

Psychiatry Clerkship

Department of Psychiatry
MS 314
2023-2024

Clerkship Director: Christine Crawford, MD, MPH
Clerkship Coordinator: Scott Harris, MPH





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Medical Education Program Objectives

A Boston University Chobanian & Avedisian School of Medicine graduate will be able to:

INSTITUTIONAL LEARNING OBJECTIVES	MEDICAL EDUCATION PROGRAM OBJECTIVES	
Establish and maintain medical knowledge necessary for the care of patients (MK)	MK.1	Describe the normal development, structure, and function of the human body.
	MK.2	Recognize that a health condition may exist by differentiating normal physiology from pathophysiologic processes.
	MK.3	Describe the risk factors, structural and functional changes, and consequences of biopsychosocial pathology.
	MK.4	Select, justify, and interpret diagnostic tests and imaging.
	MK.5	Develop a management plan, incorporating risks and benefits, based on the mechanistic understanding of disease pathogenesis.
	MK.6	Articulate the pathophysiologic and pharmacologic rationales for the chosen therapy and expected outcomes.
	MK.7	Apply established and emerging principles of science to care for patients and promote health across populations.
	MK.8	Demonstrate knowledge of the biological, psychological, sociological, and behavioral changes in patients that are caused by or secondary to health inequities.
Demonstrate clinical skills and diagnostic reasoning needed for patient care (CSDR)	CSDR.1	Gather complete and hypothesis driven histories from patients, families, and electronic health records in an organized manner.
	CSDR.2	Conduct complete and hypothesis-driven physical exams interpreting abnormalities while maintaining patient comfort.
	CSDR.3	Develop and justify the differential diagnosis for clinical presentations by using disease and/or condition prevalence, pathophysiology, and pertinent positive and negative clinical findings.
	CSDR.4	Develop a management plan and provide an appropriate rationale.
	CSDR.5	Deliver an organized, clear and focused oral presentation.
	CSDR.6	Document patient encounters accurately, efficiently, and promptly including independent authorship for reporting of information, assessment, and plan.
	CSDR.7	Perform common procedures safely and correctly, including participating in informed consent, following universal precautions and sterile technique while attending to patient comfort.
	CSDR.8	Utilize electronic decision support tools and point-of-care resources to use the best available evidence to support and justify clinical reasoning.
	CSDR.9	Recognize explicit and implicit biases that can lead to diagnostic error and use mitigation strategies to reduce the impact of cognitive biases on decision making.
Effectively communicate with patients, families, colleagues and interprofessional team members (C)	C.1	Demonstrate the use of effective communication skills, patient-centered frameworks, and behavioral change techniques to achieve preventative, diagnostic, and therapeutic goals with patients.
	C.2	Clearly articulate the assessment, diagnostic rationale, and plan to patients and their caregivers.
	C.3	Effectively counsel and educate patients and their families.
	C.4	Communicate effectively with colleagues within one's profession and team, consultants, and other health professionals.
	C.5	Communicate one's role and responsibilities clearly to other health professionals.
	C.6	Demonstrate appropriate use of digital technology, including the EMR and telehealth, to effectively communicate and optimize decision making and treatment with patients, families and health care systems.

A Boston University Chobanian & Avedisian School of Medicine graduate will be able to:		
INSTITUTIONAL LEARNING OBJECTIVES	MEDICAL EDUCATION PROGRAM OBJECTIVES	
	C.7	Practice inclusive and culturally responsive spoken and written communication that helps patients, families, and health care teams ensure equitable patient care.
	C.8	Communicate information with patients, families, community members, and health team members with attention to health literacy, avoiding medical jargon and discipline-specific terminology.
	C.9	Communicate effectively with peers and in small groups demonstrating effective teaching and listening skills.
Practice relationship centered care to build therapeutic alliances with patients and caregivers (PCC)	PCC.1	Demonstrate sensitivity, honesty, compassion, and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.
	PCC.2	Demonstrate humanism, compassion, empathy, integrity, and respect for patients and caregivers.
	PCC.3	Demonstrate a commitment to ethical principles pertaining to autonomy, confidentiality, justice, equity, and informed consent.
	PCC.4	Show responsiveness and accountability to patient needs that supersedes self-interest.
	PCC.5	Explore patient and family understanding of well-being, illness, concerns, values, and goals in order to develop goal-concordant treatment plans across settings of care.
Exhibit skills necessary for personal and professional development needed for the practice of medicine (PPD)	PPD.1	Recognize the need for additional help or supervision and seek it accordingly.
	PPD.2	Demonstrate trustworthiness that makes colleagues feel secure when responsible for the care of patients.
	PPD.3	Demonstrate awareness of one's own emotions, attitudes, and resilience/wellness strategies for managing stressors and uncertainty inherent to the practice of medicine.
Exhibit commitment and aptitude for life-long learning and continuing improvement (LL)	LL.1	Identify strengths, deficiencies, and limits in one's knowledge and expertise.
	LL.2	Develop goals and strategies to improve performance.
	LL.3	Develop and answer questions based on personal learning needs.
	LL.4	Actively seek feedback and opportunities to improve one's knowledge and skills.
	LL.5	Locate, appraise, and assimilate evidence from scientific studies related to patients' health.
	LL.6	Actively identify, analyze, and implement new knowledge, guidelines, standards, technologies, or services that have been demonstrated to improve patient outcomes.
Demonstrate knowledge of health care delivery and systems needed to provide optimal care to patients and populations (HS)	HS.1	Identify the many factors that influence health including structural and social determinants, disease prevention, and disability in the population.
	HS.2	Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.
	HS.3	Demonstrate respect for the unique cultures, values, roles/responsibilities, and expertise of the interprofessional team and the impact these factors can have on health outcomes.
	HS.4	Work with the interprofessional team to coordinate patient care across healthcare systems and address the needs of patients.
	HS.5	Participate in continuous improvement in a clinical setting, utilizing a systematic and team-oriented approach to improve the quality and value of care for patients and populations.
	HS.6	Initiate safety interventions aimed at reducing patient harm.

A Boston University Chobanian & Avedisian School of Medicine graduate will be able to:		
INSTITUTIONAL LEARNING OBJECTIVES	MEDICAL EDUCATION PROGRAM OBJECTIVES	
	HS.7	Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care.
	HS.8	Integrate preventive interventions into the comprehensive health care of individuals.
	HS.9	Explain how different health care systems, programs and community organizations affect the health of neighborhoods and communities.
Exhibit commitment to promoting and advancing health equity for all patients (HE)	HE.1	Define health equity and describe the individual and population level differences in health outcomes and disease burden due to inequities in health care.
	HE.2	Comprehend the historical and current drivers of structural vulnerability, racism, sexism, oppression, and historical marginalization and how they create health inequity.
	HE.3	Explain how one's own identity, lived experiences, privileges, and biases influences their perspectives of colleagues, patients and clinical decision making.
	HE.4	Comprehend and identify the impact of health care inequities through medical decision making tools, interpreting medical literature and reviewing scientific research.
	HE.5	Identify factors needed to advocate for a more diverse and equitable healthcare environment at a local, community, and systems based level.

