

AMERICAN ACADEMY OF
CHILD & ADOLESCENT
PSYCHIATRY

WWW.AACAP.ORG

A stylized graphic of a quill pen, rendered in white with a pink outline. The quill is positioned diagonally, with its tip pointing towards the top right. The main body of the quill forms a large, elegant loop that extends to the left and then curves back towards the right, framing the text.

ACADEMY
HONORS
2010

MISSION

The American Academy of Child and Adolescent Psychiatry's mission is the promotion of mentally healthy children, adolescents and families through research, training, advocacy, prevention, comprehensive diagnosis and treatment, peer support, and collaboration.

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PSYCHIATRY

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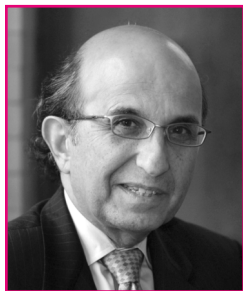
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ACAP CATCHERS IN
THE RYE AWARD TO
JOEL I. KLEIN, J.D.



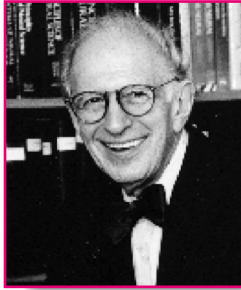
Joel I. Klein, J.D., is Chancellor of the New York City Department of Education. As Chancellor, Mr. Klein oversees a system of 1,631 schools with 1.1 million students, 136,000 employees, and a \$22 billion operating budget. He launched Children First in 2002, a comprehensive reform strategy that has brought coherence and capacity to the system and resulted in significant increases in student performance. In the next phase of Children First, Mr. Klein will build on this progress by cultivating teacher talent; expanding school choices so that students attend schools that best meet their individual needs; and innovating to ensure students are prepared for rigorous, real-world opportunities in the 21st century.

Formerly chairman and CEO of Bertelsmann, Inc, a media company, Mr. Klein served as Assistant U.S. Attorney General in charge of the Antitrust Division of the U.S. Department of Justice until September 2000 and was Deputy White House Counsel to President Clinton from 1993-1995. Mr. Klein entered the Clinton administration after 20 years of public and private legal work in Washington, D.C. He attended New York City's public schools and graduated from William Cullen Bryant High School. He received his BA from Columbia University where he graduated magna cum laude/Phi Beta Kappa in 1967, and earned his J.D. from Harvard Law School in 1971, again graduating magna cum laude. He has also received honorary degrees from Columbia University, Duke University, Amherst College, Manhattanville College, Georgetown Law Center, Fordham Law School, New York Law School, and St. John's School of Education. He received the Lewis Rudin Award for Exemplary Service to New York City from New York University for his work as Chancellor.

Chancellor Klein presents "Transforming Urban Education: The New York City Experience" during the Karl Menninger, M.D. Plenary on Wednesday, October 27, 2010 from 8:00 to 9:45 a.m.

"I keep picturing all these little kids playing some game in this big field of rye and all. Thousands of little kids, and nobody around – nobody big, I mean – except me. And I am standing on the edge of some crazy cliff. What I have to do, I have to catch everybody if they start over the cliff." —*J.D. Salinger, The Catcher in the Rye*

AACAP CATCHERS IN
THE RYE
HUMANITARIAN
AWARD TO ERIC R.
KANDEL, J.D.



The AACAP Catchers in the Rye Humanitarian Award is administered by the AACAP Executive Committee. It was established in 1990 to honor those who have made significant contributions to society through support of child and adolescent psychiatry. AACAP is honored to present the 2010 Catchers in the Rye Humanitarian Award to Eric R. Kandel, J.D.

It is a great honor for me to receive the Humanitarian Award in the year 2010. As a refugee from Nazi Austria when I was a young boy age 9, I realized how important early life experiences are in affecting one's later life. I always thought that one of the reasons I teamed up with my life partner, Denise, was because she had a similar experience hiding in a convent in France during the war years. I am therefore in a personal position to appreciate what the AACAP Executive Committee is trying to accomplish with this wonderful award and I am deeply grateful for it.

“I keep picturing all these little kids playing some game in this big field of rye and all. Thousands of little kids, and nobody around – nobody big, I mean – except me. And I am standing on the edge of some crazy cliff. What I have to do, I have to catch everybody if they start over the cliff.” —J.D. Salinger, *The Catcher in the Rye*

*A*ACAP CATCHERS IN
THE RYE ADVOCACY
AWARD TO AN
INDIVIDUAL TO
MARTIN J. DRELL, M.D.



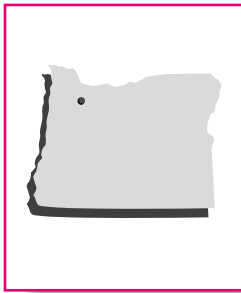
The AACAP Catchers in the Rye Advocacy Award to an Individual was established in 1996 to recognize an individual for their outstanding advocacy efforts on behalf of children and adolescents. AACAP is honored to present Martin J. Drell, M.D., with the 2010 Catcher in the Rye Advocacy Award for an Individual.

“Monsieur Jourdain was so pleased to discover he had been speaking prose all of his life and didn’t even know it.” The Bourgeois Gentleman, Molière

I was truly honored to have received the 2010 Catchers in the Rye Award... and a bit taken aback. Why? Because I do not identify myself as an advocate, per se. When people ask what I do, I never answer that I am an advocate. I generally say that I’m a child and adolescent psychiatrist or the Head of Child Psychiatry at LSU, or President-Elect of the Academy, not an advocate. To deal with this identity issue, I consulted a dictionary to see what its definition of an advocate was. It said that it was someone who speaks, pleads, or argues for a cause or one who pleads on another’s behalf. By this definition, I am an advocate. I would prefer, however, to say that my real contribution to advocacy has been my support for the Academy, its amazing staff, and over 8,000 members, who in totality advocate and “make a difference.” With this distinction made, I would strongly advocate for all members to support the Academy and its mission in whatever ways they feel best fit their abilities, especially during these times of recession and political tensions when more and more kids are starting to go “over the cliff” and are in need of catching. I will end with a proverb that comes to mind often: “If you want to go fast, go alone. If you want to go further, go together.”

“I keep picturing all these little kids playing some game in this big field of rye and all. Thousands of little kids, and nobody around – nobody big, I mean – except me. And I am standing on the edge of some crazy cliff. What I have to do, I have to catch everybody if they start over the cliff.” —J.D. Salinger, *The Catcher in the Rye*

AACAP CATCHERS IN
THE RYE AWARD TO A
REGIONAL
ORGANIZATION TO
THE OREGON
COUNCIL OF CHILD
AND ADOLESCENT
PSYCHIATRY



AACAP is honored to present the Oregon Council of Child and Adolescent Psychiatry with the 2010 Catchers in the Rye Award to a Regional Organization. This award recognizes the Oregon Council's advocacy for children in the community, legislative efforts, and outstanding local arrangements efforts, led by Dr. Ajit N. Jetmalani, M.D.

