DEPARTMENT OF PSYCHIATRY & BEHAVIORAL SCIENCES

3rd Year Medical Student Clerkship

Clinical Logbook
2007/2008

Must Have:

- 8 different (diagnosis) log entries
  - 4 must be turned in by the 3rd Friday of the rotation; all 8 by last day of rotation.

  - Delirium/Dementia
  - Psychosis
  - Depression/Grief
  - Anxiety
  - Substance Use/Abuse
  - Personality Disorder
  - Child & Adolescent
  - Mania
  - Somatization and Pain

- 1 of the 8 must be Delirium/Dementia
- 4 of the 8 must be signed by faculty
  (this includes the write-up to be graded on-line~see rules for write-up attached)
- 1 write-up w/log entry signed by a resident or faculty
- 2 must be an observed history
- 2 must be a formal case presentation to a faculty or resident

* COMPLETE logbook must be turned in to the coordinator by the last day of the rotation @ 5:00 pm.
1. GENERAL GOALS OF THE PSYCHIATRY 3RD YR CLERKSHIP

To provide the opportunity for 3rd year students to increase their understanding of the biological, psychological and social factors that affect human behavior in health and illness.

To provide the opportunity for 3rd year students to learn the fundamentals to psychiatric diagnosis and treatment based on this understanding and through the Core Clinical Experiences master the necessary cognitive knowledge.

To provide 3rd year students with the opportunity to acquire and practice the basic skills necessary to evaluate patients with psychiatric disorders.

To help 3rd year students recognize the importance of establishing a therapeutic relationship with patients and learn to assess those factors (in themselves and their patients) which enhance or detract from this relationship.

To help 3rd year students learn how to use psychiatric consultants and when to ask for help.

The patient logbook is an opportunity for you to receive immediate feedback on your patient evaluations. **You should complete a minimum of 8 patient problems.** Four of these entries must be turned in by the 3rd Friday of the term. The 2nd Hx and PE is due in Tracie’s office by the end of the 5th week, and the rest of the course requirements are due by the last day @ 5:00 p.m. All students must do entry #1 (Delirium/Dementia). Each entry must be a separate diagnosis. For each log entry, you will be evaluated on one of the 3 following criteria:

1) Observed psychiatric interview
2) Oral presentation of psychiatric assessment with presumed diagnosis, differential diagnosis and treatment plan.
3) Formal write-up of history and physical examination
(MUST BE COMPLETED BY WEEK #2 OF THE COURSE, and WEEK #5 OF THE COURSE)

During the clerkship you must complete all three types of assessments at least twice, meaning that you will be assessed on at least 2 observed interviews, 2 oral presentations, and 2 written Hx and PE’s. However, the first Hx and PE write-up will be part of your logbook and must be completed no later than the end of week 2 of your clerkship (to give your faculty or resident time to grade). A log entry should be completed on this write-up by your resident or faculty to be included with the four log entries due by the end of the 3rd week.

The second write-up should be submitted to Tracie **no later than week 5.** On the top of the write-up indicate: “Log entry for:” and list the diagnosis that corresponds with the H&P. Send the 2nd write-up to Tracie electronically. This write-up will be graded by a faculty member anonymously through an on-line template and will count as one of your “faculty” requirements for your logbook. You do not need to get your attending or resident to “sign off” on your second Hx and PE.

15% of your grade will be determined by your logbook performance. It is the student’s responsibility to get each logbook signed and returned before the end of the rotation. If you do not turn in signed logbook pages by the last day of the rotation, 1 point will be deducted from your logbook grade for each day you do not turn this entry in. Please read your instructions in the logbook.

Revised 7/27/07
1. Delirium and Dementia (must be one of the six)

The student will be able to:

Knowledge
- list and describe the diagnostic criteria of delirium and dementia
- outline the basic treatment strategies of acute and chronic organic brain syndromes

Skills
- perform a mental status exam and physical exam according to guidelines
- identify signs and symptoms in the mental status examination and physical examination that would suggest an organic brain syndrome
- select a diagnostic work-up (CBC, chemistry, MRI, etc.) necessary to clarify the etiology of delirium and dementia
- integrate data gathered into a coherent diagnostic formulation

Attitudes
- demonstrate an appreciation of how organic states can mimic psychiatric disorders and the importance of considering an organic diagnosis before assuming symptoms are psychiatrically caused

Evaluation of this student is based on (check all that apply):

_____ Observation by faculty or resident
_____ Oral presentation to faculty or resident
_____ Formal write-up of history

Based on the above criteria, please comment specifically on student:
(Refer to clerkship evaluation form for examples of comments)

a) Interview and examination skills including the mental status exam

b) Verbal and written communication skills

c) Problem-solving and decision-making skills

d) Professional behavior

Based on these comments, the student should receive a rating of:

☐ Exceeds expectations; consistently proficient; areas of excellence are explained above
☐ Meets expectations for level of training; clinically competent; strengths and weaknesses are explained above
☐ Meets some expectations but important weaknesses seen, as noted above
☐ Clearly unacceptable performance; demonstrates serious deficiencies requiring remediation, as noted above

Signature of Faculty/Resident (Circle One)   Print Name   Date Completed

Revised 7/27/07
The student will be able to:

Knowledge

- list and describe the diagnostic criteria of psychosis
- describe the treatment of psychosis—psychosocial as well as pharmacological interventions—and the effects, side-effects, indications, contraindications, and dosages of antipsychotic medications used in the treatment of psychotic conditions

Skills

- perform a mental status examination
- gather data from sources other than the patient (e.g., collaboration from family, friends, the medical record etc.) for a psychotic patient
- integrate data gathered into a coherent diagnostic formulation
- demonstrate the ability to interview an acutely psychotic patient

Attitudes

- demonstrate an appreciation of the biological, psychological and social aspects of psychotic conditions
- demonstrate an appreciation for the dilemmas of families who take care of psychotic individuals
- demonstrate an appreciation for the presence of concurrent medical conditions in the psychotic patient

Evaluation of this student is based on (check all that apply):

- Observation by faculty or resident
- Oral presentation to faculty or resident
- Formal write-up of history

Based on the above criteria, please comment specifically on student:
(Refer to clerkship evaluation form for examples of comments)

Interview and examination skills including the mental status exam

Verbal and written communication skills

Problem-solving and decision-making skills

Professional behavior

Based on these comments, the student should receive a rating of:

- Exceeds expectations; consistently proficient; areas of excellence are explained above
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Signature of Faculty/Resident (Circle One)      Print Name      Date Completed

Revised 7/27/07
The student will be able to:

Knowledge

- describe the presentations of depression in medical settings
- describe/outline biological and psychological theories of the etiology of depression
- distinguish the illness of a major depression from grief reactions, and will (differentiate between or describe) the diagnostic criteria of major depression, dysthymia, adjustment disorder etc.
- outline the treatment of depression including biological treatments (the administration and side effects of antidepressant medications, lithium, ECT, etc.) and the basics of psychotherapeutic strategies for depression
- outline the states of grief and describe their appropriate treatment in the medical setting

Skills

- evaluate suicidality in patient with depressive symptoms
- interview and perform a mental status examination on a patient with depressive symptoms

Attitudes

- demonstrate an appreciation for involuntary commitment laws and why they are used

Evaluation of this student is based on (check all that apply):

- Observation by faculty or resident
- Oral presentation to faculty or resident
- Formal write-up of history

Based on the above criteria, please comment specifically on student:
(refer to clerkship evaluation form for examples of comments)

Interview and examination skills including the mental status exam

Verbal and written communication skills

Problem-solving and decision-making skills

Professional behavior

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Signature of Faculty/Resident (Circle One)  Print Name  Date Completed

Revised 7/27/07
The student will be able to:

Knowledge
- List and describe the diagnostic criteria of anxiety
- List the pharmacological treatments available for anxiety and when they should be used

Skills
- Interview a patient with anxiety and determine whether they meet diagnostic criteria for a specific anxiety disorder (e.g., panic disorder, generalized anxiety disorder, post traumatic stress syndrome, phobias, obsessive-compulsive disorder)

Attitudes
- Demonstrate an appreciation of the pros and cons of using anti-anxiety drugs (specifically benzodiazepines in a medical practice)

Evaluation of this student is based on (check all that apply):

_____ Observation by faculty or resident
_____ Oral presentation to faculty or resident
_____ Formal write-up of history

Based on the above criteria, please comment specifically on student:
(Refer to clerkship evaluation form for examples of comments)

a) Interview and examination skills including the mental status exam

b) Verbal and written communication skills

c) Problem-solving and decision-making skills

d) Professional behavior

Based on these comments, the student should receive a rating of:

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The student will be able to:

**Knowledge**
- describe techniques for establishing treatment alliance with a substance abusing patient
- describe techniques for involving the patient's family in evaluation
- describe techniques for setting a goal and making appropriate referrals for treatment
- describe techniques for evaluating and treating withdrawal syndromes

**Skills**
- demonstrate competence in obtaining a detailed substance abuse history
- demonstrate competence in screening all patients for substance abuse problems

