

**Yale University
Department of Psychiatry**

**Elective Courses
2022-2023**



2022-2023 PSYCHIATRY ELECTIVES Policies and Procedures

- 1) Residents should discuss the elective with their supervisor and associate program director to ensure that the elective fits into their educational goals, and to ensure there are no scheduling conflicts with clinical responsibilities.
- 2) All participants must contact the Elective Director to arrange participation. Due to the pandemic, and for the foreseeable future, the time and location details noted in this year's syllabi are subject to change; please make sure to confirm with your Elective Director.
- 3) Once participation is confirmed, residents should notify Ross Prinzo (ross.prinzo@yale.edu), so the activity can be added to their schedule and an evaluation can be set up in MedHub. The purpose of the evaluation is to provide the Elective Director with feedback from the resident. Residents are *not* evaluated on their participation in electives.
- 4) Elective Directors should provide Ross Prinzo with the names of psychiatry residents, fellows, and faculty who are participating in their elective for evaluation purposes.

Title	Contact
Advocacy at the State Legislative Level	Kiki Kennedy, M.D. kkennedyM.D.@aol.com (203) 484-1920
Alzheimer's Disease and Related Cognitive Disorders	Chris van Dyck, M.D. christopher.vandyck@yale.edu (203) 764-8100
Case Report Writing	Dale Sebastian dale.sebastian@yale.edu (203) 974-7300
Clinical Neuropsychology Seminar	John Beauvais, Ph.D. john.beauvais@va.gov (203) 932-5711 (ex. 2465)
Cognitive-Behavioral Therapy	David F. Tolin, Ph.D. david.tolin@hhchealth.org (860) 545-7685
Consequences of Childhood Attachment Trauma (I): Impact on the Development of Adult Psychopathology	Ellen Nasper, Ph.D. enasper@aol.com (203) 624-1444
Consequences of Childhood Attachment Trauma (II): Impact on the Development of Adult Psychopathology	Ellen Nasper, Ph.D. enasper@aol.com (203) 624-1444
Contemplative Psychotherapy	David London, M.D. david.london@yale.edu (860) 443-5822
Deprescribing in Psychiatry	Dale Sebastian dale.sebastian@yale.edu (203) 974-7300 John Cahill john.cahill@yale.edu (203) 974-7300
Dialectical Behavior Therapy	Suzanne Decker, Ph.D. suzanne.decker@yale.edu
Digital Health	Seth Feuerstein, M.D. J.D. seth.feuerstein@yale.edu (203) 789-7645

Title	Contact
Electroconvulsive Therapy	Carl Edelen, M.D. Carl.Edelen@va.gov (203) 932-5711 (ext. 2567) or (203) 645-8757
Forensic Statement Analysis	Charles A. Morgan, III, M.D. CMorgan@newhaven.edu (203) 376-9979
Integration of Psychoanalytic and Cognitive Behavioral Therapies	Lisa W. Cross drlisaw@mindspring.com (203) 247-7843
Integrative Medicine in Psychiatry	David London, M.D. david.london@yale.edu (860) 443-5822
Introduction to Clinical Hypnosis	Mel Roy, Ph.D. mel.roy@comcast.net (203) 865-8277
Introduction to Psychoanalytic Theory	Lorraine Siggins, M.D. lorraine.siggins@yale.edu (203) 432-0305
Law and Psychiatry	Howard Zonana, M.D. howard.zonana@yale.edu (203) 974-7158
Leadership in Public Mental Health	Anne Klee, Ph.D. anne.klee@yale.edu (203) 479-8035
Neuroimaging in Neuropsychiatry	Irina Esterlis, Ph.D. irina.esterlis@yale.edu (203) 737-6820
Outpatient Consultation Liaison Psychiatry	Maggie Davis, Ph.D. margaret.t.davis@yale.edu
Outpatient Consultation Liaison Psychiatry	Paula Zimbrea, M.D. paula.zimbrea@yale.edu (203) 688-6266

Title	Contact
Psychedelic Medicine: Past, Present, and Future	William Prueitt, M.D. william.prueitt@yale.edu (475) 224-7958
Psychosocial Interventions for Substance Use Disorders	Jordan Slosower, M.D., M.Sc. jordan.slosower@yale.edu (203) 974-2693
Psychotherapy Research Seminar	Bachaar Arnaout, M.D. bachaar.arnaout@yale.edu (475) 731-7768
Racial and Cultural Tensions in the Psychotherapy Dyad	Mark Beitel, Ph.D. mark.beitel@yale.edu (203) 781-4690
Street Psychiatry	Ira Moses, Ph.D. ira.moses@yale.edu (203) 376-1617
Treating Paraphilias	Emma Lo, M.D. emma.lo@yale.edu (860) 326-1343
Treatment Planning for Psychotherapists	Leslie M. Lothstein, Ph.D. lothstein1@comcast.net (860) 680-5682
Treatment Planning for Psychotherapists	Richard B. Makover, M.D. richard.makover@yale.edu (203) 393-3185

