



The Florida State University  
College of Medicine

# Psychiatry Clerkship

**BCC 7150**

**2015-2016**

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Library subject guides  
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text books**

Table of Contents

Instructors .....	4
Education Director .....	4
Clerkship Directors.....	4
Course Overview .....	5
Description.....	5
Course Components .....	6
Self - Study Readings .....	6
Additional Self - Study.....	6
Clerkship Clinical Experience.....	7
Call and Emergency Psychiatry .....	7
Student Work Hours.....	7
Required Diagnoses & Procedures .....	7
Required and Recommended Diagnoses .....	7
Required Procedures:.....	8
Level of Care Definitions Used for E*Value Entry .....	9
<i>Inpatient</i> .....	9
<i>Outpatient</i> .....	10
Required Texts and Reading assignments:.....	10
Mandatory Project:.....	12
Competencies-Objectives-Assessment.....	13
Skills .....	13
Knowledge .....	14
Attitudes and Behaviors (Professionalism).....	15
Policies .....	16
Americans with Disabilities Act.....	16
Academic Honor Code.....	16
Attendance Policy .....	16
Library Policy .....	17
Required Materials.....	17
Required Text .....	17

Suggested Materials and Additional Resources .....	17
Grading .....	18
Longitudinal Integrated Curriculum (LIC).....	18

# Instructors

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## ***Education Director***

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## ***Clerkship Directors***

<b>Campus</b>	<b>Director</b>
Fort Pierce	Gerardo Olivera, MD
Daytona	Wendy Welch, MD
Orlando	Herndon Harding, MD
Pensacola	Lawrence E. Mobley, MD
Sarasota	Matthew Thomas, MD
Tallahassee	Eileen Venable, MD
Marianna LIC	Steven Spence, MD

# Course Overview

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## ***Description***

The **Psychiatry Clerkship** is a required six-week clinical experience that provides third year students with a solid foundation in the fundamentals of the evaluation, diagnosis, treatment, and appropriate referral of patients with mental health disorders. The student will be assigned to one or more clerkship faculty. A variety of learning opportunities are offered in community-based settings at the six Regional Campuses and include inpatient and outpatient psychiatry treatment programs, emergency departments, consultations/liaison services, residential treatment programs, correctional facilities and others.

The goal of the required six-week Psychiatry Clerkship is to provide the student with an experience that emphasizes patient evaluation and treatment in multiple settings. Diverse opportunities at the different campuses also provide an extensive array of complementary and enriching experiences. For example, students may be exposed to the treatment of coexisting psychiatric and medical illnesses through consultations done in a general hospital. They may likewise gain skills necessary to intervene and treat the most acutely ill patients in urgent care settings, such as the emergency room. ECT may be an additional experience offered on some campuses.

All major psychiatric diagnostic categories will be addressed including: affective disorders, anxiety disorders, psychotic disorders, alcohol and substance abuse disorders, geriatrics disorders, children and adolescent disorders, somatization disorders, oppositional defiant disorder, autism, pervasive developmental disorder, and personality disorders. (Though the focus is primarily on adults, there will be exposure to the care of adolescents and children when possible.) When appropriate, basic science correlations are also addressed.

In the outpatient setting, students will be provided opportunities to both observe and to participate directly in patient care under the supervision of the clerkship faculty psychiatrist. Students may follow hospitalized psychiatric patients to gain an appreciation for the full range of psychiatric illnesses and the variety of treatment options that are available to those patients with severe illness. Learning the skills needed for interventions and treatments done in the most acutely ill patients will be achieved from time spent in emergency rooms and other urgent care areas. Delivery of care to all populations is taught. (Examples include children, adolescents, adults, elderly, culturally diverse groups, and other special needs populations like the developmentally disabled.) There is also exposure to the diagnosis and treatment of substance and alcohol use disorders.

