Cambridge Health Alliance

Child & Adolescent Psychiatry Fellowship Program 2015-2016

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The CHA Training Program in Child & Adolescent Psychiatry Fellowship

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Cambridge Health Alliance and Its Mission

Since 1964, the Cambridge Hospital (now Cambridge Health Alliance, or CHA) has provided a model of innovative, community-oriented healthcare in which trainees from all psychiatric disciplines have developed their skills. The CHA mission is to improve the health of the Massachusetts communities we serve. As a safety-net healthcare system, CHA has been on the cutting edge of healthcare reform, and has received national recognition for its innovative work. In 1988, the Victims of Violence Program at CHA received the Gold Award from the American Psychiatric Association for innovative hospital and community service. In 1993, CHA was honored with the Foster G. McGraw Prize for service to the community; in 2001, CHA received three Safety Net awards for Open Access Patient Scheduling, Domestic Violence Programming, and Cultural and Linguistic Competency. In 2001, the Robert Wood Johnson Foundation selected CHA as one of seven healthcare systems for a “Pursuing Perfection” grant to transform healthcare delivery. In 2003, CHA was again honored with APA’s Gold Award, this time for its innovative work in providing a restraint-free environment on its child inpatient psychiatric unit. In 2007, the National Association of Public Hospitals and Health Systems presented the Chair Award to CHA for its integrated medical student clerkship program. And in 2009, CHA was selected as a national best practice site for team development by the Commonwealth Fund Safety Net Medical Home transformation initiative.

As part of its 2015 strategic planning process, CHA is poised to become an Accountable Care Organization. This “medical home” model would involve CHA receiving global insurance payments from private, state and federal insurers in exchange for providing integrated care to a community of patients. To this end, CHA developed an affiliation with the Beth Israel Deaconess Care Organization (BIDCO) in 2014. The integrated care model for adult patients is underway, and the model for child/adolescent integrated care is being rolled out this year, with services already in place at several pediatric clinics. This model will enhance our ability to focus on preventative care and well as treatment, and offer earlier interventions for the children and families we serve.
CHA Training in Child Psychiatry

Training and education are key elements of CHA’s mission. The CHA child psychiatry fellowship training program has its roots in psychodynamic and psychoanalytic therapies, cultural competence and community based care. While continuing to nurture this tradition, the program also trains fellows in other evidence-based treatment modalities in the service of a comprehensive biopsychosocial model. Our values include training highly ethical, independent and responsible physicians who will give excellent psychiatric care to children and families using an integrative approach to child psychiatry that fits the needs of individual patients and their families.

The training experience is designed to develop and strengthen fellows’ abilities to develop a biopsychosocial formulation and treatment plan, and implement appropriate and effective treatments. Fellows are taught to consider different modalities of treatment based upon the family’s preferences for services, the efficacy and cost-effectiveness of certain methods for particular disorders, the capacity of a child and family to engage in treatment, and the level of supporting evidence. The range of psychotherapy techniques taught includes: intensive psychodynamic individual psychotherapy, intensive family therapy, brief and focused individual and family therapies, psychopharmacology, supportive psychotherapy, cognitive behavioral psychotherapy, psycho-educational interventions, and group therapy (including dialectical behavior group therapy).

The two-year training program includes a combination of didactics, clinical rotations, and independent scholarly work. Currently, eight to ten hours a week are protected for didactic learning. Weekly seminars cover a variety of topics pertinent to our field, including psychotherapy, psychopharmacology, human development, and scholarly activities. Clinical rotations occur throughout both years. The first year is divided into five 10-week blocks in Adolescent, Inpatient, Child Inpatient, Psychiatric Emergency and Residential Consultation, Consultation-Liaison, (including both inpatient and outpatient consultation), and Elective. In addition, briefer rotations within each block focus on issues such as developmental disorders, pediatric neurology, preschool-age development and consultation, early intervention observation, wrap-around care, and consultation to state agencies. Also in the first year, trainees begin their longitudinal outpatient experience in both psychotherapy and psychopharmacology. Finally, the first year fellows rotate through an interdisciplinary outpatient diagnostic evaluation team to learn the skills needed to conduct outpatient assessments.

The second year is focused on seeing a diverse outpatient population for a full range of outpatient treatments. In addition, second-year fellows learn about forensics in probate/family and juvenile court clinic settings, and school consultation. Eight hours a week throughout the second year is available for elective time and scholarly activity. All second-year fellows complete a Clinical Scholarship Project. Fellows in both years participate in quality improvement initiatives and case presentations. The Training Program in Child and Adolescent Psychiatry at Cambridge Health Alliance recruits five fellows per year. Interested applicants should submit an application via ERAS by October 15, 2015. Interviews will be offered in September through the beginning of December.
The match list is submitted in mid-December and match results announced in January for the following training year. We accept fellows only after their PGY-III year of training (or beyond) who have passed USMLE III, completed required Clinical Skills Verification Exams, and met all ACGME requirements for general psychiatry. Our program participates in the NRMP match for fellows in Child and Adolescent Psychiatry. We are an equal opportunity employer and training program and seek to recruit minority trainees and faculty members who will assist us in providing services to minority groups in our community.

**CHA Child and Adolescent Psychiatry Training Program: First Year**

The first year is divided into five blocks of ten weeks each. In addition, Wednesday and Thursday afternoons are devoted to a longitudinal outpatient experience throughout the year.

**Child Assessment Unit (CAU) Block**
- Child Inpatient, Cambridge Hospital, 7th floor (27 hours/week for 10 weeks)

**Adolescent Assessment Unit (AAU) Block**
- Adolescent Inpatient, Cahill 3, Cambridge Hospital (27 hours/week for 10 weeks)

**Psychiatric Emergency and Residential Consultation Block**
- Psychiatric Emergency Services (Cambridge Hospital ED, 8 hours/week for 10 weeks)
- Psychiatric Transitional Service (Cambridge Hospital Cahill 1, 3 hours/week for 10 weeks)
- Residential Consultation (Walden Street School, Justice Resource Institute, 6 hours/week for 10 weeks)
- Early Intervention Observation (The Guidance Center, 3 hours/week for 10 weeks)
- Community Service Agency (Cambridge Youth Guidance Center, 5 hours/week for 10 weeks)

**Consultation/Liaison Block**
- Inpatient pediatrics consultation, Tufts Medical Center (6 hours/week for 10 weeks)
- Outpatient pediatrics consultation, MIT Pediatric Clinic, Cambridge (4 hours/week for 10 weeks)
- Outpatient pediatrics consultation, CHA Windsor Street Pediatrics, Cambridge (4 hours/week for 10 weeks)
- Consultation to State Agencies (Depts. of Mental Health and Children and Families, various locations (3 hours/week for 10 weeks)

**Elective/Scholarly Activity Block**
- Independent clinical and scholarly activity time (8 hours/week for 10 weeks)
- Developmental disorders, office of Karen Levine, PhD (3 hours/week for 10 weeks)
- Neuropsychological Testing observation (6 hours)
- Pediatric Neurology, Lurie Center for Autism (4 hours/week for 10 weeks)
- Preschool Observation and Consultation, Early Years Program and Peabody Terrace Children’s Center (3 hours/week for 10 weeks during the Elective Block)
- Evaluation team (3.5 hours/week for 10 weeks during the Elective Block)

**Longitudinal Outpatient Experience** (Cambridge Hospital, Macht Building)
- Psychotherapy (individual, group and family, 3 hours/week for 52 weeks)
- Precepted psychopharmacology clinic (3 hours/week for 52 weeks)
Rotations: First Year

I. Inpatient

• Child Assessment Unit (CAU), Cambridge Hospital - 10 weeks
  This clinical experience gives fellows the opportunity to work with multidisciplinary staff, gain experience negotiating with outside systems such as the Department of Children and Families, the Department of Mental Health, and the wrap-around services of the Children’s Behavioral Health Initiative. Fellows develop assessment and treatment skills with oversight and supervision from inpatient psychiatric attendings and visiting faculty. The Interim Rotation Supervisor of the CAU rotation is Dr. Theo Murray.

Patients range in age from 2 to 13; approximately 30% are from Cambridge and Somerville, while 70% are drawn from a wider geographic area. The patients represent a diverse socioeconomic, ethnic, and cultural mix and present with a wide range of diagnostic problems, including post-traumatic, disruptive, mood, psychotic, and developmental disorders. Clinical focus is on accurate diagnostic assessment, including individual and family evaluations, and broad-based treatment, including psychopharmacology, family work and milieu therapy. The unit has been involved in a major research project with Ross Greene, PhD, using his Collaborative Problem Solving approach to manage aggressive behavior and eliminate the use of restraint and seclusion. The unit has also developed a family-centered model of care.

Educational activities include: Weekly interview and case formulations conference with outside faculty; weekly family therapy case conference; weekly clinical supervision from outside faculty; weekly supervision with an onsite supervisor; co-leading a group to promote self-regulation; and informal supervision from psychiatric and psychology staff.

Teaching opportunities include supervising medical students, adult psychiatry and pediatric residents. Fellows also are expected to present and implement evidence-based treatment plans in team meetings.

II. Inpatient

• Adolescent Assessment Unit (AAU), Cahill 3, Cambridge Hospital - 10 weeks
  The AAU rotation provides a rich clinical experience with adolescents and their families involving close work with multidisciplinary staff in a team format, both as primary clinician on cases and as the medication consultant. Fellows gain experience negotiating with outside systems and presenting evaluations in teams and to outside providers in systems meetings. The Interim Rotation Supervisor of the AAU rotation is Dr. Gloria Carrera.

This unit has 14 inpatient beds. The population ranges in age from 12 to 19, with approximately 50% of patients from the local Cambridge/Somerville area and 50% from the greater Massachusetts and New England regions. Like the CAU, the patients represent a diverse socioeconomic, ethnic and cultural mix. CHA provides access to an award-winning interpreter service including ASL for deaf and hard-of-hearing patients. The AAU serves a wide range of adolescents with diagnoses including: PTSD, mood disorders, psychotic disorders, substance abuse, ADHD, and other disruptive disorders. Systems work involves school and program (residential) consultation.
Faculty on both inpatient units include child and adolescent psychiatrists, social workers, psychologists, nurse managers, staff nurses, and milieu counselors. Faculty members are experienced in assessment, psychotherapy, play therapy, behavior modification, psychopharmacology, substance abuse, and family therapy.

Educational activities include: Weekly interview and case formulations conference with outside faculty; biweekly addiction case conference; clinical and psychopharmacology supervision from faculty; weekly supervision with an onsite supervisor; and informal supervision as needed. Fellows also co-lead a supervised dialectical behavior therapy group. Teaching opportunities include: Supervising medical students, general psychiatry residents, and pediatric residents.

II. Psychiatric Emergency and Residential Consultation

- The Cambridge Hospital’s Psychiatric Emergency Service (PES):
The PES is a consultation service based in the medical emergency room. It is the entry point for all acute psychiatric services, and also provides evaluation and urgent treatment to children, adolescents, adults, and families. Patients seen by the PES team are children and adolescents aged 18 and under, though adolescents outnumber latency age children, with an equal number of male and female patients. The Rotation Supervisor of the PES experience is Dr. Theo Murray, who provides supervision for each case seen and in weekly 1:1 and staff meetings.

Emergency assessments are directed at determining patient needs for acute stabilization and appropriate/least restrictive level of care.

Fellows spend 8 hours a week for 10 weeks on this rotation. The Cambridge Hospital’s Psychiatry Transition Service (PTS)
The PTS is a consultation service based in Cahill 1, next door to the medical emergency room. It serves youth who were recently seen by the PES team in the ER and are in need of urgent follow-up as a bridge to outpatient care or as a means for supportive re-evaluation following the acute presentation. As with the PES, patients seen by in the PTS are youth aged 18 and under. The Rotation Supervisor of the PTS experience is Dr. Amy Mayhew, who provides supervision for each case seen and in weekly 1:1 and staff meetings.

- **Residential Consultation rotation**
The Walden Street School is a therapeutic residential program of the Justice Resource Institute for young women offering a specialized trauma-informed approach, known as Attachment, Self-Regulation, and Competency (ARC). Fellows spend one day per week under the supervision of Dr. Kerry-Ann Williams participating in treatment team, groups, and milieu treatment of students at the residential school

The Community Service Agency (CSA) rotation at The Guidance Center

This rotation introduces fellows to wrap-around services offered in the setting of a community mental health center. These services are offered through the Massachusetts’ Child Behavioral Health Initiative (CBHI), an innovative statewide reform of public child mental health care emphasizing strengths-based, wrap-around community supports. Fellows participate in team evaluations of children and families, join staff on home visits, and develop a comprehensive treatment plan. Becoming more familiar with community-based resources, working within a multidisciplinary treat-
ment team, and acting as a psychiatric consultant to CBHI service providers are also critical goals of this rotation. The rotation supervisor is Kimberly Martin-Conley, LICSW.

Early Intervention Observation
Fellows spend one morning per week with the Early Intervention program at The Guidance Center. This experience involves observation of Early Intervention groups and of home-based assessments under the supervision of Kathy Kelts, LICSW. Fellows learn how preventive strategies are practiced in a state-supported program. Fellows also deepen their theoretical and practical understanding of normal development at this stage of life, and learn to distinguish it from clinical pathology.

IV. Consultation/Liaison

- **Inpatient Consultation-Liaison**
  The Floating Hospital for Children at Tufts Medical Center in downtown Boston is a 100-bed pediatric tertiary care hospital within Tufts Medical Center. CHA Fellows rotate at the hospital performing inpatient consultations on children and adolescents who have a wide range of concerns including psychological difficulties associated with pediatric illness, unexplained somatic symptoms, child abuse and neglect, pain management and problems managing chronic illness. In addition, fellows participate in more specialized inpatient consultation experiences on both the Pediatric Intensive Care Unit and the Bone Marrow Transplant Unit at the Floating Hospital. Fellows spend approximately 16 hours per week over a 10-week period at Tufts performing clinical consultations, presenting cases, attending a teaching conference, and receiving supervision. The rotation supervisor and C/L director is currently Dr. John Sargent, Chief of Child and Adolescent Psychiatry at Tufts. Fellows will also teach consultation psychiatry to Tufts Medical Students. All fellows also have weekly supervision with Dr. Sargent.

- **Outpatient Consultation-Liaison**
  The Integrated Care Consultation-Liaison rotation at CHA’s Windsor Street Pediatric Clinic gives first-year fellows the opportunity to work in an integrated care model for 4 hours a week for 10 weeks. Child psychiatrists Katherine Grimes, MD, and Cecil Webster, MD, in collaboration with pediatrician Greg Hagan, MD, (Chief of Pediatrics) work together with the rotating fellow to identify patients requiring psychiatric consultation. Pediatric residents from the Massachusetts General Hospital also participate in the experience. Some consultations are scheduled ahead of time; others are ad hoc in real time, based on Dr. Hagan’s assessment during a sick visit or well-child check. As health care nationally moves towards an Accountable Care Model of delivery, this innovative rotation is designed to prepare fellows for the future of integrated pediatric health care. Fellows also work with pediatric residents to learn outpatient pediatrics and teach on child psychiatry topics. Outcomes are being assessed for this clinic and there is an opportunity to be involved in healthcare delivery research with Drs. Grimes and Hagan. The Outpatient Pediatrics Consultation/Liaison rotation at the Massachusetts Institute of Technology (MIT) Health Services provides pediatric care to the children of students, faculty and general employees at the university. Fellows spend one afternoon (4 hours) a week for 10 weeks seeing children and families referred by their MIT pediatricians for a variety of psychiatric concerns. They then discuss the case in supervision with Dr. Deborah Kulick, the rotation supervisor. Fellows learn about the consultative frame in general and consul-
tation to pediatricians in particular. There is also the opportunity to follow one MIT case for outpatient mental health treatment at the Cambridge Hospital clinic.

- **Systems Consultation to State Agencies**
  The MA Department of Mental Health (DMH) is a state agency that sets the standards for the operation of mental health facilities and community residential programs and provides clinical, rehabilitative, and supportive services for adults and children with serious mental illness or serious emotional disturbances. The Department for Children and Families (DCF) is the child welfare agency in Massachusetts. During this 10-week rotation, first year child psychiatry Fellows will spend 3 hours a week accompanying the faculty during weekly consultations to DMH and DCF at various sites within our catchment area.

  Fellows are supervised by Dr. Nandini Talwar, a DMH child and adolescent psychiatrist who has extensive experience working with state and community agencies. During the consultation, the trainees participate in discussions of complicated cases presented by DCF case managers and supervisors. Trainees learn about services and opportunities provided by state agencies, criteria for eligibility for services from state agencies, the process of investigation and assessment for allegations of abuse and neglect, as well as the various dilemmas and limitations faced by agencies when working with families and clients. Fellows will also participate in monthly meetings with the group of senior DMH child psychiatrists to discuss a variety of topics including high risk and complicated cases, changes and trends in the mental health system in MA, and other important issues related to public mental health care for children. In addition, the fellows will participate in a once a month interagency meeting with representation from DMH, DCF, DDS (Department of Developmental Services), DYS (Department of Youth Services), Department of Education and the Department of Public Health. This meeting provides updates about services and changes in each of the participating state agencies as well as a forum for consultation to high-risk and underserved families who are in need of services from more than one agency.

**V. Elective/Scholarly Activity**

Independent clinical/scholarly activity
This rotation provides 8 hours per week for 10 weeks of elective time so that fellows can pursue scholarly activities or quality improvement in their own particular area(s) of interest, meet potential mentors, and prepare for their clinical scholarship and elective time in the second year.

- **Developmental Disorders/Intellectual Disability**
  Fellows spend approximately 2.5 hours a week for 10 weeks during the Elective rotation observing evaluations at the office of Dr. Karen Levine, an award-winning developmental psychologist, in Lexington. The experience gives fellows exposure to young children with a range of developmental disorders including Autism Spectrum Disorders, with or without intellectual disability, and to various systems of care for these children and adolescents. Uses of play in assessment and treatment of this population are emphasized.

- **Preschool Observation and Consultation**
  The Early Years program is a consultation service provided by the Cambridge Department of Health to any Cambridge-based preschool or daycare. Early Years consultants (three clinical social workers) assess children in their classroom setting and provide feedback and
recommendations to teachers and staff. Fellows join the Early Years team meeting every second week support the consultation process and have opportunities to participate in educational activities offered to parents and preschool staff (“Ask the Doc” evenings). The rotation supervisor is Dr. Malak Rafla.

The Peabody Terrace Children’s Center is a Harvard-affiliated preschool for health children ranging in age from 2 months to 5 years who are primarily children of Harvard University faculty, students, and staff. The children are divided into several age-based “classes,” each of which is designed to meet the developmental needs of its assigned group. Supervision is provided by Susannah Sherry, MD.

Fellows spend 2.5 hours every second week for 10 weeks on this rotation. The experience allows the fellows to observe preschool children who are, for the most part, on track developmentally in a group setting while providing consultation to pre-school staff on those children who present with developmental, social, emotional, communication, or other potential concerns. Fellows spend 1.5 hours weekly in observation of one of two preschool toddler or infant classrooms and consult with teachers and the center director as needed.

During this rotation, the fellow functions as an observer and a consultant without any direct clinical responsibility. In addition, fellows may be asked to provide an in-service teaching session to staff during the rotation.

**Pediatric Neurology**

The fellows spend one morning a week for 10 weeks at the Lurie Center for Autism in Lexington, MA. They learn to take a pediatric and neurological history with a particular emphasis on birth and early development. School histories are also detailed. Areas addressed include the subtleties of abnormalities in processing and modulating sensory input (auditory, visual, and tactile), difficulties in perception and/or medical conditions that are mistaken for psychiatric or behavioral disorders. Fellows review and perform a neurological evaluation, including cranial nerves, motor (fine motor, gross motor, and balance), and sensory and mental status assessments. Fellows are taught and expected to dictate a complete report on the patients they have evaluated which are then reviewed by the supervising neurologist Dr. Ann Neumeyer.

**Neuropsychological Observation**

During the neurology rotation in the Elective block, fellows will spend six hours observing neuropsychological testing of children with Laura Gaugh, PsyD. Fellows observe in-depth evaluations of cognition, emotions, language, and development with youth and participate in feedback sessions with families.

**VI. Longitudinal Outpatient Experience – First Year**

The Cambridge Hospital Child and Adolescent Outpatient Service is located at the Macht Building and provides evaluation and treatment to children from ages 3 to 18, approximately 60% of whom are male and 40% of whom are female, with a relatively even split between children and adolescents. These children are most commonly diagnosed with disorders of adjust-
ment or trauma, depression, anxiety, and disruptive behaviors (ADHD, ODD). School behavioral problems, learning disabilities, physical or sexual abuse, and family disorganization are frequently part of the clinical picture. The cultural and ethnic mix of patients includes Portuguese, Latino, and Haitian. Treatment of such families is facilitated by CHA’s excellent interpreter services.

The Child Ambulatory Service provides approximately ten thousand visits per year. Clinical services available at the Macht building on our main campus include a psychotherapy clinic, a psychopharmacology clinic, a neuropsychological and developmental testing program, a clinic for deaf and hard-of-hearing children, a family therapy clinic, and a group therapy program.

In addition to the Macht outpatient service, children and adolescents are seen by our staff at local school-based health centers, at CHA community pediatrics and family medicine clinics in an integrated primary care model, and at regional residential treatment and educational facilities. CHA providers also consult to the Cambridge Police Department (Safety Net Program), to Cambridge preschool and daycare centers (Early Years Program), and to primary care providers in the Cambridge region (Massachusetts Child Psychiatry Access Project).

Team Evaluation Clinic
First-year fellows spend 10 weeks during their Elective rotation on a weekly 3.5-hour Evaluation Team. The team is multidisciplinary (psychiatry, psychology, family medicine, pediatrics, nursing, medical students) and provides in-depth initial assessments of families over two sessions. This setting provides an excellent opportunity for fellows to observe senior faculty interview patients, to receive direct feedback on their own interviewing skills, to practice in-depth biopsychosocial formulation skills (both written and in presentation to the team), to learn local resources and systems available for families, and to work together in a team setting to think through diagnostic formulations and treatment plans.

Outpatient Psychotherapy Clinic
Fellows spend their time learning and providing psychotherapy and psychopharmacology to diverse populations. The essential experience includes family work, individual psychodynamic psychotherapy, supportive and cognitive/behavioral interventions, consultation with community agencies and schools, and general clinical case management. Many cases will involve combined treatment (both psychotherapy and medications).

First year fellows have at least three therapy hours a week, primarily for psychotherapy, but also for evaluations, family work, and case management. First-year fellows receive a minimum of 2 hours of weekly outpatient supervision.

Precepted Psychopharmacology Clinic
The 3-hour psychopharmacology clinic is devoted to the medication management of patients in a split treatment model. It is precepted by an attending child psychiatrist who is available to help fellows with diagnostic interviewing and treatment planning, to answer any questions the trainee may have, and to guide fellows’ self-directed learning about evidence-based treatments in clinical practice. Preceptors provide feedback on interviewing skills and documentation. Current preceptors are Malak Rafla, MD; Susan Walker, MD; and Nicholas Carson, MD.
CHA Child and Adolescent Psychiatry Training Program: Second Year

Outpatient Clinic
• Psychotherapy (individual, group and family, 7.5 hours/week for 52 weeks), Cambridge Hospital
• Precepted psychopharmacology clinic (4.5-5 hours/week for 52 weeks), Cambridge Hospital and The Guidance Center
• Urgent Evaluation Services (as needed, estimated 2 hours/month)

Consultation/Liaison
• School consultation, Cambridge/Somerville public schools (3 hours/week for 40 weeks)
• Forensic consultation, Middlesex Probate/Family Court Clinic and Adolescent Consultation Services to the Middlesex Juvenile Court Clinic, Cambridge (4 hours/week for 26 weeks)

Elective/Scholarly Activity
• Independent Clinical/Scholarly Activity Time (8 hours/week for 52 weeks)

Rotations: Second Year
I. Outpatient
   The CHA Child and Adolescent Outpatient Service provides evaluation and treatment to children from ages 3 to 18, 60% of whom are male and 40% of whom are female. The clinic population is evenly split between children are 12 or under, half are 13 or older.

   These children are most commonly diagnosed with attention-deficit/hyperactivity disorder, adjustment disorders, depressive disorders, post-traumatic stress disorder, anxiety disorders, and oppositional defiant disorder. The clinic also treats youth with autistic spectrum disorders, bipolar disorder, psychotic disorders, and substance user disorders. School behavioral problems, learning disabilities, physical or sexual abuse, and family disorganization are frequently part of the clinical picture. The cultural mix of patients includes Latino, Haitian, and Portuguese, as well as a variety of other ethnicities.

   The Child Ambulatory Service handles approximately ten thousand visits per year. Among the components of the service are a psychotherapy clinic, a psychopharmacology clinic, and a unique clinic for deaf and hard-of-hearing children. In addition, services are provided within both school-based health clinics and neighborhood health centers.

   Outpatient Psychotherapy Clinic
   Second-year fellows continue their work in evaluating and treating children and families. The emphasis is on a flexible approach and increasing fellows’ breadth and depth of treatment modalities. The fellows are expected to have a minimum of eight clinical hours of outpatient psychotherapy, including co-leading a weekly outpatient group. Second-year fellows have 3-4 hours of weekly outpatient supervision. This includes 2 hours of individual supervision for psychotherapy in addition to group CBT supervision, group supervision for groups, and group supervision for school consultation.

   Precepted Psychopharmacology Clinic
   Second-year fellows spend approximately 4.5-5 hours a week over 2 afternoons all year long performing psychopharmacology evaluations and medication management in a split-treatment model. Fellows are primarily assigned either to the Outpatient Department at CHA or to both CHA OPD and a CHA-affiliated site in the community. Dr. Debra Rosenblum and
Dr. Dee Shaligram are the CHA OPD clinic preceptors. Currently the community site is The Guidance Center, where the rotation is precepted by their medical director, Dr. Tyrone Williams. Preceptors provide feedback on interviewing skills, treatment planning, coordination of care, coding, and documentation. Time each week is devoted to supervision of cases and didactics focusing on the review of seminal articles in pediatric psychopharmacology.

**Urgent Evaluation Service**
Second year fellows will spend approximately five months performing clinical assessments of youth who have been referred to the Macht Outpatient Clinic due to acute mental health problems that fall short of requiring an emergency room evaluation but are concerning for potential significant decline prior to a regular outpatient evaluation. Such referrals are seen within one week of referral. These evaluations are supervised by the fellow’s outpatient supervisors or, where there is a need to discuss the case immediately, by the on-call child psychiatry attending in the emergency room.

**II. School Consultation**
The Cambridge and Somerville Public School systems serve a diverse ethnic and socioeconomic community from kindergarten through grade 12. Child psychiatry fellows spend three hours per week for 9 months in consultation to a diverse cultural public student population.

