

MBChB Year 4



Mental Health Aims and Learning Outcomes

This guide provides the Aims and Learning Outcomes (LOs) for the Mental Health block. The Year 4 and Years 1-3 learning outcomes will be examined in the Year 4 summative (degree) written and clinical examinations.

While you may see some of the conditions and presentations listed, it is very unlikely that you will see them all. This reflects clinical practice, and so you should ensure that you take personal responsibility to build on your pre-existing knowledge from the early years using textbooks and other learning materials, e.g. completing online available case-based learning, to expand your knowledge.

The lists are not a complete summary of the expected learning you should achieve. In particular, you should also seek opportunities to experience and appreciate:

- Clinical reasoning – the process of weighing different items of information gathered during a clinical assessment to arrive at an informed level of confidence in further management
- Prioritising clinical workload
- Multidisciplinary working
- The interface between mental health and other specialties
- Ethical considerations
- Realistic Medicine

Mental Health Block Introduction

Your placement in psychiatry is designed to be an immersive clinical learning experience. It should build on your mental health learning from Year 3. As a Year 4 medical student, you will be expected to continue developing your knowledge base of mental health, while developing skills essential for effective practice in a clinical environment. The approach to the learning aims and outcomes will help identify where condition specific knowledge is to be developed, but also overarching method and practice of psychiatry.

Aims

Approach a patient and perform a psychiatric history, mental state examination and where needed a relevant collateral history to determine a reasonable differential diagnosis

Be able to formulate this to communicate in terms of present factors, precipitating, perpetuating, and predisposing factors of a case

Understand and be able to formulate a risk assessment and its importance in psychiatric care and management

Develop your practice to have an awareness of the impact of psychiatric disorders on individual and their family and their social status and the stigma mental health can carry

Learning Outcomes

By the end of the block you are expected to:

Demonstrate effective communication with patients in challenging situations or with specific difficulties

Demonstrate effective communication with colleagues, patients, relatives and carers at explaining diagnoses and formulating management plans.

State the indications and terms of the Adults with Incapacity (Scotland) Act 2000

State the indications and terms of the Mental Health (Care and Treatment) (Scotland) Act 2003

Discuss the importance of informed consent in developing treatment plans

Identify normal life transitions and the difference between mental disorders and normal human behaviour

Recognise the stigma associated with mental disorders and how this can impact on patients and their families

Discuss the wider role of allied health professionals including occupational health, social care and voluntary support groups working alongside doctors in primary, secondary and tertiary care to support the recovery of patients

Define the role of the multi-professional team in patient care at different levels of care and mental disorder severity

Common/Important Presentations

As Year 4 is based within the clinical environment, you will find patients do not initially present with a condition, but with a range of signs and symptoms. It is essential to build your understanding of common or important clinical presentations so you can relate to your knowledge on clinical conditions. Below are presentations that are deemed important or common and relate to your learning in Mental Health.

Level of Knowledge Expected for Common/Important Presentations

- Focussed Psychiatric History
 - Perform a mental state examination
 - Identify differential diagnosis
 - Formulate a management strategy (diagnostic and therapeutic)
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Common / Important Presentations:

- Abnormal eating or exercising behaviour
- Addiction
- Anxiety, phobias, OCD
- Auditory hallucinations
- Behaviour/ personality change
- Behavioural difficulties in childhood
- Childhood trauma
- Chronic abnormal pain
- Confusion
- Decreased appetite
- Elation / Elated mood
- Elder abuse
- Fatigue
- Fixed abnormal beliefs
- Learning disability
- Loss of libido
- Memory loss
- Mental capacity concerns
- Mental health problems in pregnancy or post-partum
- Overdose
- Palpitations
- Pressure of speech
- Self-harm
- Sleep problems
- Somatisation / medically unexplained physical symptoms
- Struggling to cope at home
- Substance use in Pregnancy
- Suicidal thoughts
- Threats to harm others
- Visual hallucinations
- Eating Disorders

Common/Important Conditions

Year 4 will provide the opportunity to see a broad range of clinical conditions. You should use these opportunities to build upon your knowledge base developed in Years 1 -3. The list of conditions below should be used as a checklist to ensure your study is directed towards the relevant areas. Use the ABC Level of knowledge indicator as a guide to ensure your knowledge of each condition is at an appropriate level. In this descriptor a level 'A' condition will require the most comprehensive understanding, while a level 'C' will require the least. This document is a guide only and exam content could include A, B and / or C conditions.

Level of Knowledge Expected for Common/Important Conditions

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| C | <ul style="list-style-type: none">• Key findings from history, physical and Mental State Examination (MSE)• Demonstrate and apply knowledge of the condition to support inclusion in a realistic differential diagnosis |
| B | <ul style="list-style-type: none">• Key findings from history, physical and Mental State Examination (MSE)• Demonstrate and apply knowledge of the condition to support inclusion in a realistic differential diagnosis• Investigations• First line treatment |
| A | <ul style="list-style-type: none">• Aetiology including neuroscience theory of disease• Epidemiology• Key findings from history, physical and Mental State Examination (MSE)• Demonstrate and apply knowledge of the condition to support inclusion in a realistic differential diagnosis• ICD 10 diagnostic criteria• Investigations• Formulate a management strategy including the mechanism of action, indications, side effects, interactions and contraindications for any psychotherapeutic intervention• Prognosis and risk assessment |
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Condition	Year 4 Level
Mood Disorder	
Anxiety Disorders: Generalised	A
Depression	A
Self-Harm/Overdose	A
Acute Stress Reaction	B
Anxiety Disorder: Post-Traumatic Stress Disorder	B
Psychosis	
Bipolar Affective Disorder	A
Schizophrenia	A
Cognition	
Delirium	A
Dementia	A
Substance Misuse	
Drugs of Abuse	
Alcohol	A
Benzodiazepines	B
Heroin	B
Stimulants	C
Learning Disability	
Mild	B
Moderate	B
Severe	B
Eating Disorders	
Anorexia	B
Bulimia	B
Other	
Autism Spectrum Disorder	B
Personality Disorder	B
Somatisation	B
Attention Deficit Hyperactivity Disorder	C