

**Texas Tech University HSC, Paul L Foster School of Medicine,
Psychiatry Sub-Internship Rotation Syllabus
Academic Year 2026-2027**

Contact Information:

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Introduction

The purpose of the Psychiatry Sub-Internship selective rotation in the Year 4 curriculum is to prepare fourth year medical students to be more well versed in the field of psychiatry as well as prepare them for a residency in psychiatry.

Description

This elective is a sub-internship in the field of Psychiatry. The student will be on the Consultation-Liaison Service for one (1) month. While on this rotation, students will be expected to meet all thirteen (13) Core Entrustable Professional Activities (EPAs) for entering residency as established by the Association of American Medical Colleges (AAMC) as well as learning objectives as highlighted by the FSOM education program goals and objectives.

Location of the rotation: University Medical Center of El Paso 4815 Alameda Ave,
El Paso, TX 79905

Academic Success and Accessibility:

Office of Accessibility Services

TTUHSC EP is committed to providing access to learning opportunities for all students with documented learning disabilities. To ensure access to this course and your program, please contact the Office of Accessibility Services (OAS) by calling 915-215-4398 to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical setting. Accommodations are not provided retroactively, so students are encouraged to register with OAS as soon as possible. More information can be found on the OAS website:

<https://el Paso.ttuhsc.edu/studentservices/accessibility/default.aspx>

STATEMENT OF ACCOMMODATION FOR PREGNANT AND PARENTING STUDENTS

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, Texas Tech University Health Sciences Center El Paso offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy are encouraged to communicate their needs with their faculty and/or program for academic support. Students may also contact Norma Fuentes, the Manager of Accessibility and Student Advocacy, to discuss support options. She will work with the institution's designated Pregnancy and Parenting Liaison to ensure equal access to the University's education program or activity. Please email norma.fuentes@ttuhsc.edu or call 915.215.4398. Students may also submit a [Pregnancy & Parenting Support form](#) to request assistance.

For more information, please refer to [Texas Tech University System Regulation 07.15 – Pregnancy and Parental Status](#).

Counseling Assistance

TTUHSC EP is committed to the well-being of our students. Students may experience a range of academic, social, and personal stressors, which can be overwhelming. If you or someone you know needs comprehensive or crisis mental health support assistance, on-campus mental health services are available Monday- Friday, 9 a.m. – 4 p.m., without an appointment. Appointments may be scheduled by calling **915-215-TALK (8255)** or emailing support.elp@ttuhsc.edu. The offices are located in MSBII, Suite 2C201. Related information can be found at <https://el Paso.ttuhsc.edu/student-services/student-support-center/get-connected/> Additionally, the National Suicide Prevention Lifeline can be reached by calling or texting **988**.

Reporting Student Conduct Issues:

Campus community members who observe or become aware of potential student misconduct can use the [Student Incident Report Form](#) to file a report with the Office of Student Services and Student Engagement. Student behaviors that may violate the student code of conduct, student handbook, or other TTUHSCEP policies, regulations, or rules are considered to be student misconduct. This includes, but is not limited to, plagiarism, academic dishonesty, harassment, drug use, or theft.

TTUHSC El Paso Campus CARE Team:

The university CARE Team is here to support students who may be feeling overwhelmed, experiencing significant stress, or facing challenges that could impact their well-being or safety. If your professor notices any signs that you or someone else might need help, they may check in with you personally and will often connect you with the CARE Team. This is not about being “in trouble”—it's about ensuring you have access to trained professionals who can offer support and connect you to helpful resources. Additionally, if you have any concerns about your own well-being or that of a

fellow student, please don't hesitate to reach out to let your professor know. You can also make a referral to the CARE Team using [CARE Report Form](#). Your health, safety, and success are our top priorities, and we're here to help.

Use of Artificial Intelligence :

TTUHSC EP may utilize institution-approved artificial intelligence (AI)-assisted tools to support teaching, learning, and grading processes. AI tools are used to enhance efficiency and consistency; however, they do not replace faculty expertise, professional judgment, or final decision-making authority. Examples of permitted AI-supported functions may include, but are not limited to: assignment completion support where explicitly allowed, verification of submission completeness, preliminary rubric-aligned feedback, similarity checks, scoring assistance, and workflow efficiency improvements. Faculty are responsible for reviewing and verifying AI-generated outputs prior to assigning grades or providing final feedback.