2022-2023 PSYCHIATRY ELECTIVES: Legislative Advocacy Program

Director:	Kiki Kennedy, M.D. katherine.kennedy@yale.edu (203) 494-1920
Dates:	October 2022 - May 2023; on average 2 to 3 meetings/month
Location:	Hybrid between Zoom and in-person sessions (location TBD)
Time:	TBD – most likely Mondays from 5:15 pm to 6:15 pm
Maximum Number:	12
Recommended Years:	PGY-3, PGY-4 and fellows and faculty welcome

Course Description:

This is an experiential learning, skills-training program designed to equip Yale residents and fellows to advocate for state legislative change. In this hands-on program, participants learn how to engage effectively in Connecticut’s legislative process to identify, shape, and advance state legislation that benefits patients and population health. Advocacy skills gained using the Connecticut General Assembly are readily transferable to other federal, state and local legislative systems. Rather than teach specific policy issues, this program supports participants in their effort to identify and advocate for the legislative issue(s) they care most passionately about.

Learning Objectives:

Participants will learn a range of legislative advocacy skills, including how to:

- Identify, frame, and communicate about a legislative issue;
- Develop relationships with state legislators;
- Provide effective oral and written testimonies to state legislative committees;
- Craft and publish advocacy-focused Op-eds;
- Network with other advocates and advocacy organizations.

In addition, participants will engage in:

- Roundtable Discussions with CT state representatives, senators, and regulators;
- Meetings with legal advocates and lobbyists;
- Opportunities to tour the CT State Capitol;
- Sessions focused on special topics including, “Ethical Considerations in State Legislative Advocacy,” “Social Media Advocacy” and “How to Advocate at the Federal Level.”

In addition to Psychiatry, this program welcomes participants from other Yale School of Medicine departments, such as Internal Medicine, Pediatrics, Primary Care, and Surgery, as well as all Fellowship programs. Therefore, this program also serves as a unique convener for cross-collaboration on issues of interest between a range of Yale residents and fellows.

If you have any questions about the program, or are interested in joining, please contact Dr. Kiki Kennedy.

2022-2023 PSYCHIATRY ELECTIVES: Alzheimer's Disease and Related Cognitive Disorders

Director:	Chris van Dyck, M.D. christopher.vandyck@yale.edu (203) 764-8100
Instructors:	Christopher van Dyck, M.D.; Adam Mecca, MD, PhD; Amy Arnsten, PhD; Arash Salardini, MD; Anita Hüttner, MD, PhD; Emily Sharp, PhD; Pradeep Varma, MD; Carolyn Fredericks, MD; Chadrick Lane, MD; Mario Fahed, MD; Sid Khasnavis, MD
Dates:	September--two times per month, Fridays at 1:00 PM Alzheimer's Disease Research Unit, Conference Room, One Church Street, 8th floor (on the corner of Church and George Streets)
Location:	15
Maximum Number:	This elective is regularly attended by the PGY5 Geriatric Psychiatry Fellows. It is also intended for interested PGY2-4 Psychiatry Residents, Psychology Fellows, Geriatric Medicine Fellows, and various other students/trainees. Faculty welcome.
Recommended Years:	

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 neuropsychology, neuroimaging, neuropathology and clinical neurological examination.

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.

Learning 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.

2022-2023 PSYCHIATRY ELECTIVES: Case Report Writing in Psychiatry

Director:	Dale Sebastian dale.sebastian@yale.edu (203) 974-7300
Dates:	October, November & December (no thanksgiving week)
Location:	TBD
Time:	Wednesdays 6:00pm to 8:00pm (time of day can be adjusted if interested participants can reach a consensus on another suitable time)
Participants:	Professionals who are interested in writing clinical case reports in psychiatry

Course Description:

Trainees in clinical psychiatry often identify complex issues and cases that, if published, can inform the field at large. However, the process of writing and publishing a case report can be cumbersome, especially for the first time. Besides honing writing skills, publishing a case report also needs the ability to select the correct journal and making sure that consent is obtained from the patient. Issues of authorship and how to approach them will also be discussed.

In this course we will spend three classes going over the steps involved in writing a case report. Each participant will then bring a case that they think is suitable for publication and will obtain feedback from the facilitators and other members and eventually write up a report.

Educational Goals and Objectives:

- 1) Identify clinical cases / issues that can illustrate a theoretical point or inform practice in the form of case reports
- 2) Identify journals suitable for a given case (with a focus on avoiding 'predatory journals')
- 3) Write a sample case report

2022-2023 PSYCHIATRY ELECTIVES: Clinical Neuropsychology Seminar

Director:	John Beauvais, Ph.D. john.beauvais@va.gov July 2022 through June 2023
Dates:	Tuesday's: 1:00pm to 2:00pm
Location:	TBD
Time:	All psychiatry faculty and residents are welcome. (Note that this seminar is
Maximum Number:	required for psychology interns/residents rotating through Clinical Neuropsychology at the VACHS campus).