**Attitudes**
- demonstrate an appreciation for how medical practitioners may contribute to chemical dependency and also how fear of this may interfere with the appropriate treatment of some patients
- demonstrate an appreciation of his or her own negative attitudes toward individuals who abuse alcohol and/or drugs and of how those attitudes may interfere in developing a therapeutic relationship to aid the patient
- demonstrate an appreciation of how substance use is frequently a co-morbid condition in many psychiatric disorders

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**Evaluation of this student is based on (check all that apply):**

- Observation by faculty or resident
- Oral presentation to faculty or resident
- Formal write-up of history

**Based on the above criteria, please comment specifically on student:**
(Refer to clerkship evaluation form for examples of comments)

a) Interview and examination skills including the mental status exam

b) Verbal and written communication skills

c) Problem-solving and decision-making skills

d) Professional behavior

**Based on these comments, the student should receive a rating of:**
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Signature of Faculty/Resident (Circle One)      Print Name      Date Completed

Revised 7/27/07
6. Personality Disorders

The student will be able to:

Knowledge

- cite the incidence of and describe the diagnostic criteria for the three clusters of personality disorders
- explain how different personality disorders may impact staff and create problems on an inpatient unit
- explain how different personality styles impact the presentation of medical and psychiatric illness

Skills

- interview a patient with significant personality problems and determine if they meet the diagnostic criteria for a specific personality disorder

Attitudes

- demonstrate an appreciation of his or her own reaction to different personality styles and personality disorders and of how these attitudes may detract or enhance from effective intervention strategies

Evaluation of this student is based on (check all that apply):

- Observation by faculty or resident
- Oral presentation to faculty or resident
- Formal write-up of history

Based on the above criteria, please comment specifically on student:
(Refer to clerkship evaluation form for examples of comments)

Interview and examination skills including the mental status exam

Verbal and written communication skills

Problem-solving and decision-making skills

Professional behavior

Based on these comments, the student should receive a rating of:

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Signature of Faculty/Resident (Circle One)        Print Name        Date Completed

Revised 7/27/07
The student will be able to:

Knowledge
· describe the role played by developmental factors in the assessment of child/adolescent normality and psychopathology
· list and describe the major child/adolescent psychiatric disorders, including those usually first diagnosed in infancy, childhood and adolescence
· identify (or define) major psychopharmacological and psychosocial therapies available for child/adolescent disorders

Skills
· to interview and perform a mental status examination on a child/adolescent patient
· to gather data from a variety of sources (i.e., child, parents, teachers, medical/psychiatric/developmental/familial history, psycho-educational testing, etc.

Evaluation of this student is based on (check all that apply):

_____ Observation by faculty or resident
_____ Oral presentation to faculty or resident
_____ Formal write-up of history

Based on the above criteria, please comment specifically on student:
(Refer to clerkship evaluation form for examples of comments)

a) Interview and examination skills including the mental status exam
b) Verbal and written communication skills
c) Problem-solving and decision-making skills
d) Professional behavior

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8. Mania

The Student will be able to:

Knowledge
- List and describe the diagnostic criteria for mania
- Distinguish the difference between mania and hypomania
- Outline the medical illnesses and substances which can mimic or induce mania
- Outline the treatment strategies for mania

Skills
- Interview a patient and determine through mental status exam if they are having a manic episode
- Select an appropriate diagnostic work-up for new onset mania

Attitudes
- Demonstrate an appreciation for the countertransference evoked by manic patients

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Evaluation of this student (check all that apply):

_____ Observation by faculty or resident
_____ Oral presentation to faculty or resident
_____ Formal write-up of history

Based on the above criteria, please comment specifically on student:
(Refer to clerkship evaluation form for examples of comments)

a) Interview and examination skills including the mental status exam

b) Verbal and written communication skills

c) Problem-solving and decision-making skills

d) Professional behavior

Based on these comments, the student should receive a rating of:

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Revised 7/27/07
9. Somatization and Pain

The student will be able to:

Knowledge

- list the different somatization disorders and the diagnostic criteria
- determine the appropriate diagnostic work-up for a patient
- outline the treatment strategies for somatizing patients
- differentiate somatization disorders from factitious disorders and malingering
- outline the nonpharmacologic treatment strategies for helping pain patients

Skills

- demonstrate the appropriate way to build a therapeutic alliance with a somatizing or pain patient
- identify in a patient the psychosocial contributions to somatization and pain

Attitude

- demonstrate an appreciation for the contribution of psychosocial factors in the experience of illness and pain

Evaluation of this student is based on (check all that apply):

- Observation by faculty or resident
- Oral presentation to faculty or resident
- Formal write-up of history

Based on the above criteria, please comment specifically on student:

(Refer to clerkship evaluation form for examples of comments)

Interview and examination skills including the mental status exam

Verbal and written communication skills

Problem-solving and decision-making skills

Professional behavior

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