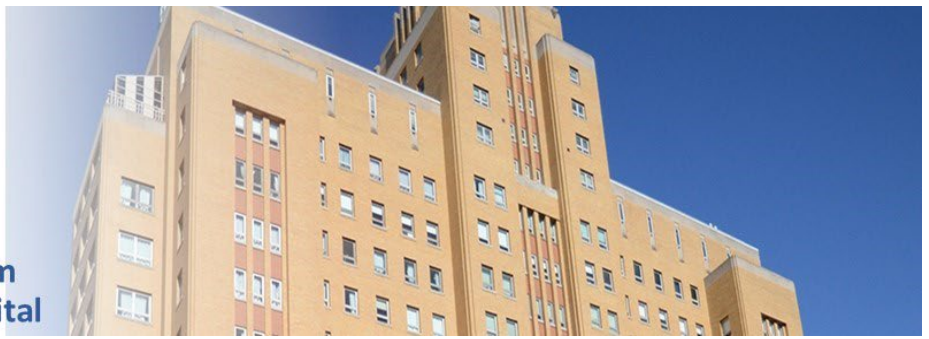


# Clinician Educator Showcase

March 27, 2025 11:15am-4:30pm  
UPMC Western Psychiatric Hospital



## Program Schedule

- 11:15am-12:00pm** **POSTER SESSION (ROOM T272 WPH) AND LUNCH (SEATING IN ROOMS WPH N277, 292-293, OR ONE OF THE HIGHTOP TABLES IN THE 2<sup>ND</sup> FLOOR HALLWAY).** *In-person attendees can pick up their boxed lunch at the serving station outside of WPH Room N277.*
- 12:00pm** **VIRTUAL PARTICIPANTS LOG IN VIA ZOOM FOR PLENARY SESSIONS**  
**Zoom Link:** <https://pitt.zoom.us/j/91444413791>  
**Passcode:** 540984
- 12:00pm-12:05pm** **WELCOME AND SPECIAL RECOGNITIONS (WPH AUDITORIUM)**  
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
- 12:05pm-1:05pm** **PLENARY SESSION I (WPH AUDITORIUM)**
- 12:05PM-12:50PM** **SPEED DA(T)ING PRESENTATIONS**  
**Reproductive Health Needs and Perspectives of Inpatient Psychiatric Patients**  
Isabella Kratzer, MD, Child & Adolescent Clinical Fellow, UPMC Western Psychiatric Hospital  
**Brexanolone Outcomes at a Tertiary Care Women's Hospital**  
Richa Lavingia, MD, PGY-4 Psychiatric Resident, UPMC Western Psychiatric Hospital  
**Training Psychiatrist Advocates: Developing a Healthcare Advocacy Curriculum for UPMC Psychiatry Residents**  
Robert Tessier, MD, PGY-4 Psychiatric Resident, UPMC Western Psychiatric Hospital  
**Civil Commitment Hearing Education in Psychiatry Trainees**  
Christina Tosches, MD, PGY-4 Psychiatric Resident, UPMC Western Psychiatric Hospital  
**From Needs Assessment to Implementation: Creating an Interventional Psychiatry Integrated Training Curriculum for a Psychiatry Residency Program**  
Benjamin Vanderschelden, MD, PGY-4 Psychiatric Resident, UPMC Western Psychiatric Hospital
- 12:50pm-1:05pm** **FAST PITCH PSYCHIATRY**  
Anika Binner, MD, Child & Adolescent Clinical Fellow, UPMC Western Psychiatric Hospital  
Meredith Spada, MD, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine  
Robin Valpey, MD, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine  
Victoria Winkler, MD, Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine
- 1:05pm-1:25pm** **BREAK (20 Minutes)**
- 1:25pm-2:10pm** **PLENARY SESSION II (WPH AUDITORIUM)**  
**"MENTAL HEALTH PROMOTION AND DISEASE PREVENTION: IT'S ABOUT TIME"**  
Jess Shatkin, MD, MPH, Vice Chair for Education and Professor of Child & Adolescent Psychiatry and Pediatrics at the NYU Grossman School of Medicine
- 2:10pm-2:30pm** **TRANSITION TO BREAKOUT SESSION I**

