

University of South Florida
Morsani College of Medicine

**ACTING INTERNSHIP
CONSULTATION LIAISON
PSYCHIATRY
MDI 8841**

**Syllabus
2023-2024**



Transmissible Disease Procedures

All students must be aware of and comply with university policies regarding Covid-19 and other transmissible diseases. They should also be aware of and comply with the policies at the clinical affiliates where their clinical training occurs. Failure to do so may result in disciplinary action.

Acting Internship Catalog Description

This elective is designed to provide students with a greater understanding of the interface between psychiatry and medical illness. Students will assist the Consultation Team in interviewing medical/surgical patients at Tampa General Hospital or the James A. Haley Veterans Hospital. Students will be asked to evaluate patients and ascertain how the patient's medical illness is affected by psychological factors. They will be exposed to a wide range of psychopathology including mood disorders, conversion disorders, psychotic disorders, delirium, dementias, and other organic illnesses.

Acting Internship Director/Coordinator Contact Information.

Course Director: Sandra Stock, M.D. – 813-230-8422; sstock@usf.edu

Course Coordinator: Pat Crump – 813-974-5368; pcrump@usf.edu

Acting Internship Director's Welcome

This exciting rotation will prepare students to function as interns in the field of psychiatry. This is a 4-week acting internship is designed to provide a more intense and comprehensive exposure consultation psychiatry. Please remember that we expect you to maintain the highest standards for professionalism, confidentiality and safety throughout this acting internship. Refer to your Student Handbook for reminders about these expectations.

How to be Successful During This Acting Internship

Contact the site director the week before your rotation to confirm the time you should arrive and get information about residents or other faculty who you will make contact with on your first day. Students are encouraged to assume primary responsibility for their patients in the hospital. This means knowing everything about the patient's history, physical exam, laboratory evaluation, medications, and hospital course. Students find their experiences most rewarding when they assume this level of responsibility and interaction with their patients. Students are encouraged to be an active participant in team discussions even if it is not your patient being discussed.

Acting Internship Objectives – All Acting Internships

Course Objective	Program Objective	Specialty Track Phase Objectives
<p>Student will demonstrate the ability to gather a history from patients with a variety of clinical conditions within the course's specialty</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation</p>	<p>EPA 1: Gather a history and perform a physical examination</p>

	<p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability perform a physical exam with a variety of clinical conditions within the course's specialty</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p>	<p>EPA 1: Gather a history and perform a physical examination</p>

	<p>5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability prioritize a differential diagnosis and give rationale for prioritization</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p> <p>2.2 Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations</p> <p>2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and</p>	<p>EPA 2: Prioritize a differential diagnosis following a clinical encounter</p>

	<p>other aspects of evidence-based health care</p> <p>2.4 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.8 Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty</p>	
<p>Student will demonstrate the ability to recommend and interpret diagnostic tests for patients based upon their differential diagnosis</p>	<p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p>	<p>EPA 3: Recommend and interpret common diagnostic and screening tests</p>

	<p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</p> <p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making</p> <p>1.9 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>2.4 Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations</p> <p>3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care</p> <p>6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p> <p>8.1 Incorporate considerations of cost awareness and risk-</p>	
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	<p>benefit analysis in patient and/or population-based care</p> <p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p>	
<p>Student will demonstrate the ability to create and implement a therapeutic plan based upon their differential diagnosis which includes entering orders and prescriptions.</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</p> <p>1.6 Develop and carry out patient management plans</p> <p>3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise</p> <p>3.7 Use information technology to optimize learning</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p>	<p>EPA 4: Enter and discuss orders and prescriptions</p>

	<p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p>	
<p>Student will demonstrate the ability to document a clinical encounter in the patient record</p>	<p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p> <p>1.6 Develop and carry out patient management plans</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.2 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.5 Maintain comprehensive, timely, and legible medical records</p> <p>5.4 Demonstrate accountability to patients, society, and the profession</p> <p>6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty</p>	<p>EPA 5: Document a clinical encounter in the patient record</p>