Fellows either chose to work in an elementary/middle school (kindergarten through eighth grade) or high school according to their interest, exposure to different age groups and availability of placement. The elementary school age group is from five years old to fourteen years old and the high school population is from fourteen years old to eighteen years old. The school population is a highly culturally diverse population representing a broad range of socioeconomic backgrounds from Cambridge communities.

Fellows participate on a “Teacher Assistance Team” one hour per week. This is a multidisciplinary team where strategies are generated to support students who are struggling and is an effort also to support appropriate referrals of students to special education. Fellows also provide one hour a week of consultation to the staff that work with the “wrap around” classrooms in their school. The students in the separate “wrap around” classroom have severe emotional disturbances (mood disorder, PTSD or ADHD for example) and often have learning disorders. Fellows will often run groups with a school psychologist that are either adjustment groups or provide practical social skills to students. Fellows also do up to three evaluations of students with safety concerns (e.g. aggressive behavior) under close supervision by request of the Office of Special Education. These assessments often clarify diagnosis and help with understanding the treatment obstacles and how to manage a particularly challenging student.

This rotation is supervised by Nancy Rapaport, MD, Director of School-Based Mental Health Programs for the Cambridge Health Alliance.

**III. Forensic Consultation**
Probate and Family Court: The Family Service Clinic is a department of the Middlesex Probate and Family Court. It has offices in Cambridge. The clinic staff performs comprehensive evaluations of families following parental separation in which custody and visitation
of minor children are disputed issues. These evaluations focus on the needs, interests, and welfare of the child in the context of parental conflict. Children evaluated range in age from under one year to 18 and come from diverse socioeconomic and ethnic backgrounds. The rotation supervisors are Barbara Hauser, LICSW and John Baker, Ph.D.

Educational activities include:
Introduction to the Probate and Family Court, including observation of court proceedings and the provision of testimony during these proceedings; Multiple diagnostic interview sessions with the referred children and their parents; review of collateral documents; and completion of a comprehensive report for the court, concluding with recommendations.

Juvenile Court: Adolescent Consultation Services (ACS) is a private non-profit agency, which operates the Juvenile Court Clinics for the Middlesex County Juvenile Courts. ACS offices are located in the Juvenile Court in Cambridge. Upon order of the Judge, Juvenile Court Clinic staff conduct comprehensive diagnostic evaluations of youth and families involved in the court. The rotation supervisor is Rebecca Pries, CAGS, LMHC.

Educational activities include:
Multiple diagnostic interview sessions with the entire family and the referred youth; review of collateral documents; completion of comprehensive forensic report (Delinquency, Child Requiring Assistance, or Care and Protection case) for the court, including a dynamic formulation and realistic recommendations. Introduction to the juvenile court setting and staff including judges and probation officers includes observation of juvenile court and the opportunity to give testimony.

IV. Independent Clinical/Scholarly Activity
Fellows have one day a week in the second year to pursue clinical activities according to their particular interests, and to complete a scholarly project. Fellows are expected to either create an elective proposal, or choose from a variety of electives currently offered by our faculty. Either of these options will require the fellow to choose a mentor or supervisor to work with during the elective. In addition, fellows complete a scholarly project by the end of the second year. The elective may or may not pertain to the same material as the scholarly project. In the past, fellows have chosen a wide range of projects, including a making video about toddler and preschool development, conducting a pilot research project on pharmacological treatment of weight gain in adolescents on neuroleptics, and developing a school-based curriculum on cyber-bullying.

Clinical Scholarship Expectations
The Accreditation Council of Graduate Medical Education (ACGME) requires that all training programs meet standards in the area of scholarship. According to the guidelines, faculty is responsible for ensuring there is an environment of inquiry and scholarship. Scholarship is required of both faculty and fellows. In the Department of Psychiatry at Cambridge Health Alliance and at Harvard Medical School, scholarship is defined broadly and may include the scholarship of discovery, the scholarship of integration, the scholarship of teaching, and the scholarship of application. Guidance and technical support should be provided to fellows by faculty. The scholarship requirement of the child psychiatry fellowship program is designed to meet the ACGME requirements and provide flexibility for fellows to pursue special scholarly interests. While all clinical service experiences, supervision, and seminars are an integral part of developing scholarship, specific components are
intended to address the development of attitudes, skills and behaviors that lead to a potential academic career. These are:

1. Introduction to Scholarly Activities Seminar, Summer Seminar, First Year
2. Clinical Scholarship Seminar, Sept-June, both years; critical evaluation of a paper in answer to a clinical question in the First Year; presentation for scholarship requirement in Second Year.
3. Presentations during Preschool Observation Rotation, Community Service Agency rotation, Neurology rotation, and Harvard Consolidated Seminar in First Year
4. Option of preparing a poster for Myersell Research Day and CHA Poster Day.
5. Completion of scholarly project during Second Year elective time

Seminars And Didactics
A defining feature of our didactics is the Harvard Consolidated Program. In this program, all first year fellows in the Harvard-affiliated child psychiatry training programs (MGH/McLean, Children’s Hospital and Cambridge Health Alliance) come together to participate in a 3-hour didactic session made up of two core seminars: Child Development and Child Psychopathology. Internationally renowned Harvard faculty are guest lecturers on a variety of topics in child mental health research, assessment, and treatment. The seminars are coordinated by CHA faculty Maria Sauzier, MD and Karlen Lyons-Ruth, PhD.

First-Year Summer Seminars
Scholarly Activities – Nick Carson, MD and, when available, a second year fellow
Systems Issues – Joel Goldstein, MD
Normal Development – Susannah Sherry, MD
Introduction to Child Psychiatric Illness – Malak Rafla, MD and second-year fellows Damian Larkins MD and Marisa Mendel MD

Pragmatics of Child Psychiatry – Nick Carson, MD and CHA Faculty
Introduction to Pediatric Psychopharmacology – Sandra DeJong, MD

First-Year Seminars: September–June
Clinical Scholarship (with second-years) - Nick Carson MD, Sandra DeJong MD, John Hamilton, MD, MSc
Harvard Consolidated Program:
Child Development – Maria Sauzier, MD, Karlen Lyons-Ruth, PhD (Course Directors)
Child Psychopathology - Maria Sauzier, MD and Harvard faculty
Inpatient Clinical Case Conference - Tim Dugan, MD and Judy Tsafrir, MD
Inpatient Family Consultation Seminar - Jill Harkaway, EdD and Elizabeth Brenner, LICSW
Introduction to Child Evaluation - CHA Faculty
School C/L - Nancy Rappaport, MD
Medical C/L – Amy Mayhew, MD, MPH and Harvard Faculty
Neuropsychological Evaluation - Laura Gaugh, PsyD
Forensics – Barbara Hauser, LICSW, Adam Rosen and JD, PhD
Parenting – Susannah Sherry, MD, and Ann Hess, MD
Family Therapy - Jill Harkaway, EdD and Carol Becker, PhD
Pediatric Psychopharmacology – Sandra De-Jong, MD and visiting faculty

Second-Year Summer Seminars
Administration and Leadership – Katherine Grimes, MD, MPH
Learning How to Teach – Sandra DeJong, MD
Integrated Psychiatric Assessment – Allison Warshof, LICSW
Child Psychotherapy – Peter Chubinsky, MD and Tim Dugan, MD
Culture and Community – Xenia Johnson, MD
Infancy and Attachment: Clinical Implications –
Sarah Birss, MD, and Ann Epstein, MD
Gender and Sexuality – Cindy Telingator, MD and John Wechter, EdD

Second Year Seminars: September-June
Clinical Scholarship (with first-years), Nick Carson MD, Sandra DeJong MD, and John Hamilton MD, MSc
School Supervision – Nancy Rappaport, MD
Group Supervision – Adele Pressman, MD
Clinical Integration and Formulation Conference – John Wechter, EdD
Psychodynamic Psychotherapy – Peter Chubinskiy, MD, Tim Dugan, MD, Anna Ornstein, MD, Alex Harrison, MD
Play Therapy – Neal Kass, MD and Cindy Telingator, MD
Substance Abuse – Jan Kauffman, RN and CHA visiting faculty
Transitions to Practice – Joel Goldstein, MD
Cognitive-Behavioral Therapy – Jeanne Strasburger, PhD
Family Therapy (elective) – Jill Harkaway, EdD and Elizabeth Brenner, LICSW

In addition to the above seminars, first- and second-year fellows have twice-monthly training meetings with the program directors to discuss training issues, and also meet monthly with a facilitator Laurie Raymond, MD, for a peer support group.

Family Therapy Training, CHA
Family Therapy is often a core component of any successful psychiatric treatment of a child or adolescent. The guidelines of the Accreditation Council of Graduate Medical Education, the Practice Parameters of the American Academy of Child and Adolescent Psychiatry, and the recommendations of the Group for the Advancement of Psychiatry Committee on the Family all underscore the role of working with families. To this end, the CHA child psychiatry fellowship offers a very strong grounding in Family Therapy training opportunities. These opportunities aim to provide fellows with a basic conceptual understanding of family therapy as well as a range of experiences across treatment settings with different kinds of families and family issues.

