

**Yale University
Department of Psychiatry**

**Elective Courses
2016-2017**



Attached are the Electives for the 2016-2017 Academic Year. Our faculty have once again put together a really terrific group of educational offerings.

To register for an Elective please do the following:

1. Discuss the Elective with your Site Supervisor to ensure that the Elective fits into your educational goals and does not interfere with your activities at the site.
2. Discuss your participation with the Elective Director.
3. If you do decide to participate in the Elective, please send an e-mail to aimee.patel@yale.edu to let us know which Elective you would like to take.
4. At the end of the elective we ask that you complete an evaluation which will be sent out through our electronic evaluation system. Your feedback is very much appreciated.

2016-2017 PSYCHIATRY ELECTIVES

TITLE

CONTACT

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| Advocacy Elective | Kiki Kennedy, M.D. |
| Alzheimer's Disease and Related Cognitive Disorders | Christopher van Dyck, MD, Amy Arnsten, PhD |
| Borderline Personality Organization: Disorders of the Self The Spectrum of Borderline and Narcissistic Conditions | Robert Stern, M.D., PhD |
| Clinical Neuropsychology Seminar | John Beauvais, PhD |
| Cognitive Behavioral Therapy | David Tolin, PhD |
| Comparative Case Studies: Discrepancies between What Patients say and What Therapists Hear) | Ira Moses, M.D. |
| Consequences of Childhood Attachment Trauma/ Impact on the Development of Self Regulation | Ellen Nasper, PhD |
| Correctional Psychiatry | Henry Crabbe, MD |
| Dealing with Complexity in Clinical Work And Clinical Administration | Kenneth Marcus, MD |
| Dialectical Behavior Therapy: Seminar and Clinical Rotation | Seth Axelrod, PhD |
| Electroconvulsive Therapy | Carl Edelen, MD |
| Evidence-Based Practices and Psychiatric Rehabilitation for People with Severe Mental Illness | Sandra Resnick, PhD and Marcia Hunt, PhD |
| Fairy tales and psychiatry: perspectives on the significance of metaphor, story-telling, and imagination in childhood development. | Zheala Qayyum, M.D. |
| Forensic Statement Analysis: Research on the Science of Distinguishing Genuine from Deceptive Accounts By Witnesses | Charles A. Morgan, III, MD, MA |
| Global Mental Health | Carla Marienfield, M.D. |

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| Imaging Drugs in the Brain | Evan Morris, PhD. Kelly Cosgrove, PhD and |
| Integrative Medicine | David London, MD |
| Individual Therapy for Substance Abuse Disorders | Matthew Steinfeld, PhD |
| Introduction to Psychoanalytic Theory | Lorraine Siggins, MD, Lawrence Levenson, MD and Stanley Possick, MD |
| Introduction to Clinical Hypnosis | Mel Roy, MD |
| Law and Psychiatry | Howard Zonana, MD |
| Leadership in Public Mental Health | Allison Ponce, PhD/Anne Klee, PhD |
| Neuroimaging in Neuropsychiatry | Irina Esterlis, PhD and David Glahn, PhD |
| New Understandings of ADHD and Comorbidities | Thomas E. Brown, PhD |
| Non-pharmacologic aspects of psychopharmacology | Robert Ostroff, MD |
| Practicum in Electric Convulsive Therapy | Robert Ostroff, MD |
| Psychiatric Pharmacogenetics | Albert Arias, MD |
| Psychoanalysis and Cinema | Allison Brownlow, PhD |
| Psychotherapy Research Seminar | Mark Beitel, PhD |
| Religion, Spirituality, & Worldview in Psychiatry | Michael Norko, MD |
| Science Reading Group | Michael Stitelman, MD |
| Seminar on the Integration of Psychoanalytic & | Lisa Cross, PhD |
| Sexuality and Its Relationship to Psychotherapy And Pharmacotherapy | Daniel Bendor, MD |
| Subversive Freud | Daniel Mendor, M.D. |
| Telemental Health Elective | Linda Godleski, M.D. |
| Transplant Psychiatry | Paula Zimbrea, MD |
| Treating Paraphilias | Leslie Lothstein, MD |
| Treatment Planning for Psychotherapists | Richard B. Makover, MD |
| VA Primary Care Psychiatry | Mark Nespoli, MD |
| Video and Psychotherapy | Daniel Bendor, MD |
| Working with Adult Trauma Survivors: What Every Mental Health Practitioner Should Know | Joan Cook, MD |

2016-2017 PSYCHIATRY ELECTIVES: Alzheimer's Disease and Related Cognitive Disorders

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| Elective Director: | Dr. Chris van Dyck 203-764-8100 christopher.vandyck@yale.edu |
| Instructors: | Christopher van Dyck, MD, Amy Arnsten, PhD, Pradeep Varma, MD, Alexander Vortmeyer, MD PhD, Haakon Nygaard, MD |
| Dates: | September through June, one to two times per month |
| Day and Time: | Friday 1:00 – 2:30 PM |
| Place/Site: | Alzheimer's Disease Research Unit, Conference Room, One Church Street, Suite 600 (6th floor)—corner of Church and George Streets |

Maximum Number of Participants: 10

Recommended Years: This elective is regularly attended by the PGY5 Geriatric Psychiatry Fellows. It is also intended for interested PGYII-IV Psychiatry Residents, Psychology Fellows, and various other students/trainees. Faculty welcome.

[Course Description](#)

Alzheimer's disease is the leading cause of dementia and exacts a formidable emotional and financial toll on patients, caregivers, and society. This elective will review the neurobiology, clinical features, and pharmacological treatment of Alzheimer's disease. The differential diagnosis of Alzheimer's disease will also be discussed with sessions on other etiologies of dementia, including Lewy Body Dementia, Frontotemporal Dementia, and Vascular Dementia. The neuroanatomic substrates and routine clinical assessment of geriatric cognitive disorders will be introduced. Major clinical syndromes, including amnesic disorder and Alzheimer's dementia, will be illustrated via videotaped interviews. Special sessions will be included with experts in neuroradiology, neuropathology, and clinical neurological examination.

[Educational Goals and Objectives](#)

1. Understand the neuroanatomic and neurobiological substrates of Alzheimer's disease and related cognitive disorders.
2. Recognize the clinical features of Alzheimer's disease and its chief differential diagnoses, including Lewy Body Dementia, Frontotemporal Dementia, Vascular Dementia, etc.
3. Understand the approved and investigational approaches to the pharmacological treatment of Alzheimer's disease and other dementias.

2016-2017 PSYCHIATRY ELECTIVES: Advocacy Elective

Elective Director: Kiki Kennedy, M.D. -- 203.494.1920/kkennedymd@aol.com

Dates: October 2016 through May 2017

Day and Time: Varies weekly

Place/Site: Varies weekly

Maximum Number: 8

Recommended Years: PGYIII and PGY IV; fellows and faculty welcome

Course Description: Our mental health care system is in the process of undergoing enormous transformation. The decisions made in the next few years will impact the way health care is organized and delivered for the next generation. Understanding how to advocate for a better mental health care delivery system is critical to ensuring that patients have access to quality mental health services.

This elective is a hands-on experience designed to help psychiatry residents understand how the legislative process works in the Connecticut General Assembly (CGA) and how advocates can work within that system to support/oppose legislation. Residents will identify an area of interest, research the history of state and federal policies for that interest, work with key state lawmakers to develop a legislative solution, and advocate for that legislation throughout the CGA 2017 session, using methods such as public speaking, media outreach, coalition-building, and community-organizing. This elective will include opportunities to tour the CT State Capitol, meet with CT State senators and representatives, provide oral and written testimonies to CGA committee hearings, and network with other advocates and organizations.

Educational Goals and Objectives:

At the end of this elective trainees will be able to:

1. Discuss the legislative process in the CT General Assembly
2. Recognize current issues of national concern in the mental health care delivery system, including access to treatment, parity, and scope of practice issues
3. Understand how advocates can work with state legislators to improve mental health services
4. Appreciate how the psychiatrist's perspective can assist journalists and other media producers
5. Apply the principles of effective oral and written testimony at public hearings
6. Develop an approach for coalition-building with other advocates and advocacy organizations
7. Appreciate how stigma against mental illness can impact advocacy efforts

2016-2017 PSYCHIATRY ELECTIVES: Borderline Personality Organization: Disorders of the Self The Spectrum of Borderline and Narcissistic Conditions

Elective Director: Robert Stern, MD, PhD 203-562-9110
Dates: October through February
Day & Time: Monday, 8 PM (possibly earlier, TBD)
Place/Site: 59 Old Barnabas Road, Woodbridge, CT 06525

Maximum Number of Participants: 4

Recommended years: PG-III, IV, V, VI residents and postdoctoral fellows.

Course Description:

Borderline conditions affect 10-15% of people, more than schizophrenia and bipolar disorders taken together (4%). The category Borderline Personality Organization includes seven of ten personality disorders in DSM-5: paranoid, schizoid, schizotypal, antisocial, borderline, histrionic and narcissistic disorders. Failure of attachment, of intimate interpersonal relationships and identity diffusion are fundamental psychopathological features in these disorders. Inclusion of borderline personality as a disorder (BPD), first in DSM-III, 1980, signified the concomitant loss of personality organization as a concept for the diagnostic manual.

About 5-10% of patients with BPD complete suicide. Behavioral approaches, offered mostly in institutional settings, are successful in altering suicidal behavior. However, when followed for ten years patients treated behaviorally remain chronically disabled: depressed, anxious, feeling lonely/empty. Only 60% attain good psychosocial functioning and 67% have GAF scores of less than 60.

This seminar focuses on object relations and the psychodynamic treatment of these disorders. We will study the development of the self, findings in infant research and affect regulation, along with traumatic early experiences, abuse and neglect, that lead to impaired growth and development of severe personality disorders. We will discuss clinical presentations and intrapsychic structures (self and object representations, defenses and ego functions). We will consider the conceptual bases of the psychotherapeutic treatment of Masterson, Kernberg, Kohut and Fonagy (mentalization). We will end with consideration of the recently published Psychodynamic Diagnostic Manual. Participants are urged to present their own clinical experiences for discussion.

