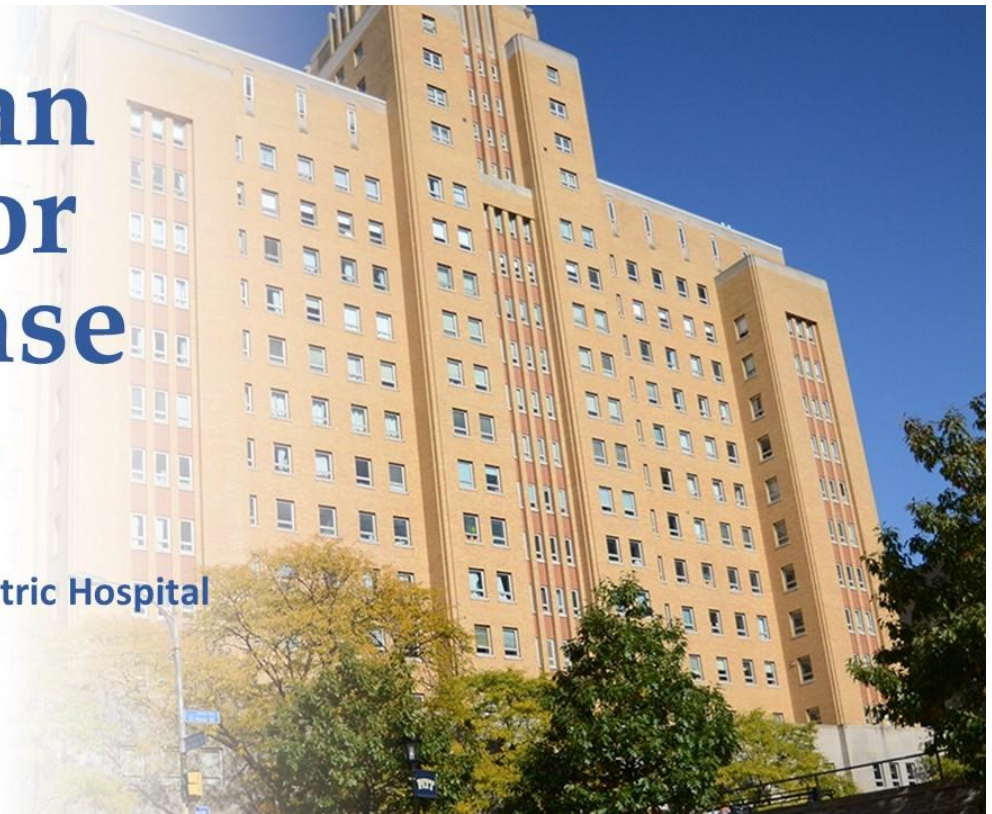


Clinician Educator Showcase

March 21, 2024

**11:30am-4:20pm
UPMC Western Psychiatric Hospital
Pittsburgh, PA**



2024 Clinician Educator Showcase – March 21, 2024

UPMC Western Psychiatric Hospital (WPH), Pittsburgh, PA

11:30am-12:15pm **POSTER SESSION (ROOM T272 WPH) AND LUNCH (SEATING IN ROOMS WPH N277, 278, 292-293)**

In-person attendees can pick up their boxed lunch at the serving station outside of WPH Room N277.

12:15pm **VIRTUAL PARTICIPANTS LOG IN VIA ZOOM**

<https://pitt.zoom.us/j/96551897467>

Passcode: 945113

12:15pm-12:25pm **WELCOME AND SPECIAL RECOGNITIONS**

David A. Lewis, MD

Distinguished Professor of Psychiatry and Neuroscience

Thomas Detre Professor of Academic Psychiatry and Chair

Department of Psychiatry, University of Pittsburgh School of Medicine

12:25pm-1:00pm **SPEED DAT(A)ING SESSION**

Patrick Buckley, MD, *Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine*

Patrick Frailey, MD, *PGY4, UPMC Western Psychiatric Hospital*

Denise Polaski, MD, *Child Fellow, UPMC Western Psychiatric Hospital*

Daniel Salahuddin, MD, MPH, *Assistant Professor of Family Medicine & Psychiatry, University of Pittsburgh School of Medicine*

Jessica Stephens, DO, *Child Fellow, UPMC Western Psychiatric Hospital*

1:00pm-1:20pm **PLENARY SESSION I**

“The Great Connector: Education Across Our Behavioral Health Service Line”

Gina Perez, MD

Associate Professor of Psychiatry, University of Pittsburgh School of Medicine

Senior Director for Medical Student Education & Clinical Faculty Development, Department of Psychiatry, University of Pittsburgh School of Medicine

Associate Chief, UPMC Behavioral Health Network; Telepsychiatry, UPMC Western Psychiatric Hospital

1:20pm-1:30pm **BREAK**

1:30pm-2:00pm **PLENARY SESSION II**

“Perspectives on Leadership for Clinician Educators”