The students must demonstrate an understanding of how patients with diverse cultures, religions, and belief systems perceive symptoms, diseases, and health care, and particularly, mental health care. Due to our distributed model, students will see demographic influences on health care. Students must have self-awareness of any personal biases they may have regarding the delivery of health care in regards to gender, culture, race or any other bias.

The core psychiatry curriculum will be delivered through an Internet-based, self-study format. A schedule of required readings that address essential content will be provided. In addition, Clerkship Directors at each regional campus will meet with students a minimum of once every week for case presentations, discussion of required readings and to provide feedback on student performance. These small groups also emphasize the course goals and objectives, demonstrate an understanding of the [Diagnostic and Statistical Manual of Mental Disorders 5<sup>th</sup> Edition](#) (DSM-5), and emphasize psychopharmacology, mandatory procedures and diagnosis.

The Education Director and Clerkship Director at each campus will regularly review E\*Value entries from student encounters to ensure that students are meeting clerkship objectives for diagnoses and procedures. It is very important that student's record patient encounters in E\*Value at least once a week so that this data will be available and current. The nature and number of the patients recorded in E\*Value attests to the student becoming proficient in the core competencies.

As described elsewhere in this syllabus, the criteria for determining the final grade is based on clinical performance as assessed by the clerkship faculty member and the score obtained on the National Board of Medical Examiners Clinical Subject Exam in psychiatry. The best way to prepare for this examination is to complete the required readings and exercises devised by the Psychiatry Education Director and the regional campus Clerkship Directors.

Ethical issues will be discussed on a case-by-case basis as they present themselves in the clinical setting.

## Course Components

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### ***Self - Study Readings***

Specific readings that encompass the most salient features of psychiatry have been developed and are listed in the **Required Texts and Reading** section of this syllabus. These assignments are structured to maximize the student's understanding of the subject matter over the course of the six-week clerkship.

### ***Additional Self - Study***

Self-study is an essential part of the learning process. Students are responsible for identifying personal gaps in knowledge and for securing the resources needed to address such gaps. These resources include, but are not limited to, textbooks (electronic and hard copy), faculty, and the medical literature.

**Clerkship Clinical Experience**

This is an apprenticeship experience supervised by one or more psychiatric clerkship faculty. Students will follow the same work schedule as their faculty physicians, with the exception that students will attend Doctoring 3 (Wednesday afternoons) and the community-based Longitudinal Experience (one half-day per week). Students are expected to perform psychiatric evaluations in their clinical settings and to complete procedure requirements.

**Call and Emergency Psychiatry**

The student may have the opportunity to work in the urgent care or emergency setting. Possibilities include general hospital emergency rooms, direct admission centers for inpatient behavioral medicine centers, triage in outpatient facilities, etc. Psychiatry clerkship students are not required to be on-call overnight.

**Student Work Hours**

Students will adhere to the ACGME rules regarding the workweek, which include working no more than 80 hours per week, no more than 24 hours continuously (except an additional 6 hours may be added to a 24 hour period to perform wrap-up duties). Students will have at least one of every seven days completely free from educational activities or patient-care responsibilities.

**Required Diagnoses & Procedures**

A list of required diagnoses and mandatory procedures was developed for the third year psychiatry clerkship based upon the objectives of the clerkship and the mission of the FSUCOM. Following review of the E\*Value data, it was determined that there are adequate patient numbers at all clinical sites to meet the objectives of the clerkship. Regardless of the setting in which they are seen, students are exposed to a variety of diagnoses, and this was felt to be the most important goal of the clerkship. (See “10 Steps to Pass Psychiatry 2015-16” posted on Blackboard for details on grading and due dates).

