**New Application: Consultation-Liaison Psychiatry**

**Review Committee for Psychiatry**

**ACGME**

**Oversight**

**Other Learners and Other Care Providers**

Describe how the program director will ensure that the presence of other learners will not negatively impact the appointed fellows’ education. [PR 1.11.]

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**Personnel**

1. List the designated site director at each participating site who will be responsible for the day-to-day activities of the program at that site, with overall coordination by the program director. [PR 1.5.] *Add rows as needed.*

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| **Site** | **Designated Site Director** |
| **#1** | Name |
| **#2** | Name |
| **#3** | Name |
| **#4** | Name |

**Program Coordinator**

Will there be a designated program coordinator? [PR 2.11.] [ ] YES [ ]  NO

**Resources**

1. Describe the patient population available to fellows. [PR 1.8.b.]

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**Educational Program**

**ACGME Competencies**

**Professionalism**

1. Briefly describe the learning activity(ies), other than lecture, by which fellows will demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. [PR 4.3.] (Limit response to 400 words)

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**Patient Care and Procedural Skills**

1. Indicate the settings and activities in which fellows will demonstrate competence in the following areas of patient care. Also indicate the method(s) that will be used to assess competence.

| **Proficiency Area** | **Settings/Activities** | **Assessment Method(s)** |
| --- | --- | --- |
| Establishing rapport with medical patients and their family members in all medical settings, taking into account the role of the historical inequities across race, gender, sexual orientation, gender identity, culture, and other forms of social identity[PR 4.4.a.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Diagnosing and treating psychiatric disturbances that occur among the physically ill in both inpatient and outpatient settings[PR 4.4.b.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Conducting psychiatric evaluations of individuals who have:[PR 4.4.c.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Psychiatric complications of medical illnesses[PR 4.4.c.1.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Psychiatric complications of medical treatments, including medications, traditional and new surgical or medical procedures, transplantation, and experimental therapies[PR 4.4.c.2.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Typical and atypical presentations of psychiatric disorders due to medical, neurological, and surgical illnesses[PR 4.4.c.3.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Evaluating and managing individuals with: [PR 4.4.d.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Acute and chronic pain[PR 4.4.d.1.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Cognitive disorders, such as delirium, dementia, and psychiatric disorders due to medical illness[PR 4.4.d.2.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Psychiatric disorders related to reproductive life[PR 4.4.d.3.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Somatic symptom disorders[PR 4.4.d.4.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Substance use disorders in the general medical setting[PR 4.4.d.5.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Comorbid psychiatric and other medical illness[PR 4.4.d.6.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Palliative care and end-of-life issues[PR 4.4.d.7.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Issues in adjusting to the emotional stresses of medical illness[PR 4.4.d.8.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Assessing the capacity of individuals to give informed consent or refusal of medical, surgical, and obstetric care [PR 4.4.e.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Providing psychosocial interventions, including psychotherapeutic interventions appropriate for the medically ill[PR 4.4.f.] | Click or tap here to enter text. | Click or tap here to enter text. |
| The appropriate use of psychotropic medication in medical, neurological, obstetrical, and surgical conditions[PR 4.4.g.] | Click or tap here to enter text. | Click or tap here to enter text. |

1. Indicate the settings and activities in which fellows will demonstrate competence in assessing risk for and managent of suicidality and other behavioral risks, including violence in the medical setting. Also indicate the method(s) that will be used to assess competence. [PR 4.4.h.]

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**Medical Knowledge**

Indicate the activities (lectures, conferences, journal clubs, clinical teaching rounds, etc.) in which fellows will demonstrate competence in their knowledge of each of the following content and skills areas. Also indicate the method(s) that will be used to assess competence.

| **Competency Area** | **Settings/Activities** | **Assessment Method(s)** |
| --- | --- | --- |
| Abnormal behavior and psychiatric illnesses that occur among medical, neurological, obstetrics, gynecological, and surgical patients[PR 4.6.a.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Biological, psychological, social, and cultural factors, including structural racism and other forms of discrimination, such as inequitable care [PR 4.6.b.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Substance use and its impact on the assessment and treatment of patients in the medical setting[PR 4.6.c.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Pharmacology, including psychopharmacology for medically ill, pregnant, or lactating patients, with emphasis on medication side effects and drug-to-drug interactions that affect the central nervous system[PR 4.6.d.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Nature and extent of psychiatric morbidity in medical illness and its treatments[PR 4.6.e.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Impact of co-morbid psychiatric disorders on the course of medical illness[PR 4.6.f.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Patients’ psychological responses to medical illness[PR 4.6.g.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Appropriate treatment interventions for co-existing psychiatric disorders in the medically ill[PR 4.6.h.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Psychological and psychiatric effects of medical or surgical therapies[PR 4.6.i.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Epidemiology of psychiatric illness and its treatment in medical disease[PR 4.6.j.] | Click or tap here to enter text. | Click or tap here to enter text. |
| Nature and factors that influence the physician-patient relationship in the medical setting, including the role of physician and patient social identities and cultures[PR 4.6.k.] | Click or tap here to enter text. | Click or tap here to enter text. |

**Practice-based Learning and Improvement**

1. Briefly describe one planned quality improvement activity or project that will allow fellows to demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care. Describe planning, implementation, evaluation, and provisions of faculty member support and supervision that will guide this process. [PR 4.7.] (Limit response to 400 words)

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**Interpersonal and Communication Skills**

1. Briefly describe one learning activity in which fellows will demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. [PR 4.8.] (Limit response to 400 words)

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**Systems-based Practice**

1. Briefly describe the learning activity(ies) through which fellows will demonstrate an awareness of and responsiveness to the larger context and system of health care, including the structural and social determinants of health, as well as the ability to call effectively on other resources in the system to provide optimal health care. [PR 4.9.] (Limit response to 400 words)

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**Curriculum Organization and Fellow Experiences**

1. Describe how the program director will ensure all major dimensions of the curriculum are structured educational experiences guided by written competency-based goals and objectives linked to specific teaching and evaluation methods. [PR 4.11.b.]

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1. List all planned seminars and didactic courses to be attended by fellows. Provide the name of the session, whether it is required or elective, the name(s) of instructor(s), and length, frequency, and total number of sessions. [PR 4.11.b.] *Add rows as needed.*

| **Title** | **Required or elective** | **Instructor(s)**  | **Length of session** | **Frequency** | **Total number of sessions** |
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1. Briefly describe fellows’ participation in continuity of patient care. [PR 4.11.c.]

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* 1. Will this experience include care of patients in an acute general hospital and an ambulatory care facility? [PR 4.11.c.1.] [ ] YES [ ]  NO
1. How many hours will each fellow have of faculty preceptorship weekly? [PR 4.11.d.] (#) hours
	1. How much time will be dedicated to one-on-one preceptorship? (#) hours
	2. How much time will be dedicated to group preceptorship? (#) hours

**Scholarship**

1. Will fellows participate in developing new knowledge or evaluating research findings? [PR 4.15.]
 [ ] YES [ ]  NO
2. Describe faculty members’ planned participation in organized clinical discussions, rounds, journal clubs, and conferences. [PR 4.14.a.]

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