Abstract:
The Accreditation Council of Graduate Medical Education (ACGME) has defined six core competencies for residents, as well as a requirement for residents to participate in research and scholarly projects as an important aspect of their training. While clinical learning and experience contribute to improving interpersonal skills, professionalism, and general medical knowledge, residents and training programs struggle with educational models that help address more rigorous education in evidence-based medicine and scholarly projects. In this regard, we developed a collaborative academic project for a resident and faculty member that exemplifies these ACGME requirements in a practical and purposeful manner. This project was aimed to enhance the resident’s psychopharmacology knowledge, learn evidence based child psychiatry, and develop writing and editing skills; a means to improve clinical as well as academic abilities.

One senior faculty member and one child psychiatry resident were invited to become section editors for the Child and Adolescent section of the American Society of Clinical Psychopharmacology (ASCP) Model Psychopharmacology Curriculum for psychiatry residents. Authors from various university programs nationally were invited by the editors to prepare or revise lectures based on their expertise and areas of interest. The authors were provided with as much support and assistance as they desired from the section editors. After each submission, the resident and faculty editors reviewed and revised each lecture.

The resident editor met in person with the faculty to plan the project and routinely throughout the process, with frequent e-mail communication throughout the writing and editorial work. Additionally, the resident authored or co-authored several of the lectures. This mentorship experience for the resident will continue through biennial revisions.

This model psychopharmacology curriculum is an exciting educational tool for psychiatry residency programs, training directors and teachers in psychopharmacology, that encompasses a significant portion of pediatric psychopharmacology in a standardized format, yet can be individually modified to help the psychiatry resident get a better understanding of recent advances in psychopharmacology.

Not only is the final curriculum educational, but the journey getting there – to help the psychiatry resident get a better understanding of recent advances in psychopharmacology as well.

Educational Objectives:
- To develop and update a standardized psychopharmacology curriculum “for the residents, by a resident.”
- To enhance collaboration and contact between resident and senior faculty
- To improve understanding of the publishing process, including planning, authoring, reviewing, and editing, at a resident level.

ACGME Core Competencies:
- Patient care
- Medical knowledge
- Practice based learning and improvement
- Systems based practice
- Professionalism
- Interpersonal skills and communication
- The ACGME also requires residents to participate in research and scholarly projects as an important aspect of their training.

Clinical learning and experience contribute to improving interpersonal skills, professionalism, and general medical knowledge.

Residents and training programs struggle with educational models that help address more rigorous education in evidence-based medicine and scholarly projects.

ASCP Project to Meet ACGME Guidelines:
- A collaborative academic project for a resident and faculty member that exemplifies these ACGME requirements in a practical and purposeful manner.
- Enhance the resident’s psychopharmacology knowledge, learn evidence based child psychiatry, and develop writing and editing skills; a means to improve clinical as well as academic abilities.

Methodology: ASCP Curriculum Preparation
- One senior faculty member and one child psychiatry resident invited to become section editors for the child and adolescent section of the ASCP Model Psychopharmacology Curriculum for psychiatry residents.
- Authors from various university programs nationally, prepared or revised lectures based on their expertise and areas of interest.
- Authors provided with as much support and assistance as they desired from the section editors.
- Resident author/editor met in person with the faculty to plan the project and routinely throughout the process, with frequent e-mail communication throughout the writing and editorial work.
- After submission of lectures, the section was reviewed and revised by the resident and faculty editors.
- The series of lectures was ultimately sent for final approval by the overall project editors and submission to the publishers.
- This mentorship experience for the resident will continue through biennial revisions.

Organization of the Curriculum:
- Volume I:
  - Part 1: Rationale, organization, and instructions to use curriculum
  - Part 2: Body of Volume 1: describes teaching objectives, “what to teach, how to teach, and how to evaluate”
  - Part 3: Overviews of child and geriatric sections
  - Part 4: Appendices including rating scales and reference information on journals and websites
- Volume II:
  - Lecture modules: Adult Psychopharmacology
- Volume III:
  - Child & Adolescent, Geriatric and Special topics in psychopharmacology

Format of Lectures (Volume II):
- Crash course: Basics of inpatient and emergency psychiatry emphasizing safety and drug interactions; for PGY1 year or summer of PGY2 year
- Basic course: Full review of psychopharmacologic agents and disorder-specific topics; for PGY2 and/or PGY3 years
- Advanced course: Advanced neuroscience courses in PGY3 and/or PGY4 years

ASCP Child and Adolescent Lecture Series:
- 13 lectures from experts in the field of child and adolescent psychopharmacology
- 5th edition: Thoroughly reviewed and updated
- Pre- and Post-Test questions with each lecture
- 3 brand new lectures:
  1. Using and Teaching Evidence-Based Medicine (EBM) in Child Psychiatry
  2. Pediatric Bipolar Disorder
  3. Childhood Onset Schizophrenia: Evaluation and Treatment

ASCP Child and Adolescent Lecture Series:
- Teamwork: The Therapeutic Alliance in Psychotherapy with Children and Teenagers by Shashank V. Joshi, MD
- Using and Teaching Evidence-Based Medicine in Child Psychiatry by Vishal Madaan, MD and Christopher J. Kratochvil, MD
- Pediatric Psychopharmacology: General Principles by Shashank V. Joshi, MD and Kiki Chang, MD
- Aggression in Youth: Treatment approaches by Vishal Madaan, MD, Jessica R. Oesterheld, MD, Marissa Cummings, MD, Susan Kulovsky, DO and Elizabeth B. Weller, MD
- Pervasive Developmental Disorders by Andrés Martin, MD, Jessica R. Oesterheld, MD, John Bell, MD and Vishal Madaan, MD
- ADHD: Assessment and Treatment across the Lifespan by Shashank V. Joshi, MD and Jessica R. Oesterheld, MD
- What Me Worry? Anxiety Disorders in Youth by Jessica R. Oesterheld, MD, Andres Martin MD, MPH, Kimberly Walton PhD and Vishal Madaan, MD
- Childhood OCD by Vishal Madaan, MD, Jessica R Oesterheld, MD and Gayatri Talepade, MD
- PTSD in youth by Vishal Madaan, MD, Jessica R Oesterheld, MD and Christopher J. Kratochvil, MD
- An Overview of Pediatric Depression by Cynthia R. Pfeffer, MD
- The Use of Medication for Pediatric Bipolar Disorder: Kiki D. Chang, MD
- Childhood Onset Schizophrenia: Evaluation and Treatment by Antonio Y. Hardan, MD, Vishal Madaan, MD and Christopher J. Kratochvil, MD
- Tourette’s Disorder by Vishal Madaan, MD and Jessica Oesterheld, MD

Conclusions:
The ASCP model psychopharmacology curriculum is an exciting tool for psychiatry residency programs, training directors and teachers in psychopharmacology.

The curriculum reviews psychopharmacology in a standardized format, yet can be individually modified.

The editorial role in the child psychiatry section of this project provided a unique learning opportunity for learning evidence based child psychopharmacology, and developing writing and editing skills.

References: