Tuesday, March 1, 2011

No Grand Rounds: Resident Exam

Tuesday, March 8, 2011 will be held in 409-410L

“Practical Strategies for the Treatment of Patients with Schizophrenia”

Learning Objectives: 1) Recognize criteria for remission and recovery in patients with schizophrenia. 2) Evaluate patients for the potential to achieve these outcomes and implement strategies directed towards these goals. 3) Recognize how clinical practice guidelines relate to the individualized treatment of patients with schizophrenia. 4) Integrate strategies that will help to improve the effective use of medications by patients with schizophrenia.

Diana O. Perkins, MD, MPH, Professor and Medical Director of OASIS (Outreach and Support Intervention Services), University of North Carolina, School of Medicine Chapel Hill, NC

Tuesday, March 15, 2011 will be held in 409-410L

“Informed consent: discussing suicide risk in mental health treatment “

Learning Objectives: 1) Describe three essential elements for informed consent, 2) Explain to patients the nature of risk for suicide attempt and death by suicide associated with common psychiatric conditions, 3) Include 6 distinct components describing risk for suicide in informed consent documents

Craig J. Bryan, PsyD, ABPP, Department of Psychiatry, UTHSCSA, San Antonio, TX

Tuesday, March 22, 2011 will be held in 409-410L

“Serotonergic Alterations in the Brain of Suicides“

Learning Objectives: 1) Following the lecture, individuals should know that there is a distinct profile of serotonergic abnormalities in the brain of suicides, 2) the importance of anatomical specificity (location, location, location…) will be highlighted during the lecture.

Victoria Arango, PhD, Professor of Clinical Neurobiology (in Psychiatry), Columbia Psychiatry, Columbia University Medical Center, New York, NY

Tuesday, March 29, 2011 will be held in 409-410L

“The Teen Species“

Learning Objectives: 1) Learning about how the Adolescent brain develops; 2) How adolescent brain development relates to adolescent behavior; 3) How Learning about adolescent brain development and behavior influences diagnostic care and treatment compliance

Abigail A. Baird, PhD, Assistant Professor, Department of Psychology, Vassar College, Poughkeepsie, NY

*The Psychiatry Grand Rounds Planning Committee (W. Burleson Daviss, MD, Pedro L. Delgado, MD, Jody M. Gonzales, PhD, Alan Peterson, MD, Jennifer Potter, PhD, MPH and Peter Thompson, MD) has no relevant financial relationships with commercial interests to disclose. The University of Texas Health Science Center at San Antonio School of Medical is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians. The University of Texas Health Science Center at San Antonio School of Medical designates this educational activity for a maximum of 1.25 AMA PRA Category 1 Credits™. Physicians should only claim credit commensurate with the extent of their participation in the activity. The Texas State Board of Psychologists recognizes each session for Category 1 Continuing Education credit. The learning objectives for Grand Rounds include: Gaining a greater understanding of etiology of psychiatric illness, improving diagnostic skills, obtaining greater sophistication in psychopharmacologic effects and treatments, and improving psychotherapeutic understanding and treatment skill