	<p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p>	
<p>Student will demonstrate the ability to see multiple patients in a clinical session while maintaining accuracy and thoroughness of their history taking, physical exam skills, ability to create a differential diagnosis and implementation of the clinical plan.</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p> <p>1.6 Develop and carry out patient management plans</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.2 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p>	<p>EPA 1-5</p>

	<p>4.5 Maintain comprehensive, timely, and legible medical records</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>5.4 Demonstrate accountability to patients, society, and the profession</p> <p>5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation</p> <p>6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in</p>	
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	appropriate help-seeking behaviors	
Student will demonstrate the ability provide a concise yet pertinent oral presentation of a clinical encounter	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.4 Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior</p>	EPA 6: Provide an oral presentation of a clinical encounter

	<p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
<p>Student will demonstrate the ability to investigate clinical questions and apply evidence they obtained from the literature to patient care.</p>	<p>2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>2.4 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>3.1 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>3.3 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes</p> <p>3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems</p> <p>3.7 Use information technology to optimize learning</p>	<p>EPA 7: Form clinical questions and retrieve evidence to advance patient care</p>

	<p>3.9 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will participate in the patient handover process to responsibly transition care</p>	<p>1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes</p> <p>3.5 Incorporate feedback into daily practice</p> <p>3.7 Use information technology to optimize learning</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.3 Work effectively with</p>	<p>EPA 8: Give and receive a patient handover to transition care responsibility</p>

	<p>others as a member or leader of a health care team or other professional group</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability to collaborate as a member of an interprofessional team</p>	<p>3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.3 Work effectively with others as a member or leader of a health care team or other professional group</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p>	<p>EPA 9: Collaborate as a member of an interprofessional team</p>

	<p>6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty</p> <p>6.2 Coordinate patient care within the health care system relevant to one's clinical specialty</p> <p>7.1 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust</p> <p>7.2 Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served</p> <p>7.3 Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations</p> <p>7.4 Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in</p>	
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	<p>appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.6 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
<p>Student will demonstrate the ability to recognize if a patient needs to be transitioned to an increased or decreased level of care.</p>	<p>1.1 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system</p> <p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>1.4 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p>	<p>EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management</p>

	<p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</p> <p>1.6 Develop and carry out patient management plans</p> <p>1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.6 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will participate in obtaining consent for therapeutic care where verbal consent is required.</p>	<p>1.3 Organize and prioritize responsibilities to provide care</p>	<p>EPA 11: Obtain informed consent for tests and/or procedures</p>

	<p>that is safe, effective, and efficient</p> <p>1.6 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making</p> <p>4.1 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>4.5 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in</p>	
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	<p>appropriate help-seeking behaviors</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
<p>Student will demonstrate the ability to perform procedures appropriate for their track specialty</p>	<p>1.1 Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice.</p> <p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.5 Maintain comprehensive, timely, and legible medical records</p> <p>4.6 Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics</p> <p>5.6 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations</p>	<p>EPA 12: Perform general procedures of a physician</p>

	<p>6.3 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
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Elective Objectives – Specific to Course

By the end of the rotation, students will:

1. Demonstrate familiarity with psychiatric diagnoses common in the medically ill.
2. Demonstrate the ability to perform interviews on difficult medical/surgical patients.
3. Demonstrate the ability to function well as part of a Consultation/Liaison Team and work with members of other medical teams and other disciplines.

Acting Internship Schedule

Students will be expected to be in the hospital Monday through Friday 8am to 5pm. There are no night or weekend sessions.

Acting Intern Locations (address, room#, clinic phone #)

Rotation Locations:

Tampa General Hospital, 2nd Floor, for day 1 arrive at 7:30 AM

Follow the signs to the GEDI building. Once you cross the glass-enclosed walkway, you will see, immediately on the right, a door labeled “Aeromed.” Enter that door, and the first door on the right inside the suite is the Psychiatry Consult Office. (813) 844-7545 or (813) 844-7950.

