### Brain and Body Block Curricular Details – Sessions – 2020-2021 Academic Year

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MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Integrated BB Half Day

Session Title: Behavioural and Psychologic Symptoms of Dementia

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20221

Instructional Method(s): Case-Based Instruction/Learning

Session Abstract: This session is designed to help the students integrate their internal medicine and psychiatry knowledge. They will learn about the behavioural and psychological symptoms of dementia. These symptoms are often the most troublesome for patients' families, so it is important to have an approach to recognize what they are and distinguish them from other diagnoses. In addition, students will be introduced to multiple ways of managing these challenging symptoms and understand the advantages and disadvantages of psychotropic medications in this population.

Session Objectives:

1. Recognize the behavioural and psychological symptoms of dementia
2. Describe how geriatricians and geriatric psychiatrists differentiate the behavioural and psychological symptoms of dementia from other diagnoses such as delirium
3. Describe nonpharmacologic management of the behavioural and psychological symptoms of dementia in the acute and chronic setting
4. Describe pharmacologic management of the behavioural and psychological symptoms of dementia in the acute and chronic setting
5. Explain the relative risks and benefits of antipsychotics in patients with dementia

Themes: Clinical Diagnosis; Pathology and Neoplasia (Clinical); Laboratory Diagnosis; Other Treatment(s); Patient Safety and Quality Improvement; Special Populations - Geriatrics; Pharmacotherapy

Systems: Behavioural System; Nervous System
MEDD 431 Curricular Details – BB Block (Back to ToC)

Clerkship (Block): Brain and Body Block

Week / Block Topic: Integrated BB Half Day

Session Title: Brain and Body Block Review Session

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20222

Instructional Method(s): Discussion, Large Group (more than 12)

Session Abstract: Review session with question and answer opportunities to summarize academic, learning and rotation objectives from the Brain and Body block with emphasize on study skills. Where this fits in the spiral: Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 69: Consolidation of Clinical Transition 2 (TICE) Learning in Clerkship Year 2 > MDUP 2: MDUP Admin 2 Student Affairs Year 2 - Wellness, BASICS of Resilience.

Session Objectives:

1. Review and apply study skills learned during clerkship, portfolio sessions and Transition to Clinical Learning and use the most appropriate learning materials, resources and methods for exam preparation
2. Discuss clinical pearls acquired during the Brain and Body Block
3. Summarize and apply knowledge acquired during the Brain and Body Block. This includes history taking, physical examination and/or mental status examination, diagnostic reasoning, interpretation of investigations (laboratory, ECG, imaging and drug screens), and evidence-based management for conditions listed in each discipline's rotation objectives
4. Practice effective time management skills and task prioritization
5. Use situational cues to identify limitations in self that result in poor performance such as fatigue, impairment, skill set and distractions by routinely engaging in help-seeking behaviours

Themes: Evidence-Based Medicine and Scholarship; Resiliency and Well-Being; Professionalism; Patient Safety and Quality Improvement

Systems:
Clerkship (Block): Brain and Body Block

Week / Block Topic: Integrated BB Half Day

Session Title: TCA Overdose and Delirium

Entrada Hyperlink: [https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20219](https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20219)

Instructional Method(s): Case-Based Instruction/Learning; Discussion, Large Group (more than 12); Lecture

Session Abstract: This session is based on a case of a patient who presents to the emergency department with decreased level of consciousness. She was found by her sister in her bedroom with an empty bottle of amitriptyline on the floor. She has a history of major depressive disorder. In the emergency department, she is hypotensive with tachycardia, dry mucosa and absent bowel sounds. She is diagnosed with TCA overdose and managed accordingly. As she starts to wake up the next day, she is agitated and sometimes combative towards the nurses. The student is tasked with management of her delirium. Three days later, the patient is now alert, but repeatedly expresses suicidal ideation. The student is asked to assess and manage her suicidality. Students will be provided with parts of this case along with an ECG and guiding questions prior to this integrated academic half day. Students are expected to complete some pre-reading and be prepared to answer questions during the session. The student response system will be used in question and answer periods. The session will be guided by faculty as they progress through the case. Short lecture-style presentations will occur between question and answer periods to cover the necessary content. Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 28: Depression Principles of Psychotherapy Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 67: Delirium CASE - delirium (IM) and substance use/overdose (psychiatry).

Session Objectives:

1. Recognize signs and symptoms of TCA toxicity
2. Generate a comprehensive management plan for TCA toxicity
3. Describe the clinical presentation of delirium and the investigations for delirium
4. Explain the risk factors for the development of delirium
5. Explain when the BC Mental Health Act is used in patient care and treatment
6. Discuss and reflect on strategies to manage pressure to discharge in a situation where patient care could be compromised
7. Generate a comprehensive management plan for management of delirium

Themes: Biochemistry and Molecular Biology; Clinical Diagnosis; Laboratory Diagnosis; Pathology and Neoplasia (Clinical); Interprofessional Collaboration; Other Treatment(s); Pharmacotherapy; Diagnostic Imaging; Genetics and Genomics; Special Populations - Addictions; Health Advocacy and Social Determinants of Health; Medical Ethics; Patient Safety and Quality Improvement; Professionalism

Systems: Behavioural System; Nervous System
MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Integrated BB Half Day

Session Title: Major Neurocognitive Disorder

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20220

Instructional Method(s): Case-Based Instruction/Learning; Discussion, Large Group (more than 12); Lecture

Session Abstract: This session is based on a case of a confused patient who is brought to hospital by concerned family members. He was found wandering at night in his neighbourhood, dressed only in pajamas. Students will need to enquire more about his history and clinical findings (including how to do a s-MMSE or MoCA) as they develop a differential diagnosis. As investigations proceed, the patient is found to have a lung mass that is suspicious for cancer. A biopsy is recommended, and students must decide how to proceed to obtain consent for the procedure. While the patient is being managed in hospital, the family expresses concern about having the patient live at home. They do not feel they have adequate resources to look after him, but also feel torn about sending him to a nursing home. The student will review currently available community resources and make recommendations to the patient’s family regarding future care. A faculty member will facilitate question and answer periods with the students as they progress through the case. The student response system will be used. Short lectures to cover content materials will be integrated into the session as the topics arise. Where this fits in the spiral: Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 67: Dementia Diagnostic Criteria for Dementia CASE – delirium.

Session Objectives:

1. Describe the clinical presentation of major neurocognitive disorder (dementia) and how it differs from delirium
2. Describe the investigations for major neurocognitive disorder (dementia)
3. Explain the risk factors for the development of major neurocognitive disorder (dementia)
4. Interpret bedside cognitive testing including an MMSE and MoCA
5. Generate a comprehensive management plan for major neurocognitive disorder (dementia), including symptom management and end of life care
6. Identify community resources for patients with major neurocognitive disorder (dementia) and their families
7. Describe the key elements of informed consent
8. Apply the principles of informed consent to a clinical case

Themes: Clinical Diagnosis; Pathology and Neoplasia (Clinical); Special Populations - Geriatrics; Diagnostic Imaging; Laboratory Diagnosis; Evidence-Based Medicine and Scholarship; Genetics and Genomics; Family Practice; Exercise; Health Advocacy and Social Determinants of Health; Interprofessional Collaboration; Other Treatment(s); Patient Safety and Quality Improvement; Pharmacotherapy; Special Populations - Palliative Care; Medical Ethics; Professionalism

Systems: Behavioural System; Nervous System
MEDD 431 Curricular Details – BB Block (Back to ToC)

Clerkship (Block): Brain and Body Block

Week / Block Topic: Internal Medicine - CTU

Session Title: Dysphagia

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20223

Instructional Method(s): Clinical Experience - Ambulatory; Independent Learning; Simulation

Session Abstract: An online module will provide the foundation for these learning objectives. Students should also seek out clinical experiences that support these learning objectives. Where this fits in the spiral: Year 1 > MEDD 411: Foundations of Medical Practice I (FOMP I) > Week 11: Abdominal Pain Diagnostic Approaches to Common Gastrointestinal (GI) Conditions CASE - dysphagia/dyspepsia.

