

## Courses and Seminars

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### **SUMMER COURSE LECTURE SERIES**

Course Director: Sally Boeve, MD

Tuesdays, July and August, 1:00-5:00PM

Required for first-year fellows, Optional for second-year fellows

#### **Description and Goals:**

This intensive lecture series is given annually during the first two months of the academic year and is required for all fellows. The course is designed to provide or review the basic knowledge and skills necessary to evaluate and treat children, adolescents and their families at the beginning of their training, as well as education on residents as teachers, medical ethics, etc. Second year fellows assist with teaching and facilitating the first year's instructions. Through participation in the Summer Course through teaching and facilitation, they have to opportunity to synthesize and expand their knowledge and deepen their understanding of core topics including statistics, emergencies, consent, confidentiality, safety, quality improvement, cultural competency and formulation. Second year fellows help teach basic concepts in the specific areas of Orientation to DSM-V and the Crash Course in Psychopharmacology in CAP and community resources. Second years also help to facilitate live interview demonstrations.

During this seminar, fellows will be required to complete a web-based learning course in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), found at <http://tfcbt.musc.edu/>. This webinar includes 10-12 hours of training in TF-CBT for children and adolescents.

### **CHILD AND ADOLESCENT PSYCHIATRY CORE DIDACTICS**

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**Tuesdays 2:00pm – 5:00 pm, September through June**

Course Directors: CAP Faculty

Didactics for the CAP fellowship are organized across the two years of training. The major DSM-V categories are separated into blocks and include seminars in psychopathology, psychopharmacology, evidence-based treatment strategies and psychotherapeutic treatment strategies. Additional didactics are integrated into each block and include relevant topics in neuroscience, growth and development, social and community psychiatry, systems based practice, systems of care, psychiatric subspecialties, medical subspecialties and special topics related to CAP.

### **SCHEDULE "A"**

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### **FALL, September - December**

- Neuroscience/Growth and Development
  - Physical/Sexual development
  - Gene/Environment effects on brain development
  - Limbic/Cognitive development
  - Development of Mood
- Psychopathology, Psychopharmacology, Evidence-Based Treatment, Psychotherapeutics
  - Depressive Disorders
  - Bipolar Spectrum Disorders
  - Psychotic Disorders
  - Personality Disorders – Clusters A/B

### **SPRING, January - June**

- Neuroscience/Growth and Development
  - Anthology, Ethology, Spirituality, Culture
- Psychopathology
  - Non-OCD Anxiety Disorders
  - Trauma/PTSD/Dissociative Disorders
  - OCD/Impulse Control Disorders
  - Eating Disorders
- Medical Subspecialties
  - Adolescent Medicine
  - Endocrinology
- Psychiatric Subspecialties
  - Electroconvulsive Therapy in adolescents
  - Forensics
- Special Topics
  - Women Mental Health
  - Infant Sleep
  - Evaluation for DCS of children/adolescents
  - Psychosexual Evaluation of children/adolescents
- Individual Psychodynamic Psychotherapy/ Play Therapy

### **SCHEDULE “B”**

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#### **FALL, September – December**

- Neuroscience/Growth and Development
  - Functional Anatomy (Building Brains)
  - Brain Development and Developmental Brain Disorders
  - Developmental Neurogenetics and Neurotoxicity
  - Development of Temperament and Personality



- Development of Morality
- Social Development
- Attachment and Family Development
- Development of Self/Gender
- Psychopathology
  - Autism Spectrum Disorders
  - Disorders of Attachment
  - Gender Dysphoria

### **SPRING, January - June**

- Neuroscience/Growth and Development
  - Development of Language
  - Development of Cognition, Memory, Attention
- Psychopathology
  - Intellectual Disabilities/Learning Disorders/Communication Disorders
  - Attention Deficit/Hyperactivity Disorder
  - Disruptive Disorders
  - Substance Use Disorders
  - Motor Disorders
- Medical Subspecialties
  - Genetic/Metabolic Disorders
  - Developmental Behavioral Disorders
  - Neurology
- Delivery Systems of Care
  - Juvenile Justice
  - Private Practice
  - Crisis/Wrap-around/In-home Services
  - Inpatient
  - Residential Treatment Setting
  - Partial Day Treatment Programs
- Psychiatric Subspecialties
  - Addiction Psychiatry
  - Pain Management in Children and Adolescents
- Systems-Based Practice
  - Preventive Medicine in CAP
  - Cost Effective Healthcare and resource allocation in CAP
  - UR/QA/Performance Improvement in CAP
- Social and Community Psychiatry
  - Custody/Divorce
  - Recognition/Management of Domestic/Community Violence
  - Community Psychiatry in CAP
- Special Topics