Tampa General Hospital Site Director: Dr. Kimberly Hartney, (941) 276-3759 khartney@usf.edu

Tampa General Hospital Faculty:

Dr. Kimberly Hartney khartney@usf.edu

Dr. Kristina Checktoka kchechotka@usf.edu

Dr. Alexis Cohen-Oram ancohen@usf.edu

Dr. Gregory Iannuzzi iannuzzi@usf.edu

Dr. Patrick McIver pmaciver@usf.edu

James A. Haley Veterans’ Hospital, arrive at 8:00 AM

JAHVA Main Hospital, GA-004 at Ground Floor

13000 Bruce B. Downs Blvd., Tampa, FL 33612

813-972-2000, Ext. 1605

James A. Haley Veterans’ Hospital Site Director: Dr. Adam Fusick Adam.Fusick@va.gov

James A. Haley Veterans’ Hospital Faculty:

Dr. Adam Fusick Adam.Fusick@va.gov

Dr. Steven Gunther Steven.Gunther@va.gov

Dr. Glenn Catalano Glenn.Catalano@va.gov

Dr. Deborah Sanchez Deborah.Sanchez@va.gov

Acting Internship Educational Sessions/Materials

Educational Sessions:

Students will be expected to be in the hospital Monday through Friday 8am to 5pm. There are no night or weekend sessions. Students are encouraged to spend their time outside the hospital expanding their knowledge base by reading relevant and patient driven literature. There are no formal didactics as the goal of this rotation is to have the students fully immersed in the clinical setting. There are no required texts or readings but preceptors will assign readings on a case-by-case basis.

Students should read some on the advanced topics of psychiatry early on and throughout the acting internship. The Shimberg library has access to the American Psychiatric Association's Psychiatry Online (find under the A-Z resources). There is online access to the DSM 5, several major psychiatric textbooks and journals.

Activities during the rotation:

You will function as much like a resident as possible during the rotation interfacing directly with the faculty member regarding your patients' care. You will be expected to do the following:

1. Perform an initial interview for a minimum of four new patients per week.
2. Conduct daily follow up interviews and examinations with patients under your ongoing care.
3. Contact collateral sources as appropriate (and with appropriate patient consent).
4. Present your finding from chart review, patient interviews and collateral sources to the supervising faculty member in an organized fashion including your diagnostic impressions and treatment plan.
5. Document your findings in the medical record in an organized, legible and timely manner.
6. Incorporate findings from the medical work up into your differential and modify care as needed.
7. Conduct supportive therapy or crisis intervention as needed for your patients.

Required activities:

1. Students must complete the logbook on a weekly basis – expectations are to see at least four new patients per week. Follow at least two patients per week for ongoing assessment and care.
2. Students must prepare *a minimum* of two biopsychosocial formulations for patients where the student conducts the initial interview. These may or may not be included in the patient record, however, a copy of these (without patient identifying information) must be turned into the course director (Dr. Stock) for inclusion in your file.
3. Students must prepare *at least one* brief, ten-minute presentation on a learning topic that they identified from a patient under their care. Students should conduct a literature search on the patient care question and present the conclusions from that search to the team they are working with for the month. The reference list and main

recommendations from your presentation should be submitted to the education office for inclusion in your file.

Biopsychosocial formulation: Psychiatric symptoms represent final common pathways in human behavior. The same symptoms can result from different pathophysiologic processes or a variety of life events. The formulation helps to integrate the impact of various factors on the presentation of symptoms for a specific patient and this will be used to guide the treatment planning. The biopsychosocial formulation should begin with a one line introduction summarizing the patient’s age and presenting symptoms. It is followed by a discussion of the biologic, psychological and social factors contributing to the patient’s presentation.

