

2023 Clinician Educator Showcase Schedule

11:30am-12:30pm **POSTER SESSION & LUNCH / LOG INTO ZOOM**

12:30pm-12:40pm **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*

12:40pm-1:05pm **SPEED DAT(A)ING SESSION**

Ida Brockman, MD, PGY3, UPMC Western Psychiatric Hospital

Caroline 'Haley' Walker, MD, Child Fellow, UPMC Western Psychiatric Hospital

Shelly Kucherer, MD, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine

Andreea Temelie, PharmD, BCPP, Clinical Pharmacist, UPMC Western Psychiatric Hospital

1:05pm-1:45pm **PLENARY SESSION I**

Telepsychiatry: Where It Works, Where It Doesn't, and Where It's Going

Jessica Gannon, MD, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine

Gina Perez, MD, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine

Meredith Spada, MD, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine

James Tew, MD, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine

1:45pm-2:10pm **PLENARY SESSION II**

Enhancing Psychological Safety in the Clinical Environment: A Conversation

Piper Carroll, MD, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine

James Tew, MD, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine

2:10pm-2:25pm **TRANSITION TO BREAKOUT SESSION I**

1-A Weaving Teaching and Feedback into Observed Clinical Interviews**Session Chair: Tushita Mayanil, MD****Facilitators:**

- **Tushita Mayanil, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Christopher Plescia, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Gina Perez, MD**, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Ryan Peterson, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine

Description: This session will address various structured formats for delivering feedback to students, specifically on their patient interviewing skills during clinical clerkships.

1-B Clickbait: How the Internet is Ruining Psychiatry (and the Youth)**Session Chair: Camille Tastenhoye, MD****Facilitators:**

- **Patrick Buckley, MD, MBA**, Consultation-Liaison Clinical Fellow, UPMC Western Psychiatric Hospital
- **Camille Tastenhoye, MD**, Child Fellow, UPMC Western Psychiatric Hospital
- **Robin Valpey, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine

Description: The facilitators will focus on discussing how social media (specifically TikTok and Instagram) have changed the discourse surrounding mental illness, particularly as it involves self-diagnosis. We will review the evidence surrounding the increase in tic disorders in young women, an increase in self-report of gendered autism, ADHD, and DID. We will briefly discuss the phenomenon of emotional contagion, including the historical roots, and how the delivery mechanisms have change with the advent of social media platforms in the 21st century, leading to mass outbreaks. Finally, we will touch on how to best address this with patients, as well as our colleagues in various fields.

1-C Train the Trainer: How to Disseminate DEI Trainings to Behavioral Health Teams**Session Chair: Piper Carroll, MD****Facilitators:**

- **Piper Carroll, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Jody Glance, MD**, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Vivian Petticord, DNP, MS**, Director, Women's Health Service Line, Magee Women's Hospital of UPMC
- **Michael Travis, MD**, Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Rameshwari Tumuluru, MD**, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Eloho Ufomata, MD, MS**, Assistant Dean for Equity and Justice, University of Pittsburgh School of Medicine

Description: Over the past couple of years many clinical leaders have become more comfortable discussing topics such as racism in healthcare, cultural competency, cultural humility, implicit bias, and microaggressions. These discussions have led to more inclusive work environments and improved ability to provide care to patients. Unfortunately, this education has not always extended to staff in our clinical programs/teams which have left gaps in care. This breakout session is geared toward training clinical leaders to increase their comfort in training their teams on DEI topics such as recognizing microaggressions, addressing implicit bias, and upstanding when there is injustice in the workplace. Such a training will serve to create a more culturally safe teams where such topics are discussed safely and to decrease stigma experienced by both patients and team members. By the end of this session, participants will be able to: 1) understand how other services have developed small scale DEI programs for their staff; 2) identify resources within their own service to begin a workgroup, and 3) Know who to contact for support as they get started.

2-A Conflicts Due to Identities and Values

Session Chair: Eric Golden, MD

Facilitator(s):

- **Piper Carroll, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Kristen Eckstrand, MD, PhD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Eric Golden, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Tushita Mayanil, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine

Description: In this era where the communities are very polarized, we often face situations in behavioral health settings, where there is a dissonance between our values and identities and those of our patients and families. Whether it be understanding how our own identity impacts our ability to provide unbiased health care or mediating conflicts between patients and families, these situations can be extremely difficult to navigate and leave us feeling dissatisfied and vulnerable. We hope that through this session we can begin an open discussion about how we might be able to manage such situations more confidently.

2-B Balancing the Needs of the Many vs. the Needs of the Few: How Accountable are Academic Medical Centers for Improving General Behavioral Health Access?

Session Chair: James Tew, MD

Facilitators:

- **Jatinder Babbar, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Tae Woo 'Ted' Park, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Laima Spokas, MD**, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- **James Tew, MD**, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine

Description: Nationally, and locally, there are long waits for mental health appointments, and the mental health system is arduous to navigate. UPMC, an academic medical center which historically has prided itself for its highly specialized "centers of excellence" is grappling with how to define its mission: are we here to deliver the best care to those seeking specialized expertise, or the best care to the most patients possible? The difference in mission is palpable: one leaves it open whether we have a public health mission to expand access (and perhaps expanding access threatens thinning the services available to our existing patients, the latter, by contrast, implies that we place a premium on doing the best possible for the most possible, with an understanding that this means we can't do everything for a select few. The best care might mean endless specialization, evidence-based protocols, precision medicine, with the understanding that 'general' behavioral health needs can and should be addressed by non-academic and community providers. A commitment to super-specialization means thoughtful attention to exclusion criteria at the point of intake, and perhaps expending high levels of resources to optimize the outcomes of the relatively few individuals already under our care. By contrast, the best care to the most patients places a much greater emphasis on de-specializing, and a willingness to flex our services to meet the needs of the community- regardless of whether they fit our niche or not. It underscores the notion that we are psychiatrists first and psychiatric subspecialists second. There is an identity struggle in that, and the mission may not be the same.

2-C When ABCs Go to PFs (Pass/Fail)

Session Chair: Gina Perez, MD

Facilitators:

- **Thuy (Twee) Bui, MD**, Professor of Medicine, University of Pittsburgh School of Medicine & Director, Global Health/Underserved Populations Track, UPMC Internal Medicine Residency Program, and Social Medicine Fellows Program
- **Raquel A. Buranosky, MD, MPH**, Professor of Medicine & Associate Dean for Clinical Education, Division of General Internal Medicine, University of Pittsburgh School of Medicine
- **Gina Perez, MD**, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine
- **Jason Rosenstock, MD**, Professor of Psychiatry & Associate Dean for Medical Education, University of Pittsburgh School of Medicine
- **Michael Travis, MD**, Professor of Psychiatry, University of Pittsburgh School of Medicine

Description: Evaluation of medical trainees is a critical component to assuring academic standards for promotion, but the historically accepted tiered method of grading can add to the stress and well-being of students and is often muddled with many subjective measures. During many medical school curricula reform efforts, the topic of pass-fail grading arises invariably. Our department's office of medical student education observed during the COVID pandemic that many medical schools shifted temporarily to pass-fail for preclinical and clinical years. This created an abrupt shift in the content of applications for visiting elective applications and residency applications, thus creating a new challenge of how to best assess skill level among the numerous applicants. Through the lens of several UPSOM medical education leaders, we will debate the benefits and challenges of pass-fail versus traditional tiered grading systems from the perspective of medical students, residency training program directors, and faculty evaluators.