



American Board of Psychiatry and Neurology, Inc.

A Member Board of the American Board of Medical Specialties (ABMS)

ABPN Education and Research Initiatives

ABPN Education and Research Initiatives



The ABPN has developed three programs to support the development of academic leaders in psychiatry and neurology:

- **Faculty Innovation in Education Award**
- **Research Award**
- **Senior Resident Administrative Fellowship**

While the ABPN's main mission is to develop and provide valid and reliable procedures for certification and continuing certification (MOC), this can only be accomplished through innovative psychiatry and neurology education and research. ABPN's certification and MOC programs are meaningless both without well-trained psychiatrists and neurologists to participate in them and if those programs are not designed in a manner that promotes and documents the most important aspects of physician competence and lifelong learning. The ABPN is also aware that resource constraints, as well as clinical service demands, make it challenging for faculty to pursue the types of education and research initiatives most needed by the ABPN.

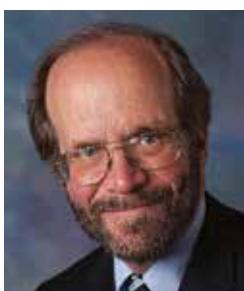
Those selected thus far have come from many different U.S. medical schools/training programs in all regions of the country, and their projects have covered a range of topics important not only to the ABPN but to the broad fields of psychiatry and neurology education and evaluation. Many of the recipients have reported that they plan to use their experiences as a springboard for additional academic activity.

The specifics of each of these programs follow along with previous recipients and their projects. More detailed descriptions of the Faculty Innovation in Education Award projects that have been completed as of 2017 are also provided. (The first Research Award recipients will complete their projects in 2018.)

Larry R. Faulkner, MD

President and CEO

From the Chair of the Awards Committees



These awards are designed to advance innovative approaches to education and assessment in neurology and psychiatry, while supporting the development of the next generation of leaders in these fields. The ABPN is deeply committed to supporting new technologies and approaches that promote professional growth along the entire continuum, from first year residents to senior practitioners. We also recognize the need to provide meaningful methods for documenting the competency of clinicians. Please join us in our quest for the best possible training and assessment tools by applying for one of these programs.

Robert Golden, MD

ABPN Director and Chair of the Faculty Innovation in Education
and Research Awards Committees

Faculty Innovation in Education Award

This award supports the development of innovative education and/or evaluation projects that promote effective residency/fellowship training or lifelong learning of practicing psychiatrists and neurologists. While any projects relevant to the education and/or assessment of psychiatrists and neurologists will be considered, the ABPN is particularly interested in the following areas:

- Innovative approaches to the development and assessment of professional competence
- Strategies to promote lifelong learning
- Innovative curricula for continuing certification (maintenance of certification), including teaching about MOC in residency
- Strategies to promote public education about and input into Board certification
- Strategies to promote physician resilience and prevent burnout

Up to two psychiatrists and two neurologists are selected each year by a committee that includes ABPN directors and psychiatry and neurology department chairs and training directors. The award is \$100,000 (\$50,000/year for two years).

Research Award

This award supports research projects related to the mission of the ABPN, which is to develop and provide valid and reliable procedures for initial and continuing certification in psychiatry and neurology. While any projects relevant to the mission of the ABPN will be considered, the ABPN is particularly interested in research in the following areas:

- Assessment of practitioner competence
- Assessment of lifelong learning
- Assessment of resident competencies (including clinical skills)
- Assessment of physician resilience

Up to two psychiatrists and two neurologists are selected each year by a committee that includes ABPN directors and nominees from academic departments of psychiatry and neurology. The award will normally be for two years with a maximum of \$100,000 total.

Senior Resident Administrative Fellowship

The fellowship provides a three-month experience at the ABPN office to become familiar with the structure and function of the ABPN, major regulatory and professional organizations in psychiatry and neurology (e.g., ABMS, ACGME and RCs, FSMB, specialty and subspecialty organizations), and crucial issues confronting our two disciplines.

Under the direct supervision of the ABPN President/CEO, fellows will:

- Participate in a weekly administrative seminar led by the President/CEO and involving senior staff.
- Accompany the President/CEO to professional meetings and participate in these meetings as appropriate.
- Receive introductions to the national leaders in psychiatry and neurology (e.g., ABPN directors, presidents of professional societies, RC members, department chairs, program directors, etc.).
- Complete a self-selected research project that is relevant to the ABPN (e.g., training, certification, maintenance of certification, workforce) and suitable for presentation and publication.

