

APA 167TH ANNUAL MEETING COURSE GUIDE

HOW TO REGISTER

There are three easy ways to register for APA's 2014 annual meeting and courses. The deadline for advance registration is **APRIL 23**.

Annual meeting information can be accessed from APA's Web site at <http://annualmeeting.psychiatry.org>.

REGISTER ONLINE: Go to the URL above and go to the "Registration" menu on the right.

FAX REGISTRATION FORM: Fax your completed registration form with credit card information to (703) 907-1097. There is a \$10 processing fee for faxed forms.

MAIL REGISTRATION FORM: Mail your completed registration form and payment (by credit card or check made payable to APA) to American Psychiatric Association Annual Meeting, P.O. Box 418237, Boston, Mass. 02241-8237. There is a \$10 processing fee for mailed forms.

After **April 23**, you may register online only (on-site fees apply), not by mail or fax. You can also register on site.

NEW YORK, MAY 3-7, 2014

BY CATHY CRONE, M.D.

Chair, Scientific Program Subcommittee on Courses

YOU MIGHT ask yourself, "Why take a course at the APA annual meeting?" Whether you wish to prepare for certification exams, enhance your clinical skills, or remain abreast of exciting uses of technology and research advances in psychiatry, the APA Subcommittee on Courses has planned something for you!

Over the years, exceptional continuing medical education courses have become a tradition at APA's annual meeting. Courses are offered in half-day (four hours) and full-day (six or eight hours) formats. This year's courses encompass new offer-

ings, highly evaluated repeat courses directed by national and international experts, and improved versions of courses given in the past. We will be covering a wide variety of topics this year, including depressive disorders, addiction psychiatry, geriatric psychiatry, integrated care, and psychopharmacology.

In addition to me, serving on the Subcommittee on Courses are my vice chair, Linda Worley and committee members Arnold Moreno, M.D.; Charles Price, M.D.; and Michael Myers, M.D. Along with Lisa Walker, course services coordinator, we have worked hard to evaluate course submissions critically to provide an exceptional, in-depth educational experience for all.

The Subcommittee on Courses limits course enrollment size

to maximize opportunities for participant-faculty interaction. To secure your place in a course, register early! The courses sell out quickly. Registration and enrollment information and forms can be accessed at APA's Web site at <http://annualmeeting.psychiatry.org>. Links for online meeting and housing registration can also be accessed from this site.

All mailed and faxed registration and pre-enrollment forms must be received at APA on or before **April 23**. After this date, on-site fees are in effect for meeting and course registration. The course enrollment area is located in the Javits Convention Center and the New York Hilton Midtown. Only those who have registered for the annual meeting may purchase course tickets.

SEE YOU THERE!

MASTER COURSE 1

DSM-5: What You Need To Know

SATURDAY, MAY 3, 9 A.M.-4 P.M.

Director: Darrel A. Regier, M.D., M.P.H.

Co-Director: David J. Kupfer, M.D.

Faculty: William Narrow, M.D., M.P.H.; Jan Fawcett, M.D.; Katharine A. Phillips, M.D.; Joel E. Dimsdale, M.D.; Ruth O'Hara, Ph.D.; William T. Carpenter, M.D.; Kenneth J. Zucker, Ph.D.; Charles P. O'Brien, M.D., Ph.D.; David Shaffer, F.R.C. Psych, M.D.; Andrew Skodol, M.D.; Sue Swedo, M.D.; Robert J. Ursano, M.D.; Ronald Petersen, M.D., Ph.D.

Release of *DSM-5* marked the first major revision to the classification of and diagnostic criteria for mental disorders since *DSM-IV* was released in 1994. The focus of this master course is to educate clinicians and researchers on the major changes from *DSM-IV* to *DSM-5*, including diagnosis-specific changes (e.g., criteria revisions), as well as broader, manual-wide changes (e.g., revised chapter ordering, use of dimensional assessments, integration of neuroscience and developmental material across the manual).

New York Hilton Midtown; early bird \$350; advance: \$380; on site: \$410; spaces available: 500

MASTER COURSE 2

2014 Psychiatry Review

SATURDAY, MAY 3, 9 A.M.-4 P.M.

Director: Arden D. Dingle, M.D.

Co-Director: Robert Boland, M.D.

Faculty: Anthony Rostain, M.A., M.D.; Richard Balon, M.D.; Sandra M. DeJong, M.D., M.Sc.; Mark Servis, M.D.; Marcy Verduin, M.D.; Vishal Madaan, M.D.; Josepha A. Cheong, M.D.; Joseph Layde, M.D., J.D.