The Oregon Council of Child and Adolescent Psychiatry is honored to accept the 2010 "Catchers in the Rye Regional Organization Award." This award recognizes our efforts to promote the well-being of Oregon children, as well as protect them from medical care provided by inadequately trained practitioners. We are very proud to have participated with diverse professional groups, individuals and families who led the effort to hold the line on what is acceptable medical training. Our efforts focused on defining the path to measurable competence, which is the foundation of excellence in the practice of medicine. The Oregon Council has worked to develop relations with medical and nursing groups, state and local agencies, and family-based organizations over the last decade. We found that these relationships strengthened as we addressed the safety issues related to this legislation. Our psychologist friends and colleagues are critical members of the mental health care delivery system. We cannot afford to allow unsafe "prescriptive authority" efforts by a few to devolve into professional acrimony amongst the whole. As a profession, we must continue to advocate for improved access to high quality mental health care delivered by the collaboration of multidisciplinary teams and families. We thank AACAP for supporting our efforts.

Ajit N. Jetmalani, M.D.
President, Oregon Council of Child and Adolescent Psychiatry
Acting Director, Division of Child and Adolescent Psychiatry
Oregon Health & Science University

"I keep picturing all these little kids playing some game in this big field of rye and all. Thousands of little kids, and nobody around – nobody big, I mean – except me. And I am standing on the edge of some crazy cliff. What I have to do, I have to catch everybody if they start over the cliff." —J.D. Salinger, *The Catcher in the Rye*



HEIDI BÜTTNER FORDI, CAE
DEPUTY EXECUTIVE
DIRECTOR AND SENIOR
DIRECTOR, MEETINGS,
CME, AND
DEVELOPMENT



Heidi Büttner Fordi joined the AACAP staff in 1995. In 1998, she was appointed Director of Meetings Management gaining accolades for her outstanding contract negotiation and management skills. In 2005, she was promoted to Director of Meetings Management and Continuing Medical Education. In 2007, Ms. Fordi was named Senior Director of Meetings, Continuing Medical Education, and Development and was asked to serve as Deputy Executive Director. She supports the Executive Director in the leadership, administration, and strategic direction of AACAP.

Under Ms. Fordi's leadership and work with Program Committee, the AACAP Annual Meeting has grown to be one of the top scientific meetings in the world. Attendance in 2010 will top 4,500, with over 57 different countries represented. Ms. Fordi has led effective collaborations with outside organizations including the Asociacion Mexicana de Psiquiatria Infantil, Canadian Academy of Child and Adolescent Psychiatry, and the Royal Australian and New Zealand College of Psychiatrists. Ms. Fordi is responsible for directing educational initiatives and bringing emerging issues and trends to the association.

Ms. Fordi is also responsible for maintaining AACAP's standards for commercial support. Since 2002, she has worked tirelessly to maintain the integrity of the AACAP's meetings through developing and enforcing *AACAP's Operating Principles for Extramural Support of AACAP Meetings and Related Activities*.

AACAP's continuing medical education (CME) program has flourished under Ms. Fordi's leadership and work with the CME Committee. In 2008, AACAP achieved an *Accreditation with Commendation* decision from the Accreditation Council for Continuing Medical Education (ACCME). Only 6-8% of accredited CME providers attain this status, allowing AACAP to have a six year rather than four year accreditation term. The AACAP received exemplary compliance in the following essential areas: planning process, needs assessment, evaluation of overall CME program, business and management policies and procedures of CME program, and policies for disclosure and standards of commercial support.

For the past 3 years, Ms. Fordi has led AACAP's development efforts, including collaborating with the Development Committee to reinvigorate the Campaign for America's Kids (CFAK).

Ms. Fordi has worked with numerous AACAP committees and Presidential Initiatives, most notably leading staff efforts for eAACAP and being closely involved in Project AACAP.

In 2008, Ms. Fordi earned the status of Certified Association Executive (CAE) from the American Society of Association Executives (ASAE). This requires rigorous training and examination on all aspects of association management. Less than five percent of association professionals achieve this mark of excellence.

“Thank you for recognizing my fifteen years of leadership at AACAP. Not only has AACAP been my professional home, but a place where I continue to learn and grow. I am fortunate to work for such a worthy mission and cause. I am grateful to Virginia Anthony, my mentor and friend, who has provided me boundless support and opportunity. In addition, I treasure the guidance of Bennett Leventhal, M.D. and the numerous Program Chairs, other committee chairs, and members with whom I have had the pleasure to work. I continue to be astounded and humbled by the efforts, enthusiasm and energy of our dedicated staff and membership. Working alongside these colleagues is truly rewarding.”

KRISTIN KROEGER
PTAKOWSKI
SENIOR DEPUTY
EXECUTIVE DIRECTOR,
DIRECTOR OF
GOVERNMENT AFFAIRS
AND CLINICAL
PRACTICE



Kristin Kroeger Ptakowski has worked in the mental health field for 19 years. Before coming to the AACAP, she worked in the Department of Government Relations at the National Alliance for the Mentally Ill lobbying for children's mental health. She joined the AACAP staff in 1996 as Assistant Director of Government Affairs. In 2000, she was appointed Director of Clinical Affairs where she earned accolades from AACAP members for her work with many committees and workgroups. In 2005, she became the Director of Government Affairs and Clinical Practice, retaining her policy development responsibilities but also responsible for advocating our policies with Congress, the Administration, and state governments. Also in 2005, she was asked to serve as Senior Deputy Executive Director and represents the AACAP and its policies internally and with outside organizations.

Under Ms. Ptakowski's leadership, AACAP's advocacy efforts have expanded to include annual Advocacy Days for members to meet with members of Congress, a grassroots and state advocacy program, our first child and adolescent psychiatry congressional fellowship, and biannual Summits with parent advocacy organizations. Her stewardship has resulted in positive change with many issues of concern to the AACAP, including the passage of mental health parity, increased funding for research and programs for children's mental health services, the creation of the State Children's Health Insurance Program, the expansion of SSI for children with disabilities, the Individuals with Disabilities Education Act, and child welfare and juvenile justice reform. Most recently, she was successful during the national health care reform debate to ensure improved access to health insurance by eliminating denials due to preexisting conditions for children. She was also successful in securing a new loan forgiveness program for child and adolescent psychiatrists, something for which AACAP has been advocating for eight years.

While working with AACAP's many committees and workgroups Ms. Ptakowski was responsible for the development of policy issues in such areas as access to care, reimbursement, and care coordination, as well as assisting with the development of our many practice parameters. In collaboration with dedicated AACAP members she developed service intensity determination instruments (CASII and ECSII) that have been adopted by multiple state children's agencies. For over ten years, she has co-coordinate annual symposia across the country educating community leaders about improving access to children's systems of care.

"I am delighted to be recognized for my 15 years of leadership at AACAP. I have had the pleasure of having two mentors, Virginia Anthony and Mary Crosby, who have been instrumental in my work at the AACAP. They have provided me with guidance and support during these years that have been invaluable. Coming to the AACAP with the family perspective on mental health policy provided me with a unique opportunity when

working with our members to integrate physician and family needs across mental health policy. On a daily basis I learn from our many dedicated members and am very appreciative of their support of and commitment to AACAP and its mission. It makes my work here at AACAP most enjoyable.”