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 (currently, the 2nd Wednesday of each month).

Learning 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.

2022-2023 PSYCHIATRY ELECTIVES: Cognitive-Behavioral Therapy

Director:	David F. Tolin, Ph.D. david.tolin@hhchealth.org (860) 545-7685
Dates:	TBD, 16 weekly class sessions, likely beginning in September or October
Location:	TBD
Time:	Tuesdays, 3:00pm to 4:00pm
Maximum Number:	15
Recommended Years:	PGY-3 and PGY-4

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.

Learning Objectives:

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

2022-2023 PSYCHIATRY ELECTIVES: The Consequences of Childhood Attachment Trauma in the Development of Adult Psychopathology (Part I)

Director:	Ellen Nasper, Ph.D. ellen.nasper@yale.edu 203-624-1444
Dates:	Fall 2022; 6 to 8 sessions, dates TBD <i>If interested please contact Dr. Nasper by September 9, 2022.</i>
Location:	Conducted via Zoom
Minimum Number:	4
Recommended Years:	Open to residents, psychology fellows, social work fellows, nursing students and staff interested in the topic.

Course Description:

As the ACES studies demonstrate, adverse childhood experiences increase vulnerability to the development of mental (as well as physical) illnesses. In particular, the early childhood experience of ongoing childhood trauma (physical and sexual abuse and severe neglect) is strongly related to the development of Depression, PTSD, Borderline Personality Disorder, Dissociative Disorders, and the proposed diagnosis Complex PTSD. In addition, these histories of trauma often lead to the development of substance abuse and eating disorders. Literature of the past 20 years illuminates the ways that trauma and disturbed attachment relationships shape the neurobiological substrate of cognitive, emotional, and attachment development. Because the symptoms of these disorders can include severe emotional dysregulation and loss of reality testing, it is important to recognize the differences in presentation and the role of developmental course to make appropriate diagnoses.

In this seminar we will read papers on the impact of chronic early trauma on children's psychological, neurobiological, and attachment development. We will consider the consequences of trauma as it disrupts the development of the regulation of affect, attachment, cognition, and self, and how these disruptions manifest in adult psychopathology including Complex PTSD, Borderline Personality Disorder, and Dissociative Disorders. Readings will include papers by Bruce Perry, Arietta Slade, Karlin Lyons-Ruth, Philip Bromberg.

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.

2022-2023 PSYCHIATRY ELECTIVES: The Consequences of Childhood Attachment Trauma in the Development of Adult Psychopathology (Part II)

Director:	Ellen Nasper, Ph.D. ellen.nasper@yale.edu 203-624-1444
Dates:	Spring 2023; 6 to 8 sessions, dates TBD <i>If interested please contact Dr. Nasper by January 15, 2023</i>
Location:	Conducted via Zoom
Minimum Number:	4
Recommended Years:	Open to residents, psychology fellows, social work fellows, nursing students and staff interested in the topic.

Course Description:

This seminar will focus on the treatment of adult 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 Psychodynamic, Cognitive Behavioral, Somatic 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.

2022-2023 PSYCHIATRY ELECTIVES: Contemplative Psychotherapy

Director: David London, M.D.
david.london@yale.edu
(860) 443-5822
for more info about instructor, see davidlondonmd.com

Dates: January 10, 24; February 7, 21; March 7, 21

Location: Google Meet Online

Time: Tuesdays 6:15pm to 7:45pm

Maximum Number: 8

Recommended Years: All faculty, residents and fellows welcome

Course Description:

Exploration of: 1) The wisdom and compassion meditation practices of Buddhism, as well as principles of Buddhist psychology; 2) Western development of mindfulness-based and compassion-based psychotherapy; and 3) Research on the neuroscience of contemplative practice.

Learning Objectives:

- 1) Develop skills in four foundational, meditation practices: concentration, open awareness (mindfulness), acceptance (compassion), and insight (Vipassana), through readings, seminar discussions and guided meditations for daily practice. Additionally, we will examine somatic awareness exercises, all of which will be available online.
- 2) Foster use of these skills by creating a more effective therapeutic alliance and better clinical outcome.
- 3) Apply skills in mindfulness-based and compassion-based psychotherapy for clinical presentations such as: anxiety, depression, bipolar disorder, ADD/ADHD, obsessive compulsive disorder, addictions, personality disorders, marital and family conflict, pain, insomnia, stress, empathy and caregiver fatigue.

