

Psychiatry Newsletter

October 2022



Schulich
MEDICINE & DENTISTRY



London Health
Sciences Centre



ST JOSEPH'S
HEALTH CARE
LONDON



Children's Hospital
London Health Sciences Centre



Western

Dear Psychiatry family,

The fall is my favorite time of year as I feel both energized by the cooler weather and softened by the yellower light in the sky and trees. It is a time of reflection and hope. Reflection, as we head into Thanksgiving and think about all for which we are grateful. Hope, as the new academic year brings new learnings and opportunities to grow.

This fall also brings the Royal College back to our program to assess progress made. From the bottom of my heart I wish to thank each of you for your tireless work on behalf of our trainees to make the program as good as possible. Later in this Newsletter you will see a partial compendium of work accomplished. We have seen such a huge transition that I hope you, like me, are inspired to continue the good work of continuous quality improvement beyond the Site Visit.

Over this summer and fall, we have been describing our collective efforts beyond the residency itself and across our Department in our Department Self-Evaluation. This will be submitted by Halloween, October 31, 2022. A huge thank you in particular to our Psychiatry Leadership Council members for their sections: Varinder Dua, Mohamad Elfakhani, Patty Hall, Volker Hocke, Arlene MacDougall, Viraj Mehta, Naghmeh Mokhber, Michelle Ngo, Don Richardson, James Ross, Lisa VanBussel, Sreelatha Varapavan, and Jim McCormick. Special thanks to Jason Widdes, Daniel McVeeney, and Amy Ribera for their efforts in the background. Also, thanks to all of you have sent in sections from your area of work; we all appreciate it. Everyone who contributed will be thanked in the Acknowledgment section of the submission. Just as it takes all to do the good work, it also takes many to capture all the tremendous results achieved.

The Department Self-Evaluation represents an opportunity to compile all of the impressive collaborations and efforts. I hope that people feel pride in their efforts and in our Department.

And, yet, we continue our journey to make things better. On September 13th, our PLC held a Retreat. During this retreat we discussed a wide range of issues, from wellness to understanding our hospitals' roles within the larger Ontario Health West context.

To support the leadership development of our PLC members, you may have been asked to complete a 360^o evaluation of a member. Thank you for taking the time to support our colleague's (and my!) development as a leader. Leadership skill development is an on-going process and your feedback is helpful in taking our competencies to the next level.

We also committed to keep the Department abreast of recent decisions in support of our shared goal of transparency.

Search for Tanna Schulich Chair of Neuroscience and Mental Health

We are currently soliciting candidates' interest in applying to be our next Tanna chair. This is an important research chair in our Department and an opportunity to support a person's research interests. Please see my email sent on Thursday, September 29th at 1:33pm for instructions on how to apply. I am happy to answer any questions you may have.

We look forward to reviewing your materials. The selection committee consists of Dale Laird and myself as co-chairs, Ruth Lanus, Derek Mitchell, and Greg Gloor.



Geriatric Mental Health Education Series #1

Wednesday
November 2

9:00 – 11:00 am

Keynote:
Dr. David Conn

[More info.](#)

Appointments & Promotions: Shift from every three years to five years appointments for adjunct faculty

For many years, our A&P Committee has been renewing adjunct faculty every three years. The Schulich standard is every five years. Why did our committee shift to three? This occurred many years ago in response to some adjunct faculty not fulfilling their commitments to the department and it was felt that if we reviewed their activities more frequently, we would have a more accurate understanding of people's contribution to our mission. The challenge was an excessive burden on our HR staff and A&P Committee membership to review nearly twice the number of files. The Committee held a robust discussion and decided that as faculty appointments were renewed, successful candidates would have a five-year term.

Equity, Diversity, Inclusion, and Decolonization Lead

As you may have heard, Dr. Nnamdi Ugwunze, our inaugural EDID lead, has secured a job much closer to his home so that he will not have the two and a half hour drive every day each way. One advance of Dr. Ugwunze's tenure was the inclusion of the EDID incumbent on our A&P Committee. The Selection Committee is reforming and will request applications for this mission-critical role.

Merit-Based Recognition update

Some LHSC doctors requested a shift in the allocation for UGE teaching support in recognition of the more time-intensive work UGE versus PGE teaching represents. Jason Widdes sent out a survey, and as of 9/17, there were 14 responses. After his return from vacation, he will send out again so that we have a comprehensive perspective of LHSC physicians' perspectives.

There is also a call to change our Acuity Star to account for the new roles asked of our faculty. One such new role not included in Acuity Star is coaching, that many of us participate in. We are now collecting a listing of such roles and then will ask Jim to find out what the cost of changing Acuity Star will be. Once we have that information, we will convene the MBR and FMC Committees for discussion and recommendations of next steps.

We know that this fall has been challenging for all. Our volumes are once again through the roof and we lack sufficient allied health and community supports to provide our patients with the care they need. This is distressing for all of us. There are no simple quick fixes to solve these challenges—we wish that there were. We continue to advocate for resources that our patients deserve and find new ways to address this international mental health crisis.

We have proven to be quite resilient as a group. That was one of the main comments of strengths from our recent Department Quarterly Meeting Strengths, Opportunities, Aspirations, and Results (S-O-A-R) discussions. We will continue to remain strong together.

We wish you all a wonderful and restorative Thanksgiving. I know that on Thanksgiving I will be giving thanks for each of you and your remarkable strength and kindness.

Take good care and stay well,

Chandlee



MBR Special Reminder!

This is a reminder that the MBR Committee has set a firm date of **January 31, 2023** by which all hours must be updated in Acuity Star for academic activities for the academic year from July 2021 to June 30, 2022. Hours entered into Acuity Star after January 31, 2023 will not be included in your MBR calculations for MBR award purposes, so please complete your Acuity Star data entry as early as possible to avoid potential issues. In February, 2023 we will begin reviewing the Acuity Star reports.

The MBR Committee requested we provide feedback to faculty on some of the anomalies in last year's Acuity Star reports, to help provide guidance for this year's cycle. There were a few recurring data-entry problems we noticed in some of last year's Acuity Star reports for Clinician Teachers/Clinician Administrators, so you may want to pay special attention to the following:

- 1) The majority of problems last year related to PGE supervision hours. Data-entry problems in PGE included:
 - a. Hours being over reported. As a reminder, PGE supervision is allowed three hours per week X the number of weeks of supervision.
 - b. Time periods for supervision being inexact. Multiple times we observed supervision reported over a three-month span (e.g. January to March), and being recorded as 36 hours (12 weeks X 3 hours), but on closer review, the period of supervision within those three months was for an 8-week block, and should have been recorded as 24 hours (8 weeks X 3 hours per week).
 - c. Hours being duplicated. Entering specific dates of supervision for each resident (or Clerk for UGE) will help highlight any data that is duplicated.
 - d. Supervision hours being out of scope, either because the period of supervision started before the academic year being reviewed, or because it continued into the next academic year. Please be especially careful with any hours reported around the beginning or end of the academic year.
 - e. Supervision hours for a single resident being claimed by two different faculty for the same time period (probably related to vacation coverage). Please be careful to reduce hours when Residents spend part of their time with another supervisor.
- 2) Data-entry errors which were less frequent included hours reported for lectures that were cancelled, and lecture-preparation time not being calculated correctly based on the amount of associated lecture time.
- 3) In some cases, legitimate and verifiable supervision and lecture hours were not entered, so please review your Acuity Star reports carefully.

Keep in mind everyone's MBR for academic hours is now pooled together and MBR awards are allocated based on each person's relative share of hours in specific pools of activity, so over-reporting or under-reporting hours affect both your MBR award and the MBR award of your colleagues.

As a reminder to new faculty, anyone with a start date after June 1, 2021 is eligible to receive an automatic basic MBR award for MBR payments beginning July 1, 2023. New faculty with start dates between June 1, 2021 and December 31, 2021 may instead choose to participate in the pooled MBR program (with awards based on actual academic activity during the July 1, 2021 to June 30, 2022 academic year), but are not obligated to do so.

Please e-mail Jim.McCormack@sjhc.london.on.ca if you have any questions about this note or the overall MBR program, or e-mail HRPsychiatry@lhsc.on.ca if you require any information about eligibility of hours for various academic activities, or if you require advice on how to input data into Acuity Star.

Thanks to all faculty for your efforts related to all your academic endeavors.

