

**Clinical Medicine III Fall 2006
Mental Health Unit Objectives**

A. Introduction to Mental Health & Diagnostic Criteria

Regarding mental health, the student will be able to...

1. Describe the key developmental psychopathology concepts.

Regarding the DSM-IV-TR diagnostic criteria and multi-axial system, the student will be able to...

1. Discuss DSM-IV-TR diagnostic criteria.
2. Discuss the advantages and disadvantages of the DSM system.
3. Define the term *multi-axial*, and discuss the five axes that are included in the DSM-IV-TR multi-axial classification.
4. Given a patient scenario, document the appropriate DSM-IV-TR multi-axial classification.

B. Evaluating Patients with Mental Illness

Regarding the psychiatric interview, the student will be able to...

1. Discuss the importance of history taking skills that are unique to the mental health interview.
2. Take a psychiatric history, recognizing aspects that are unique to the psychiatric history.
3. Compare and contrast the appropriateness for using the mini-mental status exam vs. a complete mental status exam.
4. Discuss the approach to the physical exam of a psychiatric patient.

Regarding psychometric testing, the student will be able to...

1. Discuss the various evaluative tools used to diagnose and/or rule out mental illness vs. neurologic pathology.
2. Discuss the limitations of psychiatric evaluative methods.
3. Discuss medical conditions that can present as a psychological illness, and how to differentiate between the two.
4. Describe neuropsychological testing and criteria for appropriate referral for neuropsychological testing.

C. Depression

Regarding depression, the student will be able to...

1. Discuss the epidemiology of depression.
2. Discuss risk factors for depression.
3. Describe the clinical presentation/signs and symptoms that may indicate depression.
4. Identify patient and clinician barriers to the diagnosis of depression.
5. List the DSM-IV-TR diagnostic criteria for the diagnosis of chronic depression vs. major depression vs. dysthymia.
6. Discuss the diagnostic evaluation for depression.
7. List medical conditions which may produce depression or present with depression.
8. Discuss non-pharmacologic treatment of depression.

D. Bipolar Disorder & Suicide Evaluation

Regarding bipolar disorder, the student will be able to...

1. Discuss the epidemiology of bipolar disorder.
2. Discuss the role of genetics in the development of bipolar disorder.
3. Describe the signs/symptoms/clinical presentation (including typical age of onset) of bipolar disorder.
4. Discuss the course and natural history of bipolar disorder.
5. Determine and clinically assess the significant signs and symptoms which should be monitored in order to effectively manage the patient.
6. Discuss the non-pharmacologic treatment for bipolar disorder.

Regarding suicide evaluation, the student will be able to...

1. Discuss the epidemiology of suicide in the U.S.
2. Identify risk factors for suicide.
3. Discuss general screening questions for assessment of suicidal risk.
4. Compare and contrast risk factors for suicide in the young vs. old patient.
5. Discuss screening for suicide potential in depressed and bi-polar patients.
6. Discuss management of the suicidal patient.

E. Pharmacotherapy of Mood Disorders

Regarding the pharmacotherapy of depression, the student will be able to...

1. Determine the most important factors to consider when deciding which antidepressant agent is appropriate for a given patient.
2. Utilize the accepted principles of dosing antidepressants, including the time required for full therapeutic effects, duration of therapy, and tapering and discontinuing drug therapy.
3. Appropriately prescribe the drugs used to treat depression.
4. Provide patient education regarding antidepressant medication treatment.

Regarding the pharmacotherapy of bipolar disorder, the student will be able to...

1. Given a patient with bipolar disorder where therapy has been previously initiated, delineate appropriate follow-up monitoring and management.
2. Assess clinically significant adverse effects that can indicate problems with drug therapy.
3. Review patient profile for drug interactions with the use of mood stabilizers.
4. Monitor commonly used drugs in the treatment of bipolar disorder.

F. Anxiety Disorders & Non-Pharmacologic Therapy

Regarding generalized anxiety disorder (GAD), the student will be able to ...

1. Discuss the epidemiology of GAD.
2. Discuss precipitating or aggravating events which may result in an anxiety disorder.
3. Discuss the clinical presentation of GAD.
4. Discuss the DSM-IV-TR diagnostic criteria for GAD.
5. Discuss the difference between "normal" and "abnormal" anxiety.
6. Discuss the relationship between anxiety and depression.
7. Discuss the non-pharmacologic treatment of GAD.