Third Year Learning Objectives

During the third-year clerkships, students will

- Demonstrate use of patient-centered interviewing and communication techniques
- Take a clinical history that demonstrates both organization and clinical reasoning
- Perform accurate and relevant physical exam techniques
- Demonstrate an ability to synthesize clinical information and generate a differential diagnosis, assessment and plan
- Demonstrate a compassionate and patient-sensitive approach to history taking and physical examinations
- Communicate well organized, accurate and synthesized oral presentations
- Counsel and educate patients and families
- Demonstrate timely, comprehensive and organized documentation
- Demonstrate a fund of knowledge in the clinical discipline and apply this to patient care
- Demonstrate an awareness of one's own learning needs and work to address these gaps
- Show respect and empathy for others
- Demonstrate accountability to the responsibilities of the student's role and expectations of a clinical clerk
- Communicate effectively with the interprofessional team

Psychiatry Clerkship Learning Objectives

There are six learning objectives for this clerkship, including professionalism. Students can meet the learning objectives on inpatient, emergency room, consultative service, or outpatient venues.

By the end of the Psychiatry Clerkship, the M3 Student will:

1. Demonstrate the Institution's Professionalism Learning Objectives while on clinical sites including:
 - Maintaining patient confidentiality and privacy
 - Completing necessary administrative duties in a timely manner
 - Being prepared and punctual on clinical sites

2. Assess, diagnose, and develop first line treatments for:
 - Schizophrenia Spectrum and Other Psychotic disorders
 - Personality Disorders
 - Suicidal and Homicidal Patients
 - Somatic Symptom and Related Disorders
 - Neurocognitive Disorders
 - Mood Disorders
 - Anxiety Disorders
 - Substance Use
 - Bipolar Disorders
 - Posttraumatic Stress Disorder
3. Communicate with other care providers and the patient regarding the first line treatment of the disorders
4. Conduct an observed Mental Status Examination while on clinical site
5. Conduct an observed substance use assessment while on clinical site
6. Conduct an observed depression assessment while on clinical site

How we assess your performance based on Learning Objectives

Students must demonstrate professional behavior during the clerkship. Students must be able to effectively communicate information to providers and patients. This knowledge and behavior will be verified by both the mid-evaluation assessment and the final assessment by the site attending.

Students are expected to become proficient in assessment and first-line treatment of common psychiatric disorders and should be able to demonstrate assessment and diagnostic knowledge for the ten clinical diagnoses above. In the event that students do not encounter patients with certain of those diagnoses at their clinical sites, nor are exposed during didactic case presentations, they are advised to remediate these deficiencies by viewing the relevant learning module on the Blackboard Site.

Students are expected to master the advanced clinical competency of administering a Mental Status Examination (MSE) to patients. Students need to make sure that they are observed performing this examination by one of their site Attendings. This advanced clinical competency needs to be achieved by and documented on the mid-evaluation form, which is signed by both the student and the attending. Students will also be required to complete an observed substance use assessment and a depression assessment by the end of the clerkship.

Contact Information



Clerkship Director

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Clerkship Coordinator

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Office Hours: 8:30am – 4:30pm

Clerkship Description

Focus of clerkship

The purpose of this clerkship is to provide for M3 students the skills of assessment, diagnosis and treatment of patients with psychiatric disorders and associated behavioral health issues. Clinical and didactic experiences will focus on DSM-V diagnoses, psychopharmacology, basics of individual and group psychotherapies, and becoming an active member of a treatment team.

By the end of the Psychiatric Clerkship, the M3 student should be able to:

- Develop a differential of DSM-V diagnoses for patients
- Develop proficiency in conducting Mental Status Examinations
- Develop proficiency in conducting substance use and depression assessments
- Differentiate between the classes of psychiatric medication
- Recognize common psychiatric medications' side effects
- Employ laboratory and radiological studies appropriately
- Plan psychiatric treatments, including aftercare options
- Identify cultural issues that can affect the provision of mental health care
- Recognize ethical issues when providing mental health care
- Demonstrate proficiency in patient education on topics such as diagnosis, medications, and treatment planning.

Pre-requisite knowledge and skills

Students must have completed their second-year curriculum and the Transitional Clerkship and have taken the Step-I exam prior to taking this clerkship.

Clerkship Changes Made Based on Feedback

Clerkship didactics have been modified to be more skills based and interactive. There has also been a reduction of the number of in person didactic sessions as that content has now been shifted towards self-guided learning.

Diversity, Equity, and Inclusion Initiatives

Health Equity will be highlighted on a regular basis throughout the Clerkship didactics.

Other Recent Changes to the Clerkship

Clerkship didactics have been rescheduled to take place for first day of the block, as well as Thursdays on Weeks 2, 3, and 4. The OSCE will be held on the Thursday of week 5.

Site Information

Site maps indicating the availability of student resources at our affiliate hospitals can be found under the Clinical Sites section of the Medical Education Office's Student Resources page at

<http://www.bumc.bu.edu/busm/education/medical-education/student-resources/#siteinfo>.

Bedford VA (Edith Nourse Rogers Memorial Veterans Administration Hospital)

200 Springs Road, Bedford, MA

Site Director: Dongchan Park MD, Dongchan.Park@va.gov

Site Administrator: Stacey Fantasia, (781) 687-2478, Stacey.Fantasia@va.gov

This is a hospital with 2 inpatient psychiatry units and a very large outpatient program. Students are assigned to substance abuse, outpatient services, continued treatment services, and at other times, to the day hospital. The student is under the general supervision of the staff psychiatrist in charge of the unit of assignment but also receives supervision and much teaching from other staff psychiatrists. There is a well-structured series of didactic seminars. Additional opportunities exist on the consultation and liaison service and acute admissions. For students at the Bedford IDTP program, we would recommend that they seek out other opportunities at the hospital. It is a large campus with many psychiatric patients.

Berkshire Medical Center

725 North Street, Warriner 1, Pittsfield, MA 01201

Site Director: Liza Donlon MD, edonlon@bhs1.org

Site Administrator: Nora Hamilton, (413) 395-7513, NHamilton@bhs1.org

Berkshire Medical Center is a 298-bed community hospital in Pittsfield, MA. The psychiatry clerkship consists of three weeks on one of the two inpatient units, and three weeks on the consult-liaison service. In addition, students will have the opportunity to observe ECT (electro-convulsive therapy), spend two evenings working in the Emergency Department, and spend a half a day in the outpatient clinic. Students will participate in the many didactic sessions which take place on site, along with clerkship students from other medical schools and psychiatry residents. Boston University clerkship students will also be expected to participate in BU didactics in person on the first two days of the block, and on Thursdays through a remote link, when practicable, although the students are also welcome if they chose to attend Thursday didactics in person. Berkshire students will reside at the BU Tanglewood Mansion and have special access to summertime arts activities.

