

PSYCHIATRY (PSYCHIAT)

PSYCHIAT 699 – INDEPENDENT STUDY

0-5 credits.

Self-directed work under the supervision and guidance of a faculty member or instructional staff, and often in conjunction with a day-to-day mentor that is a graduate student or postdoc researcher in the faculty member's or instructor's group. Students normally participate in aspects of ongoing research projects.

Requisites: Consent of instructor

Course Designation: Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Participate in the development, implementation, analysis, or dissemination of a research study in basic or clinical neuroscience.

Audience: Undergraduate

PSYCHIAT 712 – FOUNDATIONS IN INFANT, EARLY CHILDHOOD AND FAMILY MENTAL HEALTH: DEV, SCREENING, ASSESSMENT AND DIAG

3 credits.

Provides a comprehensive understanding of the underpinnings of Infant, Early Childhood and Family Mental Health. Learn about pregnancy, transition to parenthood and typical/atypical development and attachment relationships. Become familiar with reliable and valid screening and assessment tools of social, emotional, cognitive, communication, motor and regulatory capacities in infants and young children in the context of their caregiving relationships; developmentally appropriate diagnostic nosologies; methods of conceptualizing risk and protective factors; and planning for therapeutic interventions that build on strengths and address vulnerabilities. Unique features include assessment of early parent-child relationships and the use of video replay to engage parents in assessing their relationship with their child and the benefit of faculty from multiple departments at UW and luminary national guest instructors.

Requisites: Declared in Infant, Early Childhood, and Family Mental Health Capstone Certificate

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Identify concepts of Parent-Infant/Early Childhood Mental Health informed by developmental neuroscience, developmental psychology, attachment theory, trauma research, systems theory and the Diversity-Informed Tenets for Work with Infants, Children and Families to support the social and emotional functioning of young children and families as demonstrated by the Pre/Post Content Assessment

Audience: Graduate

2. Develop skills in observation of social-emotional and communication development in infants and young children (birth to 6 years) and the affective and behavioral quality of parent-child relationships as demonstrated by the Parent-Child Early Relationship and Developmental Assessment Assignment

Audience: Graduate

3. Apply specialized knowledge and skills related to family engagement; assessment of the parent-child relationship, sensory profile, child development, social-emotional functioning and mental health; diagnostic and case conceptualization; and service planning aligned with nationally recognized competencies demonstrated by the Parent-Child Early Relationship and Developmental Assessment Assignment

Audience: Graduate

4. Identify and apply strategies to support the development of parental reflective functioning as demonstrated by the Parent-Child Early Relationship and Developmental Assessment Assignment

Audience: Graduate

5. Deepen awareness of the needs of underserved populations of young children and families when there are concerns about parenting capacities or increased psychosocial stressors due to trauma, poverty, historical and systemic racism, oppression, health care disparities and mental health as demonstrated by Pre/Post Content Assessment

Audience: Graduate

PSYCHIAT 713 – SEMINAR IN REFLECTIVE PRACTICES AND MINDFULNESS IN INFANT, EARLY CHILDHOOD & FAMILY MENTAL HEALTH I

2 credits.

Provides a foundation in reflective practices through discussion of cases, infant and family observations and mindfulness experiences as applied to students' work with infants, young children and families. Explore and experience ways in which reflective practices may be applied to parent-infant/early childhood mental health. Learn mindfulness strategies for developing self-awareness and regulation that may be brought to their work with families of infants and young children. In small Reflective Mentoring Groups, students will experience both descriptive and in-vivo examples of reflective practice through case based presentations, deeper introspection and supportive discussion to increase clarity and engagement in work with families of young children. Consider boundaries and ethical decision making related to the dilemmas faced by professionals working with families during the perinatal period and in early childhood, especially those in high risk and challenging circumstances.