Regarding panic disorder, the student will be able to...

1. Discuss the epidemiology of panic disorder.
2. List the differential diagnosis of panic disorder.
3. Describe the clinical presentation of a patient with panic disorder.
4. Describe the relationship between panic disorder and suicide risk.
5. Compare and contrast generalized anxiety and panic disorder.
6. Discuss the relationship between panic disorder and agoraphobia.
7. Discuss the non-pharmacologic treatment of panic disorder.

Regarding obsessive-compulsive disorder (OCD), the student will be able to...

1. Discuss OCD in terms of prevalence, age, family history and gender distribution.
2. Describe the clinical presentation/signs/symptoms of OCD.
3. Discuss the differences between obsessions and delusions.

Regarding phobias, the student will be able to...

1. Discuss phobias in terms of prevalence, age, gender distribution and family history
2. Discuss the difference between social and specific phobias.
3. Discuss the clinical presentations/signs/symptoms of a patient with a phobia (social and specific).
4. Discuss the non-pharmacologic treatment of social and specific phobias.

Regarding post-traumatic stress disorder (PTSD), the student will be able to...

1. Discuss the factors which may contribute to a patient developing PTSD.
2. Discuss the clinical presentation of PTSD.
3. Discuss the non-pharmacologic treatment for PTSD.

Regarding non-pharmacologic therapy, the student will be able to...

1. Discuss the role of non-pharmacologic therapies in the management of anxiety disorders.
2. Describe the following non-pharmacologic therapies: relaxation therapies, stress management, cognitive therapy, exposure therapy, supportive therapy.

G. Schizophrenia & Psychoses

Regarding schizophrenia, the student will be able to...

1. Discuss the epidemiology of schizophrenia.
2. Describe the clinical presentation of schizophrenia.
3. Discuss the differential diagnosis for schizophrenia.
4. Discuss the non-pharmacologic treatment for schizophrenia.
5. Discuss the DSM–IV-TR diagnostic criteria for schizophrenia.
6. Discuss the different sub-types of schizophrenia.

Regarding psychoses, the student will be able to...

1. Define psychoses.
2. Discuss psychotic episode.
3. List the various mental illnesses in which psychoses may be a clinical finding.

H. Eating Disorders

Regarding eating disorders, the student will be able to...

1. Define anorexia nervosa.
2. Define bulimia.
3. Define disordered eating.
4. Discuss the common socio-demographic characteristics of a patient with an eating disorder.
5. Describe societal influence on the development of eating disorders.
6. Compare and contrast the clinical presentation of anorexia nervosa vs. bulimia.
7. Identify potential medical complications resulting from anorexia nervosa and/or bulimia.
8. Describe the work-up (PE & lab) of the patient with an eating disorder.
9. Discuss the treatment and treatment goals for a patient with an eating disorder.

I. Pharmacotherapy of Anxiety Disorders & Schizophrenia

Regarding the pharmacotherapy of GAD, the student will be able to ...

1. Determine the most important factors to consider when deciding which anti-anxiety agent is appropriate for a given patient.
2. Utilize the accepted principles of dosing anti-anxiety agents, including the time required for full therapeutic effects, duration of therapy, and tapering and discontinuing drug therapy.
3. Appropriately prescribe the drugs used to treat anxiety.
4. Provide patient education regarding anxiolytic medication therapy.

Regarding the pharmacotherapy of panic disorder, the student will be able to...

1. Discuss the pharmacologic treatment of panic disorder.

Regarding the pharmacotherapy of schizophrenia, the student will be able to...

1. Discuss the pharmacologic treatment for schizophrenia.

J. Sleep Disorders & Sexual Disorders

Regarding sleep disorders, the student will be able to...

1. Discuss the normal sleep cycle and how it varies throughout life.
2. Discuss the differences between REM and non-REM sleep, and state their significance.
3. Compare and contrast primary insomnia, primary hypersomnia, narcolepsy and sleep apnea.
4. Discuss the pertinent history to be obtained for a patient with a suspected sleep disorder.
5. Discuss the effect that psychiatric illness, general medical conditions and ETOH/substance abuse have on sleep disturbances.
6. Describe the clinical presentation of a patient with sleep disturbance.
7. Discuss the function of a sleep laboratory and when a patient should be referred.
8. Discuss the pharmacologic and non-pharmacologic treatment of the various sleep disorders.