The key elements gained in this seminar are applicable to the psychotherapy of all people, whether neurotic, borderline or psychotic.

Educational Goals and Objectives:

Completing the work in this seminar will enable participants:

1. To evaluate patients' internal capacities for affect regulation, self-observation, intimacy, defensive patterns, differentiation and integration; to better observe their behavior, affects, cognition and interpersonal relations.
2. To use intrapsychic structural, as well as phenomenological, criteria for the diagnosis of personality disorders.
3. To diagnose and manage comorbid conditions and the complications severe personality features play in these patients.
4. To learn both expressive (integrating) and supportive psychotherapeutic approaches for the treatment of severe personality disorders and how to select an appropriate modality for a particular person.
5. To become knowledgeable with psychopharmacologic enhancement in the treatment of personality disorders.

Elective Director: John Beauvais, Ph.D, john.beauvais@va.gov
Primary Instructors: John Beauvais, Ph.D. and Joseph Kulas, Ph.D., ABPP
Dates: August through June
Day and Time: Tuesdays 1:00pm - 2:00pm
Place/Site: VA Connecticut – West Haven, Building #1, 9th floor, Room 177

Maximum # of participants: 5 (in addition to VA interns)

Recommended years: All psychiatry faculty and residents are welcome. (Note that this seminar is required for psychology interns/residents rotating through Clinical Neuropsychology at the VACHS campus). Also, if individuals are interested in the seminar but the above time does not work for their schedule, please email the coordinator. An alternative meeting time can be considered.

Course Description:

The seminar is a weekly series that covers a number of academic, clinical and research issues in Clinical Neuropsychology (the specialty profession that focuses on the behavioral manifestation of brain function/dysfunction). Topics will include overviews of functional neuroanatomy, cerebrovascular disease, head trauma, geriatric neuropsychology, memory disorders, executive functions, medical neuropsychology, etc. The seminar also incorporates occasional journal club, and (optional) trips to attend brain cuttings at Yale.

Educational goals and objectives:

1. Trainees will learn to appreciate the relationship between brain dysfunction and behavior in various clinical populations.
2. Trainees will understand will better understand anatomical structures involved in various neurological and psychiatric disorders.
3. Trainees will learn to appreciate the advantages and disadvantages of neuropsychological testing

A copy of the syllabus can be obtained by emailing the Elective Director.

2016-2017 PSYCHIATRY ELECTIVES: Cognitive-Behavioral Therapy

Elective Director: David F. Tolin, PhD, dtolin@harthosp.org 860-545-7685
Dates: TBA, 16 weekly class sessions, likely beginning September or October
Time: Wednesdays 3-4 pm
Place: Institute of Living, Hartford

Maximum Number of Participants: 40

Recommended years: PGY3, PGY4

Course Description:

This 16-week course will use didactic presentations, directed readings, video examples, and role-plays to teach the basic principles of cognitive-behavioral therapy (CBT). Participants will learn case conceptualization strategies, practice CBT-specific styles of therapeutic interaction, and design targeted interventions based on individualized evaluations.

Educational Goals and Objectives:

- Identify behavioral and cognitive aspects of psychopathology.
- Produce cognitive-behavioral case conceptualizations for a range of patients.
- Approach the therapeutic relationship using collaborative empiricism.
- Educate patients about the CBT model and therapy interventions.
- Set goals and plan treatment based on a CBT formulation.
- Demonstrate the ability to use guided discovery.
- Effectively set agendas and structure sessions.
- Review and assign useful homework.
- Identify and modify automatic thoughts and beliefs.
- Utilize behavioral interventions and assist with problem solving.
- Apply CBT methods in a flexible manner that meets the needs of the patient.
- Demonstrate the ability to use thought records or other structured methods of responding to dysfunctional cognitions.
- Utilize activity scheduling or behavioral activation.
- Utilize exposure and response prevention strategies.
- Utilize relaxation or stress management techniques.

Elective Director/Instructor: Ira Moses, Ph.D., ABPP iramoses@gmail.com or 203-777-5119

Dates: Sept-December

Time: Wednesday at 3:30pm

Location: 602 Whitney Ave

Maximum Number of Participants: 6

Recommended years: Open to faculty and trainees in the department-all years

Course Description:

Often what therapists assume we hear is at variance with the patient's experience and communications. This may be a function of a number of variables including the therapist's own projections or over identifications as well as an over- reaching into latent content of the patient's experience. By reviewing the details of published transcripts of a variety of therapist- patient interventions students will study: 1) the effects of the therapist's theory on their observations, 2) the degree and quality of the therapist's inferences from the data observed 3) the range of alternative interventions, and 4) the patient's immediate and deferred reactions to the therapist's interventions. Class discussion will be based on transcripts from a variety of psychodynamic and interpersonal process transcripts.

Educational Goals and Objectives:

At the end of this elective, trainees will be able to

- 1) Increase awareness of how one's theory of treatment effects our observations
- 2) Explore the levels of meanings of the patient's material
- 3) Widen the perspectives with which to hear the patient
- 4) Further expand on the domain and range of observed phenomena in the consulting room.
- 5) Appreciate similarities and differences in the variety of models of clinical interventions

2016-2017 PSYCHIATRY ELECTIVES: Consequences of Childhood Attachment Trauma Part I Impact on the Development of Self Regulation

Elective Director: Ellen Nasper, PhD, enasperphd@gmail.com
Dates: Fall/Winter, six dates to be decided (please contact Dr. Nasper by Sept. 1)
Day and Time: late afternoon, day of week to be determined
Place: Yale Psychiatric Hospital

Minimum number of Participants: 4

Recommended years: Open to psychology, psychiatry, social work and nursing trainees and other interested members of the department.

Course Description:

Over the past two decades, research has made clear the significant contribution that adverse early life experiences have to increase vulnerability to the development of mental illnesses. In particular, the prevalence of childhood trauma (physical and sexual abuse and severe neglect) as contributors to severe mental illness in adults is much more broadly recognized than was true in the fairly recent past. New conceptualizations of the impact of chronic developmental trauma have been offered, including the proposed diagnosis of Complex PTSD. The role of trauma as a specific contributor to the development of Borderline Personality Disorder and the Dissociative Spectrum Disorders has been elaborated. This literature illuminates the impact of early experience in shaping the neurobiological substrate to cognitive, emotional, and attachment development. In this seminar we will read papers on the impact of chronic trauma inflicted by caretakers on children's psychological, neurobiological, and attachment development. We will consider the consequences of trauma as it disrupts the development of self, affect, attachment, cognition, and self regulation, and how these disruptions manifest in adult psychopathology including Complex PTSD, Borderline Personality Disorder, and Dissociative Disorders. Readings will include papers by Bessel van der Kolk, Allan Shore, Karlin Lyons Ruth, Philip Bromberg, and others.

Educational Goals and Objectives:

1. Participants will be able to recognize the manifestations of behavioral and psychological dysregulation that often follow childhood attachment trauma.
2. Participants will be able to describe some of the neurobiological consequences of attachment trauma.
3. Participants will be able to describe the clinical phenomenology of dissociation.
4. Participants will be able to describe the psychological functions of dissociation for the traumatized child.

2016-2017 PSYCHIATRY ELECTIVES: Consequences of Childhood Attachment Trauma Part II Impact on the Development of Self Regulation

Course Coordinator Ellen Nasper, Ph.D., Ellen.Nasper@gmail.com

Dates: Winter/Spring six dates to be decided
(please contact Dr.Nasper prior to January 1st)

Day and Time: late afternoon, day of week to be determined

Place: Yale Psychiatric Hospital

Minimum number of Participants: 4

Recommended years: Open to psychology, psychiatry, social work and nursing trainees and other interested members of the department.

Course Description:

This seminar will focus on the treatment of psychopathology related to chronic childhood attachment trauma. Using the understanding about the impact of chronic childhood trauma developed during the first semester, in this course we will read papers describing interventions which address the complex problems (with regard to behavior, cognition, attachment, self, and social relationships) that are the consequences of chronic childhood trauma. We consider the complementarity and utility of different treatment approaches. We will read papers on the treatment of Complex PTSD, Borderline Personality Disorder, and the Dissociative disorders.

Readings will include Cognitive Behavioral, Psychodynamic, family systems, and mentalization based approaches.

Educational Goals and Objectives:

1. Become familiar with several different formulations of the psychological problems attendant to chronic childhood trauma.
2. Become familiar with the interventions involved in several different approaches to the treatment of chronic childhood trauma.
3. Appreciate the benefits and limitations of various approaches to the treatment of psychopathology associated with chronic childhood trauma.

Elective Director: Henry F. Crabbe, MD, PhD, 860.691-6959, pmchfc@aol.com
Dates: September – June
Day and Time: ½ to 1 full day/week – Day TBD
Place / Site: York Correctional Institution. Niantic, CT
Inpatient Unit – 30 beds
Outpatient Clinic – census of 800 patients

Maximum number of participants: 2
Maximum Number of Participants: PGY-III, IV, or V residents

Course Description:

This elective in Correctional Psychiatry will address clinical challenges, social and forensic questions, ethical issues, and treatment approaches. Practical clinical content includes the management of sleep complaints, psychiatric symptoms related to substance abuse, detection of malingering, suicidal risk, disruptive acting-out behavior, and special populations such as adolescents in adult jails and the mentally retarded. This course will address the liability risks involved in corrections work, patients' rights issues, including the right to treatment and the right to refuse treatment, and the applicability of HIPAA rules. The clinical management of Bipolar Disorder, PTSD, and ADHD will be reviewed given the higher prevalence rates of these disorders in the incarcerated population. Special topics such as the pharmacotherapy of behavioral dyscontrol will be discussed. Participants will be expected to conduct one or more psychiatric evaluations with case presentations to the group.

Educational Goals and Objectives:

1. Trainees will be able to perform psychiatric examination and diagnosis in the unique setting of a correctional institution.
2. Trainees will be knowledgeable of the epidemiological profile of psychiatric disorders in incarcerated patients.
3. Trainees will understand how the organizational interface of the correctional and medical cultures influence the psychiatric treatment process.
4. Trainees will understand how psychopharmacology is practiced in a correctional environment with respect to comorbid substance abuse, malingering, and secondary gain.