**Required and Recommended Diagnoses**

Required Diagnosis		E*Value Choices
1	Depressive Disorder (any disorder)	<ul style="list-style-type: none"> <li>• Depression</li> <li>• Dysthmia</li> <li>• Major Depression</li> </ul>
2	Bipolar Disorder	Bipolar disorder
3	Anxiety Disorder (any disorder)	<ul style="list-style-type: none"> <li>• Anxiety Disorder</li> <li>• Anxiety disorder, generalized</li> <li>• Anxiety Disorder, Other Tool (ORT)</li> </ul>
4	Post-Traumatic Stress Disorder	PTSD

5	Schizophrenia or any Psychotic disorders	<ul style="list-style-type: none"> <li>• Psychosis, Other</li> <li>• Psychotic disorder</li> <li>• Schizoaffective disorders</li> <li>• Schizophrenia</li> </ul>
6	ADHD (in an adult or child)	ADHD
7	Substance Disorders (any disorder)	Substance abuse
8	Personality Disorders (any disorder)	Personality disorder
9	Dementia (any type of dementia)	<ul style="list-style-type: none"> <li>• Dementia, Alzheimers</li> <li>• Dementia, other</li> <li>• Dementia, Vascular</li> </ul>

<b>Recommended Diagnosis</b>	<b>E*Value Choices</b>
Obsessive Compulsive Disorder	OCD
Adjustment Disorder	Adjustment Disorder
Eating Disorder (any disorder)	Eating disorder

The diversity in patient diagnoses and the opportunities for procedures that are required to meet clerkship objectives are assured by the Clerkship Director. The Education Director directly monitors student data through the E\*Value electronic patient encounter system on an every other week basis. If a targeted condition is not encountered by the student by the end of week 3, an alternative experience will be arranged.

For the student unable to see patients with the required diagnoses and/or perform mandatory procedures, an educational plan may be implemented to address this shortfall. Possibilities include, but are not limited to: reassigning the student to a different faculty member, identifying specific patients for the student to see, having the student see a standardized patient, assigning the student to a computer (DXR) or paper based case, or assigning the student to read about a patient with the target diagnoses and discuss these patients with faculty. The clerkship director will assist with this if necessary, along with the Education Director.

**Required Procedures:**

The student, under the observation of the Clerkship Director or Clerkship Faculty, will demonstrate a proficiency in performing these four procedures. Additionally, the procedures will be recorded in E\*Value. The minimum number required is one (1) and there is no maximum number. The clinical setting may be either inpatient or outpatient.



Required Procedures		E*Value Choices
1	Perform a <b>cognitive/dementia assessment</b> using the Mini-mental Status Exam, Mini-COG Exam or the MOCHA.	<ul style="list-style-type: none"> <li>• Cognitive Assessment – MOCA</li> <li>• Mini-COG</li> <li>• Mini-Mental Status Exam</li> </ul>
2	Perform a <b>depression assessment</b> using one of these three tools: PHQ9, the Beck or the Zung.	<ul style="list-style-type: none"> <li>• Depression Screening Tool – Beck</li> <li>• Depression Screening Tool - PHQ9</li> <li>• Depression Screening Tool - Zung</li> </ul>
3	Perform a <b>substance abuse screen</b> using one of these tools: AUDIT, CAGE, DAST-10 or the Opiate Risk Tool (ORT)	<ul style="list-style-type: none"> <li>• Screening for Substance Abuse</li> <li>• Substance Abuse Screening Tool û CAGE</li> <li>• Substance Abuse Screening Tool û Opiate Risk Tool (ORT)</li> </ul>
4	Demonstrate proficiency in performing, writing and presenting a <b>Comprehensive Psychiatric Examination Write Up</b> to include a thorough risk assessment for suicide and violence. <b>A template for the Write Up is available on Blackboard</b> under <b>Clerkship Content -&gt;Assessment Tools</b>	<ul style="list-style-type: none"> <li>• <b>Psychiatric Exam, Comprehensive Write Up</b></li> </ul>

<i>Recommended Procedures, not required but important to learn (as listed in E*Value)</i>	
1	ADL
2	Behavior Change Plan
3	Patient Education
4	Domestic violence screen
5	Tobacco use screen