Core Text:

Thomas Pedulla, Susan Pollack, Ronald Siegel, *Sitting Together: Essential Skills for Mindfulness-Based Psychotherapy*

2022-2023 PSYCHIATRY ELECTIVES: Deprescribing in Psychiatry

Director:	Dale Sebastian dale.sebastian@yale.edu (203) 974-7300	John Cahill john.cahill@yale.edu (203) 562-2767
Dates:	January, February & March	
Location:	TBD	
Time:	Wednesdays 6:00 to 8:00PM (8 consecutive classes; however, time of day can be adjusted if interested participants can reach a consensus on another suitable time)	
Participants:	All residents, fellows and faculty	

Course Description:

Psychopharmacological treatments often involve the use of multiple medications as well as the continuous and long-term use of fixed medication regimens. In addition to exposing patients to the risk of serious long-term side effects, the imposition of complicated regimens may compromise the doctor-patient relationship and medication adherence. Further, several patients may choose to manage their illness without or with minimal intermittent medication treatment. This workshop is designed to equip a clinician with the skills to discuss and implement the paring down of medication regimes whenever appropriate, in a clinically sound, evidence-based and collaborative fashion. Borrowing from geriatric medicine, we will apply the term “deprescribing” to this process of optimization of medication regimens through a reduction and/or cessation of medications for which benefits no longer outweigh the risks.

Following an introduction to deprescribing and the presentation of a general protocol we will discuss the important elements of deprescribing using case example—including when the concept of deprescribing could be introduced into the treatment, either by the psychiatrist or by the patient and how to conduct a risk-benefit analysis. The class will also study five case vignettes for which small groups of participants will prepare a deprescribing protocol, including non-pharmacological interventions such as psychotherapy, peer support and plans for relapse prevention. The discussion of the case vignettes will be used to highlight risk-benefit analyses, withdrawal symptoms and their management and the use of psychosocial interventions.

Educational Goals and Objectives:

- 1) View deprescribing as an inclusive and positive intervention involving both pharmacological and non-pharmacological strategies
- 2) Build a general protocol to deprescribe in everyday practice
- 3) Prepare a risk-benefit analysis for major psychotropic medication groups in different scenarios
- 4) Identify and manage withdrawal symptoms for major psychotropic medication groups
- 5) Identify some psychosocial interventions that assist in deprescribing

2022-2023 PSYCHIATRY ELECTIVES: Dialectical Behavior Therapy: Seminar, Clinical Rotation, and Group Supervision

Director:	Suzanne Decker PhD, suzanne.decker@yale.edu Ashley Pierson, PhD, ashley.pierson@yale.edu Rebecca Kamody, PhD, rebecca.kamody@yale.edu Seth Axelrod PhD, seth.axelrod@yale.edu
Dates:	Seminar: Fridays July 9 through Aug 27 Clinical Rotation: Preferably July to June Group Supervision: September to June
Location:	Yale New Haven Psychiatric Hospital Adult Intensive Outpatient Program—425 George Street
Time:	Fridays 1:45pm to 5:00pm Clinical Rotation: TBD with Drs. Axelrod & Pierson Group Supervision: TBD
Maximum Number:	n/a
Recommended Years:	PGY-3 and 4

Course Description:

Seminar

The seminar is open to PGY-3 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 is structured as a flipped classroom and will include didactics, clinical applications, and role playing, as well as reading, on-line media, and skills practice assignments.

Supervision

Secondary individual or group supervision may be available focusing 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 participating in supervision.

Clinical Rotation

PGY3 and PGY4 residents will serve as clinicians in the YPH IOP DBT or DBT for Substance Use Disorders (DBT-SUD) tracks. 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.

Learning Objectives:

- 1) Residents will develop initial mastery in DBT skills instruction.
- 2) Residents will develop initial mastery in applying the major DBT techniques and strategies.
- 3) Residents will develop expertise in the clinical formulation and treatment of chronically suicidal and emotionally dysregulated patients.

2022-2023 PSYCHIATRY ELECTIVES: Digital Health

Director:	Seth Feuerstein, MD JD seth.feuerstein@yale.edu
Date(s):	Fall 2022, Spring 2023 Flexible
Location:	TBD
Time:	3 months in PGY-2, 6/12 months in PGY-3 or PGY-4
Maximum Number:	5
Recommended Years:	PGY-2 through PGY-4

Course Description:

This course provides residents an opportunity to explore innovative digital health solutions and their role in clinical care. Topics will range from telepsychiatry and text-based therapy to digital CBT and mobile applications designed to treat behavioral health diagnoses. By the end of the elective (during CASE for PGY-2s or as a part-time selective for PGY-3s and PGY-4s), residents will produce and submit at least one submission for a peer-reviewed publication relevant to the field of digital health.

Learning Objectives:

1. Explore a wide range of digital health offerings
2. Understand the role of digital health in clinical care
3. Produce a peer-reviewed publication relevant to digital health

2022-2023 PSYCHIATRY ELECTIVES: Electroconvulsive Therapy

Elective Director:	Carl G. Edelen, MD Carl.Edelen@va.gov (203) 932-5711 (ext. 2567) or (203) 645-8757
Dates:	TBD
Day & Time:	Monday, Wednesday & Friday (attend one to two days per week)
Location:	West Haven VA Medical Center, PACU (3 rd Floor, Building #1)
Maximum 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. 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.

