



SYLLABUS

Psychiatry Clerkship Third Year Medical Students 2026-2027

Introduction to Psychiatry Clerkship

LSU Health Sciences Center

To make this a beneficial learning experience, this syllabus has been prepared outlining the clerkship learning objectives, course material, evaluations and grading procedures, special duties and performance criteria.

The Psychiatry Clerkship at LSU Health Sciences Center is a 6-week full-time rotation for third-year medical students. The objective of the clerkship is to provide a broad view of clinical psychiatry enabling students to participate in a variety of patient care settings. Because of logistical considerations, the clinical experience of students varies depending on clinical placement.

The Department of Psychiatry is dedicated to providing a worthwhile experience in psychiatry to Louisiana State University medical students. We encourage all of you to participate actively in the clerkship. The faculty and staff of the department are interested in you and welcome your feedback. If at any time during the rotation you have a problem or concern, please don't hesitate to call my office, or email us at any of the email addresses listed below.

CLERKSHIP DIRECTOR:

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Assistant Director of Medical Student Education
LSU Medical School
(Email: asilve@lsuhsc.edu)

MEDICAL STUDENT EDUCATION COORDINATOR:

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LSU Medical School
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Office 504-568-6009
(Email: mpunc1@lsuhsc.edu)

NOTE: Email is the primary (though not exclusive) means of notification of changes in the schedule. Students are responsible for checking email daily. Changes may also be made/added on Moodle, so students are also responsible for checking Moodle daily.

LSU-New Orleans School of Medicine Psychiatry Clerkship

Clerkship Goals:

The LSUHSC 3rd year psychiatric clerkship is a required 6-week clerkship focusing on management of acute and chronic psychiatric conditions. We have sites in New Orleans, Baton Rouge and Lafayette to accommodate students that are stationed in each of those areas for their clinical experiences. Exposure to specific areas of the psychiatric care continuum may vary slightly, depending on the facilities available in each city; however, our goal is to provide a foundational exposure to all aspects of psychiatric care and foster an understanding and interest in the field. Each element of the course has been refined to provide the best and most educational exposure possible, and we have adapted the schedule based, in part, by previous feedback. It is our goal during this rotation to educate and provide experiences caring for patients with mood disorders, psychotic disorders, substance use disorders, and personality disorders as well as provide education regarding other areas of behavioral health that will assist in caring for patients across all ages and socioeconomic circumstances regardless of what specialty that our learners decide to pursue. Students will be monitored for progress throughout the rotation, given formal and informal feedback by attendings, residents, and fellows and will have required activities to ensure progress in all applicable areas.

The following objectives related to professional behavior are identical across all clerkships and are derived from the educational program objectives in the domain of Professional Behavior.

Clerkship Objectives:

Patient Care (PC)

- Students will be able to elicit and record a complete physical examination, psychiatric history, and mental status examination. (EPOs PC 1, PC 2, ICS 4)
- Students will be able to conduct patient interviews in a manner that facilitates information gathering of a therapeutic alliance, i.e. demonstrate respect, empathy, responsiveness, and concern regardless of the patient's problems or personal characteristics and be able to use basic strategies for interviewing disorganized, hostile/resistant, mistrustful, circumstantial/hypervertbal, hypoverbal, and potentially assaultive patients. (EPOs PC 1, KP 3, KP 4, ICS 1, PB 3)
- Students will be able to assess the presence of general medical illness in psychiatric patients and determine the extent to which a medical/surgical illness contributes to a patient's psychiatric problem. (EPOs PC 3, PC 4, PC 5, KP 1, KP 2)
- Students will be familiar with psychiatric terminology and be able to use the DSM-V in evaluating patients. (EPOs PC 4, PBLI 1, KP 2)
- Students will be able to use laboratory testing, imaging tests, psychological tests, and consultation appropriately to assist in diagnosing of the patient with neuropsychiatric symptoms. (EPOs PC 3, PC 4, PC 5, KP 1, KP 2)
- Students will be able to evaluate and begin management of psychiatric emergencies. (EPO PC 6)
- Students will be familiar with the hypotheses regarding etiology, the epidemiologic features, the common signs and symptoms, the DSM-V criteria, the differential diagnosis for the following groups of disorders and be able to formulate a biopsychosocial treatment plan for each: (EPOs PC 4, PC 5, KP 5, KP 2, SBP 1, SBP 2)
 - Psychotic Disorders
 - Mood Disorders
 - Anxiety Disorders
 - Personality Disorders
 - Addictive Disorders

Knowledge for Practice (KP)

