VISION STATEMENT FOR THE RESIDENCY TRAINING PROGRAM:
Outstanding Clinicians, Emerging Leaders in Psychiatry –
Pioneers in clinical care, research, medical education, healthcare system reform, and public policy.

One of the residency program’s primary missions is to graduate emerging leaders. We believe the key to developing leaders is helping residents identify where ‘the passion of their heart overlaps with a need in the world.’ The program helps residents discover ‘their calling’ through advising, support group, mentoring, critical reflection, and other activities.

But this is not enough. The program believes that a resident’s passion or calling, once identified, must also be nurtured into expertise. This requires a plan.

We offer three plans to develop expertise: the resident research track, clinical pathways, and pathways to discovery. These are all optional.

Resident Research Track (Research Scholars)
The Resident Research Track is an intensive pathway designed to train and support residents interested in dedicating the majority of their professional life to research. The RRT trains future leaders in basic, clinical translational, and implementation research that will have a significant impact on mental health. For more information, please see the brochure for the research track.

Clinical Pathways (Clinical Scholars)
For residents that want to develop clinical expertise, they can use their ample elective time during the R2, R3, and R4 years to create their own clinical track. Examples include residents who focus their elective time on a specific modality such as psychodynamic psychotherapy (with additional coursework at an institute), specific patient populations such as geriatric, perinatal women, college-aged, or child and adolescent, or specific disorders such as addiction, early psychosis, OCD, or bipolar. Tracks are developed with residency leadership.

Pathways to Discovery (Discovery Scholars)
The Pathways to Discovery program (Pathways) is designed to train and support residents who want to develop a focused expertise during residency. Pathways accomplishes this mission by providing mentorship and protected elective time over PGY-2, 3 and 4 years for residents to design and implement a scholarly innovation project and participate in other relevant training experiences.

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<th>Highlights</th>
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<tr>
<td>• Individually tailored to each resident’s chosen interest or focus</td>
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<td>• Frequent and ongoing mentorship</td>
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<td>• Dedicated block (typically 4 weeks of protected time during the PGY-2 year) to develop a proposed research or innovation project. This includes a literature search, interview of relevant experts, identification of a gap/need, and development of a proposed study or innovation.</td>
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<td>• Completion of the research or innovation project (typically with protected time during the R3 and R4 year).</td>
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<td>• Participation in additional training, as necessary, to acquire skills relevant to the project.</td>
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<td>• Dissemination: presentation of the project at a regional or national meeting and publication.</td>
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Pathways are optional. A resident may opt in. The residency program hosts several standing pathways, including the Medical Education Pathway and the Perinatal Psychiatry Pathway. However, a resident may organize a pathway around any theme relevant to psychiatry that is amenable to either a research or innovation project. Recent projects include:

- Patient Safety
- Collaborative Care
- A Model Curriculum for Perinatal Psychopharmacology
- Training Residents as Teachers
- Advancing Competency Assessment with Smart Phone Technology
- Healthcare System Finance and Economics
- Using Fiction to Teach Biopsychosocial Formulation
- Meta-analysis of ADHD Treatments

**Entrance**

Residents apply to the pathway during their R1 or R2 year for a minimum two year experience. Accepted residents receive protected time during their second, third, and fourth years. The pathway includes direct supervision related to your project, a supportive environment, mentoring, and access to faculty who provide expertise and guidance.

**Learning Goals**

1. Employ a scholarly method to develop and implement an innovation/research project.
2. Disseminate the research or innovation project via publication or national presentation.
3. Collaborate with a mentor.
4. Develop a sustainability plan, if relevant, for your innovation.
5. Appreciate how scholarly methods advance knowledge and innovation.

**Training and Schedule**

**Apply (Typically R1)**

Residents interested in participating in the Pathways program should submit their statement of interest by the deadline. The program director and, if relevant, the primary faculty sponsor will meet with the resident to determine whether pursuit of the pathway is in line with the resident’s academic trajectory and career goals. The pathway will then be incorporated into the resident’s elective schedule for the next (typically R2) year.

**Prepare for Pathways (Typically late R1 and early R2)**

After enrolling in pathways, the resident will work with their mentor to develop a question or problem focus sufficient to allow them to effectively use their four block weeks during R2.

**Overview of Pathway Years 1, 2, & 3**

- Develop and implement an innovation project by doing the 1 month block in Year 1 and then at least a half day per week in Years 2 and 3.
- Attend regular peer consultation meetings facilitated by Dr. Young during R3 and R4
- Meet regularly with your content mentor
- Disseminate the research or innovation project via publication and/or presentation at a national meeting. Most Discovery Scholars have the opportunity to present at Grand Rounds.
- Develop a sustainability plan, if relevant, for the innovation project.
Pathways to Expertise Overview
Psychiatry Residency Training Program

Pathway Year 1 (Typically R2)
During the PGY-2 year, residents have a 4 week block (100% dedicated time). The primary goal is to develop a proposed innovation project. Innovations projects take a scholarly and evidence-based approach to address an identified need, problem, or gap in knowledge. Other goals may include participation in rotations or activities determined to be critical to the resident’s pathway.

During these 4 weeks of dedicated time, the resident will develop their proposed innovation project by doing the following:
- Choose an area of focus.
- Conduct an extensive research literature review related to the project of interest, ultimately focusing on 10-20 articles that are particularly salient.
- Interview relevant local and/or national experts.
- Identify best practices.
- Draft and complete a specific project proposal (see below).

The “deliverable” for the month will be a project proposal (using the provided template) that addresses the following areas:
- **Background**, including problem statement and description, review of relevant literature, and summary of current state of knowledge.
- **Gap Analysis**, including what programs do we have locally, what is working and what is not, what are the local needs.
- **Specific proposal**, including aims, proposed intervention, description of methods, deliverables, required resources, how the project will be evaluated and plan for dissemination.
- Additional training
- References

Pathway Year 2 (typically PGY-3 year)
During Year 2, the resident will have at least one half day per week of protected time to develop and/or implement their project, with regular meetings with their content mentor and participation in the bimonthly peer consultation meetings with Dr. Young. Each winter, residents will be required to submit a concise report on the project’s status, the project’s short and long term goals, and the resident’s overall experience in the pathway. If the resident is “fast-tracking” into a Child and Adolescent fellowship, presentation of the project (as well as any deliverables discussed with the program director) will be required by the end of the PGY-3 year.

Pathway Year 3 (typically PGY-4 year)
During the 4th year, additional elective time will be dedicated for the resident to continue to implement the project and disseminate the results via presentation at a national meeting and/or publication. Regular attendance at the peer consultation meetings will be required as well as regular meetings with the project mentor(s). Most Discovery Scholars have the opportunity to present at Grand Rounds.