2022-2023 PSYCHIATRY ELECTIVES: Forensic Statement Analysis: Distinguishing
Genuine from Deceptive Witness Accounts

Director: Charles A. Morgan, III, MD
camorgan 3rd@gmail.com
(203) 376-9979

Dates: Sept-Dec 2022

Location (tentative): Foundry Square
169 East Street, New Haven, CT

Time: Weds 5:00pm to 6:00pm

Maximum Number: 8

Recommended Years: All residents welcome

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.

Learning 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.

2022-2023 PSYCHIATRY ELECTIVES: The Integration of Psychoanalytic & Cognitive Behavioral Therapies

Director:	Lisa W. Cross, PhD drlisaw@mindspring.com (203) 247-7843
Dates:	Thursdays or Fridays
Location:	Conducted via Zoom
Time:	TBD
Maximum Number:	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.

Learning 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."

2022-2023 PSYCHIATRY ELECTIVES: Integrative Medicine in Psychiatry

Director:	David London, M.D. david.london@yale.edu 860-443-5822 <i>for more info about instruction see website: davidlondonmd.com</i>
Dates:	Summer 2023--Tuesdays July 11, 15; August 8, 22; Sept. 5, 19
Location:	Google Meet Online
Time:	Tuesdays, 6:15pm to 7:45pm
Maximum Number:	8
Recommended Years:	All years are welcome

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 published by the American Psychiatric Association: *Complementary and Integrative Treatments in Psychiatric Practice* by Gerbarg, Muskin and Brown 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.

Learning objectives:

- 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

For more info about instruction see website: davidlondonmd.com

2022-2023 PSYCHIATRY ELECTIVES: Introduction to Psychoanalytic Theory

Directors:	Lawrence Levenson, MD lawrence.levenson@yale.edu (203) 562-3048 <i>(First Trimester)</i>	Lorraine Siggins, MD lorraine.siggins@yale.edu (203) 432-0305 <i>(Second Trimester)</i>
	Stanley Possick, MD stanley.possick@yale.edu (203) 782-1511 <i>(Third Trimester)</i>	
Dates:	September—May	
Location:	TBD	
Time:	Wednesdays, 4:30pm-6:00pm	
Maximum Number:	10	
Recommended Years:	Open to PGY-3, 4 and 5 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.

Learning 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.

2022-2023 PSYCHIATRY ELECTIVES: Introduction to Clinical Hypnosis

Director:	Mel Roy, PhD mel.roy@comcast.net (203) 865-8277
Dates:	<i>October to December; January to March</i>
Location:	TBD
Time:	TBD
Maximum Number:	10
Recommended Years:	Open to PGY-III & PGY-IV residents, psychology fellows, social work graduate students and 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.

Learning Objectives:

- 1) 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.

2022-2023 PSYCHIATRY ELECTIVES: Law and Psychiatry

Director:	Howard Zonana, MD howard.zonana@yale.edu (203) 974-7158
Dates:	October through May (monthly)
Location:	Conducted via Zoom
Time:	Fridays, 2:45pm to 04:15pm
Maximum Number:	25
Recommended Years:	All psychiatric residents, forensic fellows, pre-doc and post-doc psychology fellows and departmental faculty

Course Description:

This course will be a continuation of the core curriculum course that is offered to PGY-II psychiatric residents. This course reviews recent legal cases and topics relevant to the regulation of psychiatric practice and forensic psychiatry. 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, ethics and malpractice. 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.

Learning Objectives:

- 1) Learn to 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 and other mental health professionals in situations where dual agency conflicts arise.

2022-2023 PSYCHIATRY ELECTIVES: Leadership in Public Mental Health

Director:	Anne Klee, Ph.D. anne.klee@yale.edu (203) 640-1727
Dates:	September through June
Location:	Conducted via Zoom
Time:	3 rd Wednesday of the month, 3:00pm to 4:30pm
Maximum Number:	12
Recommended Years:	All Department of Psychiatry trainees are welcome.

Course Description:

For psychiatrists, psychologists, occupational therapists, 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 even though 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. The seminar includes a daylong trip to Hartford in the spring to meet with state leaders. There will be opportunities for mentorship and exploration of career development in public mental health leadership.

Topics include: decision making in organizations; leading through change; blending clinical care and research; leadership in the community; workforce development; leadership in education gender; race and culture issues; having difficult conversations; public messaging; risk management; legislative advocacy and alternative career paths

Learning Objectives:

- 1) Learn about the roles and responsibilities of leaders in public mental health settings
- 2) Discuss personal leadership potential
- 3) Explore employment opportunities in the public sector

2022-2023 PSYCHIATRY ELECTIVES: Neuroimaging in Neuropsychiatry

Elective Director:	Irina Esterlis, Ph.D. (co-director) irina.esterlis@yale.edu (203) 737-6820	Maggie Davis, Ph.D. (co-director) margaret.t.davis@yale.edu
Day/Time:	Thursdays (TBD)	
Location:	B-145 SHM (Physiology Department Seminar Room) or via Zoom	
Maximum 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.