- Students will be familiar with basic psychopharmacology, i.e., be able to summarize the indications, basic mechanisms of action, common side effects and drug interactions of the following classes of psychotropic medications: **(EPO KP 1, KP2)**
 - Anxiolytics
 - Antidepressants (and Electroconvulsive Therapy)
 - Antipsychotics
 - Mood Stabilizing Agents

Systems - Based Practice (SBP)

- Student advocates for safe, high-quality care for patients considering cost, resource utilization, and risk-benefit analysis and identifying key components of the healthcare system (basic healthcare payment systems). **(EPOs SBP 1, SBP 4)**
- Student demonstrates and applies knowledge of social and structural drivers of health to reduce disparities in patient care and advance health equity. **(EPO SBP 2)**
- Students identify the causes and types of patient safety and quality issues that contribute to quality improvement processes. **(EPO SBP 3)**

Practice - Based Learning and Improvement (PBLI)

- Students will participate regularly in learning activities including locating and assimilating evidence necessary to maintain and advance competence and performance. **(EPOs PBLI 1, PBLI 2)**
- Students assess their learning needs, knowledge, emotional needs, and the limitation of their skills, to improve. **(EPOs PBLI 2, PB 6)**
- Students should demonstrate appropriate help seeking behavior including accepting constructive feedback when it is necessary for their own well-being or the well-being of their patients. **(EPOs PBLI 3, PB 6)**

Interpersonal Communication Skills (ICS)

- Students will understand the principles and techniques of psychosocial therapies sufficiently to explain to a patient and make a referral when indicated. **(EPOs ICS 1, ICS 2, ICS 3)**
- Students will clearly communicate in an organized and respectful manner to all team members using either written and/or verbal communication. **(EPOs ICS 4, ICS 5)**
- Students will demonstrate collaboration with other members of interprofessional teams to provide care that is safe, effective, and efficient. **(EPOs ICS 7, ICS 8)**

Professional Behavior (PB)

- Display honesty, integrity, and accountability in all assessments and written assignments. **(EPO PB1)**
- Adhere to attendance and other professional requirements and complete assignments and tasks in a timely manner, in both classroom and clinical settings. **(EPO PB 2)**
- Demonstrate sensitivity and respect for patients, families, peers, teachers, administrative staff, and healthcare team members across diverse populations in all situations. **(EPO PB 3)**
- Maintain patient privacy and confidentiality. **(EPO PB 4)**
- Consistently advocate in the best interest of one's patients, including fair access to care. **(EPO PB 5)**
- Recognize and address personal well-being needs that may impact professional performance. **(EPO PB 6)**

*** Medicine EPOS linked to clerkship specific objectives**

Click [here](#) for the LSU School of Medicine Educational Program Objectives

Suggested Reading List

Introductory Textbook of Psychiatry (7th Edition)

By Nancy C. Andreasen, M.D. & Donald W. Black, M.D., Ph.D.

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Electronic version available online at <https://www.lsuhs.edu/library/>

Type in *Introductory Textbook of Psychiatry* in the All Resources search engine, and follow the steps. You may need to enter your LSUHSC username and password for access.

Bibliographies, Online, Non-fiction, Electronic document

Introductory textbook of psychiatry [electronic resource] / [by] Donald W. Black [and] Nancy C. Andreasen.

Summary: "The *Introductory Textbook of Psychiatry* provides a comprehensive introduction to the field both for students new to *psychiatry* and for students who are studying for their board exams. This authoritative, seventh...



Subjects: [Mental Disorders](#); [Psychiatry -- methods](#)

Published in: 2021, LSUHSC Libraries - New Orleans

By: [Black, Donald W.](#)

Personal Safety on Inpatient Psychiatry Units

Inpatient units can be loud, and patients can be visibly agitated or disorganized. Most patients are not aggressive, and very few are capable of violence. However, all hospital staff treat patients as if they ***could be*** violent and are trained to handle sudden psychiatric emergencies. You may notice that nurses and other staff can appear serene, even when confronted by an irrational and angry patient. This is intentional and serves the purpose of preventing escalation.

