

## Acting Internship Description

**Campus:** SE - Fargo

**Department:** Psychiatry and Behavioral Science

**Acting Internship Title:** Inpatient Psychiatry

**Course Number:** PSYB 9202-01

**Location of Acting Internship:** Sanford Hospital – Fargo, ND

**Preceptor(s):** Amna Masood, MD & Michelle Jorgensen, MD

**Period(s) offered:** All

**Number of students per period:** 1

**Purpose:** To provide the medical student with advanced medical education in the treatment of psychiatric patients in an acute hospital setting.

**Objectives: After completing the acting internship, the student will be able to:**

1. Obtain a history and perform a mental status exam.  
*EPA #1 - Year 4 LO #1*
2. Present the history and mental status exam in a concise, well-organized format.  
*EPA #6 - Year 4 LO #2*
3. Form and prioritize a differential diagnosis. Select a working diagnosis.  
*EPA #2 - Year 4 LO #3*
4. Discuss orders and prescriptions and construct evidence-based management plans.  
*EPA #4 - Year 4 LO #14*
5. Select screening and diagnostic studies and labs and interpret the results of these tests.  
*EPA #3 - Year 4 LO #4 & 14*
6. Recognize patients who are critically ill or require emergent care and initiate the appropriate initial steps in that care. Reassess patients on an ongoing basis and adjust plan of care as appropriate.  
*EPA #10 – Year 4 LO #10*
7. Document the clinical encounter in a timely fashion.  
*EPA #5 – Year 4 LO #2*
8. Communicate effectively with patients and their families regarding diagnoses and plans of care with respect for cultural and socioeconomic backgrounds.  
*Year 4 LO #6*
9. Work effectively as a member of the interprofessional healthcare team including giving and accepting patient handoffs at transitions of care.  
*EPA #8 & EPA #9 – Year 4 LO #7 & 8*
10. Research a clinical question relating to patient care with appropriate evaluation of resources and use of evidence-based information.  
*EPA #7 - Year 4 LO #13*
11. Formulate or update an accurate problem list for patients under his or her care.  
*EPA # 5 – Year 4 LO #5*

**Specialty Specific Objectives:** (These should be linked to EPAs and Year 4 learning objectives which can be found at <https://med.und.edu/education-resources/fourth-year.html#Yr4O> under “Overview & Objectives”)

Please include any procedures the student will be expected to perform:

12. Communicate effectively and demonstrate caring and respectful behaviors when interacting with psychiatric patients and their families.  
Year 4 LO # 6
13. Gather essential and accurate information through interviews with psychiatric patients, family members, caregivers and other health professionals.  
EPA 1, Year 4 LO # 1
14. Obtain informed consent for medication treatment.  
EPA #11, Year 4 LO #12
15. Perform patient examinations and assessments including: mental status exam, decisional capacity, relevant neurologic examination, and assessment for abuse (domestic and chemical).  
EPA # 1, 3; Year 4 LOA # 3
16. Describe the application of complex psychopharmacotherapy including the use of clozapine and depot antipsychotic agents.  
EPA # 4, 7; Year 4 LOA # 6, 8

**Instructional Activities:** During this elective, **the student** will be involved in/experience:

1. The student will assume primary responsibility of his or her assigned patients under the supervision of an upper level resident or attending.
2. Admitting, caring for, and discharging hospitalized patients under the supervision of the attending psychiatrist or resident.
3. Communicating daily with the patient, family, and medical/psychiatric care team including nursing, psychology, social workers, and case managers as appropriate.
4. Participating in patient rounds, team meetings, and staffing.
5. Using medical libraries and information technology, including internet-based searches and literature and drug databases (e.g. Medline) to manage information, access on-line information and support their own education.

**Evaluation Methods:** The preceptor will:

1. By direct observation, evaluate the student’s ability to perform a complete history and physical pertinent to the AI specialty and present his or her findings. (objective #1,2)
2. By direct observation or review of written work, evaluate the student’s ability to form a complete differential diagnosis and select a working diagnosis. (objective #3)
3. By direct observation or verbal discussion, evaluate the student’s formulation of patient management plans including those for patients requiring emergent management. (objective #4, 6)

4. By direct observation, verbal discussion or review of written work, evaluate the student's selection and interpretation of screening and diagnostic laboratory tests. (objective #5)
5. By direct observation, evaluate the student's documentation of clinical encounters. (objective #7,11)
6. By direct observation and via feedback from the healthcare team, patients, and families, evaluate the student's communication skills including patient handoffs. (objective #8,9)
7. By review of written or verbal presentation made by the student, evaluate the student's use of evidence-based information to research a patient care question. (objective #10)

*Include below the evaluation methods to be used for the specialty specific objectives. Link the evaluation method to the objective #.*

8. By direct observation, evaluate the student's ability to obtain informed consent for medication treatment. (objective # 11)
9. By direct observation, evaluate the student's performance on patient examinations and assessments including: mental status exam, decisional capacity, relevant neurologic examination, and assessment for abuse (domestic and chemical) (objective #14)
10. By direct observation the student's knowledge of pharmacotherapy for the seriously mentally ill. (objective#14)

## **Assessment:**

Evaluation methods #1-10 will be assessed using the Entrustability scale.

Level	Descriptor	Example
1	"I had to do"	Requires complete hands on guidance, did not do, or was not given the opportunity to do
2	"I had to talk them through"	Able to perform tasks but requires constant direction
3	"I had to prompt them from time to time"	Demonstrates some independence, but requires intermittent direction
4	"I need to be there in the room just in case"	Independence but unaware of risks and still requires supervision for safe practice
5	"I would not have needed to be there other than to fulfill regulatory requirements"	Complete independence, understand risks and performs safely, practice ready

*\*This scale was adapted from the Ottawa surgical competency operating room evaluation (O-SCORE): A tool to assess surgical competence. Acad Med. 2012; 87:1401-407.*

Please indicate who will be completing the assessment. If more than one preceptor, how will scores be compiled?

The attending psychiatrist will complete the student assessments.

## **Grading Criteria:**

To receive honors, the student must:

1. Achieve an average score of 4.0 on the Entrustability scale
2. Have no ratings of 2 or lower

To pass the AI, the student must:

1. Achieve a mean rating of at least 3.0 on the Entrustability scale
2. Have no ratings of 2 or lower

If a student fails an AI, the AI director and campus dean will work with the student to form a written remediation plan (signed by all 3) that specifically addresses the competencies that the student did not meet during the rotation. A copy of this plan will be sent to the Office of Student Affairs. In order to pass the AI, the student will be required to meet the original passing requirements. A student may not receive honors on an AI that was initially failed