



STANFORD UNIVERSITY MEDICAL CENTER
STANFORD UNIVERSITY SCHOOL OF MEDICINE
Department of Psychiatry and Behavioral Sciences
DIVISION OF CHILD AND ADOLESCENT PSYCHIATRY
Stanford, CA 94305-5719



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Seminar Curriculum Descriptions

YEAR I

01. Neuroscience Seminar

- a) Required for 1st year residents
- b) Joachim Hallmayer, MD, Associate Professor and Antonio Hardan, MD, Associate Professor
- c) This is a lecture series in which neurobiological theory, applications and clinical practice are presented. The topics discussed are specific to the various diagnostic categories within child psychiatry (e.g. neurobiology of autism, neurobiology of ADHD)
- d) Medical students and pediatric residents
- e) 1 hour weekly for 20 weeks

02. Theories of Development

- a) Required for 1st year residents
- a) Instructors: Michael Loughran, PhD, Associate Clinical Professor and Shashank Joshi, MD, Director of Training.
- b) This is a weekly seminar for one quarter, in which five major developmental theories are critically reviewed. Presentations are by experts in Cognitive development, Social learning theory, Ethological theory, information processing & psychoanalytic theory
- c) Medical students and pediatric residents
- d) 1 hour weekly for 8 weeks

03. Principles of Psychodynamic Psychotherapy with Children and Adolescents

- a) Required for 1st year residents
- b) Michael Loughran, Ph.D., Associate Clinical Professor
This seminar examines the basic principles and basic techniques of conducting psychotherapy with children and adolescents from a psychoanalytic theoretical perspective. Topics covered include how to conduct an evaluation, formulate cases, and establish a treatment plan; how to begin psychotherapy by establishing an age-appropriate therapeutic alliance; containment, analytic listening, working with resistance, and interpretation; problems encountered at different stages of therapy and with different degrees of psychopathology; and areas of specialized practice such as treating depression and early character pathology.
- c) Medical students, pediatric residents and psychology interns
- d) 1 hour weekly for 12 weeks

04. Therapeutic Engagement

- a) Required for 1st year residents
- b) Don Mordecai, MD, Clinical Assistant Professor and Shashank Joshi, MD, Assistant Professor
- c) Through videotape and guided discussion, fellows learn about the psychotherapeutic process in child and adolescent psychiatry. Fellows present and discuss their own videotaped interviews with patients. Emphasis is on the early stages of the therapeutic process—information gathering, alliance-building, and case formulation.
- d) Medical students and pediatric residents
- e) 1 hour weekly for 24 weeks

05. Family Therapy: Theory and Practice

- a) Required for 1st year residents
- b) Tonja Krautter, PsyD, Clinical Instructor
- c) This course provides an overview of systems, developmental and narrative theories, and their application to the major schools of family therapy. Utilizing this framework, students learn how to develop hypotheses that connect the theory to which particular questions they will choose when interviewing their patients. Students learn specific techniques for the initial interview, to identify and effectively respond to resistance. Special attention is paid to the students' personal and professional development as a therapist.
- d) Medical students and pediatric residents
- e) 1 hour weekly for 8 weeks

06. Developmental Psychopathology

- a) Required for 1st year residents
- b) Instructor: Kyle Hinman, MD, Clinical Instructor.
- c) In this course, taught by Faculty from both Child Psychiatry and Pediatric departments, we sequentially present normal child development epochs, followed by presentations of the psychiatric illnesses which present during those periods.
- d) Medical students and pediatric residents also attend this course.
- e) 1 hour weekly for 24 weeks

07. Basic Psychopharmacology

- a) Required for 1st year residents
- b) Kiki Chang, MD, Associate Professor & Shashank Joshi, MD, Assistant Professor
- c) This course devotes two months to the principles and practice of child & adolescent psychopharmacology. A developmental approach is utilized, with appropriate discussion of age-specific issues within pharmacotherapy of psychiatric disorders. Each week, one major category of disorders is covered.
- d) Medical students and pediatric residents
- e) One hour weekly for 8 weeks

08. Psychological Assessment:

- a) Required for 1st year residents
- b) Instructor: Sharon Williams, PhD, Associate Professor
- c) This is a weekly, two-month seminar on psychological testing for first year child psychiatry residents. The goal is to familiarize the trainee with psychometric statistics and properties, along with a range of cognitive, personality and performance tests as applicable to children and adolescents.
- d) Medical students and pediatric residents
- e) 1 hour weekly for 8 weeks