Boston Medical Center – Consult Liaison Service

Doctors Office Building, 720 Harrison Avenue, 7th Floor, Suite 7600

Co-site Director: Kevin Donnelly-Boylen MD, kevin.donnelly-boylen@bmc.org

Co-site Director: Dara Wilensky MD, (617) 638-8670, Dara.Wilensky@bmc.org

Site Administrator: Lynne Rose, (617) 638-8670, Lynne.Rose@bmc.org

Students will be assigned to the Psychosomatic Service at Boston Medical Center. Students work closely with the staff psychiatrists responsible for evaluating and following patients on the medical, surgical, and neurological services of the hospital. The students will be supervised by attending psychiatrists and psychiatric residents. There is a weekly case conference and teaching conference as well as daily morning rounds.

Boston Medical Center – Psychiatry Emergency Department

BMC, Menino Pavilion Emergency Department

Site Director: Katharina Trede MD, katharina.trede@bmc.org

Medical students will be assigned to the ER service at the Menino Pavilion. Students will work with the psychiatrists and clinicians and see a great variety of patients in the ER. They will have exposure to the acute management of psychiatric emergencies including safety assessments as well as agitation in addition to other conditions.

Bournewood Hospital

300 South St., Brookline, Stedman Admin. Building

Site Director: Carmel Heinsohn, (617) 676-3302, carmel.heinsohn@bournewood.com

Site Administrator: Ryan Rebidue, (617) 676-3548, rrebidue@bournewood.com

The Bournewood Hospital is a 90-bed psychiatric facility located in South Brookline. Inpatient units consist of 3 acute treatment wards, a dual diagnosis unit, and an adolescent unit. In addition, there is a partial hospitalization unit and an outpatient clinic. Students will spend 3 weeks on an adult inpatient unit and three weeks in the partial hospital program. Students will be responsible for participating in the admission and work-up of patients as well as following their hospital course, writing progress notes, and presenting at rounds. There will also be exposure to ECT, a didactic seminar. There will be individual clinical supervisors as well as a certain amount of coverage in the admission and triage area.

Brockton VA Hospital

940 Belmont St, Building 2, 3rd Floor, RM A

Site Director: Alexandra Pinkerson MD, (508) 583-4500, alexandra.pinkerson@va.gov

The Brockton Hospital is a 465 bed Veteran hospital with several inpatient psychiatric units. Inpatient units consist of 2 acute and 2 chronic treatment wards, a chemical dependency unit, and an emergency department. In addition, there are partial hospitalization, as well as day hospital facilities and an outpatient clinic. Students will be assigned to a locked acute psychiatric unit. On the acute ward they will attend daily rounds and see work-ups of new admissions. They will be responsible for an initial comprehensive lifetime psychiatric history of each of their assigned patients (usually one or two) and daily progress notes. There will also be elective or assigned opportunities to observe ECT treatment and group therapy sessions. There will be individual clinical supervision by the attending psychiatrists and a chance to become part of the entire treatment team consisting of nurses, a nurse practitioner, social worker, psychologist, recreation therapist, pharmacist and occupational therapist.

Fuller Hospital

200 May St. Attleboro, MA 02703

Site Director: Michele Casoli-Reardon, MD, michele.casolireardon@uhsinc.com

Fuller Hospital is a free-standing psychiatric hospital south of Boston, in the town of Attleborough. It will be opening as a new site for us starting in Block 8 of 2019. The site director, Dr. Scott Haltzman, has had several years' experience teaching Chobanian & Avedisian SOM students at the Roger Williams and Our Lady of Fatima Hospitals in Providence. Fuller is a training site for several other health professional programs, and they are genuinely thrilled about having Chobanian & Avedisian SOM students there.

The drive to Fuller from BUMC takes about 50-60 minutes, and public transportation is not simple, so transportation would clearly be a something of a burden. The direction of the drive is against rush hour traffic both ways, so at least the drive time would be predictable most days. Student housing is available nearby in Providence, RI.

At the same time, Fuller Hospital offers two opportunities that are found at none of our other sites. First, they have an adolescent inpatient unit, and students could spend some weeks working on that unit as part of their rotation. Second, Fuller has the state's only specialized inpatient unit for individuals with intellectual disabilities, and students could rotate there for some weeks as well. A student would be able to select one or both of those experiences as part of their rotation, along with the option of working on a general inpatient or dual diagnosis unit.

Good Samaritan Medical Center

235 N. Pearl St., Brockton, MA 02301

Director: Norman Tabroff, M.D., Norman.Tabroff@steward.org

The 3rd year psychiatry rotation at Good Samaritan Medical Center is a consultation/liaison experience. Students will be able to perform psychiatric consultations on the medical/surgical floors as well as in the emergency room. Students will review the medical records, evaluate each case individually, present the case to the preceptor, see patients together with the preceptor, and then discuss the relevant findings. Students will work closely with the site director on a daily basis. Students will also interact with social workers, nurses, and case managers during interdisciplinary team meetings.

Kaiser Permanente San Jose

5755 Cottle Road, Building 24, San Jose, CA 95123

Site Director: Zhongshu Yang MD, PHD (408) 972-3232, Zhongshu.Yang@kp.org

Site Administrator: Sandeep Tumber, (408) 972-3807, sandeep.x.tumber@kp.org

Kaiser Permanente San Jose Medical Center offers a breadth of patient exposures ranging from intensive outpatient work, emergency psychiatry, addiction psychiatry, child & adolescent psychiatry, to the medical/psychiatry interface with consultation-liaison psychiatry. The 6-week clerkship focuses on patients with brain-behavior and psychiatric conditions who require intensive diagnosis, treatment, and after-care planning. The backbone of this clinical experience is in the Intensive Outpatient Program @ KP San Jose which is a multi-disciplinary partial hospital program for patients with acute psychiatric conditions. Students will work with psychiatrists, therapists, clinical pharmacists, nursing and case managers to provide evidence-based treatments and therapy modalities. In addition, afternoons are spent on the consultation-liaison service in the hospital, spanning the emergency room, med-surg units, and the intensive care units.

St. Elizabeth's Medical Center

736 Cambridge Street, Dept. of Psychiatry, Quinn 3 waiting area, Boston, MA 02135.

Site Director: Dr. Mustafa Tai, Mustafa.Tai@steward.org

Site Administrator: Linda Robinson, (617) 926-7229 Linda.Robinson@steward.org

The rotation will be divided between the Adult Inpatient Unit, Geriatric Psychiatry Unit, and the Consult/Liaison team. Students can also observe outpatient intakes or groups in the Partial Hospital Program (day program). The program coordinator can arrange these experiences. Students rotating in St Elizabeth's are required to do 3 calls from 5-10 pm and students must report for duty the following day.

West Roxbury VA

1400 VFW Parkway, West Roxbury, MA 02132

Site Director: Larkin Kao, M.D., larkin.kao@va.gov

Medical students will spend 6 weeks at the West Roxbury VA Hospital on the Consultation-Liaison Psychiatry service. They will work closely with the attending psychiatry staff as well as fellows in psychosomatic medicine and psychiatry residents. Students will be responsible for the psychiatric care of 2-4 patients per day and will follow their medical and psychiatric hospital course. There is extensive exposure to general psychiatry, forensic psychiatry, emergency room psychiatry, as well as consultation-liaison psychiatry. There are weekly

seminars, case presentations, daily rounds, individual supervision, and academic presentations throughout the 6 weeks.

Clerkship Schedules

Clerkship didactics will take place on the Monday of Week 1; the students' initial reporting day to their sites will be the Tuesday of Week 1. (During blocks in which the first Monday is a holiday, didactics will take place on Tuesday of that week). Didactics will also occur on Thursdays of Weeks 2,3, and 4 . Unless otherwise specified, medical students will be expected to be present at their sites between 8am and 6pm on weekdays for the duration of the rotation. Some sites may require limited evening hours. There will be no overnight call.

Students will have the day off on the Thursday prior to the Shelf exam as well as an afternoon off during Monday of Week 6

Key Dates

Please refer to emails and Orientation handouts for the specific key dates that correspond with your block.

- Clerkship Orientation: Day 1 of clinical rotation. In person at BUMC, R108 (subject to change). (Kaiser students via Zoom)
- Didactic Days: Thursdays of Weeks 2, 3, and 4. In person at BUMC, R108 (subject to change). Attendance is mandatory and students will be required to sign in at the beginning of each didactic day. (Kaiser and Berkshire students will attend via Zoom)
- Report to Clerkship Sites: Day 2, Tuesday. See below for site-specific reporting information.
- Mid-Evaluations Due: Monday, 4th week of the rotation.
- Study Days: Students receive 1 day off (last Thursday of block) from their rotation prior to the Shelf exam.
- Shelf Exam: The Shelf exam is administered on the last Friday of the rotation.

Block Schedule

Block schedule dates for all clerkships can be located on the Medical Education website:

<http://www.bumc.bu.edu/busm/education/medical-education/academic-calendars/>

Didactic Schedule

In addition to the orientation at the beginning of the block, didactics will occur in person at BUMC R108 (room subject to change) on Thursdays of Weeks 2, 3, and 4.

Holidays

Juneteenth: Monday, June 19th, 2023

Labor Day: Monday, September 2nd, 2023

Indigenous People Day: Monday, October 14th, 2023

Thanksgiving: Wednesday, November 22, 2023, at 12PM – Sunday, November 26, 2023

Intercession: Saturday, December 24, 2022 – Monday, January 2, 2023

MLK Day: Monday, January 15th, 2024

President's Day: Monday, February 19th, 2024

Spring Break: Saturday, March 4, 2023 – Sunday, March 12, 2023

Memorial Day: Monday, May 27th, 2024

Other holidays that occur during specific blocks will be communicated by the clerkship director.

Holidays by Clerkship can be viewed on the Medical Education website at:

<http://www.bumc.bu.edu/busm/education/medical-education/academic-calendars/#clerkhols>

Assessment and Grading

Clerkship Grading Policy

HOW MUCH EACH PART OF YOUR GRADE IS WORTH:	
Clinical Grade Percentage	65%
Shelf/Exam Percentage	25%
“Other” Components Percentage	10%
HOW YOUR FINAL WORD GRADE IS CALCULATED:	
Honors	89 and above
High Pass	82-88
Pass	59-81 or between 1.5-2.49 in any domain on the final CSEF
Fail	58 and below or <1.5 on any domain on the final CSEF or < 2 averaged on the final CSEF (Clinical Fail)
HOW YOUR CLINICAL GRADE IS CALCULATED WITH THE CSEF:	
Clinical Honors	>4.45
Clinical High Pass	3.45-4.44
Clinical Pass	2.00-3.44
Clinical Fail	<2.00
SHELF/EXAM GRADING	
Exam minimum passing (percentile/2 digit score)	
What is “Other” and what percentage is it worth?	
OSCE	10%
Other components that need to be completed in order to pass the clerkship	
Patient log	
2 FOCuS Forms – 1 Interview Technique, 1 Physical/Mental Status	
Standard Clerkship Clinical Grade Procedures/Policies	
<ul style="list-style-type: none"> Preceptors will provide clinical evaluations that contain the “raw data” on the student’s clinical performance. Preceptors DO NOT determine the final grade. You are encouraged to regularly ask for specific behaviorally-based feedback on your clinical skills from your preceptors. However, do not ask them about your final grade, as that is a multifactorial process of which the clinical evaluation is one component. The CSEF form will be used to numerically calculate your clinical grade: 1 to 5 points (depending on which box is checked) for each domain which will be averaged to give you a final score out of 5. Categories: Needs intensive remediation (1); Needs directed coaching (2); Approaching competency (3); Competent (4) or Achieving behaviors beyond the 3rd year competency criteria (5) to get a final number in each domain. This can be rounded to the nearest number using standard rounding for the CSEF domain and this is the box that should be checked (e.g., if an average of 2.4 then the student should have needs directed coaching (2) checked off). Each CSEF will be weighted based on how long the student worked with each evaluator (with the exception of the BMC Consult Liaison service, in which all preceptors are weighted equally). <p>The weight resident evaluations are discounted at 30% across all sites.</p> <ul style="list-style-type: none"> CSEF Clinical Grade Calculations should be made using the 0.01 decimal point in each domain (though the rounded number will be checked off on the final CSEF) to give a final number. Any average of <1.5 in any domain = an automatic fail for the clerkship 	

Any average of < 2.5 in any domain = an automatic pass for the clerkship and a meeting with the MEO for clinical coaching

>2.5 in all domains, standard rounding will be used

<2.00 = Clinical fail which will = a fail for the clerkship

2.00-3.44 = Clinical pass

3.45-4.44= Clinical high pass

>4.45=Clinical honors

The clinical grade will be reported in the CSEF final narrative

- Primary preceptors at sites with multiple preceptors will collect evaluation data from the other clinicians with whom the student works. The primary preceptor will collate this data and submit the final clinical evaluation.

Clerkship Specific Clinical Grade Procedures/Policies

- The clinical grade will be worth 65% of the final grade of the clerkship and will be calculated out of a 5-point scale from the CSEF
- The shelf is worth 25% of the final grade of the clerkship. The 2-digit score will be used to calculate the numeric score out of 100.

Students will participate in an OSCE (Objective Structured Clinical Examination) during Week 5 of the clerkship, in which they will interview a Standardized Patient actor via a virtual platform. Students will be scored via a grading rubric on their psychiatric interview and data gathering skills.

Professional Conduct and Expectations

Evaluation of a medical student's performance while on a clinical clerkship includes all expectations outlined in the syllabus and clerkship orientation as well as the student's professional conduct, ethical behavior, academic integrity, and interpersonal relationships with medical colleagues, department administrators, patients, and patients' families. Student expectations include those listed below in [professional compartment sections](#). If there are multiple professionalism concerns which include failure to attend mandatory in person sessions and lack of timely response to clerkship administrative matters, the student will not be eligible to receive honors on the clerkship. A student will be given feedback prior to receiving their final grade for the clerkship if their professional conduct is of concern. Prior to receiving a final grade, if a clerkship director determines that a student does not meet the professional conduct and expectations of the clerkship, a student will fail the clerkship. Any professionalism lapses resulting in either a clerkship fail or ineligibility to receive honors will require narrative comments by the clerkship director in the summative comments section of the final evaluation and the student will be given feedback in advance of the final grade form submission.

Shelf Exam Failure & Remediation

If a student fails their shelf exam, they will receive an Incomplete for the clerkship and retake the exam at the end of the year. Students:

- will not receive a Fail on their transcript if they pass the reexamination.
- will not be eligible for a final grade of honors - if the final grade calculation would earn the student honors, they will receive high pass as a final grade. Students would still be eligible to receive a clinical honors.
- If a student fails the reexamination, they will have Fail on their transcript, and have to remediate the clerkship.

Clerkship Failure & Remediation

If a student fails a third- or fourth-year clerkship, the student will receive a Fail grade and will be required to repeat the clerkship. The grade for the repeated clerkship will be calculated based on the grading criteria outlined in the syllabus for Pass, High Pass, or Honors independent of the prior Fail. The original Fail grade will remain on the transcript. The original summative evaluation narrative will be included in the MSPE, in addition to the summative evaluation from the repeated clerkship.

If a student fails the remediated clerkship again and the SEPC allows for another remediation, the grade for the repeat clerkship will still be calculated based on the grading criteria outlined in the course syllabus for (Pass, High Pass, or Honors). The original two failures will remain on the transcript. The repeated course will be listed again, and the word (Repeat) will appear next to both course names.

Grade Review Policy

The School's Grade Reconsideration Policy is located in the Policies and Procedures for Evaluation, Grading and Promotion of Chobanian & Avedisian School of Medicine MD Students:

<http://www.bumc.bu.edu/busm/faculty/evaluation-grading-and-promotion-of-students/>

AME/Kaiser Core Faculty Direct Observation

During the third year, students will be directly observed by their core AME (or Kaiser) faculty three times throughout the year. They will also submit one write up in their core AME/Kaiser faculty's discipline, and one video of a session with an SP for review and feedback. At the end of the year, the core AME/Kaiser faculty will write a narrative summary describing the student's growth trajectory and competency development in the observed domains. This narrative will be included as part of the End of Third Year Assessment (in addition to the EOTYA 6 station OSCE).

Formative Assessments

The purpose of formative assessment is to improve student learning by providing feedback on how well they are learning skills and content during the clerkship. Formative assessments are not included in the calculations of students' final grades. Each clerkship has required **FOCuS (Feedback based on Observation of Clinical UME Student)** forms which must be completed by the mid/end of the clerkship. These forms will provide formative assessment through direct observation of CSEF behaviors. Each student is required to complete one interviewing technique and one physical exam FOCuS form on each clerkship.

The FOCuS forms required for the Psychiatry Clerkship are:

- Interview Technique
- Mental Status Exam

Formative Assessment and Feedback Policy

Boston University Chobanian & Avedisian School of Medicine ensures that each medical student is provided with formative assessment early enough during each required course or clerkship to allow sufficient time for remediation. Formative assessment occurs at least at the midpoint of each required course or clerkship four or more weeks in length.

Full Policy: <http://www.bumc.bu.edu/busm/education/medical-education/policies/formative-assessment-and-feedback/>

Mid-Clerkship Review

You and your clerkship director, site director or primary faculty/preceptor will complete the Mid-clerkship Evaluation form at the mid clerkship point.

The purpose of this evaluation is to give the student a chance to understand both their strengths as well as opportunities to improve. The feedback received at the mid-clerkship review is intended to allow the student to improve their clinical skills in real time.

Final Summative Assessments

The final summative assessment will be based on the clerkship grading policy and include a final narrative describing your overall grade, clinical grade, based on the CSEF (Clinical Student Evaluation Form), and other assessments, depending on the clerkship. The summative narrative must include a final summative statement regarding your professionalism on the clerkship (meet expectations or did not meet expectations) per the AAMC MSPE requirements. The final grade form summative narrative appears in your MSPE and is based on aggregate comments from your individual CSEFs and is written by a site director/clerkship director and is reviewed by the clerkship director before submission.

NBME Subject Examination

Students will take the Psychiatry NBME Subject Examination on the last Friday of the clerkship (unless otherwise communicated by the Medical Education Office). Students are given a reading day the day before the exam. Students do not report to their clerkship site on the reading day or the day of the exam. Students will be given 2 hours 45 minutes to complete this exam. Shelf exam dates can be found in the [3rd year google calendar](#).

Remotely administered assessments

Students are responsible for ensuring that they meet any technical needs required for remotely administered assessments (e.g., NBME Shelf Exams, OCRAs). This includes, but is not limited to, ensuring:

- computer specifications meet requirements outlined on the Alumni Medical Library website: <https://www.bumc.bu.edu/medlib/computing/busmrequirements/>
- for NBME shelf exams, the student runs the laptop certification process noted below
- a consistent and stable internet connection
- a quiet testing space where the student will not be disturbed during assessment administration

Clerkships will reserve BUMC space as an onsite testing space for any remotely administered assessments. Students who do not have an appropriate testing space or prefer to test on campus should reach out to their clerkship coordinator at least two weeks prior to the assessment to make arrangements to test on campus.

Students with technical difficulties during a remotely administered assessment who do not take their assessment at a designated campus location will not be able to submit a grade reconsideration request solely for this reason.

Shelf Exam Laptop Certification Process

Students must certify their laptops one week before the NBME Subject Exam and again on the day before the exam. Instructions are provided on the Alumni Medical Library website at:

<http://www.bumc.bu.edu/medlib/services/computing/nbme/>

If a student has technical difficulties during a shelf exam, they must report this to the clerkship coordinator. The clerkship coordinator must inform the Medical Education Office, and the student is required to have their laptop evaluated by BUMC IT before their next shelf exam.

<https://www.bumc.bu.edu/it/support/bumc-it/request/>

Exam Policies

<http://www.bumc.bu.edu/busm/education/medical-education/policies/exam-policies-for-medical-students/>

Make-Up Exams

Students needing to make up the exam or remediate only the exam portion of the clerkship must contact the Clerkship Coordinator to arrange for a make-up/remediation date. **Students may not take a make-up or remediation exam during any block they currently have a scheduled rotation.** Make-up and remediation exams will typically be scheduled at the end of the third-year blocks between mid-May and early June.

Roles and Responsibilities

Each clerkship is directed by the School's Clerkship Director who oversees all clerkship sites. Each clinical site is directed by a clerkship site director who ensures that students are appropriately supervised and faculty and residents are prepared to teach at their site. Clerkships also have multiple clinical faculty that have varying degrees of exposure to students. The responsibilities of the directors and coordinators are described below more specifically. Clerkship directors are assisted by assistant clerkship directors, clerkship site directors, and clerkship coordinators.

School's Clerkship Director & Assistant Clerkship Director

- Oversees the clerkship curriculum's design, implementation, and administration
- Defines clerkship specific learning objectives and requirements
- Creates and maintains an appropriate learning environment, modeling respectful and professional behaviors for and toward students
- Ensures student and faculty access to appropriate resources for medical student education
- Orients students to the overall clerkship, including defining the levels of student responsibility requirements (i.e., required diagnoses and procedures, direct observations, forms, feedback), grading structure and student schedule
- Oversees teaching methods (e.g., lectures, small groups, workshops, clinical skills sessions, and distance learning) to meet clerkship objectives
- Develops faculty involved in the clerkship and provides faculty development across sites specific to clerkship needs
- Evaluate and grade students
 - Develops and monitors assessment materials
 - Uses required methods for evaluation and grading
 - Assures timely mid-clerkship meetings at all sites with students
 - Ensures students receive timely and specific feedback on their performance
 - Submits final grade form for students via School of Medicine's evaluation system
- Evaluates clerkship, faculty, and programs via peer review and annual data from the Medical Education Office (MEO) and national organizations (AAMC, NBME, etc.)
- Supports each student's academic success and professional growth and development, including identifying students experiencing difficulties and providing timely feedback and resources
- Address any mistreatment and professionalism concerns in real time and communicate with MEO
- Participates in the school's clerkship Educational Quality Improvement and peer review processes with completion of action items
- Ensures LCME accreditation preparation and adherence
- Adheres to the AAMC-developed guidelines regarding Teacher-Learner Expectations

Overall Clerkship Coordinator

- Supports the clerkship director in their responsibilities above
- Creates and maintains an appropriate learning environment, modeling respectful and professional behaviors for and toward students
- Responds within one business day to student emails and questions
- Maintains student rosters and clinical schedules
- Coordinates orientations and didactic sessions
- Liaises with site directors and administrators to coordinate student experiences across all sites and timely collection of evaluations
- Verifies completion of clerkship requirements, including midpoint and final evaluations for each student, required diagnoses, and FOCuS forms
- Monitors students' reported work hours and report any work hours violations to the clerkship director
- Coordinates and proctors clerkship exams

Clerkship Site Director

- Oversees the clerkship curriculum and administration at the site
- Creates and maintains an appropriate learning environment, modeling respectful and professional behaviors for and toward students
- Is available and responsive to students' questions and concerns
- Ensures all faculty and residents teaching students are oriented to students' expectations, responsibilities, learning objectives, requirements, and assessments used in the clerkship
- Ensures student and faculty access to appropriate resources for medical student education
- Orients students to the clinical site when new students arrive at the site
- Reviews clerkship requirements and student expectations at site
 - Provides site specific information including, but not limited to, lockers, library, call rooms as applicable and required by LCME
 - Reviews site-specific schedule, discusses student role and responsibilities at site, supervision at site, and who to contact with questions and concerns
- Supervises students and ensures clerkship specific required observations are completed
- Meets with the student for the Mid-clerkship review
- Meets with the student for the final exit meeting
- Ensures timely and specific formative feedback based on direct observations
- Works with faculty and residents to delegate increasing levels of responsibility to students based on clerkship requirements
- Provides site didactics when applicable
- Recognizes students with academic or professionalism difficulties and communicates to Clerkship Director in a timely fashion
- Completes and ensures the accuracy of student evaluation forms, including formative and summative narratives for students at the site
 - Ensures collection of feedback and evaluation data from all physicians who work with each student by the end of the clerkship block to meet school's grading deadlines
 - Ensures that narrative data are consistent with and support numerical data

- Evaluates students fairly, objectively, and consistently following medical school and clerkship rubrics and guidelines
- Addresses any student mistreatment concerns immediately and notifies the Clerkship Director
- Adheres to the AAMC Teacher-Learner Expectations guidelines
- Reviews site specific evaluations at mid-year and end of year and facilitates improvements based on data
- Works with School to provide faculty development for faculty and residents
- Answers Clerkship Director's questions or concerns regarding site evaluation or student concerns
- Participates in educational programming and meetings as requested by Clerkship Director or Assistant Dean for Affiliated Sites
- Adheres to LCME guidelines

Clerkship Site Coordinator

- Supports the clerkship site director in their responsibilities above
- Creates and maintains an appropriate learning environment, modeling respectful and professional behaviors for and toward students
- Responds within one business day to student emails and questions
- Sends out welcome email informing students where and when to arrive at least 72 hours before student start date
- Provides students with their contact information and remains available for questions and concerns during working days and hours
- Ensures students are oriented to clinics and hospital
- Obtains, tracks, and manages student rosters
- Obtains and maintains student information required by the site, as applicable
- Creates and distributes:
 - Student schedules to students, faculty, and staff before clerkship start date
 - Didactics/Presentation schedules, if applicable
- Schedules mid-clerkship evaluations; tracks and keeps record of completion and provides to overall Clerkship Coordinator
- Informs faculty and overall Clerkship Coordinator of student absences
- Arranges and schedules educational resources as applicable (e.g., SIM lab, EMR & Scrub training) and helps students troubleshoot
- Provides students with necessary documents and resources needed to be oriented to site
- Monitors and processes evaluations for distribution to faculty and residents
- Collects timely feedback from faculty for mid and end of clerkship evaluations to meet School's deadlines
- Collects feedback and evaluation data from all physicians who work with each student by end of clerkship block to meet School's grading deadlines
- Understands evaluation system and all site requirements
- Communicates site information changes (e.g., faculty, rotation details) to School's Clerkship Director and Clerkship Coordinator
- Maintains communication with Clerkship coordinator centrally and response within one business day
- Coordinates site specific meetings and faculty development with School

Primary Clinical Faculty/Preceptors/Trainees

- Sets and clearly communicates expectations to students
- Observes students' history taking and physical exam skills, and documents it on the FOCuS form
- Delegates increasing levels of responsibility to students based on clerkship requirements
- Maintains appropriate levels of supervision for students at site
- Creates and maintains an appropriate learning environment, modeling respectful and professional behaviors for and toward students
- Recognizes students with academic or professionalism difficulties and communicates to Clerkship Director in a timely fashion
- Gives students timely and specific formative feedback based on direct observations
- Assesses students objectively using School of Medicine's evaluation system
- Adheres to the AAMC Teacher-Learner Expectations guidelines

Supervision

Initially, the primary clinical faculty members should designate time to observe you performing: **history taking, focused physical exam, clinical problem-solving and interaction with patients and patient education.** Once the supervisor establishes the student's level of confidence and competency, the student should be delegated increasing levels of responsibility in patient care, as appropriate. Although students may initiate a particular patient encounter on their own and without direct supervision, the faculty must at some point review the encounter with the student and inform the patient in-person that the student's assessment and management plan has been reviewed and approved by the faculty. The faculty is ultimately responsible for the evaluation, treatment, management, and documentation of patient care. If students have concerns regarding their clinical supervision, the site director and clerkship director should be immediately notified. Any supervision concerns should also be immediately submitted through the ATM link or directly to the Associate Dean of Medical Education.

