

HEADLINES

January 2020 / VOLUME 15/ ISSUE 1



HOLDING DOWN THE FORT

DR. JASON MORRISON
APPOINTED INTERIM HEAD

IN THIS ISSUE

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HEAD LINES

MESSAGE FROM THE HEAD



Happy 2020! I am pleased to introduce the January edition of Headlines as I begin my role as interim head.

The last six weeks of the year are always a busy time and 2019 was no exception. Most notably we said goodbye to **Dr. Michael Teehan**, as he retired at the end of December. Department members had a chance to celebrate and thank Dr. Teehan for his years of dedication to the department through a number of events described in this issue. The highlight for me was his final grand rounds presentation where he took us on a tour of his career and the events that shaped his professional life. We will miss his professionalism, warmth and equanimity greatly as he starts a new stage of his life.

In November we presented another successful Research Day, showcasing the wide range of research activities within the department. Dr. Glenn Waller gave an engaging and stimulating keynote address on therapist drift. Congratulations to all the presenters, in particular the award winners, who are presented on page six.

Our annual faculty awards were presented at our semi-annual department meeting in November. **Dr. Sonia Chehil** was a double winner, as both Outstanding Clinician and Teacher of the year. These awards recognize Dr. Chehil's dedication and leadership to improving the clinical care and educational experience provided



Dr. Jason Morrison

by our Community Mental Health teams. **Dr. Abraham Rudnick** was named Educator of the Year, recognizing his energy and enthusiasm in taking on the role of medical humanities coordinator this past year. Congratulations to both for their skill and hard work.

This issue also provides an in-depth profile of both **Dr. Sandra Meier** and **Dr. Sarah Fancy**. Dr. Meier is the Canada Research Chair in Psychopathology and Youth Mental Health at the IWK. Since being recruited from Denmark in spring 2018, she has launched a number of innovative research projects described in this issue. Her projects range from international collaborative studies on genetics, to using data from our patients everyday lives online to improve

mental health treatment. Dr. Fancy is a child and adolescent subspecialty trainee and soon to be faculty member at the IWK. I hope she finds the time to create the video and music montage she describes in her piece! I am thrilled to have both working with our department, enriching services at the IWK.

Please also take a moment to read the "Med-Ed Minute" piece highlighting the importance of the learning environment. While we take this for granted when our work environment is vibrant and healthy, its importance is immediately (and painfully) obvious when it is not. It is everyone's responsibility to be mindful of this concept so that we contribute productively to the creation of a healthy and productive working environment.

ON THE COVER



It is once again a time of transition in the Department of Psychiatry. On Jan. 1, 2020 we welcomed **Dr. Jason Morrison** into the position of interim department head. At the same time, the Nova Scotia Health Authority Central Zone welcomed him as the interim chief of psychiatry. Though not a new face in the department, he will be a new to the office of the head, and carry a lot of new responsibility. Dr. Morrison takes over for **Dr. Michael Teehan**, who retired at the end of 2019 after three years as head and chief, and nearly 36 years in the department.

Dr. Morrison has been actively involved with the departmental leadership team since 2011. Although he has consistently been in leadership roles since his university days, he says he never had 'big admin' as a career aspiration. He says his motivation for clinical leadership flows primarily from a desire to be proud of where he works by improving the services that are offered to the public.

When the deputy clinical director positions were created in 2011 he successfully applied for the position in Acute Care at the encouragement of **Dr. Ian Slayter**, who was leaving his leadership role in the area. In 2014 he proposed creating a similar leadership position within the Recovery and Integration program and he has held that role ever since. "I realized in the Acute Care role that one of the factors affecting our length of stay was that the service to which we were discharging our sickest patients had few physicians and no physician

leadership," he says. He has worked hard to develop that role and make a positive impact in the area, and is feeling optimistic about how that has gone so far. "I'm proud of the team we've been able to assemble and the services we now offer the SPMI (severe and persistent mentally ill) population," he says.

After many years of contributing to service improvements, Dr. Morrison now feels a sense of duty to help maintain and build upon departmental strengths. "I've learned that all things I value require maintenance, be they objects, routines or relationships." He sees the importance of administrative work flowing from this principle. He admits this work to maintain is usually not exciting, and is often frustrating, but it is nonetheless important. On the frustrating days he finds it helpful to remember he is protecting something he values, in this case a cohesive department and good clinical services. He recalls a conversation with **Dr. Martin Alda** shortly after taking on his first leadership position. "Martin said most people don't enjoy admin work but that we ignore this work at our own peril. I very much agree – things do not tend to improve on their own, and without effective ethical leadership, even well-functioning things can devolve. If I want to work in a great department I need to contribute to making it great."

Over the next several months Dr. Morrison will have several roles: the academic department head, the chief of psychiatry, and the deputy clinical

director of Recovery and Integration. It will be a heavy workload, but he feels confident he can get the job done. When he was approached to take on the headship by Dr. Teehan and the Dean of Medicine Dr. David Anderson, he accepted the role knowing the importance of continuity during leadership transitions. It has required some reorganization of his work responsibilities; after discussion with his team in R&I it was decided he would maintain his position of deputy clinical director with colleagues stepping up to cover the most important duties. Dr. Morrison will also continue his clinical work in the Early Psychosis Program. "I am grateful for the support I've received from my colleagues to reorganize my existing workload so that I can transition into the Interim Head role."