Below are common items discussed in the formulation:

Biologic:	Psychological	Social:
<ul style="list-style-type: none"> • Family psych history • Effects of alcohol or drugs (prenatal or current) • Effects of prescription meds • General medical condition effects on CNS • Neuroimaging or labs • Compliance with meds 	<ul style="list-style-type: none"> • Eriksonian stage • Defense mechanisms • Personality style or traits • Coping mechanisms • Psychological testing • Recurrent life events (abandonment, grief, trauma etc.) • Relationship patterns • How pt has dealt with adversity in the past 	<ul style="list-style-type: none"> • Bullying/teasing • Family stress • Money problems • Housing problems or living in a bad neighborhood • Problems with social support

EXAMPLE BIOPSYCHOSOCIAL FORMULATION:

Ms. A is a 55 year-old female presenting with symptoms of depression and suicidal thoughts. Biological contributors to her presentation include medical history of hypothyroidism that is not being managed closely, use of propranolol for HTN and alcohol use of 2-3 glasses of wine per night. She has no family history of mood disorders. Psychologically, her strengths include having a masters degree and stable employment as an accountant for the past 25 years. She has a history of emotional and physical abuse as a child, but is able to maintain several close friendships and a warm marriage. Socially, she has few leisure activities outside of work and her husband travels weekly for work leaving her home alone much of the time

Evaluation:

The supervising faculty will evaluate the student’s clinical performance. Grading is based 100% on clinical performance.

1. Faculty are expected to meet with the student at the end of the 2nd week of the rotation to discuss formative feedback. This is required to assist students in identifying their areas of weakness while affording them the opportunity to work on improving these skills during the remaining 2 weeks. This is intended to be a discussion, however, a form

has been designed to create a framework for the feedback and should be completed (see form at the end of the syllabus).

- At the end of the rotation, the faculty will complete a summative evaluation of the student.

Midpoint assessment form:

Complete and turn in to Pat Crump by end of the rotation:

USF Morsani College of Medicine			
PSYCHIATRY SUBINTERNSHIP EVALUATION FORM			
HQ= High quality work; AQ=Adequate work in this area; NY=Competency not yet attained in this area			
SSE=Student Self Evaluation			
STUDENT NAME: _____			Date: _____
SSE		HQ	AQ
	PATIENT CARE		NY
<input type="checkbox"/>	History-taking skills Patient-centered, logical, organized, complete and efficient	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Physical exam skills Exam performed with skill, logic, efficiency and maximal patient comfort	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Differential diagnosis skills and clinical reasoning Completeness, prioritization and justification of diagnoses	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Selection and interpretation of diagnostic test(s) Test selection, justification, and interpretation	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Formation of treatment plan Logical, evidence based, patient-centered	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Written documentation Balances completeness and conciseness, fluent, logical	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Oral presentations Balances completeness and conciseness, fluent, logical	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Values-centered patient care Optimizes patient interactions based on awareness of own and patient's values	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Promotion of prevention and wellness in patient care Promotes prevention strategies and wellness counseling	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Application of health care systems and financing in care Demonstrates how knowledge of patients' insurance and other financial needs affects the care plan	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Procedural skills (e.g. suturing, phlebotomy) Technically proficient, sensitive to patient needs	<input type="checkbox"/>	<input type="checkbox"/>

FINAL GRADING AND RIME RUBRIC (H, PC, P, R, I, F)

Final grade of the Acting Internship in Psychiatry – Advanced Adult Inpatient course is determined as follows:

The student's final grade is determined solely by his/her clinical faculty evaluation which is completed at the end of the 4-week experience. Students should solicit mid-rotation feedback from their resident and attending at the completion of the first 2 weeks of the experience. No feedback form is required; however, this will facilitate discussion of competencies met or issues that need to be addressed prior to the completion of the rotation.