2016-2017 PSYCHIATRY ELECTIVE: Dealing with Complexity in Clinical Work and Clinical Administration

Elective Director: Kenneth Marcus, MD kmarcus976@aol.com 203-812-9223
Dates: September-June, one to two times per month
Day and Time: Thursdays: 6-7:30 pm

Max # Participants: 12

Recommended Years: Psychiatric Residents: PG3 and above; Psychology (pre- and post-doctoral), Nursing and Social Work trainees having completed at least one year of full-time clinical training; interested faculty.

Course Description:

"Problems will always torment us because all important problems are insoluble: that is why they are important. The good comes from the continuing struggle to try and solve them, not from the vain hope of their solution."

Arthur M. Schlesenger, Jr.

Over the course of a professional career, beginning with training and ending only upon retirement, regardless of setting and type of practice, we encounter situations which are daunting both in their complexity and their seeming intractability. They arouse intense emotions in us as well as others who are similarly mired. Often, attempts to intervene have been unsuccessful or have backfired, making the situation worse. Alternatively, one might have confidently believed that he/she had solved the problem only to discover a new and equally difficult situation "downstream", directly traceable to this "success".

Learning how to approach this kind of situation is a key aspect of becoming - and continuing to be - a professional. "Diagnosis" (in the broad sense) of these situations more often than not involves the application of concepts drawn from multiple perspectives, levels of organization, and systems in interaction. In addition to utilizing the more familiar lenses of biology, the social and psychological sciences and the various clinical disciplines, this seminar will draw from theories of complexity; organization and management; leadership; and individual, group and intergroup dynamics. Questions of ethics and values will be considered, as well as other perspectives introduced by seminar participants which contribute to illuminating aspects of the problem under consideration.

Seminar members will present, in rotation and in accord with a standardized protocol, complex clinical or clinical administrative situations in which they are currently involved (or in which they have recently been involved). Each presentation will occupy two sessions: the first being devoted to assessing and describing the situation using a multisystems perspective; the second to developing a working formulation of the problem and an initial problem-solving strategy. Thirty minutes of each 90-minute session will be devoted to following up previous sessions' cases. Readings will be chosen as a function of the problems being presented.

Educational Goals and Objectives:

- 1) To develop a personal approach (or set of approaches) to complex and problematic clinical and clinical-administrative situations.
- 2) To develop a working familiarity with concepts drawn from multiple perspectives, including systems and complexity theory, which can be flexibly used as lenses through which to view, analyze, and develop problem-solving strategies addressing these difficult situations.
- 3) To understand the use of the self (and problem-solving groups) in these situations.
- 4) To learn to deal with vexing, seemingly intractable situations and still have fun.

2016-2017 PSYCHIATRY ELECTIVES: Dialectical Behavior Therapy: Seminar, Clinical Rotation, and Group Supervision

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| Elective Directors: | Suzanne Decker PhD, suzanne.decker@yale.edu Seth Axelrod PhD, seth.axelrod@yale.edu |
| Dates: | Seminar: Thursdays July 10 through Aug 28 Clinical Rotation: Preferably July to June Group Supervision: September to June |
| Day and Time: | Seminar: Thursdays 2:30-5:30 Clinical Rotation: TBD with Dr. Axelrod Group Supervision: TBD |
| Place/Site: | Yale-New Haven Psychiatric Hospital Adult Intensive Outpatient Program—DBT Track 425 George Street |

Maximum Number of Participants: Seminar/Group Supervision: No Limit - Clinical Rotation: 2
Recommended years: PGY III and IV

Course Description:

Seminar: The seminar is open to PGY3 and 4 residents (and other advanced trainees) and will cover theory and strategies of DBT as it is applied to treating severe borderline personality disorder and co-occurring disorders. The seminar will include didactics, clinical applications, and role playing, as well as reading, on-line media, and skills practice assignments.

Group Supervision: An elective group supervision focuses on personality disorders and the application of dialectical behavior therapy formulation and methods. Prior participation in the DBT Seminar is encouraged, but not required for attending the group supervision.

Clinical Rotation: PGY3 and PGY4 residents will serve as clinicians in the YPH IOP DBT or DBT for Substance Use Disorders (DBT-SUD) programs. Responsibilities typically include co-leading DBT skills groups and therapy groups and serving as primary clinician for 1-2 patients at a time with average length of stay of approximately 6 months. Residents will also receive DBT supervision, including peer supervision as part of a DBT consultation team. Residents will develop expertise in the formulation and treatment of chronically suicidal and emotionally dysregulated patients.

Educational Goals and Objectives:

Residents will develop expertise in the clinical formulation and treatment of chronically suicidal and emotionally dysregulated patients.

Elective Director: Carl G. Edelen, MD 203 932-5711, ext. 2567 or 203 645-8757
Dates: TBA
Day & Time: Monday, Wednesday & Friday
(minimum of two days per week)
Place/Site: West Haven VA Medical Center, PACU
(3rd Floor, Building #1)

Maximum Number of Participants: 2 during any three month period

Recommended years: PGY III's and above

Course Description:

A 3 month elective at the VA Hospital gives residents hands-on experience in electroconvulsive therapy for inpatients as well as outpatients. Residents will learn the basics of electrical stimulation, common indications for ECT, contraindications for treatment, evaluation of patients prior to treatment, complications and side effects of treatment, and the latest research in the field. ECT occurs Monday, Wednesday, and Friday mornings. Residents are asked to dedicate a minimum of two mornings per week during the elective. Readings will be provided throughout the elective.

Educational Goals and Objectives:

1. Evaluate patients and determine which are appropriate for consideration of ECT.
2. Identify potential contraindications for treatment with ECT.
3. Understand basics of electrical stimulus parameters.
4. Manage patients during treatments.

2016-2017 PSYCHIATRY ELECTIVES: Evidence-Based Practices and Psychiatric

Rehabilitation (PSR) for People with Severe Mental Illness

Course Coordinator: Sandra G. Resnick, Ph.D. Sandy.Resnick2@va.gov, 203- 932-5711 X8630

Marcia Hunt, Ph.D., Marcia.Hunt2@va.gov 203-932-5711 X8637

Dates/Day/Time: Tuesdays at 3pm, September through June

Place/Site: Yale West Campus, Building 200

Maximum number of participants: up to 3 residents (in addition to 4-5 PSR fellows)

Recommended years: PGY-III and PGY-IV residents are most appropriate for this seminar. Faculty welcome.

Course Description:

This weekly seminar is designed to provide participants with a broad and thorough understanding of the state of the art in treatment for people with severe mental illness, integrating principles and theories of psychiatric rehabilitation, information about the national VA mental health system, and current research findings. The series will alternate between didactic seminars given by Drs. Resnick and Hunt, and journal club discussions led by Dr. Hunt. Example seminars include: evidence-based practices for people with severe mental illness, such as supported employment, assertive community treatment; consumer provided services and peer support (including Vet-to-Vet); aging in people with severe mental illness; multidisciplinary teams; controversies in recovery.

Readings are provided to enhance discussion. It is not necessary to attend all seminars, although regular participation is encouraged.

Educational Goals and Objectives:

1. Identify current evidence-based treatments for people with SMI
2. Describe criteria for becoming an evidence-based treatment
3. Understand the continuum of treatment philosophies from recovery oriented, psychiatric rehabilitation, and medical model service delivery
4. Identify features of psychosocial treatment approaches for people with SMI

2015- 2016 PSYCHIATRY ELECTIVES: Fairy tales and psychiatry: perspectives on the significance of metaphor, story-telling, and imagination in childhood development.

Elective Director: Zheala Qayyum, MD
Resident Facilitator: Ryan Wallace, MD
Dates: TBD
Day and Time: TBD
Location: TBD

Number of participants: 6-20

Recommended participants: Open to psychiatry residents and fellows - all years; psychology students (pre and post-doctoral); interested faculty.

Course Description

“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.” – Albert Einstein

Oral story-telling has been an important source of intergenerational bonding and communication for thousands of years. While historically a dynamic phenomenon dependent on the conscious and sub-conscious motivations of the story-teller, a number of authors over the last several hundred years have captured these fluid stories within a literary framework, commonly known today as fairy tales. The simple literary structure of fairy tales belies their abilities to express and address complex and often unconscious emotions, feelings, and challenges inherent in childhood development. During this course we will explore the significance of fairy tales to the field of child and adolescent psychiatry using an eclectic range of psychological theories including psychoanalysis, analytical psychology, and developmental psychology. For example, we will apply readings from Bruno Bettelheim, D.W. Winnicott, Marie-Louise Von Franz, and Karen Gilmore (among others) to our study of fairy tales. We will further explore the importance of story-telling and metaphor as clinical tools to address difficult experiences (conscious and unconscious) and to provide hope, using examples from play therapy and hypnosis to highlight important concepts. Lastly, we will compare and contrast historical fairy tales with their contemporary counterparts, identifying ways in which these tales are similar or dissimilar. Speakers for the course will include literary scholars, psychoanalysts, and clinical therapists. Group discussions will be encouraged at each meeting and participants will be asked to share their own insights and questions with the group.

Educational Goals and Objectives

- Understand what fairy tales are and how they differ from myths, legends and fables.
- Appreciate the ways in which fairy tales have developed over thousands of years to deliver meaning to their audience.
- Understand key psychological models using themes within fairy tales to illustrate important concepts.
- Discuss why fairy tales and metaphor are meaningful and non-threatening forms of communication with children.
- Develop participant’s ability and comfort with incorporating story-telling and metaphor into clinical practice.
- Contrast classic fairy tales with their contemporary counterparts in literature and cinema.
- Develop an approach for extracting meaning from specific fairy tales (identify themes, etc.) and think about clinical situations in which a particular tale may be useful.