- Career Development

### **NEUROSCIENCE AND GROWTH AND DEVELOPMENT SEMINARS** **FALL/SPRING throughout Year 1 and Year 2**

This seminar is designed to present a comprehensive lecture series on neuroscience and growth and development in children and adolescents and is integrated across both years of the curriculum. Fellows will gain a greater understanding of the important issues related to human growth and development, including normal biological, cognitive and psychosexual development and relevant sociocultural factors. Child development, developmental theories, behavioral science and topics in social psychiatry are included. The seminar will emphasize any relevant differences of factors associated with growth and development during different age groups.

#### **Goals and Objectives:**

- To promote a comprehensive understanding of children at different ages including physical, cognitive, emotional and behavioral differences
- To learn the major conceptual approaches of child development
- To gain an understanding of the effects of adverse environmental factors on the development of children
- To learn the developmental course of brain maturation and be able to link anatomical and behavioral differences when able
- To address etiological influences on the development of symptoms
- To understand the influences of the sociocultural context in child development
- To learn about the role of emotions in development, including emotional self-regulation, temperament, and development of attachment within an ecological system.

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### **PSYCHOPATHOLOGY SEMINARS** **FALL/SPRING throughout Year 1 and Year 2**

Using clinical vignettes and case presentations of major diagnostic categories in CAP psychopathology, this seminar is taught in conjunction with the psychopharmacology, evidence-based treatment strategies and psychotherapeutic treatment seminars to provide education on the full spectrum of psychopathology in children and adolescents, including epidemiology, differential diagnosis, assessment and diagnosis.

#### **Goals and Objectives:**

- Residents will become familiar with the epidemiology, etiology, signs and symptoms, comorbidities, assessment, and diagnosis of each major diagnostic category of child and adolescent psychiatric disorders.



## **PSYCHOPHARMACOLOGY SEMINARS FALL/SPRING throughout Year 1 and Year 2**

This lecture series is taught in conjunction with the psychopathology, evidence-based treatment strategies and psychotherapeutic treatment seminars and will focus on the major classes of pharmacotherapy and the special considerations for the use of psychotropic medication in children and adolescents. Antidepressants, antipsychotics, anxiolytics, mood stabilizers, stimulants and other medications relevant to child and adolescent psychiatry will be discussed and will include the pharmacological mechanism of actions, medication side effects, drug interactions and toxicities for each of these classes of medication, and the basic principles involved in prescribing medications to children and adolescents. An introduction to psychopharmacology is included in the Summer Course and covers topics such as pharmacokinetics, pharmacodynamics and developmental factors implicated in drug metabolism in children and adolescents. Electroconvulsive therapy in adolescents and complementary and alternative treatments are included in separate lectures in the curriculum.

### **Goals and Objectives:**

- Fellows will become familiar with various classes of medications to treat psychiatric conditions in children and adolescents
- Fellows will become familiar with indications, mechanisms of action, side-effects, drug interactions and potential toxicities and the monitoring of medications in various age groups
- Fellows will understand and appreciate basic principles in prescribing medications to children and adolescents
- Fellows will recognize the importance of various biological, psychological, family and sociocultural factors that impact adherence and consent/assent to pharmacological interventions
- Fellows will understand differences in clinical responses to medications in children and adolescents compared to adults

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## **EVIDENCE-BASED TREATMENT STRATEGIES SEMINARS FALL/SPRING throughout Year 1 and Year 2**

This lecture series is taught in conjunction with the psychopathology, psychopharmacology and psychotherapeutic treatment seminars to develop and discuss an evidence-based treatment strategy for the major classes of CAP psychiatric disorders as part of a multimodal treatment plan. During this series, fellows will understand the course, management, monitoring and prognosis of each of these psychiatric disorders.

**Goals and Objectives:**

- Fellows will be able to develop and integrate a psychopharmacological treatment plan as part of a comprehensive treatment plan for major CAP disorders
  - Fellows will be able to recognize and develop multimodal treatment plans including evidence-based pharmacotherapy and psychotherapies that are integrated with educational, family, social or cultural interventions for CAP disorders
  - Fellows will understand the use and evidence of combination pharmacotherapy and psychotherapy in the treatment of CAP disorders
  - Fellows will understand how to monitor the progress of a treatment plan of various disorders
  - Fellows will be able to integrate new information and changes in clinical presentations of various disorders
  - Fellows will understand how to integrate new information and changes in clinical presentations of various disorders into an updated differential diagnosis and revise a treatment plan in response to new patient information
  - Fellows will understand the importance of monitoring the development of a child/adolescent and to appropriately integrate this understanding into a revised treatment plan
  - Fellows will understand how to use appropriate diagnostic studies for various CAP disorders including a mental status exam, psychological and educational testing, medical/laboratory testing, imaging and clinical rating scales to develop an appropriate multimodal treatment plan
  - Fellows will develop an understanding of the prognosis of various CAP disorders that begin during childhood or adolescence
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**PSYCHOTHERAPEUTIC TREATMENT SEMINARS  
FALL/SPRING throughout Year 1 and Year 2**