Here are a few common-sense safety tips:

1. The patients' rooms are their only private space on the inpatient units. Always make an effort to interview patients in the hall, the doctors' offices, the treatment rooms, or the dayroom.
2. If patients are not willing or able to leave their rooms, never sit on a patient's bed or on the floor to conduct an interview.
3. When interviewing a patient in an office, take care when arranging the chairs. Never confine a patient to a corner of a room and never place yourself in the corner of the room.
4. Be very cautious about interviewing patients alone in an office, and if you must do so, make sure you can easily leave the room. A good rule, regardless of the patient, is to make sure you have easy access to the doorway. It is always ok to defer an interview until the patient is calmer if you feel uncomfortable.
5. Manic patients may have trouble maintaining social boundaries. It is always proper to stop an interview and back away if any physical contact occurs, regardless of the patient's intent. Many patients will be grateful that you reminded them about the social standards they usually uphold when they're well.
6. Paranoid patients are understandably anxious. They may be distrustful of the whole treatment team. If you become fearful when talking with a patient, trust that feeling, and tell the patient you'll talk with them later. By stopping the interview, you show them you're respectful of their privacy—even if their need for privacy is based on delusional thinking—and they will be better able to trust you in the future.
7. Remember the basic rules of psychotherapy:
If a patient starts to cry, ask, "What's wrong?"
If a patient is obviously happy, say, "You really look cheerful!"
But if a patient appears angry or hostile, say, "I'll talk with you later, this looks like a bad time." Pointing out that a patient seems angry often makes them angrier.
Finally, relax and have fun. Students often tell us that in psychiatry, they feel that they are treating the whole patient, medically and socially. Patients often say that their interactions with medical students were the most satisfying aspect of their treatment.

FINAL GRADE

The final grade is a combination of the score you achieve on the National Board Examination (40%), Team-Based Learning (TBL) lectures (40%), Clinical Skills Evaluation Form (10%), and Attendance/Professionalism (10%). TBL lectures compose 40% of your grade regardless of how many occur during the clerkship, 20% from individual quizzes and 20% from group work. You should complete the assigned reading prior to each TBL lecture, because the quiz will be drawn solely from that material.

The National Board subject exam is worth 40% of your final grade. The National Board scores are usually received back in the Clerkship Office about 1 week after the examination date. Students will be notified of their “pass/fail” grade on the exam. **You must pass the exam to pass the course. A subject exam grade that is below the Modified Angoff Content-Based Recommended Passing Score for the most recent standard setting study is a “fail”.** The Passing Score can be found in the NBME Psychiatry Examination Score Interpretation Guide which is available by request post exam.

***The NBME recommended score is monitored throughout the academic year and is subject to change.**

NOTE: For all psychiatry clerkship students, including those who complete their Psychiatry Clerkship in Lafayette, Louisiana or at Our Lady of the Lake in Baton Rouge, Louisiana, the final grade will consist of:

Shelf - 40%

Clinical Skills Evaluation - 10%

Team Based Learning Lectures - 40% (Individual quiz 20% and Group quiz 20%)

Attendance/Professionalism – 10%

Final Grade Scale

Honors	90 and up
High Pass	80 - 89
Pass	69 - 79
Fail	68 <

NOTICE FROM STUDENT AFFAIRS – If a student misses a scheduled exam during the school year, that student will not be able to take the exam until they complete the entire year. The student can take the exam on the makeup dates that will be scheduled at a later date by the Student Affairs Office.

The Evaluation Grade is a pass/fail rating. Each student will receive a Final Clerkship Evaluation (New Innovations) from a primary site. Please keep in mind that this evaluation from your primary site attending will contain comments that will appear on your MSPE.

- Each student may receive a clerkship evaluation from the secondary site (not a requirement)
- Students on the Our Lady of the Lake campus in Baton Rouge, Louisiana, will have faculty evaluations from the Inpatient Experience, Consult Experience, and ER.
- Students on the Lafayette campus will have an evaluation from their primary preceptor Dr. George Diggs or Dr. Andrew Aubin. He does these on paper, not on New Innovations in the computer, but it is the same evaluation.
- **YOU MUST PASS ALL EVALUATIONS IN ORDER TO RECEIVE A PASSING GRADE FOR THE BLOCK. ANY FAILING GRADE ON A CLINICAL EVALUATION WILL RESULT IN INCOMPLETE FOR THE ROTATION.**
- During the last week of the rotation, the faculty members, residents, and students may meet to discuss the final evaluation. Any student who has questions regarding an evaluation at any given site should direct those questions directly to the faculty/resident involved. Any changes to an evaluation form will then be routed to the Clerkship Director's office by the faculty/resident.

The Mid-course Evaluation must be completed by your primary site attending that you are rotating with during the first 3 weeks of the clerkship. **It is due the beginning (Monday) of 4th week of rotation** It is then either emailed to mpunc1@lsuhsc.edu or delivered to the medical student education office, LSU Medical School CALS Bldg. | 2021 Perdido St, 6th Floor, Room 6239, New Orleans, LA 70112
This evaluation has no direct bearing on your final grade; however, the form may be used by an attending to alert the clerkship director of a concern. **The clerkship director will contact you if the evaluation raises concerns.**

Failing Grades can result if:

- a student does not complete assigned weekend rotation.
- a student receives an unacceptable or failing grade on an evaluation by the clinical instructor
- a student fails to show professional and/or personal qualities to be expected at their level of training
- a student with more than two unexcused absences from any required activity, e.g. a lecture/TBL, morning or afternoon rounds, a call shift, or grand rounds. The student will receive a letter grade drop in the final grade; this could result in failure of the rotation.
- all required clerkship documents (Midcourse Evaluation, Clinical Skills Evaluations, Required Clinical Activities Booklet (purple book), Psychiatry Ethics & Nutrition Modules, Interprofessional Collaboration Form) are not turned in by end of clerkship.

