

LEARNING OBJECTIVES: EL IM ADDICTION MEDICINE ELECTIVE 2WK 4WK

Overarching Goals	Learning Objectives: By the end of the rotation, students will be expected to: <i>**Please use this template as a guide. The noted learning objectives can be modified, added, or deleted. The Overarching Goals and Definitions of Elective/Subinternship are shown below.</i>	Where/how taught (location or learning activity)	Taught by (attending, fellows, etc.)	How student's achievement of objective is assessed (assessment method)	How feedback is given (feedback method)	Quantity target (target number of patients/ events during rotation)
1, 2, 3, 4, 5, 6	<p>1. History skills: Gather the important information that is needed for the substance use history using the three-step process taught in ILCE and complete a history in the medical record for at least 4-5 patients per week.</p> <ul style="list-style-type: none"> a. The student should name all the routine questions that are involved in taking a substance use history b. The student will give clear, concise oral presentations. 	Inpatient and outpatient settings	Attendings, fellows, senior residents	Direct observation	Just in time verbal feedback as well as formative feedback throughout the rotation. Verbal and written summative feedback	4-5 patients per week
1, 2, 3, 4, 5, 6, 7, 8	<p>2. Knowledge/diagnostic and treatment skills: Demonstrate knowledge of presentations of substance use and substance use disorders.</p> <ul style="list-style-type: none"> a. Describe the etiology and epidemiology of substance use disorders (SUD). b. Screen, assess and evaluate SUD in primary care and other healthcare settings. c. Summarize pharmacologic treatment and behavioral counseling for SUD. d. Discuss prevention of SUD and the role of harm reduction to optimize safety. 	Inpatient and outpatient settings	Attendings, fellows, senior residents	Direct observation	Just in time verbal feedback as well as formative feedback throughout the rotation. Verbal and written summative feedback	4-5 patients per week
4, 5, 6	<p>3. Attitude: Demonstrate professional responsibility in working as a team member with other members of the addiction team and display patient-centered communication style.</p> <ul style="list-style-type: none"> a. The student should exhibit sensitivity to the psychosocial issues faced by individuals with substance use and their families. 	Inpatient and outpatient settings	Attendings, fellows, senior residents	Direct observation	Just in time verbal feedback as well as formative feedback throughout the rotation. Verbal and written	4-5 patients per week

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	<ul style="list-style-type: none"> b. Recognize stigma associated with SUD and demonstrate the use of appropriate language. c. The student should exhibit honesty, accuracy and integrity in all interactions with patients, families, colleagues and others. 				summative feedback	
5, 6, 8	<p>4. Career/context: Know the training/career pathway for addiction medicine</p> <ul style="list-style-type: none"> a. Know 3 aspects of career satisfaction in this specialty. b. Know key roles that the specialty plays in the health care system. 	Inpatient and outpatient settings	Attendings, fellows, senior residents	Informal discussion	Informal discussion	N/A
1, 2, 3, 4, 5	<p>5. Counseling techniques</p> <ul style="list-style-type: none"> a. Describe the “spirit” of MI and the four principles that guide the behavior change process (i.e. expressing empathy, supporting self-efficacy, developing discrepancy, and rolling with resistance). b. Observe 1-2 appointments demonstrating MI skills. c. Conduct at least 2 brief MI consultations with a real patient demonstrating effective counseling skills utilizing the MI style and OARS: open-ended questions, affirmations, reflections, and summaries. d. Describe theory of CBT in the treatment of substance use disorders (SUD) and supporting evidence. 	Inpatient and outpatient settings	Attendings, fellows, senior residents	MITI and CBT skills tracker	Written and verbal	Up to 4

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	<p>e. Observe 1-2 appointments demonstrating the use of functional analysis.</p> <p>f. Conduct at least 2 brief consultations with a real patient demonstrating functional analysis.</p>					

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