Psychiatry
OM7194
Clerkship Rotation Syllabus

<table>
<thead>
<tr>
<th>CLASS OF</th>
<th>2021</th>
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<tbody>
<tr>
<td>DATES</td>
<td>2019-2020</td>
</tr>
<tr>
<td>CREDIT HOURS</td>
<td>4.0</td>
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<tr>
<td>CONTACT HOURS</td>
<td>160</td>
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</tbody>
</table>
| ASSESSMENT TOOLS | Clinical Performance-Preceptor Evaluation(s)  
Cognitive (COMAT) Performance  
Completion of Case Modules  
Completion of Case Logs  
Completion of Student Evaluation of Rotation |
| TRANSCRIPT CATEGORIES | Honors/Pass/Fail |
| LOCATION      | Rotation Site |
| CLERKSHIP DIRECTOR | Elbin Orellana, MD |
| COURSE COORDINATOR | Wendy Zuniga |

Course Description

The Psychiatry Clerkship consists of one block of Psychiatry, which will include exposure to several different disorders and patients. Ethical principles must be applied clinically. During this rotation, students will acquire professional characteristics most effectively through contact with their preceptor and their patients. This will include being exposed to the preceptor’s well-developed interpersonal skills that help facilitate communication. It is important to demonstrate attitudes, behaviors, and beliefs that promote the patients best interest. It is expected that students have exposure and/or learn about different disorders and circumstance pertaining specifically to child, adolescent, and the geriatric population. Students may not have the opportunity to experience and work with patients who have the listed disorders, but are still responsible for the information through self-directed learning from psychiatric and general medical literature.
Course Goals

The overall goal is to offer students a common set of learning experiences that will include:

- An orientation to psychiatry and its value to care of patients.
- Repeated opportunities to both witness and conduct a competent basic psychiatric evaluation including a mental status examination.
- The opportunity to successfully complete a risk assessment for suicide and homicidal ideation/plan by learning to ask patients about these issues then formulating a plan to reduce risk.
- The ability to construct a reasonable differential diagnosis for common psychiatric problems such as psychosis, mood disorders, and anxiety disorders.
- Construction of a reasonable psychiatric treatment plan which demonstrates the basic psychopharmacologic skills including the indications for use and mechanism of action of psychotropic medications.
- An opportunity to learn about effective treatments such as supportive therapy and cognitive-behavioral therapy.
- Exposure to somatic therapies including ECT would be desirable during the rotation if feasible.

Course Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Osteopathic Core Competencies</th>
<th>Programmatic Level Educational Objectives</th>
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<tbody>
<tr>
<td>1. Formulate a prioritized list of the 8-10 most common differential diagnoses for each of the problems/diseases specified by combining clinical information and outside resources effectively (literature search, readings, etc.).</td>
<td>III.2.a</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td>2. Formulate a cost effective diagnostic approach consistent with the prioritized differential diagnoses.</td>
<td>III.2.a,c</td>
<td>1, 4, 7</td>
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<tr>
<td>3. Define therapies for common disease processes encountered in Psychiatry.</td>
<td>II. 2-3</td>
<td>1</td>
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<td>4. List common risks vs. benefits to be considered when selecting treatments and management therapies</td>
<td>III. 3</td>
<td>1</td>
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<tr>
<td>5. Perform a thorough history and physical exam.</td>
<td>III.3.a</td>
<td>1, 3, 4</td>
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<tr>
<td>6. Present cases concisely, emphasizing the pertinent elements of the historical and physical findings, labs, treatments, and the biopsychosocial explanations for each problem</td>
<td>III.6.e</td>
<td>1, 4</td>
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<tr>
<td>7. Recognize urgent/emergent situations and alert appropriate health care providers</td>
<td>III.6.f</td>
<td>1, 4, 6</td>
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<td>8. Demonstrate professionalism, compassion, and</td>
<td>V. 1-3</td>
<td>3, 4</td>
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empathy when communicating with patients and healthcare team members

<table>
<thead>
<tr>
<th>Number</th>
<th>Task Description</th>
<th>Section</th>
<th>Notes</th>
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<tr>
<td>9.</td>
<td>Demonstrate effective communication in the patient’s chart by creating a comprehensive and pertinent legal document</td>
<td>III. 6</td>
<td>1, 3, 4</td>
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<td>10.</td>
<td>Demonstrate a desire to learn by asking questions to faculty, fellow students, and team members.</td>
<td>III.6.g</td>
<td>1, 4, 6</td>
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<td>11.</td>
<td>Exhibit a capable and professional demeanor by concern for patients and in interactions with team members.</td>
<td>V.3-4</td>
<td>1, 4</td>
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<td>12.</td>
<td>Be able to use the biopsychosocial model of illness which is applicable to the care of patients.</td>
<td>II.2.a</td>
<td>1</td>
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<td>13.</td>
<td>Describe the major psychiatric diagnoses as defined in the DSM-IV-TR and DSM-V in the context of epidemiology, pathophysiology, risk factors, substance-related contributions, clinical presentation and prognosis</td>
<td>II.2.a,c</td>
<td>1</td>
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<td>14.</td>
<td>Be able to conduct a basic psychiatric interview, including skills in recognizing and categorizing psychological and behavioral phenomena as described in the mental status exam for common psychiatric disorder.</td>
<td>II. 2-3</td>
<td>1, 4</td>
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**Required Resources and Equipment**