*A*ACAP SIDNEY BERMAN
AWARD FOR THE
SCHOOL-BASED STUDY
AND INTERVENTION
FOR LEARNING
DISORDERS AND
MENTAL HEALTH TO
JEFF Q. BOSTIC, M.D.,
ED.D.



Albert Abramson, President of the Abramson Family Foundation, established The Berman Fund for the Study and Treatment of Learning Disabilities and Mental Illness to honor Dr. Sidney Berman for his dedication to child and adolescent psychiatry and research on learning disabilities. A founding member of the Academy, Dr. Berman was president of AACAP (1969-1971). AACAP is honored to present the 2010 Sidney Berman Award for the School-Based Study and Intervention for Learning Disorders and Mental Health to Jeff Q. Bostic, M.D., Ed.D.

We are most grateful to receive the Sidney Berman Award for contributions to the study and treatment of learning disabilities and mental health. Our group created the free website www.schoolpsychiatry.org, which provides information to educators, families, and clinicians on how to partner in the process of helping every child, particularly those with mental health needs, succeed in school. Inspired and directed by Karen Blumenfeld, and supported by Jerrold Rosenbaum, our Chair of Psychiatry at Massachusetts General Hospital, this site took 2 years to develop, and continues to be refined, redefined, and expanded, most recently with our “Brain Driver Education” materials. Our group includes educators Julie Deluca and Perri Wexler, writers/editors/parents Jessie Solodar and Karen Blumenfeld, and child psychiatrists Mona Potter, M.D., and me. Each individual has provided unique and vital gifts to this project, and each treasured for their generous, passionate, and significant contributions. We are also indebted to several private donors whose vision and support made possible the development of the schoolpsychiatry.org website.

So while our group has produced this body of work, I accept this honor for our website and for our efforts to devise a school consultation curriculum for child psychiatry training. Probably no entity affords us greater opportunity to recognize and enhance the functioning of young people than our schools and the staff who work with them. Our contribution probably best surrounds a shift in focus beyond responding to mental health issues to attempting to cultivate “better brains” for children as they begin schooling. Capitalizing on the significant contributions of Cognitive Behavioral Therapy, Dialectical Behavioral Therapy, Collaborative Problem-Solving, Psychodynamic Psychiatry, and Mindfulness Training, we continue to integrate effective psychiatry principles into the daily lives and architecture of the developing brains of all children. In simplest terms, our effort is to “build a better brain” for each of our students, acknowledging each student’s unique and diverse learning styles and differences, and to cultivate positive mental health for them beginning pre-kindergarten.

The influences shaping this course for us are legion and luminary. Perhaps fortuitously, I started on this path essentially tabula rasa. Gerald Skoog and Mary

Tallent developed my appreciation for the potential of education during my doctoral training at Texas Tech. At Timberlawn in Dallas, child psychiatry principles came alive and vital to me through the mentoring of Mark Blotcky, M.D., Larry Shadid, M.D., and Jerry Lewis, M.D., still the bar by which I compare myself clinically. At Massachusetts General Hospital, Michael Jellinek, M.D. provided direction and support for developing the collaboration between child psychiatry and schools, and Michael remains among the most remarkable leaders and visionaries in our field. Paula Rauch, M.D., Gene Beresin, M.D., Dennis Norman, M.D., Steve Ablon, M.D., Tim Wilens, M.D., and Joe Biederman M.D. were similarly influential, guiding me toward the paths where I could best contribute. And my partners in the trenches, Alexa Bagnell, M.D., Jefferson Prince, M.D., Lisa Price, M.D., Ellen Braaten, M.D., and Joe Ristuccia, M.D. have probably made the most significant contributions to my understanding of the interface of child psychiatry and contemporary schooling. The AACAP's School Committee has been a steadfast supporter and vital partner throughout the evolution of all our materials, and we remain most indebted to them. Particularly, Steve Adelsheim, M.D., Richard Mattison, M.D., Shashank Joshi, M.D., John McCarthy, M.D., Heather Walter, M.D., Brad Stein, M.D., and Sheryl Kataoka, M.D. have each elevated our efforts and inspired our work. Finally, the staff and students at the schools where we are fortunate to work year after year continue to be our best allies in our continuing quest to do that which is most fun and meaningful for our children.

Dr. Bostic presents, "Building Better Brains: How Child and Adolescent Psychiatrists Can Shape Local Schools Today to Promote Mental Health," during Honors Presentation 3 on Thursday October 28, 2010 from 10:30 to 11:20 a.m.

ACAP ROBERT CANCRO
ACADEMIC
LEADERSHIP AWARD
TO ADRIENNE
BENTMAN, M.D.



The Robert Cancro Academic Leadership Award recognizes a currently serving General Psychiatry Training Director, Medical School Dean, CEO of a Training Institution, Chair of a Department of Pediatrics, or Chair of a Department of Psychiatry for his or her contributions to the promotion of child and adolescent psychiatry. AACAP is honored to present the 2010 Robert Cancro Academic Leadership Award to Adrienne Bentman, M.D., General Psychiatry Training Director at The Institute of Living, Hartford Hospital.

Though always a kid at heart with a barely suppressed urge to rascal; I would not have called myself a kid person. I came late and haltingly to the cause. I was neither a baby sitter nor a camp counselor. During my pediatric rotation I was assigned the task of watching preemies grow which they did robustly needing little help from me. I dutifully recorded their ounces accrued. On my child and adolescent rotation my patient was a ten year old girl with OCD. She would not talk. She would not play. She sat forlornly in her chair and looked at the floor as I attempted conversation and play, all manner of gyrations, and even long periods of silence in an attempt to engage her in a relationship. I was the dutiful PG2 sent in like a windup toy to do what felt like weekly battle. She too must have felt embattled as my reward for these efforts was her request for a new psychiatrist. From such beginnings, one might wonder how it came to pass that I have been awarded the Robert Cancro Award for Academic Leadership.

There was a man I wanted as a supervisor. The cost was an agreement to rotate on his inpatient unit, the Adolescent and Family Treatment Unit (AFTU) at McLean Hospital. I crossed the threshold into this world and never really left. The adolescents and their families were compelling and alive. The work was exhausting. The kids demanded authenticity and in so doing helped this tin woman bring her authentic self into the room.

I learned that behavior speaks and carries meaning. I discovered that an invisible umbilical cord connects parents to their children and that this cord grows shorter and thicker when a child is ill. They taught me that their bodies speak and that if one listens carefully, both the child and the therapist can learn what ails them. They taught me to attend to the interspace of shared experience. Just as the families often came to the AFTU to find a connection between their heads and their hearts and among family members so too did I find my connections in this work.

The experience of both training on and then serving as psychiatrist-in-charge of the AFTU transformed my work with adult patients and my supervision of adult residents. It informs elements of the Institute of Living/Hartford Hospital Adult Psychiatry Program and is the bridge I cross in work with my Child and Adolescent

partners. Life no longer begins at eighteen. Residents are regularly asked to imagine their patient at five or fifteen, to ask the meaning of a T-shirt message or a book marked page. We listen to both the lyrics and the music of an encounter and shift developmental times zones accordingly. Our responses and treatment are shaped by both chronological and developmental age. Modifications in the Residency are guided by the developmental needs of each PG-level.