REQUIRED CLINICAL ACTIVITIES BOOKLET

The Required Clinical Activities booklet (AKA: The Purple Book) contains an information sheet for each of the five (5) clinical conditions that students are required to encounter during their Psychiatry Clerkship: **Addictive Disorder, Personality Disorder, Anxiety Disorder, Mood Disorder, and Psychotic Disorder**. As the student, along with the Attending/Resident, interviews a patient with the listed condition, the student is required to complete the information sheet by documenting the patient's diagnosis, identify if an actual patient with the condition was seen or if some type of patient simulation was used, give the age/sex of the patient, as well as **have the Attending/Resident sign the sheet documenting that they were present and observed the student participate in or observe the patient interview**.

The Required Clinical Activities booklet also includes a Progress Note Feedback form. Once you have completed an inpatient progress note or an outpatient clinic note, please have your attending print their name and then sign on the signature line of the Progress Note Feedback Form. When you complete the booklet, please turn it in to Clerkship Coordinator, Marcy Punch.

A student will receive an incomplete for the Clerkship until the entire Required Clinical Activities booklet is completed and returned to the Clerkship Office.

NOTE: The Progress Note Feedback Form MUST be signed by an Attending.

If you are nearing the end of the rotation and have not completed the core clinical conditions in the purple book, please complete the corresponding cases at the following link:

<https://www.admsep.org/csi-emodules.php?c=taskforce>

INTERPROFESSIONAL COLLABORATION FORM

In accordance with the LSUHSC-New Orleans School of Medicine Educational Program Objectives and Institutional Competencies (2014-15), students on the Psychiatry Clerkship work in collaborative teams with other health professionals to provide care that is safe, effective, and efficient. The Interprofessional Collaboration Form is used to demonstrate those collaboration efforts. **You must complete by the end of the clerkship, or you will receive an "incomplete" for the clerkship.**

CLINICAL SKILLS EVALUATION FORM

Using the Clinical Skills Evaluation Form, the student will perform an initial evaluation on a patient under the supervision of their primary site attending that they are on rotation with during the second half of their clerkship (last 3 weeks). The students will be evaluated on their clinical skills in the physician-patient relationship and on conducting and presenting a psychiatry interview. **This evaluation is worth 10% of their final grade. You must turn in by the end of the Clerkship or you will receive an "Incomplete" for the Clerkship.**

WEEKEND ROTATION EXPERIENCE

The weekend experience ensures that all students have the ability to work with acutely ill patients outside of routine hours. The experience includes two 7:00 AM to 4:00 PM weekend shifts at the University Medical Center (UMC) Inpatient Units, and Emergency Department (ED)/Consultation Liaison service. In general, on-call work rounds out the students' psychiatry experience. **Assignments will be made by the clerkship coordinator.**

PSYCHIATRY SHELF EXAM STUDY DAY

The Thursday before the psychiatry shelf exam is a study day for you. Because Wednesday of the exam week will be your last official workday at your sites, please remember to let the resident/fellow/attending at your assigned sites know. Don't forget to turn in all keys, assigned IDs, etc on that day. Please note your final course grade will be held until these administrative tasks are completed.

PSYCHIATRY ETHICS & NUTRITION MODULES

ETHICS - As part of the Psychiatry Clerkship, students are required to complete a Louisiana Laws Quiz

LA LAWS QUIZ - Please log-on to the 3rd and 4th Year Resources page

https://www.medschool.lsuhs.edu/medical_education/Undergraduate/clerkships/Psychiatry-Ethics.aspx

- Review the Louisiana statutes & complete the Louisiana Laws Quiz.
- **Complete quiz and email "passed" verification/screengrab to mpunc1@lsuhsc.edu.**

NUTRITION - *"This year we have included a brief nutrition module as part of the curriculum to help round out some important topics that will be relevant in longitudinal care of psychiatric patients. Regardless of which specialty we enter, nutrition plays a vital role in our patients' overall health. The module assigned is designed to review some key nutritional considerations for patients on psychiatric medications or struggling with psychiatric conditions"*
– Michael Dicharry, MD