**Textbooks:**
- Introductory Textbook of Psychiatry by Andreasen, N. C. and Black D. W.
- Kaplan and Sadock’s Pocket Handbook of Clinical Psychiatry By Virginia A. Sadock
- Aquifer modules as assigned by Clerkship director

**Student Responsibilities Regarding Patient Supervision:**
All medical activities involving medical students must be supervised by a licensed physician responsible for the care of the patient. The supervising physician had the responsibility for determining the level of supervision needed by the student.

**Equipment:**
Equipment will be recommended at the discretion of your site attending. You may wear scrubs during the rotation if this is approved by the Psychiatry Department, but you must also wear your white coat and BCOM identification badge.

**Readings**
**Required reading will be assigned during clerkship**
Academic Participation

Student responsibilities:

• **Reading**: Your required text is *Introductory Textbook of Psychiatry* by Andreasen, N. C. and Black D. W. Read about the diseases and procedures you see each day. In addition, there will be required topics that are essential for learning and passing the exam at the end of the rotation. In addition to this text, you may have suggested reading given to you by your attending. You should discuss these topics with the attending at your site.

• **History and physical exam review**: A major portion of your time will be devoted to conducting patient histories and physical exams. This is a tremendous opportunity to learn how to interact, gather information and diagnose the disease and treat patients. Turn in **two** to your preceptor.

• **Aquifer**: The Web initiative for Surgical Education of Medical Doctors is a program that focuses on the diagnosis and treatment of common surgical related diseases. The modules are artfully crafted by surgical experts working with technicians using the state-of-the-art technologies including animation, computer graphics and video to illustrate the important principles related to the diagnosis and treatment of surgical illnesses. **Completion of all 4 Addiction Aquifer case modules is required before taking the COMAT exam on the last day of the rotation.** The Psychiatry Clerkship Modules can be found at: [https://burrell-do.meduapp.com/document_sets/6656](https://burrell-do.meduapp.com/document_sets/6656)

• **Patient Encounter and Procedure Logs**: The Patient Encounter and Procedure Log for the Psychiatry Rotation is found in New Innovations Software System. On a daily basis, the student should enter data from their clinical shift into the log. All logged patient encounters should include the following basic information: Case ID; the supervising attending physician; the date patient was seen; the patient’s age; and patient type if applicable. The log can be electronically submitted at the end of the clerkship. The log is used to assess expected scope and variety of patients and/or conditions seen. Medical students complete their logs to assess their exposure to Psychiatry diagnoses and procedures.

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**Required Procedures to be Performed by Student**

Name: ___________________________________    Hospital: _________________________________

Rotation Dates: ____________________________________________________________________________  
Print Dates

4    July 16, 2019
For this log to be accepted, all requested information – including date of procedure, supervisor’s last name and contact information, and role – must be included for each entry.

By the end of the clerkship, the student is expected to have satisfactorily performed, at least once, those skills and procedures listed on the Skills Checklist below. The student is expected to understand the indications and contraindications, as well as the technique.

<table>
<thead>
<tr>
<th>Date the Procedure was completed</th>
<th>Required Procedures to be Performed by Student</th>
<th>Role (Observed, Assisted, or Performed)</th>
<th>Print Supervisor’s Last Name and Contact Information</th>
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By checking this box, I certify that the information provided on this log sheet is accurate and truthful and has been reviewed and approved by my attending. I understand that the clerkship director may audit this log sheet at any time to verify its validity.

This case log must be entered into the New Innovations no later than 5:00 PM of the last Sunday of the rotation. This is a guide so that you may enter into New Innovations.