2016-2017 PSYCHIATRY ELECTIVES: Forensic Statement Analysis: Research on the Science of Distinguishing Genuine from Deceptive Accounts Provided by Witnesses

Elective Director: CA Morgan, III, MD, MD Yale Department of Psychiatry, charles.a.morgan@yale.edu
Instructors: CA Morgan III MD, MA, Yale Department of Psychiatry
Detective, Wes Clark, CT State Police
Dates: Begins August
Day and Time: Weekly meeting, 5:30-7:00 p.m. Monday Evenings
Place/Site: Dr. Morgan's office located in the Gold Building, 234 Church Street, Suite 301, New Haven. [Corner of Wall St. and Church St. next to the Whitney Humanities Center]

Maximum Number of Participants: 8

Recommended years: All residents

Course Description:

The criminal justice system places a great deal of faith in eyewitness testimony despite psychological research showing that eyewitness reports may be very inaccurate. Further, the degree of confidence displayed by an eyewitness significantly contributes to his or her believability in the eyes of the jury and the court. However, at present, in the absence of external objective evidence, there are no valid reliable clinical methods that can be used to validate eyewitness information. Over the past decade the findings from memory research and detecting-deception research support the view that Forensic Statement Analysis may offer a valid, reliable way to evaluate eyewitness evidence. In this seminar we will focus on the various methods of Forensic Statement Analysis used by professionals and the scientific evidence used to support these methods. In addition, participants in the seminar will learn specific forensic statement analysis techniques and the interviewing methods used to acquire this information. Participants will be expected to read 1-2 articles in preparation for each meeting and will participate in specific interviewing sessions in order to acquire the skills necessary to begin performing forensic statement analysis.

Educational Goals and Objectives:

1. Be knowledgeable about the history and research on forensic statement analysis.
2. Understand how and when forensic statement analysis techniques may apply in real world situations.
3. Future research and clinical applications.

Course Coordinator: Carla Marienfeld, MD (Carla.marienfeld@yale.edu)

Dates: September through May

Time: 5 – 6:30 pm, Second Wednesday of each month

Please check our calendar on the GMHP website or the GMHP list serve for details and changes

Place: Large conference room, 300 George Street, 9th Floor

Maximum Number of Participants: 20

Recommended years: PGY1-6, medical students, and Faculty/Staff

Course Description:

The GMH elective focuses on topics designed to offer a more in-depth level of knowledge for future leaders in global mental health. In addition to covering core topics, it provides an opportunity for training in areas such as global health leadership skills development, project design, and curriculum consisting of psychiatry faculty and staff presentations of their global mental health projects, resident presentations on on-going projects, guest speakers, and journal club presentations by residents with faculty discussion. The goal will be to conduct this in an informal and social setting geared for trainees at all levels, providing program participants opportunities to get to know colleagues with similar professional interests and to learn about the variety of global mental health activities within the Department of Psychiatry. This is designed to promote networking, idea sharing, and information about possible future projects.

Educational Goals and Objectives:

At the end of this course participants will...

-Be competent to discuss and understand current issues in mental health from a global perspective

Goals:

1. To cover key topics in global mental health in an interactive and adult learning atmosphere
2. To cover key topics in global mental health based on resident and faculty/staff experience in an interactive and adult learning atmosphere
3. To bring leaders from Yale and beyond to present and discuss key topics in global mental health
4. To raise awareness and knowledge about the variety of topics and applications within global mental health, including opportunities for collaboration

Objectives:

1. For attendees to be able to discuss and be informed about key topics in global mental health
2. For attendees to be aware of key topics in global mental health with the most informed and accurate information available
3. For attendees to consider using the knowledge they gain in this course to consider applications of this information in their future careers or to collaborate on current projects

Elective Director: Evan Morris, PhD evan.morris@yale.edu; Kelly Cosgrove, PhD
kelly.cosgrove@yale.edu

Dates: Fall semester

Time: Tuesdays 3-5pm

Location: TBD

Maximum Number of Participants: 20

Recommended years: all students and faculty welcome

Course Description:

Seminar course to explore the uses of PET, SPECT, and fMRI to study the mechanisms of action, and long-term effects of drugs (legal and illegal) on brain function. Basic research will be the main focus, augmented by a class allotted to uses of imaging in drug development by Pharma. Syllabus will be comprised of review articles, book chapters and journal articles. Some class periods will begin with short lecture to cover methodological concepts followed by discussion of reading material. Emphases will be on

- (a) basic understanding of imaging technology (physics, biochemistry and mathematics) as it relates to imaging of drugs, receptors, neurotransmitters
- (b) understanding the primary outcomes of imaging experiments
- (c) imaging experiment design
- (d) recent findings related to drug abuse
- (e) common neurophysiological pathways of addictive drugs / how to image reward
- (f) uses of imaging in drug development /what do drug companies want to measure?

Educational Goals and Objectives:

To learn to read the functional imaging literature perceptively and critically.

To learn to recognize the primary endpoints of functional imaging studies of the brain

To recognize commonalities in studies of drug abuse and reward and to construct a sound imaging study.

To understand the ambiguities inherent in the analysis of functional imaging studies depending on the tracer or imaging modality.

Elective Director/Instructor: David London, MD
Dates: Winter 2015: Jan 5 and 19, Feb 2 and 16, March 9 and 23,
(snow dates: April 6 and 20)
Day/Time: Monday 4:30-6:00
Place/Site: Chairman's Room, Yale Department of Psychiatry
300 George St., New Haven

Maximum Number of Participants: 8

Course Description:

Increasingly evidence-based research supports the various modalities of integrative medicine in the treatment of psychiatric disorders. Vitamins, nutrients, herbs, low voltage neuro-stimulation, biofeedback, meditation, Yoga, Acupuncture, Tai Qi, Qi Gong, breath work, and diet modification are some of the tools we can add to minimize dose and side effects of psychotropic medication as well as augmenting their efficacy, empower patients in getting well, and improve clinical outcomes. As an introduction to the field of integrative medicine with special emphasis for anxiety, depression, bipolar disorder, ADHD, autism, schizophrenia, dementia and substance use, the most recent evidence-based textbook will serve as our core text with supplemental readings provided by the instructor along with presentation of case examples selected from the instructor's office practice of Integrative Holistic Psychiatry of more than twenty years.

Jan 5: Integrative mental health care paradigm: theory, clinical practice & research

Jan 5 and 19: Mind-body medicine: imagery, meditation, hypnosis, biofeedback, relaxation training, breath-work, Yoga, psychotherapy from a Buddhist and Yogic perspective

Feb 2: Energy medicine: acupuncture, Qi gong, Tai Qi, homeopathy, low voltage cranial electrical stimulation, music and sound technologies

Feb 16: Herbal medicine: Western herbs, Chinese herbs, Ayurvedic herbs, Essential oils and aromatherapy

Mar 9: Nutritional medicine: food, diets, digestion issues, nutritional supplements

March 23: Functional medicine: a systems approach to the whole person with different methodology and tools to prevent and treat underlying causes of comorbid chronic problems manifesting in psychiatric patients such as insomnia, endocrine disturbances, intestinal permeability, food sensitivities,

inflammatory diseases such as fibromyalgia and chronic fatigue, toxic exposures, autoimmune diseases, metabolic syndrome and cardiovascular disease(see functionalmedicine.org for more info)

Course Description:

- 1)Develop awareness of holistic approach to psychiatric practice
- 2)Acquire familiarity with various treatment modalities in integrative medicine and their applications in psychiatry
- 3)Strengthen skill in using complementary methods in psychiatric practice

Contact: David London, MD

david.london@yale.edu or FYI about DL: davidlondonmd.com

860-443-5822

2016-2017 PSYCHIATRY ELECTIVES: Psychotherapy for Substance Use Disorders

Elective Director: Donna LaPaglia, Psy.D. , Director, Substance Abuse Treatment Unit
Matthew Steinfeld, Ph.D., Clinical Instructor, matthew.steinfeld@yale.edu 203 974-5782
Jolomi Ikomi, M.D., Medical Director, jolomi.ikomi@yale.edu, 203 974-5725

Dates: September- December

Day and Time: Wednesdays from 10-11:00AM

Place/Site: VA, Building - 35 Conference Room, West Haven Campus, West Haven, CT

Maximum Number of Participants: 15

Recommended years: PGY-IV or PGY-V

Course Description:

This seminar focuses on several manual-guided individual therapies used in substance abuse treatment for which there is evidence for treatment efficacy: motivational interviewing; cognitive-behavioral therapy, 12-step facilitation, dialectical behavior therapy, relational parenting therapy, psychodynamic therapy, Mindfulness for Relapse Prevention and family systems. The seminar emphasizes didactic presentations, videotaped case demonstrations, as well as skill building through role-play. Readings are provided. This is an advanced course on psychotherapy models used in the treatment of addictive disorders. It does not teach basic psychotherapy skills nor provide basic knowledge about addiction. Seminar participants must have completed an advanced (e.g., graduate school or residency) course on psychotherapy and have completed at least one year of supervised practice in psychotherapy that includes some exposure to substance abuse. Seminar participants will typically be pre-doctoral and post-doctoral psychology fellows and addiction psychiatry fellows (PG-IV or V). Other physician scientists, residents, or graduate students may attend, but should contact the director for permission. Because skill building is an important objective and one that requires consistent attendance, this seminar cannot accommodate participants who can only attend occasionally.

Educational Goals and Objectives:

1. Participants will possess a solid understanding of evidence based therapies for use with addicted populations
2. Participants will refine clinical skills for treating clients with a range of addictive disorders
3. Participants will gain confidence in determining the best clinical intervention to produce optimal client outcomes

Elective Director: Mel Roy, PhD, 203-865-8277 or mel.roy@comcast.net

Dates: Fall Semester, September – December - Winter Semester January - March,

Day/Time: Flexible

Place/Site: CMHC Room TBA

Maximum Number of Participants: 10

Recommended years: Open to PGY-III, IV, V residents, psychology fellows, and social work graduate students, faculty

Course Description:

A basic course in clinical hypnosis with experiential and interactive components. Topics will include: history, theory, myths and misconceptions of hypnosis, presenting hypnosis to the patient, hypnotic phenomena, clinical applications, ethical consideration, principles and processes of induction and re-alerting, creating hypnotic metaphors, strategies for managing resistance, methods of deepening hypnotic involvement, etc. Emphasis will be on short-term interventions.

Educational Goals and Objectives:

At the end of this elective, trainees will be able to: perform several different hypnotic inductions, utilize the language of hypnotic induction and metaphor, and create hypnotic strategies for addressing issues such as anxiety, habit control, depression, and pain management.