Dr. Ruth Lanius inducted into the Canadian Academy of Health Sciences



The Canadian Academy of Health Sciences (CAHS) fellowship recognizes individuals who represent excellence in health sciences, demonstrating a strong commitment to their field of expertise through their life and work. CAHS Fellows are nominated by their peers and selected in a competitive process based on their internationally recognized leadership, academic performance, scientific creativity, and willingness to serve.

Dr. Ruth Lanius, Professor, Department of Psychiatry, Schulich Medicine & Dentistry

Dr. Ruth Lanius is a Psychiatry Professor, Harris-Woodman Chair, and the director of the Clinical Research Program for Post Traumatic Stress Disorder (PTSD). She has received numerous awards, including the Banting Award for Military Health Research. She has published more than 150 research articles and book chapters focusing on brain adaptations to psychological trauma and novel adjunct treatments for PTSD. She lectures on the topic of psychological trauma and has co-authored three books: "The Effects of Early Life Trauma on Health and Disease," "Healing the Traumatized Self," and "Overcoming Obstacles in Trauma Treatment."

[\(Full Announcement\)](#)

Please join us in congratulating Dr. Lanius!

Advancing our General Psychiatry Residency Program



In November 2019 the Royal College visited our program and subsequently update the status to Accredited Program on Notice of Intent to Withdraw Accreditation. There were 27 areas for improvement in two years. The 27 could be lumped into three major areas: overall program organization and documentation; quality of supervision; and residents learning in a safe and positive learning environment.

In the last three years we have made tremendous progress in our program. In the fall of 2021, we had an Internal Site Visit, which commended our progress and also pointed to opportunities for further improvement.

One of the critical improvements we made was in communication: listening to residents and working collaboratively to address concerns. We held monthly department-wide meetings to update people on progress and solicit concerns; monthly targeted meetings to work on issues, specifically around issues in Emerge; senior leadership meetings with Schulich, adult and child ER leaders; and one-on-one meetings. The current program director meets with PGY year cohorts on a monthly basis, the whole resident body also monthly, and as needed. This ensures fluid bi-directional communication.

Resident wellness

- Created a Wellness Committee with an identified lead, Dr. Laura Powe. This committee has two main goals. The first is supporting residents who may have experienced a situation that left them feeling unsafe. The second was supporting their design of Wellness Retreats annually.
- Wrote a document, Learning Environment and Conflict Resolution, vetted by Schulich leadership, to outline steps residents could take if they were feeling unsafe. This included encouraging residents to communicate directly, with support, with people with whom they may be experiencing a conflict. It also outlined stems for creating AEMS or WORS reports, which are hospital-sponsored systems for patient safety or interpersonal conflict reporting at LHSC and St. Joseph's, respectively. Finally, it provided definitions of harassment and mistreatment. This document was primarily written by Chair/Chief incumbent.
- Launched a mentorship program, beginning with PGY2. Previously residents enjoyed peer mentorship but lacked formalized program with faculty. PGY2 was selected as this seemed to be the most vulnerable period for residents and it was felt that augmenting their connection with faculty at this stage would be most beneficial. These efforts are being led by Dr. Sandra Northcott. The goal is to expand to other years once the best model is determined.
- Initiated a PGY2 Reflection Group. Led by Dr. Georges Loba-Gutierrez, this group allows for confidential discussion of issues that arise in CEPS and support in general. Due to the success of that group, there is now a PGY3 reflection group, based more broadly on management of emotions around patient care. Plans are underway to start a group for PGY4.

Residency Program Committee (RPC) Improvements

Many of the indicators had to do with major issues of organization, resident assessment and progression, committee accountability and terms of reference, operations, education design and review of the design, and documentation.

RPC meeting improvements:

- restructured the format and flow of the RPC meeting, including required reporting of sub-committees' work to the RPC at each meeting.
- reformatted meeting minutes to include clarity on decisions made
- documented updates following "Business Arising" section. This improvement was a result of our Internal Site Visit found that we were not closing the loop on issues.
- Rewrote Terms of Reference so that committee members would be clear on responsibilities.
- Defined the responsibilities for each sub-committee lead so that all leads would be accountable.
- included site-specific representatives on the committee. This ensured routine check-ins with sites and enhanced accountability.
- required resident COPE representative attend all PRC meetings to facilitate bi-directional communication with the resident body




RPC Sub-committee improvements

- ensured resident representation on all committees with the exception of the Competency Committee
- created an Evaluation Committee, with ongoing feedback to the RPC regarding the educational value of rotations, quality of clinical teaching, didactics deliverables and residents' satisfaction.
- Formed a Curriculum Committee to review existing curriculum issues and to develop new innovations. Recent topics covered by the Curriculum Committee include Cultural Psychiatry, teaching on physician wellness and professionalism, the research track and the new longitudinal courses and mapping.
- strengthened the Competence Committee and documented meeting minutes. Previously the committee was meeting regularly but not keeping comprehensive minutes.
- Outlined clear expectations for resident progression. With the launch of CBD and the competence committee review process, it became apparent that many residents were not consistently meeting program requirements at the appropriate times. There was a culture of claiming lack of awareness even though requirements had been provided on a "checklist". The resident checklist of requirements for progression was made clearer and expectations were enforced more consistently over time with specific deadlines for task completion at a particular point in each PGY year. The program handbook was developed in part due to this process. Since expectations, including EPA completion and longitudinal requirements, were being enforced more rigidly, many residents, who had not followed through with requirements, were found by the competence committee to be "not progressing as expected". As it became clear that the expectations were being rigidly enforced and with the incorporation of feedback from residents about areas of confusion about requirements into the documents, residents began to meet requirements more consistently. Now few residents have been "not progressing as expected". Established a "Quarterly Review" process for all residents. Either the PD or Associate PD meet individually with residents after each quarterly Competency Committee meeting to review the residents' progression status, identify any areas of difficulty or success and help the residents develop a learning plan to make better progress with learning objectives, and to build upon their successes. This is also another opportunity to elicit feedback on the program, including supervision, and any challenges meeting longitudinal requirements
- ensured that each major teaching site has a representative on the committee. Moreover, each site was assessed for appropriateness and breadth of clinical population served, adequacy of supervision and availability of consultants; infrastructure provided; safety issues, office space, accessibility, and changes in plan. Representatives reported on any issues at the RPC meetings.
- formed a Safety Committee charged with advocating for changes to support resident psychological and physical safety.
- identified negative "hidden curriculum" issues via resident surveys. This resulted in forming a dedicated committee to address areas for concerns. These areas have been shared with faculty to enable a more transparent approach to negative hidden curriculum issues.

Strengthened policies

- aligned policies across London and Windsor sites such that resident education would be supported in similar ways and not be site-dependent
- developed Telepsychiatry policy for residents and consultants as the Department rapidly moved toward telepsychiatry during COVID. This ensured on-going patient care and appropriate levels of supervision and feedback.

Accreditation readiness-specific improvements

- created and maintained databases of the identified deficiencies following the Royal College visit to ensure that each identified area of deficiency was addressed. Progress was monitored from these databases using a red, yellow, green coding system.
 - established on-going collaborations with hospital leaders across all London-based main teaching sites and all other involved parties with monthly coordinating meetings
 - formed an Accreditation Steering group (2020-2021) with Dr. Lois Champion, Associate Dean of Postgraduate Medical Education, Dr. Andrea Lum, Vice Dean Faculty Clinical Affairs, Tom McHugh, prior VP Mental Health and Addictions at LHSC, Dr. Vadim Beletsky, prior Program Director, and incumbent Department Chair/Chief. This group garnered necessary resources to support the improvement process, such as personnel to create and maintain the databases.
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- mentored Dr. Beletsky during the first year of his term. Dr. John Yoo, Dean, provided Dr. Beletsky with one-to-one mentoring support by a senior prior program director. Given the degree of changes required—including cultural changes—this supportive role was invaluable.
- communicated with the entire Department monthly in 2021 in series of 5 pm presentations, Path Toward Accreditation lead by incumbent Chair/Chief. These were important bi-directional communications to ensure that the department members were aware of changes and were clear about their roles to support the process.

