



Recommended Curriculum Guidelines for Family Medicine Residents

Human Behavior and Mental Health

This document was endorsed by the American Academy of Family Physicians (AAFP), the American Psychiatric Association (APA), the American Psychological Association (APA), the Association of Departments of Family Medicine (ADFM), the Association of Family Medicine Residency Directors (AFMRD) and the Society of Teachers of Family Medicine (STFM), and was developed in cooperation with the South Bend Family Medicine Residency Program.

Introduction

This Curriculum Guideline defines a recommended training strategy for family medicine residents. Attitudes, knowledge and skills that are critical to family medicine should be attained through longitudinal experience that promotes educational competencies defined by the Accreditation Council for Graduate Medical Education (ACGME) <http://www.acgme.org>. The curriculum must include structured experience in several specified areas. Most of the resident's knowledge will be gained by caring for ambulatory patients who visit the family medicine center. Structured didactic lectures, conferences, journal clubs and workshops must be included in the curriculum with an emphasis on outcomes-oriented, evidence-based studies that delineate common and chronic diseases affecting patients of all ages. Targeted techniques of health promotion and disease prevention are hallmarks of family medicine. Appropriate referral patterns and provision of cost-effective care should also be part of the curriculum.

Program requirements specific to family medicine residencies may be found on the ACGME Web site. Current AAFP Curriculum Guidelines may be found online at <http://www.aafp.org/cg>. These guidelines are periodically updated and endorsed by the AAFP and, in many instances, other specialty societies as indicated on each guideline.

Each residency program is responsible for its own curriculum. ***This guideline provides a useful strategy to help residency programs form their curricula for educating family physicians.***

Preamble

Family physicians incorporate knowledge of human behavior, mental health and mental disorders into their every day practice of medicine. This guideline provides suggestions for appropriate curricula in human behavior and mental health for family medicine residents.

It is suggested that the relationship between the patient and the patient's family be considered basic to an understanding of human behavior and mental health throughout the curriculum. The family medicine resident should have sensitivity to, and knowledge of, the emotional aspects of organic illness.

Family physicians must be able to recognize interrelationships among biologic, psychologic and social factors in all patients. It is important that the ethical dimensions of patient care be considered among these interrelationships. To facilitate learning, attention must be paid to these principles as a continuum throughout the family medicine residency program.

Competencies

At the completion of residency training, a family medicine resident should:

- Understand normal and abnormal psychosocial growth and development across the life cycle and be able to apply this knowledge to the care of the individual patient. (Medical Knowledge and Patient Care)
- Be able to recognize, initiate treatment for and utilize appropriate referrals for mental health disorders to optimize patient care. (Systems-based Practice and Practice-based Learning)
- Demonstrate the ability to effectively interview and evaluate patients for mental health disorders using appropriate techniques and skills to enhance the doctor-patient relationship. (Interpersonal and Communication Skills, Patient Care)
- Have sensitivity to and knowledge of the emotional aspects of organic illness. (Patient Care, Professionalism)
- Be able to intervene effectively and professionally in emergent psychiatric, domestic violence, child abuse, and disaster situations. (Professionalism, Systems-based Practice)

Attitudes

The resident should demonstrate attitudes that encompass:

- An awareness of and willingness to overcome the physician's own attitudes and stereotypes of mental illness and social diversity, as well as a recognition of how attitudes and stereotypes affect patient care.
- Recognition of the complex bidirectional interaction between family and social factors and individual health.
- Acceptance of patient's right to self-determination.

- Respect and compassion for the psychosocial dynamics that influence human behavior and the doctor/patient relationship.
- Recognition of the prevalence of abuse in society and willingness to help patients escape abusive situations.
- The importance of a multidisciplinary approach to the enhancement of individualized care.
- Commitment to lifelong learning about the interaction of the biological, social, psychological and psychiatric interaction of the human life cycle.

Knowledge

In the appropriate setting, the resident should demonstrate the ability to apply knowledge of:

1. Basic behavioral knowledge
 - a. Normal, abnormal and variant psychosocial growth and development across the life cycle
 - b. Recognition of interrelationships among biologic, psychologic and social factors in all patients
 - c. Reciprocal effects of acute and chronic illnesses on patients and their families
 - d. Factors that influence adherence to a treatment plan
 - e. Family functions and common interactional patterns in coping with stress
 - f. Awareness of one's own attitudes and values, which influence effectiveness and satisfaction as a physician
 - g. Stressors on physicians and approaches to effective coping
 - h. Ethical issues in medical practice, including informed consent, patient autonomy, confidentiality and quality of life
2. Mental health disorders
 - a. Disorders principally diagnosed in infancy, childhood or adolescence
 - i. Mental retardation
 - ii. Learning disorders
 - iii. Motor skills disorders
 - iv. Communication disorders
 - v. Pervasive developmental disorders
 - vi. Attention deficit and disruptive behavior disorders
 - vii. Feeding and eating disorders of infancy or early childhood
 - viii. Tic disorders
 - ix. Elimination disorders
 - x. Other disorders of infancy, childhood or adolescence
 - b. Delirium, dementia, amnesic and other cognitive disorders
 - c. Substance-related disorders
 - i. Alcohol
 - ii. Amphetamines

- iii. Caffeine
- iv. Cannabis
- v. Cocaine
- vi. Hallucinogens
- vii. Inhalants
- viii. Nicotine
- ix. Opioids
- x. Phencyclidine
- xi. Sedative-, hypnotic- or anxiolytic-related disorders
- xii. Polysubstance-related disorder
- d. Schizophrenia and other psychotic disorders
 - i. Paranoid
 - ii. Disorganized
 - iii. Catatonic
 - iv. Undifferentiated
 - v. Residual
- e. Mood disorders
 - i. Major depressive disorder
 - ii. Dysthymic disorder
 - iii. Bipolar disorders, including hypomanic, manic, mixed and depressed
- f. Anxiety disorders
 - i. Panic attack
 - ii. Phobias
 - iii. Obsessive-compulsive disorder
 - iv. Post-traumatic stress disorder
 - v. Acute stress disorder
 - vi. Generalized anxiety disorder
- g. Somatoform disorders
 - i. Somatization disorder
 - ii. Conversion disorder
 - iii. Pain disorder
 - iv. Hypochondriasis
- h. Factitious disorders
- i. Dissociative disorders
- j. Sexual and gender identity disorders
 - i. Sexual desire disorder
 - ii. Sexual aversion disorder
 - iii. Orgasmic disorders
 - iv. Sexual pain disorders
 - v. Sexual dysfunction related to a general medical condition
 - vi. Paraphilias
 - vii. Gender identity disorder
- k. Eating disorders
 - i. Anorexia nervosa
 - ii. Bulimia nervosa

- I. Sleep disorders
 - i. Insomnia
 - ii. Hypersomnia
 - iii. Narcolepsy
 - iv. Breathing-related sleep disorder
 - v. Circadian-rhythm sleep disorders
 - vi. Parasomnias
- m. Impulse control disorders
- n. Adjustment disorders
 - i. Depressed mood
 - ii. Anxiety
 - iii. Mixed anxiety and depressed mood
 - iv. Disturbance of conduct
- o. Personality disorders
 - i. Paranoid
 - ii. Schizoid
 - iii. Schizotypal
 - iv. Antisocial
 - v. Borderline
 - vi. Histrionic
 - vii. Narcissistic
 - viii. Avoidant
 - ix. Dependent
 - x. Obsessive-compulsive
- p. Problems related to abuse or neglect
- q. Additional conditions
 - i. Noncompliance
 - ii. Malingering
 - iii. Borderline intellectual functioning
 - iv. Age-related cognitive decline
 - v. Bereavement
 - vi. Academic problem
 - vii. Occupational problem
 - viii. Identity problem
 - ix. Religious or spiritual problem
 - x. Acculturation problem
 - xi. Phase-of-life problem

Skills

In the appropriate setting, the resident should demonstrate the ability to independently perform or appropriately refer:

1. Use of evaluation tools and interviewing skills, which enhance data collection in short periods of time and optimize the doctor/patient relationship

2. Techniques to elicit the context of the visit (BATHE [background, affect, trouble, handling and empathy] or other techniques)
3. Mental status examination
4. Evaluation of indications for special procedures in psychiatric disorder diagnosis, including psychologic testing, laboratory testing and brain imaging
5. Elicit and recognize the common signs and symptoms of the disorders under Knowledge
6. Assessment of depression (Beck, Zung, Hamilton Scales, SIG-E-CAPS mnemonic [sleep, interest, guilt, energy, concentration, appetite, psychomotor and suicidal ideation])
7. Evaluation of indications for psychiatric consultation
8. Management of emotional aspects of nonpsychiatric disorders
9. Techniques for enhancing compliance with medical treatment regimens
10. Initial management of psychiatric emergencies: the suicidal patient, the acutely psychotic patient
11. Proper use of psychopharmacologic agents
 - a. Diagnostic indications and contraindications
 - b. Dosage, length of use, monitoring of response, side effects and compliance
 - c. Drug interactions
 - d. Associated medical problems
12. Family support therapy
13. Behavioral modification techniques
 - a. Stress management
 - i. Breathing
 - ii. Muscle relaxation
 - iii. Imagery
 - iv. Cognitive restructuring
 - b. Smoking cessation, obesity management and other lifestyle changes
 - c. Chronic pain management
14. Utilization of community resources
 - a. Community resources
 - b. Patient care team of other mental health professionals
15. Crisis-counseling skills
16. Modification of patient environment

17. Variations in treatment based on the patient's personality, lifestyle and family setting
18. Identification of, intervention in and therapy for drug and alcohol dependency and abuse
19. Appropriate care of health disorders listed under psychopathology
20. Appropriate referral procedures to ensure continuity of care, provide optimal information sharing and enhance patient compliance
 - a. Indications
 - b. Process
 - c. Follow-up

Implementation

Training in human behavior and mental health should be accomplished primarily in the outpatient setting through a combination of longitudinal experiences, supervised experiences and didactic teaching. This combination should include experience in diagnostic assessment, psychotherapeutic techniques and psychopharmacologic management. Learning tools such as Balint Groups, video review, direct observation and role-playing are useful and recommended. Collaboration with multiple mental health professionals, including psychiatrists, psychologists and others working as a team, is often useful.

Resources

Goldman LS, Wise TN, Brody DS, eds. Psychiatry for Primary Care Physicians. 2nd ed. Chicago, Ill.: American Medical Association Press, 2003.

American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders: Primary Care Version. 4th ed. Arlington, Va.: American Psychiatric Publishing Inc., 1995.

Gillies RA, Manning JS. Mental health. Prim Care 2007;34(3):445-681.

Stuart MR and Liberman JA III, The Fifteen Minute Hour: Practical Therapeutic Interventions in Primary Care. 3rd ed. Philadelphia, Pa.: Saunders, 2002.

Web Sites

American Psychiatric Association: <http://www.psych.org>

American Psychological Association: <http://www.apa.org>

Athealth.com: <http://www.athealth.com>

The Center for the Advancement of Health: <http://www.cfah.org>

Psychwatch: <http://www.psychwatch.com>

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