2016-2017 PSYCHIATRY ELECTIVES: Introduction to Psychoanalytic Theory

Elective Director: Lorraine Siggins, MD 203-432-0305
Instructors: Dr. Lawrence Levenson, first trimester; Dr. Lorraine Siggins, second trimester; Dr. Stanley Possick, MD third trimester
Dates: September - May
Day and Time: Wednesdays, 4:30pm-6:00pm
Place/Site: Yale University Health Services, 17 Hillhouse Avenue, New Haven, CT 06520

Maximum Number of Participants: 10

Recommended years: Open to PGY-III, IV and V residents and other trainees on approval of instructor. Open to faculty. This is a year-long course and participation in either of the last two trimesters is dependent upon participation in the preceding trimester.

Course Description:

This seminar will focus on the basic clinical data related to theoretical concepts of psychoanalysis. Emphasis will be put on the basic works of Sigmund Freud, and subsequent theoretical developments with special emphasis on ego psychology and object relations theory, including the work of Hartmann, Jacobson, Mahler, Kernberg, M. Klein, Fairbain and Loewald. The purpose of the elective is to provide a thorough introduction to psychoanalysis viewed as a basic psychological theory, not as a method of treatment.

Educational Goals and Objectives:

1. Place the development of Freud's psychoanalytic theory within its historical context.
2. Understand how Freud's early clinical experience influenced the development of his theory.
3. Discuss the three major changes that Freud made in his theory of structure of the mind; anxiety; and instincts.
4. Discuss the changes in current psychoanalytic thinking and its development from and relationship to Freud's theories.

2016-2017 PSYCHIATRY ELECTIVES: Law and Psychiatry

Elective Director: Howard Zonana, M.D, 203- 974-7158, howard.zonana@yale.edu
Instructors: Howard Zonana, MD and Paul Thomas, JD
Dates: October - March (every other week)
Day and Time: Wednesdays, 4:30pm-6:00pm
Place/Site: CMHC, 34 Park Street, Room 133

Maximum Number of Participants: 25; Departmental faculty and residents

Recommended Years: All residents and departmental

Course Description:

This course will be a continuation of the core curriculum course that is offered to PGY-II residents. This course reviews recent legal cases and topics relevant to the regulation of psychiatric practice. Topics include, but are not limited to 1) insanity defense, 2) competency, 3) right to refuse treatment, 4) custody, 5) ethical issues and 6) prediction of dangerousness. We review amicus briefs filed by the APA as well as individual cases, which raise questions from current practice. Readings will include legal decisions, case presentations, and psychiatric and legal review articles. Open to Departmental faculty as well as residents. Course may be taken for any single trimester as well.

Educational Goals and Objectives:

1. Read a legal case and discern holdings from dicta and the precedential value of the case.
2. Have an awareness of the current legal cases being decided that affect psychiatric practice and / or are going to the US Supreme Court for resolution.
3. Better distinguish legal and ethical obligations of psychiatrists in situations where dual agency conflicts arise.

2016-2017 PSYCHIATRY ELECTIVE: Leadership in Public Mental Health Systems

Elective Directors: Allison Ponce, PhD (203) 974-7075 allison.ponce@yale.edu
and Anne Klee, PhD (203) 479-8035 anne.klee@va.gov

Date: September - June

Day and Time: Third Wednesday of each month
3-4:30 p.m.

Place/Site: TBD

Maximum Number of Participants: 10

Recommended Years: All Department of Psychiatry trainees welcome

Course Description:

For psychiatrists, psychologists, social workers and nurses who work in public sector mental health settings, there is often little or no training pertaining to leadership, administration and management despite the fact that there are essential roles for these professionals in recovery-oriented systems of care.

This seminar is designed to expose trainees to leaders and management issues in the public mental health system. A small group format will allow participants to engage in discussion with presenters who hold a variety of roles in which they inform policy, lead clinical services, and manage complicated systems of care. There will be opportunities for mentorship and exploration of career development in public mental health leadership.

Topics will include: ethics and truth telling in leadership, blending clinical care and research, negotiation and conflict resolution, leadership in the community, workforce development, race and culture issues, leadership in education, risk management and legislative advocacy.

Educational Goals and Objectives:

Participants will 1) learn about the roles and responsibilities of leaders in public mental health settings, 2) discuss personal leadership potential, and 3) explore employment opportunities in the public sector.

Elective Director: Director, Irina Esterlis, PhD, irina.esterlis@yale.edu, Co-Director
David Glahn, PhD, david.glahn@yale.edu

Dates: Spring 2015

Day and Time: Thursdays TBD

Location: B 145 SHM (Physiology department seminar room)

Maximum Number of Participants: 20

Recommended Years: All residents and interested members of the department

Course Description:

This course is designed to provide an overview of the application of state-of-the-art neuroimaging methods to research in neuropsychiatric disorders. Neuroimaging methodologies to be discussed include structural magnetic resonance imaging (MRI), functional MRI (fMRI), magnetic resonance spectroscopy (MRS), single photon emission tomography (SPECT) and positron emission tomography (PET). The course will include discussion of functional neuroanatomy, as well as integration of developmental and genetic approaches. It is recommended for PGY I-VI, Child Psychiatry Fellows, Interdepartmental Neuroscience Students, and trainees in Pharmacology, Neurology, Neurosurgery, Psychiatry, Psychology and Radiology.

Educational Goals and Objectives:

1. To gain understanding of the current literature on neuroimaging studies of a variety of neuropsychiatric disorders from experts in the fields.
2. To understand research applications of structural MRI, fMRI, DTI, MRS, SPECT and PET.
3. To understand new directions in neuroimaging research of neuropsychiatric disorders.

2016-2017 PSYCHIATRY ELECTIVE: New Understandings of ADHD & Comorbidities: Clinical Implications

Elective Director: Thomas E. Brown, PhD, 203-562-5713, thomas.e.brown@yale.edu
Dates: Flexible
Time: Flexible
Place: Dr. Brown's office: 1188 Whitney Ave., Hamden (10-15 min from YNHH)

Maximum Number of Participants: 10

Recommended years: Any psychiatry residents or psychology fellows. Faculty welcome

Course Description:

Once seen simply as a childhood behavior disorder, ADHD is now understood as a complex developmental impairment of executive functions, the cognitive management system of the brain. It is found in about 4-5% of adults and about 8% of children. ADHD has high rates of comorbidity with anxiety disorders, mood disorders, learning disorders, OCD, substance abuse, sleep disorders and Asperger's disorder.

Course will include emerging neuroscience and neuropsychological research on ADHD as well as research-based assessment, medication protocols, and behavioral treatment strategies for ADHD as it is found in adults, children and adolescents. Tailoring of treatment for complex cases with multiple comorbidities will be a major focus.

Educational Goals and Objectives:

1. Explain an updated model of ADHD as developmental impairment of executive function that tends to persist across the lifespan.*
2. Recognize complex impairments of ADHD in patients of various ages.
3. Utilize appropriate assessment methods to evaluate patients for ADHD with or without comorbid disorders.
4. Develop and implement effective medication and behavioral treatment strategies for patients with ADHD.
5. Adapt treatments for ADHD presenting with various combinations of comorbidity.

*More info on this updated understanding of ADHD is on www.DrThomasEBrown.com

2016-2017 PSYCHIATRY ELECTIVES: Non-pharmacologic Aspects of Psychopharmacology

Elective Director: Robert Ostroff, MD, robert.ostroff@yale.edu 203-281-2890 ext 41
Dates: 3rd Wednesday of the Month
Time: 6:00-8:00 pm
Place: TBD

Maximum Number of Participants: 10

Recommended years: pgy2 and up. Faculty welcome

Course Description:

The terms “psychopharmacology” and “psychopharmacologist” over simplify the complex nature of prescribing medication for individuals with psychiatric illnesses. This course will focus on all the aspects of the prescribing of medication for psychiatric disorders except for the actual pharmacologic effect of the medication. We will focus each month on a topic related to prescribing medication including the doctor-patient relationship, the use of power, the use of knowledge, the meaning of symptoms and symptoms as meaning, the understanding and use of the placebo effect, the significance of compliance and non-compliance, the nature of truth in medicine, styles of listening to patients and styles of not listening to patients, cultural and sex specific aspects of patient care and the importance of the physician’s belief system. Clinical vignettes will be used to illustrate each topic of interest. Readings from non-medical sources, eg,. Poetry and fiction will be suggested when appropriate.

Educational Goals and Objectives:

1. The participant will understand the scope of therapeutic and non-therapeutic effects in prescribing medication that go far beyond the actual pharmacologic effect of the medication.
2. The participant will know how to use the meta-pharmacologic effects of prescribing medication to the benefit of the patient.

Elective Director: Robert Ostroff, MD, (203) 281-2890 ext. 42 or email at robert.ostroff@yale.edu
Instructors: Alicia Romeo, MD, Andrea Aukofer, R.N.
Dates: TBA
Day & Time: Monday and Friday, 8:00am - 10:00am, Wednesday, 8:30am - 10:30am
(minimum of two days per week for three months although other arrangements can be made)
Place/Site: Yale New Haven Psychiatric Hospital; ECT Suite

Maximum Number of Participants: 2 during any three month period. Open to faculty

Course Description:

This practicum is recommended for PG-III and IV years. It includes core readings in electroconvulsive therapy covering orientation to electroconvulsive therapy with both theory and practical application. Participants will be taught the indications and contraindications of ECT and how to manage patients who require electroconvulsive therapy and their families. It is important for participants to be able to schedule at least two days a week for at least two hours each day over a three month period (these hours are relatively flexible in the a.m. on Monday, Wednesday and Friday and can be prearranged with Dr. Ostroff). Participants will be given the opportunity to interview patients prior to ECT, to understand patient's election and the administration of ECT. There will be an opportunity to see both inpatients receiving ECT treatment and criteria for ambulatory ECT. There will also be an opportunity to see patients receiving Vagal Nerve Stimulation and learn how to interrogate and program the device. Opportunities for clinical research exist for interested participants.

Educational Goals and Objectives:

1. To understand the current practice standards for ECT and the current literature regarding its therapeutic effects.
2. To understand the selection of patients for ECT, the choice of what type of ECT to administer and the appropriate ongoing assessment of patients receiving ECT.
3. To understand new potential directions in ECT and brain stimulation.

