

Learning Goals and Milestones for Psychiatry in Undergraduate Medical Education

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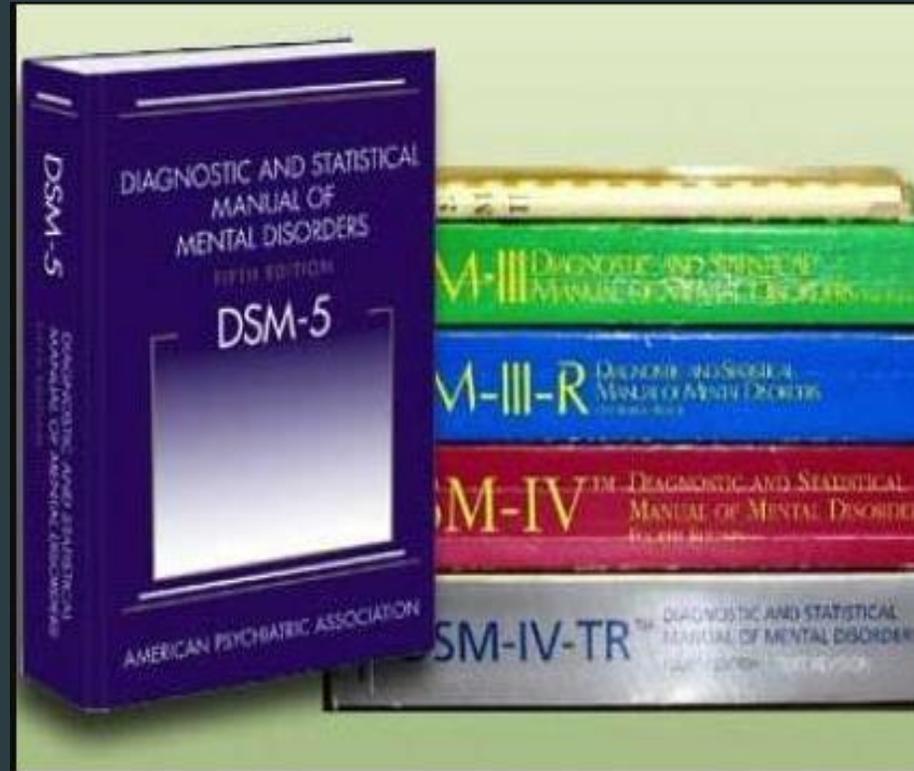
Lmu DeBusk College of Osteopathic Medicine

Objectives

- ▶ Define key diagnoses (and why they are key) for third year psychiatry core rotations
- ▶ Discuss how learning goals and milestones impact clinical teaching in third year behavioral health rotations
- ▶ Review and define the 7 core competencies for third year osteopathic medical student rotations in behavioral health
- ▶ Define Osteopathic Principles and Practice (OPP) objective and discuss integration of osteopathic tenets into behavioral health rotations
- ▶ Reflect on opportunities to integrate content into clinical teaching

Key DSM 5 Diagnoses

- ▶ Major psychiatric diagnoses that medical students should know by the time they graduate from medical school
- ▶ Clinical exposure or other intensive exposure through active learning experience to at least one of the diagnoses in each category
- ▶ Should be considered in the differential diagnosis of patients presenting with symptoms of depression, mania, psychosis, anxiety, and cognitive impairment.
- ▶ Common and critical in the care of all patients



Key DSM 5 Diagnoses

- ▶ Neurodevelopmental disorders
- ▶ Schizophrenia and other psychotic disorders
- ▶ Bipolar and related disorders
- ▶ Depressive disorders
- ▶ Feeding and eating disorders
- ▶ Anxiety disorders
- ▶ Obsessive compulsive and related disorders
- ▶ Trauma and stressor related disorders
- ▶ Somatic symptom and related disorders
- ▶ Substance related and addictive disorders
- ▶ Neurocognitive disorders
- ▶ Personality disorders

