



# **Teaching medical students in psychiatric outpatient clinic**

## **Resource pack for doctors**

Block 33, 3<sup>rd</sup> years.

## Contents

Page	
<b>4</b>	<b>How to use this resource pack</b>
<b>5-18</b>	<b>Tasks for students</b>
5	Preparing for consultation
5	Taking a history
6	Communication skills
6-7	Physical wellbeing in mental illness
7	Using clinical records
7-13	Clinical reasoning, summarising, formulating
13-17	Planning and providing treatment
17-18	Understanding the impact of mental illness
18	Understanding mental health services
<b>19-25</b>	<b>Resources</b>
20	Formulation crib sheet with prompts
21	SBARD template
22	GAF
23	Formulation template
24-25	FAST and AUDIT
<b>26-28</b>	<b>Teaching strategies for busy clinicians</b>
27	One minute preceptorship
28	SNAPPS
<b>29-31</b>	<b>2020-21 Block 33 clinical topic learning objectives</b>

## How to use this resource pack

Most students want to be participants, not passive observers, during their clinical placement. Being actively involved makes students think more (as well as learn more) which is important for development of clinical reasoning. Meanwhile, community psychiatrists have busy jobs and sometimes think that we don't have time to fully involve the medical students who are sitting in on our clinics. This pack is intended to address this theoretical dichotomy. It provides suggestions to demonstrate how you can involve your medical student in a way that is useful for their development, linking the experience to their 2020-21 block 33 learning objectives, without this adversely impacting on your available time (and, in some cases, even freeing up your time). It is intended to be used as a pick-and-mix system where you select a task for your medical student to complete whilst you are seeing your clinic patient. This is just a list of ideas and resources that I am happy for you to use. By all means adapt and adopt the ideas, and if you have additional ideas feel free to send them to me for inclusion in future versions of this pack.

I find it handy to have a supply of rating scales and an ICD-10 pocket reference book to let the students use, and for them to have access to the BNF app during clinic.

Suzy Ker,  
Consultant in Working Age Adult Psychiatry, York.  
[s.ker@nhs.net](mailto:s.ker@nhs.net)

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# TASKS FOR STUDENTS

## Preparing for consultation

Set up the room ready for a safe consultation - tell me what aspects of the room layout are not ideal and what you might do about this.

*Link to learning objectives:*

Use effective communication skills with people with severe mental illness or complex mental health problems

## Taking a history

Take a collateral history from this patient's carer/relative/parent

*Link to learning objectives:*

- Outline the effects of the normal ageing process and physical illness on mental health and the social and family consequences of this
- Assess the possibility of depression in older people who appear to have dementia
- Recognise important milestones in the normal emotional and social development of childhood and adolescence
- 

Talk with the patient's relative to find out how their life is affected by this person's illness.

*Link to learning objectives:*

- Outline the effects of the normal ageing process and physical illness on mental health and the social and family consequences of this
- Give examples of the effects of dementia on carers, and models of support available to carers
- Discuss the role of family in childhood emotional, social and cognitive development, including an understanding of family systems, attachment and how we learn care giving and care seeking behaviours
- Give examples of the impact on carers where a person has complex mental health needs
- Outline the impact of addiction on society, the family and individuals across all age-groups
- 

Complete a symptom rating scale / diagnostic assessment tool / side-effects rating scale with this patient (see templates for examples)

*Link to learning objectives:*

Screen an individual for dementia

- Take a focused drug and alcohol history and be able to screen for problem drinking

Elicit our patient's Ideas, Concerns and Expectations (ICE) for the appointment

*Link to learning objectives:*

## Communication skills

Observe the patient and their carer (or the clinician) - reflect on what is involved in compassionate care-giving.

*Link to learning objectives:*

- Discuss the role of family in childhood emotional, social and cognitive development, including an understanding of family systems, attachment and how we learn care giving and care seeking behaviours
- Use effective communication skills with people with severe mental illness or complex mental health problems
- Give examples of the impact on carers where a person has complex mental health needs

Watch the clinician/s in this consultation and form 3 top tips for responding to a stressful situation in an appropriate and constructive way.

*Link to learning objectives:*

- Use effective communication skills with people with severe mental illness or complex mental health problems

Observe and list the verbal and non-verbal communication skills used by the clinician in this consultation.

*Link to learning objectives:*

- Use effective communication skills with people with severe mental illness or complex mental health problems

## Physical wellbeing in mental illness

Observe this patient during the appointment, afterwards tell me which physical illnesses could present with their symptoms.

*Link to learning objectives:*

- Outline the relationships between socio-cultural factors and the symptoms and experience of depression and the support for and treatment of depressive illness
- Recognise and describe the initial investigation and treatment for delirium (acute confusional state)
- 

Observe this patient during the appointment, afterwards tell me which mental illnesses could present with the physical symptoms they mention

- Describe the common clinical features of psychiatric disorders that frequently present in old age: depression, delirium, dementia, somatisation disorders and anxiety
- Recognise co-morbid diagnoses in people with who have disabilities and give examples of diagnostic overshadowing
- 

Look at this person's blood test results /ECG and interpret the findings in the context of the reason this person is in clinic.

*Link to learning objectives:*

Calculate this person's BMI.

*Link to learning objectives:*

## Using clinical records

Make a clinical case note for this consultation. [The student could do this on their laptop then email it to you for you to approve and put on your electronic records].

*Link to learning objectives:*

After this consultation, draft a clinic letter to the GP [use a trust template to guide them].

*Link to learning objectives:*

## Clinical reasoning, summarising, formulating

During this appointment, complete a SBARD to present to the clinician (or MDT) afterwards (see templates).

*Link to learning objectives:*

- Recognise the various physical and psychological manifestations of anxiety and outline how cognitions, behaviour, physiology and environmental factors can interact in individuals experiencing anxiety
- Recognise obsessive-compulsive disorder and outline evidence based treatments
- Recognise adjustment disorders
- Recognise the common presentations of depression and assess the level of depression including potential risk of self-harm
- Recognise the clinical features of bipolar affective disorder
- Recognise normal and abnormal grief reactions
- Outline the relationships between socio-cultural factors and the symptoms and experience of depression and the support for and treatment of depressive illness
- Describe the initial management of disturbed, suicidal or agitated people and how to seek appropriate help
- Recognise and describe the initial investigation and treatment for delirium (acute confusional state)
- Identify the important psychiatric disorders of childhood and adolescence including: conduct disorders and attention deficit hyperactivity disorder; autism spectrum disorders; depression, anxiety and psychosis
- Take a focused drug and alcohol history and be able to screen for problem drinking
- Recognise and describe the initial management of acute alcohol withdrawal
- 
-

Fill in a 5P formulation sheet for this patient.