Grading Information

Assignment of Grades
A grade for each rotation will be assigned by the Clerkship Director or her/his designee. A letter grade of P-Pass, F-Fail or H-Honors will be assigned for each third year core rotation. Elective and Emergency medicine rotations shall only be graded as P-Pass or F-Fail.
Elements of Rotation Grading
Each third year core rotation will have five (5) elements contributing to the final grade and each element must be individually passed to pass the clerkship:

- Clinical Performance-Preceptor Evaluation(s)
- Cognitive (COMAT) Performance
- Completion of Case Modules
- Completion of Case Logs
- Completion of Student Evaluation of Rotation

Clinical performance will be graded by the supervising preceptor. This assessment (see Student Assessment Form) includes ten (10) questions designed to assess academic skills and core competency acquisition. Grading on elective rotations will be solely determined by this assessment. Students are expected to achieve a score of 2 or 3 for each domain. An average score of at least 1.7 on all observed skills and competencies must be obtained to pass this element.

In addition to the requirements above, students must receive a minimum score of two (2) on the preceptor’s assessment of Professionalism (Question 7) to pass this element.

Cognitive performance will be measured by the end-of-rotation COMAT exam. The NBOME provides a conversion table to obtain a percentile rank from the student’s raw score. A percentile rank of 3 corresponds to a raw score of 81 and is -1.88 Standard Deviations below the national adjusted mean. A minimum raw score of 80 is needed to pass this element.

Clinical reasoning will be assessed through completion of the assigned online case modules. Completion of all case module is required to pass this element. The student will not be permitted to sit for the COMAT exam if the case module is not completed by the last Wednesday of the rotation.

Attainment of Honors
Attainment of Honors (H) for each third-year core rotation will be limited to the highest performing 10% of the class based on cumulative points earned for the rotation. Honors for all core rotations will be determined at the end of Year 3 when all final assessments have been recorded. The Clerkship Directors will identify the top 10% of students who will receive the honors designation.

Student Evaluation of the Preceptor/Site/Rotation
Students are required to complete evaluations on New Innovations regarding their rotation experience. Student feedback received from the evaluations will assist the Office of Clinical Education in the overall assessment and improvement of clinical rotations and the development of faculty development programs. An annual summary of student comments will be reported anonymously to preceptors and training sites to assist them in making improvements to the rotations that they provide. The evaluations are to be completed by 8:00 AM on the last Friday of the rotation. Students will receive a notice from New Innovations with a link to the evaluations. Students need to complete this evaluation in order to receive a passing grade.
Failure to complete each clerkship evaluation in a timely manner may result in a finding of non-professional conduct.

Failure of a Rotation and Remediation

A failure of any graded element as described herein will result in failure of the rotation. The requirements for remediation will be determined by the Clerkship Director. This may require a repeat of the COMAT exam and attainment of a minimum passing grade, completion of outstanding cases, or repeating all or part of the clerkship experience. When successfully completed, a remediated passing grade will be so designated on the student’s final transcript.

All Year 3 rotations must be successfully completed to advance to Year 4. The need to repeat any failed clinical rotations may result in a delay in graduation.

Course Communication

Students are expected to monitor their BCOM email and are responsible for all communications sent to their official email address. Students are also expected to monitor E-mail, LEO, New Innovations, and Aquifer.

Policies and Procedures

Information regarding course grades, attendance (including excused absences), exam procedures, remediation, appeals, acceptable use of technology, honor code, professional attire, and related policies are stated in the current Student Handbook. Policies regarding non-discrimination, accommodations for disabilities, and Title IX are also referenced within the Student Handbook. All policies and procedures stated therein will apply during this course.

The Student Handbook may be accessed through the BCOM website:

For information regarding emergency or inclement weather, refer to the Campus Safety and Security page on the BCOM website:

For information regarding Clerkship Rotations, refer back to the Student Clerkship Manual on the BCOM Website:

Statement Regarding Reservation of Power

The curriculum, assignments, schedule, syllabus, and any information contained within the course can be altered or changed at any time. In the event of any alterations during the course, students will be informed officially through their BCOM email. It is the student’s responsibility to obtain the changes or notices even if absent from class.

July 16, 2019
Appendix

A. Programmatic Level Educational Objectives

*Graduates of the BCOM Doctor of Osteopathic Medicine degree program will be able to:*

1. Integrate knowledge and skills acquired from the biomedical, clinical, social, and behavioral sciences to provide patient care in a supervised setting.
2. Demonstrate competence in the skills of osteopathic manipulative treatment and the application of osteopathic philosophy in patient care.
3. Demonstrate professionalism, characterized by honesty, integrity, ethical behavior, empathy, and responsibility.
4. Communicate effectively with patients, families, faculty, peers, and other members of the healthcare team.
5. Critically appraise, evaluate, and apply scientific evidence to inform patient care and research.
6. Demonstrate awareness of the roles and interactions of professionals within the healthcare system and identify resources to optimize patient care at the individual and community levels.
7. Identify the specific healthcare needs of diverse populations and the ways in which the medical community responds.

B. AOA Osteopathic Core Competencies

1. Osteopathic Philosophy and Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-Based Learning and Improvement
7. Systems-Based Practice