

SPORTS PSYCHIATRY PORTABLE DIDACTIC ELECTIVE CURRICULUM ACGME MILESTONES-BASED SUPERVISOR EVALUATION OF RESIDENT

Authors:

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on behalf of the International Society for Sports Psychiatry

Evaluation Form Release Date: May 2018

Medical Knowledge						
MK2. Psychopathology	<input type="checkbox"/> Has not achieved level 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Not observed, or relevant topic(s) not assigned
	Does not satisfactorily complete topic 12 (suicide in athletes).	Able to list major risk factors for athletes being a danger to self (i.e., satisfactorily completes topic 12). MK2-1.2/B	Everything in level 1 plus: Shows sufficient knowledge to perform an initial medical and neurological evaluation in psychiatric athlete-patients, specifically including knowledge of	Everything in levels 1-2 plus: Demonstrates sufficient knowledge to include relevant medical and neurological conditions, e.g., sport-related concussion and	Everything in levels 1-3 plus: Demonstrates sufficient knowledge to systematically screen for, evaluate, and diagnose common medical conditions, e.g., sport-related	

			<p>clinical features that could lead to a suspected diagnosis of sport-related concussion and knowledge of risk factors for delayed recovery from sport-related concussion (i.e., satisfactorily completes topic 13).</p> <p>MK2-2.3/C</p>	<p>overtraining syndrome, in the differential diagnosis of psychiatric athlete-patients (i.e., satisfactorily completes topics 13, 14, and 24).</p> <p>MK2-3.4/C</p>	<p>concussion, overtraining syndrome, medical complications of eating disorders, and poor progression of recovery from injury, in psychiatric athlete-patients, and to ensure appropriate further evaluation and treatment of those conditions in collaboration with other medical providers (i.e., satisfactorily completes topics 5,13, 14, 15, and 24).</p> <p>MK2-4.4/C</p>	
MK4. Psychotherapy	<p>Does not appreciate that CBT, marital/family psychotherapy, and group psychotherapy are major psychotherapeutic modalities that may be uniquely helpful and/or comfortable for psychiatric athlete-patients (i.e., the learner does not attempt</p>	<p>Appreciates that CBT, marital/family psychotherapy, and group psychotherapy are major psychotherapeutic modalities that may be uniquely helpful and/or comfortable for psychiatric athlete-patients (i.e., satisfactorily completes topic 17 question 1).</p> <p>MK4-1.1/A</p>	<p>Everything in level 1 plus:</p> <p>Describes risks and benefits of flexible scheduling when it comes to psychotherapy appointments with psychiatric athlete-patients (i.e., satisfactorily completes topic 17 question 2).</p> <p>MK4-2.3/B</p>	<p>Everything in levels 1-2 plus:</p> <p>Describes the basic techniques of motivational interviewing for a psychiatric athlete-patient with a substance use disorder (i.e., satisfactorily completes topic 6 question 2).</p> <p>MK4-3.3/B</p>	<p>Everything in levels 1-3 plus:</p> <p>Describes a treatment plan for a psychiatric athlete-patient with performance anxiety, and for a psychiatric athlete-patient with PTSD, including any indication for psychotherapy with or without psychiatric medication (i.e., satisfactorily completes topic 3</p>	

	topic 17 question 1).				question 1 and topic 4 question 3). MK4-4.2/C	
MK5. Somatic Therapies	Does not appreciate the importance of <i>common</i> side effects, which may uniquely be of relevance for psychiatric athlete-patients, of commonly prescribed psychopharmacologic agents (i.e., the learner does not attempt topic 16 question 2).	Appreciates the importance of <i>common</i> side effects, which may uniquely be of relevance for psychiatric athlete-patients, of commonly prescribed psychopharmacologic agents (i.e., satisfactorily completes topic 16 question 2 in a manner that takes common side effects into consideration). MK5-1.1/A	Everything in level 1 plus: Appreciates <i>less frequent but potentially serious/dangerous</i> adverse effects, which may uniquely be of relevance for psychiatric athlete-patients, of commonly prescribed psychopharmacologic agents (i.e., satisfactorily completes topic 16 question 2 in a manner that takes serious/dangerous side effects into consideration). MK5-2.3/A	Everything in levels 1-2 plus: Demonstrates an understanding of the pros and cons of prescribing stimulants for athlete-patients, as informed by the current controversy in the literature on this topic (i.e., satisfactorily completes topic 10). MK5-3.2/A	Everything in levels 1-3 plus: Appreciates the need to balance a conservative approach to medication management in athletes with the need to choose medications, doses, polypharmacy, etc that actually are effective for psychiatric athlete-patients (i.e., satisfactorily completes topic 16 question 3). MK5-4.2/C	
MK6. Practice of Psychiatry	Does not describe any common ethical issues when it comes to working with psychiatric athlete-patients (i.e., the learner does not attempt topic 27)	Lists common ethical issues when it comes to working with psychiatric athlete-patients (i.e., <i>attempts</i> all 3 parts (a-c) of topic 27). MK6-1.1/A	Everything in level 1 plus: Lists situations that mandate reporting or breach of confidentiality (i.e., satisfactorily addresses whether confidentiality should be breached in topic 27 question 1a).	Everything in levels 1-2 plus: Describes the nature of the conflict of interest that arises if/when a sports psychiatrist is hired by an athletic department or team, and strategies for managing that	Everything in levels 1-3 plus: Describes reasonable policy development or advocacy activities related to athlete-patient mental health (i.e., satisfactorily completes topic 11 question 2 and topic	

			MK6-2.2/A	conflict of interest (i.e., satisfactorily addresses the issues of strategies in topic 27 question 1a). MK6-3.1/A	21 question 2). MK6-4.2/C	
Additional comments:						

Practice-based Learning and Improvement						
PBLI1. Development and execution of lifelong learning through constant self-evaluation, including critical evaluation of research and clinical evidence	<input type="checkbox"/> Has not achieved level 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Not observed or relevant topic(s) not assigned
	Based on interactions with the learner across the entire curriculum: Does not use feedback from teachers to assess own level of knowledge and expertise. Does not recognize limits of one's	Based on interactions with the learner across the entire curriculum: Uses feedback from teachers to assess own level of knowledge and expertise. Recognizes limits of one's knowledge and skills and seeks supervision	Everything in level 1 plus: Regularly seeks and incorporates feedback to improve performance. Formulates searchable questions from clinical queries to be answered (i.e., is able to come up with appropriate searchable questions in answering topic 2	Everything in levels 1-2 plus: Critically appraises different types of research (i.e., satisfactorily addresses topic 2 question 2, topic 5 question 3, topic 10 question 2, topic 24 question 2, and topic 26 question 4). PBLI1-3.3/B	Everything in levels 1-3 plus: Identifies and meets self-directed learning goals (i.e., satisfactorily completes the rotation final project). PBLI1-4.2/A	

	<p>knowledge and skills and seek supervision accordingly.</p> <p>Does not appreciate different levels of clinical evidence in the medical literature.</p>	<p>accordingly.</p> <p>Appreciates different levels of clinical evidence in the medical literature.</p> <p>PBLI1-1.1/A PBLI1-1.2/A PBLI1-1.3/B</p>	<p>question 2, topic 5 question 3, topic 24 question 2, and topic 26 question 4).</p> <p>PBLI1-2.1/A PBLI1-2.3/B</p>			
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Additional comments:

Overall comments:

Professionalism						
PROF1. Compassion, integrity, respect for others, sensitivity to diverse patient populations, adherence to ethical principles	<input type="checkbox"/> Has not achieved level 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Not observed or relevant topic(s) not assigned
	<p>Based on interactions with the learner across the entire curriculum:</p> <p>Does not demonstrate</p>	<p>Based on interactions with the learner across the entire curriculum:</p> <p>Demonstrates behaviors that convey caring, honesty,</p>	<p>Everything in level 1 plus:</p> <p>Demonstrates capacity for self-reflection, empathy, and curiosity about and openness to different beliefs and</p>	<p>Everything in levels 1-2 plus:</p> <p>Recognizes ethical issues in practice and is able to discuss, analyze, and propose management for these</p>	<p>Everything in levels 1-3 plus:</p> <p>Discusses own cultural background and believes and the ways in which these affect interactions</p>	

	<p>behaviors that convey caring, honesty, genuine interest, and respect for patients and their families as issues of patient care are being discussed</p> <p>Does not recognize that patient diversity affects patient care</p> <p>Does not display familiarity with some basic ethical principles (e.g., confidentiality, professional boundaries)</p>	<p>genuine interest, and respect for patients and their families as issues of patient care are being discussed</p> <p>Recognizes that patient diversity affects patient care</p> <p>Displays familiarity with some basic ethical principles (e.g., confidentiality, professional boundaries)</p> <p>PROF1-1.1/A PROF1-1.2/A PROF1-1.3/B</p>	<p>points of view, and respect for diversity (i.e., attempts topic 26 question 5)</p> <p>Provides examples of the importance of attention to diversity in psychiatric evaluation and treatment (i.e., satisfactorily addresses topic 26 questions 1-3)</p> <p>Recognizes ethical conflicts in practice (i.e., attempts all parts of topic 27)</p> <p>PROF1-2.1/A PROF1-2.2/A PROF1-2.3/B</p>	<p>in common clinical situations (i.e., satisfactorily addresses all parts of topic 27</p> <p>PROF1-3.3/B</p>	<p>with patients (i.e., satisfactorily addresses topic 26 question 5</p> <p>PROF1-4.2/A</p>	
Additional comments:						
Overall comments:						