### Level of Care Definitions Used for E\*Value Entry

#### ***Inpatient***

- A “tag-along,” with the student just observing and not doing anything: **not counted.**
- If the student asks or answers questions/offers or gives limited or little input into patient care: **minimal.**
- If the student is involved in the discussion about treatment, writes a soap note, writes orders, talks to the nurse/staff about the plan, and takes some kind of responsibility for the patient’s care: **moderate.**

- Rounding on your established patient *prior to* rounding with your attending, and then participating in patient care based on your observations: **moderate**.
- Performing a substantial part of the exam (some or all of the basic components: history of present illness, past psych history, psychosocial history, physical exam, past medical history, review of systems, family history, conclusions, differential diagnosis, treatment plan, etc.): **maximal**.

### ***Outpatient***

- Because most physician offices do not have sufficient space for students to perform independent patient evaluations, seeing a patient with the preceptor--even if the student is just a “fly on the wall” but listening and observing--is counted as a **minimal contact**.
- A **moderate contact** is when the student participates in the evaluation by asking/answering questions, offering therapeutic suggestions, writing a note/prescription, assuming some independent task about patient care or following an established patient independently and presenting the patient to the attending/preceptor.
- The **maximum or comprehensive** contact is made by performing a substantial part of the exam (some or all of the following: history of present illness, past psych history, psychosocial history, physical exam, past medical history, review of systems, family history, conclusions, differential diagnosis, treatment plan, etc.).

### ***Required Texts and Reading assignments:***

The required textbooks are **DSM 5** and the **Introductory Textbook of Psychiatry** by Black and Andreasen. Additionally it is highly recommended that **DSM 5 Made Easy** be used to augment learning. The three of these can be accessed online through the FSU COM library on the [Psychiatry Resource Page](#), along with multiple other resources that can be used to enhance learning and understanding of psychiatry.

The required text is divided into easy to read sections. Each section is designed to help the student master the content necessary to perform well in the clerkship and understand the essentials of psychiatry practice. The student is encouraged to read the entire text.

There are multiple question and answer books on the topic of psychiatry. **ONLY AFTER YOU READ THE TEXT SHOULD YOU USE THE QUESTION AND ANSWER STUDY GUIDES.** These are valuable for testing knowledge of psychiatry, but are inadequate as the primary method of learning psychiatry. Also, when an interesting or novel patient is seen, be sure to read about the condition he or she has while details are fresh in your memory. ([See also “Suggested Material and Additional Resources.” of this document](#))

Here is a list of the broad general categories a student should study while taking this course. It parallels the required text.

1. DIAGNOSIS AND CLASSIFICATION
2. INTERVIEWING AND ASSESSMENT
3. UNDERSTANDING AND USING DSM 5
4. THE NEUROBIOLOGY AND GENETICS OF MENTAL ILLNESS
5. NEURODEVELOPMENTAL (CHILD) DISORDERS
6. SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS
7. MOOD DISORDERS
8. ANXIETY DISORDERS
9. OBSESSIVE-COMPULSIVE AND RELATED DISORDERS
10. TRAUMA- AND STRESSOR-RELATED DISORDERS
11. SOMATIC SYMPTOM DISORDERS AND DISSOCIATIVE DISORDERS
12. FEEDING AND EATING DISORDERS
13. SLEEP-WAKE DISORDERS
14. SEXUAL DYSFUNCTION, GENDER DYSPHORIA, AND PARAPHILIAS
15. DISRUPTIVE, IMPULSE-CONTROL, AND CONDUCT DISORDERS
16. SUBSTANCE-RELATED AND ADDICTIVE DISORDERS
17. NEUROCOGNITIVE DISORDERS
18. PERSONALITY DISORDERS
19. PSYCHIATRIC EMERGENCIES
20. LEGAL ISSUES
21. BEHAVIORAL, COGNITIVE, AND PSYCHODYNAMIC TREATMENTS
22. PSYCHOPHARMACOLOGY AND ELECTROCONVULSIVE THERAPY