The link between the Adult and Child Residencies has fostered a combined residency, shared seminars, solutions to the ACGME common requirements and the ABPN Clinical Skills Verification Exam process, and collaborative supervision around problem residents and resident problems. Most importantly, we have learned to more patiently explore the shared space between the Child and Adult worlds. The evidence of our learning is mundane. At the resident picnic I agree to exchange one shoe with a child faculty peer. We both spend the afternoon wearing one red and one brown shoe. We agree that not all applicants we interview show enormous promise. It is such ordinary crossings that signify our commitment to walk in one another's shoes. This commitment to examine another's experience is central to the very best in a Child-Adult partnership and perhaps to the success of all of our collaborative efforts to teach, to train, and to treat.

Dr. Bentman presents, "The Little Engine That Could; Re-Establishing the Institute of Living's Residencies," during the Residency Program Directors' Luncheon on Friday, October 29, 2010 from 1:00 to 2:15 p.m.

*A*ACAP KLINGENSTEIN
THIRD GENERATION
FOUNDATION AWARD
FOR RESEARCH IN
DEPRESSION OR
SUICIDE TO BENJAMIN
I. GOLDSTEIN, M.D.,
PH.D.



The Klingenstein Third Generation Foundation Award for Research in Depression or Suicide is supported by the Klingenstein Third Generation Foundation. The award gives \$5,000 for the best paper on depression and/or suicide published in the JOURNAL OF THE AMERICAN ACADEMY OF CHILD AND ADOLESCENT PSYCHIATRY during the past year. AACAP is honored to present the 2010 Klingenstein Third Generation Foundation Award for Research in Depression or Suicide to Benjamin I. Goldstein, M.D., Ph.D. for his paper, "Substance Use and the Treatment of Resistant Depression in Adolescents," published in the December 2009 issue of the JOURNAL OF THE AMERICAN ACADEMY OF CHILD AND ADOLESCENT PSYCHIATRY.

I was very fortunate that David Brent, M.D., Tony Spirito, M.D., and the rest of the TORDIA group were enthusiastic about collaborating on this study, which focuses on substance use in relation to the course and treatment of SSRI-resistant depression in the TORDIA sample. The presence of substance use disorders was an exclusion criterion in TORDIA, allowing for a naturalistic experiment nested within a highly empirical experiment: whereas depressive symptoms were a central focus of TORDIA, substance use was not. The findings of this study suggest that even infrequent experimentation with substances by adolescents with SSRI-resistant depression may be a matter of clinical concern.

Infrequent or experimental substance use often flies beneath the radar for a variety of reasons: as child and adolescent psychiatrists, we are sensitive to the fact that experimentation is ubiquitous and is often a developmentally appropriate and consequence-free part of adolescence. More salient problems draw our attention. We are trained to detect problems that reach a clinical significance threshold, and may be unsure how to approach substance use that doesn't reach this threshold. I hope the findings of this study will help put experimental substance use by adolescents with major mood disorders on our collective radars. This paper represents my third effort at examining the topic of occasional substance use, and prior studies of adults with depression and bipolar disorder yielded similar findings. Thus far, it appears that when it comes to substance use in the context of major mood disorders, a little bit may indeed be too much.

By combining strategic planning with a healthy dose of serendipity, I have been able to learn from and work with some amazing individuals and teams. I am extremely fortunate to work closely with Boris Birmaher, M.D., and David Axelson, M.D. Their balanced and thoughtful approach to clinical and scientific challenges is exemplary, and their work has yielded important advances for the field. I am thankful to David Brent, M.D. for his mentorship, and for providing me this opportunity. Susan Bradley, M.D. has been a trusted mentor for more than 15 years, and encouraged me at a critical juncture when my medical school aspirations

could best be described as a long shot. Thanks to Anthony Levitt for the privilege of building a clinical-research program in my hometown of Toronto. Thanks to Tina Goldstein, no relation, for being a staunch ally, and to Sol Goldstein, M.D., my dad and a fellow child psychiatrist, for being a lifelong advocate for his and others' children. His attendance at recent AACAP meetings after a 40-year hiatus is a great source of pride for me.

Finally, and foremost, thank you to the Academy and to the Klingenstein family for recognizing the importance of this topic and for affording us the unique opportunity of highlighting these findings to our AACAP colleagues.

Dr. Goldstein presents, "Substance Use and the Treatment of Resistant Depression in Adolescents," during Honors Presentation 6 on Thursday, October 28, 2010 from 4:00 to 4:50 p.m.

*A*ACAP ELAINE
SCHLOSSER LEWIS
AWARD FOR RESEARCH
ON ATTENTION-
DEFICIT DISORDER TO
GUILHERME
POLANCZYK, M.D.,
PH.D.



The AACAP Elaine Schlosser Lewis Award for Research on Attention-Deficit Disorder, established through support of the Elaine Schlosser Lewis Fund in 1994. The award of \$5,000 is given annually for the best paper published in the JOURNAL OF THE AMERICAN ACADEMY OF CHILD AND ADOLESCENT PSYCHIATRY on attention-deficit disorder, written by a child and adolescent psychiatrist, and published between July 2009 and June 2010. This award is named in memory of Dr. Owen Lewis's late mother, Elaine Schlosser Lewis, who was a teacher and advocate on behalf of children. AACAP is honored to present the 2010 Elaine Schlosser Lewis Award for Research on Attention-Deficit Disorder to Guilherme Polanczyk, M.D., Ph.D., for his paper, "Implications of Extending the ADHD Age-of-Onset Criterion to Age 12: Results from a Prospectively Studied Birth Cohort," published in the March 2010 issue of the JOURNAL OF THE AMERICAN ACADEMY OF CHILD AND ADOLESCENT PSYCHIATRY.

It is an enormous honor to receive the 2010 Elaine Schlosser Lewis Award for Research on Attention-Deficit Hyperactivity Disorder from the American Academy of Child and Adolescent Psychiatry. This project was conceived to address a nosological and also developmental question related to the age of onset of ADHD. It reflects the power and the value of longitudinal studies to understand childhood disorder. I am indebted to the Environmental Risk team, who collected all the data, to the children and families who choose to participate, and to the Wellcome Trust and NIMH for funding this project. I would like to acknowledge the contributions of my colleagues Renate Houts and Scott Kollins, and also Louise Arseneault. I am profoundly indebted to Professor Luis Rohde, my mentor since the beginning of my career as a researcher, with whom I share the merits for my professional accomplishments, and with Professors Avshalom Caspi and Terrie Moffitt, who mentored me to become an independent investigator and whose efforts to understand the human development and mental disorders, and to develop our discipline, is reflected by this study and award.

Dr. Polanczyk presents "Implications of Extending the ADHD Age-of-Onset Criterion to Age 12: Results from a Prospectively Studied Birth Cohort," during Honors Presentation 9 on Friday, October 29, 2010 from 3:30 to 4:20 p.m.

AACAP IRVING PHILIPS
AWARD FOR
PREVENTION TO
DANIEL PINE, M.D.



