

LECTURES AND MEETINGS:

Requirements:

1. You are expected to attend all scheduled meetings, rounds, and case conferences conducted at the clinical sites to which you are assigned.
2. You must remain available until at least 5:00PM each day unless approved by the Attending and Resident.
3. You are *required* to attend *all* lectures scheduled during the rotation. During orientation to this rotation, one of you will receive a packet of lecture sign-in sheets and lecture evaluation forms. This student will see to it that the sign-in sheet and evaluation forms for each lecture are returned to Ms. Jacob at intervals during the rotation. These evaluation forms are used to assess the lecture and the lecturer, and are used to assign awards to lecturers. In addition, the evaluations help us fine-tune the rotation, to give you the best possible learning experience we can.
4. You are required to attend the weekly Psychiatry Grand Rounds Fridays at 12:00 PM – 1:00 PM in the Institute of Psychiatry Auditorium. Psychiatry Grand Rounds are scheduled from September through May, and the schedules are posted throughout the Institute of Psychiatry. Please visit: http://www.musc.edu/psychiatry/education/cme/gnd_rnds.htm
5. You are required to attend a feedback session held at the end of each rotation for clerkship students. Lunch will be served.

13/14 Course Lecture and Activity Objectives

- Child and Adolescent Psychiatry Objectives:
- Describe the different challenges Child and Adolescent Psychiatrists face.
 - Describe the concept of "Theory of Mind" and how it relates to Child Psychiatry
 - Discuss the diagnostic criteria for psychiatric disorders of Childhood and Adolescents (ADHD, ODD, Conduct D/O, Autism Spectrum Disorders, Separation Anxiety)
 - Describe how children and adolescents differ in their presentation of psychiatric disorders than do adults
 - Discuss some special techniques for interviewing Child and Adolescent patients.

Feedback Lunch

- Objectives:
- The purpose of the feedback lunch is to gather raw, qualitative data on various aspects of the clerkship and then compare the above data with previous feedback and consider modifications to curriculum.
 - There is also a discussion of complementary and alternative medicine as well as population health, health disparities and barriers to health care, with the objectives below:
 - Describe complementary and alternative medicine therapies used in psychiatry.
 - Discuss differences in the perceived efficacy of CAM treatments as described by students assigned to various treatment settings.
 - Describe health disparities and drivers/barriers to care in the mental health care settings (population health)
 - Discuss the impact of social determinants of health on access to and successful treatment of mental illness
 - Describe the impact of culture on patient's choice to seek or accept care for mental health illness

Forensics

- Objectives:
- Understand the concept and elements of 'informed consent,' and its legal basis
 - Describe the elements of civil commitment and its legal basis
 - Define 'right to refuse treatment' and how to assess capacity to do so
 - Describe the concept of 'duty to protect' and when to do so
 - Understand the concept of 'competency stand trial and not guilty by reason of insanity'

Geriatric Lecture

- Objectives:
- List three common illnesses encountered in geriatric psychiatry patients.
 - Identify 2 medical conditions, which could predispose older patients to depressive symptoms.
 - Identify the group at highest risk for suicide.
 - List and describe the DSM IV criteria for diagnosing depression.
 - Describe the three most common types of dementia and their differences.
 - Describe the appropriate lab/radiological studies that might be useful in excluding other causes of dementia.
 - Identify the core symptoms of delirium.
 - Identify 7 potential causes of delirium.
 - Identify the highest risk group for morbidity and mortality related to delirium.

- Mental Status Exam
- Objectives:
- Understand the concepts of the psychiatric Mental Status Exam (MSE).
 - Describe the importance of each of the specific elements within each MSE heading.
 - Associate MSE descriptors or key words with different psychiatric diagnoses.
 - Describe how the MSE can be used to inform clinical decision-making in psychiatric practice.

Methods of
Psychotherapy



- Objectives:
- Describe theoretical foundations of psychodynamic, cognitive-behavioral, humanistic, and family therapy treatment models.
 - Identify different therapeutic methods associated with psychodynamic, cognitive-behavioral, humanistic, and family therapy treatment models.
 - Differentiate between and correctly identify examples of each model of psychotherapy described.
 - Summarize data regarding the relative efficacy of different models of psychotherapy.

Mood Disorders

- Objectives:
- Define, using DSM IV criteria, the various types of mood disorders.
 - Describe the difference in presentation of various mood disorders in children
 - Describe the bio psychosocial model of approaching psychiatric illness and in particular mood disorders
 - Describe the biogenic amine hypothesis of depression.
 - Identify and describe the various medical problems that can mimic or present as mood disorders
 - Describe the use of pharmacologic and non-pharmacologic (therapy, ECT, TMS, etc) means to treat each mood disorder.
 - Discuss the incidence and prevalence of suicide and the means of treatment and assessment.

OSCE

- Objectives:
- Demonstrate the use of core psychiatric interviewing skills.
 - Demonstrate the use of appropriate documentation in the write up of an initial psychiatric interview.
 - Demonstrate the ability to formulate a psychiatric assessment and plan.
 - Demonstrate the ability to formulate a "Plan of Care" based on the Bio-Psycho-Social Model.

- Describe one's own strengths and weaknesses in conducting an initial, focused, psychiatric interview.

OSCE Prep

Objectives:

- Describe the structure of the OSCE
- Discuss core psychiatric interviewing skills and how these will be used in the context of the OSCE
- Describe key documenting skills and how these will be utilized in the context of the OSCE
- Describe the process of formulating a psychiatric assessment and plan.
- Describe the process of formulating a "Plan of Care" based on the Bio-Psycho-Social Model.

Peer Teaching

Objectives:

- Students are given the opportunity to shadow a student on another service for ½ with the purpose of seeing a population of patients that they would otherwise not have the opportunity to interact with on their service(s).

Psychiatric Manifestations of Medical Illness

Objectives:

- Identify indications and risk factors that a psychiatric disorder may be secondary to a general medical condition (GMC).
- Describe & identify the most common medical disorders that may cause psychiatric symptoms.
- Formulate an appropriate differential diagnosis for a patient who presents with a psychiatric condition that may be secondary to a general medical condition based on the history, physical exam findings and other available data.
- Discuss how to order appropriate laboratory and imaging studies to evaluate a patient with a psychiatric disorder that may be due to a general medical condition.
- Identify common errors that are made in the assessment and treatment of a patient with a psychiatric disorder due to a general medical condition and discuss how such errors can be minimized.

Psychiatry Grand Rounds

- Objectives are provided for each Grand Rounds lecture.

Psychopharmacology

Objectives:

- Identify and describe the treatment of extrapyramidal side effects of antipsychotic medications.
- Recognize delirium and describe the use of pharmacologic agents to stabilize a delirious patient with agitation.

- Identify and treat the toxidromes associated with anticholinergic medications and TCAs.
- Identify and describe the treatment of overdoses of Tylenol, Aspirin, Lithium, and opiates.
- Understand STAR-D treatment recommendations for major depressive disorder.
- Identify and describe a management plan for serotonin syndrome.
- Identify and describe a management plan for patients with neuroleptic malignant syndrome.

Quadrant
Lecture/Psych
Interview



Objectives:

- Describe a structured format to aid in psychiatric interviewing.
- Describe how to use language to navigate the psychiatric interview minimizing damage to clinician/patient rapport.
- Identify methods to handle more difficult psychiatric interviews.
- Describe how to introduce difficult subject matter within the context of a medical interview (ie substance use, psychosis, trauma, abuse).
- Discuss the high rates of psychiatric co-morbidity and which disorders may be more likely to present together.

Review

Objectives:

- This lecture time is used for an interactive review session. At the conclusion of the lecture students should be able to:
 - Describe topics commonly tested on the end of clerkship NBME subject exam.
 - Identify areas of relative strengths and weakness in their own knowledge base in psychiatry.
 - Understand and describe the manner in which questions are asked on the end of clerkship NBME subject exam.

Schizophrenia/ECT

Objectives:

- Identify and distinguish the common positive, negative and cognitive symptoms of schizophrenia
- Describe current DSM criteria for the diagnosis of schizophrenia.
- Know the approximate prevalence of schizophrenia in populations' world-wide.
- List several psychiatric conditions that are commonly co-morbid with schizophrenia.
- Understand the distinctions between first-generation or typical neuroleptics and second-generation or atypical

neuroleptic drugs.

- Describe the most common and appropriate indications for ECT.
- Describe in basic terms the manner in which ECT is performed.
- Describe common side effects and risks of ECT.
- Describe at least two distinct methods of providing ECT (i.e., bilateral and right unilateral).
- Describe alternatives to ECT for the treatment of mood disorders such as major depressive disorder and bipolar disorder.

Senior Mentoring
Project



Objectives:

- Utilize patient-centered interviewing by using a patient-centered approach to conduct a brief clinical life review
- Demonstrate integrative reasoning skills after conducting a brief clinical life review by focusing on the main events, stresses, successes, values, and their meaning as they have affected your mentor's present view of life.
- Reflect and write a paper about the experience of performing a brief clinical life review interview.
- Determine when and why life review and reminiscing may be of value to physicians and older adults.
- Become familiar with the Geriatric Depression Rating Scale

Simulation Center

Objectives:

- Define delirium and describe the cardinal features of delirium.
- Identify barriers to the accurate diagnosis of delirium.
- Formulate an appropriate differential diagnosis for a patient who presents with delirium, based upon the history, physical exam findings and other available data.
- Order appropriate laboratory and imaging studies to evaluate a patient with delirium.
- Describe the use of pharmacologic agents to stabilize a delirious patient with agitation.
- Describe the use of nonpharmacologic methods in the treatment of a patient with delirium.
- Identify common errors that are made in the treatment of a patient with agitation and delirium and discuss how such errors can be minimized.

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Substance Abuse

Objectives:

- Identify the neurotransmitter systems involved in addictions.
- Describe the pharmacological approaches to treating alcohol withdrawal
- Describe the pharmacological approaches to treating alcohol dependence.
- Identify treatment strategies for nicotine dependence.
- Identify treatment strategies for opiate dependence.