- Please log on to the Psychiatry Moodle page and click on the link and follow the instructions to complete the Nutrition Module

<https://forms.office.com/Pages/ResponsePage.aspx?id=iTYGNNSCiU6jKBq3nMWNnV3Omd1SrtNMmdm5N61Jnx5UQIUzSTVKNEOMjBQMEw0ODNOOEhMM1EzTy4u>

ATTENDANCE/PROFESSIONALISM

(COUNTS FOR 10% OF FINAL GRADE)

Curriculum Policy: Absences from Clinical Rotations

(Revised and approved by the Clerkship Director Committee June 2023; Approved by the Curriculum Steering Committee June 2023)

A student's responsibilities in clinical rotations include caring for patients on teams and therefore take precedence over other activities. However, we understand that situations may arise when a student will need to request a brief absence from daily responsibilities on a required clerkship or other clinical rotation. The guidelines listed below give insight as to what might be considered an acceptable request, and they include visiting students on senior rotations.

Note that these are institutional guidelines and some of the clerkships and departments may have more specific policies. Details regarding absences in individual rotations, such as means of notifying the clerkship/rotation director, and policies on make-up work, will be outlined in clerkship and rotation orientations.

All requests for leave must be presented to the clerkship/rotation director; it is the student's responsibility to make certain that they are approved. Directors of shorter clerkships/rotations will use their discretion in approving absences for non-emergencies in these rotations.

Sufficient remediation for absences will be established at the discretion of the clerkship/rotation director. Remediation may involve additional call nights, additional weekend responsibilities, clinical work on days normally set aside for NBME preparation, or make-up assignments for missed didactics. A clerkship/rotation director may require remediation of some work for absences of less than two days if they deem that learning opportunities are significantly affected by the absence.

Over the course of the clerkship/rotation, any leave totaling more than two days (for a single absence or for repeated absences, regardless of the reason) will require remediation prior to completion of the clerkship/rotation.

Requested absence days are included in the "one day in seven free of clinical work and required education averaged over the duration of the rotation," as outlined in the student work hour policy.

Adherence to these policy guidelines is considered a matter of professionalism, therefore excessive absences or non-emergent absences may be reflected in the evaluation of the student's work habits or professionalism.

STUDENT RESPONSIBILITIES ON HOLIDAYS:

Unless otherwise stated, students will be free from clinical duties on the days below. Students are expected to perform clinical duties if assigned on the weekends associated with the holidays e.g., Saturday and Sunday before Labor Day. If a student is on their acting internship, they should not consider themselves exempt from working holidays and should consult with their clerkship/rotation director at the start of the rotation.

- July 4th
- Labor Day (off Monday)
- Martin Luther King, Jr. (off Monday)
- Mardi Gras (off Monday and Tuesday)
- Easter (off Friday, Saturday, Sunday)
- Thanksgiving (off Thursday, Friday, Saturday, Sunday)
- Christmas (off 2 weeks around holidays -- off Christmas Day & New Year's Day only if doing senior rotation in block 7)
- Memorial Day (off Monday)

ATTENDANCE/PROFESSIONALISM cont.

(COUNTS FOR 10% OF FINAL GRADE)

An **excused absence** is defined as presenting an acceptable reason, *in advance of the absence*, only by the involved student, to the office of the clerkship coordinator/director.

An **unexcused absence** is defined as not being at your assigned location, i.e. clinical duties, didactics, grand rounds, etc., without prior approval.

- A Medical Student Request for Absence or email **MUST** be submitted; otherwise, absence will be considered unexcused. **NOTIFYING A FELLOW CLASSMATE IS NOT AN ACCEPTABLE EXPLANATION.**
- Students are required to be present for **ALL** clinical assignments (defined as any required part of the course which includes Grand Rounds, and all scheduled lectures).
- Attendance is required and monitored.
- Tardiness for clinical duties, lectures will be taken into account.
- Assignments being turned in late – such as evaluations, and ethics/nutrition modules will be taken into account.
- It is the student's responsibility to make sure he/she has signed the attendance sheet.
- No signatures will be permitted to be made after the attendance sheet has been collected.
- Students can sign in only for themselves. It is unacceptable for any reason to sign in for a fellow student.

1. Emergent Absence (such as illness or funeral):

Students should notify the clerkship/rotation director as soon as possible. If possible, the student should also notify their team (residents, interns, and attending). Leave of more than two days will require remediation prior to completion of the clerkship. Clerkship/rotation directors may require a note from the treating provider for absence due to illness. Students will be excused from clinical activities if they are ill, need to seek health services, or have infectious or environmental exposures or temporary disabilities requiring their absence. Make-up work may be assigned if the absence involves required didactics.