Each year, one psychiatry and one neurology fellow may be selected from nominees by ABPN Directors and psychiatry and neurology organizations. The duration of the fellowship will normally be for three months (March-May or September-November). The ABPN will pay the salary (if necessary) of the fellow, provide up to a \$10,000 housing allowance, and pay all ABPN-related travel expenses.



Faculty Innovation in Education Award Recipients

Dara V. F. Albert, DO (2018-19)

Division of Child Neurology/Department of Pediatrics, Nationwide Children's Hospital/The Ohio State University College of Medicine

An Objective Structured Clinical Exam for Child Neurology Residents

Melissa Arbuckle, MD, PhD (2014-15)

Department of Psychiatry, Columbia University College of Physicians and Surgeons

Translating Continuing Medical Education to Clinical Practice: Using Quality Improvement Strategies to Facilitate Uptake of Evidence-Based Practices

Jonathan Avery, MD (2015-16)

Department of Psychiatry, Weill Cornell Medical College

Improving Psychiatry Residents' Attitudes Towards Dually Diagnosed Individuals

Andrea Crowell, MD (2017-18)

Department of Psychiatry and Behavioral Sciences, Emory University School of Medicine

Using Simulation to Teach and Evaluate Effectiveness of the Safety and Management of Agitation Resident Training (SMART) Program

Alauna Davis Curry, MD (2017-18)

Department of Psychiatry and Behavioral Sciences, Baylor College of Medicine/Michael E. DeBakey VA Medical Center

Bridging the Silence Gap: A Trauma-Informed Approach to Addressing Racism

Andres Fernandez, MD (2018-19)

Department of Neurology, Vickie and Jack Farber Institute for Neuroscience at the Sidney Kimmel Medical College at Thomas Jefferson University

Development of a Critical Care EEG Curriculum for Epilepsy and Neurophysiology Fellows Through an Interactive Online Educational Platform

Charles Flippen II, MD (2014-15)

Department of Neurology, David Geffen School of Medicine at the University of California Los Angeles

Evaluation of the Utility of Digital Video Recording as a Method to Improve Neurology Resident Interviewing Skills

Jacqueline Hobbs, MD, PhD (2018-19)

Department of Psychiatry, University of Florida College of Medicine

Quality Improvement and Patient Safety for the Practicing Psychiatrists: Keeping It Relevant, Efficient, and Fun (REF)

Michael Jibson, MD, PhD (2014-15)

Department of Psychiatry, University of Michigan Medical School

Inter-Rater Reliability and Validity of the Clinical Skills Verification (CSV) Model for Assessment of ACGME Milestones

Andrea Leep Hunderfund, MD, MHPE (2015-16)

Department of Neurology, Mayo Clinic

Assessment and Continuous Improvement of Physician Professionalism: An Examination of Validity Evidence and Model for Incorporating Professionalism into Maintenance of Certification Programs

Augusto Miravalle, MD (2016-17)

Department of Neurology, University of Florida
College of Medicine

Development of a Competency-Based Assessment Program for Neurology Residency Programs

Nicholas Morris, MD (2018-19)

Department of Neurology, Program in Trauma,
University of Maryland School of Medicine

Development and Validation of Evaluative Simulation Scenarios for Neurological Emergencies

Jeffrey Rakofsky, MD (2017-18)

Department of Psychiatry and Behavioral Sciences,
Emory University School of Medicine

An Advanced Longitudinal Psychopharmacology Assessment (ALPA) Using a Conversational Virtual Human Patient-Care Simulator

Ruth Shim, MD, MPH (2016-17)

Department of Psychiatry and Behavioral Sciences,
University of California Davis School of Medicine

Training Psychiatrists to Address the Social Determinants of Mental Health

Jonathan Smith, MD (2016-17)

Department of Neurology, University of Kentucky
College of Medicine

Unannounced Simulation to Evaluate Communication and Interpersonal Skills Among Neurology Residents

Andrew Southerland, MD, MSc (2015-16)

Department of Neurology, University of Virginia
School of Medicine

Neurology Resident Evaluation Using Google Glass (NeuroEGG)