Supervision and Delegating Increasing Levels of Responsibility

It is expected that the level of student responsibility and supervision will be commensurate with student's competency and level of confidence. When the student arrives to a new setting, a faculty may wish to observe you for the first session. Thereafter, you should begin to see patients on your own. In the outpatient setting, **the student should initially perform 4-5 focused visits per day in the first week, increasing to 6-12 thereafter. In the inpatient setting, the student should initially follow 1-2 patients and increased to 3-4 thereafter.** When a student feels that they are being asked to perform beyond their level of confidence or competency, it is the responsibility of the student to promptly inform the preceptor. It is then the preceptor's responsibility to constructively address the student's concerns and appropriately restructure the teaching encounter to address the student's learning needs.

Under no circumstances should the following occur:

- Patient leaves the office/hospital without having had a direct face-to-face encounter with clinical faculty/supervising resident.
- Primary faculty gives "prior approval" for student to perform intervention (order labs, prescribe meds) without satisfactory review.
- Patient leaves office/hospital without being informed that assessment/ management plan has been directly reviewed and approved by the faculty.
- Learning in which a student is expected to perform an intervention or encounter without the prerequisite training and/or adequate supervision.

- Student note provides the only record of the visit. Although all faculty see all patients, faculty must document that they were actually the person responsible for seeing and examining the patient.

Intimate Exam Policy

Students participating in an intimate exam with a patient (which includes, pelvic, genitourinary and rectal exam) must have a chaperone with them, irrespective of the gender of the patient or the student. Permission to participate in an intimate exam must be obtained by the supervisor in advance of the examination itself. The patient has the right to decline student attendance at any examination. If a student is unable to perform any intimate exam due to patient preference, the student's evaluation will not be impacted and if necessary, the clerkship director will provide an alternative experience.

Physical Exam Demonstrations

The demonstration of the physical examination on students should not be done by any supervisor of students including residents and attending faculty. Practicing the physical examination on students places them in a position where they may feel pressure to consent to something they may not feel comfortable with.

Third Year Student

- Participation in clerkship didactics
- Conducting a Mental Status Exam observed by a preceptor.
- Conducting an assessment of a patient with a Substance Use Disorder observed by a preceptor.
- Conducting an Assessment of a patient with Depression observed by a preceptor.
- Completion of a mid-clerkship evaluation.
- Completion of Patient Log and Required Diagnoses
- Completion of required Focus forms
- Logging of relevant experiences of the Required Core Patient Encounters and Procedures.

Professional Comportment

Students are expected to adhere to the AAMC-developed guidelines regarding Teacher-Learner Expectations, located on the Policies page, under "Academic Policies and Information"

(<http://www.bumc.bu.edu/busm/files/2015/05/AAMC-Teacher-Learner-Expectations.pdf>)

Students are expected to be aware of and follow the site expectations on professional comportment, including, but not limited to, dress code and the use of phones, pagers, and laptops. Students must arrive on time at their site and for any scheduled sessions. Any missed sessions and absences must adhere to the Attendance & Time Off Policy.

Further, below are expectations for student professional conduct and behavior in the core clerkship curriculum. These include, but are not limited to:

- Treating and communicating with the clerkship team in a respectful manner.
- Engaging in the core curriculum and participating respectfully with peers and colleagues at all times.
- Arriving at clerkship didactic sessions on time and being present throughout sessions.
- Requesting faculty and resident evaluations in a timely manner.
- Reviewing and responding to e-mail requests in a timely manner.
- Returning borrowed clerkship materials on time.
- Handing in all assignments on time.
- Completing all logs and FOCuS forms by the clerkship specific deadline.

- Informing clerkship leadership and supervising faculty/residents of absences in advance of the absence.

Professional conduct will be reviewed at the mid-clerkship feedback session. Additionally, students will be given feedback prior to receiving their final grade when professionalism concerns are identified on the clerkship. If students are not meeting expectations for professional conduct and behavior in the clerkship or there are concerns, students will be made aware of the concerns noted by the clerkship directors, clerkship coordinator, faculty or residents.

Ethical Behavior for Examinations and Mandatory Sessions

- Refrain from any conversation with your peers during exams and as you leave the L-11 testing space (when applicable), including within the vending room and elevator waiting area, until you are on the elevator.
- Refrain from leaving your computer camera view at any point during the examination. Any time where a student cannot be viewed may result in failure of the examination.
- Don't seek or receive copies of the examinations
- Signing in classmates, or signing in yourself and not staying for mandatory sessions is considered cheating and violations will be referred to Medical Student Disciplinary Committee
- If you are aware of any violations of the ethical standards listed above, within the Student Disciplinary Code of Academic and Professional Conduct, or otherwise, report it to the Clerkship Director

Student Evaluation of the Clerkship

Student feedback is a highly valued, critical resource for helping us continually improve our curriculum. Evaluation of learning experiences is a requirement of the Liaison Committee on Medical Education. To ensure that we have a representative amount of data on our courses and clerkships, all students are expected to complete an evaluation via the School of Medicine's evaluation system, MedHub (<https://bu.medhub.com/>), for each of the courses/modules and their instructors. All evaluations are anonymous and aggregate data is only released to clerkship directors after grades have been submitted for the blocks. Please comment freely and honestly about your experience.

Blackboard

Students will have access to a Blackboard site for the clerkship. The site is listed under "My Courses" as [**MS314 Third Year Psychiatry Clerkship \(2023-2024\)**](#) on your Blackboard landing page.

Students who have questions about the Blackboard site or find that they do not have access to the site should contact [Scott Harris](#) for assistance.

Blackboard Learn: <https://learn.bu.edu/>

Assignments

Learning modules of expected diagnoses are located on the blackboard under Assignments. Students will be asked to complete selected reading assignments prior to some of the didactic sessions. In addition, students may be asked to prepare a brief oral presentation.

Patient Encounters/Case Logs

Across the third year, there are required patient encounters and procedures that must be logged whenever they are seen. To log the patient encounter, students must have participated in the history, physical exam, assessment and plan development of the patient.

Required Patient Encounters (The Core)

<http://www.bumc.bu.edu/busm/education/medical-education/faculty-resources/>

Students should log every time they see any patient with the required patient encounter and continue to log throughout all clerkships.

1. Depressed/Sad
2. Anxious
3. Alteration of thought/behavior – Suicidal ideation
4. Alteration of thought/behavior – Mania
5. Alteration of thought/behavior – Aggression
6. Alteration of thought/behavior – Psychosis
7. Altered mental status
8. The patient with a substance use disorder
9. The patient with a history of trauma or violence

Alternative Patient Encounters

If a student has not been able to experience all patient encounters required for the clerkship, students must address any gaps in their patient encounters through an alternative experience. In this clerkship, the alternative experiences are available via videos located on [Blackboard](#) under Assignments.

Patient Encounter Log

Students are expected to log their patient encounters in [MedHub \(https://bu.medhub.com/\)](https://bu.medhub.com/). Patient logs help the clerkship ensure that each student is seeing a diagnostically diverse patient population, an adequate number of patients, and performing a sufficient number of required procedures and diagnoses. Students must bring a printed copy of their patient encounter and procedure log to their mid rotation feedback meeting.

