**Behavioral Medicine Rotation Learning Outcomes:**

Upon completion of the BM Rotation, the clinical year PA student will possess **the knowledge, clinical and technical skills, interpersonal skills, professional behaviors, clinical reasoning and problem-solving abilities** necessary to demonstrate entry-level proficiency through demonstration of the following:

To obtain the following RLOs, students will participate in clinical care of adult patients who require assessment and management of acute and chronic behavioral and mental health conditions.

1. Gather a focused psychiatric history and perform an appropriate focused physical examination for acute and chronic complaints in adult patients in a behavioral medicine setting. (C2, 3)
2. Perform a mental status examination on an adult patient. (C3)
3. Communicate relevant findings of the psychiatric history and physical exam to the preceptor in an organized, concise manner. (C7)
4. Based on the clinical presentation and results of the psychiatric evaluation, generate a presumptive diagnosis from a broad differential for acute and chronic mental health conditions in adult patients. (C6)
5. Formulate appropriate medical and behavioral approaches to managing adult patients with common acute and chronic mental health concerns. (C1)
6. Recognize the clinical presentation of behavioral and mental health conditions in adult patients that warrant immediate care and response. (C1)
7. Provide appropriate behavioral and mental health patient education and counselling. (C2)
8. Accurately document a behavioral medicine patient encounter. (C8)
9. Display a professional, respectful and courteous manner in all encounters consistent with the role and responsibility of a Physician Assistant. (C9)
10. Utilize effective communication skills reflective of patient-centered care that displays awareness and sensitivity to diverse patient populations. (C2, 9)

**Instructional Objectives for BM**

**Under appropriate preceptor supervision, by the end of this rotation, the clinical PA student will be able to demonstrate knowledge and competence pertaining to each of the Instructional Objectives (IOs are observable actions or behaviors) listed below in adult patients of any age acute and chronic behavioral health presentations:**

**History Taking and Physical Exam Skills: The student should be able to demonstrate competency in the following:**

1. Conducting focused and comprehensive health and psychiatric history interviews based on presenting mental health complaints
2. Identifying pertinent historical information and risk factors related to mental health
3. Performing focused or comprehensive age-appropriate physical examination, including mental status exam
4. Correlating current complaint with presented history and review of systems, and identifying signs and symptoms of mental health issues, including mood, anxiety, psychotic, personality, eating and substance abuse disorders, as well as ADD and disruptive behavioral disorders
5. Identifying normal and abnormal mental health and physical examination findings, and assessing suicide risk

**Developing a differential diagnosis: The student should be able to demonstrate competency in the following:**

1. Presenting to the preceptor the significant history and physical exam findings as it relates to possible psychiatric differential diagnosis
2. Identifying variants of normal and distinguishing what constitutes abnormal function, behaviors, and mental health diagnoses using DSM-5 criteria.
3. Formulating a differential diagnosis with consideration to the most likely diagnosis, the most common diagnosis, as well as the most severe and/or life threatening diagnosis

**Selecting and Interpreting Laboratory and Diagnostic Studies: The student should be able to demonstrate competency in the following:**

1. Identifying indication for initial and subsequent diagnostic and laboratory studies, as well as screening tools for common psychiatric conditions
2. Identifying cost effectiveness, benefits, contraindications, sensitivity and specificity, and informed consent for diagnostic studies or procedures.
3. Explaining risks associated with diagnostic studies or procedures to the patient
4. Identifying normal and abnormal laboratory/diagnostic ranges and results for studies, as well as identifying drug therapies that require testing for therapeutic levels
5. Performing the lab and diagnostic studies safely and with appropriate technique

**Developing, Documenting, and Executing an Assessment and Plan: Student should be able to demonstrate competency in the following:**

1. Correlating lab and diagnostic data to the differential diagnosis to help select the most likely diagnosis
2. Assessing need for restraints or seclusion for psychiatric patients, as well as discussing the legal procedures involved with voluntary and involuntary psychiatric treatment
3. Developing pertinent non-pharmacologic management plan including referrals to specialists, community resources, behavioral and/or psychological interventions, with an understanding of indications for and risks of treatment modalities such as ECT
4. Documenting the behavioral medicine patient encounter using a SOAP note or site-specific template including recommendations of other members of healthcare team, patient education and follow-up recommendations
5. Providing and documenting patient counseling and education that is patient-centered, culturally sensitive and inclusive to ensure patient’s understanding of the plan, including:
6. Health promotion and disease prevention such as nutrition, safety, domestic violence screen, and substance use
7. Physical activity and exercise modifications to help with mental health
8. Identifying obstacles to obtaining necessary psychiatric care as well as available community resources
9. Adjustments to lifestyle changes related to ADLs, physical/mental impairment, culture and diverse backgrounds, violence/assault/safety, rehabilitative care, palliative care, death and dying
10. Attention to body, soul, and spirit with consideration of and sensitivity to patient’s religious/spiritual beliefs, health practices, and lifestyle choices

**Developing and Documenting Pharmaceutical Therapeutics and Treatment Modalities: The student should be able to demonstrate competency in the following:**

1. Discussing rationale for utilization of medications commonly used in the management of psychiatric and behavioral disorders, with understanding of:
2. Mechanism of action
3. Indications for use
4. Contraindications
5. Side effects
6. Adverse reactions
7. Potential for drug-drug interactions
8. Therapeutic effects
9. Dosing
10. Cost-effectiveness
11. Drug toxicity
12. Identify risks for, and signs and symptoms of drug interactions from polypharmacy
13. Methods to reduce medication errors
14. Cross-reactivity of similar medications
15. Selecting appropriate pharmacologic and alternative therapy for psychiatric conditions encountered
16. Reviewing patient’s current pharmacologic regimens and adjusting as appropriate
17. Managing adverse drug reactions
18. Determining appropriate resources to determine appropriate medications
19. Documenting orders and prescriptions for treatment medications

**Applying Basic Science Concepts: The student should be able to demonstrate competency in the following:**

1. Correlating pertinent physiology and pathophysiology, signs, symptoms and approaches to evaluate and determine differential diagnosis and management of the more common mental health conditions
2. Determining indicated tests and integrating results into clinical problem-solving and care planning
3. Developing therapeutic management based on patient information, evidence-based medicine, and clinical judgement

**Professionalism: The student should be able to demonstrate competency in the following:**

1. Demonstrating sensitivity to the emotional, social, and ethnic background of patients with mental health disorders
2. Demonstrating respect for the privacy and confidentiality of each patient
3. Communicating and interacting professionally with other members of the healthcare team.
4. Identifying limitations and willingness to seek help from supervising preceptors, and referencing appropriate resources.
5. Demonstrating an openness to receiving constructive criticism
6. Initiating independent outside research concerning clinical cases encountered
7. Performing duties with a professional attitude in such areas as attendance, dress code, and demeanor