Essential psychiatric and neurology topics will be reviewed and discussed using multiple-choice questions. Audience members will use an audience response system to respond to the multiple-choice format before correct answers and full explanations and references are provided.

New York Hilton Midtown; early bird: \$350; advance: \$380; on site \$410; spaces available: 200

MASTER COURSE 3

Update on Pediatric Psychopharmacology

SUNDAY, MAY 4, 9 A.M.-4 P.M.

Director: Christopher Kratochvil, M.D.

Faculty: John T. Walkup, M.D.; Karen D. Wagner, M.D., Ph.D.; Christopher J. McDougle, M.D.

The primary objective of this course is to provide practical information to clinicians on the use of psychotropic medications in the treatment of children and adolescents in their practices. This course will provide an overview and discussion of recent data in pediatric psychopharmacology, with a focus on mood disorders, attention-deficit/hyperactivity disorder, anxiety disorders, and autism spectrum disorders.

New York Hilton Midtown; early bird: \$350; advance: \$380; on site \$410; spaces available: 500

MASTER COURSE 4

Treatment of Bipolar Disorder

MONDAY, MAY 5, 9 A.M.-4 P.M.

Director: Terence A. Ketter, M.D.

Co-Director: Po Wang, M.D.

Faculty: Shefali Srivastava, M.D.; Kiki Chang, M.D.; Natalie Rasgon, M.D., Ph.D.

Treatment of bipolar disorders is rapidly evolving. The information in this course should facilitate clinicians' efforts to perform more accurate assessments and to translate the latest advances in research into evidence-based personalized state-of-the-art care for patients with bipolar disorder.

New York Hilton Midtown; early bird \$350; advance: \$380; on site \$410; spaces available: 500

MASTER COURSE 5

Psychopharmacology

TUESDAY, MAY 6, 9 A.M.-4 P.M.

Director: Alan F. Schatzberg, M.D.

Faculty: David Sheehan, M.B.A, M.D.; Charles DeBattista, M.D.; Terence Ketter, M.D.; Antonio Hardan, M.D.; Rona Hu, M.D.

This course in psychopharmacology will present new material on the pharmacologic treatment of major psychiatric disorders. The course will involve presentation of data, Q&A, and case discussions.

New York Hilton Midtown; early bird \$350; advance: \$380; on site \$410; spaces available: 500

MASTER COURSE 6

Diagnostic Interviewing Using DSM-5

TUESDAY, MAY 6, 9 A.M.-4 P.M.

Director: Abraham M. Nussbaum, M.D.

Faculty: Gary J. Gala, M.D.; Bipin Subedi, M.D.; Cathryn A. Galanter, M.D.

This course is ideal for anyone interested in learning how to fully integrate *DSM-5* into his or her practice. The course will use the best-selling Pocket Guide to the *DSM-5* Diagnostic Exam as a starting point, but will also explore other ways of putting *DSM-5* into practice.

New York Hilton Midtown; early bird: \$350; advance: \$380; on site \$410; spaces available: 200

APA 167TH ANNUAL MEETING COURSE GUIDE

SATURDAY, MAY 3

COURSE 1

SEX, DRUGS, AND SOCIAL MEDIA: PROFESSIONALISM AND ETHICS PUT TO THE TEST

Director: Glen O. Gabbard, M.D. **Faculty:** Gabrielle Hobday, M.D.; Holly Crisp-Han, M.D.; Valdesha Ball, M.D.; Laura Roberts, M.A., M.D.; Funmilayo Rachal, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) recognize the major professionalism and ethics issues regarding the use of the electronic media; (2) identify the major problematic boundary issues inherent in dual relationships; and (3) recognize the “hidden” professionalism themes in the areas of gender, sexuality, race, culture, and religion. **Course Level:** Intermediate; **Saturday, May 3; 8-noon; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 150**

COURSE 2

MELATONIN AND LIGHT TREATMENT OF SEASONAL AFFECTIVE DISORDER, SLEEP AND OTHER BODY CLOCK DISORDERS

Director: Alfred Lewy, M.D., Ph.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) use the salivary dim light melatonin onset and sleep time to phase type circadian sleep and mood disorders as to whether they

are phase advanced or phase delayed; (2) treat a patient with appropriately timed bright-light exposure (evening or morning) and/or low-dose melatonin administration (morning or afternoon) using the patient’s phase type; and (3) monitor treatment response using the DLMO/mid-sleep interval, targeting six hours. **Course Level:** Basic; **Saturday, May 3; 8-noon; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 75**

COURSE 3

EVIDENCE-BASED PSYCHODYNAMIC THERAPY: A CLINICIAN’S WORKSHOP

Director: Richard F. Summers, M.D. **Co-Director:** Jacques Barber, Ph.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) become aware of the substantial evidence base supporting psychodynamic psychotherapy; (2) improve treatment selection by applying a contemporary framework for conceptualizing psychodynamic therapy; (3) diagnose core psychodynamic problems and develop a psychodynamic formulation for appropriate patients; and (4) understand how to develop an effective therapeutic alliance and employ techniques for facilitating change. **Course Level:** Intermediate; **Saturday, May 3; 9-4; 6 hours; New York Hilton Midtown; early bird: \$215; advance: \$245; on site: \$280; spaces available: 80**

COURSE 4

TREATMENT OF SCHIZOPHRENIA

Director: Phillip G. Janicak, M.D. **Faculty:** Rajiv Tandon, M.D.; Morris Goldman, M.D.; Stephen R. Marder, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) describe the psychopathological dimensions, recent DSM-5 diagnostic criteria, and neurobiological underpinnings of schizophrenia; (2) describe the clinically relevant pharmacological aspects of first- and second-generation antipsychotics, as well as novel therapies; (3) better understand the efficacy, safety, and tolerability of antipsychotics when used for acute and chronic schizophrenia; and (4) describe recent approaches to integrating medication strategies with psychosocial and rehabilitation programs. **Course Level:** Basic; **Saturday, May 3; 9-4; 6 hours; New York Hilton Midtown; early bird: \$215; advance: \$245; on site: \$280; spaces available: 125**

COURSE 5

ADHD IN ADULTS: FROM SCIENCE TO CLINICAL PRACTICE

Director: Craig Surman, M.D. **Co-Director:** Paul Hammerness, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) be aware of common presentations of ADHD in adults; (2) apply clinical assessment techniques to identify ADHD; (3) understand the evidence basis, and limits of that basis, for medi-

cation and nonmedication therapies for ADHD in adults; and (4) implement treatment plans for ADHD in adults. **Course Level:** Intermediate; **Saturday, May 3; 1-5; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 150**

COURSE 6

INTERPERSONAL PSYCHOTHERAPY

Director: John C. Markowitz, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) understand the basic rationale and techniques of interpersonal psychotherapy (IPT) for depression; (2) understand key research validating its use; and (3) understand some of the adaptations of IPT for other diagnoses and formats. **Course Level:** Intermediate; **Prerequisites:** Participants should have some grounding in the basics of psychotherapy and read the IPT manual: Weissman et al: “Clinicians Quick Guide to Interpersonal Psychotherapy, 2007.” **Saturday, May 3; 1-5; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 75**

COURSE 7

MENTALIZATION-BASED TREATMENT (MBT) FOR BORDERLINE PERSONALITY DISORDER (BPD): INTRODUCTION TO CLINICAL PRACTICE

Director: Anthony Bateman, M.D. **Co-Director:** Peter Fonagy, Ph.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) demonstrate an understanding of the mentalizing problems of borderline personality disorder; (2) recognize mentalizing and nonmentalizing interventions; (3) develop and maintain a mentalizing therapeutic stance; and (4) use some basic mentalizing techniques in everyday clinical work. **Course Level:** Basic; **Saturday, May 3; 1-5; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 180**

COURSE 8

STREET DRUGS AND MENTAL DISORDERS: OVERVIEW AND TREATMENT OF DUAL DIAGNOSIS PATIENTS

Director: John W. Tsuang, M.D. **Faculty:** Larissa Mooney, M.D.; Tim Fong, M.D.; Reef Karim, D.O. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) understand the issues relating to the treatment of dual diagnosis patients; (2) know the popular street drugs and club drugs; and (3) understand the available pharmacological agents for treatment of dual diagnosis patients. **Course Level:** Basic; **Saturday, May 3; 1-5; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 85**



APA 167TH ANNUAL MEETING COURSE GUIDE

SUNDAY, MAY 4

COURSE 9

MIGRAINE AND PSYCHIATRIC COMORBIDITIES

Director: Mia T. Minen, M.D., M.P.H. **Faculty:** Todd A. Smitherman, Ph.D.; Gretchen E. Tietjen, M.D.; Richard Lipton, M.D.; Dawn C. Buse, Ph.D.; Elizabeth Loder, M.D., M.P.H. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) describe a general approach to patients who present with headache, specifically migraine; (2) list the psychiatric comorbidities associated with migraine including depression, anxiety, PTSD, and abuse and be able to screen for them; and (3) be able to formulate psychopharmacologic and nonpharmacologic treatment options available for these patients. **Course Level:** Basic; **Sunday, May 4, 2014; 8-noon; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 45**

COURSE 10

DIALECTICAL BEHAVIOR THERAPY FOR PSYCHIATRISTS: USING DBT STRATEGIES IN YOUR PSYCHOTHERAPY AND PSYCHOPHARMACOLOGICAL PRACTICE

Director: Beth S. Brodsky, Ph.D. **Co-Director:** Barbara Stanley, Ph.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) use DBT interventions for outpatient management of suicidal and nonsuicidal self-injurious behaviors and medication management, particularly for patients with borderline personality disorder; (2) apply basic DBT interventions in psychotherapy and psychopharmacology practice to increase treatment retention and engagement and reduce symptoms in emotionally and behaviorally dysregulated patients; and (3) understand the skills patients learn in DBT, how to apply them and how to “think” in a DBT framework about difficult-to-manage patients, particularly those with BPD. **Course Level:** Intermediate; **Sunday, May 4; 8-noon; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 150**

COURSE 11

MOOD DISORDERS IN LATER LIFE

Director: James M. Ellison, M.D., M.P.H. **Co-Director:** Yusuf Sivrioglu, M.D. **Faculty:** Joan M. Cook, Ph.D.; Donald Davidoff, Ph.D.; Brent Forester, M.D., M.Sc. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) appreciate the unique demographic, diag-

nostic, and clinical characteristics and needs of older adults affected by unipolar or bipolar mood disorders; (2) plan and implement an evidence-based approach to the diagnosis and somatic treatment of late-life mood disorders; (3) plan and implement an evidence-based approach to the psychosocial treatment of late-life mood disorders; and (4) describe and understand the complex inter-relationship between late-life mood and cognitive disorders. **Course Level:** Intermediate; **Prerequisite:** Clinical experience with older adults and a basic understanding of the principles of psychotherapy and somatic therapy of mood disorders are recommended. **Sunday, May 4; 8-noon; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 50**

COURSE 12

HEALTHY BRAIN AGING: EVIDENCE-BASED METHODS TO PRESERVE AND IMPROVE BRAIN FUNCTION

Director: Abhilash Desai, M.D. **Faculty:** George T. Grossberg, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) describe various genetic and nongenetic factors influencing healthy brain aging; (2) discuss modifiable risk factors for Alzheimer’s disease and related disorders; (3) discuss protective factors for Alzheimer’s disease and related disorders; and (4) identify at least three simple and practical strategies to improve memory and brain function. **Course Level:** Basic; **Sunday, May 4; 8-noon; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 85**

COURSE 13

GOOD PSYCHIATRIC MANAGEMENT (GPM) FOR BORDERLINE PERSONALITY DISORDER (BPD): WHAT EVERY PSYCHIATRIST SHOULD KNOW

Director: John Gunderson, M.D. **Co-Director:** Paul Links, M.D. **Faculty:** Brian Palmer, M.D., M.P.H. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) explain the diagnosis to patients and families and establish reasonable expectations for change (psychoeducation); (2) manage the problem of recurrent suicidality and self-harm while limiting personal burden and liability; and (3) expedite alliance-building via use of medications and homework. **Course Level:** Basic; **Sunday, May 4; 8-noon; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 175**

COURSE 14

PRACTICAL ASSESSMENT AND TREATMENT OF BEHAVIOR DISTURBANCE FOR THOSE WITH MODERATE TO SEVERE DEMENTIA

Director: Maureen Nash, M.D. **Faculty:** Sarah Foidel, O.T.R./L.; Maria Shindler, M.S.N., R.N. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) have a working knowledge of how to assess and differentiate varying types of dementia and delirium; (2) list common causes of delirium in the elderly and identify high-risk factors, causes, and prevention strategies; (3) understand the current literature and practical applications of current pharmacological and nonpharmacological interventions for people with dementia and behaviors; (4) discuss evidence-based treatment for effective symptom management in common types of dementia; and (5) recognize and encourage use of appropriate interventions to improve quality of life in people with dementia. **Course Level:** Intermediate **Sunday, May 4; 9-4; 6 hours; New York Hilton Midtown; early bird: \$215; advance: \$245; on site: \$280; spaces available: 75**

COURSE 15

SLEEP MEDICINE—A REVIEW AND UPDATE FOR PSYCHIATRISTS

Director: Thomas D. Hurwitz, M.D. **Co-Director:** Imran S. Khawaja, M.B.B.S. **Faculty:** Max Hirshkowitz, Ph.D.; R. Robert Auger, M.D.; Elliott Lee, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) recognize the major sleep disorders that can affect patients in their practices; (2) determine which patients should be referred to a board-certified sleep physician; (3) help patients with obstructive sleep apnea pursue therapy; (4) determine if patients experience excessive daytime sleepiness; and (5) facilitate use of CBT principles to treat insomnia. **Course Level:** Intermediate; **Prerequisite:** Experience in clinical psychiatry. **Sunday, May 4; 9-4; 6 hours; New York Hilton Midtown; early bird: \$215; advance: \$245; on site: \$280; spaces available: 75**