**2:30pm-3:20pm**

**BREAKOUT SESSION I**

**1-A (WPH AUDITORIUM) - “No” AND OTHER THINGS YOU CAN ACTUALLY SAY TO KIDS (AND OTHER PEOPLE) – PARENT MANAGEMENT TRAINING #IRL**

**1-B (WPH ROOM 294-295) - “CRAFTING YOUR ELEVATOR PITCH” THE WHY AND HOW?**

**1-C (WPH ROOM 292-293) - TALKING PATHWAYS TO PATIENTS**

**1-D (WPH ROOM N277) - ENGAGING IN RESEARCH AS A CLINICIAN-EDUCATOR COLLABORATOR**

**3:20pm-3:40pm**

***BREAK/TRANSITION TO BREAKOUT SESSION II***

**3:40pm-4:30pm**

**BREAKOUT SESSION II**

**2-A (WPH AUDITORIUM) - THERAPEUTIC RE-FRAMING TECHNIQUES IN SINGLE-SESSION ENCOUNTERS: KINTSUGI AS A METAPHOR FOR RESILIENCE**

**2-B (WPH ROOM 294-295) - SHINING A LIGHT ON SHADOWING (CANCELLED)**

**2-C (WPH ROOM N277) - LISTENING AND LEADING AS THE PHYSICIAN TEAM LEADER**

**2-D (WPH ROOM 292-293) - MAJOR BUMMER FOR \$500 PLEASE: UTILIZING GAMESHOW FORMAT FOR INCREASING PARTICIPATION IN MEDICAL EDUCATION ACTIVITIES**

**4:30pm**

**ADJOURN**

## BREAKOUT SESSION OVERVIEW

2:30pm-3:20pm

### BREAKOUT SESSION I

#### 1-A (WPH AUDITORIUM) - “No” and Other Things You Can Actually Say to Kids (and Other People) – Parent Management Training #IRL

**Session Chair:** Jess Shatkin, MD, MPH

**Speakers/Participants:** Jess Shatkin, MD, MPH and Gina Perez, MD

**Summary:** Many parents have difficulty managing their children’s behavior. Although we all want our children to be creative, active, and spirited, often we simply need them to do what is required. Many parents recognize that their children thrive on consistency and clear limits, but it is rare to find a parent who always succeeds at providing such structure. While typical children from high-functioning families can present a significant challenge to even the most skilled parents, children with behavioral struggles (such as, ADHD) and those from families with numerous overt psychosocial problems can appear impossible to manage. Parent Management Training (PMT) is a decades old first-line behavioral treatment for children with disruptive behavior and frequent temper tantrums. Perhaps more importantly, the basic behavioral modification tenets of PMT work with EVERYONE and constitute a series of practical and teachable skills. This workshop will lay out the core concepts of PMT and provide participants with an opportunity to practice some of the most important tools.

#### 1-B (WPH ROOM 294-295) - “Crafting Your Elevator Pitch” the Why and How?

**Session Chair:** Anika Binner, MD

**Speakers/Participants:** Anika Binner, MD, Piper Carroll, MD, Sansea Jacobson, MD, and Meghan Ganung, LCSW

**Summary:** Clinician educators will learn the importance of crafting an elevator pitch to make meaningful professional connections and network efficiently at conferences, funder meetings, job interviews and hiring team members. Speakers will demonstrate development of an elevator pitch using a worksheet developed by the organizing team focusing on succinct, compelling and concise presentations. Participants will then break out into small groups to create their own elevator pitch and give each other feedback based on the worksheet.