*Link to learning objectives:*

- Recognise the various physical and psychological manifestations of anxiety and outline how cognitions, behaviour, physiology and environmental factors can interact in individuals experiencing anxiety
- Recognise obsessive-compulsive disorder and outline evidence based treatments
- Recognise adjustment disorders
- Recognise the common presentations of depression and assess the level of depression including potential risk of self-harm
- Recognise the clinical features of bipolar affective disorder
- Recognise normal and abnormal grief reactions
- Outline the epidemiology of depression in the UK
- Outline the relationships between socio-cultural factors and the symptoms and experience of depression and the support for and treatment of depressive illness
- Discuss the impact of race/ethnicity, culture and age on the diagnosis of psychosis
- Describe the long-term physical, psychological and social consequences of various types of addiction and substance misuse, including the economic consequences and the links between crime and substance misuse
- 
- 

Fill in a biopsychosocial predisposing, precipitating and perpetuating factors sheet for this patient.

*Link to learning objectives:*

- Recognise the various physical and psychological manifestations of anxiety and outline how cognitions, behaviour, physiology and environmental factors can interact in individuals experiencing anxiety
- Recognise obsessive-compulsive disorder and outline evidence based treatments
- Recognise adjustment disorders
- Recognise the common presentations of depression and assess the level of depression including potential risk of self-harm
- Recognise the clinical features of bipolar affective disorder
- Recognise normal and abnormal grief reactions
- Outline the epidemiology of depression in the UK
- Outline the relationships between socio-cultural factors and the symptoms and experience of depression and the support for and treatment of depressive illness
- Discuss the impact of race/ethnicity, culture and age on the diagnosis of psychosis
- Outline how psychosocial factors, cognitive factors, family dynamics and developmental factors are important in childhood problems
- Outline the impact of addiction on society, the family and individuals across all age-groups
- Describe the long-term physical, psychological and social consequences of various types of addiction and substance misuse, including the economic consequences and the links between crime and substance misuse
- 
- 
- 

Come up with a list of differential diagnoses for the patient we are seeing.

*Link to learning objectives:*

- Recognise the various physical and psychological manifestations of anxiety and outline how cognitions, behaviour, physiology and environmental factors can interact in individuals experiencing anxiety
- Recognise obsessive-compulsive disorder and outline evidence based treatments
- Recognise adjustment disorders
- Recognise the common presentations of depression and assess the level of depression including potential risk of self-harm

- Recognise the clinical features of bipolar affective disorder
- Recognise normal and abnormal grief reactions
- Define psychosis and recognise the psychopathological terms used and the common symptoms of psychosis
- Recognise common forms of dementia and be aware of the possible interventions
- Assess the possibility of depression in older people who appear to have dementia
- Identify the important psychiatric disorders of childhood and adolescence including: conduct disorders and attention deficit hyperactivity disorder; autism spectrum disorders; depression, anxiety and psychosis
- Recognise co-morbid diagnoses in people with who have disabilities and give examples of diagnostic overshadowing
- Define learning disability in terms of both IQ and level of functioning, and outline how it differs from mental illness
- Recognise common presentations of psychiatric disorders and behaviour problems in patients with learning disability
- Recognise and describe the initial management of acute alcohol withdrawal

**Use ICD 10 and tick off symptoms present for this patient with diagnosis of x**  
***Link to learning objectives:***

- Recognise the various physical and psychological manifestations of anxiety and outline how cognitions, behaviour, physiology and environmental factors can interact in individuals experiencing anxiety
- Recognise obsessive-compulsive disorder and outline evidence based treatments
- Recognise adjustment disorders
- Recognise the common presentations of depression and assess the level of depression including potential risk of self-harm
- Recognise the clinical features of bipolar affective disorder
- Recognise normal and abnormal grief reactions
- Define psychosis and recognise the psychopathological terms used and the common symptoms of psychosis
- Screen an individual for dementia
- Recognise common forms of dementia and be aware of the possible interventions
- Assess the possibility of depression in older people who appear to have dementia
- Identify the important psychiatric disorders of childhood and adolescence including: conduct disorders and attention deficit hyperactivity disorder; autism spectrum disorders; depression, anxiety and psychosis
- Define learning disability in terms of both IQ and level of functioning, and outline how it differs from mental illness
- Recognise common presentations of psychiatric disorders and behaviour problems in patients with learning disability
- Take a focused drug and alcohol history and be able to screen for problem drinking
- Recognise and describe the initial management of acute alcohol withdrawal

**Complete a sample application to detain this person under the MHA**

***Link to learning objectives:***

- Summarise the principles of common law and statute law that provide for the emergency and compulsory treatment of mental illness; demonstrate an understanding of sections II, III and V of the Mental Health Act; section 136 and Community Treatment Orders; outline human rights legislation in relation to these laws
- Outline assessment of risk where compulsory admission is indicated
- Outline how issues of consent, capacity and confidentiality relate to mental health care

**Listen to me taking a history and make an illness script to present to me for this patient (time course, epidemiology, pathophysiology if relevant, presenting features, management)**

### *Link to learning objectives:*

- Recognise the various physical and psychological manifestations of anxiety and outline how cognitions, behaviour, physiology and environmental factors can interact in individuals experiencing anxiety
- Recognise obsessive-compulsive disorder and outline evidence based treatments
- Recognise adjustment disorders
- Recognise the common presentations of depression and assess the level of depression including potential risk of self-harm
- Recognise the clinical features of bipolar affective disorder
- Recognise normal and abnormal grief reactions
- Outline the epidemiology of depression in the UK
- Outline the relationships between socio-cultural factors and the symptoms and experience of depression and the support for and treatment of depressive illness
- Define psychosis and recognise the psychopathological terms used and the common symptoms of psychosis
- Recognise and describe the initial investigation and treatment for delirium (acute confusional state)
- Identify the important psychiatric disorders of childhood and adolescence including: conduct disorders and attention deficit hyperactivity disorder; autism spectrum disorders; depression, anxiety and psychosis
- Outline the biological, psychological and social factors that are involved in the onset and maintenance of mental health problems in people with learning disabilities
- Take a focused drug and alcohol history and be able to screen for problem drinking
- Recognise and describe the initial management of acute alcohol withdrawal