09. Ethics

- a) Optional for 1st year and 2nd year residents
- b) Taught by Medical Center Faculty
- c) This series of monthly one hour lectures at the Medical Center is intended for all interested participants to familiarize them with ethical issues in research and medical practice. The series discusses a wide range of topics on a monthly basis in classroom style format
- d) Medical students, house staff and other Stanford University personnel also attend this course
- e) 1 hour per month for 9 months

10. Research Methodology:

- a) Required for 1st residents, optional for 2nd years
- b) Instructor: Booil Jo, PhD, Assistant Professor
- c) This is a 9-month seminar for all child psychiatry residents which alternates between faculty presentations of research, discussion of research methodological issues raised by the research, and readings of relevant articles. Topics include research design, statistical methods, innovative approaches to research, and review articles for diagnostic and therapeutic procedures.
- d) This course is also attended by medical students
- e) 1 hour weekly for 4 months

11. Systems of Care

- a) Required for 1st year residents, recommended for 2nd year residents
- b) Instructors: Frances Wren, M.D, Assistant Professor, Mina Bak, MD (2nd year CAP resident), and Muir Hooper (1st year Community Track CAP resident)
- c) This is a weekly seminar for child psychiatry residents to develop the skills to recognize, using specific cases, how the system in which care is delivered can impede or enhance treatment. CAP residents develop strategies to work within systems to obtain optimal care (and to recognize when this is not possible). Participants also become lifelong consumers of the relevant literatures and educated advocates for youth, families, and the systems that serve them.
- d) This course is also attended by medical students and pediatric residents
- e) One hour weekly for 13 weeks

12. Pediatric Consult-Liaison Psychiatry Seminar

- a) Required for 1st year residents on the Consult-Liaison rotation at LPCH
- b) Instructors: Richard Shaw, M.D, Associate Professor and Michelle Brown, PhD, Clinical Assistant Professor.
- c) This seminar meets weekly to provide an overview of ancillary hospital child psychiatry services, and to review important psychiatric topics in medically ill children.
- d) This seminar is scheduled for all trainees on the consultation/liaison service rotation at LPCH.
- e) 1 hour weekly for 36 weeks

13. Play Therapy Seminar

- a) Required for 1st year residents
- b) Shashank V. Joshi, MD, Assistant Professor and Leon Wanerman, MD, Adjunct Clinical Instructor
- c) This seminar meets weekly to introduce different approaches to Play therapy, and its use in diagnosis, alliance formation and treatment. The course uses both readings and video demonstrations as teaching tools.
- d) Medical students and pediatric residents
- e) 1 hour weekly for 2 months

14. Essentials of Working with Children and Families

- a) Required for 1st year residents
- b) Shashank Joshi, MD; Assistant Professor; Mendy Boettcher, PhD, Clinical Instructor; and Jennifer Phillips, PhD, Clinical Assistant Professor
- c) This is a 3-month course for 1st year residents. In this course, the fellows are introduced to practical information essential to working with children and families. This includes gaining an understanding of school services and how those services are coordinated with psychiatric treatment planning; learning the principles of behavioral treatment strategies and how to apply those strategies with children; developing skill in the interview of parent and child; and reviewing the normal developmental stages of childhood, from infancy through late childhood. This course has a strong hands-on component; you are expected to actively participate in parent and child interviews and discussion of observations from those interviews.
- d) This course is also attended by medical students and pediatric residents
- e) One hour weekly for 8 weeks in the fall

YEAR 1 and 2 Combined Seminars:

15. Forensic Child Psychiatry

- a) Required for both 1st and 2nd year residents
- b) Anthony Atwell, MD, Adjunct Clinical Associate Professor
- c) This is a two-hour seminar taught for one quarter every year to all child psychiatry residents. The seminar is partially didactic, partially practical-clinical. One hour is dedicated to the teaching of the principles of clinical forensic child psychiatry: the legal and scientific background as it applies to the practice and research in the forensic setting. The second hour is spent on discussing and examining actual cases from the residents' and the faculty's practice, [preparing legal testimony; site visits to juvenile court, and preparation of cases for depositions and mock or real trials]. The experience culminates every year in the Mock Trial for both years, where a legal team mimics the real court room experience for the trainee. The second year trainees' function as expert witnesses presenting their opinions on real or archival cases.
- d) Medical students and psychology interns
- e) 2 hours weekly for one quarter, March- May

16. Cultural Issues in Child & Adolescent Psychiatry Therapy

- a) Required for 1st year residents, optional for 2nd years residents
- b) Shashank Joshi, MD, Assistant Professor and guest facilitators
- c) This is a two-hour weekly seminar taught for 2 months to child psychiatry residents every year. The goal is to discuss the relevance of diverse economic, ethnic, cultural and other social factors for the practice of child psychiatry. Case-based discussions focus on the DSM-IV TR Cultural Formulation.
- d) Medical students and General Psychiatry residents on rotation
- e) 2 hours weekly for 8 weeks (taught every year).