2. Non-emergent Absence (such as weddings, presentations at national conferences, or school business):

Students must request these absences from the clerkship/rotation director via e-mail prior to the start of the clerkship. The student should also notify their team (residents, interns, and attending) as soon as possible. Leave of more than two days will require remediation prior to the completion of the clerkship. Make-up work may be assigned if the absence involves required didactics.

3. Residency interviews (for seniors):

Students must request these absences from the clerkship/rotation director via e-mail prior to the start of the rotation or as soon as the interview is scheduled. The student should also notify their team (residents, interns, and attending) as soon as possible. Leave of more than two full days or four half days will require remediation prior to the completion of the rotation. Absences for interviews should be minimized, and students should make every attempt to schedule residency interviews at other times e.g., flex blocks. We recognize that this is not always possible.

4. Circumstances not stated in the above categories:

Students must request absences for other extenuating circumstances from the clerkship/rotation director via e-mail as soon as possible (before the start of the clerkship/rotation if possible), and approval is at the discretion of the clerkship/rotation director. As above, the student must notify their team and make up any work assigned by the clerkship/rotation director if the absence is approved.

Physicianship & Medical Professionalism

https://www.medschool.lsuhschool.edu/medical_education/undergraduate/professionalism.aspx

SCHOOL OF MEDICINE PROFESSIONAL GUIDELINES

Students are expected to act in accordance with, and have an understanding of the professional guidelines and to present themselves as a professional healthcare student when representing LSUHSC-SOM NO. Students are expected to demonstrate cultural awareness and humility and treat all patients, peers, faculty and staff with respect.

Students will **communicate** in an appropriate manner at all times with patients, peers, faculty and staff. Students are expected to:

- Communicate in a respectful manner under all circumstances including in person, emails, social media and on zoom with faculty, staff, peers and patients
- Respond to emails in a timely fashion
- Provide timely notification regarding absences to mandatory sessions and exams
- Provide constructive feedback to peers and faculty
- Use appropriate language when discussing peers and patients
- Wear appropriate attire according to the circumstances

Students will exhibit **engagement** in coursework and course activities. Students are expected to:

- Be present and exhibit punctuality to all mandatory sessions and exams
- Submit all assignments and reflections on time
 - Generative AI should not be used for these assignments as it undermines the students' learning process of clinical reasoning, empathetic and communication skills.
 - Students will follow course policy/ assignment directions regarding use of Generative AI.
- Stay on task during all class sessions
 - No cell phone and laptops usage for non-session related activities
 - No conversations while faculty and/or peers are addressing the classroom
 - Engage and participate when asked and/or appropriate
- Follow instructions for all sessions, exams, and online activities
- Exhibit professional and timely engagement with faculty when requested
- Exhibit teamwork

Students will exhibit **honesty and integrity** at all times. Students are expected to:

- Submit original work and not use any resources that would be considered plagiarism, including generative AI.
- Adhere to the Honor Pledge for every exam, TBL, and online quizzes, tests, etc. This includes no screenshots or recording questions with intent to distribute to other students.
- Respect faculty intellectual property (PowerPoints, etc.) and not distribute outside of LSUHSC-NO
- Maintain confidentiality of peers as is expected with patients
- Communicate truthfully with faculty, staff, peers and patients

Students will strive for **personal and professional development**. Students are expected to:

- Take responsibility for their own learning and ask faculty for help when struggling
- Accept feedback as it is intended and use it for improvement
- Admit omissions and mistakes and attempt to learn from them

Students will **adhere to all school policies** and instructions from faculty and staff including the:

- Honor pledge
- Computer and Social Media guidelines [LSUHSC - SOM Social Guidelines](#)
- HIPAA guidelines [LSUHSC SOM HIPAA Guidelines](#)
- FERPA guidelines [FERPA Guidelines](#)

***FAILURE TO ADHERE TO ATTENDANCE & PROFESSIONALISM
POLICIES WILL RESULT IN A DROP IN YOUR
ATTENDANCE/PROFESSIONALISM SCORE. ***

BEHAVIORAL STATEMENTS, including links:

-Accessibility Statement: LSUHSC-New Orleans is committed to creating an inclusive and accessible environment according to the ADA, ADAA, and Section 504 of the Rehabilitation Act of 1973. Students in need of classroom accommodations should contact the Office of Disability Services (ODS) at ods@lsuhsc.edu. Please keep in mind that accommodations take effect when an accommodation letter has been generated; they are not retroactive. New accommodation letters need to be requested every academic term in which you are enrolled. More information can be found on the [ODS website](#).

-Antidiscrimination Statement: LSUHSC-New Orleans welcomes and respects individuals from all backgrounds and viewpoints. All faculty and students should be treated with dignity and empathy. Discrimination and harassment of any kind will not be tolerated.

-Names: All students should be treated with professional consideration and respect. While our university data system requires the use of legal names and gender markers on official documents, students are welcome to inform instructors of the preferred name that they use. In some instances, preferred names may be modified on ID badges as well. Students who have questions concerning this policy are encouraged to contact the [university registrar](#).

-Title IX Statement: LSUHSC-NO promotes integrity, civility, and mutual respect in an environment free from harassment and discrimination based on sex, gender, sexual orientation, gender identity, sexual misconduct, and power-based violence. As your course director and/or instructor, I am mandated to report to the [Title IX Coordinator](#) any incident of Title IX or power-based violence told directly to me. Exceptions to this required reporting include disclosures that are shared in the course of academic work such as a class discussion, group work, etc. Confidential resources that do not have the reporting requirement are available through CAP and the Ombuds.

[All gender restrooms](#) can be found in several locations on campus.

LSUHSC-NO does not discriminate against anyone with pregnancy or parenting status. Reasonable accommodations are available to anyone who requests them. [Lactation spaces](#) are available across campus as well.

School of Medicine Student Affairs learning environment form:

https://www.medschool.lsuhs.edu/student_affairs/learning_environment.aspx

LSU CARES reporting form (for LSUHSC):

<https://www.lsuhs.edu/administration/academic/lsuhsc-cares/>

The link on the Student Health page, under the Exposure Protocol Policy tab:

<https://www.lsuhs.edu/orgs/studenthealth/needlestickinjury.aspx>

Professional Conduct and Mistreatment Policies

http://www.medschool.lsuhs.edu/student_affairs/conduct.aspx

Policy Title: Policy on Clerkship Phase Work Hours

(Revised and approved by the Clerkship Director Committee June 2023; Approved by the Curriculum Steering Committee June 2023)

Policy Statement/Purpose:

The clerkship phase of the curriculum includes patient care activities as well as didactic learning activities. The clerkship directors developed this policy to be similar to ACGME requirements for residency duty hours

Policy Directives:

Students on required clinical rotations should not spend more than 80 hours per week (on average over the duration of the clerkship) in clinical and didactic learning activities. Students who are assigned to overnight call in the hospital should not have patient care responsibilities after 1:00 PM on the following day. However, students are expected to attend mandatory didactic activities even after overnight call. In-house call must occur no more frequently than every third night, averaged over the rotation. Students must have a minimum of one day in seven free of clinical work and required education averaged over the duration of the clerkship or senior rotation. Weekends, school holidays, and absences are included in this “one day in seven” guideline.

If a student has concerns that their duty hours have been exceeded, they should contact the clerkship director as soon as possible and can do so without concern that their clerkship evaluation will be negatively affected by the report. If students are not comfortable contacting the clerkship director, they should contact the Assistant Dean for Undergraduate Medical Education, the Associate Dean for Undergraduate Medical Education, the Director of Student Affairs, the Associate Dean for Student Affairs, or one of the Assistant Deans for Student Affairs.

NEW ORLEANS CLINICAL SITES

PRIMARY SITES

Manning Family Children's Hospital/Calhoun Campus
210 State St., New Orleans, LA
Contact name varies per unit
Contact Number: 896-7200

University Medical Center-Inpatient Units
2000 Canal St., New Orleans, LA
Contact name varies per unit
Contact Number: 504-702-4546

University Medical Center-Behavioral Health Emergency Room (BHER)
2000 Canal St., New Orleans, LA, Dr. David Fein: 702-4546

SECONDARY SITES

LSU Behavioral Sciences Center (LSU-BSC) – Seton Hall
478 S. Johnson St, 7th Floor, New Orleans, LA
Main Phone: 504-412-1580

University Medical Center – Behavioral Health Emergency Room (BHER)
2000 Canal St., New Orleans, LA
Main Phone: 504-702-4546

University Medical Center – HOP Clinic
2000 Canal St., Clinic 5A, New Orleans, LA

University Medical Center – BH Outpatient Clinic
2475 Canal St., Suite 106, New Orleans, LA (across from VA hospital)

University Medical Center – GI Clinic
2000 Canal St., Suite 5C, New Orleans, LA

University Medical Center – OB-Psych Clinic
2000 Canal St., 5th floor, Suite/TBD New Orleans, LA

Note: If your staff/resident is out for the day or on vacation, it is still considered a regular workday. Please report to your primary site if your secondary site staff/resident is out for the day or on vacation.