### **Complete an ABC chart for this child/person's behavioural difficulties**

#### *Link to learning objectives:*

- Recognise the various physical and psychological manifestations of anxiety and outline how cognitions, behaviour, physiology and environmental factors can interact in individuals experiencing anxiety
- Describe the initial management of disturbed, suicidal or agitated people and how to seek appropriate help
- Outline the biological, psychological and social factors that are involved in the onset and maintenance of mental health problems in people with learning disabilities
- Outline basic strategies for managing behavioural problems in those with learning disability, including an awareness of the multi-agency approach

### **Summarise risks identified during consultation**

#### *Link to learning objectives*

- Recognise the common presentations of depression and assess the level of depression including potential risk of self-harm
- Describe the initial management of disturbed, suicidal or agitated people and how to seek appropriate help
- Outline assessment of risk where compulsory admission is indicated
- Assess the possibility of physical, sexual and emotional abuse in children and describe referral pathways and statutory responsibilities
- Outline the impact of addiction on society, the family and individuals across all age-groups
- Describe the long-term physical, psychological and social consequences of various types of addiction and substance misuse, including the economic consequences and the links between crime and substance misuse

### **During this appointment document a MSE (and present it afterwards)**

#### *Link to learning objectives:*

- Recognise the various physical and psychological manifestations of anxiety and outline how cognitions, behaviour, physiology and environmental factors can interact in individuals experiencing anxiety
- Recognise obsessive-compulsive disorder and outline evidence based treatments
- Recognise adjustment disorders

- Recognise the common presentations of depression and assess the level of depression including potential risk of self-harm
- Recognise the clinical features of bipolar affective disorder
- Recognise normal and abnormal grief reactions
- Define psychosis and recognise the psychopathological terms used and the common symptoms of psychosis
- Assess the possibility of depression in older people who appear to have dementia
- Identify the important psychiatric disorders of childhood and adolescence including: conduct disorders and attention deficit hyperactivity disorder; autism spectrum disorders; depression, anxiety and psychosis
- Recognise and describe the initial management of acute alcohol withdrawal
- 

Take a history for X (could be a diagnosis, could be a family history, social history etc)

*Link to learning objectives:*

- Recognise the various physical and psychological manifestations of anxiety and outline how cognitions, behaviour, physiology and environmental factors can interact in individuals experiencing anxiety
- Recognise obsessive-compulsive disorder and outline evidence based treatments
- Recognise adjustment disorders
- Recognise the common presentations of depression and assess the level of depression including potential risk of self-harm
- Recognise the clinical features of bipolar affective disorder
- Recognise normal and abnormal grief reactions
- Screen an individual for dementia
- Recognise common forms of dementia and be aware of the possible interventions
- Assess the possibility of depression in older people who appear to have dementia
- Identify the important psychiatric disorders of childhood and adolescence including: conduct disorders and attention deficit hyperactivity disorder; autism spectrum disorders; depression, anxiety and psychosis
- Take a focused drug and alcohol history and be able to screen for problem drinking
- Recognise and describe the initial management of acute alcohol withdrawal

Complete a SBARD for this situation then present it as if you were an FY discussing a case with your senior

*Link to learning objectives:*

- Recognise the various physical and psychological manifestations of anxiety and outline how cognitions, behaviour, physiology and environmental factors can interact in individuals experiencing anxiety
- Recognise obsessive-compulsive disorder and outline evidence based treatments
- Recognise adjustment disorders
- Recognise the common presentations of depression and assess the level of depression including potential risk of self-harm
- Recognise the clinical features of bipolar affective disorder
- Recognise normal and abnormal grief reactions
- Describe the initial management of disturbed, suicidal or agitated people and how to seek appropriate help
- Define psychosis and recognise the psychopathological terms used and the common symptoms of psychosis
- Describe the initial management of a person with psychotic symptoms including psychosocial interventions and medication
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient with schizophrenia.

- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient who requires treatment of an acute behavioural disturbance or rapid tranquillisation.
- Recognise and describe the initial investigation and treatment for delirium (acute confusional state)
- Identify the important psychiatric disorders of childhood and adolescence including: conduct disorders and attention deficit hyperactivity disorder; autism spectrum disorders; depression, anxiety and psychosis
- Take a focused drug and alcohol history and be able to screen for problem drinking
- Recognise and describe the initial management of acute alcohol withdrawal

**Complete a 5P formulation (or formulation grid) of this case, ready to present in a formulation meeting**

*Link to learning objectives:*

- Recognise the various physical and psychological manifestations of anxiety and outline how cognitions, behaviour, physiology and environmental factors can interact in individuals experiencing anxiety
- Recognise obsessive-compulsive disorder and outline evidence based treatments
- Recognise adjustment disorders
- Recognise the common presentations of depression and assess the level of depression including potential risk of self-harm
- Recognise the clinical features of bipolar affective disorder
- Recognise normal and abnormal grief reactions
- Outline the epidemiology of depression in the UK
- Outline the relationships between socio-cultural factors and the symptoms and experience of depression and the support for and treatment of depressive illness
- Define psychosis and recognise the psychopathological terms used and the common symptoms of psychosis
- Outline the effects of the normal ageing process and physical illness on mental health and the social and family consequences of this
- Outline how psychosocial factors, cognitive factors, family dynamics and developmental factors are important in childhood problems
- Outline the biological, psychological and social factors that are involved in the onset and maintenance of mental health problems in people with learning disabilities
- Take a focused drug and alcohol history and be able to screen for problem drinking
- Describe the long-term physical, psychological and social consequences of various types of addiction and substance misuse, including the economic consequences and the links between crime and substance misuse

**Complete a X rating scale (eg symptoms, side-effects etc)**

*Link to learning objectives:*

- Take a focused drug and alcohol history and be able to screen for problem drinking
- Recognise obsessive-compulsive disorder and outline evidence based treatments
- Recognise the various physical and psychological manifestations of anxiety and outline how cognitions, behaviour, physiology and environmental factors can interact in individuals experiencing anxiety
- 

**Think about what physical examination and investigations you would want to carry out for this person, and why**

*Link to learning objectives:*

- Outline the relationships between socio-cultural factors and the symptoms and experience of depression and the support for and treatment of depressive illness
- Describe the initial management of a person with psychotic symptoms including psychosocial interventions and medication
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient with schizophrenia.

- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient who requires treatment of an acute behavioural disturbance or rapid tranquillisation.
- Screen an individual for dementia
- Recognise and describe the initial investigation and treatment for delirium (acute confusional state)
- Describe the psychological, social and pharmacological management of substance misuse and the side effects and toxicity of medication used
- Recognise and describe the initial management of acute alcohol withdrawal

Prep a summary for handover in cell tomorrow

*Link to learning objectives:*

During this consultation, make a list of any ethical dilemmas or issues you notice and discuss them with me afterwards

*Link to learning objectives:*

- Outline legal and ethical dilemmas that occur when managing individuals with a mental health problems and learning disability, such as responses to serious inter-current illness, fertility issues (eg: contraception)
- Describe the long-term physical, psychological and social consequences of various types of addiction and substance misuse, including the economic consequences and the links between crime and substance misuse

Consider what physical illnesses you would want to rule out that could be causing/contributing to this presentation (how would you assess for them?)

*Link to learning objectives:*

- Outline the relationships between socio-cultural factors and the symptoms and experience of depression and the support for and treatment of depressive illness
- Describe the initial management of a person with psychotic symptoms including psychosocial interventions and medication
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient with schizophrenia.
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient who requires treatment of an acute behavioural disturbance or rapid tranquillisation.
- Screen an individual for dementia
- Recognise and describe the initial investigation and treatment for delirium (acute confusional state)
- Recognise and describe the initial management of acute alcohol withdrawal

## Planning and providing treatment

Formulate your treatment ideas for this person using a bio-psycho-social short, medium and long-term grid (see templates)

*Link to learning objectives:*

Recognise obsessive-compulsive disorder and outline evidence based treatments

- Recognise adjustment disorders
- Describe the evidence-based management of anxiety states, including psychosocial intervention and anxiolytic medication
- Formulate a basic management plan and identify drugs (and non-pharmacological approaches) indicated for the management of an adult patient with acute anxiety/panic or chronic anxiety (generalised anxiety disorder, panic disorder, phobic disorder and obsessive compulsive disorder)

- Outline the relationships between socio-cultural factors and the symptoms and experience of depression and the support for and treatment of depressive illness
- Formulate a basic management plan and identify drugs (and non-pharmacological approaches) indicated for the management of an adult patient with depression, acute mania or bipolar disorder
- Describe the initial management of a person with psychotic symptoms including psychosocial interventions and medication
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient with schizophrenia.
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient who requires treatment of an acute behavioural disturbance or rapid tranquillisation.
- Recognise common forms of dementia and be aware of the possible interventions
- Recognise and describe the initial investigation and treatment for delirium (acute confusional state)
- Outline common treatment approaches used in child mental health services including cognitive behaviour and family therapy, medication and therapies to support parents
- Describe the psychological, social and pharmacological management of substance misuse and the side effects and toxicity of medication used
- Recognise that patients may be at different places in the cycle of change (motivational interviewing) and that interventions offered should be tailored accordingly

Look up the medication this person is taking in the BNF app, listen out for whether they might be experiencing side-effects. Tell me what you heard afterwards.

*Link to learning objectives:*

- Outline the mechanisms of action, indications and common side effects of the following physical treatments: antidepressant drugs, mood stabilisers and electroconvulsive therapy
- Outline the indications, side effects and toxicity of commonly used antipsychotic drugs and the underpinning biochemical mechanisms
- Describe the effects of ageing on presentation of mental illness, on the pharmacokinetics of drug treatments and the implications for prescribing
- Describe the psychological, social and pharmacological management of substance misuse and the side effects and toxicity of medication used

Look in the BNF and see if this person could be experiencing any medication interactions.

*Link to learning objectives:*

- Outline the mechanisms of action, indications and common side effects of the following physical treatments: antidepressant drugs, mood stabilisers and electroconvulsive therapy
- Outline the indications, side effects and toxicity of commonly used antipsychotic drugs and the underpinning biochemical mechanisms
- Describe the effects of ageing on presentation of mental illness, on the pharmacokinetics of drug treatments and the implications for prescribing
- Describe the psychological, social and pharmacological management of substance misuse and the side effects and toxicity of medication used

Fill in an investigation request form

*Link to learning objectives:*

- Outline the indications, side effects and toxicity of commonly used antipsychotic drugs and the underpinning biochemical mechanisms

- Describe the initial management of a person with psychotic symptoms including psychosocial interventions and medication
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient with schizophrenia.
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient who requires treatment of an acute behavioural disturbance or rapid tranquillisation.
- Recognise and describe the initial management of acute alcohol withdrawal

Using the BNF, write out a prescription for X medication [very careful consultant supervision and sign-off needed, or use a sample FP10]

*Link to learning objectives:*

- Describe the evidence-based management of anxiety states, including psychosocial intervention and anxiolytic medication
- Formulate a basic management plan and identify drugs (and non-pharmacological approaches) indicated for the management of an adult patient with acute anxiety/panic or chronic anxiety (generalised anxiety disorder, panic disorder, phobic disorder and obsessive compulsive disorder)
- Outline the indications, side effects and toxicity of commonly used antipsychotic drugs and the underpinning biochemical mechanisms
- Describe the initial management of a person with psychotic symptoms including psychosocial interventions and medication
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient with schizophrenia.
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient who requires treatment of an acute behavioural disturbance or rapid tranquillisation.
- Describe the effects of ageing on presentation of mental illness, on the pharmacokinetics of drug treatments and the implications for prescribing
- Recognise and describe the initial management of acute alcohol withdrawal
- 

Write up TTOs for this patient as if they were in hospital and being discharged on their current medication - tell me what the medication is for

*Link to learning objectives:*

- Recognise and describe the initial management of acute alcohol withdrawal

Use the GASS to assess the antipsychotic side-effects that this person is experiencing

*Link to learning objectives:*

- Outline the indications, side effects and toxicity of commonly used antipsychotic drugs and the underpinning biochemical mechanisms

Listen out for assessment of side-effects and list what they are for X medication

*Link to learning objectives:*

- Outline the mechanisms of action, indications and common side effects of the following physical treatments: antidepressant drugs, mood stabilisers and electroconvulsive therapy
- Outline the indications, side effects and toxicity of commonly used antipsychotic drugs and the underpinning biochemical mechanisms
- Describe the psychological, social and pharmacological management of substance misuse and the side effects and toxicity of medication used

**Consider treatment options, use this grid to help you (see appendix)**

***Link to learning objectives:***

Recognise obsessive-compulsive disorder and outline evidence based treatments

- Describe the evidence-based management of anxiety states, including psychosocial intervention and anxiolytic medication
- Formulate a basic management plan and identify drugs (and non-pharmacological approaches) indicated for the management of an adult patient with acute anxiety/panic or chronic anxiety (generalised anxiety disorder, panic disorder, phobic disorder and obsessive compulsive disorder)
- Summarise the main recommendations from the NICE guidance for the treatment of depression including the evidence for their effectiveness
- Outline the relationships between socio-cultural factors and the symptoms and experience of depression and the support for and treatment of depressive illness
- Formulate a basic management plan and identify drugs (and non-pharmacological approaches) indicated for the management of an adult patient with depression, acute mania or bipolar disorder
- Outline the indications, side effects and toxicity of commonly used antipsychotic drugs and the underpinning biochemical mechanisms
- Describe the initial management of a person with psychotic symptoms including psychosocial interventions and medication
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient with schizophrenia.
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient who requires treatment of an acute behavioural disturbance or rapid tranquillisation.
- Recognise common forms of dementia and be aware of the possible interventions
- Recognise and describe the initial investigation and treatment for delirium (acute confusional state)
- Outline common treatment approaches used in child mental health services including cognitive behaviour and family therapy, medication and therapies to support parents
- Describe the psychological, social and pharmacological management of substance misuse and the side effects and toxicity of medication used
- Recognise that patients may be at different places in the cycle of change (motivational interviewing) and that interventions offered should be tailored accordingly

**Listen to what medication they are taking and check in the bnf for interactions**

***Link to learning objectives:***

- Outline the mechanisms of action, indications and common side effects of the following physical treatments: antidepressant drugs, mood stabilisers and electroconvulsive therapy
- Outline the indications, side effects and toxicity of commonly used antipsychotic drugs and the underpinning biochemical mechanisms
- Describe the effects of ageing on presentation of mental illness, on the pharmacokinetics of drug treatments and the implications for prescribing
- Describe the psychological, social and pharmacological management of substance misuse and the side effects and toxicity of medication used

Complete this MCA form whilst I talk with this patient- does this person have capacity to x (eg start this medication)

*Link to learning objectives:*

- Summarise the principles of common law and statute law that provide for the emergency and compulsory treatment of mental illness; demonstrate an understanding of sections II, III and V of the Mental Health Act; section 136 and Community Treatment Orders; outline human rights legislation in relation to these laws
- Outline how issues of consent, capacity and confidentiality relate to mental health care
- Assess capacity in accordance with the Mental Capacity Act 2005 and record the findings
- 

During this consultation, listen out for mention of the psychological treatments that this patient is receiving, look them up if you need to then afterwards tell me what the treatment involves.

*Link to learning objectives:*

- Explain to patients and relatives the following psychological treatments: counselling, problemsolving therapy and cognitive-behavioural therapy
- Describe the initial management of a person with psychotic symptoms including psychosocial interventions and medication
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient with schizophrenia.
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient who requires treatment of an acute behavioural disturbance or rapid tranquillisation.
- Outline common treatment approaches used in child mental health services including cognitive behaviour and family therapy, medication and therapies to support parents
- Describe the psychological, social and pharmacological management of substance misuse and the side effects and toxicity of medication used

## Understanding the impact of mental illness

Look on the DVLA website - is this person permitted to drive?

*Link to learning objectives:*

- Outline the impact of addiction on society, the family and individuals across all age-groups

Go and speak to their relative/carer about their experiences of this illness

*Link to learning objectives:*

- Outline the effects of the normal ageing process and physical illness on mental health and the social and family consequences of this
- Give examples of the effects of dementia on carers, and models of support available to carers
- Give examples of the impact on carers where a person has complex mental health needs
-

Consider their level of functioning as I take a history, and rate them on the GAF then justify your score

*Link to learning objectives:*

- Outline the impact of addiction on society, the family and individuals across all age-groups

This patient has children aged x. During this appointment, consider the impact this person's illness might be having on their children.

- Outline the impact of addiction on society, the family and individuals across all age-groups

## Understanding mental health services

Take note of the jobs and roles of the clinicians involved in this appointment

*Link to learning objectives:*

- List the members of community mental health teams and their roles with a multidisciplinary team and outline how mental health services are organised in the UK
- Outline the role of mental health teams in the management of depression
- Outline the principles and mechanisms underlying current practice for rehabilitation in the community and for the prevention of relapse
- Describe the community, residential and nursing home support available for patients suffering from psychiatric disorders in old age
- Outline basic strategies for managing behavioural problems in those with learning disability, including an awareness of the multi-agency approach
- Outline how effective co-working with other NHS specialties and non-NHS agencies maintains high quality patient care
- 
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- 

Listen out for other services involved in the care of this person and look up what those services provide

*Link to learning objectives:*

- Give examples of the effects of dementia on carers, and models of support available to carers
- Describe the community, residential and nursing home support available for patients suffering from psychiatric disorders in old age
- Outline the role of the school, health visitor, social services and educational psychologist in managing child mental health
- Assess the possibility of physical, sexual and emotional abuse in children and describe referral pathways and statutory responsibilities
- Describe the support and services available to carers of children with autism spectrum disorders
- Outline basic strategies for managing behavioural problems in those with learning disability, including an awareness of the multi-agency approach
- Outline how effective co-working with other NHS specialties and non-NHS agencies maintains high quality patient care

# Resources section

## Formulation cribsheet with prompts

	<b>Biological</b>	<b>Psychological</b>	<b>Social</b>
<b>Predisposing</b>	<i>FHx, PPsychHx, PMH, Drugs, Alcohol, Gender</i>	<i>PMP, childhood trauma</i>	<i>Personal Hx</i>
<b>Precipitating</b>	<i>Drugs and Alcohol, PMH, DHx</i>	<i>Trauma,</i>	<i>Change in Social Circumstances Life events</i>
<b>Perpetuating</b>	<i>Drugs, Alcohol, Medical condition, Medication</i>	<i>PMP</i>	<i>Current Social Circumstances Employment/not</i>

## SBARD template

Situation

Background

Assessment

Recommendation

Decision

## Global Assessment of Functioning (GAF) Scale

Consider psychological, social, and occupational functioning on a hypothetical continuum of mental health-illness. Do not include impairment in functioning due to physical (or environmental) limitations.

