

Elective template

**Course:** Special Topics in Psychiatry **Course Number** PSY 2199

**Academic Group:** Medical School

**Department:** Psychiatry

**Faculty Coordinator:** Ashley Woolbert, MD [ashley.woolbert@utsouthwestern.edu](mailto:ashley.woolbert@utsouthwestern.edu)

**Elective Coordinator:** Mona Reyes [mona.reyes@utsouthwestern.edu](mailto:mona.reyes@utsouthwestern.edu)

**Periods Offered:** 4-8

**Session:**

**Length:** 2 weeks clinical/2 weeks independent study/scholarly project (2-week clinical portion must be two consecutive weeks)

**Credit hours:** (1 credit/2weeks of elective time) 2

**Max # of Students:**

**Grading:** Pass/Fail

**Repeat for Credit:** NO

**Allow multiple enroll in term:** NO

**Special consent to enroll:** Y

**If Yes, Departmental:** N

**Instructor:** Y – Dr. Ashley Woolbert

**Final exam:** N

**Method of delivery:**

**First Day Contact:** Site Supervisor

**First Contact Time:** Varies

**First Day Location:** Primary Site

**Prerequisites:**

1. Successful completion of third-year clerkship rotation in Psychiatry
2. Approval of Dr. Lane at least 2 months prior to the elective
3. Open only to UT Southwestern students
4. Students may register for only one “Special Topics” in one department (Psychiatry, Internal Medicine, Pediatrics, Surgery or Family Medicine) during their 4th year

**Course Description:**

This clinical, reading, or research rotation is individually designed by the student and

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faculty member who will serve as the supervisor for the course. This elective will take place at any one of several sites available, depending on the educational needs of the student.

Possible topics include: Psychosomatic Disorders, Women's Issues, Sleep Disorders, Substance Abuse, Philosophy of Psychiatry, Drug Studies, Geriatric Psychiatry or any other area within psychiatry based on student interest and faculty expertise. Students will need to contact Dr. Chadrick Lane (chadrick.lane@utsouthwestern.edu) to design their individual schedule.

Elective includes a 2-week off-site rotation during which students are expected to complete a scholarly project. Nature of scholarly project will be determined by Dr. Lane and/or supervising attending(s) and will take into account the educational interests and needs of the student.

**Examples of things that can meet the 2 week “scholarly project” requirement:**

A. Some suggestions are listed below. We hope you will see this as an opportunity to think outside the box and propose your own ideas, as well. All plans must be approved by Dr. Lane,

Examples of approved scholarly efforts might include (but are not restricted to):

- a. Preparation of and submission of a manuscript (of which the student is the first author, either in the form of a case report, or as part of a larger study the student has already been involved in and whose conclusion would benefit from two weeks of time for manuscript preparation)
- b. Preparation of educational content to contribute to medical student education in a format that **must be approved by the course director**.

Examples of approved products might include

- 1. Brief topic summaries to contribute to the creation of a Specialty-specific learning/study repository for use by future students
- 2. 10 multiple choice questions, with answers, with well-written explanations, and appropriate citations to the literature to contribute to the creation of a question bank for self-study by future students
- 3. Other proposed products will be considered after individual review by the course director

Goals ( <i>examples-edit as needed</i> )	Objectives ( <i>describe activities that will support how goals are to be achieved</i> )	Assessment methods ( <i>examples-explain how student will be evaluated</i> )
<b>Patient Care: Assessment and Management</b> 1 Describe relevant diagnostic and therapeutic	<ul style="list-style-type: none"> <li>• Students will pick up new patients daily and follow-up on their old patients</li> <li>• Students will review their</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Quality of Medical Records entries</i></li> <li>• <i>Skills evaluation from direct observation.</i></li> </ul>