Session Objectives:

1. Describe the etiology and pathogenesis of various causes of dysphagia with reference to changes in structure and function
2. Describe signs and symptoms of dysphagia on physical examination
3. Describe appropriate laboratory investigations for the assessment of a patient with dysphagia and use pathogenetic reasoning to provide a basic interpretation of the most common abnormalities in these tests
4. Describe the different diet options available to patients with dysphagia
5. List the indications for recommending a feeding tube
6. List the benefits and risks of having a nasogastric feeding tube or a percutaneous endoscopic gastrostomy (PEG) feeding tube

Themes: Anatomy and Embryology; Pathology and Neoplasia (Clinical); Physiology; Clinical Diagnosis; Diagnostic Imaging; Laboratory Diagnosis; Nutrition; Surgical Treatment

Systems: Digestive System
MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Internal Medicine

Session Title: Acute Kidney Injury (AKI)

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20226

Instructional Method(s): Case-Based Instruction/Learning

Session Abstract: Students will be presented with a pathophysiological approach to AKI. Three major mechanisms of AKI are reviewed (prerenal, renal and postrenal). Detailed examples of cases in each category are discussed. The further discussion of detailed history and physical examination is directed at differentiating between these three causes. The students are then asked to explain how diagnostic modalities can be used to differentiate between these causes and to explain their utility in different situations. Urinalysis findings are reviewed with picture examples of important features (casts, cells, crystals etc). Where this fits in the spiral: Year 1 > MEDD 411: Foundations of Medical Practice I (FOMP I) > Week 15: Acute Kidney Injury (AKI) Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 68: Consolidation of Clinical Transition 1 (TICE) Assessing Volume Status and Ordering IV Fluid.

Session Objectives:

1. Outline the differential diagnosis of AKI
2. Diagnose AKI
3. Describe treatment strategies for AKI, including strategies to treat the complications that arise as a result of AKI
4. List acute indications for dialysis
5. Discuss benefits and burdens of dialysis so as to be able to counsel patients appropriately when decisions to start/stop dialysis need to be made

Themes: Clinical Diagnosis; Pathology and Neoplasia (Clinical); Diagnostic Imaging; Laboratory Diagnosis; Other Treatment(s); Pharmacotherapy; Physiology; Medical Ethics; Professionalism; Special Populations - Palliative Care

Systems: Urinary System
MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Internal Medicine

Session Title: Congestive Heart Failure (CHF)

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20228

Instructional Method(s): Case-Based Instruction/Learning

Session Abstract: Students will review the definition and pathophysiology of congestive heart failure. This lecture uses a case to highlight the characteristic features on history and physical exam, and outlines which investigations are necessary to identify the underlying etiology. Students will learn a comprehensive treatment strategy, including non-pharmacologic and evidence-based pharmacologic therapies. Where this fits in the Spiral: Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 59: Heart Failure CASEs - acute dyspnea, respiratory emergency and abnormal finding on CXR.

Session Objectives:

1. Define congestive heart failure, including differentiating between diastolic versus systolic dysfunction
2. Identify characteristic features of CHF on history and physical exam
3. List investigations that can be used to determine the underlying etiology of heart failure
4. Discuss evidence-based strategies for treating CHF, and the symptoms due to CHF, in the acute setting and more chronically
5. List the factors which determine prognosis in heart failure, and be able to appropriately counsel patients and their families on goals of care, including end of life care
6. Demonstrate ways to empower a patient to be in control of their cardiac health

Themes: Clinical Diagnosis; Pathology and Neoplasia (Clinical); Physiology; Diagnostic Imaging; Laboratory Diagnosis; Health Advocacy and Social Determinants of Health; Exercise; Pharmacotherapy; Rehabilitation; Special Populations - Palliative Care; Surgical Treatment; Patient Safety and Quality Improvement

Systems: Cardiovascular System; Behavioural System
Clerkship (Block): Brain and Body Block

Week / Block Topic: Internal Medicine

Session Title: Pharmacologic Management of Type 2 Diabetes

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20234

Instructional Method(s): Case-Based Instruction/Learning

Session Abstract: A pharmacologic review of the management options of Type 2 Diabetes including: antihyperglycemic agents available, dosing and challenges of new and older agents, general considerations in drug therapy, the ideal antihyperglycemic agent, overview and summary of evidence on glucose control and vascular protection.

Session Objectives:

1. Review the HbA1c targets as per national guidelines
2. Review the key pharmacotherapeutic options in the management of blood glucose in type 2 diabetes
3. Introduction to newer medications to manage type 2 diabetes
4. Discuss the factors influencing the choice of anti-hyperglycemic agent (risks and benefits of each class)

Themes: Evidence-Based Medicine and Scholarship; Pathology and Neoplasia (Clinical); Pharmacotherapy; Patient Safety and Quality Improvement

Systems: Endocrine System
**MEDD 431 Curricular Details – BB Block**

**Clerkship (Block):** Brain and Body Block

**Week / Block Topic:** Internal Medicine

**Session Title:** On Call Emergencies

**Entrada Hyperlink:** [https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20233](https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20233)

**Instructional Method(s):** Case-Based Instruction/Learning

**Session Abstract:** Students will be presented with five emergency scenarios, including chest pain, SOB, hypertension, fever and decreased LOC in a hospitalized patient. At first, recognition of a stable vs unstable patient will be discussed and the importance of calling for help in an unstable patient is stressed. The standardized approach to any patient is explained in terms of Airway, Breathing, Circulation, Defibrillation standpoint is reviewed. The sequential approach and differential diagnosis of five specific scenarios will be pursued with explanation of tests that need to be ordered in a timely fashion. Examples of life-threatening causes will be provided and students are encouraged to ask for help in those situations early on in the assessment. Where this fits in the spiral: Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 68: Consolidation of Clinical Transition 1 (TICE) Assess and Manage a Patient Exhibiting Acute Dyspnea Using Standardized Tools (ABCDE Assessment and ISBAR) Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 56: Chest Pain / Angina / Myocardial Infarction Chest Pain / Angina / Myocardial Infarction - Clinical Decision Making Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 69: Consolidation of Clinical Transition 2 (TICE) CDM Acute Dyspnea Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 22: Head Injury Unconscious Patient - Clinical Decision Making CASE - abnormal finding on CXR.

**Session Objectives:**

1. Discuss how to differentiate between a stable and an unstable patient using a standardized approach
2. Develop an initial differential diagnosis for an inpatient presenting with chest pain, dyspnea, hypertension, fever or decreased level of consciousness
3. Describe initial management for an unstable inpatient
4. Use a handover tool routinely in patient care
5. Practice using the 'situation, background, assessment, recommendation' (SBAR) communication tool when communicating in urgent situations

**Themes:** Clinical Diagnosis; Diagnostic Imaging; Laboratory Diagnosis; Pathology and Neoplasia (Clinical); Physiology; Interprofessional Collaboration; Pharmacotherapy; Surgical Treatment; Patient Safety and Quality Improvement; Professionalism

**Systems:** Cardiovascular System; Immune System; Nervous System; Respiratory System
Clerkship (Block): Brain and Body Block

Week / Block Topic: Internal Medicine

Session Title: Anemia

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20227

Instructional Method(s): Case-Based Instruction/Learning

Session Abstract: The session is organized based on a morphologic approach to anemia, and we will work our way through the differential diagnosis, pertinent features on history and physical examination, and further investigations needed to reach a conclusive diagnosis in each of microcytic, normocytic, and macrocytic anemia. Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 23: Anemia Anemia - Week Integration.