**Code (Note: Use intermediate codes when appropriate, e.g., 45, 68, 72.)**

100-91

**Superior functioning in a wide range of activities, life's problems never seem to get out of hand, is sought out by others because of his or her many positive qualities. No symptoms.**

90-81

**Absent or minimal symptoms** (e.g., mild anxiety before an exam), **good functioning in all areas, interested and involved in a wide range of activities, socially effective, generally satisfied with life, no more than everyday problems or concerns** (e.g. occasional argument with family members)

80-71

**If symptoms are present, they are transient and expectable reactions to psychosocial stressors** (e.g., difficulty concentrating after family argument); **no more than slight impairment in social, occupational or school functioning** (e.g. temporarily failing behind in schoolwork).

70-61

**Some mild symptoms** (e.g. depressed mood and mild insomnia)

**OR some difficulty in social, occupational, or school functioning** (e.g., occasional truancy, or theft within the household), **but generally functioning pretty well, has some meaningful interpersonal relationships.**

60-51

**Moderate symptoms** (e.g., flat affect and circumstantial speech, occasional panic attacks)

**OR moderate difficulty in social, occupational, or school functioning** (e.g.. few friends, conflicts with peers or co-workers).

50-41

**Serious symptoms** (e.g.. suicidal ideation, severe obsessional rituals, frequent shoplifting)

**OR any serious impairment in social, occupational, or school functioning** (e.g. no friends, unable to keep a job).

40-31

**Some impairment in reality testing or communication** (e.g., speech is at times illogical, obscure, or irrelevant)

**OR major impairment in several areas, such as work or school, family relations, judgment, thinking, or mood** (e.g., depressed man avoids friends, neglects family, and is unable to work; child frequently beats up younger children, is defiant at home, and is failing at school).

30-21

**Behavior is considerably influenced by delusions or hallucinations**

**OR serious impairment in communication or judgment** (e.g., sometimes incoherent, acts grossly inappropriately, suicidal preoccupation)

**OR inability to function in almost all areas** (e.g., stays in bed all day; no job, home, or friends).

20-11

**Some danger of hurting self or others** (e.g., suicide attempts without clear expectation of death; frequently violent; manic excitement)

**OR occasionally fails to maintain minimal personal hygiene** (e.g., smears feces)

**OR gross impairment in communication** (e.g., largely incoherent or mute).

10-1

**Persistent danger of severely hurting self or others** (e.g., recurrent violence)

**OR persistent inability to maintain minimal personal hygiene**

**OR serious suicidal act with clear expectation of death.**

0 Inadequate information

## Formulation Tool

**PRESENTING PROBLEMS**

(List everything that is causing difficulty)

**PREDISPOSING FACTORS**

(What makes someone vulnerable to developing difficulties?)

**PRECIPITATING FACTORS**

(what experiences/events have triggered the current difficulties)

**PERPETUATING FACTORS**

(What thoughts, feelings or behaviours are keeping the problem going?)

**PROTECTIVE FACTORS**

(What resources and strengths do people have)

**FAST and AUDIT**

<b>FAST</b>	<b>Scoring system</b>					<b>Your score</b>
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
How often have you had 6 or more units if female, or 8 or more if male, on a single occasion in the last year?	Never	Less than monthly	Monthly	Weekly	Daily or almost daily	
<b>Only answer the following questions if the answer above is Never (0), Less than monthly (1) or Monthly (2). Stop here if the answer is Weekly (3) or Daily (4).</b>						
How often during the last year have you failed to do what was normally expected from you because of your drinking?	Never	Less than monthly	Monthly	Weekly	Daily or almost daily	
How often during the last year have you been unable to remember what happened the night before because you had been drinking?	Never	Less than monthly	Monthly	Weekly	Daily or almost daily	
Has a relative or friend, doctor or other health worker been concerned about your drinking or suggested that you cut down?	No		Yes, but not in the last year		Yes, during the last year	

**Scoring:**

If score is 0, 1 or 2 on the first question continue with the next three questions

If score is 3 or 4 on the first question – stop here.

**An overall total score of 3 or more is FAST positive.**



**What to do next?**

If FAST positive, complete remaining AUDIT questions (this may include the three remaining questions above as well as the six questions on the second page) to obtain a full AUDIT score.

## Remaining AUDIT questions

Questions	Scoring system					Your score
	0	1	2	3	4	
How often do you have a drink containing alcohol?	Never	Monthly or less	2 - 4 times per month	2 - 3 times per week	4+ times per week	
How many units of alcohol do you drink on a typical day when you are drinking?	0 - 2	3 - 4	5 - 6	7 - 8	10+	
How often during the last year have you found that you were not able to stop drinking once you had started?	Never	Less than monthly	Monthly	Weekly	Daily or almost daily	
How often during the last year have you needed an alcoholic drink in the morning to get yourself going after a heavy drinking session?	Never	Less than monthly	Monthly	Weekly	Daily or almost daily	
How often during the last year have you had a feeling of guilt or remorse after drinking?	Never	Less than monthly	Monthly	Weekly	Daily or almost daily	
Have you or somebody else been injured as a result of your drinking?	No		Yes, but not in the last year		Yes, during the last year	