Though there are many things Dr. Morrison is looking forward to, contributing to provincial planning is at the top of the list. Several years ago he was heavily involved in the development of the clinical pathways project, a project he hoped would contribute to a provincial service plan. He was disappointed when very few people from our department were meaningfully involved in any planning after the creation of the NSHA. He is confident this will change with the current leadership in NSHA and says he looks forward to seeing our faculty members play an important role in this work. "Our department is full of passionate and talented people. Their knowledge and expertise ought to be a resource to the whole province in

clinical design work like this.”

A veteran leader, Dr. Morrison knows the headship will not be without its challenges. He admits the most challenging aspect of any clinical leadership roles he has held is remaining focused on long-term strategic improvement goals without getting bogged down in the crisis of the week. “This is very hard in high-level administrative roles as you are frequently asked to weigh in on matters that are chronic and repetitive and may not have an actionable solution,” he says. “My leadership style is to get directly involved in things, so I will really have to focus on prioritizing and delegating.” When it comes to the rewarding part of the job, Dr. Morrison looks forward to learning new things including aspects of how the medical school and other departments run, challenges facing zones outside of central, and a deeper understanding of the mechanics of keeping the department running smoothly.

It was not lost on the outgoing head, Dr. Teehan, what a dynamic leader Dr. Morrison is. “I was very happy to learn that Dean Anderson had selected Jason for the interim position. I passed over responsibility with a strong sense of confidence and trust in our interim leader, and I sincerely hope the department will rally behind Jason and support him strongly in the coming months, as it has done for me.” Prior to his departure, Dr. Teehan spent time meeting with Dr. Morrison to go over the nuts and bolts of running the department, but also engaged in some rich discussions of the direction the department might take. “I enjoyed hearing Jason’s thoughts on how we

might do things differently and better as we go forward,” he says. “I’m happy to say the department will be in good hands.”

Dr. Morrison’s primary role as interim head is providing continuity. He plans to focus on beginning to operationalize and implement the new strategic plan, which was released in the late fall of 2019. “I’d also like to find ways to include more department members in finding solutions to our common problems and engage more people in leadership activities,” he says. “If more of us were working towards accomplishing our collective goals we could achieve much more as a group.” He is hoping the many aims of the strategic plan will provide an opportunity to do this. He also plans to include review of clinical data as a routine part of administrative, team and staff meetings, as well as a part of individual performance feedback. He believes this would help us make more transparent and strategic resource allocation decisions, and allow us to see if service changes accomplish the intended outcomes.

Dr. Morrison’s term began Jan. 1, 2020, and will end as soon as the new head is hired and ready to start. A number of steps have to occur first, including advertising the job, interviewing candidates, and the Dean making the ultimate selection. Dr. Morrison is planning to be in the role six months, though that could change slightly depending on whether the successful candidate is an internal or external applicant. In the meantime, the department is fortunate to have Dr. Morrison at its helm. He expects the interim position will be a great opportunity to experience whether he would enjoy taking on the role

full time in the future, something he says he would consider when his children are older and his family responsibilities diminish.

RESEARCH REPORT

Recent Events

Research Day 2019

The 29th Annual Research Day was held November 8 at the Atlantica Hotel. Dr. Glenn Waller, head of the Department of Psychology at the University of Sheffield and fellow and former president of the Academy of Eating Disorders, opened the event with the keynote talk *Therapist drift: Why well-meaning clinicians do dumb things (and how to do fewer of them)*, followed by 14 faculty, staff, and student oral presentations and 22 poster presentations throughout the day.



Research Day speakers and winners: (clockwise from left): Dr. Glenn Waller, Kyle McKee, Dr. Omar Alwatban, Dr. Ben Rusak, Dr. Kim Good, Dr. Aaron Keshen, and Toni Spinelli.

Research Day prizes were awarded as follows:

Undergraduate Student – Caroline Rajda

Graduate Student – Toni Spinella

Psychiatry Staff – Kyle McKee

Resident – **Dr. Omar Alwatban**

Jr Faculty/Postdoc – Alyson Zwicker

Café Scientifique

The Café Scientifique, titled *Current Topics in Eating Disorders: A Public Conversation* was held in the Pub and Games Room at the Dalhousie University Club the evening of November 7. Speakers included:

- Dr. Glenn Waller, head of the Department of Psychology at the University of Sheffield and fellow and former president of the Academy of Eating Disorders
- **Dr. Aaron Keshen**, psychiatrist,



Dr. Aaron Keshen (right) speaks at the Cafe Scientifique with other panelists (L-R) Dr. Jamie Farquhar, Maria Nemis, and Shaleen Jones (not pictured, Dr. Glenn Waller).

Nova Scotia Health Authority,
Dalhousie University

• Dr. Jamie C. Farquhar, PhD, R.Psych,
Coastal Psychology

• Shaleen Jones, executive director,
Eating Disorders NS

• Maria Nemis, peer mentor

Department Funding

April 2019 DPRF Competition

- **Dr. Amy Bombay** – “Indigenous youth-driven participatory action health research: Re-visioning Indigenous youth health and wellness in the HRM”
- **Dr. Aaron Keshen** – “Binge focused therapy: A pilot RCT of a novel, group-based, guided self-help intervention for binge eating disorder”

• **Dr. Zenovia Ursuliak** – “Investigation of plasma copper/zinc ratios in people with early phase psychosis”

• **Dr. Ian Weaver** – “Brain region-specific transcriptome in prenatally stressed and/or forebrain ATRX deficient mice, and idiopathic autism”

• **Dr. Igor Yakovenko** – “Exploring chasing losses as a fundamental mechanism of action in gambling addiction”

MEET A RESEARCHER: DR. SANDRA MEIER

This issue profiles Dalhousie researcher **Dr. Sandra Meier**, psychologist, associate professor, and Canada Research Chair in Psychopathology and Youth Mental Health in the Department of Psychiatry. *Meet a Researcher* is a recurring article in the research section of *Headlines*. If you are interested in being profiled in an upcoming publication, please contact **Hillary Yuill** at Hillary.Yuill@nshealth.ca.

My current research interests: My research interests are fairly broad in scope, but my aim is predominantly to personalize mental health care for youth and adult patients. By combining different methodologies, such as classical epidemiology, mobile sensing and genetics, I hope to identify individual risk constellations of patients and aim to optimally adapt interventions to their specific needs.

Research projects I'm currently participating in: Since my arrival in Canada I have been focusing on leveraging advancements in sensor technologies to improve mental health care. In collaboration with my partners at the Department of Computer Science, I have developed an app that passively records multiple indices of patients' behaviours in their daily life. I am most interested in exploring how digital traces of

social interactions (social media, messaging) relate to mental health problems. Excitingly, we just started piloting our app with youth patients in conjunction with the team at the IWK Health Centre. Our hope is that this app can assist clinicians in the early identification, clinical monitoring and outcome prediction of mental health disorders in youth.

A second project that I've just started (with Drs. Wozney, Quraan and McGrath) focuses on leveraging the IWK's Laboratory for Clinical Magnetoencephalography (MEG lab - one of only eight labs in Canada using the most advanced neuroimaging technology in the world!). We are using the MEG lab in conjunction with genetic, psychological and behavioural assessment data to create a more robust biomarker for post-traumatic stress disorder (PTSD).

In addition, I am in the process of analyzing data from a large-scale online survey on transgenerational effects of trauma and internalizing disorders and I am working on online interventions for family members of children with severe genetic syndromes.

Finally, I am involved in multiple large-scale genetic projects (in anxiety disorders, PTSD, and obsessive-compulsive disorder (OCD)) with national and international partners.

A typical "Day in my work life": I usually start my day drinking tea and working thorough my emails. I do my best to answer all emails by noon so that my European colleagues get an answer before the end of their work day! The remainder of my day may involve checking registrations and assessments of research participants, discussing the

status of my ongoing projects with research staff and students, writing ethics applications, setting up online surveys, analyzing data, drafting and revising publications, reviewing papers, working on new grant proposals, visiting Research Services, or administrative meetings. Normally, I leave work around 4:00 pm and call my husband in Europe and then continue reading (hopefully) inspiring research articles.

What I wish I knew (but didn't) when I first contemplated becoming a

researcher: I wish I knew that grant writing (which I spend a lot of time doing) can be fun, but getting rejected is definitely not!

The most satisfying and frustrating aspects of doing research:

The most satisfying aspect of my research is developing ideas that could improve the lives of patients and translating these ideas into clinical care. I really enjoy elaborating and shaping research ideas with my colleagues and students. Therefore, I consider the most frustrating aspect of my research to be lacking the funding needed to pursue these ideas, and missing out on their potential benefits for patients.

The experience that best prepared me for my position:

I don't think I can pinpoint a particular experience that best prepared me for my current position. I can say that I never considered myself a researcher, but many of my university professors did. These people played a key role in encouraging me to pursue a career in research. Experiencing these consistent encouragements set me on the path to my current position.



Dr. Sandra Meier

My research mentor(s):

As I strongly believe that I can learn a lot from everyone I am working with, I consider all of my colleagues to be some kind of mentors including Dr. Andreas Papassotiropoulos (who introduced me to the concepts of psychiatric genetics) and Dr. Preben Bo Mortensen (who has been teaching me epidemiology). That said, Dr. Marcella Rietschel can, without a doubt, be credited with being the most influential person for my career path. Being a brilliant scientist and strong advocate for patients' rights, her biggest strength is her open-mindedness. She is always willing to learn from others and to integrate novel technologies and methods into her research, and she is an uncommonly kind woman. She taught me to be a team player and that in the competitive research world, I can be collegial and generous and still survive. Most recently, **Dr. Martin Alda** has been influential in my continuing career development. In his calm manner, he is working with me

to refine my skills in research design and grant writing. I look forward to seeing if we are going to be successful with that transformation!

My second career choice: I love cooking and baking! In fact, in December I spent a weekend baking seven different sorts of Christmas cookies. So, if I wasn't a researcher, I would probably be a chef.

EDUCATION REPORT



UNDERGRADUATE EDUCATION NEWS

A Psychiatry Lifestyles Night, organized by the Psychiatry Interest Group, was held in November. The event was well attended with a number of Med 1 and 2 students learning from our faculty about life as a psychiatrist.

Psychiatry Interest Group co-chairs Med 2 students Matthew Cooper and Ben MacDonald will be staying on for the 2019/2020 academic year.

We have successfully completed our 2019/2020 tutor recruitment drive. Thank you to all our dedicated faculty for committing their time to teaching our medical students.

With the arrival of January comes the start of preparations for the 2020/2021 academic year. In the coming weeks, **Kelly Hancock** will be

in touch regarding clerkship rotation scheduling and tutor recruitment.

Please note the upcoming contests for medical students – please encourage your students to apply:

- Dalhousie Psychiatry's Annual Humanities Writing Contest, open to medical students and residents, will be held again this year. All submissions to be in by May 1, 2020. More details and specific contest rules to be found on page 20.

- The Canadian Organization of Undergraduate Psychiatric Educators (COUPE) Best Paper Award for Medical Students. The winner will receive \$250.00, travel expenses paid to attend the fall CPA meeting (up to a value of \$750.00), as well as an engraved plaque from COUPE. This

contest is sponsored by COUPE. Submission deadline is March 27, 2020.

- The Department of Psychiatry supports the travel expenses of a Dalhousie medical student interested in psychiatry to attend the annual Psychiatry Student Interest Group Network (PsychSIGN) conference held in conjunction with the American Psychiatric Association (APA) conference. Submission deadline is Jan. 17, 2020.

Contest details will be distributed to students through the Psychiatry Interest Group and the Dalhousie Medical Students' Society newsletter, as well as posted on our departmental website, in due course.

POSTGRADUATE EDUCATION NEWS

Resident Mid-Year Oral Exams

The PGY 2, 3, and 4s completed their mid-year oral exams in early December, thanks to the dedicated group of faculty who regularly take time out of their week to act as examiners. Special thanks to: **Drs. Tanya Tulipan, Scott Theriault, Cheryl Murphy, Kathy Black, Margaret Rajda, Cheryl Murphy, Sue Zinck, Selene Etches, Lourdes Soto-Moreno, Kim White, Lara Hazelton, Grainne Neilson, Kristen Holm, and Mirosław Bilski.**

CaRMS

January/February 2020 will be a busy time for our education team. This year we have a record number of CaRMS applicants, with 154 students applying to our program, and of those, 12 are from Dalhousie. Although this is a much higher number of applicants than in past years, the team has decided, after much thought and discussion, to offer the same number of interviews spanning over four scheduled interview days and will be able to accommodate 96 applicants.

The file review process was revamped to include a scoring system and should result in the top candidates being selected for interviews. The CaRMS interview dates are Saturday, Jan. 18, Friday, Jan. 24, Monday, Jan. 27, and Monday, Feb. 3. Thank you to all participants in advance for giving of their time to this most important event. The results of the match will be available in early March.

FELLOWSHIP AND SUBSPECIALTY TRAINING NEWS

Meet Dr. Sarah Fancy, child and adolescent psychiatry subspecialty trainee

Why did you choose to pursue this training?:

Although I have worked with youth outside of medicine for many years, when I started residency I had no plans of pursuing child and adolescent subspecialty training. In fact, I would have said that I was unlikely to do such training, as I was (and always will be) very interested in areas such as geriatric psychiatry, and severe and persistent mental illness. However, after completing my PGY-3 child and adolescent psychiatry rotation, I changed my course. I was reminded of how creative, and vibrant children and adolescents are as individuals and as a collective group. I love the new perspectives they bring, and the intensity with which they experience life. I am moved by the way health care teams rally around an individual child/youth, and I enjoy the added dynamic of working with families. My training experience has only furthered these beliefs, and I feel lucky I have been given this opportunity.

What was/has been the highlight of your subspecialty training so far?:

There is not one particular moment, it is more of a highlight reel, a montage of small moments that have accumulated together to create a good feeling that sticks with me. For example, the way the Garron Centre team laughs or groans in unison when in rounds, sharing in the natural ups and downs of caring for people. It is the small child who gathered everyone in the 4 link waiting room

into a big cluster a few weeks ago, to have everyone watch her finger puppet show (that was completely incoherent, but enjoyed by all). The reel has friendly administration staff, and a clean and active hospital environment. It has patients recovering, and the excitement of observing someone's recovery on it. I could go on, but I think you get the picture. I hope you imagined a great song playing in the background when reading this.

Who, if anyone in particular, has really impacted your subspecialty training?:

The psychiatrists as a whole. Everyone, yes I truly mean everyone, has been more than happy to teach, and share their love for their subspecialty. I find staff go out of their way to ensure our experience is a good one or valuable one, and I appreciate this. It is hard to convey the impact of working with people who enjoy their jobs, but suffice it to say the impact is large.

What does the future hold?:

I thought about making a crystal ball joke here, but I am sure it has been done before. Starting in July, I will be working on the Garron Centre, as an inpatient psychiatrist. The Garron Centre team is wonderful, and I'm very grateful for the opportunity to join them. I look forward to the complex nature of child and adolescent inpatient psychiatry.



Dr. Sarah Fancy

GRADUATE STUDIES IN PSYCHIATRY RESEARCH NEWS

PhD Program

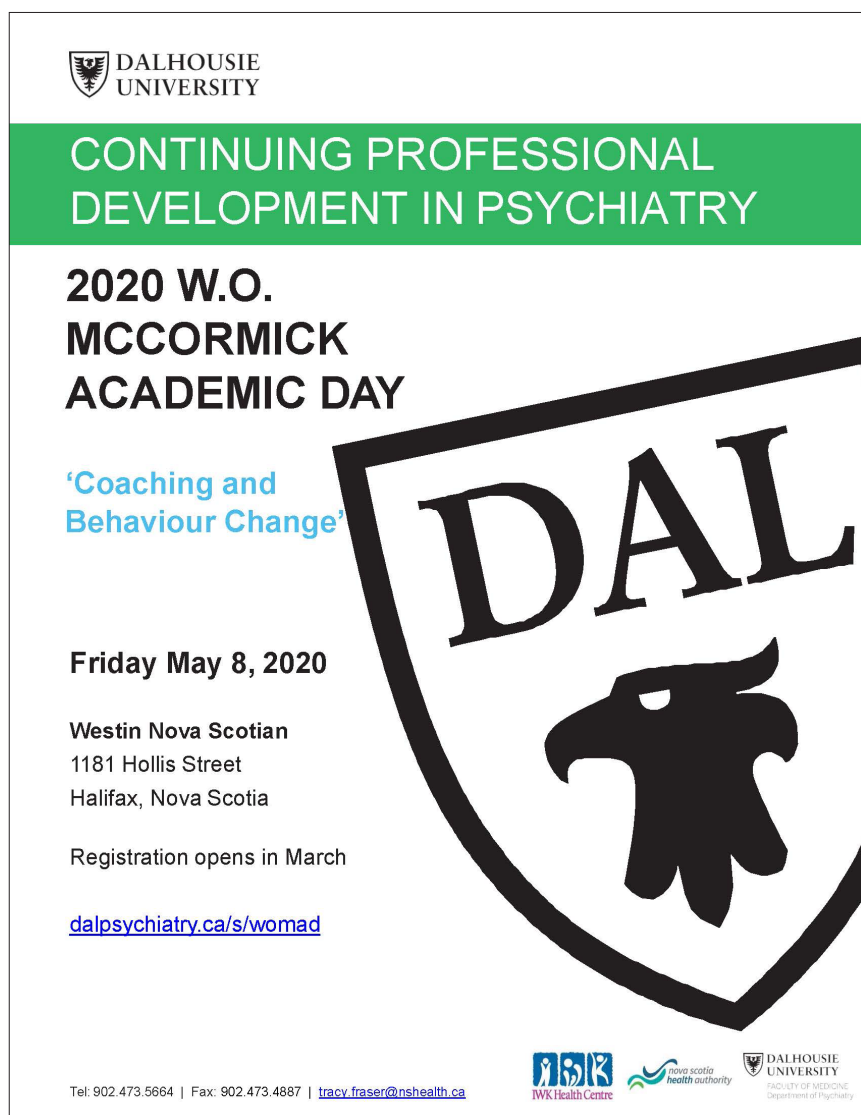
The PhD in Psychiatry Research proposal has been approved by Dalhousie's full senate and has now gone to Maritime Provinces Higher Education Commission (MPHEC) for approval.

Master's in Psychiatry Research Program

A new statistics course for our graduate students has been developed by **Dr. Igor Yakovenko** and is in the process of being approved by the Faculty of Graduate Studies for inclusion in the graduate calendar.

CONTINUING PROFESSIONAL DEVELOPMENT NEWS

Save the Date!



The poster features the Dalhousie University logo at the top left. A green horizontal bar contains the text "CONTINUING PROFESSIONAL DEVELOPMENT IN PSYCHIATRY" in white. Below this, the text "2020 W.O. MCCORMICK ACADEMIC DAY" is displayed in large, bold, black letters. To the left of a large, stylized "DAL" logo with a bird emblem below it, the text "'Coaching and Behaviour Change'" is written in blue. Further down, it says "Friday May 8, 2020" and "Westin Nova Scotian 1181 Hollis Street Halifax, Nova Scotia". Below that, it states "Registration opens in March" and provides the URL "dalpsychiatry.ca/s/womad". At the bottom, there are logos for the IWK Health Centre, Nova Scotia Health Authority, and Dalhousie University Faculty of Medicine Department of Psychiatry, along with contact information: "Tel: 902.473.5664 | Fax: 902.473.4887 | tracy.fraser@nshealth.ca".

Upcoming MedEd Credit Opportunities

January 15, 2020

Clinical Academic Rounds

Dr. Margaret Rajda & Mandy Eslinger

(MedEd) Using interactive, case-based eLearning modules in medical education

March 11, 2020

Clinical Academic Rounds

Dr. Mark Bosma

(MedEd) Competency by Design part II

REMINDER – For upcoming sessions that meet the DoP criteria for professional development in medical education a completed evaluation of the event is the record of attendance. Look for the MedEd tag in the event details.

Recent Events

October 30, 2019

Clinical Academic Rounds

Dr. Mark Bosma

(MedEd) Competency by Design part I: EPAs, O-Scores, and a CC: The A to Z of CBME

Program directors, Drs. Mark Bosma and **Sherry James** are working towards the launch of the new

Competency-Based Medical Education (CBME) curriculum in 2020 for the general residency program. We expect to hear a lot about this in terms of faculty development and CPD. Dr. Bosma is following in the footsteps of other successful CBME programs by introducing the topic to the department faculty at rounds. Please join us for part II in March.

Nov. 20, 2019

University Rounds

Dr. Kevin Gray (Medical University of South Carolina) presented on the very popular topic *Youth Cannabis Use: What do we know, and what should we do?* Thank you to those who attended at the Tupper Link on Dal campus and to the many who attended online while room 4074 was under repair.

Dec. 11, 2019

Dr. Nick Delva (Department of Psychiatry, Dalhousie & Queen's University), former department head, was warmly welcomed to present on the topic *Staying out of Trouble: Avoiding Neuroleptic Malignant Syndrome and Serotonin Syndrome*. Because of networking issues at the AJLB, his presentation was cut short for online attendees. He navigated the issue very well and has made his slides available to all on our webpage (<https://dalpsychiatry.ca/view/?file=1YniUVG619zVdCkFpgkJm1VvYHEMjrys>).

Dec. 18, 2019

Clinical Academic Rounds

Drs. Lara Hazelton, Jason Morrison, & Amy Gough

You should read this! The best articles of 2019

This last rounds session in December began with a farewell by **Dr. Teehan**.



Dr. Nick Delva



Dr. Michael Teehan

We wish Dr. Teehan a much-deserved ease into retirement in 2020.

2019 Article List

You will find the list of submitted articles linked to the December 18 rounds session details on our TWIP webpage. It will be in the archived

section. Click on the session to find an attached document with the list. Thank you to everyone who made a submission.

Upcoming Rounds

Find the 2019 – 2020 schedule on TWIP, <https://dalpsychiatry.ca/static/twip>, or the Rounds information page <https://medicine.dal.ca/departments/department-sites/psychiatry/education/continuing-professional-development/psychiatry-rounds-information.html>

Rounds Support

4074 flood update

Rounds were displaced from room 4074, AJLB, in November because of a flood in the machine room on the fifth floor. Thank you to **Drs. Allan Abbass and Olga Yashchuk** for gracefully agreeing to present to an online-only audience. Child and adolescent psychiatry visiting speaker Dr. Kevin Gray presented from a videoconferencing suite at the Tupper Link on Dal campus. Rounds resumed in room 4074 as of December 4. Thank you for your patience while the associated matters were sorted.

Equipment installation update

We are pleased to report that the AV installation in room 4074 is complete with the exception of a few accessories. The main technical pieces are in place and should provide reliable distribution going forward.

New technical support position

As of October 30, Mohammad Ghoniem joined the department in a new part-time role as onsite technical support for rounds. Mohammad is a senior electrical and computer engineering student at Dalhousie

and will support us for a few hours a week as his class and exam schedule permits. You can expect to see Mohammad near the podium in room 4074 monitoring rounds with a laptop, posting pertinent messages in the Skype instant message space, and troubleshooting when needed. Please help us welcome Mohammad.

Need help with Skype for Business for Rounds?

Attendees can direct general Skype for Business questions to Mohammad Ghoniem at mohammad.ghoniem@nshealth.ca, or to **Tracy Fraser MacIsaac** at 902 473 5664. Mohammad will likely only respond on Wednesdays while he is on-site.

For attendee technical support, NSHA attendees contact NSHA IT services at 1-855-224-2555. Attendees outside of NSHA contact their designated helpdesk.

EDUCATION KUDOS CORNER

Undergraduate teaching

We would like to thank our many faculty for the time they devote towards teaching throughout this academic year. For this issue, we'd like to focus on the Med 1 and Med 2 Skilled Clinician units. These units give students the tools they will require in clinical electives and, later, in clinical clerkship; learning communication skills to perform a basic history and examination of a patient. As with the units mentioned in the November issue, Med 1 Skilled Clinician is also challenging to recruit for due to the considerable time commitment required throughout the Med 1 year. Med 2 Skilled Clinician is concentrated in the fall of the Med 2 year and is the medical students' first official exposure to clinical psychiatry and one of our faculty's favourite units to tutor.

Med 1 Skilled Clinician

Olugbenga Alaba Williams

Med 2 Skilled Clinician

Alice Aylott
Sreenivasa Bhaskara (both halves)
Katharine Black
Kara Dempster
Kristen Holm
Aaron Keshen
Shannon MacDonald
Cheryl Murphy
Justin Paradis (both halves)
Claire O'Donovan
Herbert Orlik
Deborah Parker
Bob Pottle (both halves)
Lukas Propper
Margaret Rajda (both halves)
Kim White

Med 2 Skilled Clinician Co-Tutors

Jillian Cottreau, PGY3
Lauren Chan, PGY3
Emily Fraser, PGY3
Amy Gough, PGY3
Christelle Boudreau, PGY4
Chelcie Soroka, PGY4

Channeling Miss. Frizzle

Thank you to **Dr. Laura Downing** who went above and beyond, channeling her inner Miss Frizzle from the popular children's series Magic School Bus during her presentation at Neuroscience Rounds on Dec. 4, 2019.



Dr. Laura Downing

FACULTY DEVELOPMENT

Faculty Development Opportunities

Dalhousie Continuing Professional Development

FacDev Thursdays Seminar Series (webinars)

Join Dal CPD this fall as the FacDev Thursday Series begins again with Thursday evening webinars. They will once again host speakers presenting on topics relevant to teaching faculty.

January 16 | 8:00PM-9:00PM — R2C2 – Feedback and Coaching with Dr. Joan Sargeant

Fundamentals of Didactic Teaching (online)

January 20 - March 3, 2020

Registration fee: \$60

For more information or to register please visit <https://registration.cpd.dal.ca/Registration/Welcome.aspx?e=8093D127456D8CE9B7D7B7B11C23F423>

Teaching and Assessing Critical Thinking (TACT) Phase 2 (online)

The first course in the online TACT Program begins this winter.

TACT 1 | January 27 – April 13, 2020

Registration fee: \$100

For more information or to register please visit <https://medicine.dal.ca/departments/core-units/cpd/faculty-development/programs/TACT.html>

Emerging Leaders in Academic Medicine (ELAM) (online)

The program provides an opportunity for faculty with limited leadership experience to become more familiar with the functioning of the medical school and acquire knowledge and skills to take on expanded roles in their academic settings.

April 7 - June 9, 2020

Registration fee: \$100

For more information or to register please visit <https://medicine.dal.ca/departments/core-units/cpd/faculty-development/programs/emerging-leaders-in-academic-medicine--elam-.html>.

Save the Date: 6th Annual Medical Education Institute

Friday, June 12 | Theatre A, Sir Charles Tupper Medical Building, Dalhousie University

We will provide more information as it becomes available.

