**New Application: Child and Adolescent Psychiatry**

**Review Committee for Psychiatry**

**ACGME**

**Oversight**

**Resources**

Will the program provide fellows access to:

1. office space? [PR I.D.1.]  YES  NO
2. space for physical and neurological examinations? [PR I.D.1.b)]  YES  NO
3. access to laboratory testing? [PR I.D.1.b)]  YES  NO
4. equipment with the capacity for recording and viewing clinical encounters? [PR I.D.1.c)]

YES  NO

1. space and equipment specifically designated for seminars, lectures, and other educational activities? [PR I.D.1.d]  YES  NO

**Personnel**

**Program Director**

1. Will program leadership be provided with support adequate for administration of the program based on its size? [PR II.A.2.]  YES  NO

1. Is a designated program coordinator available to support the program? [PR II.C.1.]  YES  NO

**Educational Program**

**ACGME Competencies**

**Professionalism**

1. Briefly describe the learning activity(ies), other than lecture, by which fellows demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles [PR IV.B.1.a)] (Limit response to 400 words)

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**Patient Care and Procedural Skills**

Indicate the settings and activities in which fellows will demonstrate competence in the evaluation and management of the following areas of patient care. Also indicate the method(s) that will be used to assess competence.

| **Competency Area** | **Settings/Activities** | **Assessment Method(s)** |
| --- | --- | --- |
| Evaluation and treatment of patients representing the full spectrum of psychiatric illnesses in children and adolescents, including developmental and substance use disorders  [PR IV.B.1.b).(1).(a).(i)] | Click here to enter text. | Click here to enter text. |
| Treatment of children and adolescents for the development of conceptual understanding and beginning clinical skills in major treatment modalities, including brief and long-term individual therapy, family therapy, group therapy, crisis intervention, supportive therapy, psychodynamic psychotherapy, cognitive-behavioral therapy, and pharmacotherapy  [PR IV.B.1.b).(1).(a).(ii)] | Click here to enter text. | Click here to enter text. |
| Evaluation and treatment of patients from diverse cultural backgrounds and varied socioeconomic levels  [PR IV.B.1.b).(1).(a).(iii)] | Click here to enter text. | Click here to enter text. |
| Performance and documentation of an adequate individual and family history, mental status, physical and neurological examinations when appropriate, supplementary medical and psychological data, and integration of these data into a formulation, differential diagnosis, and a comprehensive treatment plan  [PR IV.B.1.b).(1).(a).(iv)] | Click here to enter text. | Click here to enter text. |

**Medical Knowledge**

Indicate the activities (lectures, conferences, journal clubs, clinical teaching rounds, etc.) in which fellows will demonstrate knowledge in each of the following areas. Also indicate the method(s) that will be used to assess knowledge.

| **Area of Knowledge** | **Settings/Activities** | **Assessment Method(s)** |
| --- | --- | --- |
| Basic neurobiological, psychological, and clinical sciences relevant to psychiatry and the application of developmental, psychological, and sociocultural theories relevant to the understanding of psychopathology  [PR IV.B.1.c).(1).(a)] | Click here to enter text. | Click here to enter text. |
| The full range of psychopathology in children and adolescents, including the etiology, epidemiology, diagnosis, treatment, and prevention of the major psychiatric conditions that affect children and adolescents  [PR IV.B.1.c).(1).(b)] | Click here to enter text. | Click here to enter text. |
| Recognition and management of domestic and community violence, including physical and sexual abuse, as well as neglect, as it affects children and adolescents  [PR IV.B.1.c).(1).(c)] | Click here to enter text. | Click here to enter text. |
| Diversity and cultural issues pertinent to children, adolescents, and their families  [PR IV.B.1.c).(1).(d)] | Click here to enter text. | Click here to enter text. |
| The appropriate uses and limitations of psychological tests  [PR IV.B.1.c).(1).(e)] | Click here to enter text. | Click here to enter text. |

**Practice-based Learning and Improvement**

1. Briefly describe one learning activity in which fellows demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning. [PR IV.B.1.d)] (Limit response to 400 words)

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**Interpersonal and Communication Skills**

1. Briefly describe one learning activity in which fellows demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. [PR IV.B.1.e)] (Limit response to 400 words)

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**Systems-based Practice**

1. Briefly describe the learning activity(ies) through which fellows demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. [PR IV.B.1.f)] (Limit response to 400 words)

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**Scheduled Didactic Seminars**

For each year of the program, list all scheduled seminars and didactic courses which will be attended by fellows using the format below. If attended by all fellows, list in both years, but provide a full description only the first time the course is listed. Number seminars consecutively so that they may be more easily referenced in later narratives. Do not include teaching experiences — ward rounds, treatment conferences, etc. — that are primarily service-related activities attended by fellows only when assigned to a particular service. Such activities should be described in the Clinical Services table below. Do not include these examples in the final submission of the document. [PR IV.C.3.]