Learning Goals and Milestones: Impact on Clinical Teaching

- ▶ Learning goals require mastery of content by preceptor
- ▶ Learning goals are intended for all medical students
- ▶ Students should be able to demonstrate competency in these domains to the satisfaction of the preceptor
- ▶ Every milestone will not be met by every rotation - some will be met in elective/selective choices in 4th year
- ▶ Milestones are intended to be broad enough so that individual rotations can adapt to meet the needs based on their unique patient population and system of care

Learning Goals Overview: 7 Core Competencies for Osteopathic Medical Students

1. Medical knowledge
2. Patient care
3. Systems based practice
4. Interpersonal skills and communication
5. Professionalism
6. Practice based learning
7. Osteopathic principles and practice*



*Required for osteopathic medical schools

Learning goal 1: Clinical Medical Knowledge

- 1.1 Describe normal psychological development across the lifespan
 - a. Apply knowledge of the expected changes across the lifespan in the care of patients with mental illness and medical disorders
- 1.2 Describe the biological theories and diseases for psychiatric disorders and SUDs (Substance Use Disorders).
 - a. Apply knowledge of major psychiatric disorders in the assessment and care of patients.
 - b. Apply knowledge of the SUDs in care of patients.
 - c. Describe scientific basis for the diagnostic tests used in psychiatry.

Learning goal 1: Clinical Medical Knowledge

- 1.3** Describe the psychopharmacological, neuromodulation, and psychotherapy treatments for psychiatric disorders.
 - a. Psychopharmacology in development of treatment plans.
 - b. Demonstrate basic skills used in motivational interviewing and supportive psychotherapy.
- 1.4** Demonstrate knowledge of psychiatric concepts, components of psychiatric MSE, and cognitive screening.
 - a. Defense mechanisms, transference, countertransference in patient care duties.
 - b. Ability to complete a MSE.
 - c. Demonstrate ability to perform a cognitive screening exam (MMSE, MOCA)

Learning goal 2: Patient Care

2.1 Conduct patient interviews.

- a. Student must independently conduct an organized comprehensive history including thorough psychiatric and narrative history.
- b. Student is to demonstrate ability to use open ended and specific questions in appropriate context to engage patients.



Learning goal 2: Patient care

2.2 Diagnose psychiatric disorders.

- a. Prioritize a differential diagnosis.
- b. Discuss relevance of biopsychosocial formulation in developing treatment plans.

2.3 Propose evidence based therapy.

- a. Indications, contraindications, potential adverse reactions, outcomes for a given intervention with attention to cost and quality.
- b. Provide patient education re: prevention, diagnosis, treatment plan, and health promotion including ability to obtain informed consent.
- c. Student must demonstrate ability to perform capacity evaluation.

Learning goal 2: Patient Care

- 2.4** Assess risk factors for suicidality and dangerousness in patients.
- a. Student must apply risk and protective factors for suicide and understand limits of confidentiality.
 - b. Apply risk factors for violence and understand when provider must alert others.
 - c. Apply knowledge of si/sx of abuse when developing treatment plans, and when to report suspected abuse.



Learning goal 3: Systems-based Practice

- 3.1** Apply the biopsychosocial (BPS) model in psychiatric assessment.
 - a. Incorporate bps contextual factors into plans for patient.
- 3.2** Advocate for the humane, just, safe and prudent care of patients with psychiatric disorders.
 - a. Student should demonstrate behavior that conveys caring, honesty, genuine interest, and tolerance when interacting with diverse pts.
- 3.3** Describe the basic framework for mental health care in our country.
 - a. Recognize how mental health care delivery system in which one works affects pt care and resource availability.

Learning goal 4: Interpersonal Skills and Communication

- 4.1 Deliver effective patient presentations including a psychiatric exam.
 - a. Present pt encounters accurately and succinctly verbally and in writing.
- 4.2 Document accurately in the medical record including a mse and suicide risk assessment.
 - a. Student should document encounters in an accurate, timely, focused and prioritized way.
 - b. Student should routinely document suicide risk assessment.

Learning goal 4: Interpersonal Skills and Communication

- 4.3** Communicate and work effectively with others with attention to appropriate boundaries.
- a. Seek out and respond to feedback on one's communication skills.
 - b. Communicate with pts, families, etc. in clear, timely, empathic way.
 - c. Communicate effectively and respectfully with all members of treatment team including those from other disciplines/professions.



Learning goal 5: Caring/Valuing Professionalism

- 5.1** Demonstrate respect, empathy, and concern for all patients, regardless of patient's problems, personal characteristics, or cultural background.
 - a. Student must demonstrate respect for all patients and families in all clinical encounters.
 - b. Demonstrate ability to self-reflect on one's cultural sensitivity and interactions with patients and families.
- 5.2** Be courteous to patients, families, staff, colleagues, and other health professionals.
 - a. Student is to be punctual, reliable, prepared. S/he must be an initiator and must demonstrate follow through.

Learning goal 5: Caring/Valuing - Professionalism

- 5.3** Value and behave in a manner consistent with the highest ethical standards of the profession, including confidentiality and honesty.
- Demonstrate highest standards of individual and team-behavior that is patient centered, culturally sensitive, and socially just.
 - Student must apply knowledge of medical ethics to clinical situations. Self-identify limitations, strengths, and preconceived notions in one's abilities to work autonomously and request supervision when needed.



Learning goal 6: Practice Based Learning

- 6.1** Advance knowledge through intellectual curiosity.
- a. Student should incorporate critical reflection and feedback received to identify strengths and weaknesses, set individual learning goals and engage in learning activities to meet those goals. (Recommend Learning Contract)
 - b. Student must demonstrate curiosity, objectivity, and the use of scientific evidence in patient care.



Learning goal 6: Practice Based Learning

- 6.2** Appropriately utilize evidence based resources to address uncertainty in medicine and gaps in knowledge/skills.
 - a. Student should be able to identify appropriate resources to address uncertainty in medicine and gaps in knowledge.
 - b. Identify clinical questions as they emerge in pt care activities; identify, appraise, and apply relevant evidence to answer those questions.

- 6.3** Accept, reflect on, and implement feedback on one's own performance.
 - a. Accept and process feedback from self-reflection, faculty, pts, and peers to improve clinical performance.
(Recommend use of mid rotation feedback form)

Mid-Rotation Oral Feedback Form

The student will be evaluated at the end of the rotation based on the competencies listed below. At mid-rotation, the preceptor will identify areas for improvement. Students are encouraged to take notes and keep the signed form for their records.

