

Please circle the response which best represents your opinion of the following statements:

	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
21. Course and clerkship objectives are generally bureaucratic exercises with minimal practical educational value	SA	A	D	SD
22. Preparing objectives has educational value for those doing it	SA	A	D	SD
23. Using objectives helps to maintain consistency within clerkship sites	SA	A	D	SD
24. Clerkship objectives assist me in communicating the educational goals of the clerkship with my chair, other faculty and residents.	SA	A	D	SD
25. Most students pay little attention to course or clerkship objectives.	SA	A	D	SD
26. Having lists of objectives for my courses or clerkships makes me anxious.	SA	A	D	SD
27. National clerkship objectives are troublesome in that they ignore the particular circumstances at my school.	SA	A	D	SD
28. Clerkship objectives are valuable because they specify the department's areas of expertise and authority.	SA	A	D	SD
29. Optional: please list up to ten content and skill areas you believe are most essential for students to learn in the psychiatry clerkship				

Additional comments and suggestions:

Thank you for your help.

### ADMSEP CLERKSHIP OBJECTIVES SURVEY

We are undertaking a revision of the ADMSEP Clerkship Objectives. We don't know the extent, or in what ways, the objectives are currently used. To help us serve you better, please take a few minutes to complete the following survey. Replies are anonymous. Please do not provide **any** identifying data. Please return this survey in the envelope provided. If you are not currently a medical student educator, please give this survey to your Director of Medical Student Education. Thank you!

- For how many years have you been an ADMSEP member? \_\_\_ years  
I am not currently an ADMSEP member \_\_\_
- What is your current position (check all that apply)?  
Director of Medical Student Education \_\_\_  
Clerkship Director \_\_\_  
Other (specify) \_\_\_\_\_
- How many geographic sites does your clerkship use? \_\_\_\_\_
- To what extent do you control the curriculum (objectives, assigned readings, seminar topics, exams) at your clerkship sites?  
\_\_\_minimally \_\_\_moderately \_\_\_extensively
- Do all sites use the same objectives? \_\_\_yes \_\_\_no
- Are you aware of the ADMSEP psychiatry clerkship objectives? \_\_\_yes \_\_\_no
- Have you ever read the ADMSEP psychiatry clerkship objectives? \_\_\_yes \_\_\_no
- If the answer to #7 is yes**, please check all formats in which you have read the objectives:  
\_\_\_ Drafts mailed to ADMSEP members in 1994-5.  
\_\_\_ Appendix to Brodkey AC, Van Zant K, Sierles FS. Educational Objectives for a Junior Psychiatry Clerkship. Academic Psychiatry 1997; 21:179-204.  
\_\_\_ Handbook of Psychiatric Education and Career Development, Chapter 13, edited by Kay J, Silberman EK, Pessar LF, American Psychiatric Press, 2000.  
\_\_\_ ADMSEP website ([www.admsep.org](http://www.admsep.org))
- Do you currently use the ADMSEP psychiatry clerkship objectives?  
\_\_\_yes \_\_\_no
- If you DO NOT currently use the ADMSEP objectives**, please check the reason(s) why not? (check **ALL** that apply):  
\_\_\_unaware of them \_\_\_have developed own objectives  
\_\_\_too lengthy \_\_\_not enough resources (time, money) to implement them  
\_\_\_not user friendly \_\_\_problem with faculty acceptance  
\_\_\_out of date \_\_\_other (please specify):

If you **DO NOT** use the ADMSEP objectives, please skip to questions #20-28.  
 If you **DO** use the ADMSEP objectives, please answer all of the following questions:

11. To what extent do you currently use the ADMSEP objectives?  
 minimally  moderately  extensively

12. Please state how you use them (check **ALL** that apply; explanatory comments are welcome):

- |  |  |
|--|--|
| <input type="checkbox"/> curriculum design   | <input type="checkbox"/> used in department education committees                         |
| <input type="checkbox"/> lecture/seminar design  | <input type="checkbox"/> maintaining consistency between clerkship sites                 |
| <input type="checkbox"/> student self-study<br>(e.g., to clarify expectations, guide studying) | <input type="checkbox"/> evaluation of students<br>(clinical skills, examination design) |
| <input type="checkbox"/> assigned to students<br>(logs, screens, etc.)                         | <input type="checkbox"/> others (please specify):<br>_____                               |
| <input type="checkbox"/> distributed to residents or faculty<br>for their information and use  | _____  |
| <input type="checkbox"/> evaluation of clerkship sites   | _____  |

EXPLANATORY COMMENTS:

13. Do you modify the objectives in any way?  yes  no  
 If yes, please describe:

Would you be willing to provide our committee with a copy of the modified document(s) you give to students or faculty?  
 yes  no

If yes, please mail to Dr. Brodkey under separate cover, email it to her at [brodkeya@fast.net](mailto:brodkeya@fast.net), or give it to her at the ADMSEP annual meeting in June.

14. Which sections of the objectives do you currently use (please check)?

- |  |   |
|--|---|
| <input type="checkbox"/> Psychiatric History, Physical, and the<br>Mental Status Examination | <input type="checkbox"/> Somatoform and Factitious Disorders              |
| <input type="checkbox"/> Diagnosis, Classification, and Treatment Planning                   | <input type="checkbox"/> Dissociative and Amnestic Disorders              |
| <input type="checkbox"/> Interviewing Skills   | <input type="checkbox"/> Eating Disorders                                 |
| <input type="checkbox"/> Diagnostic Testing  | <input type="checkbox"/> Sexual Dysfunctions and Paraphilias              |
| <input type="checkbox"/> Psychiatric Emergencies   | <input type="checkbox"/> Sleep Disorders                                  |
| <input type="checkbox"/> Delirium, Dementia, Amnestic, and Other<br>Cognitive Disorders      | <input type="checkbox"/> Personality Disorders                            |
| <input type="checkbox"/> Substance-Related Disorders   | <input type="checkbox"/> Child and Adolescent Psychiatry                  |
| <input type="checkbox"/> Schizophrenia and Other Psychotic Disorders                         | <input type="checkbox"/> Geriatric Psychiatry                             |
| <input type="checkbox"/> Mood Disorders  | <input type="checkbox"/> Community and Forensic Psychiatry                |
| <input type="checkbox"/> Anxiety Disorders   | <input type="checkbox"/> Psychopharmacology                               |
|  | <input type="checkbox"/> Collaboration                                    |
|  | <input type="checkbox"/> Attitudes, Perspectives and Personal Development |
|  | <input type="checkbox"/> Sample Psychiatric Screens                       |

15. If there are particular objectives you use/find helpful, please list them (or the section and number) below:

16. How useful do you find the objectives?  
 not at all useful  somewhat useful  moderately useful  very useful

17. What are the **most** useful aspects of the current objectives?

18. What are the **least** useful aspects?

19. Have you reviewed the ADMSEP Clerkship Objectives with your (check all that apply)  
 Department chair?  
 School's curriculum committee?  
 Psychiatry department faculty?  
 Department education committee?

**Whether or not you currently use the ADMSEP objectives, please answer questions 20-29.**

20. Please give us your ideas about how to make the objectives more useful to you.

- |  |  |
|--|--|
| <input type="checkbox"/> Decrease the total number of objectives.                                | <input type="checkbox"/> Add glossary.                     |
| <input type="checkbox"/> Make the objectives more specific.                                      | <input type="checkbox"/> Add prerequisites.                |
| <input type="checkbox"/> Make the objectives less specific.                                      | <input type="checkbox"/> Add references.                   |
| <input type="checkbox"/> Prioritize objectives<br>(e.g., essential skills vs. desirable skills). | <input type="checkbox"/> Add resource manual.              |
| <input type="checkbox"/> Add more clinical competencies and skills.                              | <input type="checkbox"/> Add sample examination questions. |
| <input type="checkbox"/> Add clinical cases.   | <input type="checkbox"/> Other (specify):                  |