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Psychiatry and Behavioral Sciences



2021 - 2022
PSYCHIATRY RESIDENCY RECRUITMENT

Department of Psychiatry and Behavioral Sciences
VALUES

- ***Excellence*** – We are committed to the highest level of performance.
- ***Integrity/Ethics*** – We are committed to the highest ethical standards in all aspects of our work and through our actions. We expect from ourselves honesty, integrity and accountability.
- ***Teamwork/Collaboration/Collegiality*** – We foster a community where caring and fairness result in collegiality. We are committed to teamwork and cooperative relationships. We take pride in what we do as individuals and as part of a team.
- ***Discovery/Innovation/Scientific Advancement/Scholarship*** – We value innovation through creativity, discipline, unwavering commitment, and responsibility. Our faculty, staff, trainees, and partners form a strong and vital community committed to excellence in innovation and science.
- ***Social Responsibility/Service/Citizenship/Community*** – We are committed to the emotional and physical well-being of our community and will actively partner to ensure the provision of mental health services.

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Virtual Interview Dates & Schedule

Interview Dates:

Mondays	Fridays
October 25	
November 1	
November 8	
November 15	November 19
November 22	December 10
December 13	December 17
January 10	January 14

Interview Schedule:

8:00 am – 8:30 am	Welcome/Program Introduction with Dr. Schwartz
8:30 am – 9:00 am	Chair Welcome with Dr. McDonald
9:15 am – 9:40 am	Interview #1
9:50 am – 10:15 am	Interview #2
10:15 am - 10:45 am	Break
10:45 am - 11:10 am	Interview #3
11:20 am - 11:45 am	Interview #4
12:15 pm - 1:00 pm	Lunch with residents
1:05 pm - 1:25 pm	Meeting with Dr. Norquist
1:30 pm – 1:45 pm	Wrap Up with Dr. Schwartz

*Times are Eastern Standard Time (EST)

**All meetings and interviews will be conducted via Zoom

Message from Interim Department Chair

Dear Residency Applicant,

Thank you for applying to Emory. At Emory you will receive a clinical experience second to none. We provide comprehensive psychiatric services to an incredibly diverse group of patients within our multi-hospital training program, including the Emory Healthcare System as well as our affiliate hospitals, Grady Memorial Hospital, and the Atlanta VA Medical Center. Residents participate in our interdisciplinary programs that span the human life cycle, from work with neonates to the care of geriatric patients.

We are expanding both research and international training opportunities for our residents. We are fortunate to be part of an academic complex that includes the Yerkes National Primate Center, as well as world-renowned schools of law, religion, business, public health and nursing, and the Carter Center. There is also a psychoanalytic training program as well as nationally recognized expertise in cognitive behavioral therapy. Emory has all the ACGME fellowship programs including child, addiction, forensic, geriatric and consultation-liaison fellowships. This affords ambitious residents a myriad of rich academic opportunities. Upon graduation, we are confident that our residents will have tools to be the next generation of leaders in the field.

The city of Atlanta's diversity adds to the richness of the training experience. Emory is in a thriving metropolis with an eclectic arts, music, and dining scene. We believe that Atlanta is not only a wonderful place to train, but also to live. So, enjoy your time with us and get to know some of our residents, our residency leadership team, and faculty. You will see that a culture of excellence permeates. We encourage you to ask questions and engage our residents in discussions about their training experience.

This is an exciting time to be in Psychiatry, and you are coming to a dynamic residency program. We look forward to meeting you on the interview day.

Sincerely,



William M. McDonald, M.D.
Interim Department Chair
Vice-Chair for Education
JB Fuqua Professor of Psychiatry

Message from Program Director

Dear Residency Applicant,

Thank you for applying to Emory. You are among the elite group of medical student graduates who have chosen psychiatry. Emory has one of the best clinical and research programs in the United States interviewing only about 10% of applicants. So, first congratulations, and we hope your interview day will be a rewarding experience. We all look forward to meeting you.

We have one of the best residency programs in the United States. At Emory, you will receive a clinical experience second to none with Emory University and Midtown hospitals as top ten academic centers, a VA with one of the largest psychiatric services in the Southeast, and an urban psychiatric center, Grady, which provides training in patients with serious mental illness and emergency psychiatry.

Emory also has one of the largest neuromodulation programs in the country with electroconvulsive therapy, transcranial magnetic therapy and deep brain stimulation all available to our patients. Within the residency program, we have three specialty tracks, the psychotherapy track, research track, and population and global health track, and we are looking into adding additional tracks such as community psychiatry. There is also a psychoanalytic training program as well as nationally recognized expertise in cognitive behavioral therapy serving as faculty members. Emory has all the ACGME fellowship programs including child, addiction, forensic, geriatric and consultation-liaison.

But the strength of our program is largely due to our residents. Let me give you some concrete examples of the collaboration of our residents and faculty. Many residents published research articles in the last year with our faculty of which many served as first author. In addition, the residents presented numerous abstracts/posters locally and regionally, as well as nationally at conferences which are highlighted in our "Kudos" section.

The residents also received several prestigious regional and national awards and positions. Two of our recent graduates participated in the Emory Executive Coaching Diploma Program at Emory's Goizuetta Business School in order to gain skills in executive coaching. In addition, our residents were recipients of the APA Diversity Leadership Fellowship Award, Alpha Omega Alpha Postgraduate Fellowship Award, and the Walter Wellborn Fellowship Award. And that was just the last academic year! These awards continue to add to the national prominence of our program.

This is an exciting time, and you are coming to a dynamic residency program. We look forward to meeting you on the interview day.

Sincerely,



Ann C. Schwartz, M.D.
Director of Residency Education

Program Leadership



William McDonald, M.D.
Interim Department Chair
Vice-Chair of Education
Professor of Psychiatry
wmcdona@emory.edu

Medical School: Duke University Medical School

Residency/Chief Residency: Duke University Medical School

Areas of interest: Neuroanatomy and clinical features of mood disorders particularly in late life



Ann Schwartz, M.D.
Residency Program Director
Professor of Psychiatry and Behavioral Sciences
aschwa2@emory.edu

Medical School: Medical College of Wisconsin

Residency: Emory University

Areas of interest: Psychiatric education, Consultation-Liaison (CL) psychiatry, professionalism



Andrea Crowell, M.D.
Associate Program Director
Educational Director, Psychiatry Residency
Outpatient Psychotherapy Training Program
Assistant Professor of Psychiatry
andrea.crowell@emory.edu

Medical School: Stanford University School of Medicine

Residency: Emory University

Areas of interest: Depression, Anxiety, Psychoanalytic Psychotherapy, Neuromodulation, and Psychiatric Education



Marsha Stern, M.D., M.P.H.
Associate Program Director
Assistant Professor of Psychiatry
Msmi94@emory.edu

Medical School: Tulane University

Residency: Emory Combined Internal Medicine/Psychiatry Residency

Areas of interest: Integrated behavioral health care in primary care settings, health psychology and brief solution-focused brief therapy, residency education



Kellie Clearo, M.D., R.Ph.
Residency Program Director, Medicine / Psychiatry, Assistant Professor of Medicine and Psychiatry
kclearo@emory.edu

Medical School: University of Washington

Internship: State University of New York (SUNY), Brooklyn

Residency: Duke University School of Medicine

Areas of interest: Hospital medicine, outpatient psychiatry, behavioral therapy, substance abuse, integration of medicine and psychiatry and residency education



Andrew H. Miller, M.D.
Director of Resident Research
Director of Psychiatric Oncology,
William P. Timmie Professor of Psychiatry and Behavioral Sciences
amill02@emory.edu

Medical School: Medical College of Georgia

Residency: Albert Einstein College of Medicine, New York

Areas of Interest: Impact of the activated immune system on behavior and health, and the role of glucocorticoid hormones and their receptors in the regulation of inflammatory responses

Program Leadership



David R. Goldsmith, M.D.
Assistant Professor of Psychiatry and Behavioral Sciences, Program
Co-Director, Psychiatry
Residency Research Training Track
drgolds@emory.edu

Medical School: Emory University School of Medicine

Residency: Emory University School of Medicine (Research Track)

Areas of Interest: Impact of inflammation on brain reward circuitry and negative symptoms of schizophrenia; interaction of inflammation and metabolic dysfunction in patients with schizophrenia



Michael Treadway, Ph.D.
Assistant Professor of Psychology and Psychiatry,
Training Director, Psychiatry Residency Research Training Track
mtreadway@emory.edu

Undergraduate: Columbia University

Graduate: Vanderbilt University

Internship and Post Doc: McLean Hospital/Harvard Medical School

Areas of interest: Understanding the molecular and circuit-level mechanisms of psychiatric symptoms related to mood, anxiety, and decision-making employing a variety of methods, including multimodal neuroimaging techniques (fMRI, MRS, and PET), behavioral paradigms, computational modeling, and clinical / personality assessment



DeJuan White, M.D.
Clinical Site Director, Grady Hospital
Medical Director, Psychiatric Emergency Services, Grady Memorial Hospital
Assistant Professor of Psychiatry and Behavioral Sciences
dejuan.white@emory.edu

Medical School: Florida State University

Residency: Emory University, combined Medicine and Psychiatry

Fellowship: Forensic Psychiatry

Areas of Interest: Psychiatry emergency, integrated care, correctional psychiatry, minority mental health, professional identity formation



Walid Nassif, M.D.
Clinical Site Director, Atlanta VA
Lead Psychiatrist, Atlanta VAMC
Director, Consultation-Liaison Service
Site Coordinator, Emory Geropsychiatry Fellowship, Emory Consultation-Liaison Fellowship and Medical Student Clerkship
Assistant Professor of Psychiatry and Behavioral Sciences
Walid.nassif@va.gov

Medical School: St Joseph University, Beirut, Lebanon and Pitie-Salpetriere Hospital, Paris, France

Residency: University of Rochester Medical School, NY

Fellowship: Consultation-Liaison Psychiatry, University of Rochester, NY

Areas of Interest:
Somatization, Conversion Disorders



Larry Tune, M.D.
Clinical Site Director, Emory Hospital at Wesley Woods
Professor of Psychiatry
ltune@emory.edu

Medical School: University of Virginia SOM

Residency: Johns Hopkins University

Areas of interest: geriatric psychiatry, neurology



Joseph Vinson, M.D.
Clinical Site Director, Brain Health Center
Assistant Professor of Psychiatry
Jvino2@emory.edu

Medical School: Medical College of Georgia

Residency: Emory University SOM

Areas of interest: Education, existential-humanistic psychotherapies, psychotherapy integration, transplant psychiatry, arts and humanities

2021-2022 Chief Residents



Karen Giles, M.S., M.D.
Co-Chief Resident, Emory University Hospital

Medical School: Medical College of Wisconsin

Future Plans: Private practice

Academic Interests: Psychiatric sequelae of Covid-19, women's mental health, psycho-oncology



Jennifer Grant, M.D.
Co-Chief Resident, Grady Memorial Hospital

Medical School: Emory University SOM

Future Plans: Academic psychiatry

Academic Interests: Health Services Research, CL, Inpatient, Emergency Psychiatry



Benson Ku, M.D.
Chief Resident, Research Track

Medical School: Hofstra Northwell SOM at Hofstra University

Future Plans: General psychiatry, psychiatric research

Academic Interests: DEI, community psychiatry, social determinants of mental health, neighborhood predictors of early psychosis, suicide



Aniket Malhotra, M.B.B.S
Co-Chief Resident, Grady Memorial Hospital

Medical School: Maulana Azad Medical College

Future Plans: Addiction psychiatry fellowship

Academic Interests: Medical education, curriculum building, quality improvement, improving team dynamics



Cody Overmyer, M.D.
Chief Resident, VA Medical Center

Medical School: Western Michigan University Homer Stryker MD SOM

Future Plans: Outpatient psychiatry, CL

Academic Interests: Non-psychotropic options, interventional psychiatry, psychiatric uses of psychedelics



Erica Rymarczyk, M.D., J.D.
Co-Chief Resident, Emory Outpatient Psychotherapy Training Program and Ambulatory Services

Medical School: Charles E. Schmidt College of Medicine at Florida Atlantic University

Future Plans: Private practice, general adult psychiatry

Academic Interests: Psychotherapy, women's mental health



Charlotte Van Hale, M.D.
Co-Chief Resident, Emory University Hospital

Medical School: University of South Carolina SOM

Future Plans: Academic psychiatry

Academic Interests: Psychoanalysis, addiction, emergency psychiatry, perinatal psychiatry, medical treatment of psychiatric patients



Chenhang "Sylvia" Zou, M.D.
Co-Chief Resident, Emory Outpatient Psychotherapy Training Program and Ambulatory Services

Medical School: University of Alabama SOM

Future Plans: Private practice, general adult psychiatry and psychotherapy

Academic Interests: Psychotherapy, psychoanalysis

Program Administration

General Psychiatry Residency Education Program Coordinator



Anita Hendricks, MA
Program Coordinator II
anita.hendricks@emory.edu

Outpatient Psychotherapy Training Program (OPTH)



Andrea Crowell, M.D.
**Educational Director, Outpatient
Psychotherapy Training Program –
Emory Clinic**
andrea.crowell@emory.edu



Jordan Cattie, Ph.D.
**Administrative Director, Outpatient
Psychotherapy Training Program – Emory Clinic**
Jordan.cattie@emory.edu

Psychopharmacology Training Program

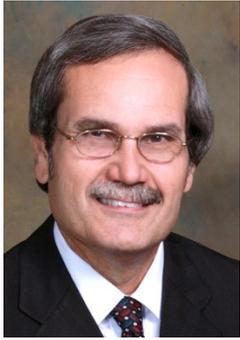


Jeffrey Rakofsky, M.D.
Clinic Director
jrakofs@emory.edu



Del Hanson
Clinic Manager
dhanso2@emory.edu

Other Department Leaders



Frank W. Brown, M.D., M.B.A.
Chief Medical Officer
Chief Quality Officer
Emory Decatur Hospital
Emory Hillandale Hospital
Emory Long-Term Care
Vice-Chair Clinical Affairs,
Department of Psychiatry and
Behavioral Sciences

Medical School: University of Arkansas
for Medical Sciences

Residency: University of Arkansas for
Medical Sciences

Fellowship: Research, University of
Arkansas for Medical Sciences

Areas of interest: Administration and
Quality, Research, Community Mental
Health



Gray Norquist, M.D., M.S.P.H.
Professor and Vice-Chair, Emory
University Department of Psychiatry and
Behavioral Sciences, Chief of the
Psychiatry Service at Grady Health System

Medical School: University of California,
Los Angeles

Residency: University of California, Los
Angeles

Public Health: Robert Wood Johnson
Clinical Scholar at UCLA School of Public
Health

Areas of Interest: Improving the delivery
of mental health services in underserved
areas around the world



Nadine Kaslow, Ph.D.
Director of Postdoctoral
Residency Program in Health
Service Psychology
Professor of Psychiatry

Areas of interest: assessment
and treatment of family
violence and treatment of
depression and suicide in youth
and adults, couples and family
therapy, women's mental
health, pediatric psychology
and a competency-based
approach to psychology
education and supervision