Educational improvements including didactics

- redesigned the Interviewing Skills course under COVID restrictions, including asynchronous ways of teaching. Amended sessions with master interviewers performing interviews to model for the residents.
- created the PGE Psychiatry Teams portal. This portal now contains the most advanced psychiatry-related electronic database of the clinical and didactic material, including psychiatry textbooks, psychotherapy materials, neurology textbooks and manuals. Ensured fair and unlimited access for all the faculty and residents. At present, more than 120 books in electronic format are stored on the protected site.
- purchased UpToDate database for the residents
- delivered new sessions to support transition to practice, including sessions called, “Financial Matters for the Residents”
- Developed a new psychiatrist wellness and professionalism longitudinal course, including many of the difficult-to-cover professional competencies.
- supported resident-run “Cultural Psychiatry” interest group
- collaborated with Faculty of Law to assist in Forensic experience and education. Also created session on Community Treatment Orders (CTO) fundamentals.
- created a Research Track. Residents can now apply for this track and have protected time beginning in PGY 2. This effort has been led by Dr. Kamini Vasudev.
- Created 12 longitudinal “courses”. This effort led by Dr. James Ross brought cohesion to the curriculum. Each course had an identified course lead who designed the curriculum such that some information would be repeated with stage appropriate progression of complexity. This approach allows content experts to develop their own teaching longitudinally, ensuring less repetitive material and teaching that is more appropriate for each stage of training. This approach also facilitates the tracking of competencies and training experiences for curriculum mapping.
- Included neuroscience teaching and interwove into existing courses. This follows the evidence that learning pathophysiology alongside symptomatology deepens learning. While more work remains to be done in teaching neuroscience, movement is in the right direction.
- Wrote clearer descriptions of rotations, including information on rotation competencies/objectives covered and other expectations in clinic.

Supervision

- created a Supervision Contract for all faculty to sign. This represented a significant culture shift as it detailed expectations for supervision. It was useful in one case in which a faculty failed to provide appropriate supervision and their privilege of supervising a resident was temporarily suspended.
- collected post-call feedback on faculty availability and adequacy of supervision. Program Director followed up with results as appropriate.
- crafted a mechanism for rapid feedback to faculty should deficiencies in supervision or teaching be identified.
- engaged division chairs in supporting timely completion of ITERs. Initially this “reminder” function was led by incumbent Chair/Chief, but was subsequently delegated to a more appropriate level.
- Connected the PD meets with each new faculty member as part of the onboarding process. This allows to PD to learn about their areas of educational interest and familiarizing them with the expectations of supervisors, including with the new CBD curriculum.

Competence by Design (CBD) launch

- Launched the new RCPSC Psychiatry Competence by Design (CBD) Curriculum in 2020, starting with the PGY1 cohort.
- Prepared faculty in the time leading up to the launch with online materials and multiple CPD presentations, including workshops.
- Developed an online CBD handbook, outlining core principles of CBD, information about entrustable professional activities (EPAs) and other requirements throughout the new curriculum and offering practical, step-by-step advice on using the online platform.
- Transitioned this handbook into a more comprehensive program handbook, that is updated routinely as new policies develop or as a new cohort transitions to the CBD curriculum.
- Reiterated to faculty the importance of completing EPAs. The CBD lead and PD track data and follow-up with individual faculty who are outliers.

Enhanced psychotherapy training

- provided for the recording and securely storing psychotherapy sessions for later evaluation by the preceptor
- collaborated with the Department of Psychology at Western to provide access to online psychotherapy educational materials. At present more than 300 titles of video-sessions are available for the residents and faculty to peruse.
- re-vitalized at-risk family therapy sessions for PGY 3 and 4
- solicited applications for new lead

Developed more structured rotations

- recognized the importance of residents developing strong teaching skills themselves, Dr. Sreelatha Varapravan developed a “Residents as Teachers” rotation for senior residents
- developed a multi-site rotation for addictions. This now provides residents with experiences across the spectrum of patient-readiness for change including Rapid Access to Addiction Medicine (RAAM) clinics, visits to community-based programs, and inpatient concurrent disorders care at St. Joseph’s. This is being further developed in ambulatory care at LHSC.
- continued efforts to provide rural medicine rotations

Resident selection process improvement: CaRMS

- revamped and updated website through resident-led group
- Adapted CaRMS process for virtual interview days during COVID
- secured professional copywriter services to enhance delivery of the web-based material
- developed the <canprepp.ca> content and illustrations to help candidates learn about the program
- sought input from students during Virtual Career Night to inform web-based content needed

Learning environment in Emerge

One of the specific areas of concern was the Emerge. In the adult Emerge, residents felt that their work was undervalued and, more importantly, that our patients were treated like second-class citizens. We formed a high-level committee with hospital VP for Mental Health, Tom McHugh; VP for Emerge, Cathy Vandersluis; Division Chair/Chief, Dr. Christie MacDonald; and incumbent Psychiatry Chair/Chief. The purpose of this meeting was to ensure shared understanding of the stakes and commitment for improving the learning environment. We also re-invigorated the Medical Stability Working Group, which consisted of physician leaders of both programs, include Drs. Vico Dagnone and Jedrin Ngungu, as well as others. The Medical Stability Working Group was highly successful in outlining clinical decision pathways so that patient care decisions were less conflictual.

In the Child Emerge, case numbers and complexity rose dramatically during COVID straining an already tense environment. Communication broke down. While many multi-tiered discussions occurred, likely the most important change was involving the charge nurse in communications about patient dispositions. The second critical improvement was extending the hours that social work support was available to doctors and patients. While there remains work to be done to ensure our trainees experience a safe working environment and patient care is optimized, significant progress has been made.

Physical environment in Emerge

With requirements to physically distance during COVID, the tiny “CEPS office” was overnight no longer able to accommodate the on-call team.

- added E1, a space 70 meters from Emerge that was much more spacious. This space provided a group teaching area. Many improvements in the space were needed, such as key access, soundproofing, and computers, which were addressed in collaboration with LHSC.
- Installed a smartboard between CEPS office and E1 to ensure comprehensive tracking of patient information. This was a result of a QI project led by then resident, Dr. Arsh Dhaliwal and a group of residents and faculty. This project was supported, in part, by a grant from London Health Sciences Foundation obtained by the incumbent to facilitate QI projects and department wellness. Further supports came from LHSC.

Due to the tremendous efforts of our prior program director, Dr. Vadim Beletsky was awarded Schulich’s Award of Excellence-PGE in 2022. Moreover, Dr. James Ross’s efforts were recognized with Schulich’s Award of Excellence – Faculty Development also in 2022. Given their dedication, it was important to have it acknowledged publicly.

Congratulations



Drs. Mohamad Elfakhani (Left) and **Azizul Haque** (not pictured) have been promoted to Associate Professor with continuing appointment.



Dr. Nina McCurdy received the Dr. Simon Levin Teaching Award for 2021-2022 from the Department of Paediatrics. This award recognizes excellence in postgraduate teaching in subspecialty paediatrics. Dr. McCurdy is the first Child Psychiatrist to be chosen to receive this award.

Awards for Residents

Winner(s)

Junior Resident Clinician of the Year Award (1-3, for excellence in clinical care)	Dr. Ashan Veerakumar Hon Mention: Dr. Yoel Green
Senior Resident Clinician of the Year Award (4-5, for excellence in clinical care)	Dr. Shawn Hudes Hon Mention: Dr. Jessica Chen
Best Resident Teaching Award (1-5)	Dr. Shawn Hudes
Best Resident Scholarly Project Award (1-5)	Dr. Paris Lai
Best CPD Presentation by a Resident (1-5)	Dr. Ravneet Ghumman
Dr. Paul Patterson Resident Award <i>* For excellence in teaching, clinical work, professionalism, administration, advocacy, and service (1-5)</i>	Dr. Arsh Dhaliwal Hon Mention: Dr. Jeremy Chitpin

Dr. David Harris Award—

An award for a PGY III for Excellence in Clinical Care in Geriatrics

Dr. Alex Hofkirchner

Awards for Faculty

Winner(s)

Awards of Excellence in Education – Pre-clerkship (2)	Dr. Jennifer Dela Paz (Clinical Skills Course)
	Dr. Viraj Mehta (MEDS 5207 Course)
Award of Excellence in Education - Clerkship	Dr. Chintan Shah
Award of Excellence in UGE teaching (Windsor)	Dr. Ihouma Ndubisi
Best Clinical Supervisor Award (for PGE)	Dr. Jonathan Gregory
Best Faculty Educator Award (meant for innovation in didactic teaching)	Dr. Varinder Dua
Best CPD Presentation by Faculty	Dr. Mohamad Elfakhani and Dr. Jason Quinn
Research Award	Dr. Kelly Anderson
Mentorship Award (for mentoring of trainees)	Dr. Julie Richard
Faculty Member of the Year Award	Dr. Patricia Hall