The AACAP Irving Philips Award for Prevention was established in 1993 in honor of Irving Philips, M.D., who was AACAP President from 1985-1987, and was renowned for his work in the field of prevention. The \$2,500 award is given annually to the child and adolescent psychiatrist and AACAP member who has made significant contributions in a lifetime career, a body of work, or single paper, book, or project to the field of prevention of mental illnesses in children and adolescents. The award also enables the recipient to recognize the program that he or she believes best promotes prevention of psychiatric disorders in children and adolescents with a contribution of \$2,000. Contributions to this fund are encouraged. AACAP is honored to present the 2010 Irving Philips Award for Prevention to Daniel Pine, M.D.

Over the past 20 years, I feel unusually lucky to have spent a good part of my days, no small part of my nights, and most of my early mornings thinking about how to begin to solve pressing problems that confront society. Specifically, I have been supported to work deeply and passionately to better understand, treat, and, eventually prevent, the problems posed by pediatric mental illness. These efforts really began when I was a medical student under the tutelage of Bennett Leventhal, M.D., and they were soon followed by 10 glorious years at Columbia University, taught by the best teachers one could ever hope to find: David Shaffer, M.D., Rachel and Donald Klein, Pat Cohen, Myrna Weissman, M.D., and Mark Davies. Finally, in 10 years at the NIH, I have explored ideas spawned at Columbia amongst truly unique colleagues, whose brilliance is only surpassed by their loyalty, friendship, and good cheer: Nathan Fox, Monique Ernst, M.D., Eric Nelson, Ken Towbin, M.D., Yair Bar-Haim, and Ellen Leibenluft, M.D. The gifts of working with such wonderful people is something for which one expresses great joy; how ironic to receive an honor for one's good fortune!

In some sense, I am an unusual recipient for an award on prevention. I spent the first 10 years of my career on epidemiology, psychophysiology, and psychopharmacology, focusing more on diagnosis and treatment than on prevention. For the past 10 years, I have focused on cognitive neuroscience, mostly in children with severe disorders, as opposed to underlying risks. In another sense, however, prevention themes undergird much of my work. Perhaps more than any theme, my work focuses on pediatric anxiety disorders. These conditions arise particularly early, and emerging data suggest that careful attention to solving the problems posed by pediatric anxiety has preventative implications: early treatment may alter risk for recalcitrant pathological states, particularly major depression. Moreover, Nathan Fox has shown my group how to examine the ways in which a child's temperament, visible well-before overt signs of illness can be detected, portends risk through measures of brain function. Finally, since the underlying neural substrates of anxiety show strong evolutionary conservation, work on anxiety

provides a model for how best to use brain imaging to inform basic science research in the service of understanding risk. While I am greatly honored to receive this marvelous award for work focused on these themes, I am even more appreciative for the opportunity to reflect back on 20 marvelous years spent with the best colleagues, teachers, and friends one could ever hope to find.

Dr. Pine recognizes NARSAD for the award contribution portion of his award.

Dr. Pine presents, “Anxiety and Neuroscience: Relevance for Prevention,” during Honors Presentation 7 on Friday, October 29, 2010 from 1:30 to 2:20 p.m.

AACAP NORBERT AND
CHARLOTTE RIEGER
PSYCHODYNAMIC
PSYCHOTHERAPY
AWARD TO DANIEL S.
SCHECHTER, M.D.



The AACAP Rieger Psychodynamic Psychotherapy Award, supported by the Norbert and Charlotte Rieger Foundation, provides \$4,500 to recognize the best published or unpublished paper written by a member of AACAP. The winning paper addresses the use of psychodynamic psychotherapy in clinical practice and fosters development, teaching and practice of psychodynamic psychotherapy in child and adolescent psychiatry. AACAP is honored to present the 2010 Rieger Psychodynamic Psychotherapy Award to Daniel S. Schechter, M.D., for his paper “When Parenting Becomes Unthinkable: Intervening with Traumatized Parents and Their Toddlers” co-authored with clinical psychologist Erica Willheim, Ph.D.

Summary: This paper was published as a Clinical Perspectives feature in the March, 2009 issue of JAACAP. It is a case study that describes one useful way of working in psychodynamic, relationship-based psychotherapy with a very traumatized inner-city mother and her preschool-age children. The article describes the framework in which the authors worked with this hard-to-contain family. An important marker both of intrapsychic and behavioral change in the mother and reflected in the mother-child interactions is that of mentalization, operationalized as “reflective functioning.” And it is through this lens that the authors describe the macro- and microprocesses of the treatment of florid chronic violence-related posttraumatic stress disorder (PTSD) in the mother, acute PTSD in mother and children, and a disturbance of attachment between mother and her young children. Mentalization as the capacity to think about the thoughts and feelings of others, of oneself, and to link thoughts, feelings and actions between self and others is viewed as a range that becomes limited by fear and preoccupation with survival. When fear and preoccupation with survival generalizes to day-to-day parent-child interactions, such that even the toddler’s normative distress engenders a flight, fight, or freeze response in the parent, traumatized parents have enormous difficulty in assisting their young children with needed emotion regulation and with allaying the child’s anxieties in the wake of trauma.

After months of direct intervention between therapist and child, therapist and parent, and therapist and parent-child relationship using words and play that both models and stimulates parental reflective functioning and that contextualizes the shared traumatic event — whilst simultaneously ensuring safety, working supportively around concrete needs, and expanding a multidisciplinary support network for the family, the mother in this case-study achieves a breakthrough that shows something has “changed her mind” about her child and her capacity as a mother. This outcome is also a prerequisite for subsequent ongoing intervention that is indicated in this high-risk family.

I am very grateful for the existence of this award as much as I am honored to receive it! The AACAP Norbert and Charlotte Rieger Psychodynamic Therapy Award recognizes the value in documenting what we do as clinicians with individuals when we focus on what might be going on in the mind of our patients and what might be going on when the minds of the parent and child, and also, the therapist and family work together. As an empirical researcher, psychoanalyst, and supervisor, I have tried to separate close observation of behavior, and interpretation of behavior, while not forgetting patients' own understanding of their motivations. Through writing and publishing case reports and series along side empirical studies, we are more likely to understand better what works and does not work in our interventions, and how what works, works and for whom, than if we focus on only one of these. This is particularly true when working with multi-problem families with very young children in which the complexity that is fed by rapid development of the child and the parental role, as well as the social and cultural contexts, looms so large.

Dr. Schechter presents, "When Parenting Becomes Unthinkable: Intervening with Traumatized Parents and Their Toddlers," during Honors Presentation 5 on Thursday, October 28 from 3:00 to 3:50 p.m.

**AACAP NORBERT AND
CHARLOTTE RIEGER
AWARD FOR SCIENTIFIC
ACHIEVEMENT TO
PATRICIA LESTER, M.D.**



AACAP Norbert and Charlotte Rieger Award for Scientific Achievement is supported by the Norbert and Charlotte Rieger Foundation. The award of \$4,500 recognizes the best paper published in the JOURNAL OF THE AMERICAN ACADEMY OF CHILD AND ADOLESCENT PSYCHIATRY from July 2009-June 2010. AACAP is honored to present the AACAP Norbert and Charlotte Rieger Award for Scientific Achievement to Patricia Lester, M.D., for her paper, "The Long War and Parental Combat Deployment: Effects on Military Children and At-Home Spouses," published in the April 2010 issue of the JOURNAL OF THE AMERICAN ACADEMY OF CHILD AND ADOLESCENT PSYCHIATRY.