2022-2023 PSYCHIATRY ELECTIVES: Outpatient Consultation Liaison Psychiatry

Director:	Paula Zimbrea, MD Paul Desan MD, PhD, Ariadna Forray, MD Pamela Peterson Crair, MD; Ray Shenouda, MD
Dates:	September 2022--June 2023
Location:	Conducted via Zoom/YNHH
Time:	TBD
Maximum Number:	4
Recommended Years:	PGY-2, 3 & 4
Minimum required time:	8 sessions of 4 hours or equivalent (“block rotation” can be arranged)

Course Description:

This is a clinical elective designed to familiarize the residents with psychiatric consultation in the outpatient medical clinics. The clinical sites include Yale Transplantation Center, Yale Primary Care Clinic, Sickle Cell Clinic and Yale Weight Loss (Bariatric Surgery) Center. The residents will participate in initial evaluations, treatment planning and liaison with medical services. The residents may choose to provide short term care as clinically appropriate. There would be significant emphasis on “liaison” activities, such as advocating for patients with mental illness in need of ongoing medical care and ongoing education of non-mental health providers who provide medical care for the mentally ill.

Participation in research and QI projects is encouraged.

Learning Objectives:

- 1) Awareness of the role of the psychiatrist in outpatient consultation setting
- 2) Awareness of the impact of psychiatric disorders upon outcomes of chronic medical illness
- 3) Communicate effectively the findings of the Psychiatric evaluations with various medical teams
- 4) Advocate for patients with psychiatric illness in need of ongoing medical care

Directors:	William Prueitt, M.D. william.prueitt@yale.edu (475) 224-7958	Jordan Slosower, M.D., M.Sc. jordan.slosower@yale.edu (203) 974-2693
Dates:	8 sessions held from October – December 2022	
Location:	Zoom	
Time:	Wednesdays, 7:00pm to 8:30pm, start time TBD	
Maximum Number:	12	
Recommended Years:	Open to all healthcare professionals, trainees, and students	

Course Description:

The fields of psychedelic science and medicine are rapidly expanding with increasing numbers of pre-clinical and clinical investigations being initiated each year. Research studies conducted to date have shown that psychedelics hold promise as therapeutics for a range of mental health conditions and also have the ability to alter brain circuitry, induce positive changes in attitudes and values, facilitate personality changes, and affect political views and mindfulness, among other constructs. Accordingly, increasing numbers of researchers, clinicians, and mental health professional trainees are becoming interested in the field and seeking training and education in this area. This elective seminar serves both as an introduction to core topics in this field and as an opportunity to critically explore the scientific, political, and ethical issues that permeate its past, present, and future.

This elective is primarily a reading seminar focused on participatory group discussions of 1-2 assigned readings per class. Short introductions to the week's topic will generally be provided and materials may also include short videos. The course will begin with a discussion of indigenous uses of psychedelic plants and early Western research with psychedelic substances. We will then explore modern therapeutic applications and proposed mechanisms of action and change. Finally, we will examine issues important to the future of the field, including medicalization, equity and access for diverse populations, and potential models for clinical treatment.

Learning Objectives:

- 1) Synthesize scholarship from across the biological, psychological, and social sciences into an interdisciplinary understanding of psychedelic substances and their potential therapeutic applications.
- 2) Describe the historical context for current psychedelic research, including early research and indigenous uses.
- 3) Identify neurobiological, psychological, and spiritual mechanisms by which psychedelics may function as therapeutics for mental health disorders.
- 4) Analyze the complex set of political, commercial, and ethical issues facing the field of psychedelic medicine as it moves towards medicalization.

2022-2023 PSYCHIATRY ELECTIVES: Psychosocial Interventions for Substance Use Disorders

Director: Bachaar Arnaout, M.D.
Dates: September – December (please see schedule below)
Location: VA, Building 35, lower-level conference room
Time: Wednesdays, 10:30am to 11:30am
Recommended Years: PGY-4 or 5 (please see below)

Course Description:

This is an advanced course in psychosocial models used in the treatment of substance use disorders. Participants must have completed an advanced (e.g., graduate or post-doctoral) course in psychotherapy and at least one year of supervised psychotherapy practice with exposure to treating substance use disorders. Seminar participants are typically pre- and post-doctoral psychology fellows, addiction medicine fellows, and addiction psychiatry fellows.

Learning Objectives:

- 1) Participants will gain a good understanding of evidence-based psychosocial interventions for substance use disorders.
- 2) Participants will refine clinical skills for treating patients with substance use disorders.
- 3) Participants will gain confidence in determining the best modality to produce optimal patient outcomes.

Schedule:

<u>Date</u>	<u>Topic</u>	<u>Facilitator</u>
September		
9	CBT	Brian Kiluk, PhD
16	TSF; 12-step fellowships and alternatives	Luis Miguel Anez, PsyD
23	CM	David Pilkey, PhD
October		
7	BCT	Suzanne Decker, PhD
14	Harm reduction (and MET)	Maria Niculete, PhD
21	Seeking Safety and trauma-focused psychotherapies	Marianne Silva, LCSW
28	DBT and mindfulness-based psychotherapies	Suzanne Decker, PhD
November		
4	Group therapy	Christine Lozano, PsyD
11	Intensive psychosocial interventions, including rehab and TCs	Howard Steinberg, PhD
18	Psychodynamics	Matthew Steinfeld, PhD
December		
9	CAM	Steven Novella, MD
16	Recap (SDM, MM, drug counseling, CRA, CRAFT, AI-Anon)	Bachaar Arnaout, MD

2022-2023 PSYCHIATRY ELECTIVES: Psychotherapy Research Seminar

Director:	Mark Beitel, PhD mark.beitel@yale.edu (203) 781-4690
Dates:	TBA
Location:	Conducted via Zoom
Time:	Email elective director for possible dates and times
Maximum Number:	10
Recommended Years:	ALL

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.

Learning 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

Director:	Ira Moses, Ph.D. ABPP ira.moses@yale.edu (203) 376-1617
Dates:	October 7th to December 16th
Location:	Zoom
Time:	TBD
Maximum Number:	10
Recommended Years:	Open to faculty and trainees at all levels

Course Description:

Issues of race and culture create considerable discomfort for both therapist and patient, particularly in the initial phase of treatment. Though guidelines for cultural competency may be a helpful starting point, it is best that the clinician approach each individual with an attitude of curiosity rather than with *a priori* assumptions about how membership in these groups affects the patient's personality. Viewing patients simply as members of a specific racial group or culture risks overlooking the incredible diversity within each of these categories which are neither static nor homogenous. Helping trainees develop a respectful inquiry with their patients may lead them to discover that there is a quite complicated chain of causation between our patient's race or culture of origin and their presenting problems in living. In addition to the patient's lifelong experiences with racism and bigotry, factors such as parental milieu, education, economic security, and degree of religious adherence, are but a few of the major determinative factors in psychic development. Furthermore, it is not uncommon for patients to present with intergenerational conflicts regarding their own family as they struggle with individuation and separation.

Considerable tensions also arise with the patient's spoken and unspoken reactions to the therapist's racial and cultural attributes. To address these concerns, the seminar will emphasize practical ways for the therapist to find words to help both the patient and the therapist explore their assumptions and conflicts about these factors.

Participants will present clinical vignettes to supplement the readings; opportunities to role play will be available if participants feel comfortable.

Learning Objectives:

- 1) Further develop the therapist's skills in listening and identifying racial and cultural issues in the therapeutic dyad.
- 2) Expand upon the therapist's range of verbal interactions to address topics highly sensitive to patient and therapist.
- 3) Widen the perspectives on how and when to address issues that may be avoided without being intrusive.
- 4) Further expand on the field of the observed interactions in the consulting room.

2022-2023 PSYCHIATRY ELECTIVES: Street Psychiatry at CMHC

Director:	Emma Lo, MD emma.lo@yale.edu Jeanne Steiner, DO, Director, Street Psychiatry and Medical Director, CMHC John Cahill, MD, Medical Director, CMHC Acute Services
Dates:	Flexible dates/times year-round; Weekly attendance on outreach ½ day per week; 1 hour biweekly group supervision, for 6 month or longer rotation
Location:	Varies
Maximum Number:	N/A
Recommended Years:	PGY-3 through PGY-4 residents

Course Description:

Street Psychiatry is the practice of providing mental health care and substance use disorder treatment directly where homeless individuals reside, including homeless shelters, soup kitchens, campsites in woods, public parks, and public indoor spaces (train station, library, etc.). Trainees will accompany the Street Psychiatry team for 1/2 day per week on a weekly basis, with varying times as schedules allow.

Residents will initially observe the activities of the outreach team and will actively participate in outreach and relationship-building when appropriate. They will also be expected to provide limited medical and psychiatric care, including taking vital signs, offering medical and psychiatric triage, and providing psychiatric consultation to primary care providers. Longitudinal trainees may be assigned a small caseload of patients as appropriate.

An orientation process will precede street-based work, which will include orientation to the safety protocol, the scope of practice expectations, supervision and an overview of New Haven's homeless population. Resources that can link patients to existing mental health providers and/or CMHC, and information about various local services will also be available.

While trainees will always go out together with a member of the street psychiatry team, supervision will be provided by the attending psychiatrist if not present with you (Dr. Lo during the day and CMHC CABU Attending after hours) who will be available by phone, and mobile crisis services are available 24 hours/day as well. Weekly group supervision of all trainees with the attending to discuss cases and debrief is expected.

