

LSU-NO Department of Psychiatry

Virtual Senior Rotation 2020

Overview:

This virtual elective in Psychiatry with LSU Health Sciences Center in New Orleans will allow students to choose their own learning experiences to create a four-week block in which the student is exposed to a variety of locations, patients, and practice types.

Rotation Timeline: 4 weeks long, offered senior blocks July through December of 2020

Grading: P/F

Application: Students must apply through VSAS

Virtual Platform: Zoom video conferencing

Clerkship Director: Erin Capone, M.D. (ecapon@lsuhsc.edu)

Clerkship Coordinator: Dee Bonvillian (dbonvi@lsuhsc.edu; 504-568-6009)

Program Director: Mark Townsend, M.D.

Program Coordinator: Roxane Bodola, PhD

Additional Supervising Faculty: Listed by Psychiatry Section

Clinical Sites:

University Medical Center New Orleans

Children's Hospital New Orleans

Children's Hospital Behavioral Health Center of New Orleans

Child Psychiatry Community Clinic

Northlake Behavioral Health System

Telepsychiatry

Description:

This fourth-year virtual medical student elective is open to two students per four-week block. The student would participate in daily assessments and clinical rounds, one week at a time, in four of the following: the General Psychiatry Service, the Behavioral Health Emergency Room Service, the Consultation-Liaison Psychiatry Service, the Child and Adolescent Psychiatry Service, the Addiction Psychiatry Service, or the Forensic Psychiatry Service. This clinical experience is an integrated rotation of these sections of Psychiatry. Integrated knowledge

between the sections of Psychiatry is explored along with basic science principles. The clinical experience and the basic science knowledge are brought together with twice weekly journal article presentations.

In addition to a Zoom welcome tutorial by the Clerkship Director, the student will meet/check-in with the Program Director and Chief Residents. The student will also meet and work with other faculty members and residents throughout the sections of the rotation.

Goals and Objectives for Rotation:

General Goals:

1. Students will be taught psychiatric assessment skills involving a wide range of Psychiatric presentations in a broad sample of patients.
2. Students will understand the impact of illness, hospitalization, and medical care on the psychological functioning of patients and will be able to conceptualize a comprehensive formulation regarding psychiatric diagnoses in a wide variety of patients.
3. Students will learn to promote relationships in multidisciplinary teams that emphasize awareness, assessment, and management of psychiatric disorders in patients of varying ages and socioeconomic backgrounds.
4. Students will demonstrate a variety of interventions and therapies relevant to psychiatrically ill patients, including time-effective psychotherapy, somatic therapies, behavioral techniques, liaison methods, and multidisciplinary team approaches.
5. Students will assimilate the knowledge gained from the journal club sessions to better explain the presentation and treatment of psychiatric disorders in a broad array of patients.

Competency-Specific Objectives:

Patient Care-

Students will learn to provide care of patients that is compassionate, appropriate and effective for the treatment of psychiatric conditions in a variety of locations and patients.

1. Students will communicate effectively and demonstrate caring and respectful behaviors when interacting with patients and their families.
2. Students will quickly develop a therapeutic alliance with patients.
3. Students will comfortably interview patients in a variety of settings.
4. Students will evaluate for psychopathologic processes in patients with a variety of conditions.
5. Students will evaluate cognitive ability in ill patients.

6. Students will demonstrate the ability to perform a relevant history on culturally diverse patients, including; chief complaint, history of present illness, past medical history, a comprehensive review of systems, a biological family history, a sociocultural history, a developmental history and a germane general and neurological examination. This will be done in a wide variety of patients.
7. Students will gather data from appropriate sources, including chart, hospital staff, family, and other relevant individuals.
8. Students will interact effectively with a multidisciplinary team, including determination of diagnostic questions, and reporting of findings and recommendations.
9. Students will recognize the typical signs and symptoms of psychiatric disorders including substance abuse in a wide variety of patients.
10. Students will assess and interpret laboratory and medical data as it relates to psychiatric illness.
11. Students will understand the connections between medical and psychiatric illnesses and the special issues that arise in specific patient populations, including cancer, cardiac disease, HIV disease, trauma, and dementia.
12. Students will write pertinent and useful progress notes.
13. Students will monitor the patients' course during hospitalization and provide continuing input as needed.