Steven Levy, M.D.
Bernard C. Holland Professor of Psychiatry

Medical School: Duke University School of
Medicine

Internship: Massachusetts General
Hospital

Residency: Yale University affiliated
hospitals

Fellowship: National Institute of Mental
Health

Other: Columbia University Psychoanalytic
Center

Areas of interest: Psychotherapy, Ego
Psychology, Psychoanalytic



Bekh Bradley-Davino, Ph.D.
Assistant Professor, Department of Psychiatry and Behavioral Sciences,
Director, Trauma Specialty Treatment Team, Atlanta VAMC
Co-Director, Grady Trauma Project, Grady Trauma Clinic

Areas of interest: research - differential risk for PTSD in OEF/OIF veterans:
genetic and environmental effects, phenotype, and the interaction of lifetime
trauma exposure and genetic risk for suicidal behavior

Fellowship Program Directors



Peter Ash, M.D.
Program Director, Forensic Psychiatry Fellowship
Professor of Psychiatry

Medical School: University of Pennsylvania

Residency: University of Michigan

Fellowship: Child & Adolescent Psychiatry Fellowship, University of Michigan

Areas of interest: Forensic child psychiatry, adolescent culpability, restoration of competency to stand trial, jail diversion



Adriana Hermida, M.D.
Program Director, Geriatric Psychiatry Fellowship
Associate Professor of Psychiatry

Medical School: Universidad del Cauca, Colombia

Residency: University of Chicago

Fellowship: Geriatric Psychiatry, Northwestern University

Areas of interest: Psychiatric manifestation of neurological disorders such as Parkinson's Disease, Alzheimer's Disease and Huntington's Disease, neuroimaging in psychiatry and neuromodulation therapies in treatment resistant depression



Raymond Young, M.D.
Program Director, Consultation-Liaison Fellowship Program
Associate Professor of Psychiatry

Medical School: The Medical College of Ohio (now known as The University of Toledo School of Medicine)

Residency: Rush Presbyterian St. Luke's Medical Center (Internal Medicine-Psychiatry Residency)

Areas of interest: Delirium, Conversion Disorder, Geriatric Psychiatry, Organ Transplantation, medical student and resident education



Jennifer Holton, M.D.
Program Director, Child and Adolescent Psychiatry Fellowship
Assistant Professor of Psychiatry

Medical School: University of Pennsylvania School of Medicine

Residency: Duke University School of Medicine

Residency: Child & Adolescent Psychiatry Fellowship, Duke University School of Medicine

Areas of interest: Education



Yilang Tang, M.D., Ph.D.
Program Director, Addiction Psychiatry Fellowship
Associate Professor of Psychiatry

Medical School: Peking University Health Sciences Center

Residency: Emory University

Fellowship: Emory University

Areas of interest: Addiction psychiatry, psychopharmacology

Hospitals Within the Program

EMORY UNIVERSITY HOSPITAL (EUH)



- 587-bed adult tertiary and quaternary care facility with more than 18,000 patients admitted annually
- Ten-bed NIH-funded General Clinical Research Center
- Members of the Atlanta community have repeatedly designated Emory University Hospital the Consumer's Choice Award winner
- U.S. News & World Report ranked Emory University Hospital the number one hospital in the state of Georgia and metro Atlanta for the 10th year in a row.
- The Medical Education Building on Emory's campus hosts patient simulators, testing labs, wireless technology, and numerous study and small group classrooms

EMORY ROTATION DESCRIPTIONS:

- **Consultation-Liaison (EUH)**

- Patient Population/Health System: Urban to rural; private
- General Psychiatry and Internal Medicine-Psychiatry residents spend eight weeks on Emory's Consultation-Liaison service during their 2nd year of residency
- 3rd and 4th year medical students may also rotate on the consultation service as part of their required clerkship as well as elective rotations
- Daily bedside attending rounds with Emory faculty
- PGY-2 residents and students present cases to the team
- Medical/PA student teaching opportunities available
- Bi-weekly journal club
- Home call covering the adult inpatient unit direct admissions and unit issues, average of every 7 nights
- Since 2012, the consultation-liaison service has also provided clinical experiences for physician assistant students





GRADY MEMORIAL HOSPITAL (GMH)

- Opened in 1892 for the purpose of providing medical care to Atlanta's indigent population of Fulton and DeKalb counties
 - A 953-bed facility with nearly 30,000 inpatients and more than 600,000 outpatients treated each year
 - Internationally recognized teaching hospital staffed exclusively by doctors from Emory University and Morehouse schools of medicine
 - 25 percent of all doctors practicing medicine in Georgia received some or all of their training at Grady
 - Grady's Emergency Care Center is the leading Level One trauma center in the region
- The Marcus Stroke and Neuroscience Center at Grady is a Neurocritical Care Unit for acute, time-dependent neurological emergencies, incorporating the most advanced equipment and a host of ground-breaking advancements in method and facility design.
 - Grady utilizes the EPIC electronic medical record system
 - Grady was selected by State officials as the site of the Georgia Cancer Center for Excellence in cancer treatment and prevention that opened in January 2003
 - Grady Memorial Hospital opened an NIH-funded General Clinical Research Center (GCRC) and which is one of the few public hospitals in the nation with a GCRC on site

GRADY ROTATION DESCRIPTIONS:

- **Grady Inpatient Psychiatric Unit (13A)**
 - 24-bed unit focused on care of the underserved
 - Each intern manages a team of 4-6 patients with one-on-one supervision from an attending
 - Interns obtain an in-depth experience stabilizing severe psychiatric disease
 - All interns have their own individual office while in this rotation
- **Emergency Department (ED) and Psychiatric Emergency Services (PES)**
 - Interns develop expertise at evaluating and stabilizing psychiatric emergencies
 - Extensive experience managing patients who are acutely suicidal, homicidal, psychotic, and manic
 - Grady is the main involuntary hold (1013) receiving facility for Atlanta
 - Interns work-up patients and then present them to supervising faculty
- **Community Psychiatry**
 - Four-week rotation added in response to resident feedback
 - Rotation's goal is to broaden the resident's exposure to a variety of outpatient settings our patients may commonly encounter
 - Interns work in a Psych/OB Clinic, a Clozaril Clinic, and a Med/Psych Clinic.
 - Additionally, interns work in a first episode psychosis clinic, and integrated care clinic, and on an ACT team. They have the optional opportunity to provide services at the Mental Health Clinic with the Atlanta City Detention Center.
- **Night Float**
 - Two-week rotation working nights (Saturdays off) in the first and second half of the six-month block on the psychiatry service
 - Interns cover both the inpatient unit and Crisis Intervention Services (CIS) but spend most of their time evaluating psychiatric emergencies in the ED
 - Enables interns to not take call on any psychiatry rotation during the work week
 - Offers direct supervision by a senior resident onsite and attending offsite
- **Grady Consultation-Liaison Service**
 - Eight-week PGY-2 rotation
 - Daily teaching rounds as well as bedside supervision from the consultation-liaison faculty
 - Extensive experience managing patients with wide range of psychiatric diagnoses, including cognitive disorders (e.g., delirium and dementia), psychotic disorders, affective disorders, anxiety disorders, substance use disorders, somatoform disorders, and personality disorders
 - Evaluate and manage patients who have issues regarding decisional capacity, issues with adherence, maladaptive coping skills, and chronic pain
 - Medical/PA student teaching opportunities available
 - Weekly curriculum on core topics in C

ATLANTA VA MEDICAL CENTER (VA)



- The Atlanta VA Medical Center (VAMC), located on 26 acres in Decatur, is one of eight medical centers in the VA Southeast Network
- 445-bed facility classified as a complexity level 1A tertiary care facility
- The VA is a teaching hospital, providing a full range of patient care services complete with state-of-the-art technology, education, and research
- The medical center oversees six VA community-based outpatient clinics
- One of the largest VA research programs in the nation, including one of the national VA Rehabilitation Research Centers of Excellence, which consists of over 400 projects conducted by 140 principal research investigators with more than 300 research associates and staff

ATLANTA VA ROTATION DESCRIPTIONS:

- **VA Inpatient**

- Patient Population/Health System: Veterans with PTSD, traumatic brain injuries, and substance dependence are unique to this population, however General Psychiatric cases are common as well
- Daily rounds with Emory and VA faculty
- Strong emphasis on interdisciplinary team approach to enhance systems-based learning
- Residents will participate in 4 weeks of night float (8:00 PM to 8:00 AM) Sunday night through Friday morning (6 days), in the VA Emergency Department, with attending coverage via telephone
- Daily didactic activities: Wednesdays are the exception (general program didactics)
- Residents present case Conferences once monthly with Master Clinicians
- Observed Interviews conducted 1-2 times monthly with board certified psychiatrists
- Medical student teaching opportunities are available at this site

- **VA Addiction**

- Patient Population/Health System: Veterans with co-morbid substance dependence and other psychiatric disorders at the VA 28-day intensive outpatient rehabilitation program (IOP)
- Strong emphasis on interdisciplinary team approach to treat addiction in the veteran population.
- Residents split their time between group psychotherapy, treatment team, intake assessments, psychiatric management of IOP patients, and inpatient consultation
- Faculty supervision with senior addiction psychiatrist
- Present a journal article in group or individual supervision
- Educate patients in the treatment program about a mental health topic of relevance to them



EMORY WESLEY WOODS HOSPITAL (WW)



- A 64-acre wooded campus comprised of a 44-bed acute care hospital, two long-term care nursing facilities, an independent living facility for seniors, a 10-bed inpatient hospice facility, and an outpatient center
- Wesley Woods is one of only a handful of geriatric centers in the United States nationally recognized for its comprehensive care to individuals and families facing age-related health care issues

WESLEY WOODS ROTATION DESCRIPTIONS:

- **Geriatric Psychiatry (WW)**
 - PGY-2s provide acute psychiatric care for geriatric patients who are voluntarily or involuntarily hospitalized
 - Bi-weekly participation in ECT with Attending Psychiatrist
 - Residents provide weekly comprehensive evaluations in the outpatient geriatric clinic, which accepts referrals from southeast region
 - Home call covering the adult inpatient unit direct admissions and unit issues, average of every 7 nights
 - Monthly geriatric case conference
 - Medical student teaching opportunities are available
- **Adult Inpatient Psychiatry (WW)**
 - Patient Population: diverse patient population, voluntary and involuntary admissions, specialized service accepting referrals from southeast region
 - Unit A: 22-bed inpatient unit for acute psychiatric care
 - Unit B: 22-bed medical behavioral health unit specializing in the care of patients with a primary behavioral health diagnosis who have active medical comorbidities
 - Two teaching inpatient teams on which residents carry a maximum of 8 patients
 - Exposure to ECT and ketamine infusions for treatment resistant depression
 - Daily interviewing and rounding with attending Psychiatrist
 - Weekly journal club
 - Monthly case conferences with senior faculty
 - Medical and physician assistant student teaching opportunities are available
 - Home call covering adult inpatient unit direct admissions and unit issues, average every 7 days

Fellowships

ADDICTION FELLOWSHIP

- Directed by Yilang Tang, MD, PhD (ytang5@emory.edu)
- One-year, ACGME-accredited fellowship program
- Fellows receive direct supervision in evaluation and treatment of men and women of different ages, ethnic and socioeconomic backgrounds with addictive disorders
- Three primary clinical sites: VAMC substance abuse treatment program (8 months); Grady Memorial Hospital (2 months); and Talbott Recovery Campus (2 months)
- Supervised training in performing patient evaluations, managing medication-assisted treatment, detoxification, intensive outpatient treatment, and treatment of psychiatric co-morbidities
- Weekly Wednesday morning seminars
- Fellowship highlights include experience with the Infectious Disease Program, Drug Court, childhood and adolescent program, scholarship opportunities and quality improvement projects, Buprenorphine Treatment training (AAAP's "Half and Half" course), and a book club and journal club

CHILD AND ADOLESCENT FELLOWSHIP

- Directed by Jennifer Holton, MD (Jennifer.e.holton@emory.edu)
- Two-year program which has been designed to offer training composed of a well-balanced mix of clinical experiences, formal didactics, and theoretical orientations
- Close supervision from faculty members which fosters professional development
- Exposure to issues of teaching, research, and administration with varying levels of participation depending on the situation
- Well supervised experiences in diagnosing and treating all the major psychiatric disorders in children, adolescents and families
- Progressive exposure to broad theoretical perspectives of development, from infancy through adolescents
- Comprehensive exposure to the practice of child and adolescent psychiatry within medical and community settings
- In-depth experience with administrative and clinical aspects of a variety of health care systems; critical training in reading the literature as well as basic research methodology

FORENSIC FELLOWSHIP

- Directed by Peter Ash, MD (pash01@emory.edu)
- One-year program
- Contains a blend of state government interest and private university academic orientation has produced a growing program which emphasizes forensic teaching, public policy development, research, and, for child psychiatrists, a variety of child forensic experiences.
- Considerable individual supervision is provided
- Program provides flexibility in experiences depending on a fellow's interests
- Didactics include a weekly case-oriented seminar and a weekly seminar on the non-criminal AAPL Landmark Cases
- Fellows may audit one course each term at the Emory University School of Law
- Opportunities to participate at a state government level on policy development and in research projects aimed at informing public policy decision-making
- Fellows are encouraged in to participate in ongoing research projects or to develop their own.
- Participate in training other professionals and in helping train psychiatry and child psychiatry residents who rotate through the program

GERIATRIC FELLOWSHIP

- Directed by Adriana Hermida, MD (ahermid@emory.edu)
- One-year program
- Training is conducted at the Wesley Woods Geriatric Hospital and affiliations
- Fellows receive direct supervision in medical, neurological and psychiatry evaluation and management of a varied geriatric population
- The fellow will also have the opportunity to have in-depth training in Electroconvulsive Therapy (ECT)
- Fellows will receive selective training at other affiliations such as 12 Executive Park, Atlanta VA Medical Center, Budd Terrace, and Fountainview Nursing Home
- Ongoing seminars covering specific reading assignments from three geriatric psychiatry textbooks covering areas of normal aging, pharmacokinetics and pharmacodynamics, diagnostic issues, management, treatment outcome, psychotherapy, cultural diversity, epidemiology, quality of life issues, death and dying issues, psychological testing in the elderly and medical ethics

CONSULTATION-LIAISON FELLOWSHIP

- Directed by Raymond Young, MD (ryoung2@emory.edu)
- One-year program
- Fellows spend four months at Emory University Hospital, four months at the Atlanta VA Medical Center, and four months at Grady Memorial Hospital
- Rotations include training in psychiatric consultation and management of medical and surgical inpatients and outpatients
- Fellows also have a continuity clinic in the Organ Transplantation Center
- Fellows maintain an outpatient continuity clinic at the Center for Well Being of the Grady Infectious Disease Program, providing comprehensive mental health/substance use treatment services for individuals living with HIV/AIDS
- Weekly seminars and teaching conferences covering the full range of consultation liaison medicine topics throughout the year at the two sites
- Daily teaching rounds where the emphasis is on diagnostic and interviewing skills, increasing knowledge, case presentations, short-term therapy, optimizing collegial relationships with other health providers, and professionalism
- Considerable individual supervision is provided
- Fellows participate in ongoing quality improvement projects in collaboration with the VA Quality Fellowship Program
- Fellows also participate in ongoing research projects and are encouraged to develop their own

Residency Program Goals

Mission Statement:

The mission of the general psychiatry residency program is to prepare our trainees to become the next generation of leaders in clinical care, education, research, and advocacy.

Aims:

1. Provide residents with comprehensive training in psychiatry that emphasizes a holistic, biopsychosocial, and cultural understanding of mental illness.
2. Train physicians to provide high-quality, evidence-based, and person-centered mental health care and promote lifelong learning and innovation in the context of a rapidly changing healthcare environment.
3. Develop psychiatrists who are passionate about eliminating mental health care disparities who advocate for the achievement of health equity.
4. Foster the recruitment, retention, and development of a diverse group of trainees with a variety of experiences, identities, and backgrounds.
5. Provide residents with a robust didactic and experiential learning experience related to psychotherapy.
6. Model the highest standards of professionalism, including adherence to ethical principles and cultural humility and advocating for health equity and eliminating mental health care disparities.
7. Promote an inclusive and equitable environment supportive to physician well-being and tailored to achieving personal goals.

Goals:

The general psychiatry program provides a strong base in psychiatric principles in the first two clinical years that is common for all the residents. During these years, all residents complete their neurology and medicine/pediatric requirements and are immersed in hospital-based psychiatry. The strength of the inpatient training program is in the variety of patient settings which range from Grady Memorial Hospital (a county hospital with a majority of patients who are from underserved minority groups and lower socioeconomic groups), the Atlanta VA Hospital (serving a diverse population of veterans with state of the art substance abuse and trauma services), Emory Wesley Woods Hospital (a free standing psychiatric hospital which has a wide catchment area for adult and elderly patients with mood and psychotic disorders) and Emory University Hospital (serving primarily patients with treatment resistant psychiatric disorders who have private insurance). These different settings allow for the residents to understand the importance of the psychosocial factors in the presentation and care of mental illnesses and affords a unique training opportunity that draws upon the strengths of each hospital.

Our residents develop strong skills in evaluating and treating psychiatric patients in the outpatient setting. Outpatient encounters begin early, with the PGY-1 residents participating in a community psychiatry experience and providing assessment and referral to individuals presenting to the Grady Psychiatric Emergency Services. In their PGY-2 year, residents begin the longitudinal clinical curriculum of the Outpatient Psychotherapy Training Program, which continues through the PGY-4 year. Robust training in psychotherapy is a primary goal of the curriculum, and residents are exposed to a broad range of theoretical orientations, including supportive, psychodynamic, cognitive and behavioral, acceptance and commitment, dialectical behavioral, humanistic and existential therapies. Residents have the opportunity to treat individual patients as well as groups, couples, and families in psychotherapy.

Residents begin the process of exploring specific areas of interest in psychiatry beginning in the second year. Residents can choose two one-month electives in a wide variety of clinical and research electives in order to develop their interests in a specific area of psychiatry. Second year residents also develop skills in evaluating

and treating the spectrum of psychiatric disorders from geriatric patients at Wesley Woods to children and adolescents through supervised clinical experiences.

During the third year, residents continue to develop skills in managing outpatients in psychotherapy and psychopharmacology in several diverse settings including the outpatient psychotherapy and psychopharmacology programs at Executive Park, outpatient psychiatry clinics at the Grady Park Place, the VA Mental Hygiene Clinic, or Emory Student Health. In addition, the residents continue their training from the PGY-2 year in child and adolescent psychiatry with additional intensive training at the Child Outpatient Clinic at Executive Park.

The fourth year is designed to allow residents to prepare for their post residency careers and specialize in specific areas of psychiatry. The residents are given a variety of options including choosing a chief residency position including the Emory Hospital, VA Medical Center, Grady Memorial Hospital, Emory Ambulatory Services at EP12, and Research. Residents may also choose to develop a research project or a clinical specialty such as geriatric psychiatry or electroconvulsive therapy.

Overall, the educational focus of the program changes from developing basic inpatient skills to gaining experience in an outpatient setting. As individual residents progress through the program they also develop individual areas of expertise which can range from clinical psychiatry to psychoanalysis and research. The program goals shift during the residency from a common shared experience of the basics of psychiatry to increasingly allowing residents to choose from a variety of experiences to develop their individual career paths.



PGY-1 Goals

The primary goals of the PGY-1 year are to provide a foundation in internal medicine/ pediatrics and neurology, and also to provide an introduction to the evaluation and care of both acute and chronically ill psychiatric patients. Residents can choose from a variety of experiences on internal medicine and/or pediatrics including inpatient rotations, outpatient consultation services and emergency medicine. Residents choose these rotations based on their individual goals. For example, residents interested in child psychiatry may elect to spend more time on pediatric rotations and residents interested in emergency psychiatry may opt for the emergency services rotations.

During the 6-month psychiatry rotation, the residents are based on the Thirteenth Floor and in the Emergency Department of Grady Memorial Hospital. The Thirteenth Floor has the full complement of psychiatric training resources including the Crisis Intervention Services (CIS) and an inpatient psychiatric unit. The strength of the program for these beginning residents is that they can be closely supervised by the faculty and followed on each of the rotations across these units. Overall goals can be monitored closely, remediation plans put into place for residents who are not achieving the goals and residents who are doing well can be given more appropriate autonomy based on feedback from supervisors.

Seminar lectures focus on basic emergency psychiatric skills such as suicide assessment and commitment law, diagnostic and treatment criteria for the major psychiatric disorders with a focus on the psychotic disorders and substance abuse and psychopharmacology related to management of patients with severe, acute and chronic psychiatric disorders.

The overall goals of the PGY-1 year are:

- **Medicine/ Pediatrics and Neurology:** To gain knowledge in internal medicine/ pediatrics and neurology in understanding the appropriate workup and management of acutely and chronically ill patients. In the process, interns learn to work with a team and gain an appreciation for medical issues in psychiatry as well as how psychiatry can interface with medical services and neurology.
- **Inpatient Psychiatry:**
 - To develop proficiency in evaluation, diagnosis and treatment of patients with severe mental illness, firmly rooted in the principles of evidence-based medicine.
 - To familiarize residents with the community resources available and how to access them.
 - To enhance the resident's appreciation of a multidisciplinary team approach to psychiatric care. Evaluate the resident in a multidisciplinary team setting and facilitate their development as an effective member of the team.
 - To further the resident's understanding that mental illness falls within the context of a patient's life and the understanding that patients are treated in the context of their life circumstances.
 - To gain an appreciation that mental illness is a multidimensional process involving biological, psychological, and social dimensions, and that appropriate care should involve all domains.
- **Emergency Psychiatry:**
 - To develop proficiency in the evaluation, diagnosis and treatment of patients in an emergency room setting
 - To learn how to do suicide assessments and assess patients for inpatient admission vs. management in the community
 - To understand the medicolegal issues related to the process of involuntary commitment

PGY-2 Goals

The goals of the second year are to build on the developed capacities of the first year and to introduce more advanced knowledge and methods of care. The residents continue rotations on inpatient psychiatry at the Atlanta VA Medical Center and the Emory University Hospital at Wesley Woods where they extend their psychiatric knowledge in different patient populations. In the PGY-2 year, residents provide care in different treatment settings with patient populations that have different challenges and learning opportunities than those they worked with as PGY-1 residents. The residents are also on call at Wesley Woods and have night float shifts in the VA emergency room and again this adds to their emergency psychiatry training by exposing them to different patient populations and a range of community resources.

Seminar lectures topics are expanded to include more lectures on the mood and anxiety disorders including diagnostic criteria and psychopharmacology and somatic treatments (e.g. electroconvulsive therapy and transcranial magnetic stimulation) for these disorders, lectures on child and adolescent development and introductory lectures on psychotherapy.

In addition to the inpatient goals cited above for the PGY-1 year, the residents assume increasing autonomy in the care of the psychiatric inpatients and develop the capacity to take a leadership role on the inpatient treatment team.

There are several other goals added to the PGY-2 year:

- **Consultation-Liaison Psychiatry:** To develop expertise in the diagnosis, treatment and management of a variety of psychiatric disorders in patients with co-morbid medical/surgical illnesses and in the interactions with their physicians and support staff. The residents participate in C/L psychiatry at both Grady and Emory Hospitals.
- **Child and Adolescent Psychiatry:**
 - To train general psychiatrists to conduct psychopharmacology, psychotherapy, and hospitalization of adolescents. Residents have a two-week rotation of child and adolescent consultations at Children's Hospital at Scottish Rite.
 - To familiarize the residents with the issues and problems that occurs in families with children and adolescents so that the residents can be more effective when working with adults who are parents.
- **Geriatric Psychiatry:** To develop expertise in the evaluation, diagnosis and management of geriatric patients with late-life affective disorders, psychosis, cognitive impairment and behavioral disorders in a four-week inpatient rotation at Emory University Hospital at Wesley Woods.
- **Addiction Psychiatry:** To introduce knowledge and treatment for substance use disorders through supervised individual and group therapy in a four-week outpatient rotation at the VA.
- **Outpatient Psychotherapy Training Program (OPTP) at Executive Park 12:**
 - To begin supervised individual psychotherapy with patients that the residents will continue to treat throughout the remainder of their residency.
- **Electives:** Two elective blocks (2-week and 4-week blocks) allow residents to participate in a wide range of elective activities that include research and clinical areas. The intent of the electives is to allow residents to gain experience in areas of possible interest and to work with faculty and staff in programs that they are not exposed to in the first two years of the general residency.

PGY-3 Goals

The goal of the third year is to develop and extend the resident's capacity to manage psychiatric outpatients. The residents are based at Executive Park 12 for their outpatient psychotherapy and psychopharmacology clinics as well as their outpatient child experience. Residents have additional experiences in an outpatient setting near the Grady campus (Park Place), VA Medical Center, or Emory University Student Health & Counseling Services.

Seminar lectures are on increasingly advanced topics in the diagnosis and care of psychiatric disorders including additional topics in depression and anxiety with an emphasis on treatment resistant patients. Seminar lectures also focus on advanced topics in child and adolescent psychiatry and in family and group therapy.

- **Outpatient Psychotherapy Training Program (OPTP) at Executive Park 12:**
 - To continue supervised individual psychotherapy with patients with an increasing number of hours devoted to supervision and outpatient psychotherapy.
 - Multiple psychotherapeutic modalities and frameworks are available, including psychodynamic, integrative, time-limited, cognitive behavioral, and dialectical behavioral therapy for individuals, couples, and groups.
- **Outpatient Child and Adolescent Psychiatry:**
 - To gain competence in the evaluation and treatment of children and adolescents in an outpatient setting for one afternoon a week for the entire year. Outpatient experiences include a general psychopharmacology clinic, an ADHD clinic, and a CBT and Behavioral Activation Clinic. The resident will serve as the primary therapist for the patients.
- **Outpatient care at the Grady Outpatient Clinic, VA Mental Hygiene Clinic, OR Emory University Student Health & Counseling Services:**
 - To manage outpatients in both an individual and group mode, diagnosing and treating chronic mental illness in four half-day blocks over the entire year.
 - To train the residents to treat patients over a longer period that allows for a deeper therapeutic relationship, more opportunities for developing diagnoses over time and observing the long-term advantages and sequelae of medications.
- **Psychopharmacology at Executive Park 12:**
 - To train residents in the careful diagnostic outpatient evaluation of patients seeking psychopharmacological management in a clinic with expert psychopharmacologists in a private insurance clinic for one half day a week over one year. These patients are private pay or insurance and are a different mix than the patients seen at the primary outpatient clinics.
 - To train residents in state-of-the-art, evidence-based psychopharmacological management of patients with a range of psychiatric diagnoses and develop skills for life-long learning as it relates to psychopharmacology practice.

PGY-4 Goals

The goals of the PGY-4 year are to prepare the resident for post residency and to ensure that they use the final year effectively as part of developing their career plan. By the fourth year, the goals for their career plan are well developed through the mentoring process with the faculty and the biannual resident reviews that have been conducted since their PGY-1 year. The specific goals for each resident vary considerably.

In general, residents interested in academic careers, or refining their teaching or inpatient psychiatry skills will apply for the chief resident positions. There are five chief resident positions including Emory Chief, Emory Ambulatory Chief, Grady Chief, VA Chief, and Residency Research Chief. Each of the positions offers unique opportunities and challenges. For example, the ambulatory or outpatient chief resident position has added an innovative opportunity for a resident who wants to pursue a career in private psychiatry. This position offers a resident the opportunity to develop skills in managing a large clinic. This Chief Resident will learn everything about the clinic from the budgetary issues to the issues related to clinical care. The Grady Chief Resident has significant clinical responsibilities for both the emergency department and the inpatient wards. The VA Chief Resident is largely responsible for administration and preparing the seminars for the residents and medical students and is particularly suited to a resident considering a VA-based career. The Emory Chief Resident has administrative, teaching and clinical responsibilities.

Often the Chief Resident at each of the sites is considering a post residency career at that hospital and this position allows them to try working with the faculty at that hospital in a leadership position.

Some residents will use the time to complete requirements, and all will continue with outpatient psychotherapy and psychopharmacology cases. Most residents will have ample time to try several electives including electives in research and clinical areas.

The seminars for the final year include several the lectures which have been left unassigned and the residents chose special topics. Popular topics include private practitioners discussing how to manage a private practice, advanced research topics and a return of the most popular lecturers from the previous years.



Rotation Summary by Year

PGY1	Psychiatry (6 months)*					Primary Care (6 months)*				
	Inpatient Psychiatry, Community Psychiatry, and Psychiatric Emergency Services (PES)					Internal Medicine / Pediatrics (4 months)			Grady Neurology (2 months)	
PGY2	Emory Block					VA / Grady Block				
	Emory Inpatient (8 weeks)	Emory CL (8 weeks)	Emory Geriatrics (4 weeks)	Elective (4 weeks)	Child CL (2 weeks)	VA Inpatient (8 weeks)	VA Addiction (4 weeks)	Grady CL (8 weeks)	VA Night Float (4 weeks)	Elective (2 weeks)
	Outpatient Psychotherapy Training Program (OPTP)									
PGY3	Outpatient Psychiatry									
	(OPTP, Child Clinic, Psychopharmacology Clinic)									
PGY4	Individualized Schedule									
	Electives									
	OPTP									

*completed in two 3-month blocks

**Overall Summary of Rotations per year (rotations are not necessarily completed in this order)

What makes our program unique?



“Faculty have been exceptional. They are supportive and treat residents as colleagues right from the start.”

“One of the strengths of our program is the diversity of clinical experiences at multiple hospitals, including private and public, underserved and insured. We also have the opportunity to train at the VA Hospital. We are exposed to faculty with expertise in several subspecialties in the clinical rotations and in didactics.”

“I am really impressed by the amount of one on one time with the attendings during the intern year. Our attendings are very personable and have an open-door policy for my questions big or small. When dealing with such an acutely ill population it is comforting to know that there is help with any issue that may arise.”

Outpatient Psychotherapy Training Program (OPTP)

Psychotherapy training is a high priority in our residency program. The centerpiece is the Outpatient Psychotherapy Training Program (OPTP), which offers didactic instruction and experiential learning. This program is continuous during the resident's rotations through other services. It is overseen by Andrea Crowell, MD, the educational director of the outpatient psychotherapy treatment program at Emory Brain Health Center. Over sixty full-time or adjunct faculty with a variety of psychotherapy backgrounds supervise residents.