Learning objectives:

- 1) Define street psychiatry and describe the unique barriers to care that the street homeless population faces.
- 2) Describe and ultimately practice the principles of outreach and engagement.
- 3) Identify the gaps in mental health care for the street homeless population in New Haven, CT. Identify at risk patients and connect them to the appropriate local resources.
- 4) Conduct brief "triage" interviews in unusual, street-based settings, adapted to the needs of the patient, and on the patient's terms.
- 5) Work within a larger mental health system by serving as a conduit for mental health care amongst other mental health-providing entities.

2022-2023 PSYCHIATRY ELECTIVES: Telemental Health at VA

Director:	Eric Hermes, MD
Dates:	July through June
Location:	VA Connecticut Health Care, or Conducted via Zoom
Time:	Flexible, Minimum 1/2 day every other week plus supervision
Maximum Number:	N/A
Recommended Years:	PGY-3 and above

Course Description:

Tele-Mental Health (TMH) is the provision of psychiatric services via video conferencing, where patients and providers are geographically separated. Services include assessment, treatment, education, monitoring, and collaboration with on-site staff. TMH is increasingly a routine modality for the provision of mental health services and can decrease disparities in patient access, especially for patients in rural and remote locations. For example, it is the goal of the Veterans Health Administration (VHA), the largest integrated healthcare system in the U.S., to have 20% of all patients receive telehealth services. Therefore, it is necessary to train future psychiatrists to provide services via TMH modalities.

VHA is at the forefront of TMH, with national, regional, and local programs. VACHS is a national leader in TMH housing the VA National Tele-Health Center; the VISN 1 TMH Hub providing psychiatric services throughout New England; as well as a network of providers treating patients at six Community Based Outpatient Clinics (CBOCs) in Connecticut. With a highly experienced TMH staff and robust TMH infrastructure, this training experience at VACHS will provide trainees with a unique educational opportunity that will be valued in whatever setting graduates eventually work.

The VACHS CBOC TMH program integrates TMH providers into small primary care settings across Connecticut. This integrated care model has a strong evidence base and has been shown to increase access to mental healthcare for underserved populations. This training opportunity will give trainees experience in the assessment and treatment of primary care patients via TMH using an integrated care model. Specifically, the trainee will provide general psychiatric services within a primary care clinic at a remote CBOC location within Connecticut. The trainee will work closely with primary care providers, nurses, and remote site TMH support personnel to assess and manage referrals from primary care providers. The elective will consist of an introduction and training in the modality based on the VA national TMH curriculum, supervised patient encounters, as well as independent assessment and management of patients with individual supervision.

The training opportunity will include four to six direct educational sessions, which will include literature review and short didactics. Educational topics will include:

- 1) Introduction, orientation to the modality, and VA TMH training
- 2) Safety assessment and management of psychiatric emergencies via TMH
- 3) Overview of TMH acceptability, effectiveness, and Quality
- 4) Overview of Integrated care models and their efficacy
- 5) Legal, regulatory, and ethical issues
- 6) Rural Mental Health Issues

2022-2023 PSYCHIATRY ELECTIVES: Treating Paraphilias

Director:	Leslie M Lothstein Ph.D. (860) 680-5682 leslielothstein@gmail.com
Dates:	Can be adjusted to suit needs of student; bimonthly
Location:	Conducted via Zoom, CMHC, or other space as needed
Maximum Number:	7
Recommended Years:	PGY-3 AND PGY-4 residents and fellows in Psychiatry; Psychology Post Docs or Interns; Medical Student Elective

Course Description:

How to take a sexual history; feeling comfortable talking to your patients about sexual matters; learning critical factors in psychosexual development (normative and paraphilic); asking critical questions that enhance your understanding of your patient; learning to listen attentively to what is not being said; helping patients feel comfortable talking about intimate and sexual issues in a non-judgmental climate; to integrate aspects of a patient's clinical sexuality into your total understanding of you patient's physical/mental health.

Special areas: Internet sexuality, relationships and pornography; from perversions to paraphilias; sexual violence and hypersexuality; sexuality and chronic mental illness; the psychopharmacology of sexuality; using alcohol and drugs and sexual performance; LGBT issues and the culture and politics of sexuality and expression as they enter the consultation room. Forensic sexuality and the forensic sexuality consultation (working with attorneys, families, courts and judicial systems)

Learning Objectives:

Learning modules in areas above to enhance clinical practice. Course members should be more informed and feel more comfortable taking a sexual history and treating sexual problems presented in clinical practice.

2022-2023 PSYCHIATRY ELECTIVES: Treatment Planning for Psychotherapists

Director:	Richard B. Makover, M.D. richard.makover@yale.edu (203) 393-3185
Dates:	October to March
Location:	Conducted via Zoom
Time:	TBD
Maximum Number:	7
Recommended Years:	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.

Learning 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.

2022-2023 PSYCHIATRY ELECTIVES: Working with Adult Trauma Survivors

Director:	Joan M. Cook, PhD Joan.Cook@yale.edu
Dates:	Fall Semester; 8 to 10 sessions
Location:	VA Connecticut Health Care System – West Haven, Building 8 1/2
Time:	TBD
Maximum Number:	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.

Learning 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.