MEMORANDUM

DATE: 2026-2027 Academic Year

FROM: Andrew Silvera, MD.
LSUHSC Department of Psychiatry
Interim Director, Medical Student Education

TO: Junior Medical Students

RE: Senior Electives

A wide variety of Senior Medical Student Electives are available in the Department of Psychiatry at the LSU School of Medicine in New Orleans, to list a few: Acting Internship, Consult-Liaison, Child and Adolescent, and Addiction Psychiatry. To see a full listing of available psychiatry electives, please go to

[Psychiatry Course Catalog.pdf](#)

Also, there is some flexibility in individually tailoring electives to meet specific interests, academic, or research endeavors.

If you should have any questions or would like to explore the possibilities of an elective at LSU, please feel free to contact our office at 504-568-6009. You may also communicate directly with us. My email address is e-mail asilve@lsuhsc.edu

We look forward to hearing from you.

PSYCHIATRY CLERKSHIP EVALUATION

Please access New Innovations at https://www.medschool.lsuhs.edu/medical_education/new-innov/ on the LSUHSC website, Undergraduate Medical Education, under online resources.

The New Innovations System is used for selecting faculty and residents to complete evaluations. To send your primary site faculty/resident an evaluation, please log on to the New Innovations system and follow the instructions below. **NOTE: YOU MUST REQUEST AN EVALUATION FROM AT LEAST (1) PRIMARY SITE ATTENDING. ALL OTHER EVALUATION REQUESTS ARE OPTIONAL.**

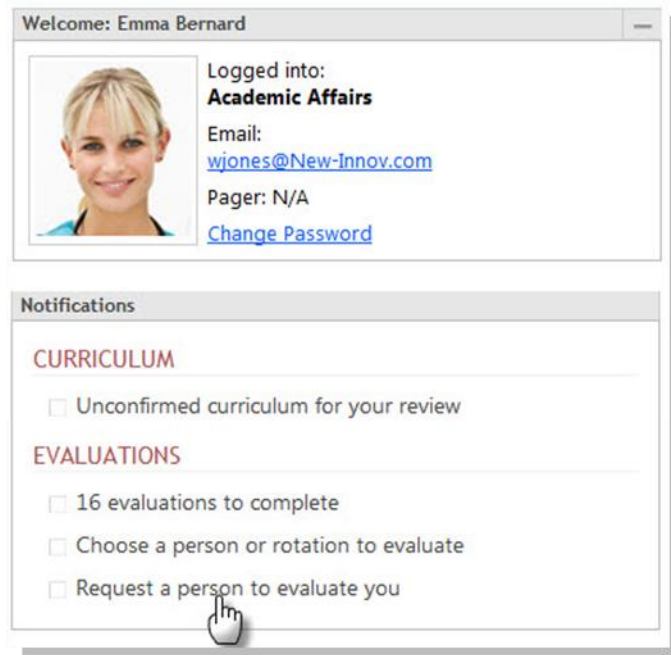
Once the faculty/resident receives an email alerting them that an evaluation is now available, it will appear on their list of evaluations to complete. When the faculty/resident completes and electronically signs the evaluation, you will be notified via email that an evaluation is available for your review and electronic signature. If you should have any questions about the evaluation before electronically signing it, please direct those questions directly to the faculty/resident involved.

NOTE: Please let us know ASAP via email to mpunc1@lsuhsc.edu if your faculty/resident and/or site location is not listed on the New Innovations Systems.

How to Request an Evaluation from a Faculty Member/Resident

I want someone to evaluate me

1. Go to the Notification section of your home page
2. Click on *Request a person to evaluate you*



3. Click on *Request Evaluator*
4. Select the person who should complete the evaluation.
5. Choose the rotation, location, and course (From drop down menu choose, *Psychiatry Faculty Evaluation of Student Comp.*)
6. You may leave a comment for the evaluator.

New Innovations

Evaluator: Afolabi, Robert Kala

Session: **On Demand - Student Chooses an Evaluator (Family Medicine Clerkship)**

Subject: **Bernard, Emma**

Rotation: Family Medicine Core1 (Academic Affairs/Family Medicine Clerkship)

Location: St. Christopher Medical Center

Course: Family Medicine Core1: St. Christopher Medical Center (07/29/2010 - 08/25/2010)

The person you have selected as your evaluator will be sent a notice via email. That notice will read:
Emma Bernard has requested that you complete a On Demand - Student Chooses an Evaluator evaluation for the Family Medicine Core1:St. Christopher Medical Center rotation. Add a comment to the email message:

7. Click on *Evaluate...*
8. The evaluator will receive an email that the evaluation is now available, and it will appear on his or her list of evaluations to complete.