After introductory lectures, residents begin their supervised psychotherapeutic work in the PGY-2 year and continue throughout the remainder of residency. There are a wide variety of patients seen in the outpatient program from a range of sociodemographic backgrounds who present with a broad spectrum of diagnostic disorders and clinical presentations. Patients are referred from many areas of the community including Emory faculty/staff, student health and student counseling services, self-referrals, and referrals from other mental health professionals. The required time commitment is 4 hours per week (one half-day) for PGY-2s and 12 hours per week for PGY-3s/ PGY-

4s (three half-days). PGY-2 residents see 2 psychotherapy patients and receive supervision with an onsite faculty member and meet weekly with the chief resident. PGY-3 and 4 residents have 6 hours dedicated to direct patient care that may include intakes and psychotherapy (individual, group, and couple/family). They also have a minimum of 2-3 hours of supervision provided on or off campus and participate in case conferences and didactic seminars for dynamic and cognitive behavioral therapy.

Each resident is expected to learn and practice a variety of therapeutic modalities and approaches. Therapeutic modalities include individual, group, and couple/family therapy, as well as combined medication management and psychotherapy. Therapeutic approaches include but are not limited to: brief and long-term psychodynamic psychotherapy, cognitive behavioral therapy including third wave approaches, supportive psychotherapy, and therapy guided by integrative approaches.

A Chief Residency in the Outpatient Services is offered as an elective in the PGY-4 year. The Chief Resident's work is divided between the OPTP and the Emory Psychopharmacology Clinic. There is also a psychotherapy track offered that begins in the PGY-3 year for those residents interested in advanced training in psychotherapy methods and research. Residents may also choose to participate in didactic and clinical offerings through the Emory University Psychoanalytic Institute, which is housed within our department.

Clinical and Research Programs

Our department is able to provide a myriad of different types of training experiences for psychiatric residents and fellows in a variety of psychiatry subspecialties. Below are examples of some of our outstanding clinical services, and world-class research and training opportunities.

Emory Autism Resource Center (EARC)

<http://www.psychiatry.emory.edu/PROGRAMS/autism/index.html>

The EARC is a University-based program for children adolescents and adults with autism and related disorders, their families, and professionals and agencies that serve them. The Center has become a model for diagnosis, family support, innovative treatment and a vital source for professional training. This program provides treatment and consultative services which strive to promote full community participation for persons with autism.

The Child and Adolescent Mood Program (CAMP)

<http://www.camp-emory.com/>

CAMP is an interdisciplinary clinical research program that aims to provide and improve best practices for children and adolescents with mental health difficulties, including mood disorders such as depression, anxiety, or bipolar disorder. The CAMP team provides outpatient clinical services including psychopharmacological evaluations and medication management, individual therapy, family therapy, parent skills training, group therapy, and diagnostic, intelligence, and achievement testing.

Emory Behavioral Immunology Program

<https://behavioralimmunology.com/>

Investigators in the Behavioral Immunology Program are interested in interactions among the brain, endocrine system and the immune system, especially as they relate to the effects of inflammation on the development of psychiatric disorders including depression, anxiety disorders and schizophrenia. They also study the impact of inflammation on the brain in medically ill patients including those with cancer. Investigators are exploring a variety of treatment strategies that target the immune system to treat psychiatric disorders.

Veterans Program at Emory Healthcare

<http://www.emoryhealthcare.org/veterans>

Emory's Veterans Program offers post-9/11 veterans collaborative treatment for Posttraumatic Stress Disorder (PTSD), Traumatic Brain Injury (TBI), anxiety, depression and conditions stemming from Military Sexual Trauma (MST) at no cost to the veteran. Treatment is conducted by top specialists in the fields of psychiatry, psychology, neurology, rehabilitative medicine and wellness working in concert to provide individualized care.

Fuqua Center for Late-Life Depression

<http://fuquacenter.org/index.php>

This Center's mission is to improve elderly adults' access to treatment for depression and provide education to improve public awareness and understanding of elder patient depression to de-stigmatize and eliminate discrimination associated with mental illness. Together with the Geriatric Psychiatry Outpatient Clinic, the Fuqua Center provides comprehensive geriatric psychiatry treatment services to elderly patients, including inpatient and outpatient psychiatric care, peer support, psychotherapy, preventative care and chronic disease management for seniors.

Grady NIA Project

http://psychiatry.emory.edu/research/clinical_trials/other_disorders/kaslow_nia.html

“Nia” is a principle of Kwanzaa and means “Purpose.” This research program includes several projects, including investigating both risk factors (including intimate partner violence) and protective factors for suicide attempts in African American women and examining risk and protective factors for suicide attempts in abused, African American women. In addition, the NIA project is assessing a culturally-relevant group empowerment intervention program for abused, suicidal African American women. Other projects are focusing on expanding efforts to examine culturally-informed, empowerment-based, psychoeducational interventions for abused and suicidal African American women to see if it is more beneficial than standard care in reducing suicidal thoughts, depression, and domestic violence.

Grady Trauma Project (GTP)

<http://www.gradytraumaproject.com/>

This project aims to determine the relative contribution of genetic and trauma-related risk factors for Posttraumatic Stress Disorder (PTSD) in a cross-sectional study of a highly traumatized, low socioeconomic status, minority urban population. The project examines three independent factors that contribute to the relative risk for PTSD following trauma: genotype polymorphism, lifetime history of trauma, and peri-traumatic emotional response to the PTSD-related event. Genetic risk factors include genetic polymorphisms that have been shown to contribute to the development of psychopathology in other stress-related psychiatric disorders.

Maternal Substance Abuse and Child Development Program

<http://msacd.emory.edu/>

This project was among the first to establish a program for screening pregnant women for alcohol use in order to identify the extent of the problem in Georgia as well as methods for prevention in this group. The program was able to establish that alcohol effects could be seen in the newborn infant. In addition, the project found that an informational intervention with pregnant women could reduce alcohol and other drug use and improve birth outcomes.

Mood and Anxiety Disorders Program

<http://www.psychiatry.emory.edu/PROGRAMS/Emoryclinicaltrials/index.html>

The Mood and Anxiety Disorders Program is dedicated to conducting global health care research on an individual level. An experienced team of medical doctors, psychologists, social workers, and nurses seek to discover improved treatments for depression and anxiety disorders.

Trauma and Anxiety Recovery Program (TARP)

<http://psychiatry.emory.edu/programs/tarp/>

This program offers clinical services and clinical research services to individuals suffering from various anxiety disorders including Posttraumatic Stress Disorder (PTSD), phobias, obsessive compulsive disorder (OCD), panic disorder and other anxiety-related problems. TARP utilizes virtual reality exposure therapy to treat patients with anxiety disorders, addictions, and pain.

Women's Mental Health

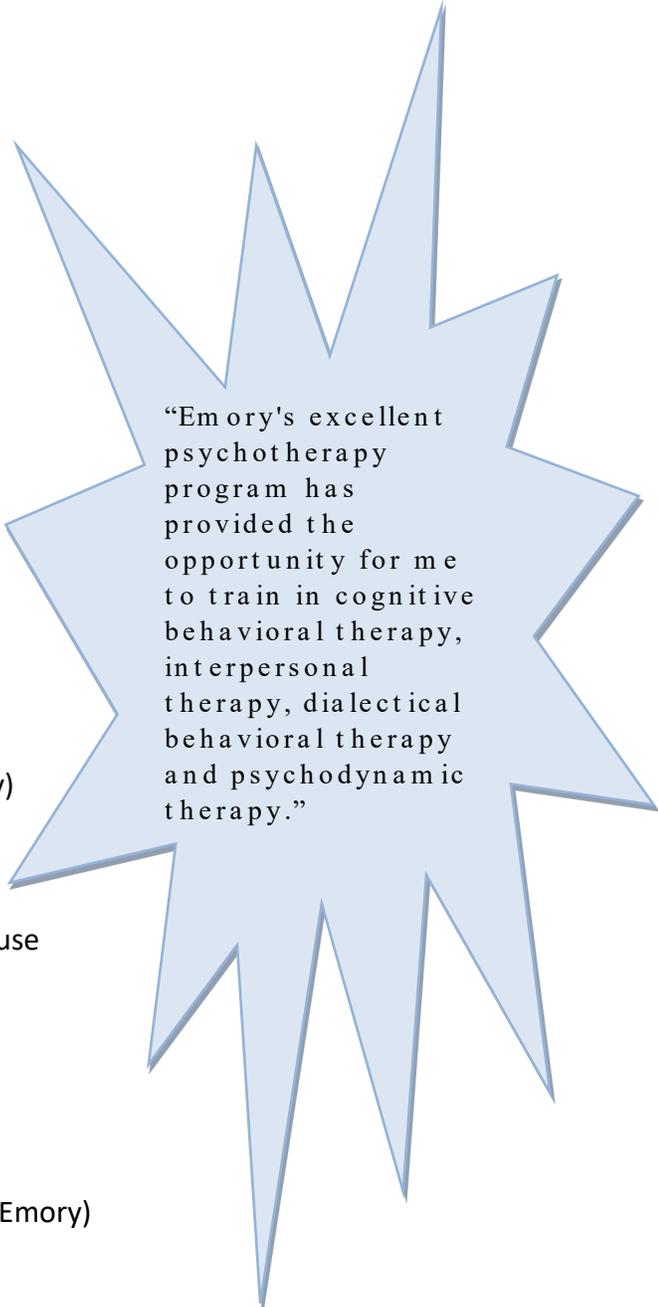
<http://womensmentalhealth.emory.edu/>

The Emory Women's Mental Health Program is an academic center of excellence for the psychiatric care of women. This program provides state-of-the-art care for mental illness in women with an emphasis on pregnancy, the postpartum period, and breast-feeding.

Clinical/Research Electives

Clinical Electives

- Addiction Psychiatry (VA)
- Adults with Autism-Spectrum Disorders and Neurodevelopmental Disabilities (Emory)
- Assertive Community Treatment (ACT) (Grady)
- Carter Center (Liberia Project or Policy Focus)
- Child Psychiatry (Emory)
- Clinical Psychiatric Oncology (Emory)
- Consultation/Liaison Service (Emory, Grady, or VA)
- General Psychiatry Practice Elective (Emory)
- Family Therapy Elective (Grady)
- Faculty Staff Assistance Program (Emory)
- Forensic Psychiatry (Grady)
- Gender Clinic (Grady)
- Geriatric Psychiatry and ECT Elective (Wesley Woods)
- Geriatric Psychiatry Outpatient Elective (VA)
- Grady Emergency Department (ED) Elective
- Grady NIA Project
- HIV/AIDS Mental Health/Substance Abuse Elective (Grady)
- Medical Toxicology Elective (Grady)
- Palliative Care Consults (VA)
- Senior Resident Psychopharmacology Elective (Emory)
- Safety, Trauma, and Recovery –StaR (PTSD/Substance Abuse Treatment Program) (VA)
- Sleep Medicine Elective (Emory)
- Social Medicine: Urban Health Initiative (Grady)
- Student Health Clinic Elective (Emory University)
- Suboxone Clinic (Grady)
- Time-Limited Dynamic Psychotherapy (Grady)
- Women’s Mental Health Program Perinatal Clinical Care (Emory)



“Emory's excellent psychotherapy program has provided the opportunity for me to train in cognitive behavioral therapy, interpersonal therapy, dialectical behavioral therapy and psychodynamic therapy.”

Research Electives

- Child Psychiatry Research
- Grady Trauma Project
- Mood and Anxiety Disorders Program: Clinical Trials Elective (Emory)
- Open Dialogue (Grady)
- Project ARROW (first episode psychosis team) (Grady)
- PSTAR (Persistent Symptoms: Treatment Assessment and Recovery) (Grady)
- Schizophrenia Research (VA)
- Trauma Recovery Program (VA)
- Emory Women’s Mental Health Program Psychiatric Clinical Research
- Emory’s Veterans Program

Other Education Program Activities

Didactics

All classes have protected time on Wednesday mornings for didactics. The didactics are organized into modules with individual module leaders who are experts in their field. The largest modules include psychotherapy, mood and anxiety disorders, and psychotic disorders. The half-day didactics enable us to organize a coherent curriculum with no gaps and minimal redundancy in content. In addition, this allows us to have inter-class learning and class-wide workshops. The centralized didactics help foster collegiality and socialization for both residents and faculty. Residents and teaching faculty are encouraged to participate in a monthly education subcommittee meeting to regularly assess the curriculum and propose innovative initiatives.

Grand Rounds

The Emory Department of Psychiatry Grand Rounds is a bi-monthly lecture presentation featuring a variety of national figures in American psychiatry. This speaker series is a forum that supplements the formal didactic program and provides for the dissemination of new information from medical research and/or societal issues relevant to psychiatry. Grand Rounds are typically held the second and fourth Wednesdays of the month. Following Grand Rounds, there is an informal resident lunch with the Grand Rounds speaker.

Regular Meetings with Program Leadership

The Program Directors meet with each individual resident class approximately every six weeks. These meetings give the residents an opportunity to discuss both individual and group topics of importance relative to their learning goals and their experiences. Town Hall meetings with all residents are held quarterly. In addition, there are individual, semi-annual meetings to review progress, set learning goals, and review career plans.

Diversity and Inclusion Subcommittee (DISC)

Residents have an opportunity to participate in the Diversity and Inclusion Subcommittee that focuses on optimizing ways in which the department can create and sustain a culture that fosters representation, inclusiveness and celebrates diversity across many domains, including but not limited to, age, sex and gender, sexual orientation, gender identity, race, ethnicity, indigenous background, culture, national origin, language, religion, spiritual orientation, ability status, social class, education, veteran status, political persuasion, professional interests, and other cultural and professional dimensions. We are committed to recruiting and developing a diverse group of students and innovative leaders in Psychiatry.

Resident Retreat

Residents have a two-day annual retreat in the spring to facilitate team building. In addition, residents are asked to work on goals for the following year and provide suggestions for program improvement. Activities in past years have included whitewater rafting, hiking in the Georgia Mountains, and enjoying a ropes course.

Bite-Sized Teaching (BST) Conference

In the Bite-Sized Teaching (BST) conference, three residents give 8-minute talks during noon conference related to the theme of the day (i.e. psychosis, clinical vignettes, etc.) followed by Q&A. Each resident is paired with an attending coach to help develop the talk and practice presentation skills. The content is developed with the idea in mind of educating residents on important topics within psychiatry.

Residency Program Evaluation Committee (PEC) Meetings

The PEC meets monthly and is open to all residents who are always welcome to suggest agenda items to any members of the committee to consider business relating to the Residency Education Program. Residents are encouraged to voice their opinions which can be an important way to shape the program.

Resident Meetings

There is a monthly meeting in which residents of all training years unite and discuss ways to further improve the residency. This activity adds to the cohesion of the program and promotes cross talk among classes. The elected residency class president organizes these ideas and presents them to the program leadership.

Peer Mentorship

The department of psychiatry prides itself in fostering a healthy environment for residents. Amongst our efforts, we provide multiple opportunities for mentorship. Incoming first years are assigned a senior resident mentor who serves as a guide and source of support during their transition to residency. While mentorship relationships vary, most participants find their mentors to be a good source of information on life in Atlanta, preparation for residency, and in many instances these relationships develop into long lasting friendships.

Resident Research Lunches

There is a monthly meeting for residents interested in learning more about research within the department. It also serves as a forum for residents interested in research to discuss ideas, data, and other research opportunities. The lunch takes multiple formats including presentations by faculty members, journal clubs, as well as informal discussions about research topics.