Session Objectives:

1. Describe the underlying pathophysiology of and potential causes for microcytic, normocytic and macrocytic anemia
2. Formulate a differential diagnosis and investigation plans for a patient presenting with anemia

Themes: Clinical Diagnosis; Histology; Laboratory Diagnosis; Pathology and Neoplasia (Clinical); Diagnostic Imaging

Systems: Blood and Lymphatics System
MEDD 431 Curricular Details – BB Block (Back to ToC)

Clerkship (Block): Brain and Body Block

Week / Block Topic: Internal Medicine

Session Title: Thrombocytopenia

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20235

Instructional Method(s): Case-Based Instruction/Learning

Session Abstract: This lecture provides an approach to thrombocytopenia with a focus on the most common and/or life-threatening causes. Students will review the definition of thrombocytopenia and life-cycle of a platelet. Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 24: Bleeding Disorders and Hematologic Malignancies Platelet Function and Platelet Disorders CASE - abnormal finding on CBC (not anemia).

Session Objectives:

1. Define thrombocytopenia
2. Develop an approach that can be used to help determine the underlying cause(s) of thrombocytopenia (increased destruction, decreased production and sequestration)

Themes: Laboratory Diagnosis; Pathology and Neoplasia (Clinical); Physiology; Clinical Diagnosis; Diagnostic Imaging

Systems: Blood and Lymphatics System
MEDD 431 Curricular Details – BB Block (Back to ToC)

Clerkship (Block): Brain and Body Block

Week / Block Topic: Internal Medicine

Session Title: Infectious Disease - Antibiotics Review

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20231

Instructional Method(s): Discussion, Large Group (more than 12)

Session Abstract: Students review cases identifying antibiotics, their antimicrobial spectrum and choice in the treatment of various infectious diseases. The session will cover pharmacokinetic properties of different antibiotic class of drugs, their mechanism of action, spectrum of activity and recommendations for empiric and definitive therapy for commonly encountered infectious diseases. Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 32: Meningitis The Microbiology and Pharmacology of Antibiotics Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 68: Consolidation of Clinical Transition 1 (TICE) Approach to Common Infections and Antimicrobial Stewardship CASE – cellulitis.

Session Objectives:

1. Develop an approach to the assessment of infectious disease and initiation of antimicrobials
2. Describe the spectrum of action of various antimicrobials
3. Recommend appropriate empiric therapy for patients with commonly encountered infectious syndromes (Case study on CAP)
4. Discuss strategies to resist over-prescribing antibiotics

Themes: Clinical Diagnosis; Laboratory Diagnosis; Pharmacotherapy; Family Practice; Public Health, Prevention and Control; Evidence-Based Medicine and Scholarship; Patient Safety and Quality Improvement; Professionalism

Systems: Immune System
MEDD 431 Curricular Details – BB Block (Back to ToC)

Clerkship (Block): Brain and Body Block

Week / Block Topic: Internal Medicine

Session Title: Hyponatremia

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20230

Instructional Method(s): Case-Based Instruction/Learning


Session Objectives:

1. Discuss the physiology of sodium homeostasis, including the concept of osmolarity
2. Describe a basic clinical approach to diagnosing hyponatremia
3. Describe how to manage hyponatremia based on the underlying etiology

Themes: Laboratory Diagnosis; Physiology; Clinical Diagnosis; Pathology and Neoplasia (Clinical); Pharmacotherapy

Systems: Endocrine System; Urinary System
MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Internal Medicine

Session Title: Acute Coronary Syndrome (ACS)

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20225

Instructional Method(s): Case-Based Instruction/Learning

Session Abstract: Pathophysiology of atherosclerotic disease will first be reviewed. The clinical syndromes of ACS will then be linked to a pathophysiological background. The treatment options will be invoked in an interactive manner through didactic reasoning based on Physiology of the CAD. Students will further discuss ECG and symptomatic manifestations of the ACS and asked to interpret several key ECG findings. Several cases will be presented, including STEMI, NSTEMI and unstable angina, and students will be asked for treatment options. Brief review of evidence behind these treatment options will follow. Where this fits in the Spiral: Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 56: Chest Pain / Angina / Myocardial Infarction.

Session Objectives:

1. Describe the pathophysiology of myocardial Ischemia
2. Identify and define anatomy of ACS
3. Describe key findings on history, physical exam and investigations that can be used to help make a diagnosis of ACS
4. Identify ECG changes consistent with acute coronary syndromes
5. Describe appropriate management for a patient presenting with ACS

Themes: Clinical Diagnosis; Pathology and Neoplasia (Clinical); Physiology; Anatomy and Embryology; Diagnostic Imaging; Laboratory Diagnosis; Pharmacotherapy; Surgical Treatment

Systems: Cardiovascular System
MEDD 431 Curricular Details – BB Block

**Clerkship (Block):** Brain and Body Block

**Week / Block Topic:** Internal Medicine

**Session Title:** Diabetic Emergencies

**Entrada Hyperlink:** [https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20229](https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20229)

**Instructional Method(s):** Case-Based Instruction/Learning

**Session Abstract:** This lecture will orient students to the most common diabetic emergencies: diabetic ketoacidosis (DKA) and hyperosmolar hyperglycemic state (HHS). They will work through a case of DKA and compare and contrast this illness to HHS. Students will learn the pathophysiology of DKA/HHS, the laboratory investigations to identify the precipitating cause, and a comprehensive management strategy. Where this fits in the spiral: Year 2 > MEDD 421: Foundations of Medical Practice III (FOMP III) > Week 47: Diabetes Mellitus Diabetes Cases Year 2 > MEDD 421: Foundations of Medical Practice III (FOMP III) > Week 47: Diabetes Mellitus Diabetes Mellitus - CBL - Tutorial 2 (SBAR used) Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 68: Consolidation of Clinical Transition 1 (TICE) Complications of Diabetes Including Acute Visual Loss - Clinical Decision Making.

**Session Objectives:**

1. Describe the pathophysiology of diabetic ketoacidosis (DKA) and hyperosmolar hyperglycemic state (HHS)
2. Discuss investigations for and management of a patient in DKA/HHS, including potential complications
3. Practice using the SBAR communication tool when urgently consulting another service

**Themes:** Clinical Diagnosis; Pathology and Neoplasia (Clinical); Physiology; Diagnostic Imaging; Laboratory Diagnosis; Pharmacotherapy; Patient Safety and Quality Improvement

**Systems:** Endocrine System
MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Internal Medicine

Session Title: Liver Enzymes / Test Abnormalities

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20232

Instructional Method(s): Case-Based Instruction/Learning

Session Abstract: Definitions and different patterns of liver enzyme abnormalities are discussed. Topics include discussion and approach to abnormal liver enzymes, including questions to ask on history, physical exam findings and stigmata of chronic liver disease and ordering and interpreting appropriate investigations. Several cases are then presented and students are asked to actively participate and identify patterns and types of liver injury. The students are encouraged to approach every case using standardized diagnostic steps. Pathophysiology, brief diagnostic overview and treatment modalities are then explored for specific conditions fitting all the liver pattern categories. Where this fits in the spiral: Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 61: Jaundice CASE - abnormal liver enzymes.

Session Objectives:

1. Discuss and explain the different patterns of liver enzyme abnormalities
2. Apply a standardized approach to identify the underlying etiology when presented with different patterns and types of liver injury

Themes: Biochemistry and Molecular Biology; Laboratory Diagnosis; Pathology and Neoplasia (Clinical); Clinical Diagnosis; Diagnostic Imaging

Systems: Digestive System
MEDD 431 Curricular Details – BB Block (Back to ToC)

Clerkship (Block): Brain and Body Block

Week / Block Topic: Internal Medicine Clinical / Self-Study Objectives

Session Title: Important Internal Medicine Topics

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20224

Instructional Method(s): Clinical Experience - Ambulatory; Clinical Experience - Inpatient; Independent Learning; Simulation

Session Abstract: These are all important topics in Internal Medicine that the student will likely encounter in their clinical learning and should be supplemented by independent learning given the resources identified in the MEDD 431 Syllabus. cases - seizure, hematologic malignancy, epigastric pain.