#### 1-C (WPH ROOM 292-293) - Talking Pathways to Patients

**Session Chair:** Michael Travis, MD

**Speakers/Participants:** Michael Travis, MD, Morgan Faeder, MD, PhD and Daniel Bender, DO

**Summary:** Psychiatry is in the midst of a paradigm shift. The diseases we treat are increasingly understood in terms of the complex interactions between genetic and environmental factors and the development and regulation of neural circuitry. Neuroscience has generally not been taught in a way that is engaging and accessible. The focus of this session will be on strategies to incorporate a modern neuroscience perspective into clinical care and bring the bench to the bedside. This workshop involves a case vignette discussion in pairs then a short video demonstration and teaching session about neural pathways underlying borderline personality disorder utilizing images of the brain and how to talk about these with patients. This is followed by paired role-play where each participant uses the brain image and knowledge gained from the demonstration to explain the neural systems underlying borderline personality disorder to a patient based on the vignette. Each role-player gets the opportunity to be the doctor or the patient and is able to experience and reflect on the different styles and techniques used by the doctor.

#### 1-D (WPH ROOM N277) - Engaging in Research as a Clinician-Educator Collaborator

**Session Chair:** Sharvari Shivaneekar, MD

**Speakers/Participants:** Priya Gopalan, MD, Jessica Gannon, MD, Sharvari Shivaneekar, MD, Maria Anne Gebara, MD, Brian Coffman, PhD, Shaun Eack, PhD, and Helmet Karim, PhD

**Summary:** Clinician educators in academic institutions have strong clinical expertise. The wealth of their clinical knowledge and experience is a valuable source of clinically relevant research ideas. Clinicians may be interested in engaging in research in a certain specialty area, especially investigating questions that could ultimately impact treatment or improve patient outcomes. At the same time, they may lack the requisite training to engage in formal research. Similarly, researchers who may wish to recruit participants from clinical settings or need clinical assessments for their studies may not have the necessary experience to navigate the clinical environment. As such, the collaboration of clinician educators with researchers can be a mutually beneficial partnership. This session will provide attendees with an opportunity to learn how clinician educators can seek and execute research collaborations successfully.

**2-A (WPH AUDITORIUM) - Therapeutic Re-Framing Techniques in Single-Session Encounters: Kintsugi as a Metaphor for Resilience****Session Chair:** James Tew, MD**Speakers/Participants:** James Tew, MD and Sharvari Shivaneekar, MD

**Summary:** This is a clinical skills building session, the first in a series honoring the memory and legacy of Dr. Rolf Jacob, former Clinician Emeritus with the Department of Psychiatry. Dr. Jacob served as a teaching attending on the UPMC Western Psychiatric Hospital's Consult Liaison Service. In that role, Dr. Jacob demonstrated mastery in brief therapeutic encounters with patients. The reality for psychiatrists practicing in hospital and emergency settings is that many of their interactions with patients will be comprised of a single session. Even in community outpatient practice, the modal number of visits is one, and half of all patients will complete two or fewer appointments. In fact, there is an entire field of study dedicated to measuring the impact of single-session interventions. Providers who become adept in augmenting their diagnostic assessment with tools assisting patients in "therapeutic reframing" of problems and barriers can have a significant impact on individuals in crisis. One commonly used tool in psychotherapy is metaphor. Metaphors can assist patients in gaining objectivity or psychological distance from disturbing internal processes. This session will first briefly present the concept of single sessions in psychiatry and then provide a demonstration of how one metaphor- Kintsugi- can assist patients in developing objectivity and acceptance of life's struggles, especially in survivors of trauma.

Kintsugi, means 'to repair with gold' and is a traditional Japanese art form developed in the 15th century whereby broken pottery is repaired, and the fault lines are accentuated with gold lacquer, which highlights the ceramic's flaws. The parallel Japanese philosophy and art form of wabi-sabi embraces the beauty of the damaged, irregular, and weathered, in which the effects of wear and use over time are perceived to enrich and add symbolism to items, rather than devaluing a piece of art. This can be translated to the human experience of life. Both patients and providers may experience life situations that make them feel 'broken' afterward. The concepts of kintsugi and wabi-sabi can teach people how to find beauty in their traumas and become more accepting of the flaws in themselves and in others.