Competency	Expected Behaviors	Satisfactory	Needs Work
Medical Knowledge	<ul style="list-style-type: none"> Demonstrates appropriate knowledge of the basic and clinical science pertinent to the rotation Applies bio-medical and clinical knowledge to positively impact patient care 	<input type="checkbox"/>	<input type="checkbox"/>
Osteopathic Principles and Practice	<ul style="list-style-type: none"> Applies Osteopathic principles and approaches in evaluating and treating patients Appropriately suggests and/or performs Osteopathic manipulation techniques as permitted 	<input type="checkbox"/>	<input type="checkbox"/>
History & Physical	<ul style="list-style-type: none"> Performs thorough, organized and accurate histories and physical exams as appropriate for the clinical situation 	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Skills	<ul style="list-style-type: none"> Formulates appropriate diagnoses and treatment plans for individual patients in a logical manner Accurately determines and addresses the acuity of illness for individual patients 	<input type="checkbox"/>	<input type="checkbox"/>
Preventive Care	<ul style="list-style-type: none"> Makes appropriate recommendations for individual patients addressing their pertinent health risks 	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Documentation	<ul style="list-style-type: none"> Accurately documents clinical encounters in a manner showing clear understanding of clinical situations and setting 	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Skills	<ul style="list-style-type: none"> Willingly tries to learn new skills and procedures Safely performs basic medical procedures and skills with appropriate assistance 	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<ul style="list-style-type: none"> Effectively and appropriately communicates with patients and other members of the health-care team 	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork Skills	<ul style="list-style-type: none"> Makes herself/himself a useful, productive and dependable member of the health-care team Demonstrates initiative, leadership and respect within health-care team 	<input type="checkbox"/>	<input type="checkbox"/>
Patient Centered Care	<ul style="list-style-type: none"> Offers patients adequate opportunities to express their needs, feelings and preferences Proposes care that considered patients' individual feelings, needs and limitations 	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills	<ul style="list-style-type: none"> Shows respect, consideration, concern and empathy for patients Interacts with patients and other health-care team members in ways that enhance patient care 	<input type="checkbox"/>	<input type="checkbox"/>
Ethics	<ul style="list-style-type: none"> Treats patients and other members of the health care team in an honest and ethical manner Maintains the confidentiality of medical and personal information 	<input type="checkbox"/>	<input type="checkbox"/>
Life-long Learning	<ul style="list-style-type: none"> Effectively educates self as clinical situations required Independently seeks out and utilizes opportunities to expand knowledge and skills 	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism	<ul style="list-style-type: none"> Projects a professional attitude in her/ his punctuality, attire and readiness to complete tasks Takes responsibility for her/his own decisions and actions 	<input type="checkbox"/>	<input type="checkbox"/>

Student Signature Date

Signature Date

Learning goal 7: Osteopathic Principles and Practice

Tenets of osteopathic medicine

1. The human body is a functional unit. Mind, body, and spirit are interconnected.
2. Form and function are inter-dependent.
3. The human body has the innate ability to heal itself.
4. Osteopathic Manipulative Treatment is based upon individualized, rational application of the above tenets.

Learning Objective 7: Osteopathic Principles and Practice

“Osteopathic Principles and Practice Learning Objectives:

- ▶ **One or more of these objectives may be adapted to the specific rotation requirements.**
 - ▶ *Students will be able to propose care plans that reflect an appreciation of the body’s capacity for self-regulation, self-healing and health maintenance.****
 - ▶ *Students will be able to propose and provide clinical care that holistically considers patients’ body, mind, and spirit.****
 - ▶ Students will be able to use palpatory evaluation, history and other physical exam findings to diagnose somatic and/or visceral dysfunction.
 - ▶ Students will be able to propose and, with preceptor approval, perform appropriate osteopathic techniques for treatment.”

***Either or both of these 2 can be achieved in any behavioral health core

Reflective questions

Think back to your third and fourth year of undergraduate medical education.

- ▶ How were your experiences different from the experiences of today's rotating medical student?
- ▶ How were your experiences similar to those of today's rotating medical student?

Reflective questions

- ▶ Think back to your third and fourth year of undergraduate medical education.
- ▶ Thinking back to your favorite clinical teacher, in what ways are you similar/different to him/her?
- ▶ Thinking back to your least favorite clinical teacher, in what ways are you similar/different from him/her?

Reflective questions

Now think about your clinical teaching with current LMU-DCOM (or other) health profession students.

- ▶ What are the challenges (barriers) you have experienced as a clinical teacher?
- ▶ What suggestions do you have for improving the clinical teaching experience for both preceptors and students?

▶ Any questions?

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Resources

- ▶ Association of Directors of Medical Student Education in Psychiatry. (2015) “Key diagnoses, learning goals, and milestones for psychiatry in undergraduate medical education” N.p., n.p.
- ▶ Stanczak, A. and Snodgrass, L.C. (2016) “An Orientation to Best Practices in Clinical Teaching with High Yield Principles and Strategies for OMM/OMT”.
- ▶ <http://thedo.osteopathic.org/2013/02/not-all-in-the-mind-do-psychiatrists-too-take-whole-body-approach/>