

ROTATION SYLLABUS

One of the competencies students must develop during their clinical training involves documentation
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- x Ganti, L., Kaufman, M.S., & Blitzstein, S.M. First Aid for the Psychiatry Clerkship, 6th ed. McGraw Hill, 2022. ISBN: 9781264257843 (retail price \$61.00)

VI. Course Grading and Requirements for Successful Completion

A. Requirements

- x Attendance according to VCOM and preceptor requirements as defined in the [College Catalog and Student Handbook](#)
- x Review of the syllabus topics, learning objectives, and reading assignments
 - o In addition to the learning experience in the clinical curriculum consists of the reading assignments and learning objectives that are included in this syllabus, as well as clinical case modules that are derived from some, but not all, of the learning objectives. A student's success as a clinician will depend upon the learning skills they develop during this core rotation, as guided by this syllabus and clinical case modules. National boards, residency training examinations, and specialty board examinations require ever increasing sophistication in student's ability to apply and manipulate medical knowledge to the clinical context.
- x Completion and submission of 20 clinical case modules
 - o The clinical case modules were developed by VCOM Discipline Chairs and are intended to provide an OMS 3 student with a clinical, patient-centered approach to the learning content of this rotation. The modules should not be approached as rote learning, but should provide structured, clinically focused learning from the evidence base for this rotation. The same module may be included under multiple topics in the syllabus to show its relevance to the topic, but students need to complete the module once. The clinical case modules must be submitted in Canvas by no later than 5 PM on the day of your end of rotation exam at <https://canvas.vcom.edu>. Failure to do so will result in a deduction of 5 points from your end-of-rotation exam score.
 - $\frac{3}{4}$ [Module 1: Mental Status Exam and Diagnosis](#)
 - $\frac{3}{4}$ [Module 2: Psychiatric Emergencies](#)
 - $\frac{3}{4}$ [Module 3: Neurocognitive Disorders](#)
 - $\frac{3}{4}$ [Module 3B: Neurocognitive Disorders](#)
 - $\frac{3}{4}$ [Module 4: Substance Related and Addictive Disorders](#)
 - $\frac{3}{4}$ [Module 5: Schizophrenia](#)
 - $\frac{3}{4}$ [Module 6: Mood Disorders](#)
 - $\frac{3}{4}$ [Module 7: Anxiety Disorders](#)
 - $\frac{3}{4}$ [Module 8: Obsessive Compulsive and Related Disorders](#)
 - $\frac{3}{4}$ [Module 9: Trauma or Stress Related Disorders](#)
 - $\frac{3}{4}$ [Module 10: Somatoform Symptoms Disorders and Dissociative Disorders](#)
 - $\frac{3}{4}$ [Module 11: Feeding and Eating Disorders](#)
 - $\frac{3}{4}$ [Module 12: Personality Disorders](#)
 - $\frac{3}{4}$ [Module 13: Child Psychiatry and Neurodevelopmental Disorders](#)
 - $\frac{3}{4}$ [Module 14: Disruptive, Impulse Control, and Conduct Disorders](#)
 - $\frac{3}{4}$ [Module 15: Paraphilias](#)
 - $\frac{3}{4}$ [Module 16: Geriatric Psychiatry](#)
 - $\frac{3}{4}$ [Module 17: Psychopharmacology](#)
 - $\frac{3}{4}$ [Module 18: Psychotherapy](#)
 - $\frac{3}{4}$ [Module 19: Legal Issues](#)

VII. Academic Expectations

Grading policies, academic progress, and graduation requirements may be found in the [College Catalog and Student Handbook](#)

absencand must be provided to the DSME and the Office of Clinical Affairs through the site coordinator. The form must be completed prior to the beginning of the leave. If an emergency does not allow the student to submit this prior to the absence, the “Excused Clinical Rotations Approval” form must be submitted as soon as the student is physically able to complete the form. In addition to completion of the form, students must contact the Department of Clinical Affairs, the Site Coordinator, and the preceptor’s office by 8:30 AM on the day they will be absent due to an illness emergency. No excused absence will be granted after the fact, except in emergencies as verified by the Associate Dean for Clinical Affairs.

Regardless of an excused absence, students must still complete a minimum of 160 ~~week~~ hours for a 4 rotation in order to pass the rotation. Any time missed must be remediated during the course of the rotation for credit to be issued. Students may remediate up to four missed days or 48 hours missed during any rotation period by working on normal days off. OMS 3 students who have any unexcused absences will be referred to the PESB.

B. Prohibited Use of External Accelerators

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5. Schizophrenia Spectrum and Other Psychotic Disorders

Reading Assignment: Textbook of Psychiatry, Chapter 5

Module: [Module 5: Schizophrenia](#)

Learning Objectives:

- a. The student will recognize, evaluate, and manage persons with psychosis associated with schizophrenic, affective, general medical and other psychotic disorders incorporating the following:
 - i. Define psychosis and the differential diagnosis for psychotic symptoms.
 - ii. Describe the genetic, neurobiological and environmental theories of etiology of schizophrenia.
 - iii. Describe the epidemiology of psychotic disorders.
 - iv. Summarize the treatment of schizophrenia spectrum and other psychotic disorders, including both pharmacologic and psychosocial interventions
 - v. List the features that differentiate:
 - a) Brief Psychotic Disorder
 - b) Delusional Disorder
 - c) Schizophreniform Disorder
 - d) Schizophrenia
 - e) Schizoaffective Disorder

6. Mood Disorders

Reading Assignment: Textbook of Psychiatry, Chapter 6

Module: [Module 6: Mood Disorders](#)

Learning Objectives:

- a. The student will recognize and describe the following as they pertain to the treatment of patients with mood disorders:
 - i. Discuss the evidence for neurobiological, genetic, psychological, and environmental etiologies of mood disorders.
 - ii. Know the epidemiologic, prevalence rate, and lifetime risks of mood disorders.
 - iii. Describe the criteria for depressive, hypomanic and manic episodes.
 - iv. Identify the etiology, the management and prognosis of major depression with or without:
 - a) Melancholic features,
 - b) Psychotic features,
 - c) Atypical features,
 - d) Catatonic features,
 - e) Seasonal patterns, and
 - f) Postpartum onset.
 - v. Describe the prevalence of major depression in patients with general medical illness (acute MI, diabetes, CVA, hip fracture, CV surgery) and the impact on morbidity and mortality.
 - vi. Outline the clinical features of, diagnosis, and management of:
 - a) Persistent Depressive Disorder (Dysthymia)
 - b) Premenstrual Dysphoric Disorder
 - c) Major Depressive Disorder
 - d) Bipolar Disorder

7. Anxiety Disorders

Reading Assignment: Textbook of Psychiatry Chapter 7

Module: [Module 7: Anxiety Disorders](#)

Learning Objectives:

- a. The student will recognize and describe the following as they relate to the evaluation and management of patients with anxiety disorders:
 - i. Describe the neurobiological, psychological, environmental, and genetic etiologies of anxiety disorder.
 - ii.

12 Personality Disorders

Reading Assignment: Textbook of Psychiatry Chapter 7

Module: [Module 12: Personality Disorders](#)

Learning Objectives

- a. The student will achieve the following objectives as they pertain to the etiology, diagnosis and management of patients with pathological personality structure or disorders:
 - i. Describe the DSM theoretical models of personality disorders including trait and dimensional models.
 - ii. Identify proposed neurobiological, genetic, developmental, behavioral and sociological factors which affect the development of personality disorders.
 - iii. Recognize general medical and other psychiatric disorders that may present with personality changes and may be confused with personality disorders.

13 Child Psychiatry and Neurodevelopmental Disorders

Reading Assignment: Textbook of Psychiatry Chapters 4, 9, 7, and 14

Module: [Module 13: Child Psychiatry and Neurodevelopmental Disorders](#)

Learning Objectives:

- a. The student will describe the process and indications for the psychiatric evaluation of children and adolescents at different developmental stages including the following:
 - i. Describe common tests in psychometric evaluation.
 - ii. Define the value of data from multiple sources, teachers, parents, other nonphysician
 - iii. Describe the history, clinical findings, evaluation, and differential diagnosis for the following and the management of:
 - a) Attention deficit hyperactivity disorder
 - b) Conduct Disorder
 - c) Anxiety Disorder
 - d) Depression in children
 - e) Suicide risk
 - f) Mood disorders associated with physical or sexual abuse or neglect

14 Disruptive, Impulse-Control and Conduct Disorders

Reading Assignment: Textbook of Psychiatry Chapter 4

Module: [Module 14: Disruptive, Impulse-Control and Conduct Disorders](#)

Learning Objectives:

- a.

19. Osteopathic Manipulative Treatments in Psychiatric Patients

Learning Objectives:

- a. Identify specific indications and contraindications for OMM in psychiatric patients.
- b. Identify methods to incorporate holistic care in the management of the patient with psychiatric disorders.
- c. Identify special considerations in developing OMM treatment plans for patients with a psychiatric diagnosis and/or abuse history.
 - i. Additional elements of consent
 - ii. Safety of patient and provider
- d. Identify and demonstrate OMM treatment approaches to the care of patients with depression, anxiety, and/or other psychiatric diagnoses
 - i. Osteopathic techniques reviewed in lab may include any of the following techniques
 - a) Direct Techniques
 - 1) Scalene ME
 - 2) Trapezius Inhibition
 - 3) Soft tissue and MFR Rib Raising seated
 - 4) Suboccipital release
 - 5) Venous Sinus Technique
 - 6) MFR Linea Alba
 - 7) Pectoral Traction
 - 8) Direct MFR horizontal diaphragms
 - 9) Sacral Rocking
 - 10) ME Pubic symphysis
 - 11) Direct MFR Pelvic floor
 - b) Indirect Techniques
 - 1) Counterstrain Pectoralis.
 - 2) CV4
 - 3) Indirect MFR horizontal diaphragms

20. Legal Issues in Psychiatry

Reading Assignment: Textbook of Psychiatry Chapter 9

Module: [Module 19: Legal Issues](#)

Learning Objectives:

- a. The student will recognize and describe the indications for, the techniques of, and contraindications to the following:
 - i. Recognize the following legal concepts/terms and their relevance to psychiatric practice
 - ii. Health Accountability and Portability Act (HIPPA)
 - iii. The Tarasoff rule
 - iv. Informed consent
 - v. Medical malpractice and negligence
 - vi. Boundary violations
 - vii. Summarize the general procedure and concept of involuntary commitment including the following:
 - a) General principles and laws affecting involuntary hospitalization
 - b) The physician's role in involuntary hospitalization
 - c) Potential abuse of involuntary hospitalization and legal protections against it.
 - viii. Recognize and understand the involvement of psychiatrists in criminal proceedings including:
 - a) Determination of competency to stand trial
 - b) Criminal responsibility and the criminal retention system
 - c) Mens rea and actus rea
 - d) The M'Naghten standard