Medical Knowledge and Therapeutics-

Students will demonstrate knowledge about the medical underpinnings of psychiatric illness in a variety of patients and apply this to patient care.

1. Students will demonstrate an understanding of the pathophysiology, epidemiology, diagnostic criteria, and clinical course for common psychiatric conditions.
2. The student will learn to:
 - a. advise about the role of the psychiatric and medical disease and medications in the patients' presenting symptoms.
 - b. understand the indications for a variety of somatic therapies in a wide variety of patients.
 - c. understand the use of psychotropic medications and in a wide variety of patients, and appreciate physiological effects, contraindications, drug interactions, and dosing concerns.
 - d. understand, utilize, and instruct regarding the use of non-organic treatments, including brief psychotherapy, behavioral management techniques, family therapy, and psychoeducation.

e. work as a member of a multidisciplinary team to maximize the care of complex psychiatrically ill patients.

Practice-Based Learning and Improvement-

Students will be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices.

1. Students will seek feedback from their supervising attending and from other health care providers about their own practice and will use this feedback to improve their performance.
2. Students will apply knowledge of study design, statistical methods and evidence-based medicine to the appraisal of clinical studies.
3. Students will use information technology to manage information, access on-line medical information and support their own education.
4. Students will facilitate the learning of junior medical students and other health care providers.

This will include, but not be limited to:

- a. seeking appropriate reference material pertinent to physician duties.
- b. reading articles with critical assessment as recommended by faculty.
- c. continuing to learn to use informational systems to identify information in reference to patient issues.

Interpersonal and Communication Skills-

Students will be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, patients' families and other health care providers:

1. Students will create and sustain therapeutic and ethically sound relationships with patients, including the use of open and honest communication, the maintenance of an empathic stance and the establishment of appropriate boundaries.
2. Students will use effective listening skills in interactions with patients, their family members and other health care providers.
3. Students will learn proficiency in conveying difficult information to patients and their families.
4. Students will demonstrate an ability to work as a member of a multidisciplinary patient care team.
5. Students will effectively elicit information from and provide information to other health care providers, including nurses, social workers, occupational therapy staff, hospital unit coordinators and consulting physicians.

Professionalism-

Students will demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to a diverse patient population.

1. Students will demonstrate respect, compassion and integrity in all their interactions with patients, families and other health care providers.
2. Students will demonstrate accountability to patients, to other health care providers and to the medical profession and will demonstrate responsiveness to the needs of patients that supersedes self-interest.
3. Students will demonstrate a commitment to excellence and on-going professional development.
4. Students will appreciate the ethical issues that can arise in the care of patients with psychiatric conditions.
5. Students will demonstrate sensitivity and responsiveness to each patient's age, gender, culture, ethnicity, religion, and disabilities.

Systems-Based Practice-

Students will demonstrate awareness of responsiveness to the larger context of the mental health care system and the ability to effectively call on system resources to provide care that is of optimal value.

1. Students will demonstrate understanding of how their patient care affects and is affected by other health care providers, the health care organization, and the health care system.
2. Students will know how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources.
3. Students will practice cost-effective health care that does not compromise quality of care.
4. Students will advocate for quality patient care and assist patients in dealing with the complex mental health system.
5. Students will know how to partner with health care managers and health care providers to assess, coordinate, and improve health care and know how these activities can affect system performance.

One week rotation options from which to choose:

(Students must choose 4 from the following 6 options as described below)

GENERAL ADULT INPATIENT PSYCHIATRY

Students work side-by-side with the psychiatry interns during this week of the virtual senior rotation in one of the University Medical Center New Orleans General Adult Psychiatry inpatient units. Emphasis is given to improving skills of clinical judgment and decision-making by focusing on such duties as psychiatric assessments, diagnostic formulations, choosing medications and developing treatment plans. Students are expected to carry a small caseload from admission to discharge while under close supervision. Students will also enhance their communication skills in family sessions and develop skills in systems-based practice through their involvement with the health care team. Students will continue to develop their medical knowledge and skills of practice-based learning through reading, didactic lectures, and conferences. The student will be an actively involved member of the treatment team.

Weekly Schedule:

	Mon	Tues	Wed	Thurs	Fri
AM	Inpatient rounds	Inpatient rounds	Inpatient rounds	Inpatient rounds	Inpatient rounds
PM	Intern Didactics/Self- Study	Intern Didactics/Self- Study	Intern Didactics/Self- Study	Grand Rounds, Intern didactics	Self-study

Suggested Text:

Kaplan and Saddock's Comprehensive Textbook of Psychiatry, Vol. 2

Faculty:

Mark Townsend, M.D.

Erin Capone, M.D.

Steven Ross, M.D.

CONSULTATION-LIASON PSYCHIATRY

Consultation-Liaison Psychiatrists work to help people suffering from a combination of mental and physical illness by consulting with them and liaising with other members of their care team.

The University Medical Center in New Orleans Consultation-Liaison Psychiatry virtual rotation allows students to participate in daily assessments and clinical rounds with the C-L team. UMC is also the principal training site for LSU Consultation-Liaison Psychiatry fellowship and the student can participate virtually in Electroconvulsive Therapy.

	Mon	Tues	Wed	Thurs	Fri
6:30-8:30	ECT		ECT		ECT
8:30-12:00	C-L rounds	C-L rounds	C-L rounds	C-L rounds	C-L rounds
12:00-1:00	Trauma Recovery Team weekly meeting		Journal Club/lunch		Journal Club/lunch
1:00-4:00	C-L work room	Independent study	C-L work room	Grand Rounds and C-L lecture series	C-L work room

During a typical week, the student's schedule will be as above. On Mondays, Wednesdays, and Fridays, the student will observe the pre-procedure evaluation, ECT procedure, and the post-procedure evaluation. Later, in the mornings, the student will round with the C-L team to see patients throughout the hospital. On Mondays, the student will join the Trauma Recovery Team weekly meeting where clinical care, research, education and community outreach are discussed in a multidisciplinary format. Wednesdays and Fridays at noon will be a lunch and learn journal club. Then, in the afternoon, the student will aid the residents and fellows with wrapping up loose ends from the morning and seeing new consults or will be attending lectures with the C-L fellows.

Readings:

Massachusetts General Hospital Handbook of General Hospital Psychiatry 7th Edition

The Electroconvulsive Therapy Workbook: Clinical Applications 1st Edition

Faculty:

Erich Conrad, M.D.

B. Lochlann McGee, M.D.

BEHAVIORAL HEALTH EMERGENCY ROOM EXTENSION (BHERE)

During this one-week virtual elective at University Medical Center location, students will work closely with the University Medical Center emergency psychiatry team; including psychiatry attendings, residents and other emergency room clinical staff in the Behavioral Health Emergency Room Extension (BHERE). The UMC emergency room serves thousands of emergency patients per year with a wide range of initial presentations. The student can be involved in the care of a number of patients with a variety of psychiatric, chemical dependency, and psychosocial problems--problems that the future psychiatrist might encounter in practice no matter what field he or she chooses. Emphasis will be on accurate triage and assessment as well as continuity of care issues after the initial emergency is resolved. The student will also attend several non-graded lectures and didactics on general and emergency psychiatry.

Weekly Schedule:

	Mon	Tues	Wed	Thurs	Fri
AM	Rounds in BHER	Rounds in BHER	Rounds in BHER	Rounds In BHER	Rounds in BHER
PM	New Patient Evaluations	Didactics with intern class	New Patient Evaluations	Grand Rounds	New Patient Evaluations

Readings:

Clinical Manual of Emergency Psychiatry, 2nd Edition

Faculty:

Dave Fein, M.D.