Session Objectives:

1. Demonstrate a clinical approach to the investigation (including radiology) and management of patients presenting with: a. Abdominal pain b. Common Cardiac Arrhythmias c. Calcium disorders d. Adult diarrhea e. Lymphadenopathy f. Acute GI bleed g. Heart murmur h. Seizure i. Splenomegaly j. Thyroid disease

Themes: Clinical Diagnosis; Diagnostic Imaging; Laboratory Diagnosis; Pharmacotherapy; Surgical Treatment

Systems: Blood and Lymphatics System; Cardiovascular System; Digestive System; Endocrine System; Immune System; Nervous System
MEDD 431 Curricular Details – BB Block

**Clerkship (Block):** Brain and Body Block

**Week / Block Topic:** Psychiatry

**Session Title:** Psychiatry – Depressive Disorders

**Entrada Hyperlink:** [https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20243](https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20243)

**Instructional Method(s):** Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience - Inpatient; Independent Learning; Self-Directed Learning

**Session Abstract:** Students will work their way through the diagnosis and management of a patient, Anna, presenting with depressed mood and a change in functioning. The session will cover the steps in diagnostic reasoning, differential diagnosis, investigations, therapeutic reasoning and management of major depressive disorder (depression). This module introduces an element of variability; Anna's outcome will vary depending on the student's treatment selections. This module can be repeated several times and different outcomes will result allowing for additional learning opportunities. This module is meant to support clinical experiences during the block. Additional self-directed learning around this topic will be required to achieve all learning objectives. Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Clinical Experiences - Psychiatry 1; Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Clinical Experiences - Psychiatry 2; Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 28: Depression including principles of psychotherapy. CASE - depression; Year 3 > MEDD 431-Clerkship: Brain and Body Adult Psychiatry - Anna (Depression) Adult Psychiatry - Mrs. Schwartz (Geriatric Depression) Adult Psychiatry - ECT Neurostimulation Treatments in Psychiatry.

**Session Objectives:**

1. List the DSM-5 criteria for a major depressive episode
2. Propose a preferred diagnosis (diagnoses) and differential diagnosis (diagnoses) using the DSM-5 for a patient presenting with depressive symptoms
3. List first-line pharmacotherapy options for the management of major depressive disorder
4. Identify the best practice guidelines for antidepressant use in adolescent depression
5. Describe the natural history and epidemiology of depressive disorders
6. Differentiate the mechanisms of action for the following antidepressant medication classes: selective serotonin reuptake inhibitors (SSRIs), serotonin-norepinephrine reuptake inhibitors (SNRIs), norepinephrine dopamine reuptake inhibitors, noradrenergic and specific serotonergic antidepressants (NaSSAs), tricyclic antidepressants (TCAs) and monoamine oxidase inhibitors (MAOIs)
7. Identify features of depressive disorders across the lifespan
8. List commonly used psychiatric rating scales in the assessment of depression (e.g. PHQ-9, HAM-D, Beck Depression Inventory)
9. List baseline investigations to consider prior to diagnosing major depression
10. List the core DSM-5 features for disruptive mood dysregulation disorder (DMDD)
11. Describe side effects of first-line pharmacotherapy options for the management of major depressive disorder
12. Outline an approach to treatment-resistant depression
13. Recognize the role of symptom severity on treatment selection
14. Describe the symptoms of antidepressant toxicity or overdose and management of toxicity, including serotonin syndrome, tricyclic antidepressant (TCA) overdose and hypertensive crisis
15. List the first-line psychotherapies used in the treatment of major depressive disorder (e.g. cognitive behavioural therapy, interpersonal therapy, behavioural activation)

**Themes:** Clinical Diagnosis; Complementary and Alternative Therapies; Evidence-Based Medicine and Scholarship; Exercise; Interprofessional Collaboration; Other Treatment(s); Pharmacotherapy; Pathology and Neoplasia (Clinical); Patient Safety and Quality Improvement; Sexuality; Laboratory Diagnosis

**Systems:** Behavioural System
MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry – Anxiety Disorders

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20237

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience - Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: Students will work their way through the diagnosis and management of a patient presenting with symptoms of anxiety. The session will cover the steps in history taking, diagnostic reasoning, differential diagnosis, investigations, therapeutic reasoning and management. Students will develop skills in documenting a Mental Status Exam (MSE) and creating a biopsychosocial treatment plan. This module is meant to support clinical experiences during the block. Additional self-directed learning around this topic will be required to achieve all learning objectives. Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Clinical Experiences - Psychiatry 1; Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Clinical Experiences - Psychiatry 2; Year 2 > MEDD 421: Foundations of Medical Practice III (FOMP III) > Clinical Experiences Neurosciences 5 - Review of the Neurological Exam and Common Patterns of Abnormalities; Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 28: Anxiety Disorders.

Session Objectives:

1. Describe the epidemiology of social anxiety disorder (social phobia), panic disorder, agoraphobia, and generalized anxiety disorder
2. Describe etiological factors in anxiety disorders
3. Describe normal developmental anxieties and fears, such as separation, phobias of the dark or animals, social anxiety, and existential anxieties across the lifespan
4. List rating scales used in the assessment of anxiety (e.g. SCARED, GAD-7)
5. List baseline investigations to consider in the workup of anxiety symptoms (e.g. rule out hyperthyroidism, pheochromocytoma, anemia)
6. List the DSM-5 criteria for generalized anxiety disorder
7. List the core DSM-5 features of specific phobia, social anxiety disorder (social phobia), panic disorder, and agoraphobia, and be able to differentiate them, across the lifespan
8. List first-line pharmacotherapy options for the management of anxiety disorders
9. Describe side effects of first-line pharmacotherapy options for the management of anxiety disorders
10. Summarize the pros and cons of benzodiazepine use
11. List evidence-based psychosocial/non-pharmacological interventions for anxiety disorders (e.g. psychoeducation, cognitive behavioural therapy (CBT), collaboration with schools and employers)
12. Describe the core components of CBT
**Themes:** Other Treatment(s); Biochemistry and Molecular Biology; Physiology; Clinical Diagnosis; Evidence-Based Medicine and Scholarship; Public Health, Prevention and Control; Pharmacotherapy; Pathology and Neoplasia (Clinical); Patient Safety and Quality Improvement; Exercise; Rehabilitation; Special Populations - Geriatrics

**Systems:** Behavioural System
Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry - Electroconvulsive Therapy (ECT)

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20245

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience - Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: The student will review indications for neurostimulation treatments in psychiatry, particularly electroconvulsive therapy (ECT). The student will have the opportunity to see an ECT treatment from start to finish and learn about each of the different steps involved in the procedure. Electrode placement, physiological response and common adverse effects are discussed. After completing this module, the student will be able to counsel a patient on the risks and benefits of ECT and describe the procedure to patients and their families when indicated. This module is meant to support clinical learning during the block. If a student is assigned to a site that does not offer neurostimulation treatments, this module is mandatory. Additional self-directed learning may be required to achieve all learning objectives. Where this fits in the spiral: Year 3 > MEDD 431-Clerkship: Brain and Body: Depressed Anna Year 3 > MEDD 431-Clerkship: Brain and Body: Bipolar Susan; Year 3 > MEDD 431-Clerkship: Brain and Body > ECT Neurostimulation Treatments in Psychiatry module.

Session Objectives:

1. Describe the benefits and risks of electroconvulsive therapy (ECT)
2. Recognize signs and symptoms of catatonia
3. State indications for neurostimulation therapies, specifically electroconvulsive therapy (ECT)

Themes: Evidence-Based Medicine and Scholarship; Medical Ethics; Other Treatment(s); Pharmacotherapy; Clinical Diagnosis; Pathology and Neoplasia (Clinical)

Systems: Behavioural System; Nervous System
**MEDD 431 Curricular Details – BB Block**

**Clerkship (Block):** Brain and Body Block

**Week / Block Topic:** Psychiatry

**Session Title:** Psychiatry – Sleep Disorders

**Entrada Hyperlink:** [https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20254](https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20254)

**Instructional Method(s):** Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience - Inpatient; Independent Learning; Self-Directed Learning

**Session Abstract:** Students will work their way through the diagnosis and management of a patient presenting with sleeping difficulties. Students will learn how to take a sleep history and learn the stages of normal nonrapid eye movement (NREM) and rapid eye movement (REM) sleep. The session will cover the steps in diagnostic reasoning, differential diagnosis, investigations, therapeutic reasoning and management. Other sleep disorders will be reviewed, but the focus will be on the diagnosis and management of primary insomnia, one of the most common complaints in general practice. Pharmacotherapy management of insomnia will be addressed, including risks. The emphasis will be on using sleep hygiene via cognitive behavioural therapy for insomnia (CBT I). Students will also gain additional practice doing a Mental Status Exam (MSE) using video clips. Additional self-directed learning will be required to achieve all the learning objectives. Where this fits in the spiral: Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 67: Sleep Disorders. CASE.- sleep disorder.

**Session Objectives:**

1. Develop a differential diagnosis for insomnia
2. List pharmacological options in the treatment of insomnia and describe their limitations and risks
3. Describe the basic neurobiology of sleep, including sleep architecture and circadian rhythm, across the lifespan
4. List baseline investigations to consider in the workup of sleep difficulties (e.g. B12, Mg, ferritin, overnight oximetry, polysomnogram)
5. List the components of sleep hygiene
6. Describe the steps involved in Cognitive Behavioural Therapy for Insomnia (CBT-I)
7. Critically appraise the evidence for complementary and alternative medicine (CAM) therapies for sleep

**Themes:** Clinical Diagnosis; Physiology; Other Treatment(s); Pharmacotherapy; Complementary and Alternative Therapies; Evidence-Based Medicine and Scholarship; Pathology and Neoplasia (Clinical)

**Systems:** Behavioural System; Nervous System; Respiratory System
MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry – Alcohol and Substance Use Disorders

Entrada Hyperlink: [https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20236](https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20236)

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience - Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: Jack is a virtual patient who is admitted to the medical floor for epigastric pain. Students will recognize the importance of a good history in determining a differential diagnosis of this complaint. Students will obtain practice in taking a substance use history and determining risk factors that warrant further screening beyond the "CAGE" questionnaire. By learning to recognize high risk individuals, students will learn (whether a PAWSS scale should be used at all), when a patient should be placed on an alcohol withdrawal protocol (CIWA), what treatments are used in the protocol, the use of symptom triggered management, and when complications are likely to arise. Students will learn to manage delirium tremens and become familiar with resources available for the management of alcohol use disorders both in hospital and in the community. This module is meant to support clinical learning during the block. Additional self-directed learning or clinical exposure to other substance (non-alcohol) use disorders, toxicity and overdose will be required to achieve all learning objectives. Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 29: Psychosis Neurobiology of Substance-Use Disorders; Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 67: Delirium CASE - substance use.

Session Objectives:

1. Describe and recognize the symptoms and the typical time course for alcohol withdrawal and alcohol withdrawal delirium (delirium tremens)
2. Describe common laboratory findings in individuals with an alcohol use disorder
3. Discuss smoking cessation and available treatment options for nicotine replacement
4. Describe the components of an alcohol, opiate, stimulant, and other substance use history
5. Describe the symptoms of opiate withdrawal
6. Describe the symptoms of alcohol and opiate overdose
7. Recognize the manifestations of substance intoxication or withdrawal
8. Apply the CAGE or AUDIT questionnaire
9. List the core DSM-5 features for substance use disorders
10. Outline Health Canada’s low risk alcohol drinking guidelines
11. List pharmacological options in the treatment of alcohol withdrawal, alcohol withdrawal delirium (delirium tremens), and alcohol use disorder
12. Explain the role of withdrawal monitoring tools such as CIWA, RASS, and COWS
13. List pharmacological options in the treatment of opiate use disorder
14. List psychosocial interventions in the treatment of alcohol and substance use disorders (e.g. harm reduction, motivational interviewing, 12-step programs, residential treatment)
Themes: Clinical Diagnosis; Special Populations - Addictions; Pathology and Neoplasia (Clinical); Pharmacotherapy; Physiology; Evidence-Based Medicine and Scholarship; Exercise; Interprofessional Collaboration; Other Treatment(s); Laboratory Diagnosis; Patient Safety and Quality Improvement; Nutrition

Systems: Behavioural System; Nervous System
MEDD 431 Curricular Details – BB Block (Back to ToC)

Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry – Psychotic Disorders

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20251

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience - Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: Jon is a young adult male who presents to a hospital emergency room in an agitated state. Students will learn how to assess an agitated patient and develop confidence in interviewing this type of patient. Pharmacological and behavioral management of agitation, including pro re nata (PRN) medication, is addressed. Students will learn the criteria for certification under the Mental Health Act and consider the criteria when admitting patients to hospital. The module will cover the steps in diagnostic reasoning, differential diagnosis, investigations, therapeutic reasoning and management of a patient who presents with psychotic symptoms. Students will practice creating a biopsychosocial treatment plan that considers both immediate and longer term management. This module is meant to support clinical experiences during the block. Additional self-directed learning may be required to achieve all the learning objectives. Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 29: Psychosis; Year 3 > MEDD 431-Clerkship: Brain and Body > Jon (Psychosis).

Session Objectives:

1. Name the four dopamine pathways in the brain and describe how they are theorized to explain symptoms of psychosis and certain side effects of antipsychotic treatment
2. Propose and justify a preferred diagnosis (diagnoses) and differential diagnosis (diagnoses) using the DSM-5 for a patient presenting with psychotic symptoms
3. Recognize when clozapine should be considered in the management of schizophrenia and explain the rationale for Health Canada's national clozapine monitoring program
4. Name situations where depot/injectable antipsychotics should be considered in the management of psychosis
5. Describe the symptoms of and management of neuroleptic malignant syndrome (NMS)
6. Describe the epidemiology and natural history of delusional disorder, brief psychotic disorder, schizoaffective disorder, schizophreniform disorder, and schizophrenia
7. List baseline investigations to consider in the workup of psychosis (e.g. urine drug screen)
8. List the DSM-5 criteria for delusional disorder, brief psychotic disorder, schizophreniform disorder, schizophrenia, schizoaffective disorder, and substance-induced psychotic disorders, and be able to differentiate them
9. List first-line pharmacotherapy options for the management of psychotic disorders
10. Describe side effects of first-line pharmacotherapy options for the management of schizophrenia and demonstrate how to monitor for them

11. Describe strategies to manage an agitated patient

12. List evidence-based psychosocial/non-pharmacological interventions for psychotic disorders

**Themes:** Medical Ethics; Professionalism; Patient Safety and Quality Improvement; Pharmacotherapy; Biochemistry and Molecular Biology; Physiology; Clinical Diagnosis; Evidence-Based Medicine and Scholarship; Interprofessional Collaboration; Other Treatment(s); Public Health, Prevention and Control; Laboratory Diagnosis; Sexuality; eHealth and Informatics

**Systems:** Behavioural System; Nervous System
**MEDD 431 Curricular Details – BB Block**

**Clerkship (Block):** Brain and Body Block

**Week / Block Topic:** Psychiatry

**Session Title:** Psychiatry – Personality Disorders

**Entrada Hyperlink:** [https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20249](https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20249)

**Instructional Method(s):** Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience - Inpatient; Independent Learning; Self-Directed Learning

**Session Abstract:** Students should seek out clinical experiences that support these learning objectives. Additional self-directed learning will be required to achieve all the learning objectives. Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Clinical Experiences - Psychiatry 1 Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Clinical Experiences - Psychiatry 2 Year 2 > MEDD 421: Foundations of Medical Practice III (FOMP III) > Clinical Experiences Neurosciences 5 - Review of the Neurological Exam and Common Patterns of Abnormalities) Year 3 > MEDD 431-Clerkship: Brain and Body Adult Psychiatry - Julie Considering a Personality Disorder.