## **Mandatory Project:**

Student must complete <b>one (1) of the following projects</b> after clearing it with their clerkship director.	
1.	Pick any psychiatric topic and create a 15 slide PowerPoint presentation.
2.	Present and lead a thorough and detailed discussion of a relevant journal article to peers and confirmed as done by the clerkship director. Should be 15 to 20 minutes in length.
3.	Write a 5 page essay on a unique experience such as attending a legislative session, court hearing, etc. (Double spaced with one inch margins and 12 point font.) Since the student is a candidate for a doctoral level degree, correct spelling, logical syntax and correct grammar are expected.
4.	Assist in the presentation of a grand rounds or similar event to a group of healthcare professionals. (Satisfactory completion of this project must be documented by supervising faculty.)

Project delivery instructions, regardless of which project is chosen:

- Must upload the project to ~~Blackboard~~ **Student Academics** (*revised for Rotations C-F beginning 10/5/2015*) secure app **and** send a copy via email to the campus clerkship director **and** to the education director, Dr. Mobley, at [lawrence.mobley@med.fsu.edu](mailto:lawrence.mobley@med.fsu.edu) **by 5 p.m. Eastern Standard Time on Friday of the final clerkship week.** If the project requires documentation by faculty that it was performed, the faculty member should email this to the education director **and** the campus clerkship director.
- (Recommended only) Consider presenting PowerPoint to your preceptor's office or during the weekly session with your clerkship director to your peers.

# Competencies-Objectives-Assessment

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The following objectives were developed internally. Please see education program objectives (competency statement) for the FSUCOM with 6 competency domains.

By the completion of the Clerkship, the student will be expected to complete the following objectives:

## **Skills** (Patient Care, Medical Knowledge, and Communication Skills)

1. Based on the observations of Clerkship Director and/or the Clerkship Faculty, the student will demonstrate the ability to:
  - a. Perform a complete psychiatric examination that will include identifying data, history of present illness, a psychosocial history, past psychiatric history, past medical history, current medical problems, alcohol/substance abuse history and a mental status exam, summation and differential diagnosis (Required procedure to document in E\*Value)
  - b. Perform a problem - focused exam and a medication check.
  - c. Perform a "mini - mental status," or a mini-cog or MOCHA to evaluate cognitive changes. (Required procedure to document in E\*Value)
  - d. Do a risk assessment for suicide or potential to do harm to others and discuss an intervention plan. (Required procedure to document in E\*Value)
  - e. Verbally present a case. The presentation will include identifying data, history of present illness, a psychosocial history, past psychiatric history, past medical history, current medical problems, alcohol/substance abuse history and a mental status exam, summation, differential diagnosis and a treatment plan.
  
2. Based on review of the clerkship director and clerkship faculty, the student will demonstrate the ability to:
  - a. Dictate or write a case in a form satisfactory for a medical record. (Submitted to clerkship director and education director; required procedure.)
  - b. Use technology to locate evidence based psychiatric information.
  
3. Based on the observations of clerkship director and / or the clerkship faculty, and with some weight given to the surveys completed by 10 patients on each student, the student will demonstrate the ability to:
  - a. Keep boundaries, recognize transference issues and set limits with patients.
  - b. Verbally communicate in a manner understood by the patient and effective for gathering history.

4. Using technology to access current Evidence-Based Medical Information (e.g. PDA), the student will demonstrate the ability to research relevant psychiatric topics. Such information will be appropriately utilized for patient evaluation and diagnosis, in treatment plan formulation, or while preparing reports or presentations on psychiatric topics. Mastery of this skill may be demonstrated by using a PDA to determine the potential interactions between psychotropic and other medications.

