

Undergraduate Psychiatry

A Guide to Faculty 2021-2022

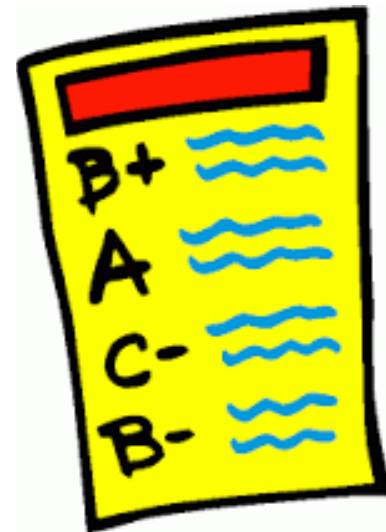
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I did not see John enough...

- I did not observe John enough during the rotation- I was away for a conference. How can I evaluate him?



I am not a psychiatrist ?
I do not see residents or
medical students so how does
this apply to me?



Roadmap

- Psychiatry Curriculum
- What do students want?
- What does our staff ask?
- Scenarios and discussion



Where may students get exposure to psychiatry/psychiatrists?

- Year 1 Toronto Patient-Centred Integrated Curriculum (TOPIC)
Integrated Clinical Experience (ICE)
Portfolio
Health Science Research (HSR)
PsycLE/PsycLE(R), Advocacy Mentoring Initiative (AMI)
- Year 2 Case Based Learning (CBL) and ICE2
Psychiatry weeks 46,47,48, 49 PLUS
Week 64 – Medical Psychiatry
- Year 3 6 week Psychiatry Block (@ 9 hospital sites)
Portfolio Marking exams/OSCEs/Question writing
- Year 4 Electives/ Selectives and Fusion session (full day)



Psychiatry clerkship 2021-2022

- 1 day of didactic core lectures centralized and front loaded: week 1
- Sites deliver:
 - Interviewing course
 - Personality disorders course
 - Narrative Reflective Competency (NRC)
- Child Psychiatry: 2 x ½ days
- Caselog: 19 clinical encounters and procedures
- ½ day Selective in week 6- optional



Psychiatry clerkship 2021-2022

- Mastery Exercise
 - 40 Multiple Choice Questions (MCQs)
 - 8 Clinical Decision Making Scenarios (CDMs)
- Narrative Reflective Competency (NRC)
- Clinical Evaluation
- Professionalism Evaluation
- Caselog: 19 clinical encounters and procedures
- 6 formative interviews (miniACE-CBD)
 - COMING IN MARCH: EPA pilot



PSYCHIATRY



UNIVERSITY OF TORONTO
FACULTY OF MEDICINE

Use this sheet to manually record your patient encounters/procedures. Then transfer the data to Case Logs accessed through MedSIS at <http://medsis.utoronto.ca/> at a more convenient time.

ENCOUNTERS	Goal	Real
anxiety disorder/symptoms	2	R
childhood behavioural disorder	1	R
delirium OR dementia	1	R
mood- bipolar mania or bipolar depression	1	R
mood - depression	1	R
personality disorders	1	R
psychotic disorder (NOT schizophrenia)	1	R
schizophrenia	1	R
substance abuse - alcohol or drug	1	R

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Patient Information		
Date	Real?	Notes

PROCEDURES	Goal	Real	Level of Involvem.
assessment of capacity	1		A
assessment of child & family	1		A
assessment of violence/agitation	1		A
ECT	1		A
medication monitoring	1		A
MMSE or MOCA	1	R	B
legal certification forms	1		A
suicide risk assessment	2	R	B

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Patient Information			
Date	Real?	Level	Notes

Student

1. Please input all entries into Case Logs on a regular basis.
2. Mid Rotation – Please bring an updated printout of your rotation.
3. End Rotation – Please email an updated printout of your rotation to the Course Director

Legend

Goal - Number of Encounters/Procedures
 Real - "R" - must be a real patient
 Level of Involvement (Minimum)
 A. Observe procedure
 B. Perform with assistance or assist someone else
 C. Perform independently

Trainee: _____

Level: _____

Time in Rotation: Early Mid Late

Clinical Setting	<input type="checkbox"/> Hospital Inpatient <input type="checkbox"/> Hospital Ambulatory <input type="checkbox"/> Emergency <input type="checkbox"/> Community	
Clinical Presentation	Age: _____ Sex: _____ Presenting Complaint: _____	<input type="checkbox"/> First Assessment <input type="checkbox"/> Follow-up
Complexity	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	
Description of Encounter	<input type="checkbox"/> Direct Observation of Encounter <input type="checkbox"/> Case-based Discussion	
Focus of Assessment (choose one)	<input type="checkbox"/> Delineate Current Symptoms (HPI) <input type="checkbox"/> Discharge Counselling <input type="checkbox"/> Assess Capacity for Treatment <input type="checkbox"/> Suicide Risk Assessment <input type="checkbox"/> Education for Diagnosis or Treatment <input type="checkbox"/> Assessment of Violence/Agitation <input type="checkbox"/> Cognitive Testing (MOCA/MMSE) <input type="checkbox"/> Medication Monitoring <input type="checkbox"/> Other (describe): _____ <input type="checkbox"/> Certification of Patient (Assessment & Notice)	

CONSIDER SOME OF THE FOLLOWING DESCRIPTORS WHEN PROVIDING ASSESSMENT & FEEDBACK		
MEDICAL EXPERT <ul style="list-style-type: none"> • factually correct information • logical use of questions • follows recognized framework • elaborates on clinical reasoning • accurate use of terminology 	COMMUNICATOR <ul style="list-style-type: none"> • clarifies patient's statements • picks-up and responds to cues • uses empathy • explains rationale • attends to timing 	PROFESSIONAL <ul style="list-style-type: none"> • incorporates patient perspective • respectful communication • seeks and applies feedback • identifies limitations • respects privacy

FEEDBACK ON ENCOUNTER/DISCUSSION	
Areas of Strength:	Areas for Further Development:
Agreed Further Action: <ul style="list-style-type: none"> <input type="checkbox"/> Review DSM-5 criteria specifically: _____ <input type="checkbox"/> Read further about _____ <input type="checkbox"/> Repeat encounter in this setting <input type="checkbox"/> Attempt with higher complexity patient <input type="checkbox"/> Attempt in a new setting <input type="checkbox"/> Follow-up with Supervisor for ongoing teaching & exposure 	
Additional Comments:	

What Students Ask For

input from students



What the medical students want from their supervisors?

- Be available (I am available by pager/text)
- Tell students your expectations (I expect you to--)
- Show enthusiasm (we love what we do)
- Excite them about your practice- (recruitment)
- Provide a culture of observation- (interviews)
- Provide feedback- (this is my feedback)
- Know Case log/Syllabus requirements (review)



What Our Faculty Ask

We actually asked them



What to do when...

- John is not interested.
He wants to do surgery.
 - What is his interest?
 - How to link his interest to Psychiatry?
 - How can Psychiatry make him a better physician?



I am concerned...

- John appears to be a weak clerk.
 - What are his deficits?
 - Content deficit?
 - Process deficit?
 - What is his level of training?
1st vs last block
 - Is he aware of your concerns?



John is concerned...

- I gave him a “3” and he tells me that Dr. H said “I did excellent” in the first 3 weeks of the rotation
- Know the mid term evaluation- formative
- Did you speak with Dr. H?
- Get the site director involved
- Speak with John re expectations/setting/ objectives of the 2 different rotations



The Interview course ...

- John was busy with his iPad and giggled during the patient interview conducted by another student
- What about eating during the interview course?
 - Did you talk about expectations?
 - Professionalism issue?
 - Do you need to inform his supervisor?
 - What is the likely reaction of his fellow student and patient?



John seems overwhelmed...

- There is “so much” to study for and the assessments are hard—everyone says so.
 - Limited exposure to Psychiatry in the first 2 years?
 - We focus on Content and Process
 - We provide feedback on exam by end of week 6



I did not see John enough...

- I did not observe him enough during the rotation- I was away for a conference
 - Mid term feedback
 - Case log requirements
 - Ask the resident*
 - Ask the nurse
 - Ask the on call staff
 - Arrange a 1-2 observed interviews-miniACE



John looks “unwell”””

- If you suspect a mental illness or John confides in you...what to do?
 - You are not the therapist**
 - You are not the treating MD
 - Ask John if he has help?
 - Ask John if he contacted the Office of Health Professions Student Affairs (OHPSA)?
 - Tell John re: help being available @ UofT



What will happen if...

- I give John a 2
 - **or** professionalism lapse
 - **or** below expectations evaluation?
- Meet face to face
 - Get opinion from team or other supervisor (360)
 - Try to identify “problem” **early** on
 - Talk to site supervisor
 - Student can ask to “talk to someone”
 - Student can contest the evaluation



What happens if John fails?

- Clinical
 - Written
 - Professionalism
- Focused Learning Plan
 - Remediation
 - BOE decision
 - Electives time
 - CaRMS deadline



What if I don't like my teacher evaluation?

<p>I am disappointed and hurt by my evaluation.</p>	<p>Speak to site director. Mentorship for faculty. Faculty development for UG.</p>
<p>I disagree with specific comments or events.</p>	<p>Can document your concerns w your chief, site director. Depending on severity of disagreement, see below.</p>
<p>I believe that this is a retaliatory evaluation by the student as I gave them difficult feedback.</p>	<p>There is a school based process for evaluations given in bad faith. If you suspect that this may happen/has happened, approach site director and/or chief.</p>



Any questions?

- Site Director
- Site Administrator
- Elentra
 - meded.utoronto.ca
- MedSIS.utoronto.ca
- TES- minimum of 3

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