Shilpa Srinivasan, MD (2016-17)

Department of Neuropsychiatry and Behavioral Science, University of South Carolina School of Medicine

Motivational Interviewing Curriculum for Psychiatry Residents: Empowering Through Innovation

Robert Thompson Stone, MD (2014-15)

Departments of Neurology and Pediatrics,
University of Rochester School of Medicine and Dentistry

Creation and Analysis of a Comprehensive, Formalized Approach to Neurology Clinical Skills Evaluation

Jill Williams, MD, PhD (2015-16)

Department of Psychiatry, Rutgers Robert Wood Johnson Medical School

Online Residency Training in Tobacco Use Disorders

Research Award Recipients

Michael Jibson, MD, PhD (2017-18)

Department of Psychiatry, University of Michigan Medical School

Establishment and Maintenance of Validity, Inter-rater Reliability, and Generalizability of the Clinical Skills Evaluation as an Assessment Tool for Residency Training

Douglas Larsen, MD, MEd (2017-18)

Department of Neurology, Washington University School of Medicine in St. Louis

In Pursuit of Meaning: An Actor Network Theory Analysis of How Resident Evaluations Communicate Competency

Robert Marvin, MD (2018-19)

Department of Psychiatry, University of Illinois College of Medicine

Evaluating the Validity of Assessment Systems in Psychiatry Residency Programs: A Multisite Collaborative Study

John Q. Young, MD, MPP, PhD (2017-18)

Department of Psychiatry, Hofstra Northwell School of Medicine

Assessing Competence in Medication Management: Using Psychometric Methodologies to Develop a Structured Observation Tool for Pharmacotherapy

The ABPN Directors have invited the award recipients to present their projects in an electronic poster session format at their Fall policy meeting, and photos from some of those sessions appear here.



Senior Resident Administrative Fellows



Zubair Ahmed, MD (2015)

Neurology Resident, Cleveland Clinic

Project: Headache education in adult neurology

"The value of this fellowship lay in its immersion into all things administration.... opening my eyes to some of the most crucial issues affecting our field and an insight on how to approach some of these challenges."



Alexis Cohen-Oram, MD (2014)

Psychiatry Resident, University of South Florida

Projects: Chief residents' knowledge and perception of the ABPN and MOC; chief residents' attitudes toward and experiences with the CSEs/ CSVs

"...this fellowship gave me the opportunity to learn valuable administrative and leadership skills from prominent leaders in the field, and to start building relationships with mentors that will last a lifetime."



Linda Drozdowicz, MD (2017)

Psychiatry Resident, Icahn School of Medicine at Mount Sinai

Project: Attitudes of chief residents in psychiatry and neurology about MOC

"By the end of the rotation, I had a firm grasp of the landscape of MOC as well as its possible future directions...I look forward to continuing my development as an administrator in addition to my clinical work."



Marc Ettensohn, MD (2016)

Psychiatry Resident, University of Florida

Project: Opinions of chief residents about double counting PGY-4 for subspecialty training

"Seminar discussions [with Dr. Faulkner and senior staff] required different types of critical thinking and generated new ideas about strategic planning, something very critical for all professional medical organizations."



Saul Farris, MD (2017)

Psychiatry Resident, Oregon Health and Science University

Project: Opinions of program directors on preparing residents to meet the demands of practice after residency, including preparation for maintenance of certification (MOC)

"This fellowship...has given me a good understanding of what the ABPN does and about the greater educational/professional community that supports neurologists and psychiatrists."



Anthony Fine, MD (2016)

Child Neurology Resident, Mayo Clinic

Project: Opinions of early career child neurologists regarding residency training

"One of the most valuable experiences during this fellowship was the weekly meetings with Dr. Faulkner [who] provided me with an understanding of the rich history of the board as well as discussions on leadership, academic medicine, literature, current events, and sometimes just life."



Avni Kapadia, MD (2018)

Neurology Resident, Baylor College of Medicine

Project: Opinions of neurocritical care physicians about training experience and ABPN certification

"The networking and connections with noteworthy physicians in both disciplines during this fellowship have been invaluable. This experience afforded greater insight into the academic and administrative pathways available to young physicians. The most rewarding aspect of the fellowship was Dr. Faulkner's candid reflections on professional and personal successes and obstacles, as well as the strategic issues facing the Board."