**Session Objectives:**

1. Define a personality disorder
2. Discuss the importance of interpersonal boundaries and demonstrate appropriate strategies to deal with boundary issues
3. Describe the key features of each DSM-5 personality disorder
4. Describe the epidemiology, risk factors, and poor/good prognostic features for each personality disorder
5. Develop a management strategy for a person with a personality disorder, including appropriate treatment setting and treatment of comorbidities
6. Demonstrate an understanding of the role of transference and countertransference dynamics in working with individuals with personality disorders
7. Describe dialectical behaviour therapy (DBT) and its indications

**Themes:** Clinical Diagnosis; Medical Ethics; Professionalism; Resiliency and Well-Being; Interprofessional Collaboration; Other Treatment(s); Pharmacotherapy

**Systems:** Behavioural System
Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry – Bipolar Disorder

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20241

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience - Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: Bipolar Susan is a series of 3 related modules. Students will work their way through the diagnosis and management of a patient presenting with a change in mood and functioning. The series will cover the steps in diagnostic reasoning, differential diagnosis, investigations, therapeutic reasoning and management of bipolar disorder. The case will follow a patient through a variety of treatment settings and illustrate the differences in presentation and management of bipolar mania versus bipolar depression versus maintenance once a stable mood has been reached. The importance of side effect monitoring is addressed. This module is meant to support clinical experiences during the block. Additional self-directed learning around this topic will be required to achieve all learning objectives. Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 28: Depression Mood Disorders, Depression - The Lived Experience - Week Integration Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 29: Psychosis Suicide and Self-Harm - Mental Health Act CASE – bipolar.

Session Objectives:

1. List first-line pharmacotherapy options for the management of bipolar disorder (manic, depressed and maintenance phases)
2. Describe the epidemiology, risk factors, prognostic factors, and natural history of bipolar I and bipolar II disorder
3. List baseline investigations to consider prior to diagnosing bipolar disorder and initiating treatment
4. List the DSM-5 criteria for bipolar I disorder and bipolar II disorder
5. List the core DSM-5 features of cyclothymic disorder
6. Propose and justify a preferred diagnosis (diagnoses) and differential diagnosis (diagnoses) using the DSM-5 for a patient presenting with manic/hypomanic symptoms
7. Describe side effects of first-line pharmacotherapy options for the management of bipolar I disorder (manic, depressed and maintenance phases)
8. Describe monitoring parameters of first-line pharmacotherapy options (specifically, lithium, valproic acid/divalproex and atypical antipsychotics)
9. Describe the symptoms and management of lithium toxicity

Themes: Medical Ethics; Patient Safety and Quality Improvement; Pharmacotherapy; Clinical Diagnosis; Evidence-Based Medicine and Scholarship; Interprofessional Collaboration; Other Treatment(s)

Systems: Behavioural System
MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry – Attention Deficit Hyperactivity Disorder (ADHD)

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20239

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience – Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: A case of a child who presents to the GP's office with concerns around "trouble focusing in class." Students will work their way through the diagnosis and management of a patient who presents with symptoms suggestive of attention deficit hyperactivity disorder (ADHD). The Alissa (ADHD) e-module will cover normal behaviour vs. ADHD, differential diagnosis, epidemiology, assessment and management including pharmacological and non-pharmacological options (interventions in the school and home settings). It will also review the natural course and impact of ADHD throughout the life span. Students will be able to discuss differential diagnosis for ADHD and develop an approach to attention, learning and behaviour problems in children as well as outline a comprehensive management plan for ADHD. Additional self-directed learning may be required to achieve all the learning objectives. Brian (ADHD) is a small group session that builds upon the following independent study modules: Alissa (ADHD): A case of a child who presents to the GP's office with concerns around "trouble focusing in class." Where this fits in the spiral: Year 2 > MEDD 421: Foundations of Medical Practice III (FOMP III) > Week 41: Normal and Abnormal Growth and Development Attention Difficulties and Disruptive Behaviour in Children.

Session Objectives:

1. Identify impairments and symptoms in Neurobehavioural Disorder Associated with Prenatal Alcohol Exposure (ND-PAE)
2. Discuss the differential diagnosis of ADHD and common comorbidities, including oppositional defiant disorder and learning disorders
3. Describe ADHD across the lifespan
4. List common ADHD rating scales (e.g. SNAP-IV, Adult Self Report Scale for ADHD)
5. List the core DSM-5 features of attention-deficit/hyperactivity disorder (ADHD)
6. Explain behavioural/non-pharmacological treatments and their efficacy for ADHD, including school interventions
7. Explain the goals of medication treatment, types of medication used, side effects, and efficacy for ADHD

Themes: Clinical Diagnosis; Family Practice; Evidence-Based Medicine and Scholarship; Interprofessional Collaboration; Exercise; Other Treatment(s); Pharmacotherapy; Patient Safety and Quality Improvement; Special Populations – Addictions; Pathology and Neoplasia (Clinical)

Systems: Behavioural System
Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry – Attachments Disorders

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20238

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience – Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: A case of a four-year-old girl who comes with her foster mother to see an outpatient child and adolescent psychiatrist because of her "temper." The module illustrates principles in assessing young children with attention to the child-caregiver relationship. Reactive attachment disorder and attachment styles are discussed. Additional self-directed learning may be required to achieve all the objectives. Broady (Attachment/PTSD) is small group session builds upon the following independent study modules: Amber (Infant Attachment) and Susie (PTSD). Where this fits in the spiral: Year 2 > MEDD 421: Foundations of Medical Practice III (FOMP III) > Week 40: Inherited Chromosomal Abnormalities Development of the Toddler/Preschooler.

Session Objectives:

1. Discuss challenges faced by foster and adoptive children in adjusting to a new family environment
2. Discuss prevention and treatment of attachment disturbances
3. Describe attachment theory/early relationship environments and their impact on child development and mental health
4. List the core DSM-5 features of Reactive Attachment Disorder and Disinhibited Social Engagement Disorder

Themes: Clinical Diagnosis; Health Advocacy and Social Determinants of Health; Physiology; Patient Safety and Quality Improvement; Other Treatment(s); Pharmacotherapy; Evidence-Based Medicine and Scholarship;

Systems: Behavioural System; Growth and Development System
MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry – Oppositional Defiant Disorder (ODD) and Conduct Disorder

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20248

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience - Inpatient; Independent Learning;

Session Abstract: This session builds upon the following independent study modules: June Poole (Adolescent Depression): A case of an adolescent who presents with her mother to their family physician because of irritability and depressive symptoms. The case follows June's treatment course from initial contact with a family physician, through a course of cognitive behavioural therapy, medication treatment and visits with a psychiatrist. Additional self-directed learning will be required to achieve all the learning objectives. Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Clinical Experiences - Psychiatry 1; Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Clinical Experiences - Psychiatry 2; Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 28: Depression Year 3 > MEDD 431-Clerkship: Brain and Body > Depressed Anna.

Session Objectives:

1. List the core DSM-5 features of oppositional defiant disorder (ODD) and Conduct Disorder (CD)
2. Discuss biopsychosocial treatment interventions for disruptive behaviour disorders, including parent management training and behavioural therapies

Themes: Clinical Diagnosis; Other Treatment(s); Health Advocacy and Social Determinants of Health; Interprofessional Collaboration

Systems: Behavioural System
MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry – Eating Disorders

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20244

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience - Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: Olivia is an e-module case of a teenage patient who presents for an assessment with a psychiatrist and a multidisciplinary eating disorders clinic team. Students will go through basic information needed to complete the history and mental status exam, address possible comorbidities and cover basic suicide risk assessment. The case will go through signs, symptoms and a comprehensive management plan for both anorexia nervosa and bulimia nervosa. Additional self-directed learning may be required to achieve all the objectives. Amanda (Eating Disorders) is small group session builds upon the following independent study module: Olivia (Eating Disorders). Where this fits in the spiral: Year 2 > MEDD 421: Foundations of Medical Practice III (FOMP III) > Week 40: Inherited Chromosomal Abnormalities Normal and Abnormal Feeding Development in Early Life. CASE - eating disorder.

Session Objectives:

1. Describe the medical complications and psychiatric comorbidities of eating disorders
2. List the core DSM-5 features for anorexia nervosa, bulimia nervosa and binge eating disorder
3. List the differential diagnosis for a patient presenting with abnormal eating and/or weight problems
4. Describe a treatment plan that addresses mental health, family dynamics, and medical elements, and includes relevant medical monitoring, for anorexia nervosa and for bulimia nervosa

Themes: Clinical Diagnosis; Exercise; Laboratory Diagnosis; Pathology and Neoplasia (Clinical); Nutrition; Evidence-Based Medicine and Scholarship; Interprofessional Collaboration; Medical Ethics; Other Treatment(s); Pharmacotherapy; Professionalism

Systems: Behavioural System
MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry - Autism

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20240

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience – Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: A case of a child, Raymond, who presents to his GP with anxiety and school refusal. The virtual patient case illustrates the assessment of a child with social, emotional and behavioural difficulties, including a full developmental history. It also discusses "red flags" for possible Autism Spectrum Disorder (ASD), diagnosis, differential diagnosis and comorbidities. General management, including screening and referrals, is reviewed and treatment approaches are mentioned. Additional self-directed learning may be required to achieve all learning objectives. Simone (ASD/ID) is a small group session that builds upon the following independent study modules: Raymond (Autism Spectrum Disorder). Where this fits in the spiral: Year 2 > MEDD 421: Foundations of Medical Practice III (FOMP III) > Week 40: Inherited Chromosomal Abnormalities Thomas and the Terrible Two's - CBL.

Session Objectives:

1. Discuss the differential diagnosis of Autism Spectrum Disorders and common comorbidities
2. Discuss what medical complications to screen for in a patient presenting with ASD symptoms
3. Define an Intellectual Disability (Intellectual Developmental Disorders) and recognize features to differentiate between levels of severity
4. List structured interviews used in the assessment of ASD (e.g. ADOS, ADI-R)
5. List the core DSM-5 features for Autism Spectrum Disorders (ASD)
6. Outline a multidisciplinary management approach for ASD and Intellectual Disabilities
7. List first-line medications used to treat irritability associated with ASD (e.g. risperidone and aripiprazole)

Themes: Clinical Diagnosis; Pathology and Neoplasia (Clinical); Genetics and Genomics; Evidence-Based Medicine and Scholarship; Interprofessional Collaboration; Other Treatment(s); Pharmacotherapy; Laboratory Diagnosis; Professionalism

Systems: Growth and Development System; Behavioural System
MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry – Tic Disorders

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20256

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience – Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: Students will work their way through the diagnosis and management of a young patient, Sam, presenting with tics. The e-module will cover the steps in history taking, assessment, investigations, therapeutic reasoning and management. It will also review the epidemiology and natural progression of tic disorders, common comorbidities with tics and differential diagnosis. Students will develop skills to create a comprehensive management plan. This module is meant to support clinical experiences during the block. Additional self-directed learning may be required to achieve all the learning objectives. Where this fits in the spiral: Year 2 > MEDD 421: Foundations of Medical Practice III (FOMP III) > Week 52: Ataxia / Movement Disorder / Tremor Neuropathology - Movement Disorders.

Session Objectives:

1. Discuss the epidemiology and natural progression of tic disorders
2. Describe associated features and common comorbidities associated with tic disorders
3. Differentiate between the different types of tic disorders using DSM-5 criteria
4. Outline a management plan of tic disorders including behavioural interventions and medications

Themes: Clinical Diagnosis; Pathology and Neoplasia (Clinical); Evidence-Based Medicine and Scholarship; Interprofessional Collaboration; Other Treatment(s); Pharmacotherapy

Systems: Behavioural System
Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry – Post-Traumatic Stress Disorder (PTSD)

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20250

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience – Ambulatory; Clinical Experience – Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: A case of a seven-year-old Indigenous girl who presents with behavioural problems after recently witnessing domestic violence at home. The Susie e-module follows Susie’s assessment and treatment course with a child psychiatrist to the point of symptom resolution. The module then follows Susie at age 16 with mental health symptoms following a sexual assault. The second part of the module focuses on common comorbidities in adolescent post-traumatic stress disorder (PTSD). The module reviews assessment, diagnosis and biopsychosocial management of PTSD and trauma related symptoms in children and youth. Additional self-directed learning may be required to achieve all the objectives. Broady (Attachment/PTSD) is small group session builds upon the following independent study modules: Amber (Infant Attachment) and Susie (PTSD). Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 28: Depression Anxiety Disorders - PTSD; Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 60: (Sensitive Interviewing - Part 3 - Approach to Intimate Partner Violence (IPV) and Approach to Assessing a Suicidal Patient).

Session Objectives:

1. Describe the possible impacts of trauma on child development; i.e. "ACES" (Adverse Childhood Experiences)
2. Identify disorders commonly comorbid with PTSD
3. List the core DSM-5 features for posttraumatic stress disorder and differences across the lifespan
4. List the first-line pharmacotherapy options for PTSD
5. List the first-line psychotherapies for PTSD (i.e. Trauma Focused CBT, EMDR)
6. Define trauma-informed practice

Themes: Clinical Diagnosis; Health Advocacy and Social Determinants of Health; Evidence-Based Medicine and Scholarship; Interprofessional Collaboration; Other Treatment(s); Pharmacotherapy; Physiology; Patient-Safety and Quality Improvement; Professionalism

Systems: Behavioural System; Growth and Development System
Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry - Delirium

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20242

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience - Ambulatory; Clinical Experience - Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: Students should seek out clinical experiences that support these learning objectives. Additional self-directed learning will be required to achieve all the learning objectives. Where this fits in the spiral: Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 67: Delirium; Year 3 > MEDD 431-Clerkship: Brain and Body BB Integrated Half Day - TCA Overdose and Delirium BB Integrated Half Day- Major Neurocognitive Disorder. CASE - delirium.

Session Objectives:

1. Identify common causes for delirium (e.g. DIMS, I WATCH DEATH etc.)
2. List the risk factors for delirium
3. State the prevalence of delirium in different clinical settings
4. Describe the prognostic implications of an episode of delirium
5. Recognize and use screening tools for delirium including Confusional Assessment Method (CAM), Folstein’s Mini-Mental Status Examination (MMSE) and Montreal Cognitive Assessment (MoCA)
6. List baseline investigations to consider in the workup for delirium
7. List the DSM-5 criteria for delirium
8. List first-line pharmacotherapy options for behavioural manifestations of delirium
9. List the non-pharmacological management strategies for delirium

Themes: Biochemistry and Molecular Biology; Clinical Diagnosis; Interprofessional Collaboration; Pathology and Neoplasia (Clinical); Special Populations - Addictions; Special Populations – Geriatrics; Diagnostic Imaging; Laboratory Diagnosis; Physiology; Other Treatment(s); Evidence-Based Medicine and Scholarship; Patient Safety and Quality Improvement; Pharmacotherapy; Medical Ethics; Nutrition; Exercise; Interprofessional Collaboration

Systems: Behavioural System; Nervous System
Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry - Neurocognitive Disorders

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20246

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience - Ambulatory; Clinical Experience - Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: Students should seek out clinical experiences that support these learning objectives. Additional self-directed learning will be required to achieve all the learning objectives. Where this fits in the spiral: Year 2 > MEDD 422: Foundations of Medical Practice IV (FOMP IV) and Transition into Clinical Education > Week 67: Dementia - Diagnostic Criteria for Dementia; Year 3 > MEDD 431-Clerkship: Brain and Body BB Integrated Half Day- Major Neurocognitive Disorder.