It is an honor to receive the Norbert and Charlotte Rieger Award for Scientific Achievement from AACAP for our study examining the impact of parental wartime deployment on military children and their parents. Since September 11, 2001, the United States military has faced unprecedented demands on service members and their families. With almost 2 million children with an active duty military parent, and many more with Veteran parents who have served during wartime, the impact on our nation's children and families warrant a national public health response from the civilian and military communities. For children born since September 11 who have a professional service member parent, an entire lifetime has often been spent with a parent, family, and community at war. The challenges for these families are myriad, including parental separations and reunions in the context of danger, missed developmental milestones, disruptions in parenting related to parental combat stress, as well as the impact of possible parental physical injury and loss. At the outset of the war in Iraq and Afghanistan, little was known about the impact of these demands on the developing child, nor on the impact on parenting and family life. It has been a privilege to participate in the development of a research program which contributes to understanding the impact of wartime stress on military families, as well as to use this knowledge to develop interventions that support military children and their families.

As part of a larger research and service effort, this study emerged as a military-academic collaboration undertaken to apply the field of prevention science to address the needs of military children and their families faced by wartime stressors. This work could only occur in the context of highly committed collaborators coming together across multiple systems of care. Our efforts reflected broad institutional collaboration and vision from the UCLA-Duke National Center for Child Traumatic Stress (SAMSHA), Children's Hospital, Harvard Medical School, Naval Medical Center San Diego/Marine Corps Base Camp Pendleton, and Madigan Army Medical Center. The study presented today emerged as an initial step in this collaboration and grew out of careful review of what was already known about child and family resilience, the impact of combat trauma on parenting,

children and families, as well as the development and adaptation of family prevention interventions.

I share this award with my longstanding partners in this work, Drs. Bill Saltzman, M.D., Bill Beardslee, M.D., and Bob Pynoos M.D., as well as our dedicated military mental health colleagues who worked closely with us on this study COL Kris Peterson, M.D., and CDR James Reeves, M.D. In addition, this award is shared by my other co-authors on this report: Drs. Larry Knauss, M.D., Catherine Mogil, M.D., Dorie Glover, M.D., and Naihua Duan, M.D., all of whom have worked for many years bringing this study, and related program development for military children, to fruition. This collaborative team and research effort would not have been undertaken without the guidance and consultation of Dr. Steve Cozza, M.D., whose commitment to military children and scientific rigor have been an inspiration to all of us. We also recognize the early support of the Joyce Raezer, Director of the National Military Family Association Government Relations in developing the plan for this study.

We would like to thank our research staff who worked tirelessly with military communities and families. We would like to acknowledge the many contributions of military leaders, providers, organizations and, most of all, family members who gave of their time, wisdom and experiences to make sure that military children and their parents continue to receive the scientific attention and resources they require to support them in the sacrifices they make on our nation's behalf.

CAPT Gail Manos, M.D., wrote a wonderful editorial in *JAACAP* about the needs of military children and our study, which well captured the challenges facing military children as they grow up in the context of an extended war.

Finally, I would like to thank the agency and foundation that supported this project. In particular, our initial outreach and collaboration with the United States Marine Corps was funded by the Frederic R. Weisman Philanthropic Foundation and Trust. This study was funded by the National Institute for Child Health and Human Development (HD049451) and benefitted from the support and patience of our wonderful program officer, Dr. Valerie Maholmes.

Dr. Lester presents, "The Long War and Parental Combat Deployment: Effects on Military Children and Parents," during Honors Presentation 11 on Saturday, October 30, 2010 from 1:00 to 1:50 p.m.

*A*ACAP NORBERT AND
CHARLOTTE RIEGER
SERVICE PROGRAM
AWARD FOR
EXCELLENCE TO
ALBERT A. ZACHIK,
M.D., AND THE
MARYLAND COALITION
OF FAMILIES FOR
CHILDREN'S MENTAL
HEALTH



The 2010 Norbert and Charlotte Rieger Service Program Award for Excellence recognizes Albert A. Zachik, M.D., and the Maryland Coalition of Families for Children's Mental Health. Dr. Zachik is the Director, Office of Child and Adolescent Services, State of Maryland Mental Hygiene Administration, Department of Health and Mental Hygiene. He is Clinical Assistant Professor of Psychiatry at the University of Maryland School of Medicine, Clinical Assistant Professor of Psychiatry at Georgetown University School of Medicine and Clinical Instructor of Psychiatry at the Johns Hopkins University School of Medicine. Dr. Zachik is in part time private practice of adult, adolescent and child psychiatry in Bethesda, Maryland.

The Coalition is the statewide family organization in Maryland dedicated to providing one-to-one information, support and advocacy to families caring for a child with mental health needs. Dr. Zachik believed in the power of families and in 1999 was influential in securing funding from the Maryland Department of Health and Mental Hygiene to build a statewide organization for families. He has supported the Coalition in every way and included the family voice at every level of system development.

Dr. Zachik has been the Director, Office of Child and Adolescent Services, State of Maryland Mental Hygiene Administration since February 1994. Under his leadership, he has guided the expansion of Maryland's child mental health system to encompass a continuum of mental health services from early childhood to transition-age youth. He has led the expansion of mental health services across all child serving systems, including child welfare, education and juvenile justice. He was instrumental in establishing the Maryland Child and Adolescent Mental Health Institute in 2006. The Institute is a unique collaboration between the Child and Adolescent Psychiatry Divisions at the University of Maryland and the Johns Hopkins University Schools of Medicine, the Maryland Coalition of Families for Children's Mental Health and the Maryland Mental Hygiene Administration to help the state and local child serving agencies and provider organizations improve the quality of services and eventual outcomes for children, adolescents and their families.

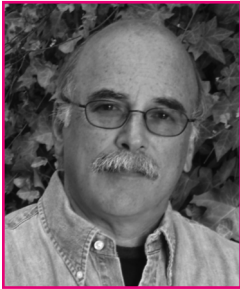
Dr. Zachik's efforts are driven by the values and principles of a system of care for children that promotes family driven, youth guided, community based and culturally competent care. Among the National Association of State Mental Health Program Directors (NASMHPD), Dr. Zachik is noted for his leadership in building systems of care for children. He has served on the NASMHPD's Children, Youth and Families Executive Committee, Finance Committee and Workforce Committee. He has been a member of AACAP's Workgroup on Community Based Systems of Care since 1998. He has also been a Council Member of the Executive Committee of the Child and Adolescent Psychiatric Society of Greater Washington, the local

AACAP Council. Dr. Zachik has published on Child Psychiatric Leadership in state public mental health administrations. He has helped Maryland be awarded several Federal grants to assist the state in the growth of its children's mental health system of care. He is the Principal Investigator in two current and one previous SAMHSA System of Care grants. He is the Principal Investigator in a Center for Medicare and Medicaid Services Psychiatric Residential Treatment Facility Demonstration Medicaid Waiver.