2016-2017 PSYCHIATRY ELECTIVES: PSYCHIATRIC PHARMACOGENETICS

Elective Director/Instructor: Albert Arias, MD;
Contact: email address: albert.arias@yale.edu
Dates: Jan- April 2016
Time: Thursdays 530PM to 7PM

Location: Wheelers Restaurant and Taproom- front room-
180 Amity Rd, Woodbridge CT 06525

SYLLABUS

Course Description:

Description: This is a semester long elective seminar course intended for psychiatric residents, fellows, faculty, interested medical students and other Yale attendees, which serves as an introduction to psychiatric pharmacogenetics. The seminar will meet twice a month; the first meeting each month will involve a discussion of readings and web based learning materials; the second meeting of each month will feature speakers from the faculty here, as well as regional and national guest speakers when possible. The content will include general psychiatric pharmacogenetics as well as addiction pharmacogenetics. Each meeting will be approximately 1.5 hours long.

Seminar Materials: A course pack with selected reading materials will be issued to registered participants. Additionally, a textbook "Psychiatric Pharmacogenetics" by David Mrazek will be suggested reading. It is available for under \$50 through amazon.com. The course will also make use of the online library of pharmacogenomics lectures from the Henry Stewart Talks collection that are available free through the Yale library. Participants will complete 16 of 23 lectures in the series "psychopharmacogenetics", (each approximately 30 minutes in duration).

Schedule

| Meeting | date | Topic | Reading | Online Lectures | Speaker |
|---------|------------|--|--|-------------------------|--|
| 1 | Feb 25 | Intro/informational | | | |
| 2 | Mar 10 | Intro: complex traits | Daly 2010, de Leon 2009, Malhotra 2007 | Lectures #8,9 | Discussion lead by Dr. Arias |
| 3 | Mar 24 | Pharmacogenetic aspects of pharmacokinetics | Chapters 1-3 textbook | Lectures #10, 11 | Guest Lecture- TBD |
| 4 | April 7 | Pharmacogenetic aspects of pharmacokinetics | Chapters 4-6 textbook | Lectures #12, 13 | GUEST LECTURE: Yuvon Mobley PhD, Assurex Inc |
| 5 | April 14th | Pharmacogenetic aspects of pharmacodynamics | Chapters 7-8 textbook | Lectures #14, 15, 16 | GUEST LECTURE: TBD |
| 6 | April 28th | Clinical Applications: Mood Disorders, Schizophrenia | Moller and Rujescu, 2010, Serretti et al., 2007, 2012, Porcelli et al., 2011 | Lectures 17, 18, 19, 20 | Discussion lead by Dr. Arias |

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|---|--------|---------------------------------------|---|--------------|---|
| 7 | May 12 | Pharmacogenetics of Addictions part 1 | Arias and Sewell 2012, Anton et al., 2008, Arias et al., 2013 | | Presentation by Arias (video from AAAP symposium) with discussion |
| 8 | May 19 | ADHD pharmacogenetics | TBD | TBD | GUEST LECTURE- Sandra Gomez MD |
| 9 | June 2 | Pharmacogenetics of Addictions part 2 | Heilig et al., 2011, Hutchison 2011, Kosten et al., 2012 | Lectures #23 | |

Educational Goals and Objectives:

Although pharmacogenetics is not commonly applied in current psychiatric practice, it is becoming more frequently used and residents will need to have a better understanding of this topic in order to practice in their future careers. This course is intended to meet that vital educational need by concisely reviewing the major content areas in 9 meetings over one semester.

2016-2017 PSYCHIATRY ELECTIVES: [Psychoanalysis and the Cinema](#)

Elective Director: Allison Brownlow, PhD selfpsych@aol.com
(Contact phone 203-288-9525)

Dates: Three Mondays in October

Time: 12noon to 1:30 pm

Place: Dr. Brownlow's office at 8 High Meadow Road. North Haven

Maximum Number of Participants: 8

Recommended years: All

Course Description:

The course will discuss three Current Films (they will be seen before coming to the discussion)

First film : "Adoration" Award winning film , directed by Atom Egoyan, an award winning independent film nominated at Cannes and winning Best Canadian Feature Film 2009.

The discussion will focus on in terms of fractured family relationships, the hollowness of alleged connections made through modern technology through the eyes of Simon, a teenage boy struggling to develop his own identity while in the process of grieving the loss of both parents.

The second film: "Margot at the Wedding," a film by director Noah Baumbach

The discussion will explore the lives of two siblings whose different character styles make for an edgy exploration. "Margot" played by Nicole Kidman, is difficult, self involved, crisis oriented, and sister played by Jennifer Jason Leigh is passive, seemingly helpless. To quote a reviewer "If the acting out of painful neurosis were extreme sport, these people would be world champions."The third film is "Greenberg" also by Noah Baumbach, currently playing in theatres around CT and NY. The film will discuss character, sadism and obsessive compulsive disorder. The main character, played by an unfamiliar Ben Stiller, will not make you laugh. As a matter of fact this is the perfect counter transference experience for those who have not experienced this phenomena.

Educational Goals and Objectives:

To use film character as a way of understanding our patients as they present their information which is usually out of sequence and disorganized as seen in many films.

Elective Director: Mark Beitel, PhD, (203) 781-4690, mark.beitel@yale.edu
Dates: TBA
Day and Time: TBA
Place/Site: Welsh Center, 495 Congress Avenue, New Haven, CT 06519

Maximum Number of Participants: 10

Recommended years: All

Note: email course director for possible dates and times

Course Description:

As a practicing clinical psychologist and psychotherapy researcher, I am very interested in identifying and optimizing the relational and technical aspects of psychotherapy: Empirically-grounded, psychotherapy process measures provide reliable and valid means to do this. They are also excellent psychotherapy training tools. Therefore, course participants will have the opportunity to apply a variety of process measures to psychotherapy transcripts, videotapes, and to their own clinical work. Process and outcome variables will be examined in conjunction to highlight the mechanisms of psychotherapeutic change. We will assess the relative contributions of patient and therapist, as well as examine the ways in which their interaction shapes treatment. Course content is determined, in part, by participants' interests.

Educational Goals and Objectives:

- 1) Identify key references in the psychotherapy research literature
- 2) Understand basic psychotherapy research techniques
- 3) Apply basic research techniques to their own practice to examine process and outcome

Elective Director: Michael Norko, MD, (203) 974-7169, michael.norko@yale.edu
Dates: Sept 7- Dec 7
Day and Time: Wednesday 4:30-6:00pm
Place/Site: CMHC, 34 Park St

Maximum Number of Participants: n/a

Recommended years: All

Course Description:

This fall we will again be offering an elective course in the Department of Psychiatry on the subject of Religion, Spirituality and Worldview in Psychiatry (RSWP).

RSWP is a 12-week course exploring the boundaries and connections among mental health and mental health care and religious/spiritual (RS) beliefs and practice. We will discuss the RS needs that patients/clients often bring to mental health care, and the mental health needs that members of religious communities often bring to their pastoral leaders. We will describe approaches to meeting these needs, including models for clergy-clinician interactions in caring for those we mutually serve. Participants will learn how to take a RS history, and incorporate it into practice, as appropriate, including the ethical and transference/countertransference considerations.

Classes will be offered Wednesday afternoons for 1.5 hours at the CT Mental Health Center at 34 Park Street, 4:30p – 6:00p. The course will begin September 7 and end December 7.

We hope to have psychiatry and psychology trainees, other members of the mental health community, members of RS communities, and Yale Divinity School students involved in the course. From past experience, the interactions among class participants from different backgrounds have been highly valued by all.

For more information, please contact michael.norko@yale.edu.

Elective Director: Michael Stitelman (mstitelman@snet.net) phone (203) 481 4637

Dates: Eight sessions, Time and place to be determined

Instructor: Michael Stitelman, MD

Maximum Number of Participants: Flexible

Recommended years: Students are welcome at any level. Material will be individualized according to needs and interests.

Course Description:

For practical and philosophical reasons we might study the basic physical sciences. Medical schools and the preparatory requirements build on this but the mass of factual and procedural practicality often wins out. However, some of us may have come from this more general interest or want to fill in the blanks. For psychiatry in particular, we could examine molecular processes and clarify what is actually known and how it is known.

To pursue this, I propose eight sessions of agreeably selected readings from Science, Nature or the Proceedings of the National Academy of Sciences. We will focus on the core methods available with illustrative results

OUTLINE

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|----|---|---|
| 1. | Spectroscopy | Energy levels, from radio waves and NMR to X-Rays |
| 2. | Mass Spectroscopy | The weights of interesting matter. Information from isotopes |
| 3. | Diffraction and Crystallography | Our molecules to the atomic level |
| 4. | Scanning Probe Microscopy | Direct access to the shapes of molecules |
| 5. | Genetics | The cataloged sequences of genes, RNA and proteins |
| 6. | High Affinity Binding | The active sites where our molecules interact |
| 7. | Evolution | Our commonality with all life on earth. Sociobiology. Respecting both nature and nurture. The adaptive value of some “psychopathology” -such as adventure and lying |
| 8. | What the above does and does not tell us about mind, emotion, symbolism, intuition, belief, attachment, or dream reality. | |

Educational Goals and Objectives:

At the end of this course, students will be more familiar with the process of science, and the types of results we can expect. Students will also better able to frame how this relates to their clinical work.

Elective Director: Lisa W. Cross, PhD, 203-865-7445, drlisaw@mindspring.com
Date: Full or half academic year, depending on wishes of students
Day and Time: Wednesdays 4:45-6:15 p.m.
Place/Site: 100 Whitney Avenue, New Haven (corner of Whitney & Trumbull)
Maximum Number of Participants: 15
Recommended Years: All residents

Course Description:

A practical examination of what to say, how to say it and when to say it, in psychotherapy. The aim of this seminar is to acquaint students with the various choice points in working with patients whose behavior and thinking are rigid and/or self-destructive. When should the therapist, for example, focus on changing the patient's behavior or style of thinking; when, instead, should the therapist focus on the historical or symbolic meaning of the patient's experience? When might the relationship between therapist and patient be discussed? How does one shift from one mode of therapy to the other? A further aim of the seminar is to show the parallels and complementarities of psychoanalytic and cognitive-behavioral treatments. These forms of therapy are far more compatible than is often thought, in our present polarized view of Psychiatry.