Resident/Faculty Events

The department hosts the graduation ceremony in June and an annual holiday party in December. We are hopeful to resume additional events when the circumstances regarding the pandemic allow.

Wellness Subcommittee

A Wellness Committee has been established in the Department and focuses on optimizing ways in which the department can create and sustain a culture that fosters wellness. The committee is comprised of faculty, staff, and trainees from across disciplines, sites, programs, and job functions.

Selective Seminars

The PGY-4s have a didactic module called "Selective Seminars." The class collectively decides on special topics and speakers for this module, based on interests of the class. Topics in the past have been starting a private practice, financial planning, billing/coding to name a few.

Life After Residency Seminar

The goals of the Life After Residency Seminars are to provide current residents with the non-clinical skills they will need after residency and to offer insight from practicing psychiatrist on what it's like in the "real world". Recently, we hosted a panel discussion with psychiatrist from private and group practice, street medicine, telepsychiatry, and forensic psychiatry. Examples of our non-clinical skills workshops include, CV preparation, contract review and negotiation, malpractice, and credentialing.

Curriculum Innovations

Evidence-Based Medicine

Evidence-based principles are integrated into the residents' didactic curriculum over the course of the residency. Emphasis is placed on asking key questions, searching the literature and critically appraising all types of scholarly articles. Journal club activities are also included embedded in clinical rotations to reinforce these principles.

Protected Didactic Time

Residents throughout the program are free from clinical responsibilities on Wednesday mornings to focus on their education. The didactic curriculum is designed to maximize the learning potential of the clinical experience, equip the learner with the tools to provide evidence-based patient care, and facilitate a spirit of lifelong learning upon graduation.

Elective Opportunities

Residents have 1.5 months of elective time in their PGY-2 year, and have an additional 12 months of elective time in their PGY-4 year.

Several clinical and research opportunities are available at a diverse number of sites. Detailed descriptions of these opportunities is available on our website. Popular electives include Women's Mental Health, forensic psychiatry, child & adolescent psychiatry, and research electives.

Supported Career Development

Whether a resident is interested in a research, teaching, or clinical career, program leadership supports and mentors residents as they hone their interests. During semi-annual meetings with program leadership, interests are explored, and guidance is provided. Seminars about employment after residency are strategically placed throughout the didactic curriculum.

Residency Research Track

A formal research track is available for residents who wish to pursue a career as a clinical scientist. The goal of this track is to provide interested residents with specialized research training and experiences, mentoring them towards a research-focused career.

Residents have participated in deep brain stimulation, neuroimaging, and PTSD research.

Scholarship/Research

We support our residents in their scholarship and research efforts. Residents can participate in research electives in during their elective months in their PGY-2 and PGY-4 years. To name a few, research electives include the Grady Trauma Project, the Grady NIA project, autism research, Clinical Trials Program in mood and anxiety disorders, Safety, Trauma, and Recovery Program (STaR), and Trauma Recovery Program. Research and psychotherapy tracks are also available for residents.

Resident Research Group

The group was formed with the purpose of helping residents learn of research being conducted by both Emory faculty and non-Emory researchers. The expectation of the faculty mentors is to share personal insights on their research experiences, future opportunities, and developments related to the field of psychiatry and medicine. The group meets monthly.

Mentorship

We have various mentoring opportunities in the program. Following Match Day, incoming interns are matched with a peer mentor. Individual mentors are available for all residents. Residents are matched with faculty based on areas of interest. Four mentorship teams are assigned and work with a faculty mentor. Research mentorship (Mentor Match Program) is available to all residents.

Psychotherapy Track

A formal psychotherapy track is available for interested residents.

The goal is to provide an intensive experience for residents interested in deepening and broadening their understanding and technical proficiency in psychotherapy.

Emory Psychoanalytic Institute

Residents may apply to this unique training opportunity in psychoanalysis. The institute provides an integrated curriculum of postgraduate courses as well as organized programs of clinical case supervision in psychoanalysis or psychoanalytic psychotherapy.

Global Health Opportunities

Residents have the opportunity to gain exposure to global health activities, both locally and abroad. Residents may elect to rotate in our Clarkston Refugee Mental Health Clinic, providing psychiatric evaluation and treatment to individuals from a variety of ethnic and racial backgrounds. In addition, in collaboration with The Carter Center, residents may participate in the Liberia Project, focused on scaling up services and training mental health providers in a post-conflict, low-income environment. Residents may also participate in the Global Health Residency Scholars' Program, a year-long program that consists of monthly didactic seminars, an ethics course, and an in-country rotation in Addis Ababa, Ethiopia, accompanied by an Emory faculty member.

Diversity and Inclusion

Diversity Statement:

Our residency program is dedicated to providing an inclusive home for all trainees regardless of age, gender identity, ethnicity, race, religion, or sexual orientation. We believe that our differences make us stronger and that an organization rich in culture and varied experiential backgrounds help us to provide compassionate, cross-cultural care to the diverse communities we serve.

Emory Psychiatry Residency Resources and Initiatives:

Diversity Subcommittee: A resident committee promotes education, awareness, and advocacy related to diversity, equity, and inclusion within the residency. Committee members will work with faculty and administration to problem-solve diversity issues and assist with diversity-related recruitment efforts. The committee also serves as a liaison to DISC.

Diversity and Inclusion Subcommittee (DISC): Residents have an opportunity to participate in the Diversity and Inclusion Subcommittee that focuses on optimizing ways in which the department can create and sustain a culture that fosters representation, inclusiveness and celebrates diversity across many domains (also see page 29).



Residency Recruitment: The residency program performs a holistic review of all applicants in order to actively recruit learners from underrepresented minority groups.

Clinical Electives: PGY-2 and PGY-4 electives focusing on issues related to diversity and identity are offered. An example is the opportunity to work with LGBTQ+ patients in the Gender Center at Grady, a multidisciplinary, integrated clinic that provides care to trans, queer, and gender non-conforming individuals. It is the largest clinic of its kind in the southeast and serves a number of LGBTQ+ patients from BIPOC communities.

Didactics: The seminar series has a Cultural, Global, and Community Module that spans all training years. Sample topics in the module include social determinants of health in severe mental illness, structural racism, culturally informed psychiatry, LGBTQ case conference, and working with immigrants and refugees.

Anti-Racism Handbook: Anti-racism resources are available for residents and faculty. In these anti-racism guides, we provide information about anti-racism and suggested actions that one can take to contribute to an equitable future for all.

Volunteer Opportunities for Residents:

- Provide mental health treatment to a refugee community at the Clarkston Community Clinic
- Review and write bond letters for individuals detained in detention facilities with the student-run Human Rights Clinic

Mentorship

The Department of Psychiatry & Behavioral Sciences appreciates the importance and value of resident-resident and faculty-resident mentoring in fostering a collegial and supportive environment where residents are able to grow as physicians, explore various interests, and learn about career and research opportunities. Incoming first year residents are assigned an individual senior resident mentor who serves as a guide and source of support during their transition from medical student to resident. Additionally, each incoming resident is assigned to one of four mentorship teams. These mentorship teams include residents from all classes as well as a dedicated faculty mentor.

These faculty mentors were individually selected by current residents for their enthusiasm for resident well-being, education and growth. Through the mentorship teams, residents get to know each other through various activities, including virtual gatherings with their respective faculty mentors. For incoming residents who are new to Atlanta, these mentorship teams provide an immediate social support network.



Our goal is to provide all residents a means for forming life-long relationships with their peers and mentors that will help to shape and foster their careers and professional interests. Should a resident request additional mentorship in a particular professional or research area, the program will connect them with an appropriate additional faculty mentor who can provide guidance and opportunities in that area.

Mentorship Organization

Individual Mentorship	<ul style="list-style-type: none"> -Encourages mentorship in various spheres -Examples include work/life integration, teaching/medical education, transition to practice
Mentorship Groups	<ul style="list-style-type: none"> -Each of the four teams (consisting of residents from all resident years) is mentored by a faculty member -Teams participate in bonding activities and provide a social support network
Peer Mentorship	<ul style="list-style-type: none"> -Interns are assigned a senior resident mentor -Senior resident serves as a guide and source of support during the transition to residency
Research Mentor Match	<ul style="list-style-type: none"> -Facilitated through the research track but can include non-research track residents -Supports residents in academic scholarly endeavors (e.g. travel support to academic meetings)

Bite-Sized Teaching (BST)

The Bite-Sized Teaching (BST) conference is a novel resident-taught lecture series that provides high-yield, engaging lectures in a time-efficient and memorable manner. In the BST conference, three trainees give 8-minute talks during a noon conference related to the theme of the day, followed by Q&A. A faculty coach is assigned to each trainee to mentor them in content selection, innovative use of audiovisual materials, and lecture delivery. The content is developed with the idea in mind of educating trainees on important topics within psychiatry.



Our audience survey feedback indicates that learners appreciate the brevity and creativity of these lectures and their shorter format. By using residents as teachers, this conference format has the added benefit of providing residents with the opportunity to grow as educators and develop their public speaking skills.

Recent presentations at the BST conference have included:

Psychiatry in a Global Health Crisis

Collateral Damage: COVID-19 and the CNS (presenter: Karen Giles, MD)

Delivery of Inpatient Psychiatric Care and Challenges During COVID-19 (presenter: Aniket Malhotra, MBBS)

"Are You There?": Understanding Therapeutic Alliance in Virtual Encounters (presenter: Joseph Vinson, MD)

Diversity

Racial Disparities in Schizophrenia Diagnosis (presenter: Jennifer Grant, MD, PhD)

Psychological Impacts of Residential Mobility (presenter: Benson Ku, MD)

The Impact of Racial/Ethnic Matching on Therapeutic Alliance (presenter: Carolina Medeiros, MD)

Interesting Patient Vignettes

Now You See Me: A Reminder for the Importance of Cultural Assessments (presenter: Philip Bowers, MD)

Treatment-Resistant Psychiatric Manifestations of Cushing's Disease (presenter: Chance Ortego, MD)

Brain on Fire: A Case of Anti-NMDA Receptor Encephalitis (presenter: Bradley Rosenkrantz, MD)

Feedback from attendees:

"I enjoyed the opportunity to learn directly from my colleagues."

"The multiple, short presentations were engaging and kept my attention."

"Brings together residents and faculty at all levels."

"Short, sweet, to the point."

"Fun, quick facts, resident driven."

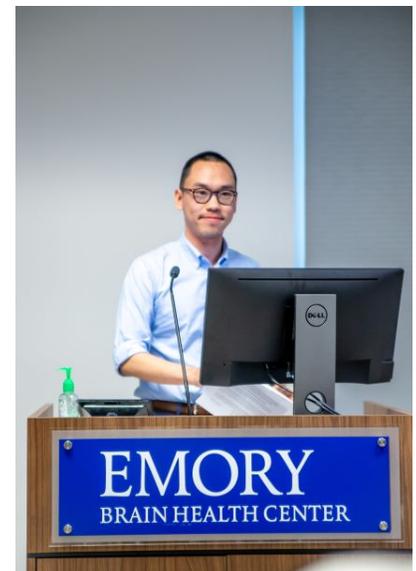
"Short, easy to digest and stay focused."

"Good effort by residents, fun to see different styles."

"Timely, informative, relevant."

"Great review of current topics in psychiatry."

"Engaging and memorable presentations."



Advances in Residency Research

ENHANCED ACCESS TO RESEARCH is supported through an enriched research-based curriculum for all residents with a focus on understanding research in the context of facilitating evidenced-based practice.

- The “Research Methods & Evidence-Based Psychiatry” curriculum includes didactic lectures and small-group experiential learning activities. Residents also have direct contact with program faculty and their laboratories through our “Neuroscience” series. Topics include: Introduction to Evidence-Based Psychiatry: Evaluating Evidence; Identifying Bias and Confounding; Interpreting Statistical Test Results; Study Designs: Clinical Trials; and The Nuts and Bolts of “Doing Research.” Residents also have the opportunity to interact with research-focused Grand Round speakers and faculty throughout the Emory University campus at regular research lunches
- The Research Track Program Directors proactively meet with residents who are interested in research to assist in providing individualized guidance in finding a laboratory and a mentor. This will facilitate a resident’s ability to become embedded in a research lab early in training, maximizing opportunities for participating in lab meetings, seminars and journal clubs.
- Our Residency Research Website is another innovative way of improving access to all residents by providing targeted research-based information such as upcoming research meetings and research award opportunities as well as toolkits for writing manuscripts and grant applications.

INNOVATIVE RESEARCH PROGRAMS Numerous research opportunities across the Emory campus are available for residents. The following highlight some specific areas of focus that residents may become engaged in:

- Neurobiology of Fear and Trauma-Related Disorders: This program of research provides a vast array of training opportunities, from animal models of fear and fear regulation to human studies of PTSD in civilian and military populations. This program also includes the Grady Trauma Project which has characterized over 10,000 inner city individuals with high rates of trauma.
- Behavioral Immunology and Neuroendocrinology: This multi-disciplinary program focuses on the role of the immune and neuroendocrine systems in regulation of behavior in humans and non-human primates and examines treatment strategies targeting these systems for behavioral alterations in major depression, anxiety disorders and PTSD and medical illnesses including cancer.
- Emory Neuromodulation and Technology Innovation Center (ENTICE): This program focuses on the specific goal of advancing research in neuromodulation and developing new and innovative neuromodulation devices. Including physician-scientists, biomedical engineers, clinicians, and others at Emory and its academic partners, the program is involved in the development and use of neuromodulation technologies for the manipulation of neurocircuits and the treatment of psychiatric and neurologic diseases.
- Neurodevelopment and Social Translational Neuroscience: Translational neuroscience and applied clinical approaches are utilized to identify the etiological mechanisms in abnormal social-emotional development and the neurobiological processes involved in normal social behavior. This program includes a broad array of clinical research training opportunities that span the developmental continuum including early diagnosis of autism spectrum disorders and the treatment of emotionally dysregulated adolescents, as well as basic science opportunities to study the neurohormonal mechanisms including oxytocin involved in social behavior.
- The Mental Health and Development Research Program This program focuses on the precursors and neurodevelopmental aspects of psychopathology, especially schizophrenia. The program studies brain development, hormones, and neuropsychological functions that may play a role in risk for and prevention of mental illness. Studies of individuals at clinical high risk generate rich datasets that include clinical interviews, neurocognitive testing, psychophysiological testing, social cognition testing, MRI scans, and blood draws for markers that include inflammatory and immune-related biomarkers.
- Community Mental Health Research: This program provides unique training opportunities in the application of public health policy to psychiatric disorders, assessing healthcare utilization among the mentally ill, and identifying biopsychosocial predictors of development of psychosis and suicidality in high-risk community mental health patients.

Residency Research Track

Residency training at Emory University offers outstanding opportunities for research. Funded by a R25 grant from the National Institute of Mental Health, the Psychiatry Residency Research Track provides research support for all levels of psychiatry research. For those interested in an academic research career, matching directly into the Research Track can provide career mentorship, funding, focused didactics and training, and substantial protected time for research activities. Residents completing the Research Track will be highly qualified to obtain a research fellowship following residency and to compete for early career grant awards. For those interested in exploring research interests during residency but unsure as to how research may fit into their long-term career goals, the Research Track can also provide access to specialized research training, financial support and career mentoring.

How to apply

Applicants focused on pursuing a research career are encouraged to apply directly to the Research Track, which may be ranked separately from the general residency. However, residents who match into the general program may still join and receive support from the Research Track over the course of their training at Emory.

Research Track Components

The Research Track is designed to enhance and extend research training of psychiatry residents who have an identified interest in psychiatry research. At entry into the program, the research track participants will likely have varied skill levels and divergent types of research experience. To prevent this variation from becoming an obstacle to success, the mentored research training is customized to the interests and needs of each trainee. The research track will enhance the trainee's development by providing protected research time, intensive research mentoring, specialized training in research and a program of career development. The research track also features in-depth training in research ethics and the responsible conduct of research, active participation in the proposed mentored research project, training in grant application preparation and grant management, seminars for research track residents and faculty, and an annual research track retreat. **The ultimate goal of research track is that graduates will have completed a K-style application by the PGY-4 year and submit such an application in the Fall or Winter of the PGY-4 year or apply for the CTSA KL-2 program in the Spring of the PGY-4 year.** Transition into post-residency (PGY-5) T32-funded research fellowships or junior level faculty positions which support protected research time are also considered successes for the program.

- **PGY-1:** After the match, each PGY-1 research track resident will engage in preliminary discussions with research track leadership to identify which labs might be a good fit for the resident. Research activities in the PGY-1 year include weekly research didactics and experiential learning activities that are supported by the research track.
- **PGY-2:** The PGY-2 year includes two full months of research-intensive electives in the laboratory of the residents choice. These electives embed the resident in the lab of interest and allow the resident to determine whether the mentor is a good fit and whether there is a project that can be devised that is worthy of development into a grant application. PGY-2 residents continue to participate in the sponsored research didactics and experiential learning. They are also required to attend Research Lunches and encouraged to attend the Research Track Journal Club. PGY-2 residents and their mentor also begin discussions with research track leadership regarding requirements of the research track, including specialized educational activities, team mentorship, and track milestones. All mentors for research track residents must have a track record of NIH funding, mentorship experience, and multiple field-relevant publications.
- **PGY-3:** In the PGY-3 year, residents have 50% protected time to conduct their research projects in close collaboration with their primary mentor. Residents and their mentor will begin working on the Specific Aims for the resident's grant applications. PGY-3 residents also begin their core curriculum and take core classes on the ethical conduct of research. They are also assigned a junior research track resident to peer mentor. PGY-3 residents begin meeting with Dr. Miller monthly both individually and as a group. Group meetings cover a range of topics that address all aspects of the grant writing process. Individual meetings with Dr. Miller also include examining the



residents' Biosketch to determine what manuscripts will be required for a competitive K Award application and a Specific Aims page to formulate the fundamental hypotheses of their K Award Applications. PGY-3 residents will also attend the monthly research lunches and the research track journal club.

- **PGY-4:** In the PGY-4 year, research track residents have up to 75% protected time for research. Research and mentorship activities including peer mentorship will continue as described above as well as the ongoing meetings with Dr. Miller. These meetings crystallize around completing the various training and research components of the K Award and ensuing the completion of relevant peer-reviewed manuscripts and reviews to support the research hypotheses and background of the K application.

Recent Accomplishments by Research Track Residents and Alumnae:

PGY4 Chief Research Track Resident **Dr. Benson Ku** received the prestigious APA Resident Recognition Award. Congrats Dr. Ku! His work on computational linguistic analysis and social determinants of health in psychosis was also recently published in *Psychiatry Research* (Ku et al., 2021) and was featured in a review in the *American Journal of Psychiatry* (Anglin et al., 2021).

2020 Research Track graduate **Dr. Michael Lucido (Assistant Professor, Emory University)** recently published a comprehensive review on the connections between inflammation and anhedonia in *Pharmacology Reviews* (Lucido et al., 2021).

2020 Research Track graduate **Dr. Justin Ellis (Assistant Professor, Emory University)** recently published a review of neuroimaging studies in youth at high clinical risk for psychosis (Ellis et al., 2020).

2019 Research Track graduate **Dr. Gaby Ritfeld** recently had her NIH diversity supplement successfully funded to study childhood adversity and risk for mental illness in adolescents and young adults with fetal alcohol syndrome.

2019 Research Track graduate **Dr. Mina Boazak** is currently a Fellow in clinical informatics at Duke University.

2018 Research Track graduate **Dr. Laura Hack (Research Fellow at Stanford University)** published several recent papers in high impact journals and has submitted a K23 proposal

- Williams LM & Hack LM. (2020). A precision medicine-based, 'fast-fail' approach for psychiatry. *Nature Medicine*.
- Polimanti R...Hack LM...Gelernter J. (2020). Leveraging genome-wide data to investigate differences between opioid use vs opioid dependence in 41,176 individuals from the Psychiatric Genomics Consortium. *Mol Psychiatry*.

2018 Research Track graduate **Dr. Neguine Rezaii (Research Fellow at Harvard University)** recently published her work in NPJ Schizophrenia:

- Rezaii N, Walker EF, Wolff P. (2019). A machine learning approach to predicting psychosis using semantic density and latent content analysis. *NPJ Schizophrenia*, 9.

2015 Research Track graduate **Dr. Yilang Tang** was appointed as the Director of the Emory Addiction Psychiatry Fellowship and is the site PI for a VA Alcohol Clinical Trial.

2014 Research Track graduate **Dr. David Goldsmith (Assistant Professor at Emory University)** has received an NIMH K23 Award focused on the role of inflammation in negative symptoms of schizophrenia, in addition to two Emory Medical Care Foundation Grants and a Woodruff Health Sciences Synergy Grant to support his work.

For more information about the Residency Research Track, visit the website: <http://tinyurl.com/EmoryPsychResTrack>. For questions or further information, send an email to PsychResTrack@emory.edu.

Psychotherapy Track

The goal of the Emory Psychiatry Residency Psychotherapy Track is to provide an intensive experience for psychiatry residents interested in deepening and broadening their understanding and technical proficiency in psychotherapy. The Psychotherapy Track is a two-year elective opportunity for PGY-3 and PGY-4 residents to develop their clinical and academic interest in psychotherapy.

Expectations

During the PGY-3 year 18-20 hours (5 half-days) and during the PGY-4 year up to 32 hours (8 half-days) can be dedicated to the psychotherapy activities described below.

- **Clinical Activity**

Residents will have between 6-12 hours of weekly face-to-face time with psychotherapy patients in individual, couples/family, and group format.

- **Educational Training**

Residents will receive a rich educational experience in the practical application of psychotherapy via the core curriculum, as well as weekly Cognitive Behavioral Therapy and Psychodynamic longitudinal seminars. Additionally, residents in the psychotherapy track will participate in psychotherapy elective seminars covering a broad range of topics such as family/marital therapy, Short-term Psychodynamic Therapy, and Exposure and Response Prevention Therapy.

- **Scholarly Project**

Beginning in the 3rd year, residents in the track will work with a faculty mentor to develop a research or performance improvement project that will result in dissemination of the project during 4th year via co-authored papers and conference presentations.

- **Supervision**

In addition to supervisors in cognitive and dynamic therapy that all residents work with during the 3rd and 4th year, a single mentor/supervisor will provide longitudinal mentorship during the PGY-3 and PGY-4 year. This supervisor will be responsible for providing extra didactic training and overseeing the resident's scholarly project.

- **Outpatient Chief Resident**

During the 4th year, psychotherapy track residents may become Chief Resident (or Co-Chief Residents) for Emory Outpatient Services. Chief responsibilities include group supervision of PGY-2 residents and participating in the administration of the Outpatient Psychotherapy Training Program and the Outpatient Psychopharmacology Program.



Population and Global Health Track

The goal of the Population and Global Health Track (PGHT) is to educate psychiatrists in the principles of population and global mental health so that they may deliver culturally-informed care to a diverse set of patients in the US and around the world.

Topics covered:

- Common global mental health issues
- Common frameworks, opportunities for traveling to low- and middle-income countries (e.g. disaster relief, ongoing collaborations with continual presence; ongoing collaborations with episodic presence, etc.)
- Cultural aspects of mental health and illness
- Global mental health priorities
- Human rights issues (e.g. detention, interrogation, torture, etc.)
- Immigration-related issues (e.g., working with refugee populations, detainees, survivors of torture, etc.)
- International sources of data (e.g., WHO, UN, UNICEF, WPA, etc.)
- Population health
- Working with traditional healers, faith healers, and indigenous leaders
- Working in low-resource settings (challenges and benefits)
- Mental Health Advocacy and Activism

Didactic Curriculum

1. Health Equity, Advocacy, and Policy Track

<https://www.med.emory.edu/education/gme/housestaff/residency-tracks/heap.html>

- Quarterly small group sessions, PGY-3 and PGY-4
- Social Medicine Elective Month, PGY-2 or PGY-3

2. Monthly meetings

- Presentations/discussions of various topics/journal club
- Led by PGHT faculty

3. Rollins School of Public Health

- Introduction to Global Mental Health (Fall course, PGY-3 or PGY-4 year)
- Health in Emergencies Course (5-day course)
- Mental Health in Populations Course (2-day course)

4. Virtual classroom

- Online quarterly meeting with partners from other US institutions

5. Emory Global Health Residency Scholars Program (GHRSP)

- Monthly didactic series
- Option for Global Rotation

Clinical Curriculum

PGY-3:

1. Half day per week (resident will be required to use elective time or defer child clinic)
 - 2 afternoons per month: Clarkston Community Health Center Mental Health Clinic (supervision by Martha Ward, MD)
 - 2 half days per month: Asylum Psychological Assessment with Atlanta Asylum Network (contact: Dabney Evans) or Georgia Asylum and Immigration Network (contact: Alpa Amin)

PGY-4:

1. Emory Farmworker Project
 - 5 days in June and 3 days in October
2. International Rotation
 - 1 month; with GHRSP in Addis Ababa, Ethiopia or another location

Scholarly Activity

PGY-3:

Work with an identified faculty mentor to begin work on a scholarly project (e.g., population or global health-focused manuscript, presentation at a professional conference, quality improvement project related to population health) that will begin during 3rd year and will result in dissemination of the project during 4th year.

PGY-4:

Complete and submit a scholarly project (e.g., population or global health-focused manuscript, presentation at a professional conference, quality improvement project related to population health).

International Experiences in Ethiopia



Our Residents

PGY-1 Residents



HOUSESTAFF

- 45 Core Psychiatry
- 10 Medicine/Psychiatry Combined

GEOGRAPHY

- 42 Medical Schools represented
- 6 Countries
- 4 International Medical Graduates

93% of residents

* Identify diversity of patient populations as strength of the training program.

PGY-2 Residents



BOARD PASS RATE*

- 100% - ABPN Board pass rate for program graduates
- *Based on ABPN Residency Program Summary Report*

POST-GRADUATION

- All 2021 graduates seeking fellowship matched, including many who secured appointments at their top choices

RESIDENTS RATE THE PROGRAM*

- 93% of the residents identify diversity of patient populations as strength
 - 92.9% of the residents rate the diversity of clinical venues as a strength
- *Annual Survey Results*

PGY-3 Residents



STRENGTHS AND UNIQUE OPPORTUNITIES

- Diversity of clinical venues, and patient populations
- Multi-sites with diverse clinical opportunities (private, public, VA)
- Early exposure to psychotherapy training (psychoanalytic training program)
- Offer all ACGME-accredited fellowships
- Breadth of research opportunities
- Early elective opportunities (beginning in the PGY-2 year)
- Programs in multiple clinical areas (examples in Clinical and Research Program section)
- Residency education program centralized at the Brain Health Center
- Opportunities for mentorship with a diverse group of faculty

PGY-4 & PGY-5 Residents



COMMENTS ABOUT DIDACTIC CURRICULUM

- “Positive intern experience – regular noontime lectures/didactics, morning sign out”
- “Attendings are extremely devoted to teaching”
- “Excellent collegial atmosphere with resident camaraderie”
- While at Grady, you are exposed to a variety of serious, chronically ill patients, that by the end of the intern year, you are comfortable managing”
- “Plentiful moonlighting opportunities – you can double your salary!”

COMMENTS ABOUT THE OVERALL PROGRAM

- “Bigger researchers who are willing to teach the basic stuff”
- “Incorporates faculty research into the didactics”
- “Consistent scheduling and diversity of lectures”
- “Didactic time is protected”
- “Diversity of topics covered”
- “High quality teachers/presenters”
- “Psychotherapy curriculum”
- “Well organized, speakers well prepared”

Resident Roster

2021-22 Psychiatry

PGY-1 Residents

Mary Margaret Blue



Mercer University School of
Medicine

Eric Galante



Indiana University School
of Medicine

Alejandra Grullón



Universidad Iberoamericana
SOM, Santo Domingo

Scott Hickman



University of Illinois College
of Medicine

Mackenzie Jones



University of Miami Leonard
M. Miller SOM

Lindsey Limbaugh



Baylor College of
Medicine

Kathleen Loughran



Drexel University College of
Medicine

Michael McGrath



University of Illinois College
of Medicine

Patrick O'Connell



University of Utah School of
Medicine

Sumeet Sharma



Emory University
School of Medicine

Caitlin Smith



Loyola University Chicago Stritch
School of Medicine

Alix Youngblood



Emory University School of
Medicine

Resident Roster

2021-22 Psychiatry

PGY-2 Residents

Hannah Albritton



Louisiana State University
School of Medicine in New
Orleans

Helder Araujo



Instituto de Ciências
Biomédicas Abel Salazar

John Borkovich



Mercer University School of
Medicine

Zachary Bosshardt



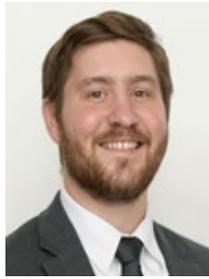
University of New Mexico
School of Medicine

Chae Won Im



University of Hawaii John A.
Burns School of Medicine

John Reitz



Emory University
School of Medicine

Brandon Sims



Northwestern University
Feinberg School of Medicine

Nicholas Thompson



University of Wisconsin
School of Medicine and
Public Health

Justin Trop



Keck School of Medicine
of the University of
Southern California

Tyler Vanderhoof



Wright State University
Boonshoft School of Medicine

Margaret Wohlleber



State University of New York
Downstate Medical Center College
of Medicine

Resident Roster

2021-22 Psychiatry

PGY-3 Residents

Philip Bowers



USF Health Morsani
College of Medicine

John Deppe



Rush Medical College

Joel Eisenberg



USF Health Morsani College
of Medicine

Rachel Gluck



Emory University
School of Medicine

Paulina Kaiser



Keck School of Medicine
of the University of
Southern California

Paul Kim



Duke-National University
of Singapore
Graduate Medical School

Haley Mayenkar



University of Missouri
Kansas City
School of Medicine

Jonathan Ortego



Tulane University School
of Medicine

Sora Park



Medical College
of Georgia

William Powers



Mercer University
School of Medicine

Bradley Rosenkrantz



University of Central Florida
College of Medicine

Donna Tsai



Chicago Medical School
Rosalind Franklin
University of Medicine &
Science

Resident Roster

2021-22 Psychiatry

PGY-4 Residents

Karen Giles



Medical College
of Wisconsin

Jennifer Grant



Emory University
School of Medicine

Benson Ku



Hofstra Northwell
School of Medicine

Aniket Malhotra



Maulana Azad
Medical College

Christopher Mora



Charles E. Schmidt
College of Medicine at
Florida Atlantic University

Cody Overmyer



Western Michigan University
School of Medicine

Charlotte Van Hale



University of South Carolina
School of Medicine
Greenville

Erica Weber Rymarczyk



Charles E. Schmidt
College of Medicine at
Florida Atlantic University

Chenhong "Sylvia" Zou



University of Alabama
School of Medicine

Resident Roster

2021-2022 Combined Internal Medicine/Psychiatry Residents

PGY-1 Residents

Catherine Bennett



Emory University School of
Medicine

Abigail Clark



Duke University
School of Medicine

PGY-2 Residents

Elizabeth Chang



University of Washington
School of Medicine

Katerina Saker



Emory University
School of Medicine

PGY-3 Residents

Nora Loughry



University of Maryland School
of Medicine

Margaret To



Emory University
School of Medicine

PGY-4 Residents

Nathan Scheiner



University of Minnesota
Medical School

Daiysha Smith



Brody School of Medicine at
East Carolina University

PGY-5 Residents

Kate Measom



Medical University of
South Carolina
College of Medicine

Nathan Skoller



Texas A&M
Health Science Center
College of Medicine – Dallas

2021 Program Graduates

CORE | GENERAL PSYCHIATRY

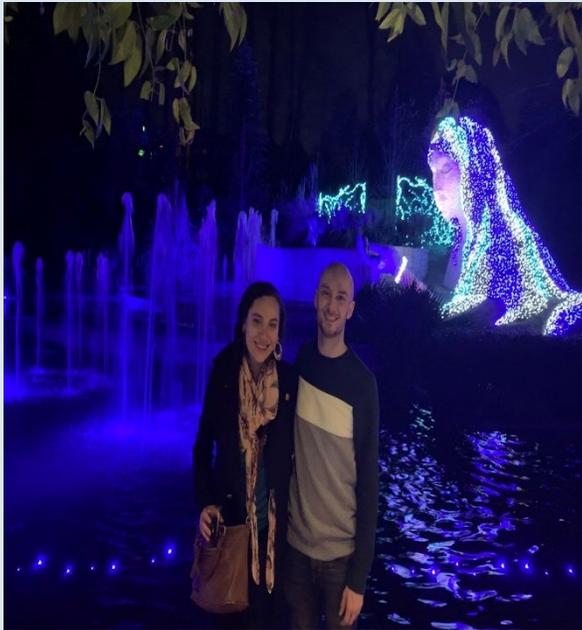
NAME	MEDICAL SCHOOL	POST RESIDENCY PLANS
Kathryn Bertacchi, MBChB	University College Cork School of Medicine	Child and Adolescent Psychiatry Fellowship, Emory University School of Medicine
Cody Browning, M.D.	Medical University of South Carolina College of Medicine	Addiction Psychiatry Fellowship, Emory University School of Medicine
Brandi Burke, M.D., M.P.H.	Michigan State University College of Human Medicine	Attending Psychiatrist, Atlanta VA Medical Center, Primary Mental Health Integration
Justin Ellis, M.D., Ph.D.	Texas Tech University Health Sciences Center School of Medicine	Assistant Professor, Grady Project ARROW, Attending, Atlanta VA
Brittany Friend, M.D.	USF Health Morsani College of Medicine	Child and Adolescent Psychiatry Fellowship, Emory University School of Medicine
Michael Lucido, M.D., Ph.D.	Jacobs School of Medicine and Biomedical Sciences at the University of Buffalo	Assistant Professor, Emory University School of Medicine, Attending Psychiatrist, Emory Transplant Clinic
Bridget McNulty, M.D., M.S.	University of Washington School of Medicine	Child and Adolescent Psychiatry Fellowship, University of Washington School of Medicine
Elon Richman, M.D.	Ben-Gurion University of the Negev Faculty of Health Sciences	Child and Adolescent Psychiatry Fellowship, Emory University School of Medicine
Adam Rudolph, M.D.	Virginia Commonwealth University School of Medicine	Assistant Professor, Emory University School of Medicine, Attending Psychiatrist, Grady Hospital Psychiatric Emergency Services
Ashley Subler, M.D.	Wright State University Boonshoft School of Medicine	Geriatric Psychiatry Fellowship, Emory University School of Medicine
David Thylur, M.D.	Keck School of Medicine of the University of Southern California	Assistant Professor, Emory University School of Medicine, Attending Psychiatrist, Grady Hospital Consultation-Liaison Service
Jack Van Bezooen, M.D.	Keck School of Medicine of the University of Southern California	Addiction Psychiatry Fellowship, University of California, San Francisco

COMBINED | INTERNAL MEDICINE & PSYCHIATRY

NAME	MEDICAL SCHOOL	POST RESIDENCY PLANS
Shan Elahi, M.D.	Duke University School of Medicine	Traditions Behavioral Health, California
Panrapee Jesse Mahautmr, M.D.	Keck School of Medicine of the University of Southern California	Traditions Behavioral Health, California

Resident Retreat & Resident Life





House Staff

General Responsibilities

Each resident participating in the Emory University School of Medicine Residency Training program (TRAINING PROGRAM) has the responsibility to:

- 1.01** Provide compassionate, timely, and appropriate patient care; accept the duties, responsibilities and rotations assigned by the resident's department Chair or the Chair's designee; abide by the rules, regulations and policies of Emory University, Emory University School of Medicine, and the hospitals to which the resident is assigned; and conform to the ethical and professional standards of the medical profession;
- 1.02** Develop a personal program of self-study and professional growth with guidance from the teaching staff;
- 1.03** Participate fully in educational activities, accept and follow direction provided by faculty members and more senior residents and, as directed, assume responsibility for teaching and supervising other residents, medical students, and other health care students;
- 1.04** Participate, as appropriate, in institutional committees and councils, especially those that relate to patient care review and activities;
- 1.05** Apply reasonable cost containment measures in the provision of patient care;
- 1.06** Obtain a GA Temporary Postgraduate Permit or a GA Medical License. Each PGY 1- PGY 7 resident/fellow participating in Emory University Residency Training program has the responsibility to obtain a GA Temporary Postgraduate Training Permit. If you already have a GA Medical License, you are not obligated to get a permit. If you are PGY 8 or higher, you must obtain a GA Medical License. Refer to sections 5.04, 5.05, and 5.06.
- 1.07** Maintain complete and up-to-date immunity and health records in the OGME;
- 1.08** Inform OGME and the Program Director of changes in address and personal phone number;
- 1.09** Inform the Benefits Section of Emory University's Human Resources Department (404-727-7613) of any events requiring a change of benefits or tax status (e.g., change in marital status, birth or the adoption of a child).

Please see the following website for additional information.

http://med.emory.edu/gme/housestaff/housestaff_policies/section1.html

House Staff Benefits

The Residency Program provides the following group benefit plans. You may also enroll your eligible dependents for health, dental and vision coverage.

<http://www.hr.emory.edu/eu/index.html>

ANNUAL STIPENDS FOR July 1, 2021 - June 30, 2022

PGY	Monthly	Annual
1	\$5,124.40	\$61,493
2	\$5,422.10	\$65,065
3	\$5,599.02	\$67,188
4	\$5,819.54	\$69,834
5	\$6,085.50	\$73,026

*(combined Internal Medicine
Psychiatry program residents)*

HEALTH CARE PLANS

Residents have the POS Health Plan. The POS Health Plan is a conventional medical plan where members pay co-pays for some services (co-pays are fixed fee amounts that you pay at the time you receive services). The POS Plan also uses co-insurance for some services (co-insurance is the portion of expense you must pay for care, in most cases, after meeting your deductible). The deductible is a set amount that typically you must pay before co-insurance starts. Refer to the Quick Guide for deductible amounts. The POS Plan also has an out-of-pocket maximum to protect you in the event you have significant medical expenses during the year. The POS Plan allows members to receive services from a national network of providers and facilities. Preventive care is covered at 100% under the POS Plan.

DENTAL PLAN

As a resident, you are eligible for participation in the Aetna PPO dental plan. Eligibility is not contingent upon participation in either of the health care options. The plan is a traditional PPO plan with an annual maximum benefit. Emory realizes that good dental health begins with routine preventive care. To this end, services received by either In- or Out-of-Network providers are covered by the plan at 100% up to reasonable and customary: oral examinations, routine cleanings and polishing, fluoride, sealants (permanent molars only), full mouth series X-rays, and space maintainers

FLEXIBLE SPENDING ACCOUNTS

These accounts are set up to accumulate money on a before-tax basis to pay eligible out-of-pocket health/dental care and dependent care expenses. There are annual minimum and maximum contribution amounts.

RETIREMENT BENEFITS

Emory offers the Medical House Staff a 403(b) Roth Plan and a 403(b) Savings Plan. Employees can make contributions to one or more of the following retirement vendors: Fidelity Investments, TIAA-CREF, and The Vanguard Group.

DISABILITY INSURANCE

After a 90-day disability waiting period, benefits are payable at 60% of salary to a maximum of \$5,000 per month.

AUTO/HOMEOWNERS/RENTERS INSURANCE

Emory University offers stipend deductions to residents for auto, homeowners and renters' insurance through MetPay (MetLife Auto & Home). The premiums are discounted, and the resident pays the entire cost.

SICK LEAVE

Twelve calendar days of sick leave per year. There is no carry-over provision.

VACATION/LEAVE

Fifteen calendar days of compensated leave per year. There is no carry-over provision.

FACULTY and STAFF ASSISTANCE PROGRAM (FSAP)

The Emory Employee Assistance Program offers a broad range of confidential, professional services, which address a variety of personal concerns, social issues, health questions, and organizational needs. Call (404) 727-4328 or visit <http://fsap.emory.edu/index.html> for more information.

ADDITIONAL OPTIONAL BENEFITS

Library Privileges

Membership in Emory Federal Credit Union

Benefits for domestic partners

Membership to recreation and fitness facilities at a reduced fee

Living in Atlanta

WHERE TO LIVE IN ATLANTA?

The Atlanta metropolitan area has a variety of housing options. Whether your tastes are downtown dwellings, neighborhood nesting's, or country comforts, our city has it all. Since you will be working at three different hospitals, location is important. Grady Hospital is in downtown/midtown Atlanta and Emory and the VA are located northeast of downtown. The longest commute from hospital to hospital is just under 8 miles and approximately 25 minutes depending on traffic. Most of our residents live in either the Midtown/Virginia Highlands area or in Decatur. The Midtown/Virginia Highlands area is very cosmopolitan, artsy, and young, and there is a lot of nightlife, eateries and shopping. This area is very close to Grady and Emory Midtown hospitals. Decatur is closer to the Emory and VA hospitals and is not quite as urban and fast-paced as the midtown area, but there still are plenty of eateries, bars and shops in the area.



#2

** Most affordable housing
(Interest.com, a Bankrate company, and
Atlanta Journal Constitution)*



ATTRACTIONS

Atlanta is host to professional sports teams in football, baseball, basketball, soccer, football, and basketball. Aside from sports, there are a multitude of other events and attractions to enjoy in Atlanta – the Black Arts Festival, Jazz Festival, Mercedes-Benz Stadium, Peachtree Road Race, Atlanta Botanical Gardens, Atlanta History Center, Georgia Aquarium, High Museum of Art, the Center for Civil and Human Rights, Fernbank Science Center, World of Coca-Cola, Six Flags Over Georgia, Zoo Atlanta, Stone Mountain Park and a host of other museums, gardens, parks, concert venues, historical attractions and arts and educational centers.

2019 RANKINGS

- #1 – Annual Top 10 Moving Destinations (Penske)
- #1 – Top Cities for Young Entrepreneurs (Under 30 CEO)
- #1 – Most Efficient Airport in North America (Atlanta Transport Research Society)
- #1 – Metro Area for Economic Growth Potential (Business Facilities)
- #2 – Top 25 Most Affordable Housing in metro areas in the U.S (Interest.com)
- #2 – America's Most Tech-Friendly Cities (PC World)
- #4 – America's Smartest Cities (MOVOTO)
- #5 – Food City in the South (Southern Living)

ATLANTA HAS: **Atlantahostel.com*

- 41 public golf courses
- 54 public parks
- 71 streets with the name "Peachtree"
- Home of the Martin Luther King, Jr. Center for Nonviolent Social Change
- The largest aquarium in the world
- The largest mall in the Southeast - Lenox Square
- The World of Coca-Cola- Atlanta Coke Museum
- The world's largest bas-relief sculpture - Georgia's Stone Mountain Park
- The largest 10K race in the world - The Annual Peachtree Road Race with 60,000 runners
- The third-largest convention center in the U.S. - the Georgia World Congress Center

COMMENTS ABOUT ATLANTA:

- "Cheap, direct flights from Atlanta to all over the world!"
- "Atlanta is an amazing city with lots of outdoor activities, like mountain biking, within an hour's drive of the city."
- "Atlanta is a foodie town. There are restaurants, festivals, and food trucks from all regions (and a lot of it is affordable)."
- "A diverse and exciting night life"
- "Tons of festivals, conventions, shows, concerts, and improv comedy"

HOW DOES MY SALARY COMPARE?

SOURCES: KnowAtlanta.com, CNN Money

A \$50,000 Salary in Atlanta is comparable to:

\$112,450 in New York City (Manhattan)

\$87,002 in San Francisco

\$72,659 in Washington, D.C.

\$58,551 in Chicago

\$68,825 in Seattle

	ATLANTA	NEW YORK	SAN FRANCISCO	WASHINGTON, DC	CHICAGO	SEATTLE
HOMES	\$251,000	\$1,345,000	\$961,000	\$675,000	\$415,000	\$497,060
RENT	\$1,250	\$4,073	\$3,210	\$3,110	\$1,475	\$1,849
MOVIES FOR 2	\$22	\$28	\$24.00	\$25	\$21	\$24
CUP OF GOURMET COFFEE	\$3.35	\$5.99	\$5.77	\$3.59	\$4.85	\$4.70
PIZZA	\$8.00	\$10.88	\$8.93	\$10.50	\$8.78	\$10.07
DENTIST VISIT	\$70.80	\$194.25	\$129.56	\$104.11	\$87.50	\$95.52
GROCERIES	\$125	\$169	\$139	\$131	\$136	\$129
DRY CLEANING	\$8.52	\$13.70	\$12.12	\$8.86	\$9.01	\$12.40

WEATHER IN ATLANTA

SOURCE: *theweatherchannel.com

FALL	SEPT	OCT	NOV
Average High/Low Temp:	82/64	73/53	63/44
Average Rainfall:	3.27	2.44	2.95
Days of Rain:	7	7	8

SPRING	MAR	APR	MAY
Average High/Low Temp:	65/44	73/50	80/59
Average Rainfall:	5.35	4.49	3.15
Days of Rain:	12	10	9

WINTER	DEC	JAN	FEB
Average High/Low Temp:	55/36	52/33	57/37
Average Rainfall:	4.37	4.45	4.53
Days of Rain:	11	11	10

SUMMER	JUNE	JULY	AUG
Average High/Low Temp:	87/67	89/71	88/70
Average Rainfall:	3.82	4.72	3.58
Days of Rain:	10	12	10

Resident Accomplishments

2020-2021

PRESENTATIONS/TEACHING:

Kathryn Bertacchi

“The Role of the Psychiatrist in Gender-Affirming Care”, Our Physical Bodies: Inside, Outside, and Growing Bite-Sized Teaching Conference, March 2021.