David A. Lewis, MD

Distinguished Professor of Psychiatry and Neuroscience

Thomas Detre Professor of Academic Psychiatry and Chair

Department of Psychiatry, University of Pittsburgh School of Medicine

2:00pm-2:20pm **TRANSITION TO BREAKOUT SESSION I**

1-A THE VOICE OF LIVED EXPERIENCE: COMPREHENSIVE RECOVERY SERVICES AS MODEL FOR INTEGRATION OF PEER SPECIALISTS IN TEAMS

Lead Organizer: Tushita Mayanil, MBBS (MD)

Speakers and Discussants:

- **Jessica Gannon, MD**, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Nev Jones, PhD**, Assistant Professor of Social Work, University of Pittsburgh
- **Tushita Mayanil, MBBS (MD)**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Shannon Pagdon, BA**, Graduate Student, Comprehensive Recovery Services, Services for the Treatment of Early Psychosis

Overview: Peer support services draw on lived experiences of mental health conditions to support an individual's physical and mental health and reduce social isolation. Peer support services are being increasingly integrated into treatment teams serving individuals with severe mental illness. This session will review background literature, describe best practices, various roles that peers can play on a team and any potential pitfalls using case vignettes illustrating the role of peers on coordinated specialty care teams. Highlights of the session will be a presentation and discussion with a peer specialist.

1-B NARRATIVE EVALUATIONS OF LEARNERS

Lead Organizer: Ryan Peterson, MD

Speakers and Discussants

- **Gina Perez, MD**, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine, Senior Director for Medical Student Education & Clinical Faculty Development, Department of Psychiatry, University of Pittsburgh School of Medicine & Associate Chief, UPMC Behavioral Health Network; Telepsychiatry, UPMC Western Psychiatric Hospital
- **Ryan Peterson, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **C. Haley Walker, MD**, Child Fellow, UPMC Western Psychiatric Hospital
- **Alda Maria Gonzaga, MD, MS**, Professor of Medicine & Pediatrics & Associate Dean for Student Affairs, University of Pittsburgh School of Medicine
- **Michael Travis, MD**, Professor of Psychiatry, University of Pittsburgh School of Medicine & Senior Director for Postgraduate Physician Training, Department of Psychiatry

Overview: Formulating helpful narrative evaluations of our trainees is no easy task. Despite this, narrative feedback and evaluations are only growing in importance across medical training. In this breakout session, we'll look at narrative evaluations from the perspectives of writer, reader, and subject in attempt to better understand the nuances of narrative evaluations. Our goals are to help attendees build confidence in their ability to write competency-based narratives of medical students under our supervision in a way that is informative for programs reviewing applicants for residency and increase writers' awareness of the ways implicit bias may present in evaluations.

1-C WHEN THE HEALER NEEDS HEALING: ADDRESSING THE MENTAL HEALTH CONCERNS OF PHYSICIANS IN TRAINING

Lead Organizer: Robin Valpey, MD

Speakers and Discussants:

- **Neil Jones, PhD**, Assistant Professor of Psychiatry & Psychology, University of Pittsburgh School of Medicine
- **Christopher Plescia, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Robin Valpey, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Elyse Mark, BA**, Medical Student, Student Health Advocacy Resource Program, University of Pittsburgh School of Medicine

Overview: The unique acute and chronic stressors that physicians face throughout their training and early career experience places them at risk for mental health concerns, ranging from burnout to depression to anxiety and more. Organizations across the nation have been placing increased focus on supporting the mental health of physicians in training and this session works to highlight some of these efforts locally. Participants will learn about different programs geared towards addressing mental health needs for this population, emphasizing different styles and modalities of treatment including education, peer support resources and direct access to care. This session will look at well-being throughout the training experience of medical school, residency and early career, and will also offer an opportunity for open discussion among participants and presenters on best ways to address mental health concerns in this unique population.

2-A "TAYLOR" YOUR TIME: "SWIFT" TEACHING TIPS FOR THE OUTPATIENT SETTING**Lead Organizer: Tushita Mayanil, MBBS (MD)****Speakers and Discussants:**

- **Morgan Faeder, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Tushita Mayanil, MBBS (MD)**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Ryan Peterson, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Jessica Stephens, DO**, Child Fellow, UPMC Western Psychiatric Hospital

Overview: Effective teaching in a busy psychiatric ambulatory set up involves 1:1 relationship between a learner and the attending psychiatrist with a well-defined set of clinical objectives and duration of learning experience. This session will offer participants tips on preparing for being a preceptor (know your learner's background, define objectives, inquire about student's learning style and your teaching style, orientation), strategies while teaching (student introductions, clinical strategies, presentation techniques, help with documentation etc.). The presenters will share the two published strategies of preception (one minute preceptor vs SNAPPS). Using case examples, the presenter will demonstrate effective precepting for beginner and advanced level of learners based on their learning milestones (as defined by ACGME).