Requisites: Declared in Infant, Early Childhood, and Family Mental Health Capstone Certificate

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Apply skills in informal and formal Mindfulness and Self-Compassion Practices as demonstrated by active participation in the Mindfulness Class and recording of regular practice with Mindfulness Practice Logs

Audience: Graduate

2. Contribute to reflective space through deep listening, mindful pauses, self-awareness, journaling and reflective questions as demonstrated in the larger class and small Reflective Mentoring Group participation

Audience: Graduate

3. Become more mindful, observant, and reflective and identify and appreciate the parallel process in their work with infants, young children and families as demonstrated by case presentations and discussion in the small Reflective Mentoring Groups, Infant Observation journaling and discussion as well as the Five-Facet Mindfulness Questionnaire pre/post assessment

Audience: Graduate

4. Increase awareness of one's own cultural lens, social location and implicit bias and how this relates to their work as demonstrated by reading discussions, case discussions, Infant Observation journaling and discussion

Audience: Graduate

5. Increase compassion for self and others in their work as demonstrated by The Compassion Scale pre/post assessment

Audience: Graduate

PSYCHIAT 714 – CONSULTATION IN INFANT, EARLY CHILDHOOD AND FAMILY MENTAL HEALTH: ADVANCED CLINICAL PRACTICE I

1 credit.

This small group and individualized course offers students an opportunity to reflect upon their work with mothers and partners in the prenatal and postpartum period, infants, young children and their families. Course faculty and a senior, clinical consultant will guide students in exploring their individual responses to the literature, course content and issues raised in their work including personal experience and reactions as well reflecting on the parallel process. The intent is to support the student's professional development in ways that broaden and deepen the effectiveness of their work.

Requisites: Declared in Infant, Early Childhood, and Family Mental Health Capstone Certificate

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Identify parallel process and ways in which this may guide their work, as demonstrated during individual consultation sessions

Audience: Graduate

2. Consider and hold multiple perspectives (e.g. parent(s), child, other family members or providers) as demonstrated during individual consultation sessions

Audience: Graduate

3. Identify what is arising in oneself in the work and increase capacity for reflection and self-regulation as demonstrated during discussions in individual consultation sessions

Audience: Graduate

4. Enhance knowledge and skills for conducting clinical assessments with children birth to six years in the context of their primary caregiving relationships, using the Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood, developing case conceptualization and treatment planning as demonstrated through case discussions during individual consultations

Audience: Graduate

5. Use evidence-based therapeutic interventions with infants and young children evidencing emotional and/or behavioral disturbances and their parents as demonstrated through case discussions during individual consultation sessions

Audience: Graduate

6. Identify strategies for self-care in their work as shared during individual consultation sessions

Audience: Graduate

PSYCHIAT 715 – THERAPEUTIC INTERVENTIONS, PRACTICES AND POLICY IN INFANT, EARLY CHILDHOOD AND FAMILY MENTAL HEALTH

3 credits.

Offers students the opportunity to apply knowledge of Infant, Early Childhood and Family Mental Health concepts, assessment and diagnosis to planning and implementation of relationship-based and individual treatment approaches as well as to program development and policy. Students will be introduced to best practices and evidence based multi-disciplinary treatment approaches to address a range of presenting issues, settings, and cultural contexts for vulnerable children who are evidencing social, emotional, behavioral or attentional disturbances and parents with psychiatric disorders. Implications for informing policy across systems of care will be addressed. During the course of the semester, students will benefit from invited state and national speakers and guest faculty and instructors from the UW speaking on their areas of expertise.

Requisites: Declared in Infant, Early Childhood, and Family Mental Health Capstone Certificate

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Conduct supportive and therapeutic interventions with young children and their parent to reduce the impact of early-life trauma, loss, relational concerns, developmental delays, historical and systemic racism, poverty, medical conditions, mental health concerns and/or other adversities dependent on their scope of practice as demonstrated by the description provided in the Intervention Assignment
Audience: Graduate

2. Provide evidence based or promising supportive or therapeutic interventions that are culturally sensitive, trauma-informed, relationship-based, reflective, mindful and aligned with national standards as demonstrated by the Newborn Behavioral Observation System (NBO) Recording Forms, NBO Parent Questionnaires and Integrative Final Project Abstract and PowerPoint Presentation
Audience: Graduate