Session Objectives:

1. Identify impairments in activities of daily living (ADLs) and instrumental activities of daily living (IADLs) arising from neurocognitive disorders
2. List risk factors for neurocognitive disorders
3. State the prevalence of common neurocognitive disorders
4. Describe basic pathophysiology of common neurocognitive disorders
5. Describe clinical features and progression of common neurocognitive disorders (e.g. Alzheimer's, Lewy body, vascular, Parkinson's, frontotemporal, alcohol-related)
6. List the laboratory investigations that must be done in neurocognitive disorders
7. Discuss the pros and cons of neuroimaging in neurocognitive disorders
8. Differentiate mild versus major neurocognitive disorders
9. Differentiate neurocognitive disorders from delirium and other psychiatric illness
10. State the indications, contraindications and common side effects of cholinesterase inhibitors
11. Explain the black box warnings associated with antipsychotic use in the elderly with neurocognitive disorders
12. Describe basic pharmacological and non-pharmacological management of severe aggression and neuropsychiatric symptoms [i.e. behavioural and psychological symptoms of dementia (BPSD)] in patients with neurocognitive disorders
13. List basic community resources available to patients with neurocognitive disorders and families (e.g. First Link, adult day programs, home and community health)
14. Identify common safety issues in neurocognitive disorders and their management (e.g. wandering, medications, abuse, kitchen safety, driving)
15. List key components of advanced care planning (e.g. Power of Attorney, substitute decision-making, representation agreements, consent and capacity)

**Themes:** Clinical Diagnosis; Special Populations - Geriatrics; Pathology and Neoplasia (Clinical); Evidence-Based Medicine and Scholarship; Pharmacotherapy; Patient Safety and Quality Improvement; Interprofessional Collaboration; Health Advocacy and Social Determinants of Health; Resiliency and Well-Being; Medical Ethics; Public Health, Prevention and Control; Professionalism

**Systems:** Behavioural System; Nervous System
MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry - Obsessive-Compulsive and Related Disorders

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20247

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience - Ambulatory; Clinical Experience – Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: Students should seek out clinical experiences that support these learning objectives. Additional self-directed learning will be required to achieve all the learning objectives. Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 28: Anxiety Disorders; Year 3 > MEDD 431-Clerkship: Brain and Body Child and Adolescent Psychiatry - Louis (Anxiety, OCD, Tics).

Session Objectives:

1. Describe the epidemiology of obsessive-compulsive disorder
2. List first-line pharmacotherapy options for the management of obsessive-compulsive disorder
3. Define an obsession
4. Define a compulsion
5. List the core DSM-5 features of obsessive-compulsive disorder (OCD)
6. Describe the principles of cognitive behavioural therapy (CBT) for obsessive-compulsive disorder, specifically exposure-response prevention

Themes: Physiology; Clinical Diagnosis; Evidence-Based Medicine and Scholarship; Pharmacotherapy; Interprofessional Collaboration; Other Treatment(s)

Systems: Behavioural System
Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry - Sexual Disorders and Gender Dysphoria

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20253

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience - Ambulatory; Clinical Experience – Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: Students should seek out clinical experiences that support these learning objectives. Additional self-directed learning will be required to achieve all the learning objectives. Where this fits in the spiral: Year 3 > MEDD 431-Clerkship: Brain and Body - Child and Adolescent Psychiatry - Case 5 Broady Attachment / PTSD session Year 3 > MEDD 431-Clerkship: Brain and Body > Psychotic Jon Year 3 > MEDD 431-Clerkship: Brain and Body > Depressed Anna.

Session Objectives:

1. Recognize and describe the sexual side effects of psychiatric medications
2. Demonstrate the ability to screen for issues including sexual abuse, sexual assault, and sexually compulsive thoughts or behaviours
3. Describe possible etiologies of sexual dysfunction
4. Describe the epidemiology of sexual dysfunction and gender dysphoria
5. Demonstrate the ability to take a sexual history
6. List baseline investigations to consider in the workup of sexual dysfunction and gender dysphoria
7. List the core DSM-5 features of gender dysphoria
8. Demonstrate knowledge of treatment principles for gender dysphoria
9. List indications for referrals to other specialists

Themes: Physiology; Sexuality; Clinical Diagnosis; Pathology and Neoplasia (Clinical); Exercise; Other Treatment(s); Pharmacotherapy; Evidence-Based Medicine and Scholarship; Medical Ethics; Patient Safety and Quality Improvement; Professionalism; Laboratory Diagnosis; Interprofessional Collaboration

Systems: Behavioural System; Nervous System; Reproductive System
**MEDD 431 Curricular Details – BB Block**

**Clerkship (Block):** Brain and Body Block

**Week / Block Topic:** Psychiatry

**Session Title:** Psychiatry - Somatic Symptom and Related Disorders

**Entrada Hyperlink:** [https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20255](https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20255)

**Instructional Method(s):** Case-Based Instruction/Learning; Clinical Experience - Ambulatory; Clinical Experience – Inpatient; Independent Learning; Self-Directed Learning

**Session Abstract:** Students should seek out clinical experiences that support these learning objectives. Additional self-directed learning will be required to achieve all the learning objectives. Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 28: Depression - Anxiety Disorders.

**Session Objectives:**

1. Describe the impact of somatic symptom disorders on investigations and management plans
2. List the core DSM-5 features of somatic symptom disorder, illness anxiety disorder, conversion disorder, and factitious disorder

**Themes:** Clinical Diagnosis; Patient Safety and Quality Improvement

**Systems:** Behavioural System
MEDD 431 Curricular Details – BB Block

Clerkship (Block): Brain and Body Block

Week / Block Topic: Psychiatry

Session Title: Psychiatry – Risk Management, Including Mental Health Act Certification

Entrada Hyperlink: https://entrada.med.ubc.ca/community/medd431:course_calendar?rid=20252

Instructional Method(s): Case-Based Instruction/Learning; Clinical Experience - Ambulatory; Clinical Experience - Inpatient; Independent Learning; Self-Directed Learning

Session Abstract: Students should seek out clinical experiences that support these learning objectives. Additional self-directed learning will be required to achieve all the learning objectives. Where this fits in the spiral: Year 1 > MEDD 412: Foundations of Medical Practice II (FOMP II) > Week 29: Psychosis- Suicide and Self-Harm; Year 3 > MEDD 431-Clerkship: Brain and Body Adult Psychiatry - Psychotic Jon - certification under Mental Health Act Agitation and Safety Assessment.

Session Objectives:

1. Differentiate non-suicidal self-injury/self-injurious behaviour from suicide attempts
2. Assess and evaluate suicide and homicide risk and manage the risk
3. List the criteria for certification under the Mental Health Act in British Columbia
4. Explain what are a patient's rights and what treatments are permitted when certified under the Mental Health Act in British Columbia
5. Assess and decide when de-escalation, chemical restraints, physical restraints or seclusion room containment are appropriate
6. List situations where physicians have a legal duty to report

Themes: Clinical Diagnosis; Patient Safety and Quality Improvement; Professionalism; Medical Ethics; Health Advocacy and Social Determinants of Health; Pathology and Neoplasia (Clinical); Evidence-Based Medicine and Scholarship; Interprofessional Collaboration; Other Treatment(s)

Systems: Behavioural System