2-B FAMILIES IN FOCUS: EXPECTATIONS, HOPES, AND FRUSTRATIONS**Lead Organizer: Eric Golden, MD****Speakers and Discussants:**

- **Jessica Gannon, MD**, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Hader Mansour, MD, PhD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine:
- **Beth Fulena, MSW, LSW**, Senior Director, Care Management & Social Work, UPMC Western Psychiatric Hospital
- **Mark Zacharia, Esq., JD**, Senior Associate Counsel, UPMC Western Psychiatric Hospital

Overview: Through active audience participation, we will explore concepts involving engagement with our patients' natural support persons. The benefits and challenges of family engagement in both inpatient and outpatient settings will be briefly reviewed. Then, speakers will present cases to illustrate important aspects of family involvement in psychiatric care, highlighting the benefits of partnership-seeking while staying committed to principles of psychoeducation and therapeutic limit-setting. Cases will be used to promote small group discussion and highlight strategies to address common social, ethical, and legal challenges while recognizing the needs and perspectives of individuals from diverse backgrounds and communities. The session will close with a large group discussion facilitated by the expert discussants.

2-C LIFE HACK OR NOTE BLOAT? RESPONSIBLE USE OF CUT-PASTE AND DOT PHRASES IN CLINICAL DOCUMENTATION**Lead Organizer: James Tew, MD****Speakers and Discussants:**

- **Elizabeth Hale, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Peter Schartel, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **James Tew, MD**, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine & Vice President Medical Affairs, UPMC Western Psychiatric Hospital
- **C. Haley Walker, MD**, Child Fellow, UPMC Western Psychiatric Hospital

Overview: "Copy-pasting" and dot phrases are an essential feature of EMR systems, with physicians relying on it for up to 36% of their workflow. Copy-paste and dot phrases can reduce time spent on documentation, leaving more time for individualized patient care and interactions. While most clinicians utilize copy-paste, these practices can also result in discordant notes, inaccurate or outdated information, and long notes that mask essential information. 25% of physicians believe that cut-paste practices can lead to a higher frequency of medical errors. Like any medical technology, clinicians must be thoughtful about the risks and benefits of these electronic tools. We will examine the use of cut-paste, dot phrases, and electronic boilerplate phrases and its impact on accuracy of documentation, clinician burnout, and skill-building.

2-D "BUT I ONLY APPLIED TO 70 PROGRAMS!" THE NEW ERA OF MENTORING MEDICAL STUDENTS GOING INTO PSYCHIATRY**Lead Organizer: Jody Glance, MD****Speakers and Discussants:**

- **Gina Perez, MD**, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine, Senior Director for Medical Student Education & Clinical Faculty Development, Department of Psychiatry, University of Pittsburgh School of Medicine & Associate Chief, UPMC Behavioral Health Network; Telepsychiatry, UPMC Western Psychiatric Hospital
- **Jody Glance, MD**, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine & Associate Director, Medical Student Education, Department of Psychiatry
- **Anika Binner, MD**, Child Fellow, UPMC Western Psychiatric Hospital

Overview: The landscape for medical students applying to psychiatry residency continues to drastically change. Med students often turn to their mentor for guidance on choosing between specialties, the right number of applications, elective options, getting enough residency interviews, etc. What was once accurate advice 15 years ago may now be outdated. We explore the changes through the years for residency applicants and propose a new structure to mentoring students: a team of mentors consisting of administrative faculty mentors, faculty mentors, resident mentors, and senior medical student mentors. During this session we'll review strategies for becoming a meaningful and up to date mentor for our next generation of psychiatrists.

PROGRAM OVERVIEW

The Clinician Educator Showcase highlights the accomplishments of the faculty, physicians, and trainees in the Clinician-Educator career pathway and utilizes interactive plenary and breakout sessions to disseminate information on: strategies for creating a diverse and inclusive environment for teaching and clinical practice; clinical practice and quality improvements, and resources and tools for enhancing teaching methods.

TARGET AUDIENCE

Residents, clinician-educator track psychiatrists, researchers engaged or interested in clinical research (e.g. service delivery, etc.), clinicians in both inpatient and ambulatory care facilities, students and other members of the UPMC Western Psychiatric Hospital (WPH) community are invited to attend. Participation by all individuals is encouraged. Advance notification of any special needs will help us provide better service. Please notify us of your needs in advance of the program by calling Jeanie Knox at 412-246-6784.

LEARNING OBJECTIVES

At the conclusion of the program, participants should be able to:

1. Demonstrate increased awareness of innovative approaches and tools to provide quality behavioral health clinical and educational programming as post-COVID pandemic safety guidelines evolve and learners seek more options for instruction.
2. Understand and apply new teaching and assessment techniques that promote learning in different environments using a variety of models.
3. Describe and implement strategies for creating an environment of diversity, equality and inclusivity through improved engagement and counteracting unconscious bias when interacting with individuals from different racial, ethnic and cultural backgrounds.

COURSE DIRECTOR

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Accreditation and credit designation

In support of improving patient care, the University of Pittsburgh is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

Physician (CME)

The University of Pittsburgh designates this live activity for a maximum of 3.25 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Nursing (CNE)

The maximum number of hours awarded for this Continuing Nursing Education activity is 3.25 contact hours.

Other health care professionals will receive a certificate of attendance confirming the number of contact hours commensurate with the extent of participation in this activity.

Disclaimer Statement

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All of the relevant financial relationships for the individuals listed below have been mitigated.

David A. Lewis, MD - Grant/Research Support: Merck

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