In the first year, fellows participate in a year-long seminar that introduces Family Therapy theory, assessment, and intervention. The seminar consists of didactics and observation of family consultations using a one-way mirror, with a day-long “Family Therapy Retreat” to wrap-up the academic year. The focus in this seminar is on acquiring basic knowledge, skills, and attitudes in working with family systems. This seminar is taught by Jill Harkaway, EdD, and Carol Becker, PhD. In the second year an elective advanced seminar is available. This seminar, taught by Jill Harkaway and Elizabeth Brenner, LICSW, provides clinical training in Family Therapy through case consultation and/or live supervision using a one-way mirror. Case supervision is also offered by all members of the faculty.

Fellows also participate in inpatient Family Consultations conducted on both the Child Assessment Unit and the Adolescent Assessment Unit.

Program in Psychodynamics
The Program in Psychodynamics is a new (as of 2013) elective opportunity for fellows in both years across all three Harvard child psychiatry fellowship programs. Its goal is to foster the career development of fellows with an interest in psychodynamics, psychodynamic research, psychoanalysis, and psychodynamic psychotherapy. The core activity is a monthly dinner meeting at the home of program faculty to discuss relevant topics defined by the program participants. The program offers a flexible set of opportunities for enrichment in the Fellowship and two years
post Fellowship. In collaboration with the Boston Psychoanalytic Society and Institute (BPSI), the Program in Psychodynamics allows fellows to enhance and deepen their psychodynamic interests and to integrate psychodynamic scholarship into the rigorous clinical training provided to all CHA child psychiatry fellows.

**Teaching During Child Training**
All our fellows are encouraged to teach during their child training. Fellows have a hands-on, interactive “Learning to Teach” seminar in the summer of their second year. Fellows are then assigned teaching responsibilities based on their interests. In the past, fellows have co-taught seminars; taught medical students and general psychiatry residents on the inpatient units and outpatient evaluation teams; given lectures as part of standing seminars; developed curricula for public education; given talks in community settings; and helped organize and teach an on-site Harvard Medical School course on interviewing patients.

**Minority Trainee Mentoring Alliance (MTMA)**
Multidisciplinary first year trainees (i.e. nursing, psychology, psychiatry, social work) in the Department of Psychiatry at CHA who self-identify with a minority group or groups (e.g. ethnic, racial, sexual, religious) are invited to the Minority Trainee Mentoring Alliance (MTMA). This program is sponsored by the Diversity Task Force at CHA as an opportunity for first year trainees to meet and talk with others who have transitioned into this unique academic setting. Second year trainees and current faculty who are former CHA trainees will also be present to offer support and their valuable insights to acclimating to CHA, to Harvard Medical School, and to New England (for those who are spending their first year here in the Boston metropolitan area). This initiative is led by Dr. Treniece Lewis-Harris, the Director of Child Psychology Outpatient Training at CHA.
Dr. DeJong trained in pediatrics and General Psychiatry at the University of Massachusetts Medical Center in Worcester, MA, and in Child and Adolescent Psychiatry at Massachusetts General and McLean Hospitals. She has worked in an outpatient community hospital setting providing consultations and medication management to patients referred from pediatricians, as well as inpatient child psychiatry consultation and private practice. In addition, she served as co-Investigator with Dr. Jean Frazier on an NIMH-funded multi-site research project in the treatment of early-onset psychosis, and has written about the use of antipsychotic medications in children.

In the fall of 2004, Dr. DeJong assumed the position of Associate Training Director in the Division of Child and Adolescent Psychiatry and became Training Director in July 2013. Current academic interests include neurodevelopmental disorders, e-professionalism and integrating technology into clinical practice, ethics in child psychiatry, and psychiatric education. She is the author of Blogs and Tweets, Texting and Friendship: Social Media and the Internet in Health Care published by Elsevier in 2014. She serves on the Steering Committee and the Executive Council of the American Association of Directors of Psychiatry Training (AADPRT), and as Program Chair for the 2015 Annual Meeting. She will serve as AADPRT President effective 2017. She participated in the 2014 ACGME Subspecialty Milestones Taskforce to develop Milestones for Child/Adolescent Psychiatry. She is Editor of the Child Psychiatry Resident In-Training Examination (PRITE), and also serves on the Ethics Committee of the American Association of Child and Adolescent Psychiatry.

Dr. Carson is a graduate of the child psychiatry fellowship at Cambridge Health Alliance and completed residency training in psychiatry at the University of Pennsylvania in the Clinical Research Scholars Program. His research in mental health services for multicultural communities has explored the quality and social determinants of mental health treatment among Haitian youth at CHA. He is co-investigator on several major NIH-funded grants at the Center for Multicultural Mental Health Research on topics of patient-provider communication, mechanisms of health care disparities, and intervention research to improve patient participation in treatment. Dr. Carson also studies the effects of mass media and technology on the mental health and development of youth, including an on-going, trainee-initiated survey of media use among inpatients on the adolescent unit at the Cambridge Hospital. He also serves on the Media Committee of the American Association of Child and Adolescent Psychiatry. Dr. Carson teaches the summer Scholarly Activities seminar for first-year fellows, co-leads the Clinical Scholarship (Journal Club) seminar for first and second-year fellows, precepts the first-year psychopharmacology clinic, and is a Team Leader on the Friday Evaluation Team. He assumed the role of Associate Training Director in July 2013.
Roopali Bhargava, BA

Roopali Bhargava graduated from McGill University with a degree in Psychology. She joined CHA in December 2012 bringing with her many years experience in program/project management and administration. Roopali’s recent positions include Global Operations Manager at an international nonprofit educational organization, Regional Program Director for Earthwatch Institute and Event Manager at the New England Aquarium. In addition to being the Coordinator for the training program she is also the administrative coordinator for the Child Psychiatry leadership team at Cambridge Health Alliance.

Clinical And Research Leaders

The field of child and adolescent psychiatry has seen tremendous growth recently in areas of epidemiology, diagnosis, neurobiology, treatment and health services research. The Department of Psychiatry at CHA is particularly committed to advancing the scientific knowledge base regarding the mental health of children living in culturally diverse community settings, and in training mental health professionals in clinical excellence, research investigation and academic writing for the promotion of this knowledge.

Cambridge Health Alliance is a health care system with strong clinical, academic and research programs and diverse faculty interests. The training program and the faculty are committed to providing top educational opportunities for our Fellows within the Cambridge Health Alliance, as well as at affiliated Harvard teaching hospitals.

Gloria Carrera, MD, has been at CHA on the Adolescent Assessment Unit since 2006, and assumed the role of acting Medical Director in 2008. Dr Carrera joined CHA staff after finishing her Child Fellowship training at Tufts-New England Medical Center Child and Adolescent Psychiatry Training Program. She completed her General Psychiatry training at St. Luke’s Roosevelt Hospital/Columbia University in New York City. Prior to coming to the US, Dr. Carrera worked for four years in Family Medicine in rural areas in Peru, her native country, focusing in community medicine. Dr Carrera has a strong interest in providing compassionate care to adolescents and families in acute crisis within an interdisciplinary framework. She has a particular interest in helping underserved children from a variety of cultural backgrounds with highly complex pathologies.

Benjamin Cook, Ph.D., M.P.H.

Dr. Cook holds a Ph.D. in Health Policy from Harvard University and is a health services researcher focused on reducing and understanding underlying mechanisms of racial/ethnic disparities in health and mental health care. He has been principal investigator on several major R01 grants from the NIMH and AHRQ investigating mechanisms underlying disparities in episodes of mental health care, a R01 Supplement developing state by state report cards on mental health care disparities, and a Milton Foundation
grant supporting research on tobacco use and mental health. His methodological work focuses on improving statistical methods for the measurement and tracking of healthcare disparities, and he has received awards from NIMH and AcademyHealth for this work. His other research interests include improving mental health of immigrant populations, comparative effectiveness research and its influence on healthcare disparities, substance abuse treatment disparities, and healthcare equity. Dr. Cook assists with the Scholarly Activities seminar for first-year fellows and provides mentorship on research methods and analysis to fellows and faculty interested in pursuing quantitative research studies.

**Katherine E. Grimes, MD, MPH**

Associate Clinical Professor of Psychiatry, Harvard Medical School
Director, Children’s Health Initiative, Cambridge Health Alliance

Dr. Grimes is the Director of the Children’s Health Initiative, a health services research group focused on improving mental health access and treatment quality for children and adolescents, particularly those at greatest risk for health disparities. Along with her clinical experience, she received an MPH from HSPH and was a Faculty Research Fellow in children’s mental health policy at the Kennedy School of Government. She is currently the PI for “Making Health Care Affordable, Preserving Access and Improving Value”; a grant from the BCBS Foundation designed to assist Massachusetts by piloting health care transformation initiatives. Additionally, she was the CHA site PI for a multi-site investigation regarding improving patterns of use for psychotropic medications in children (the “AACAP Toolbox” study). Her previous work as founder and Director of the Mental Health Services Program for Youth (MHSPY), a demonstration project for impoverished, high-need families, provided an opportunity to assess the impact of intentionally organized, community-based, integrated care on health and mental health outcomes for children. Her latest activities involve designing feasible ways to measure delivery system quality, with an emphasis on promoting interventions that result in improved cost-effectiveness at a community or population level.

**Teaching Faculty**

**Judith Howe, LICSW**

Teaching Associate in Psychiatry, Harvard Medical School
Director, Child and Adolescent Outpatient Psychiatry
Chief, Psychiatry Social Work; Director, Social Work Training

Judith Howe completed her child/adult social work training at Boston Children’s Hospital and the Cambridge Health Alliance, and she has additional training in clinical art therapy with children and families. She has completed the Advanced Training Program in Psychoanalytic Psychotherapy at the Boston Psychoanalytic Institute. Her administrative responsibilities include oversight of the Child and Adolescent Psychiatric Outpatient Service and the CHA Social Work Training Program. She has a clinical interest in adoption-related issues, as well as art as assessment and therapy, and family-based therapy.
Xenia Johnson, MD
Assistant Professor in Psychiatry, Harvard Medical School
Director of Community Minority Affairs

Dr. Johnson completed a General Psychiatry residency at the Medical University of South Carolina and her child training at The Cambridge Hospital. Upon completing her child training in 2000, she worked as a staff psychiatrist on the Child Assessment Unit. Dr. Johnson was the Associate Director of Training for the Child and Adolescent Psychiatry Training Program until 2004, and she currently works as a consultant to the Cambridge and Malden Public School systems. In addition, she has worked as a community child psychiatrist for underserved populations in Massachusetts. Dr. Johnson’s interests led her to create a biracial girls group focusing on the challenges facing teenage girls around identity formation. Her other interests include consulting to community organizations and exploring the issues around diagnosing children with both medical and psychiatric disorders.

Karlen Lyons-Ruth, PhD
Professor of Psychology, Harvard Medical School

Dr. Lyons-Ruth’s work has focused on the assessment of attachment relationships in high-risk environments over the infancy, childhood, and adolescent periods and has been supported by the National Institute of Mental Health, the National Institute of Child Health and Human Development, the Smith-Richardson Foundation, the Borderline Foundation, the Mailman Foundation, and the Commonwealth Fund. Several attachment-focused assessments developed in her lab are now being disseminated internationally, including the AMBIANCE scales for atypical parent-infant interaction. She is the author of more than 90 research articles and book chapters on infant development, maternal depression, the early attachment relationship, and, more recently, the interplay between genetic and environmental factors in young adult psychopathology. Under current NIH funding, her group is developing tools for assessing attachment relationships at risk in adolescence and evaluating their interplay with traumatic experiences and genetic factors in contributing to young adult depression, suicidality, and borderline psychopathology. In collaboration with McLean neuroscientists Diego Pizzagalli and Martin Teicher, studies are also assessing the effects of early adversity on neurobiological structure and function in young adulthood.

Theodore Murray, MD
Clinical Instructor in Psychiatry, Harvard Medical School
Medical Director of Intensive Services

Theodore Murray, MD returned to CHA in 2014 to become Medical Director of Intensive Services, including the Child Assessment Unit, Adolescent Assessment Unit, and child services within the Psychiatric Emergency Service and Psychiatric Transition Service. Dr. Murray completed both his General Psychiatry Residency and Child and Adolescent Fellowship at the Cambridge Health Alliance. After graduation, Dr. Murray spent several years working with adolescents in Community-Based Acute Treatment at McLean Hospital and pursued further training in Motivational Interviewing and Mentalization Based Therapy. Dr. Murray returned to CHA in order to pursue his long-held interest in strengthening and developing coherent systems of care for underserved children, adolescents, and their families.
He has particular interests in family therapy, dually-diagnosed adolescents, trauma, and attachment disorders.

Nancy Rappaport, MD

Nancy Rappaport, MD, completed her General Psychiatry Training at the Massachusetts General Hospital and her Child & Adolescent training at the Cambridge Hospital. Her particular passion is training child psychiatrists to provide support to students and teachers. Particular research interests are in community based participatory research (with schools), understanding and providing safety assessments of aggressive students, refining CBT for traumatized adolescents, and writing creatively (having published a memoir, In Her Wake: A Child Psychiatrist Explores the Mystery of Her Mother’s Suicide, in September 2009). Her most recent book is The Behavior Code – A Practice Guide to Understanding and Teaching the Most Challenging Students, written with Jessica Minahan. Dr. Rappaport received the prestigious Art of Healing award from the Cambridge Health Alliance Foundation in 2013.

Debra S. Rosenblum, MD

Debra S. Rosenblum, MD completed her General Psychiatry training and her Child and Adolescent Fellowship at the Cambridge Health Alliance. Currently she serves as the Acting Medical Director of the Outpatient Department in the Division of Child and Adolescent Psychiatry and as a Preceptor for the Second Year Fellows Psychopharmacology Clinic. She has extensive expertise in outpatient psychopharmacology management and a particular interest in children’s’ relationship to popular culture and has published on this topic. She has also served on the Media Committee of the American Academy of Child and Adolescent Psychiatry.
John Baker, PhD  
Clinical Instructor in Psychology, Harvard Medical School  
Academic Interests: Children’s reactions to divorce; children and families and bereavement; trauma and abuse; attachment and interpersonal theories.

Gloria Carrera, MD  
Instructor in Psychiatry, Harvard Medical School; Acting Medical Director, Adolescent Assessment Unit.  
Academic Interests: Inpatient psychiatry, multicultural psychiatry.

Ayelet Barkai, MD  
Lecturer in Psychiatry, Harvard Medical School  
Academic Interests: Adolescent Development; Gender Identity and Sexuality Development; Attachment; Psychoanalysis.

Elizabeth Freidin Baumann, PhD  
Instructor in Psychology, Department of Psychiatry, Harvard Medical School  
Areas of interest: Psychotherapy from an attachment and family systems perspective, play therapy, neuropsychology, learning disabilities.

James Barrett, PhD  
Instructor in Psychiatry, Harvard Medical School.  
Academic Interests: Juvenile justice, police and mental health, at-risk boys and violence prevention.

Carol Becker, PhD  
Teaching Associate in Psychiatry, Harvard Medical School. Seminar leader, family therapy.  
Academic Interests: Family therapy.

Sarah Birss, MD  
Teaching Associate in Psychiatry, Harvard Medical School.  

Nicholas Carson, MD, FRCPC  
Instructor in Psychiatry, Harvard Medical School.  
Academic Interests: Mental health service disparities, shared decision-making, clinical scholarship during training, treatment quality, youth engagement with media and technology.

Peter Chubinsky, MD  
Lecturer in Psychiatry, Harvard Medical School  
Academic Interests: Integrating psychopharmacological and psychotherapy treatments in children and adolescents; psychoanalytic psychotherapy of children and adolescents; psychotherapeutic implications of infancy research.

Don Condie, MD  
Lecturer in Psychiatry, Harvard Medical School  
Areas of interest: medical director roles, risk management, quality improvement.

Benjamin Cook, PhD, MPH  
Assistant Professor of Psychiatry, Harvard Medical School  
Academic Interests: Statistical methods for the measurement and tracking of healthcare disparities.

Fred Crow, MD  
Clinical Instructor in Psychiatry, Harvard Medical School  
Academic Interests: early psychosis, inpatient psychiatry, adolescent mental health.

Sandra M. DeJong, MD, MSc  
Assistant Professor of Psychiatry, Harvard Medical School  
Academic Interests: Early-onset psychosis, professionalism and the Internet, psychiatric education.

Michele Deneys, MD  
Teaching Associate in Psychiatry, Harvard Medical School  
Areas of interest: inpatient supervision, psychotherapy, eating disorders.

Timothy Dugan, MD  
Assistant Clinical Professor of Psychiatry, Harvard Medical School  
Academic Interests: Suicide prevention; development of resilience, psychodynamic psychotherapy.

Ann R. Epstein, MD  
Lecturer in Psychiatry, Harvard Medical School  

Lois Flaherty, MD  
Lecturer in Psychiatry, Harvard Medical School  
Areas of interest: community child psychiatry, adolescence, and clinical scholarship.

Laura Gaugh, PsyD  
Instructor in Psychiatry, Harvard Medical School  
Academic Interests: Neuropsychological testing, developmental disorders.
Eric Goepfert, MD
Director, Child and Adolescent Consultation-Liaison Service, Tufts Medical Center
Areas of interest: consult and liaison psychiatry, school consultation, family assessment and treatment, individual psychotherapy, group psychotherapy, autistic spectrum disorders.

Joel Goldstein, MD
Assistant Clinical Professor, Harvard Medical School
Academic Interests: Inpatient care patterns and improvements for children and adolescents; community and family-based interventions in child and adolescent psychiatry; fire-setting behaviors in children and adolescents. Systems of Care in Children's' Mental Health Services.

Katherine E. Grimes, MD, MPH
Associate Clinical Professor, Harvard Medical School
Academic Interests: Public-sector child psychiatry, health-care service delivery, integrating pediatrics and primary care.

Sanjay Gulati, MD
Assistant Clinical Professor, Harvard Medical School
Academic Interests: Clinical work with deaf children, adolescents, and families conducted in American Sign Language; teaching; the effects of late language exposure on the behavior of deaf children.

John Hamilton, MD, MSc
Teaching Associate in Psychiatry, Harvard Medical School
Academic interests: evidence-based psychiatry, practice parameters, prevention, psychiatric research and quality improvement in HMO settings.

Jill Elka Harkaway, EdD
Assistant Professor in Psychology, Part-Time, Harvard Medical School
Academic Interests: Family therapy; couples therapy; systems consultation.

Jennifer Harris, MD
Lecturer in Psychiatry, Harvard Medical School
Academic Interests: College mental health, parent guidance, psychodynamic therapy, and mood dysregulation in children.

Dianna LeSanto, LICSW
Social Work Manager of Inpatient Psychiatry Units, Cambridge Health Alliance
Areas of interest: inpatient mental health treatment, dialectical group therapy in adolescent inpatient settings.

Treniece Lewis Harris, PhD
Assistant Clinical Professor in Psychology, Harvard Medical School
Academic Interests: Public Health Psychiatry; School and System Consultations; Disparities of Care in Pediatric Psychiatry.

Alexandra Harrison, MD
Assistant Clinical Professor in Psychiatry, Harvard Medical School
Academic Interests: Evaluation and treatment of young children and their families, psychoanalysis and psychotherapy, theory of therapeutic action, videotape microanalysis for use in research, clinical work, and teaching.

Fida Hassan, MD, MPH
Instructor in Psychiatry, Harvard Medical School
Academic Interests: Inpatient psychiatry, Autism spectrum disorders.

Barbara Hauser, LICSW
Lecturer on Psychiatry, Harvard Medical School
Academic Interests: Effects of divorce on children; parental conflict; clinical roles and interventions within legal settings.

Jeanne Heiple, MD, PhD
Teaching Associate in Psychiatry, Harvard Medical School
Academic Interests: Child psychiatry consultation in the preschool setting; early childhood development.

Ann Hess, MD, PhD
Assistant Clinical Professor, Yale Child Study Center; Teaching Associate in Psychiatry, Harvard Medical School
Academic interest: interface with parents during child/adolescent psychotherapy.

Xenia Johnson, MD
Assistant Professor, Harvard Medical School
Academic Interests: Public Health Psychiatry; School and System Consultations; Disparities of Care in Pediatric Psychiatry.

Neal Kass, MD
Teaching Associate, Harvard Medical School
Academic Interests: Integration of Therapeutics: Neuropsychiatric, Family, Psychodynamic, Psychoanalytic.

Janice Kauffman RN, MPH
Assistant Professor of Psychiatry
Areas of interest: adolescent substance abuse, opioid dependence, dual diagnosis, pain and addiction.

Kathy Kelts, LICSW
Early Intervention Group Leader and Coordinator, The Guidance Center.
Lauren Krumholz, PhD
Clinical Instructor in Psychology, Harvard Medical School
Academic Interests: cognitive behavioral therapy, psychotherapy research.

Deborah Kulick MD
Instructor in Psychiatry, Part-Time, Harvard Medical School

Karen Levine, PhD
Clinical Instructor in Psychology, Harvard Medical School

Karlen Lyons-Ruth, PhD
Professor of Psychology, Harvard Medical School
Academic Interests: Trauma and social stressors on parent-child relationships over time and the effects of attachment-oriented parenting supports in therapeutic interventions.

Kimberly Martin-Conley, M.Ed, LMFT
Program Director, Community Service Agency, Cambridge Youth Guidance Center (Riverside Community Care)
Areas of interest: family therapy, trauma/sexual assault, domestic violence, and autistic spectrum disorders, critical response teams, program development.

Amy Mayhew, MD, MPH
Instructor in Psychiatry, Part-Time, Harvard Medical School
Areas of interest: community mental health, acute psychiatric services, family therapy.

Cynthia Mittelmeier, PhD
Clinical Instructor in Psychology, Harvard Medical School
Academic Interests: Family therapy, couples therapy, trauma and EMDR.

Theodore Murray, MD
Clinical Instructor in Psychiatry, Harvard Medical School
Areas of interest: emergency and inpatient psychiatry, administrative psychiatry, quality improvement, dialectical behavior therapy.

Ann Neumeyer, MD
Assistant Professor of Neurology, Harvard Medical School
Academic interests: Autism spectrum disorders, pediatric neurology, neuromuscular disorders of children.

Anna Ornstein, MD
Lecturer in Psychiatry, Harvard Medical School
Academic Interests: Psychoanalytically informed psychotherapy of children and adolescents and their parents/families; consultation to teachers and schools, especially of very young children; college mental health issues.

Christopher Pagano, PhD
Instructor in Psychology, Harvard Medical School
Academic Interests: Training, Play Therapy. Trauma and neglect. Psychological Testing.

Ava Bry Penman, MS
Lecturer in Psychiatry, Harvard Medical School
Academic Interests: psychoanalytically informed psychotherapy of children and adolescents and their parents/families; consultation to teachers and schools, especially of very young children; college mental health issues.

William Pollack, PhD
Assistant Clinical Professor (Psychotherapy), Department of Psychiatry, Harvard Medical School
Academic Interests: boy’s development/education and men’s roles, school safety, gender studies, psychoanalytic psychotherapy and professional issues in the practice of psychology.

Adele Pressman, MD
Assistant Clinical Professor in Psychiatry, Harvard Medical School
Academic Interests: Group psychotherapy for children and adolescents, working with parents in groups, early childhood development, adolescent transitions.

Malak Rafla, MD
Clinical Instructor in Psychiatry, Harvard Medical School
Academic Interests: Inpatient psychiatry, psychopharmacology.

Nancy Rappaport, MD
Associate Professor of Psychiatry
Academic Interests: School consultation, aggression and safety assessment in students, clinical and memoir writing.

Laurie Raymond, MD
Clinical Instructor in Psychiatry, Harvard Medical School
Academic Interests: neurodevelopmental disorders, integrated mental health care.
Adam Rosen, JD, PhD
Clinical Instructor in Psychology, Harvard Medical School
Academic Interests: Modes of empathic communication in psychotherapy; therapist practices regarding communication with parents in families of divorce.

Jeanne Strassburger, PhD
Teaching Associate in Psychiatry, Harvard Medical School.
Academic Interests: Cognitive-behavioral therapy in children and adolescents, integrative psychotherapy and skills building group therapy with children.

Debra S. Rosenblum, MD
Assistant Clinical Professor in Psychiatry, Harvard Medical School
Academic Interests: Psychopharmacology, popular culture; pervasive development disorders; obsessive-compulsive disorders.

Nandini Talwar, MD
Teaching Associate in Psychiatry, Harvard Medical School
Academic Interests: Gay, lesbian, bisexual, and transgendered youth; integration of mental health services with pediatric practices; major mental illness in children and adolescents.

John Sargent, MD
Professor of Psychiatry and Pediatrics, Tufts University School of Medicine
Academic Interests: Family Therapy, Trauma treatment, Pediatric consultation liaison psychiatry.

Cynthia J. Telingator, MD
Assistant Professor, Harvard Medical School
Academic Interests: Gender and sexuality, alternative and contemporary families, preventive community care, trauma, and psychiatric training and education.

Maria Sauzier, MD
Assistant Professor of Psychiatry, Harvard Medical School
Academic Interests: Responses to traumatizing childhood events, coordination and leadership of Harvard Consolidated Program in child psychiatry.

Deepika Shaligram, MD
Teaching Associate in Psychiatry, Harvard Medical School
Academic interests: integrative approaches to psychotherapy and psychopharmacology.

Susan Walker, MD
Instructor in Psychiatry, Harvard Medical School.
Academic Interests: Psychotherapy and psychopharmacology.

Allison Warshof, LICSW
Areas of interest: mental health evaluation, family therapy.

Stephanie Smith, MA, MSW
Lecturer in Psychiatry, Harvard Medical School
Academic Interests: Child, adolescent and adult psychoanalysis and psychotherapy.

John Wechter, EdD
Teaching Associate in Psychology, Harvard Medical School.
Academic Interests: Psychotherapy of children and adolescents.

Kerry-Ann Williams, MD
Clinical Instructor in Psychiatry, Harvard Medical School
Academic Interests: Community psychiatry, trauma, CBT.

Tyrone Williams, MD
Clinical Instructor in Psychiatry, Harvard Medical School
Academic Interests: Community psychiatry; interface of psychiatry and spirituality.

Cecil Webster, MD
Clinical Instructor in Psychiatry, Harvard Medical School
Areas of interest: outpatient consultation-liaison psychiatry, psychotherapy, psychiatry in film.
Faculty List – Division Of Child And Adolescent Psychiatry

John Baker, PhD
Ayelet Barkai, MD
James Barrett, PhD
Elizabeth Freidin Baumann, PhD
Carol Becker, PhD
Sarah Birss, MD
Elizabeth Brenner, LICSW
Gloria Carrera, MD
Nicholas Carson, MD
Peter Chubinsky, MD
Don Condie, MD
Benjamin Cook, PhD, MPH
Fred Crow, MD
Sandra M. DeJong, MD, MSc
Michele Deneys, MD
Timothy Dugan, MD
Marla Eby, PhD
Ann Epstein, MD
Lois Flaherty, MD
Marshall Forstein, MD
Laura Gaugh, PsyD
Eric Goepfert, MD
Joel Goldstein, MD
Laurie Gray
Len Greenberg, PhD
Katherine E. Grimes, MD, MPH
Sanjay Gulati, MD
John Hamilton, MD

Jill Harkaway, EdD
Jennifer Harris, MD
Alexandra Harrison, MD
Fida Hassan, MD, MPH
Barbara Hauser, LICSW
Jeanne Heiple, MD, PhD
Ann Hess, MD, PhD
Holly Houseman, PhD
Judith Howe, LICSW
William Hudgins, PhD
Albert Hyman, MD
Gabriela Iagaru, MD
Xenia Johnson, MD
Neal Kass, MD
Janice Kauffman, RN, MPH
Kathy Kelts, LICSW
Lauren Krumholz, PhD
Deborah Kulick, MD
Maydee Lande, LICSW
Dianna LeSanto, LICSW
Karen Levine, PhD
Treniece Lewis Harris, PhD
Karlen Lyons-Ruth, PhD
Kimberly Martin-Conley, M.Ed, LMFT
Amy Mayhew, MD, MPH
Cynthia Mittelmeier, PhD
Carol Murphy, LICSW
Theo Murray, MD
Ann Neumeyer, MD
Barbara Okun, PhD
Anna Ornstein, MD
Miriam Ornstein, MD
Laura Pabo, LICSW

Christopher Pagano, PhD
Ava Penman, MS
William Pollack, PhD
Adele Pressman, MD
Rebecca Pries, CAGS, LMHC
Malak Rafla, MD
Nancy Rappaport, MD
Laurie Raymond, MD
Lee Robinson, MD
Adam Rosen, JD, PhD
Debra Rosenblum, MD
John Sargent, MD
Maria Sazier, MD
Deepa Shaligram, MD
Susannah Sherry, MD
Stephanie Smith, LICSW
Emily Speagle, LICSW
Jeanne Strassburger, PhD
Lyn E. Styczynski, PhD
Nandini Talwar, MD
Cynthia J. Telingator, MD
Stephanie Tournet, MD
Judy Tsafrir, MD
Marta Valiente, LICSW
Allison Warshof, LICSW
Cecil Webster, MD
John Wechter, EdD
David Wilcox, PhD
Kerry-Ann Williams, MD
Tyrone Williams, MD
Supervision
Fellows have four to six hours of supervision per week. For first-years, this includes two or more hours of individual supervision in addition to supervision by the rotation supervisor and other faculty during each rotation. In addition, first years have an administrative supervisor (Dr. Carson) who helps fellows learn to manage their patient commitments effectively and efficiently. In their second year, the fellows have up to four individual supervisors assigned, three supervisors for psychotherapy, and at least one psychopharmacology clinic preceptor. Administrative supervisors meet regularly with the second years to discuss caseload balance and management. In addition, second-years have a rotation supervisor for each rotation. Finally, the second-year fellows also receive supervision in group therapy and school consultation/liaison.

How to Apply
Graduates of national or international medical schools who will have completed at least three years of General Psychiatry and all the ACGME specific requirements for those trainings are eligible to apply. Applications should be submitted using the Electronic Residency Application Service (ERAS, https://www.aamc.org/students/medstudents/eras/residency/) and should include:
1. a completed application form;
2. your medical school dean’s letter;
3. medical school transcripts;
4. three letters of reference, one from a child supervisor;
5. curriculum vitae;
6. personal statement;
7. Letter of attestation from the General Psychiatry Training Director stating all ACGME requirements will be completed in time for transfer to fellowship, as well as completion of CSVs.

We will only rank applicants who have passed STEP III of USMLE. Those who match with us should have met our requirements for Clinical Skills Verification exams, and have completed all adult board requirements by July 1, 2016. Those who are entering child and adolescent as a 4th year may use their child training to meet the 12 additional month (time only) requirement of psychiatry towards adult requirements. Foreign citizens who wish to enter the United States for postgraduate training must comply with United States immigration laws, in addition to the application procedures described above. Foreign medical school graduates should contact:

The Education Commission for Foreign Medical Graduates
3624 Market Street
Philadelphia, PA 19104
(215) 386-5900

Cambridge Health Alliance participates in the National Resident Matching Program (NRMP) and complies with all its rules and regulations. Appointments generally begin July 1 and last for two years. The program is fully accredited by the American College of Graduate Medical Education for five fellows per year. Fellows in good standing will be eligible for specialty boards in child and adolescent psychiatry providing they have met the other requirements as described by American Board of Psychiatry and Neurology.
Benefits
The following salary and benefits are set out in the collective bargaining agreement negotiated between the Committee of Interns and Residents/SEIU and Cambridge Health Alliance.

Salary/Benefits Effective 6/28/15
PGY 1 $57,867
PGY 2 $60,192
PGY 3 $62,534
PGY 4 $66,714
PGY 5 $70,306
PGY 6 $75,200
PGY 7 $78,517

Note: Orientation pay for work prior to July 1
Professional Education Stipend (non-taxable)
House Officers are paid $1,900 annually, dental
House Officers are paid $2,050 annually, and fel-
lows are paid $2,200 annually.

This stipend may be used to defray the costs
of conferences, textbooks, journals, board fees,
necessary computer hardware, or other such
items as approved by the appropriate Program
Director.

Dental Insurance
Fully employer paid dental insurance cover-
ing 100% of the cost of most basic services.
Spouses, children and domestic partners are all eligible to receive coverage at no cost to the house officer.

Optical Benefit
Fully employer paid optical benefit, covering
the full cost of one yearly eye exam, and
prescription glasses or contacts. Spouses,
children and domestic partners are all eligible to
receive coverage at no cost to the house officer.

Disability Insurance
Fully employer paid short and long term
disability coverage.

Exam Reimbursement
$700/year reimbursement for cost of USMLE
Step III, NBPME Part III, or COMLEX Level 3
exam; up to $550 one-time reimbursement to
Dental residents for Federal DEA registration.

Emergency Coverage Pay
For Medicine, $250/weeknight, $350/week-
end day, $450 weekend/holiday overnight. For
Family Medicine, $100/call to cover home call
at CHA Whidden Hospital. If required to come
into hospital, Medicine rates apply. For Podiatry,
$50/hour if called to serve as 1st assist in OR for
non-foot/ankle surgery.

Taxi Vouchers
Taxi vouchers are provided to all House Offi-
cers who are required for any training or service
purpose to travel between their primary work
location and the required offsite location, if not
accessible by CHA shuttle. Vouchers are also
available to House Officers who park at CHA,
buts are too fatigued to drive home safely after
prolonged or off-hours shifts.

Boston Sports Club Benefit
All CIR members are eligible to receive dis-
counted membership to the Boston Sports
Clubs. Members will receive a 40% reduction in
both monthly and joining fees.

On Call Meals
House Officers are provided with a refrigerator
stocked with food of their choice in the on-call
room of CHA Cambridge Hospital for on-call
dinners and breakfasts.
Patient Care Fund
CHA Provides CIR with $45,000 per year for the CIR Patient Care Fund. This fund, run by a committee of House Officers, provides grants for items and services that will improve patient care but are not funded in the standard hospital budget.

CIR Membership Dues
All CHA interns, residents and fellows are represented by the Committee of Interns and Residents (CIR) and are covered by the CIR union contract and negotiated benefits outlined above. Members of CIR pay dues in the amount of 1.5% of their gross salary. These dues are determined annually by the full CIR membership and thus may increase or decrease. House officers who choose not to be members are required by state law to contribute an “agency fee” (also deducted weekly), which is calculated based on the cost of negotiating and enforcing their contract. These dues are tax deductible. For more information on CIR and a copy of the complete CIR CHA House Officer Contract.

Research
The Department of Psychiatry values research as the foundation for improving the quality of clinical care and considers it essential for analyzing healthcare disparities, evaluating systems of care, and determining treatment efficacy and disseminating effective treatments to the larger professional community. Throughout their training, fellows are encouraged to pursue research interests. Our mentoring system has successfully supported fellows in applying for research awards, Harvard Medical School fellowships (such as the Livingston and DuPont-Warren Fellowships), and training grants and awards from the American Academy of Child and Adolescent Psychiatry, the National Institute for Drug Abuse, the American Psychiatric Association, and the National Institute for Mental Health. Cross-fertilization among child psychiatry and developmental psychology faculty at Harvard has increased resources and choices for mentorship and academic writing. Specific opportunities for mentored research in mental health care disparities and health services research are available within the Center for Multicultural Mental Health Research.

Elective
Fellows interested in pursuing academic, research, and/or administrative interests in their first year will be supported in their endeavors. Second year Fellows have one day a week of scheduled elective time to pursue such interests. The program makes efforts to introduce fellows to a range of potential mentors and supervisors who can provide guidance in the development of engaging and scholarly electives during the first and second years of the program.