COURSE 16

THE INTEGRATION OF PRIMARY CARE AND BEHAVIORAL HEALTH: PRACTICAL SKILLS FOR THE CONSULTING PSYCHIATRIST

Director: Lori Raney, M.D. **Co-Director:** Anna Ratzliff, M.D., Ph.D. **Faculty:** Jurgen Unutzer, M.D., M.P.H.; John Kern, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) make the case for integrated behavioral health services in primary care, including the evidence for collaborative

care; (2) describe the roles for a primary care consulting psychiatrist in an integrated care team; (3) describe the rationale for providing primary care services in the mental health setting; and (4) discuss program structure requirements to successfully deliver primary care services in the mental health setting. **Course Level:** Basic **Sunday, May 4; 9-4; 6 hours; New York Hilton Midtown; early bird: \$215; advance: \$245; on site: \$280; spaces available: 80**

COURSE 17

NEUROPSYCHIATRIC MASQUERADES: MEDICAL AND NEUROLOGICAL DISORDERS THAT PRESENT WITH PSYCHIATRIC SYMPTOMS

Director: José R. Maldonado, M.D. **Faculty:** Yelizaveta Sher, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) understand the incidence, epidemiology, and clinical features of the most common CNS disorders masquerading as psychiatric illness; (2) understand the incidence, epidemiology, and clinical features of the most common endocrine disorders masquerading as psychiatric illness; (3) understand the incidence, epidemiology, and clinical features of the most common metabolic disorders masquerading as psychiatric illness; (4) understand the incidence, epidemiology, and clinical features of the most common infectious disorders masquerading as psychiatric illness; and (5) understand the incidence, epidemiology, and clinical features of the most common autoimmune disorders masquerading as psychiatric illness. **Course Level:** Advanced; **Sunday, May 4; 9-4; 6 hours; New York Hilton Midtown; early bird: \$215; advance: \$245; on site: \$280; spaces available: 150**

COURSE 18

ESSENTIALS OF ASSESSING AND TREATING ADHD IN ADULTS AND CHILDREN

Director: Thomas E. Brown, Ph.D. **Faculty:** Anthony Rostain, M.A., M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) recognize impairments caused by attention-deficit disorders in adults or children; (2) understand an updated model of ADHD as developmental impairment of executive functions; (3) assess and diagnose adults or children for ADHD using appropriate instruments and methods; (4) select appropriate medications for treatment of ADHD and comorbid disorders; and (5) design multimodal treatment for adults or children with ADHD. **Course Level:** Basic **Sunday, May 4; 9-4; 6 hours; New York Hilton Midtown; early bird: \$215; advance: \$245; on site: \$280; spaces available: 125**

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MONDAY, MAY 5

COURSE 19

CAN'T WORK OR WON'T WORK?

PSYCHIATRIC DISABILITY EVALUATIONS

Director: Liza Gold, M.D. **Faculty:** Marilyn Price, M.D., C.M.; Donna Vanderpool, J.D., M.B.A. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) identify the relevant clinical and nonclinical factors in assessing disability; (2) more effectively treat patients who present with disability issues, including requests for documentation; (3) recognize the differences between and requirements of various types of disability evaluations; and (4) understand the risk management issues of providing disability evaluations both as an independent evaluator and as a treating clinician. **Course Level:** Basic; **Monday, May 5; 8-noon; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 75**

COURSE 20

EXPLORING TECHNOLOGIES IN PSYCHIATRY

Director: Robert Kennedy, M.D. **Co-Director:** John Luo, M.D. **Faculty:** Carlyle Chan, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to: (1) review the various current and emerging technologies and connections that are possible in psychiatry and medicine; (2) evaluate the emerging technologies and how they impact clinical practice today and tomorrow; and (3) recognize the pros and cons of electronic physician/patient communication. **Course Level:** Intermediate; **Monday, May 5; 8-noon; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 75**

COURSE 21

THE DSM-5 CULTURAL FORMULATION INTERVIEW (CFI) ILLUSTRATED: VIDEOTAPED CASE VIGNETTES THAT SHOW THE CFI'S USE IN CULTURALLY APPROPRIATE ASSESSMENT