Honors Eligibility

In order to be eligible for a grade of honors, a student must achieve ALL of the following:

- Consistently receives outstanding clinical evaluations [level of an intern – may have some level of a 4th year] from the residents and faculty.
- Receives a final RIME scoring of at least a Manager.
- Consistently demonstrates professional behavior, including attending all scheduled activities except in the event of an excused absence.
- Completes all portfolio assignments on time

Pass with Commendation Eligibility

In order to be eligible for a grade of pass with commendation, a student must achieve ALL of the following:

- Consistently receives above average clinical evaluations [level of a 4th year] from the residents and faculty.
- Receives a final RIME scoring of at least Interpreter.
- Consistently demonstrates professional behavior, including attending all scheduled activities except in the event of an excused absence.
- Completes all portfolio assignments on time

Pass Eligibility

In order to be eligible for a grade of pass, a student must achieve ALL of the following:

- Consistently receive average clinical evaluations [level of an early 4th year or 4th year] from the residents and faculty
- Receives a final RIME scoring of at least Reporter with evidence of some interpreter skills
- Consistently demonstrates professional behavior, including attending all scheduled activities except in the event of an excused absence.
- Completes all portfolio assignments on time

Remediation

A student will receive a grade of remediation if any of the following occur:

- Consistently receives clinical evaluations from the residents and faculty which are at the level of a 3rd year student in a particular area (e.g. H&P, documentation).
- The student fails to hand in their completed assignments without being granted an extension for the assignments.
- Receives a final RIME score of Reporter without evidence of advancement to Interpreter.
- Student has a focal area of unprofessionalism.

Incomplete

A student will receive an incomplete grade if any of the following occur:

- The student has assignments which are still due to the course director, but the student proactively asked for and received an extended due date.
- The student fails to make up any absent sessions.

Fail

A student will receive a grade of fail if any of the following occur:

- Consistently receives clinical evaluations from the residents and faculty which are at the level of a 3rd year student across multiple areas.
- The student fails to make up any absent sessions after one month of the conclusion of the rotation.
- The student consistently demonstrates unprofessional behavior.

Professionalism:

Any breach of the professionalism as described in the MCOM handbook including but not limited to the professionalism values section and the social media participation guidelines, may be grounds for remediation or failure of the course as determined by the course director in consultation with the Assistant Dean for the Clinical Curriculum.

GRADE APPEALS:

A student may appeal a course grade if the student has evidence that the grade was assigned in an erroneous manner. Within five (5) school days after the receipt of the grade, the student may appeal in writing to the responsible Course director any assigned grade that they dispute. See handbook for details of the process.

Students are expected to review and be familiar with the student handbook in general.

<https://health.usf.edu/medicine/mdprogram/student-affairs/handbook>

In particular for this course students are expected to review the following areas in the handbook for specific details:

MCOM Clinical Years Monitoring Student Time Guideline

COM students are held to the same work hour guidelines as are residents, per ACGME guidelines. Students are limited to a maximum of 80 duty hours per week including in-house call, *averaged* over four weeks. Students must be given one day out of seven free from all clinical and educational responsibilities, *averaged* over four weeks. Students cannot be scheduled for in-house call more than once every three nights, *averaged* over four weeks. Students may not work more than 28 consecutive hours. Students should be given at least ten hours for rest and personal activities between daily duty periods and after in-house call. Students, residents, and faculty are not permitted to allow/require deviation from the above rules.

MCOM Medical Student Clinical Supervision Guideline

Medical students may not provide care in an unsupervised fashion. Supervisors must either hold a faculty appointment or be supervised in their teaching and assessment role by an individual who has a faculty appointment. This may include residents, fellows, and other licensed health professional faculty supervising an activity within their scope of expertise or practice. Medical students may be supervised at one of two broad levels: 1) Direct observation or 2) Immediately available indirect supervision.

Attendance

During the clinical years the student's responsibilities lie within the individual course. Attendance within a given course is a demonstration of attitude and professional behavior. This behavior impacts all members of the healthcare team, including fellow students and patients. Any absence from the course may have a direct impact on student performance, the clinical experience, the evaluation of professionalism, the overall grade, and the successful completion of the clerkship. Students who miss scheduled hours are expected to acquire the same level of competency as other students in the clerkship. Lectures, reading assignments and clinical duties will not be re-created or offset to accommodate any absences. **All absences are at the discretion of the course director. Students should follow the procedure guidelines for obtaining an excused absence outlined in the handbook.** The course director will use the guidelines outlined in the student handbook when determining if the absence is excused.