Child and Adolescent

Patricia Hall
Nina McCurdy
Jon Gregory
Jennifer dela Paz
Heidi Haensel
Ray Egan
Joy Abramson
Rebecca Barnett
Sarah Armstrong

Robert Nicolson
Michelle Ngo
Frank Symons
Naveed Rizvi
Sandra Fisman
Aleksandra Nowicki
Sohail Makhdoom
Simran Ahluwalia

Forensics

Persevering Nurses:

Danielle Boyle
Mark Stafford
Audrey Zellas
Amanda Nevill
Henry Haveman
Lesley Bettencourt
Andy Welch
Sarah Wall
Jaime Carr
Amanda Dorion
Michael Buttazzoni
Priyantha Liyanaarachchi
Emily Sturtridge
Dhanya Sukumaran-Nair
Luella Southam

Rebecca Sumner De-Sousa
Dan Reichmann
Bill Barnier
Jennifer Shannon
Linda Clark
Krista Monahan
Lynsea O'Connor
Pan Shen,
Paul Sipkema
Angela King
Diane Santos
George Kottackal
Nicole McEwen
Cameron Gillis
Makenna Ellis

Compassionate and caring Social Workers:

Kelly Kiteley
Rachel Denman

Thoughtful and patient Occupational Therapists:

Lindsey Culford
Claudia Bayona

Creative and energetic Recreation Therapists:

Stephanie Gordon
Kaitlin Hancock

Extraordinary Unit Secretaries:

Ashley Kimmerly
Tammy Buhler

Physicians:

Arun Prakash
Ajay Prakash
Naghmeh Mokhber

Jason Quinn
Rupa Roopchand
Nnamdi Ugwunze



Congratulations

Congratulations to our [OSI Research Centre for receiving \\$2.8 million](#) in funding to support their project “Promoting Resilience and Mental Health: Adapting Canada’s Department of National Defense Road to Mental Readiness (R2MR) Program to Support Canadian Health Care Workers.”



Congratulations Drs. Volker Hocke & Aturan Shanmugalingam for being elected as members of the Finance Management Committee

Congratulations Dr. Michelle Ngo for getting her application approved for the 2022 CTA-UWO Faculty Professional Development Fund for Certification in Interpersonal Psychotherapy (IPT).



Update from your DCAP Residency Program Director

The Child and Adolescent Psychiatry Residency Program happily welcomed 2 new residents to our program in July. Dr. Zinnia Ali is joining us for her PGY5 year and Dr. Christina Yee for PGY6. With the official start of Competence by Design this past July, our program has continued to work hard to meet these standards while keeping in mind flexibility for the residents. Thank you to Dr. Jonathan Gregory for his outstanding contribution as CBD Lead and to Dr. Nina McCurdy who has taken over this position. Dr. McCurdy now leads our Competence Committee and always makes herself available to help residents and faculty with CBD. Thank you also to Dr. Frank Symons for his leadership in chairing the Competence Committee and for his dedication to the committee for continuing as a file reviewer. Lastly, thank you to Dr. Aleksandra Nowicki for her service on this committee and to Dr. Sandra Fisman to dedicating her time to be our new file reviewer. The subspecialty match for CAP is underway and we will be interviewing candidates for 2 positions with our program in early October. We look forward to meeting residents interested in CAP from across the country!

Dr. Michelle Ngo
Program Director, Western Child and Adolescent Psychiatry Residency Program

Division of Child and Adolescent Psychiatry

Welcome to Fall! Recently I was asked to reflect on some of the clinical accomplishments and educational accomplishments we have made together as a division. There are so many to list. We have an amazing team and I would like to thank all faculty for their dedication to patients and learners.

We have been through a lot over the past year. We have seen increase in clinical volumes and complexity. Throughout this we maintained a robust postgraduate, undergraduate and CPD program. I would like to say congratulations to the Child and Adolescent Psychiatry Faculty for winning the Department of Psychiatry "Team of the Year" award.

Additional awards for DCAP faculty include:

Dr. Jennifer dela Paz, Award of Excellence in Education – Pre-clerkship

Dr. Jon Gregory, PGE Best Clinical Supervisor Award

Dr. Patricia Hall, Faculty Member of the Year

Dr. Nina McCurdy received the Simon Levine Award for Excellence in Paediatric Postgraduate Teaching in 2022, becoming the first child psychiatrist to be given that award by the Paediatric Department.

Thank you to everyone for your leadership over some very challenging times and commitment to ongoing growth!

Dr. Michelle Ngo – CAP Subspecialty Program Director

Dr. Aleksandra Nowicki – CAMH ED Physician Lead, Paediatrics Coordinator

Dr. Nina McCurdy – CAP CBME Lead, CAP PGY-3 Coordinator, CAMH Ambulatory Physician Lead

Dr. Joy Abramson – CAMH Inpatient/Emergency Physician Lead, CPD Lead, RPC Wellness and Safety Lead

Dr. Heidi Haensel – DCAP Undergraduate Education Coordinator

Dr. Frank Symons – CAP Competency Lead (term completed), RPC Assessment Lead

Dr. Jon Gregory – CAP CBME Lead (term completed)

Dr. Jennifer dela Paz – RPC Curriculum Lead

Dr. Sandra Fisman – Professor of DCAP, Co-Chair of the Subspecialty Committee for CAP, RCPSC

Dr. Jeff Carter – Research Coordinator

Stephanie Rabenstein – Psychiatry Family Therapy Coordinator

Clinical Highlights:

Here is a list that highlights some of the clinical activity and innovations occurring within the division:

In collaboration with the Department of Paediatrics Dr. Jon Gregory has joined the Paediatric Chronic Pain Team allowing timely access to mental health care for this complex population.

In collaboration with the Division of General Psychiatry Dr. Jennifer dela Paz has participated in the creation of a Transition Age Youth Program improving access and flow for the Child and Adolescent Mental Health Care Program.

The Division of Child and Adolescent Psychiatry continues to have an agreement with the Ministry of Health and community partners to deliver the Emergency Psychiatry Protocol (EPC). The EPC provides Emergency Psychiatry Support to the Ministry of Child and Community Services Agencies including regional group homes and crisis centers.

The Child and Adolescent Mental Health Care Program (CAMHCP) innovated and integrated new services in response to the increase in acuity and volume of patients due to the pandemic. Below are descriptions of the innovations and their clinical relevance.

Emergency Diversion Clinic (EDC)

The creation of the EDC was innovative as it is the first outpatient service that provides equal access to patients through all of Southwestern Ontario. The purpose of the EDC is to provide timely access to the child and adolescent population. This clinic was designed to allow access to psychiatry within 72 hours during the first wave of the pandemic to ensure rapid access to psychiatry and decrease time in the ER. The pandemic caused significant increase in the demand for this clinic and the wait time goal was adjusted to two weeks. This clinic involves a psychiatric consult and up to three visits with a social worker to engage in safety skills and planning.

“Get Care Clinic” Program as a Waitlist Initiative

The “Get Care Clinic” is a stream in the outpatient program that allows patients to go directly from the wait list to a group treatment clinic. New Groups have been created for trauma and substance use.

Centralized Intake

The intake process for both inpatient and outpatient programs was redesigned and centralized allowing for a more uniform experience for hospitals and youth in the region.

Creation of Treatment Streams on the Inpatient Unit

Treatment streams have been restarted on the inpatient unit providing patients with cognitive behavior therapy, dialectical behavior therapy, and trauma therapy.

Children’s Hospital/Vanier Stepped Care Program for Eating Disorders

To address the increased eating disorders waitlist since the onset of the pandemic a partnership between Children’s Hospital and Vanier Children’s Services has allowed the creation of a step-down eating disorders program. The program is the first of its kind in Canada and will allow stabilized patients to be transferred from the hospital setting to a community-based setting.

ED Treatment Model Change

The Eating Disorders team redesigned the intake and consultation process. With the changes implemented the program was able to double the number of patients seen per year.