Sarah O'Shea, MD (2015)

Neurology Resident, University of Iowa

Projects: The accreditation and certification of the movement disorders subspecialty; attitudes of psychiatry and neurology diplomates about their primary care education during residency training

"...this unique fellowship helped me develop my leadership skills and exposed me to an aspect of medicine that is not often explored during residency training. The lessons that I learned will be carried with me for the rest of my academic neurology career."

As of December 2017, the following recipients have completed their projects:



Melissa Arbuckle, MD, PhD

2014-15

Department of Psychiatry, Columbia University College of Physicians and Surgeons

Translating Continuing Medical Education to Clinical Practice: Using Quality Improvement Strategies to Facilitate Uptake of Evidence-Based Practices

Dr. Arbuckle's project focused on developing and assessing the impact of an online training program for treating tobacco dependence. The goal of the project was to compare two different online training approaches. One utilized more standard methods of online CME, while the other incorporated several innovative elements. These included addressing attitudes about treating tobacco cessation and incorporating quality improvement (QI) approaches to facilitate improvement in clinical practice. Through the enhanced training module, participants assess their current practices, review potential barriers and facilitators to instituting change, and develop specific, personalized action plans. The software used to develop the program allows for inclusion of videos, graphics, and interactive components such as quizzes and for customization of the learning pathway.

"Several of the strategies described within this protocol are consistent with the 'performance in practice' approaches required for maintenance of certification of psychiatrists. It would be incredibly valuable to know if such strategies offer an advantage over traditional CME efforts."

"The...award and the opportunity to develop this project have been incredibly helpful in my academic progression."



Jonathan Avery, MD

2015-16

Department of Psychiatry, Weill Cornell Medical College

Improving Psychiatry Residents' Attitudes Towards Dually Diagnosed Individuals

Dr. Avery delved into psychiatry residents' attitudes towards individuals with co-occurring serious mental illness and substance use disorders. A literature review and a national survey of psychiatry residents indicated more negative attitudes towards dually diagnosed patients than towards other patients that may worsen over time and interfere with patient care. An intervention consisting of a brief didactic and reflection exercise to improve attitudes toward these patients was implemented and evaluated, and an on-line training module on attitudes towards dually diagnosed individuals, for national distribution, was under development.

"The project has allowed me to continue my research on stigma and...the local and national presentations on this topic have helped me advance my career in important ways."

"I believe that this will be an important training module. Residents simply do not hear about this topic very often... Ideally... I would like to give the training module to all clinicians."



Charles Flippen II, MD

2014-15

Department of Neurology, David Geffen School of Medicine at the University of California Los Angeles

Evaluation of the Utility of Digital Video Recording as a Method to Improve Neurology Resident Interviewing Skills

The goal of this project was to evaluate the utility of digital video recording of resident patient interviews and neurological examinations for formative and summative purposes. One group of residents received “live” feedback and the other received feedback based on review of the recordings. Faculty also completed a communication skills checklist and the Neurology Clinical Evaluation Exercise (NEX), and answers to specific items on a patient satisfaction survey were extracted allowing for comparisons in performance by groups and across time.

“The undertaking of my project has had a positive impact on the perception of education within my department.”

“The potential significance of this project to neurologic education nationally will be to promote synchronous, focused, formal evaluation of medical interviewing, a cornerstone of clinical neurology skill.”



Andrea Leep Hunderfund, MD, MHPE

2015-16

Department of Neurology, Mayo Clinic

Assessment and Continuous Improvement of Physician Professionalism: An Examination of Validity Evidence and Model for Incorporating Professionalism into Maintenance of Certification Programs

Dr. Leep developed two frameworks for the assessment and continuous improvement of physician professionalism, one focused on the content of professionalism and one focused on the processes; populated this framework with observable professionalism behaviors identified via an analysis of existing ACGME Milestones; and collected and analyzed validity evidence for seven types of assessments commonly used by medical centers to measure physician professional performance. In addition to her home institution, the work informed her contributions to an ACGME workgroup charged with writing professionalism Milestones suitable for use by any specialty.

“...this project helped me acquire a number of practical skills related to the conduct of research (managing a budget, interacting with the IRB, employing the assistance of IT personnel and research assistants, etc.).”