3. Develop confidence and competence in screening and intervention for Perinatal Mood and Anxiety Disorders and consideration of other parental mental health disorders and substance abuse disorders as demonstrated by practice and reflection in the course screening and discussion roleplay activity using the Edinburgh Postnatal Depression Scale (EPDS)
Audience: Graduate

4. Develop observational skills and ability to come alongside families during the postnatal period to engage them in looking together at their newborn's amazing capacities, behavior as communication and unique personhood to promote parental attunement and strengthen parent-infant relationships as demonstrated by the Newborn Behavioral Observations System Recording Forms and Parent Questionnaires
Audience: Graduate

5. Increase awareness of ethical considerations in working with persons during the perinatal period and in work with very young children and their families as demonstrated by case-based ethical decision-making activities and class participation
Audience: Graduate

PSYCHIAT 716 – SEMINAR IN REFLECTIVE PRACTICES AND MINDFULNESS IN INFANT, EARLY CHILDHOOD AND FAM MENTAL HEALTH II

2 credits.

Continued advancement in reflective practices through case discussion, infant and family observations, mindfulness and self-compassion experiences as applied to their work with infants, young children and families. Additional strategies and in-depth opportunities for introspection and self-awareness. Discussion of relationship-based therapeutic consultation and interventions and attention to the parallel process between the nature of their relationship with a parent and the parent's relationship with their child. Focus will be on underserved populations and contribution of maternal depression, substance abuse disorders and trauma on the parent-child relationship and the child's development. Complex ethical decision making and policy issues will be addressed. Inclusion of a self-assessment process that will support students in appraising their competencies and readiness to apply for the WI Alliance for Infant Mental Health Endorsement.

Requisites: Declared in Infant, Early Childhood, and Family Mental Health Capstone Certificate

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Apply more advanced skills in informal and formal Mindfulness and Self-Compassion Practices as demonstrated by active participation in the Mindfulness Class and recording of regular practice with Mindfulness Practice Logs
Audience: Graduate

2. Facilitate reflective space through deeper listening, self-awareness, mindful pauses, journaling and reflective questions as demonstrated in the larger class and small Reflective Mentoring Group participation
Audience: Graduate

3. Become increasingly mindful, observant, and reflective and identify and appreciate the parallel process in their work with infants, young children and families as demonstrated by case presentations and discussion in the small Reflective Mentoring Groups, Infant Observation journaling and discussion as well as the Five-Facet Mindfulness Scale pre/post assessment
Audience: Graduate

4. Continue to develop cultural humility and sensitivity and reflect on one's own cultural lens, social location and implicit bias in their work as demonstrated by Case Presentations and discussion and Infant Observation journaling and discussion
Audience: Graduate

5. Continue to increase compassion for self and others in their work as demonstrated by The Compassion Scale pre/post assessment
Audience: Graduate

PSYCHIAT 717 – CONSULTATION IN INFANT, EARLY CHILDHOOD AND FAMILY MENTAL HEALTH: ADVANCED CLINICAL PRACTICE II
1 credit.

This small group and individualized course offers students an opportunity to reflect upon their work with mothers and partners in the prenatal and postpartum period, infants, young children and their families. Course faculty and a senior, clinical consultant will guide students in exploring their individual responses to the literature, course content and issues raised in their work including personal experience and reactions as well reflecting on the parallel process. The intent is to support the student's professional development in ways that broaden and deepen the effectiveness of their work.

Requisites: Declared in Infant, Early Childhood, and Family Mental Health Capstone Certificate

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Use diagnostic nosologies for infants and young children and their parents, as demonstrated during case discussions in individual consultation sessions

Audience: Graduate

2. Expand use of evidence-based and promising therapeutic interventions with infants and young children evidencing emotional and/or behavioral disturbances and their parents as demonstrated through case discussions during individual consultation session

Audience: Graduate

3. Apply skills for evaluation and treatment of Perinatal Mood and Anxiety Disorders, other parental mental health disorders and substance use disorders as demonstrated during individual consultation sessions

Audience: Graduate

4. Describe and have the skills to provide Infant/Early Childhood Mental Health Consultation, as demonstrated through discussion during individual consultation sessions

Audience: Graduate

5. Increase self-awareness, reflective capacity and self-care strategies, as shared during individual consultation meetings

Audience: Graduate

PSYCHIAT 901 – SPORTS PSYCHIATRY: IMPROVING THE MENTAL HEALTH OF ATHLETES AT THE INDIVIDUAL AND SYSTEMS LEVELS

2 credits.

Improve skills in providing psychiatric health care to athlete populations. Sports psychiatry as a sub-specialty within psychiatry focuses on diagnosis and treatment of psychiatric illness in athletes. While utilization of psychological approaches to enhance performance can be part of the work of the sports psychiatrist, the emphasis is more on addressing actual mental illness in this population. Sports psychiatry may also involve the use of exercise as a therapeutic or preventative intervention for mental illness. Sports psychiatry typically focuses on mental health care for individual athletes, but systems-wide initiatives (e.g., at the level of the team or university) are also often important.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Demonstrate understanding of the epidemiology of, risk factors for, and unique manifestations of a variety of psychiatric disorders and psychosocial stressors in athletes.

Audience: Graduate

2. Compare mechanisms of how treatments for psychiatric disorders in athletes may be similar to and different from treatments for psychiatric disorders in the general population.

Audience: Graduate

3. Distinguish between individual level treatments as well as system wide interventions to address mental illness in athletes.

Audience: Graduate

4. Demonstrate skill accessing the medical literature on a variety of topics related to sports psychiatry.

Audience: Graduate

PSYCHIAT 902 – THE BASIC SCIENCE OF SLEEP AND CONSCIOUSNESS

2 credits.

Sleep occupies a third of our life, and is found in all animal species. Loss of sleep has both acute and long-term negative consequences on the brain and the body. Still, why we sleep remains unclear, and hypotheses on the role of sleep for synaptic homeostasis, learning and memory, cardiovascular and metabolic health, are being tested in humans and animal models. Learn how the sleeping brain can either support vivid conscious experiences (dreaming) or not (deep slow wave sleep); brain structures involved in wake and sleep; how sleep pressure increases during waking; effects of sleep deprivation; causes of narcolepsy and other sleep disorders. How to study sleep in genetic models like flies; electron microscopy to assess effects of sleep loss on synapses; enhancement of sleep slow waves in humans; development and testing of theoretical models; methods to assess levels of consciousness in humans. During time at the WI Sleep Clinic, learn how sleep disorders are diagnosed and treated.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2022**Learning Outcomes:** 1. Explain definitions used for sleep and wake

Audience: Graduate

2. Detail the brain structures and systems involved in the control of sleep and wake

Audience: Graduate

3. Explain recent evidence linking sleep, memory, and synaptic plasticity

Audience: Graduate

4. Identify animal models used to study sleep

Audience: Graduate

5. Explain molecular and genetic approaches to the study of sleep

Audience: Graduate

6. Explain how sleep affects cardiovascular, metabolic, and cognitive functions

Audience: Graduate

7. Explain the importance of sleep for the individual and society, including negative consequences of sleep deprivation and some sleep disorders

Audience: Graduate

8. Detail the brain structures crucial to support consciousness

Audience: Graduate

9. Describe how dreaming research can advance consciousness research

Audience: Graduate

10. Explain theoretical approaches to study consciousness and how they can lead to new ways of assessing consciousness in healthy and patient populations

Audience: Graduate

11. Present recent studies on sleep and consciousness research (selected for daily assigned readings) at journal clubs

Audience: Graduate

12. Describe how to design a sleep/dreaming/consciousness experiment and recognize possible confounding factors

Audience: Graduate

PSYCHIAT 910 – PSYCHIATRY INDEPENDENT READING AND RESEARCH ELECTIVE

1-12 credits.

Independent exposure to research methodology as it pertains to psychiatry and/or affective neuroscience.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2025**Learning Outcomes:** 1. Individualized outcomes to be developed by student and faculty supervisor. See Appendix B below.

Audience: Graduate

PSYCHIAT 919 – PSYCHIATRY INDIVIDUALIZED CLINICAL ELECTIVE

1-12 credits.

Develop a customized experience with relevant faculty not offered by our already established electives.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2025**Learning Outcomes:** 1. Review, interpret and present current literature to support patient care

Audience: Graduate

2. Develop clinically relevant questions to advance learning

Audience: Graduate

3. Communicate effectively with patients, families, physicians and non-physician team members

Audience: Graduate

PSYCHIAT 921 – BEHAVIORAL HEALTH CLINICAL ELECTIVE

1-12 credits.

Behavioral medicine clinical patient care, under faculty supervision. All members of the department interact with the student who is typically assigned primarily to one member, depending upon the student's interests. Spend time with the Psychiatric Unit nursing staff to learn how the Unit itself is used as a treatment modality.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Demonstrate knowledge of behavioral medicine as it is practiced in a multi-specialty group setting

Audience: Graduate

2. Demonstrate knowledge and performance of clinical interviews and mental status exams, in formulating diagnoses and planning treatment and disposition

Audience: Graduate

3. Demonstrate knowledge of psychiatric practice with children, adolescents, and adults, covering a wide range of diagnoses and treatment methods

Audience: Graduate

PSYCHIAT 922 – PSYCHIATRY CONSULTATION AND LIAISON CLINICAL ELECTIVE

1-12 credits.

Learn psychiatric assessment of patients admitted to University Hospital medical and surgical floors (including burn unit, trauma service and transplant services). Learn emergency psychiatric assessment through consultation to the University Hospital emergency department.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Demonstrate knowledge of suicide risk assessment and levels of psychiatric care

Audience: Graduate

2. Demonstrate knowledge of psychiatric assessment and management of mood, psychotic and neuro-behavioral disorders in the hospitalized setting

Audience: Graduate

3. Perform a hypothesis driven history

Audience: Graduate

4. Demonstrate knowledge in developing and presenting a weighted differential diagnosis

Audience: Graduate

5. Present a diagnostic and/or treatment plan

Audience: Graduate

6. Demonstrate complete written documentation

Audience: Graduate

7. Demonstrate knowledge of assisting with safety planning for patients presenting with suicide risk factors

Audience: Graduate

8. Communicate with patients, families, physicians and non-physician team members

Audience: Graduate

9. Provide psycho-education to patients, families

Audience: Graduate

10. Demonstrate knowledge in coordination of care with other providers

Audience: Graduate

PSYCHIAT 925 – COMMUNITY PSYCHIATRY ELECTIVE

2-4 credits.

Immersive experience in community mental health while embedded within a community support team, either at Gateway or Community Treatment Alternatives (CTA). Gateway is an assertive community treatment team serving Dane County residents who have severe mental illness and substance abuse issues. CTA is an assertive community treatment team that works exclusively with adults involved in the criminal justice system. Patients must be either diverted from the Dane County Jail or be conditionally released after being found "not guilty by reason of mental disease or defect" (NGI).

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, for 6 number of completions

Last Taught: Fall 2023

Learning Outcomes: 1. Define "recovery" in the context of schizophrenia.

Audience: Graduate

2. Describe the assertive community treatment (ACT) model of caring for people with severe, persistent mental illness.

Audience: Graduate

3. List three ways that community support teams can assist people with schizophrenia.

Audience: Graduate

4. Explain how a community support team functions, including how roles are shared and how influence is felt within teams.

Audience: Graduate

5. Demonstrate cultural sensitivity and humility in care of people with severe, persistent mental illness in the community.

Audience: Graduate

PSYCHIAT 930 – PSYCHIATRY GERIATRIC CLINICAL ELECTIVE

1-12 credits.

Care of older adults with mental illness, including late-life depression and anxiety, suicidality, dementia, and substance use disorders. Under the supervision of clinicians with extensive experience in the care of older adults, help care for patients in inpatient, outpatient and long-term care settings. Have the opportunity to experience public health approaches to improving the mental health of older adults, for example, by attending caregiver support groups.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Demonstrate knowledge of impact of mental illness on the quality of life and functioning of older adults and their caregivers.

Audience: Graduate

2. Describe the pathophysiology, clinical presentation and course, and treatment of late-life depression and anxiety.

Audience: Graduate

3. Describe suicide risk assessment in older adults.

Audience: Graduate

4. List the behavioral and psychological symptoms of dementia.

Audience: Graduate

5. Explain the geriatric psychopharmacology principle of "start low, go slow."

Audience: Graduate

PSYCHIAT 931 – DEMENTIA AND PUBLIC HEALTH

2-4 credits.

Clinical care of persons living with dementia and their caregivers. Public health approaches to assisting persons living with dementia in the community via Wisconsin Alzheimer's Institute. Assessment and management of dementia, including behavioral and psychological symptoms.

Requisites: MED SC-M 810, 811, 812, and 813

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Define mild cognitive impairment and dementia
Audience: Graduate

2. Contrast cognitive changes found in normal aging with dementia
Audience: Graduate

3. Describe the pathophysiology, risk factors, and presentation of the most common causes of dementia
Audience: Graduate

4. List the expected clinical findings at each stage of dementia
Audience: Graduate

5. List potentially reversible causes of dementia
Audience: Graduate

6. Contrast dementia with delirium
Audience: Graduate

7. Describe how a psychiatric interview should be modified when assessing a patient for dementia
Audience: Graduate

8. List what questions are important to ask when interviewing a patient for dementia
Audience: Graduate

9. Summarize when to use cognitive screening tools
Audience: Graduate

10. List available bedside cognitive screening tools
Audience: Graduate

11. Describe when a full neuropsychological eval may be indicated
Audience: Graduate

12. Develop a treatment plan for persons living with dementia
Audience: Graduate

13. List medications that have been FDA-approved for treatment of dementia, including risks and benefits
Audience: Graduate

14. List evidence-based psychosocial and educational interventions for persons living with dementia and their caregivers
Audience: Graduate

15. Explain how persons living with dementia and their family members can plan for the future
Audience: Graduate

16. List the behavioral and psychological symptoms of dementia (BPSD), and their associations with various causes of dementia

PSYCHIAT 932 – PSYCHIATRY ADDICTION CLINICAL ELECTIVE

1-12 credits.

Etiology, assessment, and treatment of substance use disorders and psychiatric co-morbidity.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Demonstrate awareness of epidemiology of substance use disorders and biopsychosocial risk factors and deterrents.
Audience: Graduate

2. Demonstrate awareness of the prevalence and treatment of psychiatric comorbidities.
Audience: Graduate

3. Demonstrate awareness of pharmacologic and psychosocial treatment modalities important to detoxification, maintenance, and relapse prevention in substance use disorders.
Audience: Graduate

4. Demonstrate awareness of family dynamic factors, self-help recovery, community treatment resources, and primary care integration of substance abuse treatment.
Audience: Graduate

5. Demonstrate proficiency in interviewing patients with substance abuse and psychiatric disorders and formulating a treatment plan within the context of a multidisciplinary treatment plan.
Audience: Graduate

PSYCHIAT 933 – PUBLIC HEALTH ADVOCACY AND SERVICE IN PSYCHIATRY

2 credits.

Broad set of experiences in public health service and public health advocacy, and exposure to a number of community resources and organizations. Spend time within a mental health integrated care setting under faculty supervision. These models of care have been shown to be cost-effective ways of delivering mental health care to large numbers of patients, thereby addressing a public health need given the serious shortage of Psychiatrists. Work with the Wisconsin Medical Society to receive media training and write and record a public service announcement on a Psychiatric public health issue. Receive Advocacy training. Attend meetings of local professional advocacy organizations (e.g., the Wisconsin Medical Society, Dane County Medical Society) with the Course Director, dependent on time of enrollment.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Learning Outcomes:** 1. Discuss the role of socioeconomic, environmental, and cultural determinants of health on the mental health status and mental health care of individuals and populations.