**Format:**

Year

No.: Title

a) Required or elective; level of education

b) Principal instructor(s) with professional degree

c) Brief description

d) Additional attendees

e) Length of session, frequency, and total number of sessions

**Example:**

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| Year I  01. Seminar in Child and Adolescent Development  a) Required for first-year fellows  b) R. Jones, MD and W. Green, PhD  c) This is a reading seminar in which fellows review classical and current literature on development from conception to early adulthood. The topics discussed include genetics, physical growth and development, the development of the CNS, personality and social development, sex differences, and cognitive development.  d) Psychology interns and social work students  e) 1.5 hours weekly for 36 weeks  Year II  02. Continuous Case Seminar  a) Required for second-year students  b) T. Smith, MD  c) Dr. Smith leads a discussion of a fellow’s treatment of one child or adolescent outpatient. The focus is principally on dynamic psychotherapy, but other issues such as medication therapy, working with parents or behavioral management arise from time to time.  d) Attended by only second-year child psychiatry fellows.  e) 1.5 hours every other week throughout the year. (25 sessions)  03. Child Psychiatry Research Seminar  a) Required for second-year fellows, elective for others  b) R. Jones, MD (others present in rotation)  c) Dr. Jones coordinates this informal conference during which various members of the staff discuss their own research. Visiting professors are scheduled at least twice a year. Fellows may present their work.  d) This conference is open to all staff and fellows.  e) 1.5 hours monthly throughout the year. |

**Seminar and Course Listing:**

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| Click here to enter text. |

Briefly describe and reference seminar numbers from the Scheduled Didactic Seminars section.   
[PR IV.C.3.]

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**Curriculum Organization and Fellow Experiences**

1. Indicate the clinical experiences for each required patient care experience.

| **Educational Experiences** | **Yes** | **No** | **Clinical Services, if applicable** | **Relevant Didactics, if applicable** | **Briefly, in no more than two sentences, state the expected learning outcome for each educational experience.** |
| --- | --- | --- | --- | --- | --- |
| Pediatric neurology  [PR IV.C.10.a)] |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Intellectual disability (intellectual development disorder), and other developmental disorders [PR IV.C.10.b)] |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Psychiatric emergencies  [PR IV.C.10.c)] |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Acutely- and severely- disturbed children and adolescents  [PR IV.C.10.d)] |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Consultation**  [PR IV.C.10.e).(1).(a)-(c);IV.C.11.] |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Pediatric |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| School |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Legal |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Community |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Observation and interaction with normally developing  [PR IV.C.14.]: |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Preschooler |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| School-aged child |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Adolescents |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Specific didactics** |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Instruction , to include neurobiological, phenomenological, psychological, and sociocultural  [PR IV.C.15.)] |  |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |

2. Describe how faculty child and adolescent psychiatrists will be involved in the supervision of the fellows. [PR IV.C.12.]

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3. Will each fellow be provided at least two hours of faculty preceptorship weekly? [PR IV.C.13)]  
  YES  NO

1. Will at least one hour of this faculty preceptorship be individual?  YES  NO

**Evaluation**

**Fellow Evaluation**

1. Will there be an annual evaluation procedure, including a written examination of the knowledge base? [PR V.A.1.a).(2)]  YES  NO

If “YES,” describe briefly.

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| Click here to enter text. |

1. Will there be a formal documented clinical skills examination? [PR V.A.1.a).(2)]  YES  NO

If “YES,” describe briefly.

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| Click here to enter text. |

**The Learning and Working Environment**

1. Briefly describe one planned quality improvement activity or project that will allow fellows to demonstrate the ability to analyze, improve, and change practice or patient care. Describe planning, implementation, evaluation, and provisions of faculty member support and supervision that will guide this process. [PR VI.A.1.b).(3)] (Limit response to 400 words)

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