### **Knowledge** (Medical Knowledge and Practice-Based Learning)

1. Based on the observations of clerkship director and / or the clerkship faculty during patient rounds, case presentations, small group discussions, and independent required readings the student will demonstrate knowledge in the following core areas:
  - a. Mental illnesses to include major depression, dysthymic disorder, bipolar disorder, adjustment disorders, generalized anxiety disorder, panic disorder, social phobia, obsessive-compulsive disorder, substance and alcohol abuse, Personality disorder, schizophrenia/psychoses, dementia and deliriums, somatoform disorders, factitious disorders, malingering and sleep disorders.
  - b. Demonstrate an understanding of the use of The Diagnostic and Statistical Manual of Mental Disorders 5<sup>th</sup> Edition (DSM-V).
  - c. Psychopharmacology to include the usage of anxiolytics, antidepressants (and ECT), antipsychotics, mood stabilizing agents, anticholinergics, acetyl cholinesterase inhibitors, psychostimulants, and beta blockers in appropriate treatment of the mentally ill.
2. During discussions with the faculty regarding the comprehensive evaluation and management of a psychiatric patient, the student will demonstrate an understanding of the following:
  - a. The co-morbidity of mental, neurological and medical illnesses. Especially worth understanding is how co-occurring medical illness and mental illness complicate the treatment and potentially worsen the outcome of each other. (Diabetes and depression for example)
  - b. The use of laboratory tests and various types of scans (CT, PET, MRI, etc.) to evaluate for mental illness or for the ongoing monitoring of medications. (Lithium level, etc.)
3. The student will construct and present to faculty an organized treatment plan addressing the findings of the evaluation. In addition to recommending medications using the principles of psychopharmacology, this presentation will demonstrate to the faculty:
  - a. Recognition of the signs, symptoms and risk factors for suicide, homicide and withdrawal from drugs and alcohol.
  - b. The ability to assess for the need for inpatient hospitalization.
  - c. The ability to apply the basic concepts of various psychotherapies and propose ways to incorporate them into a treatment plan. (Psychotherapies include but are not limited to

psychoanalysis, cognitive behavioral therapy, behavioral therapy, supportive psychotherapy, and brief/time limited psychotherapy.)

4. For diagnostic clarification or treatment planning, the student will demonstrate to faculty:
  - a. A conceptual understanding of the indications for psychological testing.
5. From the patient evaluation, the student will demonstrate to faculty:
  - a. Recognition of the signs of abuse in all ages.
  - b. The differing presentations of mental illness over the life span. (e.g. children, adolescents, adults, and the elderly).

### ***Attitudes and Behaviors (Professionalism)***

1. With patient write-ups and during case presentations and discussions with the clerkship director and faculty, the student must demonstrate the ability to remain objective and non-judgmental toward a patient, regardless of lifestyle and life choices.
2. Regardless of setting (e.g. inpatient ward, ambulatory care centers, hallways, and waiting rooms) the student will demonstrate and appreciate the importance of confidentiality of psychiatric information. This will be based on faculty observation.
3. During discussions with faculty, the student will be able to discuss the basic ethical issues in psychiatry (e.g. involuntary treatment, duty to warn, reporting abuse and boundaries with patients).
4. The student must demonstrate to faculty the ability to recognize circumstances that require a psychiatric referral, particularly in the primary care setting, and acknowledge professional limitations. During case presentation and conferences, the student will be able to discuss when such a referral is appropriate.
5. During case discussions with faculty or participation in multidisciplinary treatment team meetings, the student will demonstrate an appreciation of the following in aftercare planning and community mental health:
  - a. The biases against the mentally ill in society and patient advocacy when appropriate.
  - b. The barriers to treatment for the mentally ill (e.g. medical systems, third party payers, and the patient himself).
  - c. The community resources available for different demographic groups and the appropriate organizations to contact in if assistance is needed (e.g. Social Services, or Council on Aging, etc.)

# Policies

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## ***Americans with Disabilities Act***

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's Director of Student Counseling Services and the FSU Student Disability Resource Center to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to the medical degree.