Dr. Zachik was specifically nominated by the Coalition for his dedication and leadership in early childhood mental health. In partnership with the Maryland State Department of Education, he has co-chaired Maryland's Early Childhood Mental Health Steering Committee for over ten years. Through the efforts of families and other partners on the Committee, three major components of an early childhood mental health system of care have been developed. In an effort to identify early young children with mental health needs and to support their families, early childhood mental health consultation is available to all child care centers throughout Maryland. To ensure a competent workforce to receive the children identified with need an Early Childhood Mental Health Certification Program is available through the University of Maryland's Division of Child and Adolescent Psychiatry. To establish baseline training for all early childhood workers in promoting social and emotional development in young children, Maryland was selected to be one of the first states to utilize the Center for the Social and Emotional Foundations for Early Learning (CSEFEL) training. For this work, on April 30, 2009, The Taghi Modarressi Center for Infant Study at the University of Maryland School of Medicine presented Dr. Zachik with the Alma Troccoli Award for His Excellence in *Advocating for the Mental Health Needs of Young Children and their Families* and invited him to present a lecture on developing the early childhood mental health system of care. Now young children are being served at the earliest signs of mental health need which families have asked for many years.

Dr. Zachik presents, "An Early Childhood Mental Health System of Care: From Idea to Reality," during Honors Presentation 10 on Saturday, October 30, 2010 from 10:40 to 11:30 a.m.

 AACAP MARSHALL
SCHECHTER LECTURE
AWARD ON ADOPTION
TO DAVID
BRODZINSKY, PH.D.



The AACAP Marshall Schechter Lecture Award on Adoption established through support of the Evan B. Donaldson Adoption Institute is named for Marshall Schechter, M.D., a child and adolescent psychiatrist renowned for his advocacy work in adoption. The Annual Meeting lecture recognizes an individual who has made outstanding contributions to the field of adoption. AACAP is honored to present the 2010 Marshall Schechter Lecture on Adoption to David Brodzinsky, Ph.D.

David Brodzinsky, Ph.D. is Professor Emeritus of Clinical and Developmental Psychology at Rutgers University where he spent 32 years as a faculty member in the Department of Psychology before retiring in 2006. He also was a founding director of the Evan B. Donaldson Adoption Institute, a non-profit adoption policy think tank located in New York City, and currently serves as Research Director for the Institute.

For the past 30 years, Dr. Brodzinsky's research and scholarly writing has focused on developmental, familial and clinical issues in the adjustment of adopted children, adolescents, and adults. He has published widely in professional journals on these topics and is the co-author or co-editor of six books on adoption. Currently, Dr. Brodzinsky lives in Oakland, CA, where he maintains a clinical and consultation practice focusing primarily on the mental health needs of adopted individuals and their families.

It is with great pleasure that I am here today to talk with you about mental health issues in adoption and to accept the AACAP Marshall Schechter Adoption Lecture Award. I am particularly pleased because Marshall was a close and valued friend and colleague. I first met Marshall in the early 1980s, a few years after beginning my research on children's understanding of, and adjustment to, adoption. I was organizing a daylong workshop on adoption for mental health and child welfare professionals in New Jersey and decided to invite Marshall, who lived only two hours away, to be a co-presenter. Frankly, I was nervous about calling him. Marshall was the acknowledged leader in the field — one of the first professionals to call attention to the psychological risks associated with adoptive family status — and I was just the new kid on the block. But Marshall couldn't have been kinder, more gracious, or more humble in accepting the invitation. And so we met and began a close and mutually enriching relationship that lasted for over 15 years before he passed away in 1999.

In 1990, Marshall and I co-edited *The Psychology of Adoption*, the first professional book organizing the research and clinical literatures on mental health issues in adoption. Two years later, we published *Being Adopted: The Lifelong Search for Self*, an examination of the meaning and implications of adoption across the lifespan

through the eyes of adopted individuals. During these years, and after, we spent a good deal of time together talking about mutual interests in adoption and related mental health concerns. I found Marshall to be an inspiring teacher, a generous collaborator, and a wonderful human being. When I think back about the people who have been influential in shaping my professional life, Marshall stands out as the most important one. Whatever contributions I have made to this field, I certainly owe him a great debt for sharing his vast knowledge with me, stimulating me with his questions, and challenging me to think about adoption-related issues in new ways.

In choosing the topic for my lecture, I thought it most appropriate to focus on one which Marshall returned to again and again in our long discussions over the years and in his own writings — understanding and managing loss in adoption.

Dr. Brodzinsky presents “Understanding and Managing Loss in Adoption: Developmental and Clinical Issues” during Honors Presentation 1 on Thursday, October 28, 2010 from 8:30 to 9:20 a.m.

*A*ACAP JEANNE
SPURLOCK LECTURE
AND AWARD FOR
DIVERSITY AND
CULTURE TO HARRY H.
WRIGHT, M.D., M.B.A.



The AACAP Jeanne Spurlock Lecture and Award for Diversity and Culture is named in honor of Jeanne Spurlock, M.D., a giant in child and adolescent psychiatry and in advocacy for children, adolescents, and their families from all cultures. The Annual Meeting lecture and award recognizes individuals who have made outstanding contributions to the advancement of the understanding of diversity and culture in children's mental health and who contribute to the recruitment of child and adolescent psychiatry from all cultures. AACAP is honored to present the 2010 Spurlock Lecture and Award for Diversity to Harry H. Wright, M.D., M.B.A.

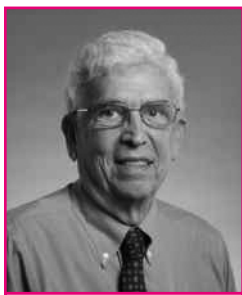
It is a great honor to receive this award from the AACAP and its Committee on Diversity and Culture. It is significantly meaningful for me for several reasons. First, it is important to me because of the connection with Dr. Jeanne Spurlock, whom I got to know well during my first year of residency training in 1977 and with whom I collaborated with on many projects over the years. Dr. Spurlock was a mentor to many of us. She challenged and inspired us with her words and actions. She was also supportive and comforting just when you needed that to keep you going. Second, the field of diversity and culture has been a major influence in my work. Over the years, we have acquired extensive knowledge and skills and developed appropriate attitudes to help understand the child in his/her family and environmental context. This required collaboration with various professionals, a scholarly perspective, and advocacy.

I have been out of medical school for 33 years. These years have had a great impact on my career in medicine. My family comes from two areas of South Carolina – the upstate (paternal) and the low country (maternal). I grew up in a small town, population 2,500, in the upstate where the ethnic diversity was a lot less than in the low country city, Charleston, where I spent summers. During those early days in my education, I recognized significant diversity and differences in the communities where I grew up. I attended undergraduate at the University of South Carolina (USC), one of 15, in the third year that the University enrolled African American students. The first time I spent extensive time outside of South Carolina was in graduate school at Brown University in Providence, RI, after graduation from USC in Chemistry. I left Brown after two years to attend medical school at the University of Pennsylvania. I got my MD from the School of Medicine and my MBA from the Wharton School in Health Care. After graduate school and medical school, I returned to South Carolina for residency training in psychiatry. This marked a return to my undergraduate university (USC) in the first year of a new medical school. I joined the faculty of the new USC medical school after completion of a child psychiatry residency training program.