There will be discussion of case studies of patients with borderline personality disorder, eating disorders and affective disorders. Emphasis will be on the difficult technical questions that every new therapist faces: how to start and end the session; how to answer personal questions and requests for advice; how to deal with blatantly self-destructive behavior; patients' gifts to therapist; silences; therapist mistakes; boredom; vacations. The writings of Roy Schafer, Marsha Linehan, Drew Westen and Paul Wachtel will be discussed, as well as Fonagy and Bateman's mentalization-based treatment, mindfulness/acceptance and commitment psychotherapy, Slade and L. Mayes' attachment research-based psychotherapy, and Ken Levy's transference-focused approach.

Educational Goals and Objectives:

1. Identify choice points in real time as they are happening in the session, mentally sketch out the various possible technical approaches, and understand on the spot the indications for each of these techniques.
2. Flexibly move in a session from one technical approach to another, on the basis of an overall plan, rather than out of a "seat of the pants" impulse.
3. Generally feel lighter on their feet: more able to respond thoughtfully but quickly to a patient's "curve balls" .

2016-2017 PSYCHIATRY ELECTIVES: Sexuality and its Relationship to Psychotherapy and Pharmacotherapy

Elective Director: Daniel Bendor, MD 860-442-8033
Dates: Begins Spring, 2015, approximately 10 sessions
Day & Time: Wednesday afternoon, specific time TBA
Place: TBA

Maximum number of participants: No limit

Recommended years: Adult psychiatry residents Child Study Center residents and fellows, and to psychology graduate students. Faculty welcome.

Course Description:

Psychotherapists have long been rumored to be experts in the field of sexuality. We cannot be experts without blending clinical and didactic learning. The course will cover the following topics: the ubiquity of sexual issues in all aspects of mental health work (pharmacotherapy, outpatient psychotherapies, consultation-liaison and inpatient work, child psychiatry), biology, including human sexual response; sexuality across the life cycle (including childhood, adolescence, adulthood and old age); male and female sexual dysfunctions (including disorders of sexual desire); homosexuality and bisexuality; sexual traumata (incest, abuse, and rape); sexually transmitted diseases; psychotherapy and sexuality (including an understanding of and how to respond to erotic transference and countertransference); and pharmacotherapy and sexuality. While not a course on sex therapy, we will discuss when and when not to refer to sex therapists. We will examine illustrative vignettes from our clinical work.

Educational Goals and Objectives:

Students will gain increased knowledge of biological, psychological & sociological aspects of human sexuality. Students will be more comfortable taking a sexual history & discussing sexual issues when they inevitably arise in clinical work, both psychotherapy and pharmacotherapy.

Texts:

Kaplan, H. S. The Sexual Desire Disorders—Dysfunctional Regulation of Sexual Motivation, Brunner/Mazel, 1995

Levine, S. B. Sexual Life--A Clinician's Guide, Plenum, 1992

Hopefully, you will have in your library a basic, general text on sexuality such as:

Masters, W., Johnson, V. and Kolodny, R. Human Sexuality, Harper Collins College Publishers, 1995

Westheimer, R. and Lopater, S. Human Sexuality, 2002 A good book on "drugs that affect sexual function" is: Crenshaw, T.L., and Goldberg, J.P. Sexual Pharmacology, Norton, '96

2016-2017 PSYCHIATRY ELECTIVES

Elective Instructors:

Course Director—

Donald Mender, M. D.

Lecturer in Psychiatry

Yale University

Guest Faculty—

Eli Zaretsky, Ph. D.

Professor of History

New School for Social Research

Contact Information:

Dr. Mender's phone: 845-876-4946

Dr. Mender's email: donald.mender@yale.edu

Dates:

One Tuesday of each month - January through April 2017 inclusive

Times:

Early evenings, exact time to be announced.

Location:

On the Yale campus, exact classroom to be announced.

Maximum Number of Participants:

25

Recommended Years:

Graduate or Medical Students, Residents, Fellows, Faculty

Course Description:

A 2015 monograph, *Political Freud*, offers new perspectives on political implications of psychoanalytic thought. The book, published by Columbia University Press, is authored by Eli Zaretsky, Professor of History at the New School. Topics discussed include Freudian aspects of capitalism, Marxism, fascism, two world wars, the Holocaust, black liberation, the feminist movement, and other historical developments of wide interest.

Professor Zaretsky has written numerous other works on related subjects, including *Secrets of the Soul: A Social and Cultural History of Psychoanalysis* and *Capitalism, the Family, and Personal Life*. *Political*

Freud will serve as the point of departure for this elective seminar series, entitled “Subversive Freud.” The book’s author will lead a general introductory seminar. Thereafter, three more sessions, with other leadership and supplementation by readings from additional sources, will each focus on a particular socially critical aspect of psychoanalysis. All four two-hour seminars will be held on the Yale campus during the spring of 2017 at specific times and classroom locations to be announced.

As is always the case in studying Freud, his insights illuminate multiple valences of the phenomena under scrutiny. Hence, Freud's political relevance extends not only to progressive aspects of history but also to historical regressions. Opponents have charged psychoanalysis with the ossifying sins of bourgeois Victorian normativity, white male domination, and empirical non-falsifiability. The Yale seminar series on “subversive Freud” will argue, in line with *Political Freud*, that socially critical implications of psychoanalytic theory were preponderant in helping to fuel progressive historical change throughout the early twentieth century. In addition, support will be offered for *Political Freud's* case that psychoanalytic tools can critically address more recent politically manifested regressions, including both culturally co-opted salvos fired by foes at psychoanalysts during the Freud Wars and repression of at least some progressive Freudian tendencies by the dynamics of psychoanalysis itself.

During the seminar series, roots of early progressive psychoanalytic impact will be located, echoing Max Weber, in Freud’s critical exposure of industrial capitalism’s ascetic imperative, which issued from the disciplinary mindset of the nineteenth and early twentieth century family as a unit of production. The engine of Freud’s later fall from fashion will be identified in terms of late post-industrial capitalism’s hedonic imperative, based upon socially embedded narcissism as an ideologically conditioned agency of consumption, and unleashed through an overshoot past Freud’s own measured critique of asceticism. Trajectories of the Freudian rise and fall will be refracted through the critical lenses of Freudo-Marxists like Herbert Marcuse and Erich Fromm, black liberationists like Richard Wright and Frantz Fanon, and feminists like Juliet Mitchell and Shulamith Firestone. The fate of all these trajectories will be traced historically as they have mingled within each of three synergistic strands vital to psychoanalysis: intrapsychic dynamics, cultural hermeneutics, and self-exploratory ethics. Mutually entwined synergy among these strands nourished the Freudian agenda across the arc of its life span. This seminar series will chronicle the critically empowering coalescence and then regressive unraveling of the three core strands over historical time.

The final seminar will pay timely attention to our century’s nearly total apparent dismemberment of psychoanalysis—co-optation of Freud’s topographic and structural models by computational neurobiology, deconstruction of his cultural critiques by empirical political science and postmodern semiotics, and reification of his self-exploratory ethos by mass marketing of social identities. Resurrection of repressed cultural content layered beneath the above post-Freudian debris will be enlisted to shed light on various new and still unanalyzed political irrationalities, including resurgent twenty-first century class warfare, racism, sexism, antisemitism, homophobia, nativism, and hair trigger military adventurism. Related problems of bureaucratic corporate hegemony and the digital surveillance state may have specific pertinence for governance of universities in ferment and for mental health practitioners concerned about tightening institutional erosions of

critical clinical autonomy.

It is hoped that, as a result of reviving progressive possibilities still latent within the “corpse” of psychoanalytic theory, Lenin’s famous/infamous Marxian question “what is to be done?” will generate better future answers than those previously adduced.

Reading Sources:

Brown, N. *Life Against Death*. Hanover: Wesleyen University Press, 1985.

Fanon, F. *Black Skin, White Masks*. C. L. Markmann, trans. New York: Grove Press, 1967.

Firestone, S. *The Dialectic of Sex*. New York: Farrar Straus Giroux, 2003.

Freud, S. *Civilization and Its Discontents*. The Standard Edition. New York: Norton, 1961.

Fromm, F. *The Sane Society*. New York: Holt, 1955.

Lasch, C. *The Culture of Narcissism*. New York: Warner, 1979.

Marcuse, H. *Eros and Civilization*. 2nd Edition. London: Routledge, 1987.

Mitchell, J. *Psychoanalysis and Feminism*. New York: Pantheon, 1974.

Wright, R. *Black Boy*. New York: Harper, 1945.

Zaretsky, E. *Political Freud*. New York: Columbia University Press, 2015.

Educational Goals and Objectives:

At the end of this elective, trainees and students will be able to:

- 1) Distinguish politically regressive and progressive tendencies in psychoanalysis.
- 2) Understand the deep influence of Freudian insights on a wide range of critical social thought and progressive politics over the last one hundred years.
- 3) Comprehend ways in which Freud’s ideas have contributed to thei

Elective Director: Linda Godleski, MD, Director National Telemental Health Center
linda.godleski2@va.gov

Dates: July through June

Time: 2 hours total time to be arranged individually with each resident

Location: VA Connecticut Healthcare System, 950 Campbell Ave, West Haven, CT,
where of state of the art clinical videoconferencing equipment is already in place

Maximum Number of Participants: No limit

Recommended years: Open to faculty and trainees in the department-all years

Course Description:

This introductory telemental health experience derives from the VA National Telemental Health Curriculum developed by Dr. Godleski to train all VA telemental health clinicians and would consist of:

1. One- hour didactic session covering: Scholarly introduction to telemental health to include review of the literature, discussion of seminal studies, overview of the evidence base supporting telemental health, historical perspective, legal considerations, and current context.
 - a. Clinical conduct of the interview information to include patient selection, establishing rapport remotely, clinical techniques to optimize the encounter, addressing psychiatric emergencies from a distance, coordinating services as a remote clinician.
2. One hour of live one-on-one training for each resident to conduct a simulated telemental health encounter. Each resident would meet individually for 60 minutes with Dr. Godleski in a telemedicine room equipped with state of the art clinical video technologies to conduct a simulated clinical telemental health encounter:
 - a. Dr. Godleski would orient the resident to the room and equipment with specific emphasis on clinical applications.
 - b. Dr. Godleski would move to another room with clinical videoconferencing equipment and connect remotely with the resident.
 - c. Dr. Godleski would talk with the resident remotely to simulate a standardized patient experience for the resident.
 - d. Then the resident would conduct a simulated mental status exam remotely with Dr. Godleski to simulate a standardized tele-clinician experience.