Adolescent Medicine Position

The Eating Disorders Team has expanded the partnership with the Paediatric Department and has hired an Adolescent Medicine consultant adding resources to the team.

Crisis Worker in the Paediatric Emergency Room

In partnership with Vanier Children’s Services a crisis worker from Vanier is present in the Paediatric Emergency Room five days a week from 2:00 pm to 10:00 pm to assist with crisis intervention and disposition planning.

Developing Model for 24/7 Mental Health Crisis Response Team for Children’s Hospital

In response to the increased number of patients presenting to the Paediatric Emergency Room and the increased need to cover multiple services discussions are taking place to develop a mental health crisis response team that would be available at all times to the service requiring a response. Services would include the Paediatric Emergency Room, Consult Liaison, and the inpatient unit.

Postgraduate Medical Education:

DCAP division members are highly involved in postgraduate education in General Psychiatry Residency. General Psychiatry residents are supervised completing child and adolescent psychiatry rotations for one block during PGY1, 6 blocks during PGY3, and electives during PGY4 and PGY5. DCAP faculty provide numerous lectures to residents throughout their residency training in topics related to child and adolescent psychiatry, psychotherapy, wellness, and transition to practice. Thank you to Dr. McCurdy for maintaining this role. In this role Dr. McCurdy created multiple documents and guides to assist with both the PGY1 and PGY3 rotations during the transition to CBME.

Congratulations to Dr. Jon Gregory DCAP Division member on accepting the Assistant Program Director in General Psychiatry! Thank you for all your work for DCAP CBME and welcome Dr. Nina McCurdy as the new CBME Lead for DCAP!

The Division continues to have a strong relationship with community partners to offer robust training experiences for our learners. Vanier Children’s Centre, Child and Parent Resource Institute, are all community sites with active teaching faculty. In the region, we have teaching faculty in Sarnia, Stratford, North Bay, and Windsor.

A Paediatric Emergency Working Group has been created in response to feedback the residents provided related to their experiences in the Paediatric Emergency Room. The committee's goal is to work with staff from the Paediatric ER to improve the culture and provide interprofessional staff with education on areas that they would find beneficial in the form of in-services.

Nationally, division members are involved in impactful ways. Dr. Sandra Fisman is the Chair of the Subspecialty Committee for Child and Adolescent Psychiatry for the Royal College of Physicians of Canada. Dr. Fisman has also been part of the Royal College CAP subspecialty committee for several years and has founder status for the subspecialty. Dr. Haensel is on the Exam Committee for the Child and Adolescent subspecialty exam for the Royal College, Dr. Patricia Hall and Dr. Michelle Ngo are both on the Canadian Academy of Child and Adolescent Psychiatry Education Committee. Dr. Hall sat on the Royal College Subspecialty Committee for 10 years and Dr. Ngo started on the committee in 2020. Dr. Ngo is involved in developing national curriculum with partners the University of Ottawa.

Undergraduate Medical Education:

Thank you to Dr. Heidi Haensel who continues to lead undergraduate education for DCAP.

Continuing Professional Education:

A new CPD committee has been formed to assist with the planning of CPD events. The committee includes the DCAP CPD administrator, the DCAP CPD Lead, volunteers from the division, as well as volunteers from the interprofessional staff and community.

CAMH Rounds for the 2022/23 academic year (topics to be announced):

Date	Round Type	Presenter
Friday, October 21, 2022	Complex Case Rounds	CANCELLED
Thursday, October 27, 2022	Child and Adolescent Psychiatry Interest Group	Dr. Frank Symons
Friday, November 18, 2022	Journal Club	Dr. Zinnia Ali
Thursday, November 24, 2022	Child and Adolescent Psychiatry Interest Group	Dr. Jennifer dela Paz
Friday, December 16, 2022	Patient Safety Rounds	Dr. Zinnia Ali
Friday, January 20, 2023	Complex Case Rounds	Dr. Christina Yee
Thursday, January 26, 2023	Child and Adolescent Psychiatry Interest Group	Dr. Sarah Armstrong
Friday, February 17, 2023	Journal Club	TBD
Thursday, February 23, 2023	Child and Adolescent Psychiatry Interest Group	Dr. Michelle Ngo
Friday, March 17, 2023	Patient Safety Rounds	Dr. Christina Yee
Thursday, March 23, 2023	Child and Adolescent Psychiatry Interest Group	TBD
Friday, April 21, 2023	Complex Case Rounds	TBD
Thursday, April 27, 2023	Child and Adolescent Psychiatry Interest Group	Dr. Joy Abramson
Friday, May 19, 2023	Journal Club	TBD
Thursday, May 25, 2023	Child and Adolescent Psychiatry Interest Group	Dr. Sandra Fisman
Friday, June 16, 2023	<i>Backup for rescheduling</i>	TBD

If you are interested in presenting at one of our DCAP rounds please contact [Jason Widdes](#)

DCAP Annual Meeting – December 1st 2022 – Topic TBD
 DCAP Annual Conference – Spring 2023 – Topic TBD



Research:

Recent meetings with faculty at CPRI, Vanier, Psychology, and Paediatrics have taken place to discuss increasing collaborations in research and the DCAP Research Interest Committee will begin meeting in January, 2023.

Dr. Patricia Hall is a Co-investigator with Dr. Gary Joubert as Primary Investigator in the national MAPP study. The MAPP Research and Quality Improvement Study is a multi-disciplinary, patient-partnered, pan-Canadian, comparative effectiveness evaluation of an innovative acute pediatric mental health and addiction care bundle. Ten hospitals across Canada are participating in a four-year study which is funded through CIHR (Canadian Institute of Health Research).

The Study aims to:

- reduce patient and caregiver wait times to care increase family engagement and service satisfaction

- reduce ED use Discover what the client and family are concerned about and provide them with enough information to make an informed choice about next steps

Involvement includes:

- Children and Youth Mental Health Hospitals located in Alberta (2) Manitoba, Newfoundland, Ontario (3), Quebec, Saskatchewan and Winnipeg

- Children's Hospital Mental Health, Research and Support Teams

- Choice (Patients and caregivers) and Community Partner Approach

The Division has restarted the DCAP Research Half Day and has partnership with the Paediatric Department's Child Health Day

The Developmental Disabilities Program has a robust research component receiving over 30 million in grants over the past few years. Dr. Rob Nicolson is the lead of this program and provides research experience for interested learners. The Division is very appreciative of the educational opportunities for our learners and faculty provided by colleagues in the Developmental Disabilities Program.

The Eating Disorder team is actively involved in research projects and the division support Dr. Renee Pang, Paediatrician, who is actively involved in eating disorders research.

Dr. Jon Gregory is actively involved in research with the Paediatric Chronic Pain Program.



Undergraduate Education Update

Hope everyone had a well deserving relaxed Summer, got time to spend with your loved ones and/or travelled. We have been quite busy at the UME corner as we welcome our new students and faculty. The new academic year started with rejuvenated inspiration in keeping our core values close to heart – Belonging, Excellence, Accountability. Schulich has returned to in-person learning, all sessions are held in person on campus. Here are some of the highlights for each year.

Meds 2026:

Orientation week included an introduction to year 1 semester 1 academic program and faculty, the Learner Experience Office, a message from Dr. Teresa Tam, Chief Public Health Officer of Canada and the start of the class Mission Statement. The Foundations Course is currently underway and the Psychiatry Block lead is [Dr. Sujata Ojha \(Sujata.ojha@sjhc.london.on.ca\)](mailto:Sujata.ojha@sjhc.london.on.ca)

Meds 2025:

We have several opportunities to get involved in teaching. If you have not signed up, please do so now. Preparations for the Psychiatry block in the second-year medicine (Principles of Medicine 2) course for 2023 are underway! Please consider taking part in small group teaching for the first in-depth exposure to psychiatry for this class. As a small group facilitator, you will be provided with brief cases with questions (and the answers), that the students will have been expected to work out prior to the session. The facilitator serves to guide and enrich the discussion of the cases and questions. You can sign up for one topic, or more, as suits your interests and your schedule. We are seeking small group facilitators for the following sessions:

- Mood Disorders Small Group: Thursday, January 5th, 3:30 to 5:20 p.m.
- Anxiety Disorders Small Group: Thursday, January 12th, 3:30 to 5:20 p.m.
- Psychosis Small Group: Thursday, January 19th, 3:00 to 4:50 p.m.
- Integrative Psychiatry Cases Small Group: Thursday, January 26th, 3:00 to 4:50 p.m.

Please respond to Dr. Heidi Haensel at Heidi.Haensel@lhsc.on.ca if you are interested, and indicate which session you wish to be involved with.

Clinical Skills 2 Psychiatry Sessions is a wonderful opportunity to facilitate small group teaching and train medical students in advanced communication skills in Psychiatry interviewing. As a small group facilitator, you will be provided with brief cases enacted by SP. The facilitator serves to guide and enrich the interview process and discussion of the cases. These sessions will run IN-PERSON on the following dates at the Clinical Skills Building. If you have not signed up yet, please do so

Week 1:

Mon Jan 9, Tues Jan 10, Thurs Jan 12, Fri Jan 13
(830am – 1130am)

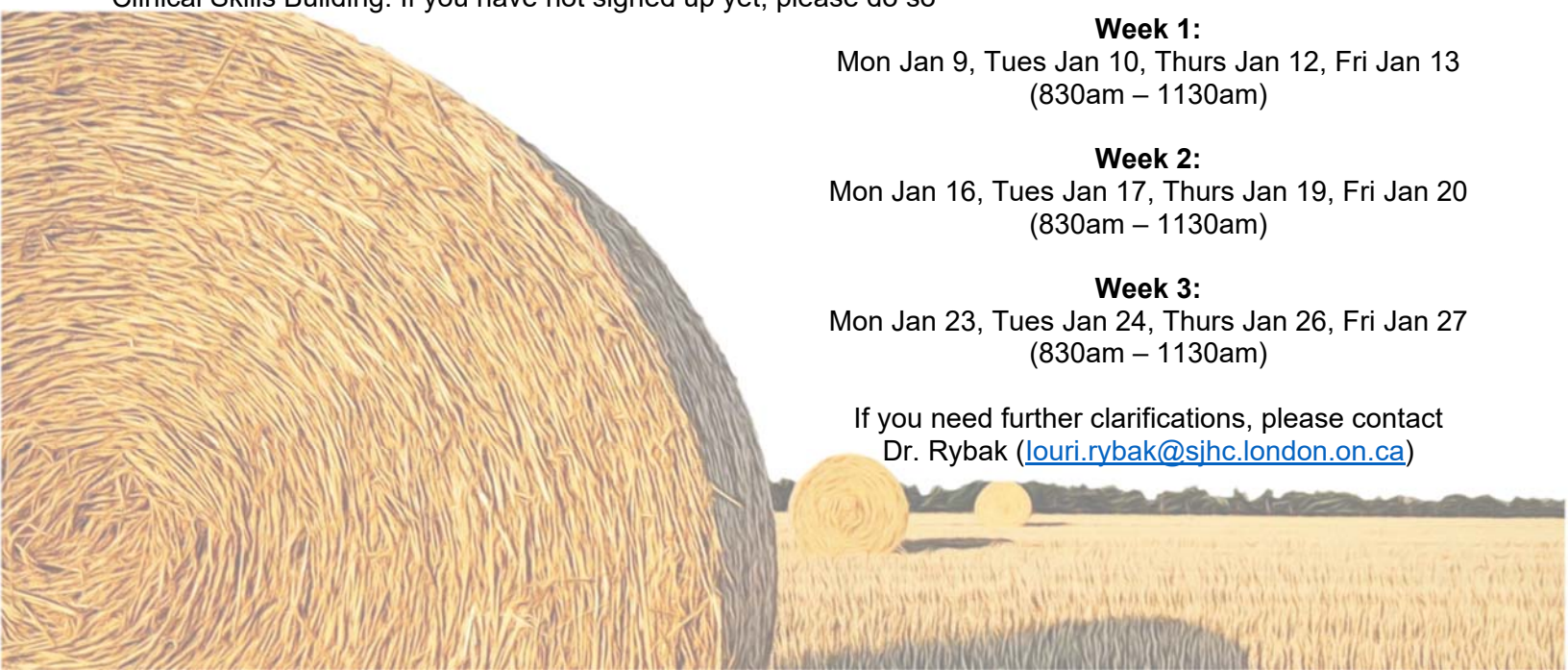
Week 2:

Mon Jan 16, Tues Jan 17, Thurs Jan 19, Fri Jan 20
(830am – 1130am)

Week 3:

Mon Jan 23, Tues Jan 24, Thurs Jan 26, Fri Jan 27
(830am – 1130am)

If you need further clarifications, please contact
Dr. Rybak (louri.rybak@sjhc.london.on.ca)



Meds 2024:

The first block of Clerkship ended successfully last week. We were very pleased to see the earnestness and willingness to learn in students in the first block. Lectures are on Wednesday afternoons and will soon be in person in the new year. We were successful in transitioning back to overnight calls, providing students an invaluable learning experience. We are currently recruiting supervisors for the upcoming blocks. If you are able to take on a student or have any queries related to clerkship, please contact [Dr. Shanmugalingam \(Aturan.shanmugalingam@sjhc.london.on.ca\)](mailto:Dr.Shanmugalingam@sjhc.london.on.ca)

Meds 2023:

An experience like no other, Clinical Electives are underway, along with preparing CVs and Personal Statements for the CaRMS match. Each 4th year student has been assigned a CaRMS coach to provide feedback. We look forward to a successful year for Schulich Medicine Meds2023.

Research:

We are looking for faculty who are interested in supervising first-year medical students for their longitudinal research project as part of their Experiential Learning Course. This course offers students an opportunity to acquire research skills and critical judgment knowledge, and as part of the Research Module, students are expected to undertake a research project (in any area germane to medicine, including but not limited to: clinical medicine, basic science, medical education, medical humanities), with the ultimate goal of a poster presentation by April 2024.

We are looking for any faculty members interested in having their name on a list of potential supervisors. A [Qualtrics survey link](#) is included with more detail about the course, and for any interested faculty members to add their name to the list. Supervisors will be able to include the role of "UME Research Module Project Supervisor" on Acuity Star.

For any further clarification, please contact [Dr. Rohit Lodhi \(Rohit.lodhi@lhsc.on.ca\)](mailto:Dr.RohitLodhi@lhsc.on.ca)

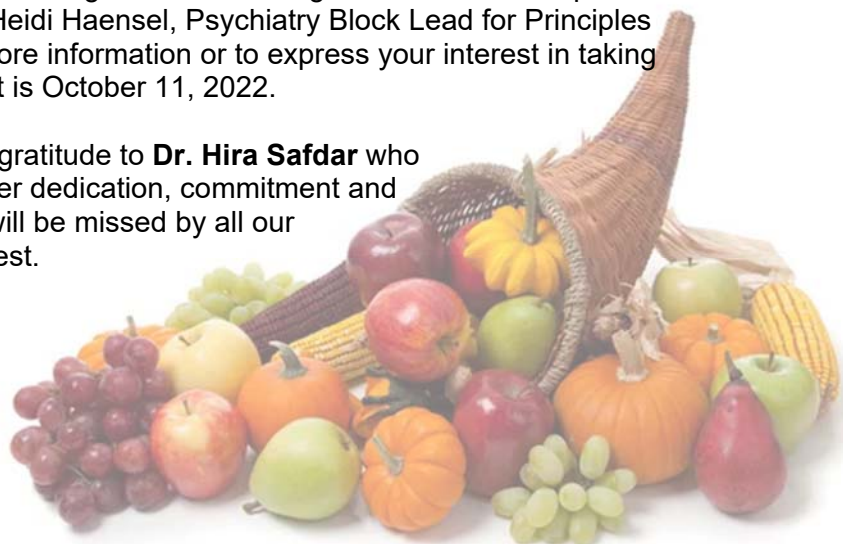
Announcements:

We are pleased to welcome our new enthusiastic members of the UGE committee.

Chief resident Dr. Alex Hofkirchner, Senior residents – Dr. Dennis Curry, Dr. Andrew Lechman, Dr. Yoel Green and Dr. Daniel Turski. Student representatives – Ash Malik, Sarah Krause, Andrew Nguyen. Sincere gratitude to the residents and students who served on our committee last year!