### [The Office of Student Counseling Services](#)

Medical Science Research Building G146

Phone: (850) 645-8256 Fax: (850) 645-9452

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

### [Student Disability Resource Center](#)

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

Voice: (850) 644-9566

TDD: (850) 644-8504

[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)

## ***Academic Honor Code***

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. (Florida State University [Academic Honor Policy](#))

## ***Attendance Policy***

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules **See** [FSUCOM Student Handbook](#) for details of attendance policy, notice of absences and remediation.



## **Library Policy**

The [COM Maguire Medical Library](#) is primarily a digital library that is available 24/7 through secure Internet access. Library resources that support this course are available under “Subject Guides” found under *Resources by subject* from the main menu on the library website. In addition, many of the point-of-care resources are available for full download to mobile data devices. Upon student request, items not found in the library collection may be borrowed through interlibrary loan.

## **Required Materials**

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The physical resources necessary for this course are in place. At each of the regional campuses the student learning areas are complete with computers, and access to videoconference equipment. Affiliation agreements with participating hospitals allow FSU medical students to have access to psychiatric patients in the hospital setting. An extensive, high-qualified clinical faculty has been recruited and is in place, and additional members are recruited as needed.

A daily electronic log of their patients will be kept by the students and transmitted weekly into the E\*Value System. The Clerkship Director and Education Director will insure that appropriate patients are being seen, and that the patient mix reflects common psychiatric disorders, age and race. There is a mechanism in place for student midpoint performance feedback. There is a mechanism in place for an end of rotation debriefing conducted by the Clerkship Director.

### **Required Text**

[Concise: Textbook of Clinical Psychiatry](#) 3<sup>rd</sup> Edition 2008. Kaplan and Sadock

## **Suggested Materials and Additional Resources**

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1. [Diagnostic and Statistical Manual of Mental Disorders 5<sup>th</sup> Edition](#) (DSM V), 2013 (E-Book available through Library Course pages)
2. [Comprehensive Textbook of Psychiatry, 9<sup>th</sup> edition](#), 2009, Kaplan and Sadock
3. [Practice Guidelines for the Treatment of Psychiatric Disorders](#) 2006, American Psychiatric Association
4. [Current Diagnosis and Treatment in Psychiatry, 2<sup>nd</sup> Edition](#) by Ebert, Loosen, Leckman, Nurcombe; McGraw Hill.

5. Other pertinent articles, chapters and PowerPoint contributed by staff, students and from other sources are on Blackboard.
6. NBME Clinical Science Mastery Series

The National Board of Medical Examiners (NBME) expanded its self-assessment services to include the new Clinical Science Mastery Series. Built to the same content specifications as the NBME clinical science subject examinations, this web-based series provides self-assessments for US and international medical students who want to assess their knowledge of the clinical sciences covered during a clerkship or medical education course. **For a fee of \$20.00 each, you can purchase self-assessments** through the [Self-Assessment Interactive Website](#).

## Grading

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**All students:** All mandatory diagnoses and procedures must be recorded in E\*Value by 5:00 p.m. on the last Friday of the rotation and psychiatric write-ups and projects must be submitted to the Education Director and the Clerkship Director by 5 p.m. of the last Friday of the rotation to be a candidate for Honors.

The **10 Steps to Pass Psychiatry**, found in the Psychiatry Clerkship 2015-16 Blackboard site, gives grading specifics and all due dates.

The standardized [clerkship grading policy](#) can be found on the [Office of Medical Education website](#).

## Longitudinal Integrated Curriculum (LIC)

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General information and policy regarding the Longitudinal Integrated Curriculum (LIC) in Marianna can be found on the syllabi page of the [Office of Medical Education website](#). The Psychiatry Clerkship Blackboard site also has a content area with specific dates and deadlines for the Psychiatry clerkship that will be presented over the course of the entire year, with multiple evaluations and formative assessment periods.