Tutor Skills Development Program

Are you new to tutoring in the UGME curriculum and looking for resources to support you in your role? Faculty Development offers an online module to introduce you to managing small group learning as well as twice a year tutor practice sessions with simulated tutorial groups. The online module is available anytime, the practice sessions are offered late summer and fall (based on interest).

For more information or to be given access to the module contact FacDev@Dal.Ca.

For more information on Faculty Development and their programs, email them at facdev@dal.ca.

MED-ED MINUTE

A recent addition to *Headlines*, the “Med Ed Minute” will introduce scholarly snippets to consider in your teaching practice.

The learning environment

The learning environment has become widely acknowledged as an important determinant of educational outcomes.¹ This Med Ed Minute is to raise awareness of the learning environment, why it is important and provide suggestions from the literature for creating a positive learning environment.

What is the learning environment?

The learning environment is an “all-encompassing term to refer to the conditions and surroundings in which learning takes place (physical, emotional, or social)”.² It can be thought of as a complex physical-psycho-social construct co-created by individuals, groups, and organizations in a specific setting, and shaped by the climate and culture of that setting.^{1,3}

Why is the learning environment important?

The learning environment is often considered part of the hidden curriculum⁴ and dramatically affects the way people think, feel, engage, and work.³ A positive learning environment supports learning and is welcoming, respectful and collaborative, whereas a negative learning environment is destructive and impedes learning and collaboration.³ The learning environment can have an impact on individuals’ formation of identity, job performance and satisfaction, collaboration with colleagues, wellbeing, depersonalization, emotional exhaustion and burnout.³

How can you foster a positive learning environment?

Many possible approaches are suggested in the literature, however those incorporated here are practical instructional approaches to consider in your practice with both learners and fellow colleagues.

- Establish a welcoming environment
- Establish positive interpersonal relationships
- Eliminate mistreatment and disrespect
- Ensure support in times of transition
- Emphasize meaning in work
- Support developing autonomy
- Communicate clear expectations for learning and performance
- Provide ample supervision and feedback
- Utilize blended learning methods (combining face-to-face with online methods)
- Create a community of peers and peer coaching/teaching programs.³

If you have suggestions for what you would like to see in the Med Ed Minute, please send them to Mandy Esliger at mandy.esliger@nshealth.ca.

References

1. Palmgren, P. J. (2016). *It takes two to tango: An inquiry into healthcare professional education environments*.
2. Isba, R. (2013). *Creating the learning environment*. In K. Walsh (Eds.), *Oxford Textbook for Medical Education* (p. 100-110). Oxford: Oxford University Press.
3. Gruppen, L., Irby, D. M., Durning, S. J., & Maggio, L. A. (2018). *Interventions Designed to Improve the Learning Environment in the Health Professions: A Scoping Review*. MedEdPublish, 7.
4. Bennett, N., Lockyer, J., Mann, K., Batty, H., LaForet, K. R., Rethans, J.-J., & Silver, I. M. (2004). *Hidden curriculum in continuing medical education*. *Journal of Continuing Education in the Health Professions Summer 2004*, 24(3), 145–152.

CHILD & ADOLESCENT PSYCHIATRY REPORT



Faculty Recognition

The Division of Child and Adolescent Psychiatry would like to extend congratulations to **Dr. Selene Etches** on her appointment to the Canadian Society of Addiction Medicine Board of Directors as the Maritime representative.

Fall 2019 Nova Scotia Child & Adolescent Psychiatry Retreat

The Division of Child and Adolescent Psychiatry hosted its bi-annual Nova Scotia Child and Adolescent Psychiatry Retreat on Friday, Nov. 15, 2019 at the Halifax Central Library. The topics for this fall's retreat were: *Delivering Effective Feedback: An Interactive Workshop to Enhance Feedback Skills* (**Drs. Mark Bosma** and **Cheryl Murphy**) and *Department of Community Services and Mental Health: Protecting Vulnerable Youth* (Heather Gillis). This retreat had 14 child and adolescent psychiatrists and subspecialty residents from across the province in attendance.

Infant Mental Health

Dr. Normand Carrey co-organized *Supporting the Transition to Parenthood: The impact of parental trauma on early childhood development* workshop on October 24. The workshop focused on practical interventions that highlight the importance of attachment in the early years and the neurobiology of trauma. Keynote speaker, Margaret Leslie is the Director of Early Intervention Programs at the Canadian Mothercraft Society.

Faculty Presentations

Dr. Carrey presented **Brazelton's Legacy to Infant Mental Health** at the Dalhousie Department of Pediatrics grand rounds on December 4.

NEWS FROM THE DEPARTMENT

Department says farewell to Dr. Michael Teehan

Dr. Michael Teehan retired from the department effective Dec. 31, 2019 and the department took time to celebrate him in late November. Mother Nature was not on our side on November 28, but an intimate group of faculty, staff, close colleagues, and friends and family of Dr. Teehan joined together at Ashburn Golf Club to recognize his substantial contributions to the department. Presentations were given by **Drs. Aidan Stokes** and **Alexa Bagnell**, as well as Rachel Boehm, director of the Mental Health and Addictions Program at NSHA. Dr. Teehan expressed his gratitude by addressing the crowd, and everyone enjoyed pleasant conversation and refreshments.



Top: Drs. Michael Teehan and Wade Junek share a laugh; middle: Dr. Alexa Bagnell presents Dr. Teehan with a gift; bottom (L-R): Dr. Teehan looks on during the presentations; Dr. Teehan shares an embrace with his family.