Kintsugi and its metaphor have been used in psychotherapy settings to treat patients that are traumatized by torture, child abuse, sexual abuse, or intimate partner violence. Metaphors convey large concepts in a few words, making it evocative, memorable, and emotionally powerful and can be especially valuable for trauma survivors. This session will introduce attendees to these concepts and offer it as a skill to use clinically as well as a tool to foster self-resilience.

**2-B (WPH ROOM 294-295) - Shining a Light on Shadowing (CANCELLED)****Session Chair:** Robin Valpey, MD**Speakers/Participants:** Gina Perez, MD, Robin Valpey, MD, Jason Rosenstock, MD

**Summary:** Clinical shadowing can be a vital tool in education as it provides an invaluable opportunity for trainees to observe and learn from experienced clinicians. For learners with special interest in the field of psychiatry, this hands-on exposure has great potential to engage and nurture that interest in a meaningful and productive way. At the same time, working with a shadowing learner poses unique challenges for the clinician educator, particularly for those learners with interest outside of psychiatry and those from other disciplines. This session will explore strategies for bolstering your own teaching "toolkit" for the shadowing learner that can be applied both in-person and virtually in the outpatient setting.

**2-C (WPH ROOM N277) - Listening and Leading as the Physician Team Leader****Session Chair:** Eric Golden, MD**Speakers/Participants:** Eric Golden, MD; Jessica Gannon, MD; Priyanka Amin, MD; Camellia Herisko, DNP, MSN, RN, PMHCNS-BC, CRNP

**Summary:** In this breakout session, Drs. Golden, Gannon, Amin, and Herisko will explore the challenges and opportunities faced by clinician educators as psychiatry shifts from a hierarchical to a team-based care model. The session will focus on a key question: How can physicians, particularly those early in their careers or in training, embrace their roles as leaders of clinical teams while fostering meaningful collaboration among team members?

**2-D (WPH ROOM 292-293) - Major Bummer for \$500 Please: Utilizing Gameshow Format for Increasing Participation in Medical Education Activities**

**Session Chair:** Isabella Kratzer, MD

**Speakers/Participants:** Isabella Kratzer, MD and Varad Deshmukh, MD

**Summary:** Technological advances, improved access to online educational resources outside of structured learning environments, and a national push toward active learning in medical education all support the innovative use of technology in creating engaging teaching tools for medical trainees. In this session we will use a quick lightning round style of Jeopardy questions incorporating high yield topics for future board examinees to engage in a fun format and spur discussion amongst colleagues. We will demonstrate to board examinees and clinician educators alike that gamification is a useful tool for increasing learners' investment in the educational session and improving content retention.

**4:30pm**

**ADJOURN**

## COURSE DIRECTOR

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## [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 care and patient/caregiver education.
2. Develop communication strategies to engage partners in the enhancement or expansion of clinical programs or initiatives.
3. Apply new teaching, coaching, and supervision techniques that promote learning in different environments using a variety of models.
4. Identify and engage in collaborative opportunities as a clinician educator with researchers to study and improve the quality of care.





## **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.

**Physicians (CME)** The University of Pittsburgh designates this [replace with applicable format: live, enduring or blended] activity for a maximum of 3.5 *AMA PRA Category 1 Credit[s]*<sup>™</sup>. 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 3.5 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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### **Faculty Disclosure**

All individuals in a position to control the content of this education activity have disclosed all financial relationships with any companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients. All of the relevant financial relationships for the individuals listed below have been mitigated.

David A. Lewis, MD - Speaker's Bureau: Merck

No other members of the planning committee, speakers, presenters, authors, content reviewers and/or anyone else in a position to control the content of this education activity have relevant financial relationships with any companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients