Settings**  
Thursday Sept 6 (Webinar)
- Didactic: **Engaging People in Discussions about Health-related Changes**  
Thursday Sept 13 (Webinar)
- Didactic: **Enhancing Strategies to Promote Individual Change in Behavioral Healthcare Settings**  
Thursday Sept 20 (Webinar)
- Didactic: Residents 1/2: 45-min. informal discussion of resident projects in the context of behavior change theory\*  
Thursday Sept 27 11 AM - Noon
- Didactic: Residents 3 & 4: 45-min. informal discussion of resident projects in the context of behavior change theory\*  
Thursday Oct 4
- Integrative Oncology Conference  
Oct 11  
Residents required to complete an evaluations worksheet for 2 presentations
- Didactic: Compare/contrast one project and the behavior change theories most and least applicable - one per resident, 5 minutes each  
Oct 18
- Didactic: **Overview of the American Diet – Obesity and Food Addiction**  
Oct 25 Sally Fisher, MD  
Learning Objectives: Recognize the importance of studying and advising about whole dietary patterns rather than, for example, macronutrient distribution. Understand schematically the history of human access to types of foods and the origins and features of the urban-industrial or Western (now largely globalized) diet. Review significant presence of food-like substances in the American diet and scarcity of whole foods like fruits and vegetables. Be aware of similarities between drug addiction and hedonic overeating of the highly palatable foods that are ubiquitously available.  
Readings: Willett WC and Ludwig DS. The 2010 Dietary Guidelines — The Best Recipe for Health? *N Engl J Med* 2011; 365:1563-1565 2011 Oct 27. [Mozaffarian D, Ludwig DS. Dietary guidelines in the 21st century--a time for food. \*JAMA\*. 2010 Aug 11;304\(6\):681-2.](#)
- Didactic: Bullying and **Civility in the Workplace**

Thursday Nov 8 Dr. Steve Rugala, Director, Employee Assistance Counseling, Assistance & Referral Services (CARS)  
 Learning objectives: 1) Define civility and incivility; 2) Forni's 8 Rules for a Civil Life; 3) Be aware of the total cost of incivility in the workplace.

**Didactic: HIV prevention - Body Fluid exposure**  
 Thursday Nov 15 Michelle landiorio, MD  
 Learning Objectives: 1. Describe how HIV infects the host, 2. Describe how diagnosing HIV infection may lead to prevention of HIV transmission, 3. List at least three strategies for "risk reduction", 4. List a strategy to decrease HIV transmission after exposure

**Didactic: Principles of Screening**  
 Thursday Nov 29 11 am - Richard Hoffman, MD

**9th Annual NMPHA Health Policy Legislative Forum**  
 Thursday December 6 8:30 A.M. – 5:00 P.M.  
 Albuquerque Airport Sheraton Hotel

**Didactic Overview of Risk factors, prevention/intervention strategies for alcohol abuse (speaker cancellation)**  
 Thursday December 13, 11 AM Zoran Vukadinovic MD,  
 Substitute: OEM Musculoskeletal Series: Evaluation of the Upper Extremity

**Didactic: Mediated Risk Communication: Evidence-Based Message Framing and Fear Appeals**  
 Thu, February 14, 2013, 11am – 12pm  
 Tamar Ginossar, PhD, Assistant Professor Department of Communication and Journalism  
**Where** Communication and Journalism building RM 121 (Central and Yale)

**Description** Despite the importance of effective risk communication, few health promotion messages are designed according to evidence-based techniques, and much confusion exists about the use of fear appeals in communicating risk. This talk will address the state of the research on using fear appeals, and review how they can be used across different contexts and with different communities. Based on this evidence, we will explore strategies for using new technologies and social media to communicate your messages using effective health promotion framing.

**Attachment**  [Risk Communication Reading.pdf](#)

**Didactic Substance abuse epidemic: preventing abuse and its sequelae April 25, 2013 Harris Silver, M.D.**  
 Learning Objectives: 1. To understand the epidemiology and determinants of the substance abuse epidemic in the US and NM. 2. To describe methods of preventing substance use and some of its sequelae. 3. To describe methods for breaking the vicious cycle of untreated substance use and mental health disorders and incarceration, and the benefits of providing medical care upon discharge from corrections institutions.  
 Reading Assignments:  
 Beletsky L, Rich JD, Walley AY. Prevention of fatal opioid overdose. JAMA 2012; 308:1863-1864.  
 Falkowski C. The rampant use of prescription pain medications. Minn Med 2013;96:38-41.

Rich JD, Wakeman SE, Dickman SL. Medicine and the epidemic of incarceration in the United States. NEJM. 2011;364:2081-2083.

US Department of Health and Human Services. Substance Abuse and Mental Health Services Administration. Cost offset of treatment services. April 2009. Available at: [https://www.samhsa.gov/gpra/samhsa.gov/CSAT/view/docs/SAIS\\_GPRA\\_CostOffsetSubstanceAbuse.pdf](https://www.samhsa.gov/gpra/samhsa.gov/CSAT/view/docs/SAIS_GPRA_CostOffsetSubstanceAbuse.pdf)

Wakeman SE, McKinney ME, Rich JD. Filling the gap: the importance of Medicaid continuity for former inmates. J Gen Int Med. 2009;24:860-9862.

**Didactic****Mental Health and Chronic Disease - How does each affect the other?****May 30, 2013**

**Sara Lehr Corry**, Clinical Therapy Programs at the Albuquerque Metropolitan Central Intake. Licensed Professional Clinical Counselor and a Licensed Alcohol and Drug Abuse Counselor

Learning Objectives: Understand the psychoneuroimmunology model of the relationship between the CNS, the endocrine system, and the immune system and how stress affects these systems. Discuss the relationship between mental health and chronic diseases (how does each affect the other?). Learn several means by which this cycle can be interrupted. Some reflections regarding these issues in the client population AMCI serves and interventions that help.

Reading Assignment - Kemeny, M.E., Schedlowski, M (2007). Understanding the interaction between psychological stress and immune-related diseases: a stepwise progression. Brain Behav. Immun. 21, 1009-1018.

**Educational/ Didactic  
EVALUATION**

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Presenter: \_\_\_\_\_

I am a (please circle):    Resident    Faculty    Guest

**Evaluation of Didactic Session**

**5=excellent**

**1= Poor**

1) Presentation was concise, with focused objectives.	5	4	3	2	1
2) Presentation was coherent and complete.	5	4	3	2	1
3) Presentation enhanced my knowledge and/or skills in preventive medicine.	5	4	3	2	1
4) Format was appropriate to the subject matter	5	4	3	2	1
5) Presentation fosters an atmosphere of resident participation and collegiality.	5	4	3	2	1
6) The amount of time allotted to this topic was:	5	4	3	2	1
7) Overall, I would rate the quality of this presentation as....	5	4	3	2	1

**Comments, Questions or special instructions for the Presenter:**

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**Questions – Required for Residents (Name: \_\_\_\_\_ )**

Please write two questions that you believe would be good board examination questions arising from the content of this didactic session. Your questions will be discussed with the Presenter and other attendees today. Please write your answers to your own questions post-discussion and turn in this form.

**Question and Answer One:**

**Question and Answer Two:**