Regarding sexual disorders, the student will be able to...

1. Discuss the three components of an individual's sexual life.
2. Describe the following sexual dysfunctions: hypoactive sexual desire, sexual aversion, sexual dysfunction due to general medical condition, substance induced sexual dysfunction, female sexual arousal disorder, male erectile disorder, female orgasmic disorder, premature ejaculation, male orgasmic disorder, dyspareunia and vaginismus.
3. Discuss pertinent history to be obtained in a patient with suspected sexual disorder.
4. Discuss the pharmacologic and non-pharmacologic treatment for the various sexual dysfunctions.

K. Adjustment Disorders & Personality Disorders

Regarding adjustment disorders, the student will be able to...

1. Define adjustment disorder.
2. Describe the typical precipitants and manifestations of adjustment disorder.
3. Discuss the differential diagnosis for a patient with adjustment disorder.
4. Discuss the treatment of adjustment disorder.

Regarding personality disorders, the student will be able to...

1. Define personality disorder in terms of the categorical and dimensional models.
2. Describe the clinical presentation (behavior patterns) for patients with each of the respective personality disorders.
3. Discuss potential challenges the provider may encounter in the care of a patient with a personality disorder.
4. Discuss the DSM-IV-TR diagnostic criteria for the respective personality disorders.
5. Discuss management strategies associated with each of the respective personality disorders.

L. Chronic Illness/Chronic Pain & Mental Health

Regarding chronic illness and mental health, the student will be able to...

1. Discuss the cycle of chronic disease in terms of disease process, pain, stress and depression.
2. Discuss potential emotional responses to the diagnosis of chronic illness.
3. Discuss signs/symptoms which indicate a patient is experiencing mental health difficulties due to chronic disease.
4. Discuss the evaluation of a person suffering from mental illness due to chronic disease.
5. Discuss possible treatment/intervention of mental illness in a patient with chronic disease.

Regarding chronic pain, the student will be able to...

1. Define the terms acute pain, chronic periodic pain, chronic intractable benign pain, chronic progressive pain, and experimentally induced pain.
2. Discuss the mental health evaluation of a patient with pain complaints.
3. Discuss questions to be asked during the history which will help to characterize the degree of a patient's pain symptoms, as well as determine what degree of impairment (if any), the patient is experiencing due to the pain.
4. Discuss behavioral approaches used in the treatment of chronic pain.

M. Somatoform Disorders & Psychiatric Emergencies

Regarding somatoform disorders, the student will be able to...

1. Define the term somatization in terms of patient presentation and behavior.
2. Discuss general neurobiological, psychodynamic, behavioral and socio-cultural mechanisms of somatization.
3. Discuss the clinical presentation of a patient with a somatoform disorder.
4. Discuss the recognition of clinical clues of somatization.
5. Discuss features which distinguish acute somatization from chronic somatization.
6. Discuss the management/treatment strategies for a patient with a somatoform disorder.

Regarding psychiatric emergencies, the student will be able to...

1. Define the term psychiatric emergency.
2. Identify various clinical situations which would be considered a psychiatric emergency.
3. Discuss the guidelines for evaluating a patient who presents with a psychiatric emergency.
4. Discuss organic vs. functional psychiatric emergency.
5. Discuss the physical exam and interviewing techniques to be used for a patient who is experiencing a psychiatric emergency.
6. Discuss the use of restraints and sedation for the emergent psychiatric patient.
7. Discuss immediate treatment for a patient presenting as a psychiatric emergency.
8. Discuss the usefulness and requirements for a 72 hour hold on a psychiatric patient.

N. Substance Abuse

Regarding substance abuse, the student will be able to...

1. Discuss the epidemiology of substance abuse in the U.S.
2. Define substance abuse in terms of at-risk, problem use, dependent use, and addictive use.
3. Discuss the "ask, assess, advise, and assist" clinical screening protocol for identifying substance abuse.
4. Discuss interview techniques which can increase the accuracy of screening for substance abuse.
5. Discuss the importance of substance abuse prevention.
6. Discuss the "readiness for change" model, including pre-contemplation, contemplation, preparation and action.
7. Describe the treatment options for a patient with substance abuse.