Student use of AI tools (including generative AI platforms) is governed by course-specific guidelines. In some assignments, AI use may be permitted; in others, it may be limited or prohibited. Students are responsible for understanding and adhering to these expectations. Any AI-generated or AI-assisted content must be appropriately disclosed and cited in accordance with course instructions to maintain academic integrity. Failure to follow course AI guidelines may constitute academic misconduct.

Students should be aware that AI-generated content may contain inaccuracies, incomplete information, or embedded bias. Students remain responsible for the accuracy, originality, and integrity of all submitted work.

Faculty retain full responsibility for final evaluation of student performance. Students may request clarification regarding grading processes or feedback and may appeal decisions through established institutional procedures.

Course Objectives of the Psychiatry Sub-Internship rotation corresponding to the FSOM Education Program Goals and Objectives

1. Patient Care

- a. Goal: Provide patient-centered care that is compassionate, appropriate and effective
- b. Objectives:
 - i. Demonstrate proficiency in coordinating a comprehensive and longitudinal patient care plan through documenting a complete history, physical examination, laboratory data, and imaging (1.1, 1.2,3.4,4.3, 4.4)
 - ii. Demonstrate ability to complete a comprehensive psychiatric evaluation (1.3, 2.1,2.3, 2.4,2.5)
 - iii. Communicate effectively with the patient, patient's families, and other social supports (1.9,2.6,4.1)
 - iv. Incorporate patient informed care into practice (1.2,1.6,5.3,5.4)
 - v. Prioritize tasks for daily patient care in order to utilize time efficiently (1.4,1.5,5.3)
 - vi. Communicate effectively among interprofessional teams including primary team, other specialties, social work, and other medical staff (4.2, 4.3,4.4,7.2,7.4)
 - vii. Appropriate coordination of care including hand off/sign out (4.2,4.4)
- c. Assessment:
 - i. Clinical performance as evaluated by supervising residents and faculty
 - ii. Appropriate documentation in the EMR
 - iii. Appropriate documentation and updating of sign out documentation
 - iv. Appropriate coordination of care/recommendation with other members of the medical team including medical staff, other specialties, and primary team

2. Knowledge for Practice

- a. Goal: Demonstrate knowledge of established and evolving knowledge in Psychiatry and apply this knowledge to patient care
- b. Objectives:
 - i. Demonstrate knowledge of diagnostic criteria for different psychiatric diagnoses as outlined by the DSM-5 (1.10,2.1,2.4)
 - ii. Apply the basic and updated evidence based medicine to patient care (1.2,1.3,1.6, 2.2,2.6,3.4)
 - iii. Incorporate a biopsychosocial approach to patient care (1.9,2.5,3.5,6.1,6.2)

- c. Assessment:
 - i. Clinical performance as evaluated by supervising residents and faculty
 - ii. Clinical presentation during patient rounds
- 3. Practice-Based Learning and Improvement
 - a. Goal: Demonstrate the student's ability to continuously improve patient care based on self evaluation and feedback
 - b. Objectives:
 - i. Identify and address self areas of improvement and limitations (3.1,3.2)
 - ii. Accept feedback from faculty and residents (3.3)
 - iii. Use available resources and references to access evidence based medicine to solve clinical problems (3.4,3.5)
 - c. Assessment:
 - i. Mid elective feedback session from senior resident and/or attending
 - ii. Observed Psychiatric Evaluation Rubric
 - iii. Final evaluation at the end of the elective
- 4. Interpersonal and communication Skills
 - a. Goal: Demonstrate the ability to effectively communicate with patients, families and health care professionals
 - b. Objectives:
 - i. Communicate effectively with the patient, patient's families, and other social supports (1.8,4.1,4.3)
 - ii. Communicate effectively among interprofessional teams including primary team, other specialties, social work, and other medical staff (4.2,4.3,7.1,7.4)
 - iii. Appropriate coordination of care including hand off/sign out (1.7,4.4,7.3)
 - c. Assessment:
 - i. Appropriate documentation in the EMR
 - ii. Appropriate documentation and updating of sign out documentation
 - iii. Appropriate coordination of care/recommendation with other members of the medical team including medical staff, other specialties, and primary team
 - iv. Clinical performance as evaluated by supervising residents and faculty
- 5. Professionalism
 - a. Goal: Demonstrate understanding of and behavior consistent with professional responsibilities and adherence to ethical principles
 - b. Objectives:

- i. Demonstrate sensitivity to cultural issues and to patient preferences and incorporate knowledge of these issues into discussion with patients (5.1)
 - ii. Show respect for patient autonomy and the principle of informed consent (5.1)
 - iii. Demonstrate respect for patient's rights and confidentiality (5.2,5.3)
 - iv. Show respect for, and willingness to assist all members of the healthcare team (5.6,5.7)
 - v. Demonstrate compliance with local and national ethical and legal guidelines governing patient confidentiality in both written documentation and verbal communication with the patient's family members (5.5)
 - vi. Arrive on time for clinical duties, treat each member of the treatment team with respect, return assignments in a timely manner (5.6,5.7)
 - c. Assessment:
 - i. Mid elective feedback session from senior resident and/or attending
 - ii. Final evaluation at the end of the elective
 - iii. Checklist of completion of items by the elective coordinator
 - iv. Clinical performance as evaluated by supervising residents and faculty
- 6. System-Based Practice
 - a. Goal: Demonstrate the ability to use the system resources to provide optimal care
 - b. Objectives:
 - i. Access the clinical information system in use at the site of health care delivery (1.7)
 - ii. Coordinate care plan, involve social workers when needed to reduce risks and costs for the patients (6.1,6.2,6.3,6.4)
 - iii. Demonstrates the ability to organize and prioritize information for handover communication (1.4,1.7,4.4,7.3)
 - iv. Demonstrate the ability to work effectively with physician and non-physician members of the health care team including nursing staff, physician assistants and nurse practitioners, social workers, therapists, pharmacists, nutrition support staff and discharge planners (4.2, 4.3,4.4,5.6,5.7,7.2,7.4)
 - c. Assessment:
 - i. Appropriate documentation in the EMR
 - ii. Appropriate documentation and updating of sign out documentation

- iii. Appropriate coordination of care/recommendation with other members of the medical team including medical staff, other specialties, and primary team
 - iv. Clinical performance as evaluated by supervising residents and faculty
- 7. Interprofessional Collaboration
 - a. Goal: Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care
 - b. Objectives:
 - i. Recognize one's own role as well as the roles of other health care professionals (7.1,7.2)
 - ii. Engage effectively as a team member during daily rounds and be able to manage conflicts appropriately (7.3,7.4)
 - c. Assessment:
 - i. Appropriate documentation in the EMR
 - ii. Appropriate documentation and updating of sign out documentation
 - iii. Appropriate coordination of care/recommendation with other members of the medical team including medical staff, other specialties, and primary team
 - iv. Clinical performance as evaluated by supervising residents and faculty
- 8. Personal and Professional Development
 - a. Goal: Demonstrate the qualities required to sustain lifelong personal and professional growth
 - b. Objectives:
 - i. Identify one's limitations and seek self-improvement through the problem identification and critical appraisal of information (8.1)
 - ii. React appropriately to stressful and difficult situations (8.2,8.3,8.4)
 - iii. Demonstrate improvement following mid-rotation feedback (8.5)
 - c. Assessment:
 - i. Mid elective feedback session from senior resident and/or attending
 - ii. Final evaluation at the end of the elective
 - iii. Clinical performance as evaluated by supervising residents and faculty

Assignment Responsibilities for the Psychiatry Sub-Internship Rotation

- 1. Practice EDO
 - a. Write up a practice EDO on a patient they are seeing
 - b. For legal reasons, these mock up EDOs will not be submitted officially