Audience: Graduate

2. Design and record a public service announcement on a Psychiatric public health issue.

Audience: Graduate

3. Appraise the quality of the evidence of peer reviewed medical and public health literature in developing a brief blog on a specific topic related to preventive or public health care in psychiatry

Audience: Graduate

4. List and describe a variety of community resources available to improve the mental health of individuals and populations, especially those who are underserved

Audience: Graduate

5. Engage effectively with Legislators and/or members of professional medical advocacy organizations in discussing Psychiatric public health issues.

Audience: Graduate

PSYCHIAT 934 – PSYCHIATRY INPATIENT CLINICAL ELECTIVE

2-4 credits.

Introduction to common psychiatric diagnoses (mood disorders, psychotic disorders and personality disorders) in the hospital setting. Actively participate in patient care under the supervision of 2 Inpatient Attending Faculty and 3 Psychiatry Residents. During daily multidisciplinary rounds, present detailed clinical information about new patients. Provide updates on the patients you are following. Each student is assigned 2 or 3 patients. You are included in all aspects of patients' care and have ample time for in-depth interviews. Attend family meetings and play an integral role in obtaining collateral information from family or outside sources. Daily progress notes are reviewed by attendings and residents.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2025**Learning Outcomes:** 1. Demonstrate awareness of the impact of mental illness on the quality of life and functioning in the adult population

Audience: Graduate

2. Demonstrate knowledge of clinical presentation and the treatment of common psychiatric illnesses in the hospital setting

Audience: Graduate

3. Demonstrate familiarity with and ability to evaluate suicide risk in adults

Audience: Graduate

**PSYCHIAT 946 – CHILD AND ADOLESCENT PSYCHIATRY
CLINICAL ELECTIVE**

1-12 credits.

Introduction to core knowledge and skills in child and adolescent psychiatry including assessment, diagnoses, and treatment of children and adolescents through exposure to inpatient, outpatient, and consultation/liaison settings. Exposure to the intricacies of working with families and systems providing care to child and adolescent patients. Designed for students considering careers in psychiatry, pediatrics, and family practice.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Demonstrate clinical knowledge and skills in providing psychiatric care to child and adolescent patients, including: psychotherapeutic and medication management treatment strategies, diagnostic interviewing techniques, working in multidisciplinary teams, and documentation

Audience: Graduate

2. Demonstrate ability to recognize and diagnose common psychiatric conditions in child and adolescent patients

Audience: Graduate

3. Demonstrate the ability to develop a biopsychosocial formulation.

Audience: Graduate

4. Participate in and display an understanding of the differences between a range of child and adolescent psychiatry practice settings, including inpatient, outpatient, and consultation/liaison.

Audience: Graduate

**PSYCHIAT 947 – PSYCHIATRY ASSESSMENT & TREATMENT IN A
FORENSIC HOSPITAL SETTING**

4 credits.

Interact with and learn from multiple staff at Mendota Mental Health Institute (MMHI), including forensic psychiatrists, psychologists, nurses, and occupational therapists. Interact with patients who have been committed to MMHI usually for forensic purposes- the patient has been found not guilty by reason of insanity, they are incompetent to stand trial, and/or their conditional release in the community has been revoked. Opportunity to see patients who have been civilly committed. Rotate with multiple psychiatrists, some of whom are specially trained in forensic psychiatry. Learn more about the forensic/legal system, the structure of medium and maximum security forensic psychiatry units, treatment of refractory psychotic and mood disorders, and the basics of forensic assessments. The student is given as much autonomy as possible with individual supervision and discussion.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, for 3 number of completions

Last Taught: Spring 2024

Learning Outcomes: 1. Demonstrate basic knowledge of forensic psychiatry

Audience: Graduate

2. Demonstrate knowledge of the treatment and assessment of patients who are incompetent to stand trial

Audience: Graduate

3. Demonstrate knowledge and performance of clinical interviews and mental status exams, in formulating diagnoses and planning treatment

Audience: Graduate

4. Demonstrate knowledge in documenting a complete psychiatric history and physical

Audience: Graduate