Philip Bowers

“Reflections on Intern Year”, Capstone Psychiatry Specialty Day, 2020.

“Now You See Me: A Reminder for the Importance of Cultural Assessments in Psychiatry”, Interesting Patient Vignettes Bite Sized Teaching Conference, August 2020.

Justin Ellis

Joint presentation with Michael Lucido at Grand Rounds in the Department of Psychiatry and Behavioral Sciences entitled Induced Pluripotent Stem Cells in the Investigation of Schizophrenia and Depression, 2020.

Jennifer Grant

“Racial Disparities in Schizophrenia Diagnosis”, Diversity Bite-Sized Teaching Conference, April 2020.

Chae Won Im

“Reflections on Intern Year”, Capstone Psychiatry Specialty Day, 2021.

Sehar Jessani

“It’s Time to Have the Talk about Borderline Personality Disorder”, Our Physical Bodies: Inside, Outside, and Growing Bite-Sized Teaching Conference, March 2021.

Paulina Kaiser

“Serotonergic Nootropics and Supplements and Their Risks”, Our Physical Bodies: Inside, Outside, and Growing Bite-Sized Teaching Conference, March 2021.

“Catatonia for Hospitalists,” Presentation to Emory University Hospital Hospitalists, 2021.

“Catatonia for Hospitalists”, Presentation to the PGY-1 Internal Medicine Residents, 2021

Benson Ku

“Psychological Impacts of Residential Mobility”, Diversity Bite Sized Teaching Conference, April 2020.

“Climate Psychiatry: What Every Psychiatrist Should Know – Implication of Environmental Policy on Mental Health.”, IPS Conference, 2019.

Michael Lucido

Joint presentation with Justin Ellis at Grand Rounds in the Department of Psychiatry and Behavioral Sciences entitled Induced Pluripotent Stem Cells in the Investigation of Schizophrenia and Depression, 2020.

Haley Mayenkar

“Reflections on Intern Year”, Capstone Psychiatry Specialty Day, 2020.

Kate Measom

Presented, and won second place, in the resident vignette competition at the Association of Medicine and Psychiatry conference in October on "Catatonia and mucositis: an unusual initial presentation of SLE", 2019.

Chance Ortego

“Treatment-Resistant Psychiatric Manifestations of Cushing’s Disease”, Interesting Patient Vignettes Bite-Sized Teaching Conference, August 2020.

Sora Park

“Reflections on Intern Year”, Capstone Psychiatry Specialty Day, 2020.

J.J. Reitz

“Reflections on Intern Year”, Capstone Psychiatry Specialty Day, 2021.

Bradley Rosenkrantz

“Brain on fire: A Case of Anti-NMDA Receptor Encephalitis”, Interesting Patient Vignettes Bite-Sized Teaching Conference, August 2020.

Nicholas Thompson

“Reflections on Intern Year”, Capstone Psychiatry Specialty Day, 2021.

Justin Trop

“Reflections on Intern Year”, Capstone Psychiatry Specialty Day, 2021.

Donna Tsai

“Catatonia for Hospitalists”, Presentation to the PGY-1 Internal Medicine Residents, 2021.

POSTERS/ABSTRACTS:

Philip Bowers

Bowers P. “Self-Enucleation in a First-Generation Immigrant: A Case Report and Cultural Management Recommendations”, Third place in the Skobba Poster Competition at the Georgia Psychiatric Physicians Association CME Winter Meeting, 2021.

Benson Ku

Ku B. “Associations between Mental Health Shortage Areas and County-Level Suicide Rates among Adults in the USA, 2010 to 2018”, First place in the Skobba Poster Competition at the Georgia Psychiatric Physicians Association CME Winter Meeting, 2021.

Ku B, Smith A, Schwartz AC. “A Sleepless Night on Ifosfamide: A Case of Mania Following Cancer Chemotherapy”, Poster presented at The Academy of Consultation-Liaison Psychiatry Annual Meeting, 2021.

Skoller NJ, Thylur DS, **Ku BS**, Mahautmr P, Schwartz AC. Mobile app usage among trainees and faculty in psychiatry: development of a mobile application to address unmet needs. Poster presentation at the American Psychiatry Association Annual Meeting, 2021.

Jesse Mahautmr

Skoller NJ, Thylur DS, Ku BS, **Mahautmr P**, Schwartz AC. Mobile app usage among trainees and faculty in psychiatry: development of a mobile application to address unmet needs. Poster presentation at the American Psychiatry Association Annual Meeting, 2021.

Kate Measom

Measom K and Scheiner N. "Covid & Catatonia: A Case Series from an Urban Safety Net Hospital." Poster presented at The Association of Medicine and Psychiatry Annual Meeting, 2021.

Nathan Scheiner

Measom K and **Scheiner N**. "Covid & Catatonia: A Case Series from an Urban Safety Net Hospital." Poster presented at The Association of Medicine and Psychiatry Annual Meeting, 2021.

Scheiner, N. "Stuck and Silent." Case Vignette Competition at The Association of Medicine and Psychiatry Annual Meeting, 2021.

Nathan Skoller

Skoller NJ, Thylur DS, Ku BS, Mahautmr P, Schwartz AC. Mobile app usage among trainees and faculty in psychiatry: development of a mobile application to address unmet needs. Poster presentation at the American Psychiatry Association Annual Meeting, 2021.

David Thylur

Skoller NJ, **Thylur DS**, Ku BS, Mahautmr P, Schwartz AC. Mobile app usage among trainees and faculty in psychiatry: development of a mobile application to address unmet needs. Poster presentation at the American Psychiatry Association Annual Meeting, 2021.

PUBLICATIONS/CHAPTERS:

Justin Ellis

Ellis JK, Walker EF, Goldsmith DR. Selective Review of Neuroimaging Findings in Youth at Clinical High Risk for Psychosis: On the Path to Biomarkers for Conversion. *Front Psychiatry*. 2020 Sep 23;11:567534. doi: 10.3389/fpsyt.2020.567534.

Alejandra Grullón

Virani S, Mitra S, **Grullón MA**, Khan A, Kovach J, & Cotes RO. (2021). International medical graduate resident physicians in psychiatry: Decreasing numbers, geographic variation, community correlations, and implications. *Academic Psychiatry*, 45 7–1.

Benson Ku

Richman EE, **Ku BS**, & Cole AG (2019). Advocating for underrepresented applicants to psychiatry: Perspectives on recruitment. *American Journal of Psychiatry Residents' Journal*, 14, 2 – 4.

Ku B. Associations Between Primary Care Provider Shortage Areas and County-Level COVID-19 Infection and Mortality Rates in the USA. *J Gen Int Med*. 21 August 2020.

Ku BS, Li J., Cathy Lally, Compton MT, & Druss BG. (2021). Associations between mental health shortage areas and county-level suicide rates among adults aged 25 and older in the USA, 2010 to 2018. *General Hospital Psychiatry*, 70. <https://doi.org/10.1016/j.genhosppsych.2021.02.001>

Ku BS, Druss BG Associations Between Primary Care Shortage Areas and County-Level COVID-19 Infection and Mortality Rates in the USA. *Journal of Gen Intern Med.* (2020). <https://doi.org/10.1007/s11606-020-06130-4>

Bremner, J.D., Gurel, N., Jiao, Y., Wittbrodt, M., Levantsevych, O.M., ... **Ku, B.S.**, Nye, J.A., Shah, A., Inan., O., Pearce, B. Transcutaneous Vagal Nerve Stimulation Blocks Stress-Induced Activation of Interleukin-6 and Interferon- γ in Posttraumatic Stress Disorder: A Double-Blind, Randomized, Sham-Controlled Trial. *Brain, Behavior, & Immunity – Health.* 2020;9:100138. doi:10.1016/j.bbih.2020.100138

Ku BS, Lally C, Compton MT, Druss BG. Neighborhood-Level Predictors of Outpatient Mental Health Service Utilization Among Persons with Comorbid Chronic Medical and Serious Mental Illnesses. *Psychiatric Services.* 2020 May 12;appi.ps.2019003.

Ku BS, Pauselli L, Manseau M, Compton MT. Neighborhood-Level Predictors of Age at Onset and Duration of Untreated Psychosis in First-Episode Psychosis. *Schizophrenia Research.* 10.1016/j.schres.2019.12.036, 2020.

Nathan Scheiner

Scheiner NS, Smith AK, Wohlleber M, Malone C, Schwartz A C (2021). COVID-19 and Catatonia: A Case Series and Systematic Review of Existing Literature. *Journal of the Academy of Consultation-Liaison Psychiatry*, S2667-2960(21)00077-X. Advance online publication. <https://doi.org/10.1016/j.jaclp.2021.04.003>

Jack Van Bezooeyen

Van Bezooeyen J, Ku B, Dunlop BW. Meal Plan Home Delivery as a Component of Care for Depression. *International Journal of Clinical Studies and Medical Case Reports.* 2021 Jun; volume 10, issue 2. DOI: 10.46998/IJCMCR.2021.10.000236

OTHER AWARDS / ACCOMPLISHMENTS:

Hannah Albritton

Recruitment Committee Member, 2021-2022

Helder Cruz Araujo

Diversity Co-Chair, 2021-2022

Kathryn Bertacchi

Co-Chief Resident, Grady Memorial Hospital, 2021-2022
Emory Resident Recognition Award, 2020-2021

Zach Bosshardt

Wellness Committee Member, 2021-2022

Philip Bowers

Recruitment Committee, 2020-2021
Emory Resident Medical Student Teaching Award, 2021

Cody Browning

PGY-4 Class Representative, 2020-2021

Brandi Burke

GMEC/GPPA Co-Representative, 2020-2021

Chief Resident, Outpatient Psychotherapy Training Program, Emory Ambulatory Services, 2020-2021

John Deppe

Co-Chair, Mentorship Committee, 2021-2022

Joel Eisenberg

Class President, 2021-2022

Justin Ellis

Co-Chief Resident, Residency Research, 2020-2021

Resident Research Award, Emory Department of Psychiatry, 2021

Karen Giles

Wellness Co-Chair, 2020-2021

Co-Chief Resident, Emory University Hospital, 2021-2022

Rachel Gluck

Recruitment Committee, 2020-2021

GMEC/GPPA Co-Representative, 2021-2022

Jennifer Grant

Diversity Co-Chair, 2020-2021

Co-Chief Resident, Grady Memorial Hospital, 2021-2022

Chae Won Im

Diversity Committee Member, 2021-2022

Sehar Jessani

Recruitment Co-Chair, 2019-2020

Class President, 2020-2021

Paulina Kaiser

Recruitment Co-Chair, 2020-2021

Social Co-Chair, 2021-2022

Wellness Committee Member, 2021-2022

Website Committee Member, 2021-2022

Karyn Korsah

Social Committee, 2020-2021

PGY-3 Class Co-Representative 2020-2021

Diversity Co-Chair, 2020-2021

Diversity Leadership Fellow, American Psychiatric Association, 2021

Benson Ku

Honorable Mention, NIMH Outstanding Resident Award Program, 2020

Resident Research Award, 2020

GMEC/GPPA Co-Representative, 2020-2021

Chief Resident, Research Track, 2021-2022

Research Chair, 2021-2022

AQA Postgraduate Fellowship Award, Alpha Omega Alpha Honor Medical Society, 2020

Walter Wellborn Fellowship Award (project to investigate the relationship between neighborhood residential instability and conversion to psychosis among youth at clinical high risk for psychosis), 2021-2022

Aniket Malhotra

Recruitment Co-Chair, 2020-2021, 2021-2022

Co-Chief Resident, Grady Memorial Hospital, 2021-2022

Haley Mayenkar

Selected to join the Health Equity, Advocacy, and Policy (HEAP) GME Track cohort, 2021-2022

Nora Loughry

Social Co-Chair, 2020-2021

Michael Lucido

Co-Chief Resident, Residency Research, 2020-2021

Participant - APA MindGames competition, a national residency team competition to test knowledge on patient care, medical knowledge and psychiatric history, 2020 and 2021

Resident Research Award, Emory Department of Psychiatry, 2021

Michael McGrath

PGY-1 Class Representative, 2021-2022

Chris Mora

PGY-4 Class Representative, 2021-2022

Haley Mayenkar

Social Co-Chair, 2020-2021

Social Committee Member, 2021-2022

Kate Measom

Distinguished Resident, Emory House Staff Organization, 2021

Walter Wellborn Fellowship Award (An Ongoing Collaboration between Emory University and Georgia: Providing Psychiatric Services and Education at the National Center for Tuberculosis and Lung Diseases and the Tbilisi State University and Medical School in Tbilisi, Georgia), 2021-2022

Chance Ortego

Recruitment Co-Chair, 2021-2022

Cody Overmyer

Chief Resident, Atlanta VA, 2021-2022

Sora Park

Wellness Co-Chair, 2021-2022

William Powers

PGY-2 Class Representative, 2020-2021

PGY-3 Class Representative, 2021-2022

Bradley Rosenkrantz

Education Chair, 2020-2021, 2021-2022

Social Committee, 2020-2021

Book Club Lead, 2021-2022

Adam Rudolph

Co-Chief Resident, Grady Memorial Hospital, 2020-2021

Emory Resident Recognition Award, 2020-2021

Erica Rymarczyk

Mentorship Chair, 2020-2021

Co-Chief Resident, Outpatient Psychotherapy Training Program and Ambulatory Services, Emory, 2021-2022

Brandon Sims

Diversity Co-Chair, 2021-2022

Daiysha Smith

Chief Resident, DEI, 2021-2022

3rd Place, Resident Clinical Vignette Presentation, Association of Medicine and Psychiatry Annual Meeting, 2020.

Ashley Subler

Chief Resident, Emory University Hospital, 2020-2021

Emory Resident Recognition Award, 2020-2021

Participant - APA MindGames competition, a national residency team competition to test knowledge on patient care, medical knowledge and psychiatric history, 2021

Emory Psychiatry PRITE Performance Award, 2021

Maggie To

1st Place, Clinical Vignette Poster competition, Internal Medicine Research Day, 2021

Justin Trop

PGY-1 Class Representative, 2020-2021

PGY-2 Class Representative, 2021-2022

GMEC/GPPA Co-Representative, 2021-2022

David Thylur

Medical Student Resident Teaching Award, 2020

Participant - APA MindGames competition, a national residency team competition to test knowledge on patient care, medical knowledge and psychiatric history, 2020 and 2021

Walter Wellborn Fellowship Award, 2020-2021

Jack Van Bezooyen

Chief Resident, VA Medical Center, 2020-2021
Emory Resident Recognition Award

Tyler Vanderhoof

Distinguished Resident, Emory House Staff Organization, 2021

Charlotte Van Hale

Co-Chief Resident, Emory University Hospital, 2021-2022
Co-Chair, Mentorship Committee, 2021-2022
Walter Wellborn Fellowship Award (certification through the Institute for Functional Medicine), 2021-2022

Margaret Wohlleber

Social Co-Chair, 2021-2022
Selected to join the Medical Education GME Track cohort, 2021-2022

Sylvia Zou

Wellness Co-Chair, 2020-2021
Co-Chief Resident, Outpatient Psychotherapy Training Program and Ambulatory Services, Emory, 2021-2022



EMORY
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SCHOOL OF
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