### TOTAL AUDIT Score (all 10 questions completed):

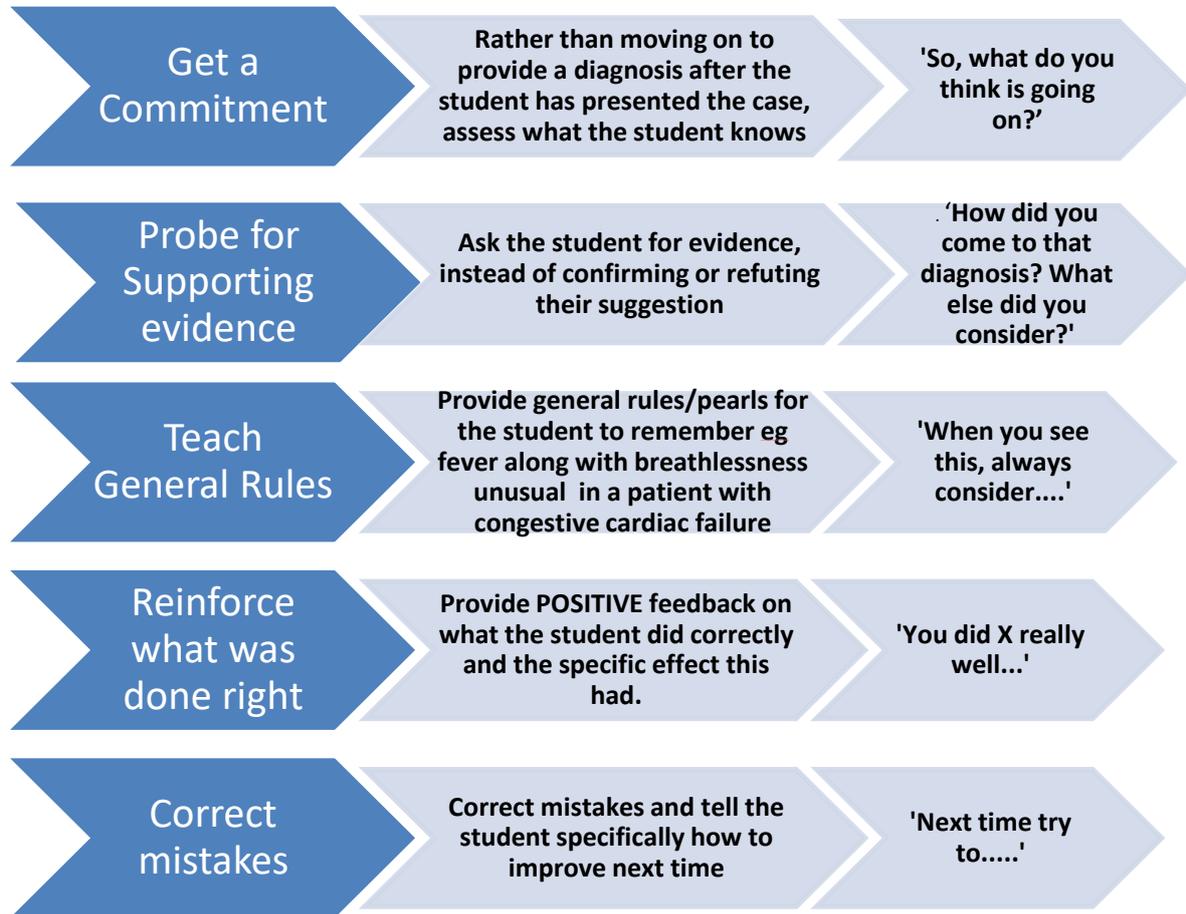
0 – 7 Lower risk,  
 8 – 15 Increasing risk,  
 16 – 19 Higher risk,  
 20+ Possible dependence



**Some teaching  
strategies  
for busy  
clinicians**

# One minute preceptor

A quick microskills teaching strategy for clinicians short on time



# SNAPPS

(Wolpaw and Papp, 2003)

A structure for a quick case presentation teaching session

- A Ask the student to take a focused history and examination
- B Discussion using SNAPPS (PP should take the majority of the time)

Summarise the history and findings

Narrow down the differential diagnoses to 2-3 relevant possibilities

Analyse the differential diagnoses by comparing and contrasting possibilities

Probe: ask the student about uncertainties, difficulties, alternative approaches

Plan management

Select a case-related issue for self-directed learning

# 2020-21 Block 33 clinical topic

## learning objectives

- Recognise the various physical and psychological manifestations of anxiety and outline how cognitions, behaviour, physiology and environmental factors can interact in individuals experiencing anxiety
- Outline the physiological mechanisms involved with anxiety
- Recognise obsessive-compulsive disorder and outline evidence based treatments
- Recognise adjustment disorders
- Recognise how a person's personality, coping strategies, resilience factors and problem-solving skills affect their levels of anxiety
- List the members of community mental health teams and their roles with a multidisciplinary team and outline how mental health services are organised in the UK
- Describe the evidence-based management of anxiety states, including psychosocial intervention and anxiolytic medication
- Formulate a basic management plan and identify drugs (and non-pharmacological approaches) indicated for the management of an adult patient with acute anxiety/panic or chronic anxiety (generalised anxiety disorder, panic disorder, phobic disorder and obsessive compulsive disorder)

- Recognise the common presentations of depression and assess the level of depression including potential risk of self-harm
- Outline the mechanisms of action, indications and common side effects of the following physical treatments: antidepressant drugs, mood stabilisers and electroconvulsive therapy
- Summarise the main recommendations from the NICE guidance for the treatment of depression including the evidence for their effectiveness
- Recognise the clinical features of bipolar affective disorder
- Recognise normal and abnormal grief reactions
- Outline the epidemiology of depression in the UK
- Outline the role of mental health teams in the management of depression
- Outline the relationships between socio-cultural factors and the symptoms and experience of depression and the support for and treatment of depressive illness
- Summarise the relative impact of mental health problems in primary health care
- Describe the initial management of disturbed, suicidal or agitated people and how to seek appropriate help
- Explain to patients and relatives the following psychological treatments: counselling, problem solving therapy and cognitive-behavioural therapy
- Formulate a basic management plan and identify drugs (and non-pharmacological approaches) indicated for the management of an adult patient with depression, acute mania or bipolar disorder

- Define psychosis and recognise the psychopathological terms used and the common symptoms of psychosis
- Outline the biological models of psychosis
- Summarise the principles of common law and statute law that provide for the emergency and compulsory treatment of mental illness; demonstrate an understanding of sections II, III and V of the Mental Health Act; section 136 and Community Treatment Orders; outline human rights legislation in relation to these laws
- Outline the indications, side effects and toxicity of commonly used antipsychotic drugs and the underpinning biochemical mechanisms
- Outline the principles and mechanisms underlying current practice for rehabilitation in the community and for the prevention of relapse
- Discuss the impact of race/ethnicity, culture and age on the diagnosis of psychosis
- Outline assessment of risk where compulsory admission is indicated

- Describe the initial management of a person with psychotic symptoms including psychosocial interventions and medication
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient with schizophrenia.
- Formulate a basic management plan and identify drugs (and non pharmacological approaches) indicated for the management of an adult patient who requires treatment of an acute behavioural disturbance or rapid tranquillisation.

- Screen an individual for dementia (ALS)
- Outline the effects of the normal ageing process and physical illness on mental health and the social and family consequences of this
- Recognise common forms of dementia and be aware of the possible interventions
- Describe the effects of ageing on presentation of mental illness, on the pharmacokinetics of drug treatments and the implications for prescribing
- Describe the common clinical features of psychiatric disorders that frequently present in old age: depression, delirium, dementia, somatisation disorders and anxiety
- Assess the possibility of depression in older people who appear to have dementia
- Outline how issues of consent, capacity and confidentiality relate to mental health care
- Assess capacity in accordance with the Mental Capacity Act 2005 and record the findings
- Give examples of the effects of dementia on carers, and models of support available to carers
- Recognise and describe the initial investigation and treatment for delirium (acute confusional state)
- Describe the community, residential and nursing home support available for patients suffering from psychiatric disorders in old age

- Recognise important milestones in the normal emotional and social development of childhood and adolescence
- Discuss the role of family in childhood emotional, social and cognitive development, including an understanding of family systems, attachment and how we learn care giving and care seeking behaviours
- Outline how psychosocial factors, cognitive factors, family dynamics and developmental factors are important in childhood problems
- Describe the importance of prevention in child mental health, including normalising of professional or parental anxiety when appropriate (for example in the management of bedwetting, school refusal and tantrums)
- Identify the important psychiatric disorders of childhood and adolescence including: conduct disorders and attention deficit hyperactivity disorder; autism spectrum disorders; depression, anxiety and psychosis
- Outline common treatment approaches used in child mental health services including cognitive behaviour and family therapy, medication and therapies to support parents
- Outline the role of the school, health visitor, social services and educational psychologist in managing child mental health
- Assess the possibility of physical, sexual and emotional abuse in children and describe referral pathways and statutory responsibilities
- Describe the support and services available to carers of children with autism spectrum disorders

- Use effective communication skills with people with severe mental illness or complex mental health problems
- Recognise co-morbid diagnoses in people with who have disabilities and give examples of diagnostic overshadowing
- Define learning disability in terms of both IQ and level of functioning, and outline how it differs from mental illness
- Recognise common presentations of psychiatric disorders and behaviour problems in patients with learning disability
- Outline the biological, psychological and social factors that are involved in the onset and maintenance of mental health problems in people with learning disabilities
- Give examples of the impact on carers where a person has complex mental health needs
- Give examples of the problems that people with sensory impairments may have accessing mental health services
- Outline basic strategies for managing behavioural problems in those with learning disability, including an awareness of the multi-agency approach

- Outline legal and ethical dilemmas that occur when managing individuals with a mental health problems and learning disability, such as responses to serious inter-current illness, fertility issues (eg: contraception)

- Take a focused drug and alcohol history and be able to screen for problem drinking
- Outline the impact of addiction on society, the family and individuals across all age-groups
- Describe relevant individual and societal factors, including risk factors, in the genesis and maintenance of drug taking
- List the substances commonly misused, the different types and classes of addictive substances and their major effects
- Outline the psychological and physiological theories of alcohol dependence syndrome
- Describe how health promotion can impact upon alcohol intake and drug misuse
- Describe the psychological, social and pharmacological management of substance misuse and the side effects and toxicity of medication used
- Describe the long-term physical, psychological and social consequences of various types of addiction and substance misuse, including the economic consequences and the links between crime and substance misuse
- Recognise that patients may be at different places in the cycle of change (motivational interviewing) and that interventions offered should be tailored accordingly
- Summarise the evidence for the effectiveness of psychological, social and pharmacological approaches to the management of substance misuse and be able to explain this to patients
- Outline how effective co-working with other NHS specialties and non-NHS agencies maintains high quality patient care
- Recognise and describe the initial management of acute alcohol withdrawal
- Outline how early life experiences influence the development of personality
- Evaluate the concept of personality disorder, including the arguments for and against its use
- Assess the possibility of a personality disorder in a patient
- Understand the difference between emotional instability and the mood disorders
- Give examples of the broad ethical and legal issues in dealing with individuals who present a risk of violence to others
- Have a basic understanding about the management of people with personality disorders, including evidence based psychological therapies such as dialectical behavioral therapy
- Recognise the physiological presentations of psychiatric and psychological problems
- Demonstrate consultation skills needed in work with patients whose beliefs and attributions about their illness are different from your own
- Recognise the psychological effects of physical illness, both chronic and acute
- Outline healthy and unhealthy adjustment responses to physical symptoms and the impact of personal, family and cultural influences
- Recognise the relationship between neurological disorders (eg: MS, Parkinsons's Disease) and the psychological morbidity associated with them
- Demonstrate strategies for managing patients who present (repeatedly or otherwise) with physical symptoms in the absence of an identifiable organic cause
- Explore with parents how to manage social and psychological stress manifesting with physical presentations in childhood
- Describe the initial management for serious psychological sequelae in physical illness
- Recognise feigned illness, psychological mechanisms associated with it and describe the initial management
- Describe primary health promotion strategies for mental health well-being
- List the risk factors for a) repetition of non-fatal self-harm and b) completed suicide, and assess a patient's risk to themselves and others following self-harm
- Communicate effectively with individuals who have self-harmed
- Outline the epidemiology of self-harm and suicide
- Outline the strategies for managing self-harm, including problem-solving techniques and referral to NHS and non-NHS agencies
- Explore your own feelings on how you view self-harm
- Differentiate a primary sleep problem from one secondary to a serious physical (eg: asthma) or psychiatric cause (eg: anxiety or depression)
- Advise patients on simple techniques for self-management of primary insomnia and recognise the indications for and limitations of using medication for insomnia

- Recognise the indications and limitations of using medication in insomnia and be aware of the psychological management such as CBT for insomnia
- Recognise bulimia nervosa and anorexia nervosa and the physical and mental complications of eating disorders
- Outline the physiological, sociological and developmental theories put forward for the aetiology of eating disorders
- Understand the role of the Mental Health Act in the management of a patient with an eating disorder