Policies and Procedures for Evaluation, Grading and Promotion of Boston University Chobanian & Avedisian School of Medicine MD Students

<http://www.bumc.bu.edu/busm/faculty/evaluation-grading-and-promotion-of-students/>

Collaborative Student Assessment System

<http://www.bumc.bu.edu/busm/education/medical-education/policies/collaborative-student-assessment-system/>

Student Disciplinary Code of Academic and Professional Conduct

<http://www.bumc.bu.edu/busm/faculty/medical-student-disciplinary-code/>

Attendance Policies

On-site hours must be limited to 80 hours per week, averaged over a two-week period. Violations should be reported directly to the clerkship director or to an Associate Dean (Medical Education or Student Affairs). As part of becoming a professional, medical students should have the flexibility to address personal and professional needs at their discretion. In the clerkship year, as students transition to more of a professional work environment, they gain the responsibility of a working professional, yet do not have the agency to attend

to their personal needs. As such, the Student Affairs Office and Medical Education Office have developed this personal day policy in conjunction with the clerkship directors for the core clerkship year. In addition to addressing issues of wellness and professional development, this policy will teach students the importance of time management and managing days off.

Time off requests must comply with the Attendance & Time Off Policy.

- Attendance & Time Off Policy: <http://www.bumc.bu.edu/busm/education/medical-education/policies/attendance-time-off-policy/>
 - 3rd Year Excused Absence Form: <https://wwwapp.bumc.bu.edu/MedPersonalDays/home/Index>
- Work Hours: <http://www.bumc.bu.edu/busm/education/medical-education/policies/work-hours/>
- Jury Service: <http://www.bu.edu/dos/policies/lifebook/jury-service/>
- Religious Observance: <https://www.bu.edu/chapel/religion/religiouslifepolicies/>
- Weather Policy: <http://www.bumc.bu.edu/busm/education/medical-education/policies/weather-policy/>

Clerkship Specific Restricted Dates

- First day of clerkship - orientation day
- Didactic Days
- OSCE Day

Scrubs Policy

<http://www.bumc.bu.edu/busm/education/medical-education/policies/scrubs-policy/>

School of Medicine Policies

In addition to the expectations listed above, all students are expected to adhere to Chobanian & Avedisian School of Medicine and Boston University policies.

<http://www.bumc.bu.edu/busm/education/medical-education/policies/>

BU Policies and Student Support Services

Appropriate Treatment in Medicine

Boston University Chobanian & Avedisian School of Medicine is committed to providing a work and educational environment that is conducive to teaching and learning, research, the practice of medicine and patient care. This includes a shared commitment among all members of the School's community to respect each person's worth and dignity, and to contribute to a positive learning environment where medical students are enabled and encouraged to excel.

Chobanian & Avedisian SOM has a **ZERO** tolerance policy for medical student mistreatment.

Students who have experienced or witnessed mistreatment are encouraged to report it using one of the following methods:

- Contact the chair of the Appropriate Treatment in Medicine Committee (ATM), Dr. Robert Vinci, MD, directly by email (bob.vinci@bmc.org)
- Submit an online Incident Report Form through the online reporting system <https://www.bumc.bu.edu/busm/student-affairs/atm/report-an-incident-to-atm/>

These reports are sent to the ATM chair directly. Complaints will be kept confidential and addressed quickly.

Appropriate Treatment in Medicine website: <http://www.bumc.bu.edu/busm/student-affairs/atm/>

Needle Sticks and Exposure Procedure

<http://www.bumc.bu.edu/busm/student-affairs/additional-student-resources/needle-stickexposure/>

Boston University Sexual Misconduct/Title IX Policy

<http://www.bu.edu/safety/sexual-misconduct/title-ix-bu-policies/sexual-misconducttitle-ix-policy/>

Boston University Social Media Guidelines

<http://www.bu.edu/policies/information-security-home/social-media-guidelines/>

Using Generative AI in Coursework Guidelines

With the increased use of Generative AI, Boston University's Faculty of Computing & Data Sciences has issued guidelines around use and attribution.

<https://www.bu.edu/cds-faculty/culture-community/conduct/gaia-policy/>

Learning Strategies and Tools

Recommended Texts

- *Psychiatry*, 3rd Edition, by Janis Cutler. 2014. Lucid, thorough and clinically focused. Highly recommended as a learning resource for working with patients during the clerkship. Available through the BU library
- *DSM V - Diagnostic and Statistical Manual of Mental Disorders*. 2013. Authoritative and remarkably readable. In addition to listing of diagnostic criteria, the DSM provides a brief discussion of the salient aspects of each diagnosis. Available through the BU library as an ebook).
- The following resources may be helpful study guides while preparing for the Shelf examination:
 - First Aid for the Psychiatry Clerkship, 4th edition. 2016
 - *Lange Q&A Psychiatry*, 11th edition. 2016
 - [Qbank](#)

MedHub

Chobanian & Avedisian School of Medicine uses MedHub for evaluation and assessment. MedHub uses Single-Sign-On with BU accounts, and contains tutorial and training resources under the "Help" tab once logged in. Students with technical issues or in need of additional help beyond the resources provided should submit a support ticket via: <https://www.bumc.bu.edu/evaluat/medhub-support-tickets/>

Echo360/Technology

Echo360 may only be used for streaming captured lecture videos; the videos may not be downloaded. Taking smartphone or digital pictures or videos of any part of the lecture in class, or at home, is similar to downloading

and is not allowed. There are a number of reasons for this, including that students and/or the University may be liable for violations of federal copyright and privacy laws as a result of the use of copied material.

If you experience any technical problems, please report the issue in one of the following ways to generate an IT ticket:

- **Echo360 Related Issues:** Create a ticket on the Ed Media site (<http://www.bumc.bu.edu/bumc-emc/instructional-services/echo360/>): sign in and provide pertinent information that will enable an effective response. Have a link to the problematic video ready to copy/paste into this form.
- **Educational Technology Related Issues:** For assistance with technology supported by BUMC's Educational Media (e.g., ExamSoft), tickets can be created via their website at: <http://www.bumc.bu.edu/bumc-emc/instructional-services/report-an-educational-technology-issue/>
- **Other Technology Related Issues:** For assistance with BU-wide technology, such as Blackboard, email an example (e.g., picture or very brief phone video) to ithelp@bu.edu with a descriptive subject line and give as many details as possible on the what, where, how you are using the service and what type of computer, browser, etc. along with type of student (i.e. M3). Always include link(s) to or screen shots of where the issue is occurring.

School's Policy on Recordings: <https://www.bumc.bu.edu/busm/education/medical-education/policies/classroom-recordings/>

Tutoring

Peer tutors may be requested via the Office of Academic Enhancement's Peer Tutoring Program at: <http://www.bumc.bu.edu/busm/student-affairs/office-of-academic-enhancement/academic-enhancement/peer-tutoring-program/>

Disability & Access Services

Disability & Access Services' goal is to provide services and support to ensure that students are able to access and participate in the opportunities available at Boston University. In keeping with this objective, students are expected and encouraged to utilize the resources of Disability & Access Services to the degree they determine necessary. Although a significant degree of independence is expected of students, Disability & Access Services is available to assist should the need arise.

<https://www.bu.edu/disability/accommodations/>