Educational Goals and Objectives:

At the end of this introductory telemental health experience, the resident will have a scholarly knowledge of telemental health and an overview of the evidence base supporting it. The resident will also be able to develop selection criteria and emergency management for remote telemental health patients. The resident will be able to conduct an introductory simulated telemental health encounter.

Elective Director: Paula Zimbrea, MD, paula.zimbrea@yale.edu
Dates: July through June
Day and Time: Didactic module: 4 sessions of 2 hours; TBD
Clinical module: half a day, Tuesdays, Wednesdays or Fridays (Time: TBD)
Location: Psychological Medicine Service, YNHH, Fitkin 6.

Max number of Participants: min 3 for the didactic module, max 8

Recommended PGY year: 3, 4, 5

Course Description: residents may participate in the one or both modules.

A. Didactic module:

1. three lectures on Transplant Psychiatry
 - a. Introduction in organ transplantation
 - b. Psychiatric evaluation of organ recipients
 - c. Psychiatric evaluation of organ donors
2. one session of role play: multidisciplinary review board of organ recipients or living donor candidates

B. Clinical module. The resident will be participate in pre transplant evaluations for recipients and for living organ donors. There are opportunities to provide care to post transplant patients, including psychopharmacology, brief psychotherapy or motivational interviewing for addictive disorders. Participation in research projects and multidisciplinary meetings with transplant teams is encouraged.

Educational Goals and Objectives:

1. To become aware of the role of the psychiatrist in the transplantation setting
2. To become aware of the impact of psychiatric disorders upon organ transplantation outcomes and care
3. To be able to communicate effectively the results of the Psychiatric evaluations with various transplant teams and other committees involved in the candidates selection process.

Elective Director: Dr. Leslie M. Lothstein Llothst@harthosp.org
860-680-5682/860-545-7167

Dates: Second Friday of each month beginning in September; Monthly, 12-1 Butler Building, the IOL room 19

Time: 12-1

Place: The Institute of Living 200 Retreat Ave. Hartford CT

Maximum Number of Participants: 2

Recommended years: PGY 3 & 4; Psychology post docs or interns; certain medical students

Course Description:

Focus on diagnosing and treating paraphilias in the general practice of psychiatry. Bridging to DSM-V. Seeing patients in the hospital, outpatient and forensic settings with serious mental health issues and concurrent sexual disorders.

Educational Goals and Objectives:

To learn how to take a Sexual history

To feel comfortable talking to your patients about sexual material

To learn about Paraphilias, their diagnosis and treatment

To Learn how to ask critical questions in clinical practice that can enhance information gathering about sexual disorders

To Help your patients feel more comfortable talking about intimate and sexual issues with you

To integrate aspects of clinical sexuality into your clinical practice

Elective Director/Instructor: Richard B. Makover, M.D.
Contact : richard.makover@yale.edu
Dates: October -March
Time: TBD
Location: TBD

Maximum Number of Participants: 7

Recommended years: Psychiatry Residents and Psychology graduate students. Prerequisite: participants must have current psychotherapy patients to present as case material for discussion.

Course Description:

An initial review of treatment planning principles will establish the framework for discussion of participants' therapy cases. A copy of my book, Treatment Planning for Psychotherapists, will be provided for each participant. Case reviews will emphasize how to formulate a case and the use of formulation in planning and conducting the therapy to achieve more successful outcomes.

Educational Goals and Objectives:

At the end of this elective, trainees will be able to evaluate a patient's therapy needs and wants, use the diagnosis and formulation to construct a treatment plan, arrive at a therapeutic contract, assess progress, and deal with problems that might lead to a treatment impasse.

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|---------------------------|--|
| Elective Director: | Marc Nespoli, MD |
| Dates: | Flexible (rec. 1 month minimum) |
| Day and Time: | Mondays, Wednesday mornings and/or Thursdays |
| Site: | Waterbury VA Primary Care Clinic, 95 Scovill Street, Waterbury CT 06706 |

Max number of Participants: 1

Recommended PGY year: 3-4 (flexible)

Course Description:

This is a clinical elective designed to offer exposure to the delivery of Mental Health Services within a Primary Care Clinic. In this setting, the psychiatrist receives consultations directly from the primary care team, and is embedded in the primary care clinic. This is usually the first exposure veterans will have to mental health. Thus, students/residents will have a unique educational experience in evaluating and treating patients with a “clean slate” in terms of psychiatric history. There will also be the opportunity to function as part of a team, in which you will be able to act as a liaison to the primary care providers, psychologists, and social work services. The psychiatric mission of the clinic is to treat patients with relatively uncomplicated diagnoses of PTSD, depression, anxiety, and substance abuse disorders, in a community-based setting. There are opportunities for new evaluations and follow-up visits, and students/residents will be encouraged to use psychopharmacology and brief psychotherapy as part of their treatment plan. The rotation would not only be deemed valuable for those considering a career in the

Educational Goals Objectives:

At the end of this elective, students/residents will be able to:

1. Complete a Psychiatric evaluation for patients being referred from the primary care team in an outpatient setting.
2. Assess for PTSD, substance abuse and other psychiatric diagnoses in returning Iraq/Afghanistan veterans.
3. Devise a treatment plan for veterans, with potential collaboration with the primary care team and other providers.

VA, but also for those interested in a private or small group practice in general adult psychiatry

Elective Director: Daniel Bendor, MD, 860-442-8033
Dates: September to May
Time: Wednesday afternoon; time to be arranged
Place: TBA

Maximum # of participants: TBA

Recommended years: All Residents and faculty

Course Description:

Rumors to the contrary notwithstanding, psychiatrists will continue to do psychotherapy. Learning without observing is very difficult, if not impossible. By watching videotapes (including "instant replays") of ongoing psychotherapy, I hope to show that psychotherapy, in addition to our miraculous pharmacotherapies, is still a relevant tool for modern psychiatrists, as clinicians, researchers, supervisors and team leaders.

We will watch psychotherapy sessions. The first patient is a divorced, middle aged woman who was sexually abused by her biologic father for much of her childhood and adolescence. While not manifesting classic PTSD, her development was understandably devastatingly affected. Discussion will focus on what the patient presents in terms of different theories of psychopathology and of psychotherapy. We will explore possible meanings of the patient's communications, why I spoke or was silent when I was, and alternative ways of understanding and responding. Interestingly, as the patient is evolving, there has been a major change in her resistance. She no longer responds with rage attacks against me. She now anxiously even recognizes warm feelings for me. However, she often comes late to her session, whereas in the past she was virtually always on time or early. The second patient is in her mid-40's. As a very new therapist, I first worked with her when she was 12 years old. At the time, I had no idea how significant our work was for her, despite her angrily, silent resistive facade. We now meet twice a week and she is deeply involved in her therapy. If money (a topic less discussed in therapy than sexuality) were not limiting, we would meet 3-4 times a week. Her traumas consisted of a very poor emotional match between her and her parents and an uncle who sexually abused her during her adolescence.

We will discuss conflict, resistance, defenses, anger, sexuality, cognitions and their consequential distortions, depression, anxiety, guilt, shame, money, dreams, medications, how videotaping intrudes on the psychotherapy, slips, transference, how videos can help the therapist learn about his/her technique, countertransference, the uses and abuses of humor in psychotherapy and whatever else participants wish to discuss. If participants are interested, we may also view old tapes when the first patient was still in the mode

of raging at me when she felt anxious. This is no longer happening; she's healthier and both the psychopathology and therapeutic process are more subtle.

Educational Goals and Objectives:

At course end, students will have a better appreciation of the subtleties and challenges involved in psychotherapy. Students will have a better understanding of different ways of understanding and responding to patients' material and of the realities of transference & countertransference and many other psychological processes including conflict and defense. They will also have a better idea of how to understand and deal with therapists' inevitable mistakes.

2016-2017 PSYCHIATRY ELECTIVE: Working with Adult Trauma Survivors: What Every Mental Health Practitioner Should Know

Elective Director: Joan M. Cook, PhD, Joan.Cook@yale.edu
When: Fall, approximately 8 to 10 sessions
Date and Time: To be determined
Place: VA Connecticut Health Care System – West Haven, Building 8 1/2, Conference Room

Maximum Number of Participants: 8

Recommended Years: Open to psychiatry, psychology, and social work and nursing trainees in department.

Course Description:

Traumatic exposure has been implicated as a risk factor in many major mental disorders (including Posttraumatic Stress Disorder), physical health problems, social and occupational functioning and overall quality of life. Most mental health providers have only a cursory knowledge of trauma and its potential negative effects and little knowledge on assessment, treatment and other potential clinical issues related to traumatic exposure. Additionally, many practitioners are not using evidence-based treatments.

Events in the past decade such as September 11th, the wars in Iraq and Afghanistan, and devastating disasters such as Hurricane Katrina have helped place trauma and its potential negative effects on the national agenda. Thus the number and proportion of trauma survivors seeking services will likely increase and with that, more mental health professionals will be called upon to deliver services to them. This elective will introduce important competencies of mental health providers interested in working with traumatized adults. Topics include: scope and impact of potentially traumatic events, assessment of trauma and Posttraumatic Stress Disorder (PTSD), treatment of simple and complex PTSD, cultural competence, and resources for providers, patients and families.

Educational Goals and Objectives:

1. Describe the scope and mental health impact of potentially traumatic events
2. List empirically-validated assessment instruments and their use in a variety of clinical and research circumstances.
3. Discuss empirically-supported treatments for Posttraumatic Stress Disorder
4. Explain the three stages of treatment recommended for complex traumatic stress disorders.
5. List two ethical imperatives underlying cultural competence in working with adult trauma survivors of color.
6. Identify five major trauma-related web resources for providers, patients, and families.