“...the results provide guidance to organizational leaders seeking to develop a multifaceted physician assessment program or use existing physician performance data in more meaningful ways.”



Michael Jibson, MD, PhD

2014-15

Department of Psychiatry, University of Michigan Medical School

Inter-Rater Reliability and Validity of the Clinical Skills Verification (CSV) Model for Assessment of ACGME Milestones

The primary goal of this project was to establish the inter-rater reliability and validity of the Clinical Skills Verification (CSV) process as a measure of resident competence in core areas of doctor-patient relationship, conduct of a clinical interview, and presentation of a clinical case and to extend those findings to specific ACGME Milestones appropriate to this format. Dr. Jibson, working with collaborators from other training programs, compiled existing data sets and collected new data. Extensive analysis provided evidence for the validity and inter-rater reliability of the CSV and for the importance of rater training as well as demonstrating differences among programs in CSV use.

“This was a unique opportunity to have funded time to pursue an education project, something I had never before managed to get.”

“The study findings will be of interest to program directors seeking guidance in the most effective use of the CSV and how their programs perform relative to others.”



Augusto Miravalle, MD

2016-17

Department of Neurology, University of Florida College of Medicine

Development of a Competency-Based Assessment Program for Neurology Residency Programs

Dr. Miravalle developed a framework for a competency-based assessment program (CAP) that provides faculty members with multiple tools to assess resident competence. Milestones and Entrustable Professional Activities (EPAs) were mapped to rotations, e.g., outpatient, inpatient, stroke/NICU. A national survey of training program directors was conducted to identify assessment tools for each Milestone/EPA and to identify gaps in available instruments.

“This study proposes an innovative use of currently available competence-based tools to develop a multisource longitudinal assessment battery that will measure and predict entrustment among neurology residents.”



Ruth Shim, MD, MPH

2016-17

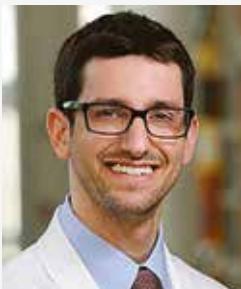
Department of Psychiatry and Behavioral Sciences, University of California Davis School of Medicine

Training Psychiatrists to Address the Social Determinants of Mental Health

Dr. Shim developed a continuing medical education curriculum on the social determinants of mental health (SDMH) grounded in adult learning theory. The curriculum consists of two introductory workshops, an overview of the SDMH and a focused review of effective methods to address them. The second half of the curriculum involves participants collaborating in a project-based learning group to design an effective method to address the SDMH in clinical and policy settings.

“This project has helped to advance this important call [JAMA Psychiatry, February 2018] for educational materials that help to frame the issues that lead to greater structural competence. As a result, it has the potential to have a major impact on the improvement of psychiatric education for years to come.”

“...this project has helped to build my profile as an expert in curriculum design as it relates to the SDMH.”



Jonathan Smith, MD

2016-17

Department of Neurology, Mayo Clinic Arizona

Project conducted at the Department of Neurology, University of Kentucky College of Medicine

Unannounced Simulation to Evaluate Communication and Interpersonal Skills Among Neurology Residents

Dr. Smith used standardized patient actors (SPs) to assess trainees' communication skills in “real life” clinic visits that were audio recorded. The SPs rated the residents, and faculty members provided individualized feedback. Resident communication skills improved significantly from the first to the second encounter with an SP, and the majority of the residents reported that the overall educational experience was useful/extremely useful for developing their communication and interpersonal skills.

“During this time, I was able to develop expertise in communication and interpersonal skill assessment as well as education research methodology which I will carry with me in my career as a clinician-educator.”

“The project is a demonstration that simulation is an effective means to impact resident skills and competence in the realm of communication and interpersonal skills.”



Andrew Southerland, MD, MSc

2015-16

Department of Neurology, University of Virginia School of Medicine

Neurology Resident Evaluation Using Google Glass (NeuroEGG)

Acute stroke evaluation is an exquisitely time-sensitive situation where initial decision-making depends on the resident examination of the patient, and many training programs rely on attending supervision by telephone only. The purpose of this project was to determine the technical feasibility of using mobile telemedicine in these situations, specifically Google Glass technology. Experience with the second-generation version of the hardware indicated that it was possible to conduct remote evaluation of neurology resident patient examinations in various clinical settings. Data were also collected on resident and patient satisfaction with the use of wearable telemedicine in the clinical setting.

“With the support of the ABPN, I am able to combine my roles as clinical educator and clinical researcher to study the application of a novel telemedicine device in the clinical learning environment.”

“This study was a first step in applying mobile telemedicine in the evaluative process of neurology education, with generalizability to clinical skills assessment and remote evaluation of residents in other GME programs.”



Shilpa Srinivasan, MD

2016-17

Department of Neuropsychiatry and Behavioral Science, University of South Carolina School of Medicine

Motivational Interviewing Curriculum for Psychiatry Residents: Empowering Through Innovation

Dr. Srinivasan developed a comprehensive, structured, asynchronous online motivational interviewing (MI) curriculum for psychiatry residents. This curriculum was developed for PGY 2 residents and included both didactic and experiential components. Didactics included lectures using Adobe Presenter, web modules, and videos. Via videoconferencing, faculty remotely observed residents performing a standardized patient (SP) MI-focused interview followed by a live patient interview and provided feedback on their MI skills in real-time. Knowledge, importance, and confidence surveys were developed. Knowledge improved from pre- to post-test; importance was rated high on both occasions; and confidence in MI skills increased after didactic training for the first cohort of residents. Project results have been presented at national meetings, including the American Psychiatric Association Annual Meeting.

“Delivering a MI curriculum online with remote evaluations is a viable method for providing this important and versatile counseling modality.”

“...I have been able to engage psychiatry residency leadership in solidifying a sustainable model for MI training within the psychiatry resident curriculum, as well as leverage innovative technologies...as a vehicle for clinical education as well as patient care.”



Robert Thompson Stone, MD

2014-15

Departments of Neurology and Pediatrics, University of Rochester School of Medicine and Dentistry

Creation and Analysis of a Comprehensive, Formalized Approach to Neurology Clinical Skills Evaluation

The purpose of this project was to develop a comprehensive, formalized process for evaluation of neurology resident clinical skills based on direct observation of their interactions with real patients. Dr. Stone and his colleagues created a comprehensive preceptor guide and developed a process for regularly evaluating their residents over the course of each academic year, including a formal assessment experience. Residents received both formative, written feedback and summative scores on the NEX2 form. Both residents and faculty provided feedback on their experiences.

“This award has allowed me to spend a significant amount of time over two years designing and implementing an educational research project.”

“...my ultimate goal is for the ABPN to adopt the process for their clinical skills evaluation requirement. This would provide the board with a method of assessment that has proven rigor and credibility.”



Jill Williams, MD

2015-16

Department of Psychiatry, Rutgers Robert Wood Johnson Medical School

Online Residency Training in Tobacco Use Disorders

The goal of this project was to develop and test an online curriculum on tobacco use disorders for psychiatry residents. Three modules (webinars) that incorporated evidence-based information about treating tobacco use and clips from patient interviews that demonstrated skills and key learning points were developed. In addition, evaluation tools to measure pre- and post-test knowledge and attitudes and impact on clinical practice were developed. A number of psychiatry residency training programs have been invited to utilize the online program.

“That treating tobacco use disorders is largely ignored in the behavioral health treatment setting may, at least in part, represent a training or knowledge deficit...Online standardized training may be advantageous to increase access and ease of training.”

Our Mission

The mission of the ABPN is to develop and provide valid and reliable procedures for certification and continuing certification of psychiatrists and neurologists by:

- Implementing state-of-the-art testing methods to evaluate candidate and diplomate competencies;
- Applying available technologies and information to collect and analyze pertinent data;
- Communicating and collaborating with training programs, residents, candidates, diplomats, professional and health care organizations, and the public;
- Supporting innovative educational and research programs relevant to psychiatrists and neurologists; and
- Operating internal programs and services effectively and efficiently.

Statement on Professionalism

Professionalism forms the basis of medicine's contract with society. The ABPN is concerned with those aspects of professionalism that are demonstrated through: a physician's clinical competence, commitment to lifelong learning and professional improvement, interpersonal skills, and ethical understanding and behavior. In its credentialing, certification, and MOC programs, the ABPN seeks to assess and document that its candidates and diplomats possess and maintain these essential aspects of professionalism.



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