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<p>interventions concerning the topic area.</p> <p>2 Discuss important recent research in the topic area and research's relevance to clinical care.</p> <p>3 Describe important administrative, legal or conceptual aspects of the topic area.</p> <p>4 Demonstrate relevant clinical skills to the topic area.</p>	<p>subjective,objective, assessment, and plan with the senior resident or fellow each morning</p> <ul style="list-style-type: none"> <li>• Students will present their patients each day during rounds</li> <li>• Students will write daily progress notes co-signed to senior resident, fellow, or attending</li> <li>• Students will place orders in the EMR if able with co-signature to senior resident or fellow</li> </ul> <p>Students will perform procedures under direct supervision of senior resident or fellow</p>	
<p><b>Medical knowledge:</b></p> <p>1. Demonstrate knowledge of emergency management and referral of person with neuropsychiatric symptoms.</p> <p>2. Recognize the clinical findings that might suggest a general medical cause for neuropsychiatric symptoms</p>	<ul style="list-style-type: none"> <li>• Students will present assessments with at least three differential diagnoses based on time course of illness and physical exam findings</li> </ul> <p>Students will compare relevant tests during their presentations</p>	<ul style="list-style-type: none"> <li>• <i>oral presentation</i></li> <li>• Direct observation</li> </ul>

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<p><b>Interpersonal and communication skills:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to communicate effectively with patient/family using good interpersonal skills</li> <li>2. Recognize and utilize non-verbal behavior to promote communication</li> <li>3. Establish rapport with patients</li> <li>4. Make organized, logical oral presentation to peers and supervisors</li> </ol>	<ul style="list-style-type: none"> <li>• Students will facilitate disposition by communicating with social work and other ancillary services</li> <li>• Students will write concise and informative discharge summaries</li> <li>• Students will write concise and informative discharge instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Observations of faculty and staff</i></li> </ul>
<p><b>Practice Based learning and Improvement:</b></p> <ol style="list-style-type: none"> <li>1 Ability to prepare organized, legible and timely write-ups and reports</li> <li>2 Appropriate use of educational resources for self-directed learning</li> <li>3 Knowledge of available on-line medical information</li> </ol>	<ul style="list-style-type: none"> <li>• Students will research literature for the cases assigned to them.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Observation of faculty and staff</i></li> </ul>
<p><b>Professionalism:</b></p> <ol style="list-style-type: none"> <li>1 Demonstrate the ability and willingness to accept responsibility</li> </ol>	<ul style="list-style-type: none"> <li>• Students will be punctual</li> <li>• Students will be well dressed</li> <li>• Students will be efficient with their time and considerate of others' time</li> <li>• Students will be encouraged to identify moral conflicts in patient care</li> </ul>	<p><i>Observations of faculty and staff</i></p>

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2	Is punctual, fulfills obligations and assignments in a timely manner	

III. Methods of Instruction:

A) Didactic (schedule, topic, faculty) Attend lectures and seminars in the department of Psychiatry as well as case conferences on the primary unit. Students may choose to be on-call with Psychiatry residents and fellows as well as participate in early case management or ongoing groups at their specific site. B) Clinical (schedule, faculty teaching, housestaff teaching) Students will be assigned to the agreed upon service. They will have the opportunity to provide evaluations, psychopharmacological treatment, and psychotherapy to selected patients when appropriate.

IV. Overview of student responsibilities

Students in those electives with primarily a clinical contact will participate in clinical evaluations, rounds, and follow up visits as relevant to the topic. Students will also follow and assist in record keeping. For research and scholarly electives, students will involve themselves directly with clinical or library research topics as dictated by the faculty. Suitable class work in laboratory or study procedures and supervision in research technique or other scholarly activities will be provided.

IV. Method of evaluation of students and requirements: Evaluation based on assessment methods listed above, grade is Pass/Fail

Students are evaluated by clinical preceptors if relevant, scholarly orientated electives like research or philosophy of psychiatry will be evaluated through topical paper or presentation of a lecture. Grades of pass/fail will be awarded based on both didactic and clinical performance.