Residency Interviews

Students are expected to schedule residency interviews during months that they are not scheduled to have a clinical course. Student may miss up to 2 days for interviews, but those days must be made up.

Mistreatment Guideline and Procedure

USF Health's Morsani College of Medicine is committed to assuring a safe, encouraging, and supportive learning environment that reflects commitments to professionalism, respect, diversity, and virtues such as integrity, compassion, and kindness. All MCOM faculty and staff are expected to conduct themselves in a professional manner and contribute to creation of a culture that is supportive of learning. Mistreatment, bullying, discrimination, harassment, and sexual harassment are prohibited at MCOM. The student mistreatment policy, in accordance with LCME standard 3.6, ensures that concerns about the learning environment are promptly dealt with and resolutions reached in a fair and just manner. The College forbids any retaliatory action against students who present grievances in good faith.

The MCOM Student Mistreatment policy aims to safeguard medical students from mistreatment by any faculty member or staff associated with MCOM, including clerkship directors, attending physicians, residents, and other medical students by:

- educating members of MCOM about student mistreatment;
- prohibiting medical student mistreatment by anyone associated with MCOM;
- encouraging the early identification of medical student mistreatment as a preventative measure;
- identifying individuals to whom medical students can report mistreatment;
- requiring those who receive complaints regarding student mistreatment to report the complaint to the appropriate administrator;
- providing a confidential system for reporting mistreatment;
- assuring confidentiality to the fullest extent possible;
- assuring that all reports of mistreatment will be thoroughly and promptly addressed;
- providing an avenue for corrective action.

Reports of mistreatment will preferably be addressed within an informal framework when appropriate, but formal procedures are available for use when necessary.

MCOM is committed to preventing mistreatment of medical students through education of the MCOM community. The policy and related procedures will be disseminated among MCOM on an annual basis. Additionally, MCOM will periodically use varying methods (e.g., email, workshops, orientations) to inform medical students, faculty, and staff about medical student mistreatment and the MCOM policy on addressing mistreatment.

Professionalism Guidelines and Procedures

Professionalism is grounded in the fundamental values of honesty, integrity and fairness and is an essential part of the practice of medicine. Students are expected to display and will be examined by these exemplary behaviors. Students are expected to uphold their responsibility to their profession, and to appreciate that behaviors outside of the classroom and clinical learning environments can impact their progression through the program.

In addition to behavioral standards related to the medical profession, students are expected to uphold the principles of honor set forth by the University of South Florida in The Commitment to Honor code.

Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records; or other unprofessional conduct can be grounds for dismissal and will be reviewed by the APRC.

Title IX:

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. Students who aren't sure what to do, should contact victim advocacy. Call (813-974-5756), email (va@usf.edu) or come to the office (SVC 2057) to schedule an appointment. If students have urgent advocacy needs while the office is closed, an advocate is available through our 24/7 Victim Helpline at (813) 974-5757.

Diversity, Equity, and Inclusion Statement:

The vision of the Morsani College of Medicine (MCOM) Student Diversity and Enrichment programs is to encourage and promote an environment that welcomes and embraces diversity in the student body. We diligently ensure that all students feel supported and accepted in order to optimize their educational experience. USF MCOM defines diversity not solely limited to race and ethnicity, but also encompass talents, life skills and special attributes.

Should you need further assistance or more information about our many USF Health Morsani College of Medicine's diversity-driven events, outreach, and support programs, please contact the Office of Student Diversity and Enrichment via:

- Email or Teams chat: Osde@usf.edu
- The OSDE contact page <https://health.usf.edu/medicine/mdprogram/offices/osde>

More information about USF Health and its commitment to diversity [can be found here](#).

For any disputes in which a student has allegedly violated USF policies or rules, please contact [The Office of the Student Ombudsman](#), at (813) 974-0835 or [Student Conduct and Ethical Development](#), ALN 109, (813) 974-9443 for assistance.