Dr. Joe Sadek presents in Belize

Dr. Joe Sadek was recently invited to present a lecture on stress and burnout in the judiciary community in Belize. The presentation was part of the Judicial Integrity – Pathway to Public Trust and Confidence conference, which took place from Oct. 31 – Nov. 2, 2019 in Belize City. There were more than 200 judicial officers in attendance, including chief justices, judges of appeal and high courts, magistrates, and registrars, from across the Caribbean. Dr.

Sadek’s session, Judicial Stress, was rated as the most outstanding of the conference based on evaluation feedback.



Dr. Joe Sadek presents in Belize.

AWARDS & HONOURS

Dr. Sonia Chehil honoured by the Department of Psychiatry

Dr. Sonia Chehil was recently awarded by the department. She is the recipient of both the Outstanding Clinician Award, and the Larry Buffet Outstanding Teacher Award for 2019. The awards were announced at the November 2019 bi-annual meeting.

The Outstanding Clinician Award recognizes a member of the Department of Psychiatry who has made outstanding contributions to the department’s mandate of providing excellence in clinical care. Dr. Chehil is dedicated to her patients and making a difference in mental health outcomes. Her contributions to clinical care, leadership, system change and global advocacy and capacity building have improved access to quality care for those with serious and persistent mental illness

locally and internationally.

The Larry Buffet Outstanding Teacher Award is presented to someone in the department who is deemed an exceptional faculty member by their peers. They are recognized for outstanding performance as a teacher and clinical supervisor to learners in the Department of Psychiatry. Dr. Chehil is awarded because of her exceptional enthusiasm for clinical teaching, her ability to model and guide the professional development of learners, and consistently provide excellent clinical supervision to residents and medical students.

Dr. Chehil is clearly an asset to the department who is high respected by her peers, patients, and learners. Congratulations to Dr. Chehil on her two awards.



Dr. Sonia Chehil

Dr. Abraham Rudnick receives teaching award

Dr. Abraham Rudnick is the recipient of the 2019 Educator of the Year Award. This award is presented to a faculty member who has been nominated by their peers for demonstrating excellence in teaching, mentorship of learners and peers in scholarly activity, and leadership and innovation in the development of educational programming in the Department of Psychiatry. As the medical humanities coordinator of Dalhousie University's Department of Psychiatry since January 2019, Dr. Rudnick has shown great enthusiasm for the medical humanities and has instituted new initiatives while continuing to expand existing offerings. He has led the department's annual writing competition while restructuring its review process, and has arranged



Dr. Abraham Rudnick receives his award from Director of Education Dr. Malgorzata Rajda.

several workshops. He has presented at rounds, and frequently circulates articles of interest to colleagues. His commitment to excellence in medical humanities is evident, as are

his professionalism and collegiality. Even though he is a relatively recent arrival to the department, he is most deserving of this recognition. Congratulations Dr. Rudnick.



MEDICAL HUMANITIES

Student Writing Competition 2020

Do you enjoy writing?

Medical students and residents are invited to submit reflective essays, poetry, or short fiction exploring the intersection of mental health and the humanities to the [Dalhousie Department of Psychiatry Annual Student Writing Competition](#).

One entry in each category (medical student, postgraduate trainee) will be selected to receive a cash prize.

Contest Rules

Who is eligible? Medical students, residents and fellows at Canadian medical schools.

Maximum word count: 2,000 words

Deadline: This year's deadline is **May 1, 2020**. Winners will be announced on June 1, 2020.

Entries can be sent as PDF attachments to the Department of Psychiatry Humanities Coordinator, Dr. Abraham Rudnick, at abraham.rudnick@nshealth.ca.

To ensure confidentiality is maintained, patients and anyone else described in essays, stories, or poems must be fictional or composite characters (with the exception of the narrator him/herself). Please indicate in your e-mail whether you are a medical student or a resident/fellow.

Winning

Winning entries will be published in the Department of Psychiatry newsletter, *Headlines*, and on the [Dalhousie Department of Psychiatry website](#).

2019 Winners

Medical Student Category:

Robin MacDonnell, University of British Columbia

Postgraduate Trainee Category:

Patricia Celan, Dalhousie University

Tel: 902.460.6225 | Fax: 902.473.4887 | abraham.rudnick@nshealth.ca



HOLIDAY RECAP



On December 13 department members joined together to celebrate the festive season with the annual holiday party. It was hosted at Pier 21 in Halifax and featured music from the Willem Paynter Trio. Many thanks to Jim Evans for the photos.



Top: Dr. Michael Teehan makes his final holiday party address; middle (L-R): The Willem Paynter Trio; Drs. Phil Tibbo and Sabina Abidi; residents Drs. Chelcie Soroka (left) and Marissa Leblanc (right) present Dr. Teehan with a gift; bottom: Drs. Keri-Leigh Cassidy and David Pilon.

PHOTO FEATURE



Beautiful Banff (Photo by Dr. Shabbir Amanullah).

HEADLINES SUBMISSIONS

Headlines aims to provide a forum for the exchange of information, ideas, and items of general interest to the faculty, fellows, students and staff of the Department of Psychiatry. Your contribution(s) are needed and greatly appreciated.

The next issue of **Headlines** will be distributed on March 2, 2020, with the deadline for submissions to be Feb. 14, 2020.

Please send all submissions to Kate Rogers: Kate.Rogers@nshealth.ca