17. Grand Rounds

- a) Optional for both 1st and 2nd year residents
- b) Various Faculty Members
- c) This is a year long meeting with diverse presentations on topical subjects in psychiatric practice and research. The Grand Rounds are available to all residents and is jointly run with the Department of Psychiatry. Specifically, child psychiatric topics are scheduled on a monthly basis
- d) Open to the public
- e) 1 hour weekly, during the academic year

18. Infant and Preschool Observation and Assessment

- a) Required for both 1st and 2nd year residents
- b) Anne Benham, MD, Clinical Professor
- c) This is a two hour seminar for all residents taught for one quarter, teaching the principles of observation of normal children in the preschool age range, the normal developmental progression in this age span, the psychopathology in this age group and the science of preschool psychiatry. The experience is partially didactic, partially practical, and culminates in live examinations of preschoolers and their parents.
- d) This course is also attended by medical students and psychology interns
- e) 2 hours weekly for 8 weeks

19. Career choices

- a) Required for both 1st and 2nd year residents
- b) Instructor: Rebecca Powers, MD, Clinical Instructor
- c) This is a two-session workshop on the career options and paths available to all child psychiatry residents. The Chief fellow facilitates the presentation and discussion with different clinical and academic faculty familiar with careers in private practice, institutional practice, academic careers and public service.
- d) One workshop in September and one in January

20. Evidence-Based Psychotherapy

- a) Required for 1st year residents
- b) Jim Lock, MD, PhD, Professor and Thomas Tarshis, MD, MPH
- c) The course directors and guest lecturers review the state of the field in terms of evidence for psychotherapies. Selecting several specific diagnoses, they introduce the manuals, format and basic interventions which have empirical support
- d) This course is only attended by 1st year residents
- e) 1 hour weekly for 12 weeks

21. Journal Club

- a) Required for 1st and 2nd year residents
- b) Tom Tarshis, MD, MPH – Adjunct Clinical Instructor
- c) This is a weekly seminar that reviews important papers in the field. Trainees present papers to their peers, and there are guest discussants who are content experts.

YEAR 2

22. Advanced Psychopharmacology

- a) Required for 2nd year residents
- b) Kiki Chang, MD, Associate Professor, & Shashank Joshi, MD, Assistant Professor
- c) This case-based seminar allows for discussion of specific problems and clinical pearls within child psychopharmacology. Each week, one major category of disorders is covered. Medication strategies, as well as the psychological and educational issues in medication management, are discussed. Each Fellow is assigned to present a particular topic per week, and assigns relevant reading to her/his peers ahead of time. In this regard, it also serves as an additional journal club.
- d) This course is only attended by 2nd year residents
- e) 2 hours weekly for 16 weeks in the fall

23. Advanced Case Seminar

- a) Required for 2nd year residents
- b) Instructor: Carl Feinstein, MD, Professor
- c) This is a 6-month seminar for second year residents focusing on developing advanced clinical diagnostic and treatment skills. This seminar focuses on integrative approaches to bio-, psycho- and sociotherapy, extremely problematic cases, advanced case management, administrative team leadership, career goal development, and a wide range of pertinent topics. The seminar is case driven and based on material brought in by faculty or trainee. Live and video-taped interviews are major vehicles for teaching.
- d) This course is only attended by 2nd year residents
- e) One hour weekly for one semester, winter and spring (24 weeks)

24. Cognitive Therapies Seminar

- a) Required for 2nd year residents
- b) Betsy Corrin, PhD, Clinical Instructor
- c) This is a 6-month seminar for second year residents focusing on developing advanced clinical diagnostic and treatment skills, with a particular focus on cognitive-behavioral techniques and therapies. The seminar is case driven and based on material brought in by faculty or trainee. Empirically-supported manuals are major vehicles for teaching.
- d) Attended by 2nd year residents only
- e) 1 hour weekly for one semester