Course Objective

This elective focuses on the practical application of skills and knowledge acquired in the Doctoring Courses and the Psychiatry Clerkship in an acute inpatient psychiatry setting. In the context of a psychiatric interview, students will have conversations with our patients about making positive changes in their lives. Students will examine the effectiveness of their personal clinical-style from a patient-centered perspective. Course content proceeds by implementing core motivational interviewing techniques with immediate feedback. Each student will develop or enhance a brief lesson from the course content for peer-learning at the conclusion of the course.

Cognitive Objectives. Specific learning objectives for this elective are as follows:
- Recognize and describe a provider’s clinical-style with regards to the continuum of patient-autonomy.
- Identify and discuss key elements of “The Spirit of Motivational Interviewing” and patient-centered care.
- Implement core interviewing skills (OARS) in a small caseload of patients with acute psychiatric illness.
- Suggest treatment alternatives to a medical team based on values and goals elicited from a patient.

Course content. Students will demonstrate attainment of the above cognitive objectives through:
- Discussion of daily brief literature readings.
- Engage in real-time therapeutic supervision of patient cases.
- Faculty will provide longitudinal assessment of the student’s clinical style using the Motivational Interviewing Treatment Integrity (MITI) measure, with the expectation that the student will reach a level of “Fair” on Clinician Basic Competence and Proficiency Thresholds.
- Create a capstone project focusing on an area of interest in patient-centered care. Present the capstone project to junior learners during the course, and integrate the capstone project into the current curriculum to enhance the experience for future learners.

Skill Objectives. By the end of this elective, the student will be able to:
- Listen empathically to a patient and understand with accurate empathy.
- Validate patient emotions and provide accepting affirmation.
- Evoke patient values, goals, and reasons for making positive change.

Activities of Elective

Number of new patients/student/week: 2-3
Responsibilities of student for assigned patients:

- Participate in an interdisciplinary morning report concerning clinical status and disposition of assigned patients.
- Perform independent chart review of assigned patients.
- Conduct initial psychiatric assessments and follow-up interviews, using a patient-centered strategy, under faculty supervision.
- Within the context of the interview, the learner will use motivational interviewing strategies to decrease patient-ambivalence toward making positive behavioral change.
- Present a case conceptualization for their assigned patient, with attention to biological, psychological, and sociological factors.
- Appropriately coordinate care within the capacity of a medical student: obtaining collateral history, updating families on patient status, exploring options for psychotherapy or medical care in the community and delivering these resources to patients, etc.

<table>
<thead>
<tr>
<th>Does history/physical:</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Who critiques:</td>
<td>Faculty</td>
</tr>
<tr>
<td>Follows patients, with appropriate notes as needed:</td>
<td>Follows patients, daily progress notes not required</td>
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<tr>
<td>Who supervises:</td>
<td>Faculty</td>
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<td>Does the student see ambulatory patients:</td>
<td>No</td>
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<thead>
<tr>
<th>Procedures</th>
<th>Observe</th>
<th>Perform</th>
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<tbody>
<tr>
<td>Psychiatric interview</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Individual, group, family therapy</td>
<td>X</td>
<td>X</td>
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Scheduled Duties of Student:

<table>
<thead>
<tr>
<th>Frequency of rounds on patients</th>
<th>Daily (M-F)</th>
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<tbody>
<tr>
<td>Presents patients to preceptor or attending physician</td>
<td>Yes</td>
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<tr>
<td>Weekly schedule of required teaching sessions</td>
<td>Tuesday 12PM Resident Case Conference, Wednesday 12PM Grand Rounds</td>
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Describe Optional Rounds and Activities, if any:

N/A

Other Required Activities:

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<th>Reading/review of current literature</th>
<th>Yes, daily</th>
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Writing or presenting a paper | Yes, a scholarly project of the student’s choosing will be presented during daily rounds at the conclusion of the elective.
---|---
Other | N/A

**How is Student Evaluated:**

- The learner will demonstrate familiarity with the assigned literature in daily discussion.
- The learner will reach a level of “Fair” on Clinician Basic Competence and Proficiency Thresholds on the Motivational Interviewing Treatment Integrity measure, or they will demonstrate significant improvement from their baseline and scores while incorporating feedback from baseline and midpoint evaluations.
- Upon completion, the patient’s capstone project will be of similar quality to example projects provided to the learner.
- Faculty will provide feedback on the learner’s clinical interview each day, as well as on baseline and midpoint evaluations, and the learner will be evaluated on their ability to incorporate constructive feedback into their psychiatric interview.

**Who Evaluates Students:**

Faculty