Director: Russell F. Lim, M.D., M.Ed. **Faculty:** Francis Lu, M.D.; Roberto Lewis-Fernandez, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) use the 16 questions of the cultural formulation interview to conduct a culturally appropriate assessment; (2) be familiar with the use of the 12 supplementary modules when appropriate, such as cultural identity, explanatory models, age-related issues, religion, the clinician-patient relationship, etc.; and (3) be able to formulate a case using the DSM-5 Outline for Cultural Formulation. **Course Level:** Basic; **Monday, May 5; 8-noon; 4 hours; New York Hilton Midtown; early bird: \$150;**

advance: \$170; on site: \$195; spaces available: 150

COURSE 22

TRANSFERENCE-FOCUSED PSYCHOTHERAPY FOR BORDERLINE PERSONALITY DISORDER: DESCRIBING, OBSERVING, AND DISCUSSING THEORY AND TECHNIQUE

Director: Frank E. Yeomans, M.D., Ph.D. **Co-Director:** Otto F. Kernberg, M.D. **Faculty:** John F. Clarkin, Ph.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) understand and appreciate the central role of an individual's internal concept of self and others in personality and in personality disorders; (2) understand the need to appropriately structure therapy with borderline patients in order to decrease acting out and direct emotions into the treatment; and (3) utilize interpretation to help the patient become aware of and gain mastery of aspects of the self that were previously denied and acted out. **Course Level:** Basic; **Monday, May 5; 8-noon; 4 hours; New York Hilton Midtown; early bird \$150; advance: \$170; on site: \$195; spaces available: 200**

COURSE 23

PSYCHODYNAMIC PSYCHOPHARMACOLOGY: PRACTICAL PSYCHODYNAMICS TO IMPROVE PHARMACOLOGIC OUTCOMES WITH TREATMENT-RESISTANT PATIENTS

Director: David Mintz, M.D. **Faculty:** David F. Flynn, M.D.; Samar Habl, M.D.; Barri Belnap, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) describe the evidence base linking meaning factors and medication response; (2) construct an integrated biopsychosocial treatment frame; (3) diagnose common psychodynamics underlying pharmacologic treatment resistance; (4) use psychodynamic interventions in pharmacotherapy to ameliorate psychodynamic contributors to medication issues; and (5) recognize and contain countertransference contributions to pharmacologic treatment resistance. **Course Level:** Intermediate; **Monday, May 5; 9-4; 6 hours; New York Hilton Midtown; early bird: \$215; advance: \$245; on site: \$280; spaces available: 50**

COURSE 24

YOGA OF THE EAST AND WEST EXPERIENTIAL FOR STRESS, ANXIETY, PTSD, MASS DISASTERS, STRESS-RELATED MEDICAL CONDITIONS, AND MORE

Director: Patricia L. Gerbarg, M.D. **Co-Director:** Richard P. Brown, M.D. **Faculty:** Martin A. Katzman, B.Sc., M.D.; Fredlee Kaplan, M.S.W. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) describe how heart rate variabil-

ity and sympatho-vagal balance contribute to overall well-being and stress-resilience; (2) discuss the vagal-GABA theory of inhibition and its potential relevance to treatment of stress, anxiety, and trauma-related disorders; (3) experience coherent breathing for stress reduction and learn how Voluntarily Regulated Breathing Practices (VRPs) can be used to reduce anxiety, insomnia, depression, and symptoms of PTSD; (4) experience open focus attentional training for stress reduction, improved attention, and relief of physical and psychological distress, for clinicians and their patients; and (5) develop a program of further learning about breath and meditative practices that are accessible and that will improve clinical outcomes in psychiatric practice. **Course Level:** Basic; **Monday, May 5; 9-4; 6 hours; New York Hilton Midtown; early bird: \$215; advance: \$245; on site: \$280; spaces available: 85**

COURSE 25

AUTISM SPECTRUM DISORDERS: GENETIC RESEARCH AND TREATMENT REVIEW

Director: Alice Raymay Mao, M.D. **Faculty:** Matthew N. Brams, M.D.; James Sutcliffe, Ph.D.; Stephanie Hamarman, M.D.; Jennifer Yen, M.D.; Julie Chilton, M.D.; Oscar Bukstein, M.D., M.P.H. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) help the clinician to integrate psychopharmacologic, behavioral, and educational interventions for individuals with ASD through the lifespan; and (2) develop an appropriate multimodal treatment plan encompassing emotional and educational support for the parents and caregivers, appropriate diagnosis, and clinical implications of recent research advances in ASD. **Course Level:** Advanced; **Monday, May 5; 9-4; 6 hours; New York Hilton Midtown; early bird: \$215; advance: \$245; on site: \$280; spaces available: 175**

COURSE 26

TEACHING PSYCHOTHERAPY? LET HOLLYWOOD (& CABLE TV) HELP!

Director: Steven E. Hyler, M.D. **Co-Director:** Prameet Singh, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) use selected film and TV clips as adjunctive aides to teach psychiatry residents and medical students about psychotherapy; (2) find an appropriate film or TV clip to illustrate just about any aspect of the therapy process; and (3) view scenes from multiple vantage points and consider therapeutic technique, psychopathology, diagnostic issues, controversies, and popular cultural issues. **Course Level:** Basic; **Monday, May 5; 1-5; 4 hours; New York**

Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 75

COURSE 27

EVALUATION AND TREATMENT OF SEXUAL DYSFUNCTIONS

Director: Waguih William IsHak, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) acquire practical knowledge and skills in evaluation of sexual dysfunctions; (2) acquire practical knowledge and skills in treatment of sexual dysfunctions; and (3) learn to apply gained knowledge/skills to real examples of sexual dysfunctions. **Course Level:** Intermediate; **Monday, May 5; 1-5; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 75**

COURSE 28

EMERGENCY PSYCHIATRY: TRIAGE, EVALUATION, AND INITIAL TREATMENT OF THE CRISIS PATIENT

Director: Kimberly Nordstrom, J.D., M.D. **Faculty:** Jon S. Berlin, M.D.; Seth Powsner, M.D.; Scott L. Zeller, M.D.; Leslie Zun, M.B.A., M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) understand the goals of emergency triage and medical assessment for the psychiatric patient; (2) complete an emergency psychiatric evaluation; (3) perform a comprehensive risk assessment; and (4) manage and treat an agitated patient. **Course Level:** Basic **Monday, May 5; 1-5; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 175**

COURSE 29

THE CLINICAL ASSESSMENT OF MALINGERED MENTAL ILLNESS

Director: Phillip Resnick, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) demonstrate skill in detecting deception; (2) detect malingered psychosis; (3) identify four signs of malingered insanity defenses; and (4) identify five clues to malingered PTSD. **Course Level:** Basic; **Monday, May 5; 1-5; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 80**

COURSE 30

MOTIVATIONAL INTERVIEWING FOR ROUTINE PSYCHIATRIC PRACTICE

Director: Steven Cole, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) describe three questions and four skills of Brief Action Planning (BAP); (2) explain how BAP aligns with the "Spirit of Motivational Inter-

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viewing;” (3) discuss the three levels and 13 separate skills of Stepped Cate Advanced Skills for Action Planning (SAAP) for patients with persistent unhealthy behaviors; (4) use the eight core competencies of BAP and 13 advanced skills of SAAP in routine psychiatric practice; and (5) gain skill to demonstrate/train BAP/SAAP for students, team members, and colleagues. **Course Level:** Basic; **Monday, May 5; 1-5; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 150**

COURSE 31

UNDERSTANDING AND TREATING NARCISSISTIC PERSONALITY DISORDER (NPD) WITH AN OBJECT RELATIONS APPROACH—TRANSFERENCE FOCUSED PSYCHOTHERAPY

Director: Frank E. Yeomans, M.D., Ph.D. **Co-Director:** Otto F. Kernberg, M.D. **Faculty:** Eve Caligor, M.D.; Diana Diamond, Ph.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) understand and assess the range of narcissistic pathology; (2) appreciate the defensive psychological function of the pathological grandiose self as the psychological structure that underlies narcissistic personality disorder; (3) utilize treatment techniques that address narcissistic resistances and help engage the patient in therapy; and (4) become familiar with treatment techniques that help patient and therapist enter into contact and work with the anxieties beneath the grandiose self. **Course Level:** Basic; **Monday, May 5; 1-5; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 200**

TUESDAY, MAY 6

COURSE 32

ECT PRACTICE UPDATE FOR THE GENERAL PSYCHIATRIST

Director: Peter B. Rosenquist, M.D. **Co-Director:** Charles H. Kellner, M.D. **Faculty:** Andrew Krystal, M.D., M.S.; Donald Eknayan, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) consider the indications and risk factors for ECT and estimate likely outcomes based on patient characteristics; (2) define the physiologic and neurocognitive effects of ECT as they relate to specific and potentially high-risk patient populations; (3) review the evidence related to ECT stimulus characteristics and summarize the differences between brief and ultra-brief pulse width stimuli; and (4) define strategies for optimizing treatment outcomes during the ECT course and maintaining remission over time. **Course Level:** Basic; **Tuesday, May 6; 8-noon; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 150**

