

LEARNING OBJECTIVES: PSYCHIATRY PSYCHIATRIC EMERGENCY ROOM SUBINTERNSHIP
(VA CONNECTICUT HEALTHCARE SYSTEM)

Overarching Goals	Elective objectives: By the end of the rotation, students will be expected to:	Where/how taught <i>(location or learning activity)</i>	Taught by <i>(attending, fellows, etc.)</i>	How student's achievement of objective is assessed <i>(assessment method)</i>	How feedback is given <i>(feedback method)</i>	Quantity target <i>(target number of patients/events during rotation)</i>
1, 2, 3, 4, 5, 6	<p>1. History skills: Gather the necessary information for an emergency psychiatric assessment and complete a history in the medical record for at least 8 patients.</p> <ul style="list-style-type: none"> a. The student should be able to perform an appropriate emergency psychiatric assessment including a safety assessment, of patients who present to the psychiatric emergency room. b. The student should be able to perform an appropriate re-assessment of patients who have been observed overnight. The student should understand various inpatient and outpatient treatment options and be able to make appropriate medical decisions. c. Perform an appropriate assessment of safety, including suicidal thoughts/behaviors, homicidal thoughts/behaviors, acute psychosis, acute mania and delirium. 	Psychiatric Emergency Room at VACHS	PER Attendings, Fellows, Chief Residents	Direct evaluation of assessment; review of written and oral presentations	Immediate verbal feedback	20 patients
1, 2, 3, 4, 5	<p>2. Mental status examination skills: Complete a pertinent mental status examination (including cognitive assessment) on at least 8 patients. The student should demonstrate the ability to perform this pertinent examination while being observed by at least one attending or resident.</p> <ul style="list-style-type: none"> a. The student should be able to understand the importance of the mental status exam in the examination of the emergency psychiatry patient. b. The student should be able to explain each part of the examination of the mental status, why it is being performed and what abnormalities are being sought. 	Psychiatric Emergency Room at VACHS	PER Attendings, Fellows, Chief Residents	Direct evaluation of assessment; review of written and oral presentations	Immediate verbal feedback	20 patients

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1, 2, 3, 4, 5, 6, 7, 8	<p>3. Knowledge/diagnostic and treatment skills: The student should understand the common causes of psychiatric emergencies and their assessments.</p> <ul style="list-style-type: none"> a. Identify and assess risk factors and protective factors for suicide. b. Understand the common presenting symptoms and treatment of intoxication with alcohol and drugs of abuse. c. Understand the common presenting symptoms and treatment of withdrawal from alcohol and drugs of abuse. 	Psychiatric Emergency Room at VACHS	PER Attendings, Fellows, Chief Residents	Direct evaluation of assessment; review of written and oral presentations	Immediate verbal feedback	20 patients
4	<p>4. Procedural skills: The student should become familiar with various techniques to help motivate and facilitate a patient into treatment. The student should become comfortable using these techniques.</p> <ul style="list-style-type: none"> a. Understand the basic approach to twelve step facilitation. b. Understand the basic approach to motivational enhancement therapy. 	Psychiatric Emergency Room at VACHS	PER Attendings, Fellows, Chief Residents	Student to observe attending and to be observed by attending	Immediate verbal feedback	6 patients
4, 5, 6	<p>5. Attitude: Demonstrate professional responsibility in working as a team member with other members of the Psychiatric Emergency Room care team, patients and families.</p> <ul style="list-style-type: none"> a. The student should exhibit sensitivity to the psychosocial issues faced by patients in crisis. b. The student should exhibit honesty, accuracy and integrity in all interactions with patients, families, colleagues and others. 	Psychiatric Emergency Room at VACHS	PER Attendings, Fellows, Chief Residents	Direct evaluation of student; review of written and oral presentations	Immediate verbal feedback	N/A
5, 6, 8	<p>6. Career/context: Know the training/career pathway for psychiatry in the outpatient, inpatient and emergency setting.</p>	Psychiatric Emergency Room at VACHS	PER Attendings, Fellows,	Role modeling; small group discussions with team;	Immediate verbal feedback and exit interviews	N/A

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	<ul style="list-style-type: none"> a. Understand the various career options, including within various systems of care. b. Know key roles that the specialty plays in the health care system. 		Chief Residents	one-to-one discussions with team member		