Mike Dicharry, M.D.

Erin Capone, M.D.

Anthony Johnson, M.D.

Stephen Giepert, M.D.

CHILD/ADOLESCENT PSYCHIATRY

On this week of the rotation, students have exposure to general inpatient child and adolescent psychiatry and consult-liaison psychiatry at Children’s Hospital, New Orleans. Students will be able to participate in assessment and rounds with the interdisciplinary treatment team.

Additionally, medical students will have the opportunity to shadow faculty in the community clinic. Students will participate in case formulation, treatment planning, and coordination of care.

Weekly Schedule:

	Mon	Tues	Wed	Thurs	Fri
AM	Inpatient	Inpatient	Inpatient	Inpatient	Inpatient
PM	Inpatient	Community Clinic	ER/Consult Liason	Grand Rounds + Therapy seminar + Main academic seminar	Inpatient

Readings:

Dulcan’s Textbook of Child and Adolescent Psychiatry, Second Edition

Faculty:

Daniel Waldman, M.D.

Kristine Olivier, M.D.

Cody Roi, D.O.

ADDICTION PSYCHIATRY

In Addiction Psychiatry, students will be located at University Medical Center (UMCNO) Adult Psychiatry Dual Diagnosis Unit. They will be exposed to treating patients with addiction to multiple substances including stimulants, sedatives, alcohol, and opiates in an inpatient health setting. They will gain experience using FDA approved medications to treat both opiate use disorder and alcohol use disorder including buprenorphine and naltrexone. Students will explore the concept of dual diagnosis and the importance of monitoring for and treating any co-occurring psychiatric illness in patients dealing with addiction. Students will be introduced to the ASAM levels of care and how to guide a patient through the continuum of care from early interventions all the way to residential or inpatient treatment. The students will also have to opportunity to apply motivational interviewing techniques with direct supervision from faculty.

Weekly Schedule:

	Mon	Tues	Wed	Thurs	Fri
AM	UMC Inpatient Dual Dx Unit	UMC Inpatient Dual Dx Unit	UMC Inpatient Dual Dx Unit	UMC Inpatient Dual Dx Unit	UMC Inpatient Dual Dx Unit
PM	Didactics: Overview of Sub Use D/O	Self-Study	Self-Study	Didactics: Overview of Sub Use D/O	Self-Study

Suggested Readings: pcssnow.org for readings on buprenorphine use and general addiction topics

Faculty:

Lee Michals, M.D.

Maeghan Davis, M.D.

FORENSIC PSYCHIATRY

A week in Forensic Psychiatry includes working in various forensic settings for a diverse experience in a field where psychiatry and the law intersect. Throughout the week, students will participate in court-appointed examinations to assess competency to stand trial and insanity, observe expert witness testimony in the courtroom setting, provide treatment to patients housed in correctional facilities, and discuss topics related to psychiatric disability, civil competencies, malpractice, civil commitment, malingering, and child custody. The LSU Department of Psychiatry also provides services at Northlake Behavioral Health System, where many chronically ill, judicially committed patients reside. Students will have the option to work with this specialized patient population. Board-certified forensic psychiatrists provide instruction, and students participate in didactic programs along with house officers.

Weekly Schedule:

	Mon	Tues	Wed	Thurs	Fri
AM	Northlake	Private Cases	Competencies/ Sanities	Correctional Psychiatry	Judicial Commitment Evaluations
PM	Northlake	Didactics	Correctional Psychiatry	Court	

Suggested Readings:

Principles and Practice of Forensic Psychiatry, Edition 3

The American Association Publishing Textbook of Forensic Psychiatry, DSM-5 Edition

Faculty:

Joshua Sanderson, M.D.

Graham Spruiell, M.D.

Hannah Scott, M.D.