The Principles of Medicine 2 Psychiatry Block committee has an upcoming vacancy in the role of Mood Disorders Content Captain. We are looking for an enthusiastic candidate to fill this role! This is an opportunity to contribute directly to building knowledge about recognition and treatment of Mood Disorders in the main pre-clerkship teaching in Psychiatry in the Schulich medical school curriculum. It entails both delivery of some content in the classroom in large-group interactive teaching, and innovating, steering and coordinating the content that is provided to students in this area. Please contact either Dr. Heidi Haensel, Psychiatry Block Lead for Principles of Medicine 2 at Heidi.Haensel@lhsc.on.ca for more information or to express your interest in taking on this role. The deadline to express your interest is October 11, 2022.

We would like to take this opportunity to express gratitude to **Dr. Hira Safdar** who served as the Mood Disorder Content Captain. Her dedication, commitment and contributions to UGE is greatly appreciated and will be missed by all our students and colleagues. We wish her the very best.



At Schulich, UME has a very busy year ahead preparing for the MD Program CACMS accreditation in October 2023. School documents are due at the end of June 2023. Schulich Communications will be sending regular updates.

In July, 20 faculty members were selected as undergraduate Schulich Academy of Educators. They share a vision and a philosophy for a student-centred, transdisciplinary integrated 4-year curriculum, under the direction of Dr. Teresa Van Deven. The Academy will collaborate with the many engaged faculty already involved in developing and delivering the curriculum. Thinking like a Doctor: Assessing Patients as they Walk through the Door will build on the Approach to Clinical Presentations The future remains bright for medical students, the public we serve and the School.

The 2019 curriculum renewal transition to a Competency-Based Medical Education model included regular formative assessment for learning and summative assessment of learning. The Competence Committee reviews students' assessment portfolios when rendering decisions on progression. After 3 years, the decision has been made that each student must complete 100% of assessments to be considered eligible for progression to the next course, semester or year of study.

UME Faculty Development Opportunities:

UME Innovations: Learn, Apply, & Develop – Practical strategies to refine your UME teaching approach

Tuesday, October 18, 2022, 4:00-5:30 pm ZOOM

Wednesday, October 19, 2022, 12:00-1:30 pm ZOOM

[Registration Link](#)

UME Academic Coaching Program Workshop

Wednesday, November 9, 2022, 4:30-6:00 pm ZOOM

Thursday, November 17, 2022, 8:15-9:45 pm ZOOM

[Registration link](#)

[UME Academic Coaching Program Asynchronous Module](#)

Defining Professionalism: How is it developed? Why do we stray? What can we do about it?

Wednesday, October 26, 2022, 4:30-6:40 pm Western University, HSA Room 101

[Registration Link](#)



General Psychiatry Division

In the September meeting of the Division, we discussed the expansion of our clinical services, collaboration between LHSC and SJHC and improvement of care pathways. The general consensus and understanding was that nobody will help us work on those projects and build a better future if we do not start ourselves to take a new approach to tackle these tasks in the future. The common sense was that we are in a stagnating mode and would need some effort to develop our programs and services forward. This applies to clinical services and accompanying research initiatives.

As one outcome from our discussion, we will plan to have speakers in our CPD rounds who are able to enlighten us about models in other countries and other regions of the world. Dr. Dua will support this effort by coordinating it through the CPD schedules.

We also discussed the current MBR situation briefly. Finally, we have started an initiative to collect data about renewing our catalog for MBR contributions. This is in the early stages. We will have an MBR meeting at the beginning of December to plan next steps on how we are going to renew our MBR catalog.

For the time being, please be mindful to finalize your contributions for the academic year '21 till June '22 in Acuity Star. There is no other way to receive MBR stipends than having your Acuity Star up to date.

As already well communicated, we will have an external review committee come to our program to review the General Psychiatry Program on November 3rd and 4th. Our program director Dr. Ross, has made extraordinary efforts in the last several months to communicate with all members of the department about handbooks, expectations, guidelines, etc. Please take some time to review those materials. Several of the faculty members will be part of a faculty meeting with the surveyors and will be asked about their impression of the program and also aspects like communication and level of information.

Be reminded of our next Division meeting on the 24th of November. This will still take place in Zoom.

Continuing Professional Development Update

A hearty, warm and beautiful, Autumn Welcome from the CPD Office. We have several activities planned for your consumption of this sumptuous learning feast for the academic year 2022-2023. As we enjoy the colourful and glorious fall of 2022, we are delighted to engage in all that fall has to offer both academically and personally. The vibrant hues, the rustic charm, the warm and mellow sunshine and a cup of pumpkin and cinnamon infused hot cider, conjure up a very inviting and engaging time to share with each and every one of you our lavish and meticulously organized virtual platter brimming with cornucopia of educational events.

“LIFE IS A LEARNING PATH THAT’S UNFORSEEN AND INEVITABLE AND IT PROMISES EVERYONE A JOURNEY OF A LIFETIME”. RUBYANNE

Our gratitude goes out to all the past and upcoming presenters, participants and consumers of our educational activities and events. We thank you all for providing us the opportunity to walk with you as you embark on your journey of learning, knowledge and education in the 2022-2023 academic year.



Upcoming CPD Events

Date	Round	Speaker	Time	Title
October 18, 2022	MMI Rounds	Dr. Michele Doering & Marleen VanLaethem	12:00 - 1:00 pm	-
October 25, 2022	DPCCR	Dr. Dennis Curry	12:00 - 1:00 pm	-
November 8, 2022	DPCCR	Dr. Ravneet Ghumman	12:00 - 1:00 pm	-
November 10, 2022	Department of Psychiatry Grand Rounds	Dr. Pierre Blier	8:30 - 10:30 am	Evidence Based Interventions for Treatment Resistant Bipolar Disorder
November 15, 2022	ABC Book Club	-	12:00 - 1:00 pm	-
November 22, 2022	DPCCR	Dr. Zahra Khazaeipool	12:00 - 1:00 pm	-
November 29, 2022	MMI Rounds	-	12:00 - 1:00 pm	-
December 8, 2022	Department of Psychiatry Grand Rounds	Dr. Carmen Black	8:30 - 10:30 am	RACISM, BIAS AND DISCRIMINATION IN PSYCHIATRY
December 13, 2022	DPCCR	Dr. Jeremy Lau	12:00 - 1:00 pm	-
December 20, 2022	ABC Book Club	-	12:00 - 1:00 pm	-

For more information please [contact Kate Hayes](#)

Learning After Five and other special education events will be announced via email. We continue to offer all of our education events virtually, via zoom, during this pandemic. Thank you for your patience and continued support.

Developmental Disabilities Rounds

These rounds are offered October through June, on the second Wednesday of the month, from 4:00 pm to 5:00 pm. These rounds are offered via Western Zoom. Please look for email communication from Sarah O'Flanagan.

REMINDER: Registration is required for these accredited CPD events, as per the Royal College of Physicians and Surgeons of Canada Guidelines. The guidelines stipulate that attendance must be tracked for these educational events. Please complete your online evaluations for these events, also as per the RCPSC Self-Accreditation Guidelines.

PLEASE NOTE: We will continue to send all CPD events as calendar appointments, which will include the zoom registration link. Please ensure that you have registered for the event in order for us to track your attendance as per RCPSC guidelines. Certificates will only be sent to those individuals who register and attend the event.

We look forward to meeting with you all (virtually) at our next CPD event.

Cheers,

Dr. Varinder Dua
CPD Director

Research Updates – October 2022

Joint Mental Health Research and Innovation Day 2022

Recovery and Healing: Transformational Mental Health Research

Thank you so much to all 195 attendees at the Joint Mental Health Research & Innovation Day 2022!

Thanks to Dr. Ahmed Hankir, Bill Hill, Elder Donna Philips and the Biigajiiskaan team, our event speakers, poster presenters, evaluators, and facilitators for making our virtual event an incredible success!

A special shout-out to our staff: Melissa Taylor-Gates, Taryn Sendzik, Renee Hunt, Nattasha Clements, and Monique Lewis who had time for very little else in the weeks leading up to the event - We are so fortunate to have such a great team to be able to pull off such a great event!

If you'd like to re-watch any of the presentations (or missed one you were hoping to see), the live streams, including the keynote and workshop presentation, and poster and oral session presentations will be available for viewing through the Whova app for another 3 months! If you want to share any of the presentations with your colleagues, friends or family, they can register for the event and then view the recordings in the same way.

If you have any questions or want to carry on discussions, you can visit the attendee list on Whova and send your questions directly to the correct presenter.