Evaluation Compliance Guideline

Student feedback is an essential component for continuous quality improvement of our teaching faculty and curriculum development. Morsani College of Medicine (MCOM) has implemented the following guidelines for all students currently enrolled:

1. Students will be required to complete a minimum of 80% of the evaluations assigned to them
2. All evaluations should be completed within 25 days upon receipt
3. Students may suspend evaluations only given the following circumstances:
 - a. The evaluation was assigned in error
 - b. The student did not spend enough time with an educator to properly evaluate them
4. At most students will be permitted to suspend up to 20% of their evaluations. Once a student exceeds a 20% suspension rate their evaluations will be reviewed on a case by case basis
5. Comments provided on evaluations should be constructive, respectful, and made in a professional manner

Please note that levels of anonymity are strictly enforced and fail safes are put into place to ensure a student cannot be identified from their evaluation.

Student evaluation completion compliance rates will be monitored on a quarterly basis and any student found to be out of compliance at the time will be required to attend a mandatory one-hour session to complete any pending evaluations. Students will receive a notice via email that they are required to attend the mandatory session to complete their evaluations. Failure to complete evaluations and/or attend the mandatory sessions may result in the following disciplinary actions:

1. A written notice from the Associate Dean of Undergraduate Medical Education
2. A mandatory meeting with the Associate Dean of Undergraduate Medical Education
3. Appearance before the Academic Performance Review Committee (APRC)

**Above is a summary of the USF Student Evaluation Procedure. Please review MCOM's Student Handbook for the full text of this policy.*

Sessions Recording Policy

In this class, software will be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Recording may be used in subsequent semester for instructional purposes in necessary. Participation in the sessions is considered consent for recording. In courses in which video of students might be captured due to online software being used, students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. A student's use of video during the session is considered consent for the video to be recorded and used as previously described.

This option to disable video will not apply to video proctored exams. Please discuss recording options with your instructor. Students may use the recordings as a resource to review content. Copying or distributing the video recordings by students is prohibited and considered a professionalism violation.

Student Accessibility and Accommodation

University of South Florida Morsani College of Medicine (MCOM) is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g., mental health, attentional, learning, chronic health, sensory, or physical).

To ensure access to this class, and program, please contact Student Accessibility Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively. Students are encouraged to register with Student Accessibility Services as soon as they begin their program. The University of South Florida Morsani College of Medicine encourages students to access all resources available through Student Accessibility Services for consistent support and access to their programs. More information can be found online at [Student Accessibility Services](http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-11-008.pdf).

LINK TO UNIVERSITY REGULATIONS AND POLICIES

<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-11-008.pdf>

MCOM Program Objectives

1. Patient Care

Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health

- 1.1 Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice
- 1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests
- 1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
- 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice
- 1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- 1.6 Develop and carry out patient management plans
- 1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making
- 1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes
- 1.9 Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health
- 1.10 Provide appropriate role modeling
- 1.11 Perform supervisory responsibilities commensurate with one's roles, abilities, and qualifications

SELECT 1.12 Perform values-based patient-centered comprehensive assessment, diagnosis and patient management, utilizing shared decision making in care of the patient.

2. Knowledge for Practice

Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care

- 2.1 Demonstrate an investigatory and analytic approach to clinical situations
- 2.2 Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations
- 2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care
- 2.4 Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- 2.5 Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care seeking, care compliance, and barriers to and attitudes toward care
- 2.6 Contribute to the creation, dissemination, application, and translation of new health care knowledge and Practices

SELECT 2.7 Examine national and international health systems, policy and finance.

3. Practice-Based Learning and Improvement

Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning

- 3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise
- 3.2 Set learning and improvement goals
- 3.3 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes
- 3.4 Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement
- 3.5 Incorporate feedback into daily practice
- 3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems

- 3.7 Use information technology to optimize learning
- 3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals
- 3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
- 3.10 Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes

SELECT 3.11 Demonstrate advanced competency in self- assessing knowledge gaps and setting improvement goals, then perform activities to accomplish these.

SELECT 3.12 Analyze a health care environment or system and recommend changes to improve patient outcomes.

4. Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals

- 4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- 4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies
- 4.3 Work effectively with others as a member or leader of a health care team or other professional group
- 4.4 Act in a consultative role to other health professionals
- 4.5 Maintain comprehensive, timely, and legible medical records
- 4.6 Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
- 4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions

SELECT 4.8 Demonstrate advanced team leadership skills that enhance team functioning, the learning environment, and/or the health care system.

SELECT 4.9 Communicate effectively and sensitively with patients, adjusting language and style in order to incorporate their knowledge, values, and culture.

5. Professionalism

Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles

- 5.1 Demonstrate compassion, integrity, and respect for others
- 5.2 Demonstrate responsiveness to patient needs that supersedes self-interest
- 5.3 Demonstrate respect for patient privacy and autonomy
- 5.4 Demonstrate accountability to patients, society, and the profession
- 5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
- 5.6 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations

SELECT 5.7 Demonstrate advanced ability in all of the above [Core Professionalism objectives], and the ability to inspire and instruct peers in these areas

6. Systems-Based Practice

Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care

- 6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty
- 6.2 Coordinate patient care within the health care system relevant to one's clinical specialty
- 6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care
- 6.4 Advocate for quality patient care and optimal patient care systems
- 6.5 Participate in identifying system errors and implementing potential systems solutions
- 6.6 Perform administrative and practice management responsibilities commensurate with one's role, abilities, and

qualifications

SELECT 6.7 Show advanced ability to incorporate knowledge of health systems and cost of care into medical decisions.

SELECT 6.8 Strategize, practice, and advocate for quality improvement in patient care and health care systems.

7. Interprofessional Collaboration

Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care

- 7.1 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust
- 7.2 Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served
- 7.3 Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations
- 7.4 Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable

SELECT 7.5 Demonstrate advanced team competencies in assessment and coaching in order to achieve a common patient-centered end.

8. Personal and Professional Development

Demonstrate the qualities required to sustain lifelong personal and professional growth

- 8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors
- 8.2 Demonstrate healthy coping mechanisms to respond to stress
- 8.3 Manage conflict between personal and professional responsibilities
- 8.4 Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior
- 8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients
- 8.6 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system
- 8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease
- 8.8 Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty

SELECT 8.9 Demonstrate emotional intelligence by showing awareness of strengths, weaknesses, and idiosyncrasies of self, team, and systems, and then show the ability to modulate one's behavior to positively affect each of these.

SELECT 8.10 Describe the basic competencies necessary for effectiveness as a potential future physician and leader.

SELECT 8.11 Implement the professional and personal development process.

SELECT 8.12 Actively participate in one's own personal and professional development through individual and group coaching.

MCOM Clinical – Specialty Track Phase Objectives

Track EPA 1.1 Student will demonstrate the ability to gather a history

Track EPA 1.2 Student will demonstrate the ability to perform a physical exam

Track EPA 2 Student will demonstrate the ability to prioritize a differential diagnosis following a clinical encounter

Track EPA 3: Student will demonstrate the ability to recommend and interpret common diagnostic tests

Track EPA 4: Student will demonstrate the ability to enter and discuss orders and prescriptions

Track EPA 5.1: Student will demonstrate the ability to document a clinical encounter in the patient record

Track EPA 5.2: Student will demonstrate the ability to see multiple patients in a clinical session while maintaining accuracy and thoroughness of their history taking, physical exam skills, ability to create a differential diagnosis, implementation of the clinical plan and documentation.

Track EPA 6: Student will demonstrate the ability to provide an oral presentation of a clinical encounter

Track EPA 7: Student will demonstrate the ability to form clinical questions and retrieve evidence to advance patient care

Track EPA 8: Student will demonstrate the ability to give or receive a patient handover to transition care responsibly

Track EPA 9: Student will demonstrate the ability to collaborate as a member of an interprofessional team

Track EPA 10: Student will demonstrate the ability to recognize a patient requiring urgent or emergent care and initiate evaluation and management

Track EPA 11: Student will demonstrate the ability to obtain consent for tests or procedures

Track EPA 12: Student will demonstrate the ability to perform procedures appropriate for their track specialty