2. M&M Discussion
 - a. Create an M&M presentation about a case following the template guide provided
 - i. <https://www.rcseng.ac.uk/-/media/Files/RCS/Standards-and-research/GSP/Appendix-3--Case-presentation.pptx>
 - i. Present to the psychiatric residents regarding the case
3. Observed Psychiatric Evaluation done by senior resident or attending
4. Mid-Internship feedback halfway through the rotation and Psych Sub Internship evaluation at the end of rotation
5. Sub-Interns will be in charge of updating the sign-out list for their patients

Op-Log Requirements

Students are expected to document a minimum of 10 cases during the rotation where the minimum level of participation must be “performed”. “Must see” cases include: primary psychotic disorder, mood disorder, substance use disorder, capacity evaluation, delirium.

Evaluations

Mid-Rotation assessment: Students will be given a mid-rotation evaluation sheet to be filled by the direct supervising faculty and turned back to the course coordinator at the midpoint of the rotation, 2 weeks from the first day; this evaluation will help the student to identify strength and weakness, for further improvement towards the end of the rotation.

Final assessment evaluation will be sent via Elentra to direct supervising faculty and senior residents.

Grading System

Grading System: Honors/Pass/Fail.

The student will be evaluated on the core competencies and Educational Program

Goals and Objectives:

1. Medical Knowledge
2. Patient Care
3. Professionalism
4. Interpersonal Communication
5. Practice-Based Learning
6. System-Based Learning
7. Interprofessional Collaboration
8. Personal and Professional Development

An incomplete grade will be assigned to any student who has not completed required assignments, or who has not fulfilled all clinical experience obligations, pending completion of the required work. Assignments turned in late will be considered a professionalism issue and will be marked as a “needs improvement” under Professionalism.

General Schedule: Monday through Friday 7:30AM – 5:00PM

Sample Sub-I Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
7:30AM–pre-round on patients 9AM-table rounds 10AM-bedside rounds 12PM-lectures 1PM-table rounds 5PM-end of consults	7:30AM–pre-round on patients 9AM-table rounds 10AM-bedside rounds 12PM-lectures 1PM-table rounds 5PM-end of consults	7:30AM–pre-round on patients 9AM-table rounds 10AM-bedside rounds 1-5PM psych residents in didactics. CL service will continue with rotators, MS4s, and attendings 5PM-end of consults	7:30AM–pre-round on patients 9AM-table rounds 10AM-bedside rounds 12PM-lectures 1PM-table rounds 5PM-end of consults	7:30AM–pre-round on patients 9AM-table rounds 10AM-bedside rounds 12PM-lectures 1PM-table rounds 5PM-end of consults

Duty Hours:

Please see the Duty Hours section of the Common Clerkship Policies.

Absence Policy (Please see the Common Clerkship Policies)

During your Sub-Internship (fourth year), a student is expected to attend all clinical and didactics. If a student will be absent for any activity, they must obtain approval from the Sub-Internship Director. If the Sub-Internship Director determines that a student’s absence(s) compromises the student’s ability to attain the necessary competencies, they may require the student to make up days or complete alternate assignments. If a student is going to be absent, they are required to notify: 1) the Sub-I Coordinator, Sub-I Director, Senior Resident and CL Attending BEFORE their shift begins. Acceptable forms of notification are: email (preferred) and/or phone call. In the event of an emergency that results in an absence from Sub-Intern duties, the student must notify the Clerkship Coordinator AND the Office of Student Affairs as noted above as soon as possible.

Preparation for Teaching

Attending faculty and residents will be oriented to the experience by the Psychiatry Sub Internship Clerkship Director or their designee. Syllabus and forms that they will use to assess student performance will be made available.

Residents will be required, as part of their training and orientation, to function as teachers. All residents are required to participate in a “Residents as Teachers” program that is administered by the Office of Graduate Medical Education. In addition, each resident will be provided access to the Medical Student syllabus with particular emphasis on goals, objectives, and assessment methods and criteria.

Suggested Readings

1. <https://www.clpsychiatry.org/training-career/resident-information/c-i-how-to-guides-for-psychiatry-residents/>
2. UpToDate
3. <https://psychopharmacopeia.com/>