COURSE 33

AN INTRODUCTION TO RADICALLY OPEN-DIALECTICAL BEHAVIOR THERAPY (RO-DBT) FOR DISORDERS OF OVERCONTROL

Director: Thomas R. Lynch, Ph.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) learn about a new biosocial theory for over control (OC) and new RO-DBT treatment strategies designed to enhance willingness for self-inquiry and flexible responding; (2) identify treatment targets oriented around five OC themes—emotion inhibition,

behavioral avoidance, rigidity, aloof and distance, and envy/bitterness; (3) learn behavioral methods to up or down regulate a neuroregulatory deficit by activating an antagonistic area of the brain—e.g., ventral vagal social-safety complex (PNS-VVC); (4) learn new approaches for engaging and maintaining OC clients in therapy and managing therapeutic alliance-ruptures; (5) learn new skills designed to enhance intimate relationships and vulnerable expression of emotion, learn from critical feedback, and enhance loving-kindness-forgiveness. **Course Level:** Basic; **Tuesday, May 6; 8-noon; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 75**

COURSE 34

ADVANCED ASSESSMENT AND TREATMENT OF ADHD

Director: Thomas E. Brown, Ph.D. **Faculty:** Anthony Rostain, M.D., M.A. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) explain implications of the new model of ADHD as developmental impairment of executive functions; (2) describe research that supports this new model of ADHD; (3) utilize research-based criteria to select and fine-tune medications for ADHD, modifying as needed to address various comorbid disorders; (4) design and monitor treatment for patients with ADHD that utilizes effectively integrated medication and psychosocial approaches; and (5) consider strategies for effective treatment of patients with ADHD when these are complicated by other medical or psychosocial problems. **Course Level:** Advanced; **Prerequisite:** Basic training and experience in assessment and treatment of ADHD. **Tuesday, May 6; 8-noon; 4 hours; New York Hilton Midtown; early bird: \$150; Advance: \$170; on site: \$195; spaces available: 125**

COURSE 35

BUPRENORPHINE AND OFFICE-BASED TREATMENT OF OPIOID USE DISORDER

Director: Petros Levounis, M.D. **Co-Director:** John A. Renner, M.D. **Faculty:** Andrew J. Saxon, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) understand the rationale and need for opioid pharmacotherapy in the treatment of opioid use disorder and describe buprenorphine protocols for all phases of treatment; (2) understand specific information on the legislative and regulatory history of office-based opioid pharmacotherapy; (3) understand the pharmacological characteristics of opioids and identify common comorbid conditions associated with opioid use disorder; (4) under-

stand treatment issues and management of opioid use disorder in adolescents, pregnant women, and patients with acute and/or chronic pain; and (5) describe the resources needed to set up office-based treatment with buprenorphine for patients with opioid use disorder. **Course Level:** Basic; **Tuesday, May 6; 8-5; 8 hours; New York Hilton Midtown; early bird \$255; advance: \$305; on site \$345; spaces available: 85**

COURSE 36

A PSYCHODYNAMIC APPROACH TO TREATMENT-RESISTANT MOOD DISORDERS: BREAKING THROUGH TREATMENT RESISTANCE BY FOCUSING ON COMORBID PERSONALITY DISORDERS

Director: Eric Plakun, M.D. **Faculty:** Edward Shapiro, M.D.; David Mintz, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) describe recent evidence that psychosocial factors play a role in the cause and effective treatment of treatment-resistant mood disorders; (2) explain the contribution to treatment resistance of personality disorders, including primitive defenses like splitting; (3) define the practice of “psychodynamic psychopharmacology” and explain its role in effective treatment of treatment-resistant mood disorders; and (4) utilize specific psychodynamic principles to improve outcomes in patients with treatment-resistant mood disorders. **Course Level:** Basic; **Tuesday, May 6; 9-4; 6 hours; New York Hilton Midtown; early bird: \$215; advance: \$245; on site: \$280; spaces available: 80**

COURSE 37

MINDFULNESS-BASED COGNITIVE THERAPY FOR DEPRESSION

Director: Stuart J. Eisendrath, M.D. **Educational Objectives:** At the conclusion of this session, the participant should be able to (1) know the basic aspects of mindfulness meditation and its application to psychotherapeutic interventions for major depression; (2) the theoretical and therapeutic differences between mindfulness-based cognitive therapy (MBCT) and traditional cognitive-behavior therapy (CBT); (3) understand research and literature supporting MBCT broadening therapeutic implications; (4) learn about MBCT’s contribution to the field of neuroscience and understanding of depression through a brain network model; and (5) engage in experiential meditation exercises and learn how these techniques can be applied in psychotherapeutic settings. **Course Level:** Basic; **Tuesday, May 6; 1-5; 4 hours; New York Hilton Midtown; early bird: \$150; advance: \$170; on site: \$195; spaces available: 175**