JMHRID 2022 Awards Recipients and Prize Winners of the Day:

Best oral presentation overall (\$200 e-gift card):

Theta Burst Stimulation for Treatment Resistant Depression: Follow Up on a Naturalistic Observation Study Comparing Unilateral vs Bilateral Treatment

Emily Pearce – Lawson Health Research Institute

TIE - Best oral presentation trainee (\$200 e-gift card):

Supporting STEM Practice Skills among Students with Neurodevelopmental Disorders: A Multi-Component Intervention Package

- Kailee Liesemer – Applied Child Psychology Program, Western University

Ketamine Disrupts Gaze Patterns During Face Viewing in the Common Marmoset

- Janahan Selvanayagam – Neuroscience Program, Western University

Best poster presentation overall (\$150 e-gift card):

The Impact of the COVID 19 Pandemic on Families Receiving Services at a Children's Tertiary Service Agency

Kim Arbeau & Serena Attalah – Child and Parent Resource Institute (CPRI)

Best poster presentation trainee (\$150 e-gift card):

A Network Meta-Analysis Comparing the Efficacy and Safety of Ketamine, Etomidate, Propofol, Methohexital, and Thiopental in Electroconvulsive Therapy for Neuropsychiatric Conditions

Lili Meng – Physiology Program, Western University

Best lunch photo (\$25 e-gift card):

Tri Le



Most upvoted photo (\$25 e-gift card):

Tri Le



Whova Point Leaderboard:

1st Place (\$75 e-gift card): Tri Le

2nd Place (\$50 e-gift card): Ashrafunissa Janmohammad

TIE - 3rd Place (\$25 e-gift card): Jo-Anne Vandieredonck & Kulveer Nagra

Take care, and we can't wait to see you next year!

Internal Seed Fund 2023 Competition for Research Grants

Letter of Intent Announcement

Dear Colleagues,



We are pleased to announce that the Internal Seed Fund Competition for Research Grants, on behalf of the Department of Psychiatry Research Committee, will soon open the Call for Letter of Intent in upcoming weeks.

NEW THIS YEAR: We are requiring all interested parties to submit a **Letter of Intent** to be considered for this funding.

Please see the attached Internal Seed Fund Competition document for additional information.

The overarching purpose of this Internal Seed Fund is to catalyze novel and collaborative research projects led by our Department faculty that build upon on our established strengths and expertise, as well as provide opportunities for training of the next generation of researchers.

We anticipate funding 2-3 projects in the range of \$10,000-\$20,000 each. The number of grants funded will depend on the requested budgets and peer review recommendations.

Please Note: Current holders (Principal investigators/co-PIs) of Internal Seed Funding from the 2021 or 2022 Competitions are not eligible to apply to this call as principal investigators.

We look forward to receiving your Letter of Intent for this years' Seed Fund Competition!



Highlighting Researchers

For the months of September and October, we are highlighting a fantastic researcher from the MacDonald Franklin Operational Stress Injury (OSI) Clinic and her work in Veterans Mental Health Care.

[Click HERE to watch the video and learn more about OSI recent research!](#)

Jenny J.W. Liu, PhD

Postdoctoral Associate
The MacDonald Franklin OSI Research Centre

Adjunct Research Professor
Department of Psychiatry
Schulich School of Medicine and Dentistry, Western University

Email: Jenny.Liu@sjhc.london.on.ca



2021-2022 Department of Psychiatry Research Award Recipient

Congratulations to our 2021-2022 Dept. of Psychiatry Research Award Recipient: **Dr. Kelly Anderson!**

Dr. Kelly Anderson is a Canada Research Chair in Public Mental Health Research, and an Associate Professor in the Departments of Epidemiology & Biostatistics and Psychiatry at Western University.

Dr. Anderson leads a research program in public mental health, and her research interests lie at the intersection of population health and health services research. She is interested in the risk, course, and outcome of mental illness for different population groups, as well as in the social determinants of health service access and utilization. She has a particular interest in the mental health of adolescents and young adults, and her research to date has typically focused on first-episode psychosis and early intervention services.

Dr. Anderson has been highly successful in obtaining grant funding, including over \$1.7 million in research funding as Principal Investigator and over \$5.5 million as Co-Investigator. Dr. Anderson has established a strong scholarly track record with 93 peer-reviewed publications, over half of which are first- or senior-authored papers. Her research has been cited nearly 2100 times.

Dr. Anderson is regularly sought out by local and national researchers for collaboration. Her work has resulted in membership on the Canadian Consortium for Early Intervention in Psychosis, where she is contributing to the vision for early psychosis research in Canada, and she is a member of the executive of the Canadian Academy of Psychiatric Epidemiology. Internationally, Dr. Anderson is a member of the Schizophrenia International Research Society Data Harmonization Working Group, which aims to standardize the collection of epidemiological data on first-episode psychosis cohorts globally. Her prominence in mental health research is demonstrated by a New Investigator Fellowship from the Ontario Mental Health Foundation, a highly competitive Ontario Early Researcher Award.

Congratulations!



Methodology Clinics – Department of Epidemiology and Biostatistics - Western University

The Methodology Clinics take place on Fridays, and are available by appointment only.

What are the Methodology Clinics?

Consulting and collaboration provided by supervising faculty and senior graduate students.

Why is the department offering this service?

- To train our students. One potential outcome, if the clinics are successful, is a graduate course in Methodological Consulting.
- To develop alternative funding streams for graduate student support.
- To identify potential employment opportunities for students and graduates.
- To facilitate collaborations between our faculty and our colleagues.

For more information [click here](#)

Please direct any inquiries to EpiBio@uwo.ca to make an appointment to attend the clinic.

IMPORTANT NOTE: Due to COVID-19, Methodology Clinic meetings will occur via online means (Zoom, Skype, etc.) until otherwise noted.

Call for Members - Research Ethics Board for Department of Psychiatry

The Department of Psychiatry is currently in need of additional Research Ethics Board - Western University members. The current complement of REB members is not sufficient for the high number of research protocol submissions.

Please consider serving as a member of the REB or acting as a delegated reviewer. To inquire about the possibility of becoming a member, please contact Monique Lewis (Monique.Lewis@sjhc.london.on.ca) and we would be happy to provide more information and to connect you with Erika Basile, the Director of Research Ethics and Compliance at Western.

Looking forward to hearing from you!

Research Opportunities: Student/Trainee Researchers for your labs/projects

It takes a dedicated team to stay up to date on all the amazing research that is ongoing in mental health. To assist in the process of finding new team members, we have been collecting a list of potential new members for faculty!

If you are looking for a new research team member, please connect with Monique Lewis (Monique.Lewis@sjhc.london.on.ca) and she will happily share our updated list of interested individuals and their CVs with you!

Thank you!



Department of Psychiatry 2022-2023 Residents and Fellows

PGY-1 (London)



DeBoeck, Erika



Kendall,
Spencer



MacLean,
Melina



Rosca, Ramona



Stevenson,
Ryan



Toyota, Eric

PGY-1 (Windsor)

PGY-2 (Windsor)



Zhou, Landi



Hawilo, Hasan



Pipe, Amy



Ho, Serena



Sharma, Tanuj

PGY-2 (London)



Al Sarraj, Nahla



Curry, Dennis



Javinsky, Rosie



Lau, Jeremy



Liu, Jin



MacDonald, Alex



O'Brien, Nicholas



Warren, Michael

PGY-3 (London)



Ghumman, Ravneet



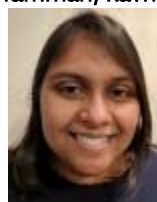
Hammoud, Anwar



Khazaepool, Zahra



Lechman, Andrew



Mohan, Tricia



Piazza, Justin



Robertson, Brian



Sukumar, Niron

Department of Psychiatry 2022-2023 Residents and Fellows

PGY - 3 (Windsor)



Jhaver, Harry



Radulj, Milan



Musial, Natalie



Veerakumar, Ashan

PGY - 4 (London)



Boudreau, Corinne



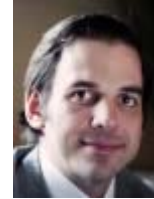
Green, Yoel



Hofkirchner, Alex



Lagzdins, Dina



Turski, Daniel



Witt, Ivan

PGY - 5 (London)



Chen, Jessica



Hudes, Shawn



Iskhakova, Svetlana



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Want something added to the newsletter?

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