This lecture series is taught in conjunction with the psychopathology, psychopharmacology and evidence-based treatment seminars to provide residents with a conceptual understanding of the major modalities of non-pharmacological treatment interventions for children and adolescents including behavioral, cognitive behavioral, trauma-focused CBT, brief and interpersonal psychotherapy, parent management training, parent-child interaction therapy, psychoeducation, social skills training, cognitive remediation, habit-reversal and multisystemic therapy.

(Lectures specific to individual and psychodynamic psychotherapy/play therapy are discussed separately during the Psychodynamic Psychotherapy/Play Therapy Seminar. Additionally, lectures devoted to group and family therapy are discussed during the Group/Family Psychotherapy Seminar.

**Goals and Objectives:**

- Residents will be familiar with the theory and practice of various psychotherapeutic modalities used in the evidence-based treatment of CAP psychiatric disorders.

**SPECIAL TOPICS SEMINARS****FALL/SPRING throughout Year 1 and Year 2**

This seminar series covers topics of special interest to child and adolescent psychiatrists including social and community psychiatry, systems of care, psychiatric subspecialties and medical subspecialties related to CAP. Specific delivery systems of care will be discussed, including inpatient settings, residential treatment centers, day treatment/partial hospitalization/therapeutic nurseries, wraparound/outreach services, community-based interventions, crisis interventions and private practice. Administrative and financial issues related to the practice of CAP and the principles of quality improvement and assurance will also be discussed.

**Goals and Objectives:**

- Fellows will become familiar with other CAP psychiatric subspecialties such as addiction psychiatry, forensic psychiatry and pain medicine.
- Fellows will become familiar with issues related to abuse/neglect and will gain knowledge in the assessment and treatment of neglect, physical abuse and sexual abuse in children and adolescents
- Fellows will learn about the implications of exposure to domestic and community violence for children and adolescents and learn about prevention and management techniques
- Fellows will become familiar with various treatment settings and the indications for these settings for treatment of various disorders and age groups.
- Fellows will gain knowledge of important issues related to parental loss, divorce, foster care placement and adoption
- Fellows will learn about essentials of administration, finance, career development and team work in child and adolescent mental health settings
- Fellows will become familiar with the principles of quality improvement in clinical practice.

## **PSYCHODYNAMIC PSYCHOTHERAPY/PLAY THERAPY SEMINAR SPRING (every other year)**

Course Director, Sally Boeve, MD and Emmanuel Wolff MD  
Tuesdays 2:00-5:00 PM, March – April

The seminar is designed to provide practical experience and formal didactics in psychodynamic psychotherapy strategies and/or play therapy with children and adolescents. The seminar consists of a series of lectures covering relevant issues specific to psychodynamic psychotherapy with children and adolescents in addition to the presentation of recorded individual sessions of psychotherapy.

Throughout the seminar, fellows will present recorded sessions of individual or play therapy. Recorded sessions will be discussed under the guidance of a child and adolescent psychiatry faculty member with expertise in psychodynamic and/or play therapy. An assigned textbook, as well as supplemental readings, will be discussed throughout the course of the seminar.

### **Goals and Objectives:**

- Fellows will increase their proficiency and understanding of psychodynamic psychotherapy, specifically when working with children and adolescents.
- Fellows will improve their recognition of key psychodynamic issues, even during the course of brief appointments or when limited to medication management visits.
- Fellows will further develop skills and strategies to address psychodynamic issues during the course of structured psychotherapy or in the context of brief appointments.
- Fellows will increase their general comfort level working with children and adolescents in the context of play therapy.

### **Textbook:**

Play therapy basics and beyond. Kittman, Terry. Second Edition, 2011.

### **Additional Readings:**

1. Abbass AA et al. Psychodynamic Psychotherapy for Children and Adolescent: A Meta-Analysis of Short- Term Psychodynamic Models. *JAACAP* 2013; 52(8):863-875.
2. Dilallo J, Weiss G. Motivational interviewing and adolescent psychopharmacology. *JAACAP* 2009; 48(2):108-113.
3. Fraiberg S, Adelson E, Shapiro V. Ghosts in the nursery: a psychoanalytic approach to the problems of impaired infant-mother relationships. *JAACAP* 1975; 14(3):387-421.
4. Lieberman AF et al. Angels in the nursery: the intergenerational transmission of benevolent parental influences. *Inf Men Health J*, 2005; 26(6):504-520.
5. Rossouw TI, Fonagy P. Mentalization based treatment for self-harm in adolescents: a randomized controlled trial. *JAACAP* 2012; 51(12):1304-1313e3.
6. Rossouw TI. Mentalization based treatment: can it be translated into clinical settings and teams? *JAACAP* 2012; 52(3):220-222.



7. Schecter DS, Willheim E. When parenting becomes unthinkable: intervening with traumatized parents and their toddlers. *JAACAP* 2009; 48(3):249-253.
8. Terr LC, Deeney JM, Drell M, et al. Playful “moments” in psychotherapy. *JAACAP* 2006;45(5):604-613.

### **CASE-BASED INSTRUCTION (CBI)**

#### **FALL/SPRING throughout Year 1 and Year 2**

Course Director: Kathy W Smith, MD

Tuesday, 4-5 hours (1-2 online and 3 in-person), 2 sessions/year

This instructional activity is taught throughout the two years of training as an active learning exercise. During this activity, fellows will participate in both on-line and in-person instructional activities designed to improve medical knowledge and patient care in CAP disorders, improve critical thinking and reflective skills and facilitate a habit of life-long learning. Fellows are provided a brief clinical vignette and asked to create a beginning differential diagnosis and identify key biological, psychological and social factors and return to the course facilitator for review. After submissions are reviewed, the rest of the clinical case is given to the fellows. Fellows will update and prioritize their differential diagnoses and create a case formulation. This pre-work is followed by an in-person session to review the case and participate in role-playing scenarios relevant to the clinical case.

### **CAP SEMINARS:**

#### **A. Seminal Articles, Clinical Case Conference, Ethics and Journal Club**

##### **Goals and Objectives:**

- Fellows will become familiar with the process of identifying a topic of interest and searching the literature for key papers or publications regarding the topic chosen.
- Fellows will become familiar with how to critically review the scientific literature.
- Fellows will gain knowledge and skill in presenting scientific literature and to lead a group discussion of a topic
- Fellows will gain greater knowledge and understanding of an important issue in child and adolescent psychiatry

### **SEMINAL ARTICLES SEMINAR**

Course Director, Kathy W Smith, MD

First Tuesday each month, 1:00 – 2:00 PM, September – June

This conference occurs monthly and provides an opportunity for fellows to present a current or relevant seminal article in Child and Adolescent Psychiatry. Articles are assigned to fellows at the beginning of the year. Each fellow will review the assigned paper(s), summarize and create

a PowerPoint presentation. Fellows will gain experience in reading and familiarizing themselves with the format of the AACAP Practice Parameters, seminal research papers and methods and be able to teach this information to their peers.

### **CLINICAL CASE CONFERENCE**

Course Director: Kathy W Smith, MD

Second Tuesday each month, 1:00 – 2:00 PM, September - June

This conference provides an opportunity for fellows to present a patient from various clinical settings for discussion as a learning opportunity for all trainees. The fellow, in discussion with the assigned CAP faculty, will choose a case to present. Cases may be chosen which highlight challenging or specific diagnostic situations, challenging patients, families or situations, or unusual or rare events. The fellow will raise a clinical question or concern, perform a literature search and present any relevant scholarly information during the presentation. Participants will participate in a discussion of the case that is educational and provides guidance to the presenting fellow.

### **ETHICS**

Course Director: Joanna Katsanis, PhD

Third Tuesday each month, 1:00 – 2:00 PM, September - June

This conference provides an opportunity for fellows to review and discuss ethical principles pertinent to child and adolescent psychiatry. Each session will have an MD/DO assigned as a co-moderator. All child faculty and trainees are to attend. Participants will discuss cases that are educational and highlight important ethical principles and scenarios encountered by child and adolescent psychiatrists.

### **JOURNAL CLUB**

Course Directors: Kathy W Smith, MD

Fourth Tuesday each month, 1:00 – 2:00 PM, September – June

This monthly seminar provides an opportunity for each resident to present an article relevant to a recent media piece of importance or interest in CAP and present the media piece and the related article to the attendees of the seminar. In discussion with the assigned faculty, the resident will review the topic, perform a literature search, and lead a discussion to the group on the topic. The article and additional key publications will be discussed.

### **B. FAMILY PSYCHOTHERAPY SEMINAR**

Course Director: Patricia Harrison-Monroe, PhD

1<sup>st</sup> and 3<sup>rd</sup> Mondays 3:00-4:30 PM, July - June

This course is designed for fellows throughout both years of CAP training to provide an

educational and practical experience in family psychotherapy with children and adolescents. Through structured didactics and the supervision of family therapy cases, CAP residents will develop skills and strengthen their knowledge to apply the principles family psychotherapy. Under the direct supervision of faculty, fellows will participate in family therapy with families referred to the Child and Adolescent Psychiatry Outpatient Physician Offices.

This seminar includes an additional focus of strengthening and developing the principles of cultural competency and how to apply these principles to different populations of children and adolescents and their families.

### **Family Psychotherapy Seminar Goals and Objectives:**

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- Fellows will learn the principles of family psychotherapy and how to apply these principles with children and adolescents
- Fellows will develop and understand the process of child and adolescent family psychotherapy and how it differs from family psychotherapy with adults or other populations
- Fellows will understand the principles of cultural competency and how to apply these principles in different populations of children and adolescents and their families
- Fellows will further expand their knowledge and practice of cultural competency and how to apply these principles in group psychotherapeutic settings of children and adolescents

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### **C. BEHAVIOR MANAGEMENT SEMINAR**

Course Director: Andrew Gardner, PhD, BCBA-D  
2nd and 4th Mondays 3:00-4:30 PM, July - June

This course is designed for fellows throughout both years of CAP training to provide an educational and practical experience in behavior management with children, adolescents and families. Through structured didactics and the supervision of behavior management cases, CAP residents will develop skills and strengthen their knowledge to apply the principles of group and family behavior management with children with a variety of psychiatric diagnoses. Under the direct supervision of faculty, fellows will participate in behavior assessment and management techniques along with parent management training with families referred to the Child and Adolescent Psychiatry Outpatient Physician Offices.

### **Behavior Management Seminar Goals and Objectives:**

- Fellows will learn principles of behavior assessment, management, and direct treatment strategies applied to the family system and directly with children and adolescents.
- Fellows will develop and understand the process of child and adolescent behavior management and how to generalize skills across patient populations and particular

nuances needed for special populations.

- Fellows will learn the process of a functional behavior assessment and how to develop a positive behavior support plan for home and other settings.

#### **D. CBT and DBT Seminars**

Year 1: Beginning CBT

Course Director: Joanna Katsanis, PhD

Thursdays 1-4pm

This course builds on the trauma-focused CBT (TF-CBT) modules taken Summer of year 1. It provides didactics for ongoing learning of CBT principals and supervision for ongoing CBT cases. It is designed to provide graduated skills for delivering cognitive behavioral therapy. There are approximately 10 hours of didactic learning woven into the supervision time where cases are discussed

Year 2: Advanced CBT

Course Director: Chad McWhinnie, PhD

Mondays 1-2pm

This course builds on Year 1 CBT modules, didactics and supervision. It provides ongoing didactics in CBT and introduction to Dialectical Behavior Therapy (DBT). Fellows learn CBT and DBT principles and skills to implement into their ongoing therapy cases through their outpatient work in the Whole Child Clinic. Approximately 10 years of didactics are woven throughout the year long course.

#### **CBT and DBT Seminars Goals and Objectives:**

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- Fellows will learn the principles cognitive behavioral therapy and dialectical behavior therapy and how to apply these principles with children and adolescents

#### **E. PSYCHIATRY GRAND ROUNDS**

Wednesdays 12:00-1:00 PM, September - May

Psychiatry Grand Rounds provide mental health professionals with updates on a variety of psychiatric topics with the goals of increasing knowledge, competence, and patient care. The University of Arizona College of Medicine - Tucson is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians. Sponsored by The University of Arizona College of Medicine - Tucson, which designates this live activity for a maximum of 1.0 AMA PRA Category 1 Credit(s)™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Chairman's Psychiatric Grand Rounds are held at least monthly and are reserved for psychiatric resident/trainee presentations and resident/trainee educational purposes. These presentations are not eligible for CME credit.

Quality Improvement & Patient Safety (QIPS) fka Mortality & Morbidity (M&M) conferences are held throughout the academic year and are for Department of Psychiatry members ONLY and will NOT be videotaped for future viewing.

Fellows are required to present on a topic of interest, or on their scholarly activity, at this conference during their second year of training.

<https://psychiatry.arizona.edu/about-us/grand-rounds/previous-grand-rounds>