The majority of my research work and a large percentage of my clinical service have been with individuals and families with the diagnosis of an Autism Spectrum Disorder (ASD). One of the aims of this research focus was to address the role of culture and diversity in this developmental disorder category of ASD. Our work over the last 25 years has involved working with hundreds of providers and thousands of patients. I have had numerous mentors in basic science and clinical care, including Dr. Spurlock. I have been and will continue to be guided by Dr. Spurlock's wisdom and words.

Dr. Wright presents, "The Path to Diagnosis, Treatment, Education and Research of Autism Spectrum Disorders in a Poor Rural Southern State," during Honors Presentation 2 on Thursday, October 28, 2010 from 9:30 to 10:20 a.m.

*A*ACAP GEORGE TARJAN
AWARD FOR
CONTRIBUTIONS IN
DEVELOPMENTAL
DISABILITIES TO
ANDREW T. RUSSELL,
M.D.



This award recognizes a child and adolescent psychiatrist and AACAP member who has made significant contributions in a lifetime career or single seminal work to the understanding or care of those with developmental disabilities. These contributions must have national and/or international structure and clearly demonstrate lasting effects. The contributions may be in areas of teaching, research, program development, direct clinical service, advocacy, or administrative commitment. This award provides \$1,000 to the recipient. AACAP is honored to present the 2010 George Tarjan Award to Andrew T. Russell, M.D., Professor Emeritus, UCLA.

It is an honor to be the 2010 recipient of the George Tarjan Award. What makes it especially meaningful is that Dr. Tarjan was a personal mentor to me as I was developing my career in child psychiatry as a young faculty member at UCLA. Because of George's leadership, I was surrounded by faculty members with a special interest in the mental health of individuals with intellectual and other developmental disabilities.

Several of these faculty were subsequent recipients of the Tarjan Award, and I am grateful to them all for taking me under their wing and steering me towards a lifetime interest in developmental disabilities. Ed Ritvo made sure that I "saw the light" and applied for the child psychiatry fellowship at UCLA. Peter Tanguay became a lifetime mentor and friend. Bryan King was one of those child fellows who educated faculty supervisors as much as the other way around. He became a close colleague and encouraged me to follow in his footsteps, providing psychiatric consultation to the residents of Lanterman Developmental Center. Lanterman was formerly known as Pacific State Hospital where George Tarjan was a legendary Superintendant before coming to UCLA. I also need to thank the late James Q. Simmons, M.D., who led the Child Division for many years and provided a model of support, honesty and integrity in his demanding role.

Ten years ago, my current Division Chief, James McCracken, M.D., asked me to become PI and Co-Director (with Olivia Raynor, PhD.) of our University Center for Excellence in Development Disabilities (UCEDD). One of our first decisions was to rename our program as the Tarjan Center. It was a decision that underlined Dr. Tarjan's remarkable legacy as Vice-Chairman of President John F. Kennedy's Panel on Mental Retardation. An outgrowth of the Panel's work was the legislation that led to a nationwide network of what are now called UCEDDs. Our UCEDD is unique in that it has always been located in a Division of Child and Adolescent Psychiatry. I know that George would be proud that the programs he helped create still continue to serve the nation's citizens with developmental disabilities.

I would also like to thank my students, child fellows, and colleagues who have helped evaluate and treat people with developmental disabilities in our hospitals and clinics. In particular, I would like to mention the specialized psychiatric clinics I helped develop in partnership with two community Regional Centers. It has been a delight to work with the Regional Center's dedicated clinicians and to assist the many patients and their families referred for care. As George Tarjan understood 50 years ago, people with developmental disabilities present a special challenge to all of us. We need to carry out basic and clinical research and develop effective treatments bridging many medical disciplines, including psychiatry, pediatrics, genetics, and neurology. As medical educators we need to continue to inspire our students to serve those with disabilities in their subsequent careers. Our work continues to be cut out for us.

Dr. Russell presents, "Psychiatric Services for Children and Adolescents with Intellectual Disabilities: Present Needs and Future Directions," during Honors Presentation 8 on Friday, October 29, 2010 from 2:30 to 3:20 p.m.

AACAP SIMON WILE
LEADERSHIP IN
CONSULTATION AWARD
SUPPORTED BY THE
CHILD PSYCHIATRY
SERVICE AT
MASSACHUSETTS
GENERAL HOSPITAL
TO RICHARD J. SHAW,
M.D., B.S.



The AACAP Simon Wile Leadership in Consultation Award acknowledges outstanding leadership and continuous contributions in the field of liaison child and adolescent psychiatry. The \$500 Award is named after Simon Wile, M.D., a renowned pediatrician and a life-long supporter of child and adolescent psychiatry. AACAP is honored to present the Simon Wile Leadership in Consultation award to Richard J. Shaw, M.D., B.S., Medical Director of the Pediatric Psychosomatic Medicine Service at Lucile Packard Children's Hospital at Stanford, and Professor of Psychiatry and Pediatrics at Stanford University School of Medicine. He is the co-author of Clinical Manual of Pediatric Psychosomatic Medicine, and co-editor of the Textbook of Pediatric Psychosomatic Medicine, both published by American Psychiatric Publishing, Inc.

The pathway to a career in pediatric psychosomatic medicine for many of us, myself included, is often non-linear and filled with unexpected twists and turns. Unlike an academic career anchored in one of the major DSM-IV diagnostic categories such as bipolar disorder or schizophrenia, the challenges are more difficult, the outcomes less certain. In the first place, we generally do not “own” our patients in the same way as our colleagues working more clearly within the confines of a mental health setting. Our research efforts are complicated by the fact that our potential subjects are to be found in rare or unusual subspecialties and to whom access depends on a close collaborative relationship with a pediatric colleague.

It is remarkable to note the success and growth of the specialty of pediatric psychosomatic medicine. In my case, I am clear that my own development has depended on the generous and selfless efforts of my academic colleagues. Among these I particularly would like to mention the support and guidance of Hans Steiner, M.D., Oliver Sacks, Carl Feinstein, M.D., and Sarah Horwitz. I am especially grateful to David DeMaso, M.D., with whom I have shared the immense pleasure and satisfaction in writing and editing our textbooks. I have also had the privilege of growing professionally within the environment of Stanford University and the Lucile Packard Children's Hospital, two institutions that have helped nurture my intellectual curiosity and development. Finally, I am grateful to my wife, Beth, our children, and my parents who have provided unfailing support and love. I am honored to receive this award from the American Academy of Child and Adolescent Psychiatry and proud to be associated with this exciting and dynamic specialty.

Dr. Shaw presents, “The Stanford Pediatric Organ Transplant Psychiatry Program,” during the Simon Wile Symposium on Wednesday, October 27, 2010 from 2:30 to 5:30 p.m.



The following AACAP members were elected to Fellowship between November 2009 and September 2010.

Fawzia S. Ashar, M.D.

Folsom, CA

Member of AACAP since March 11, 2001

Mark S. Borer, M.D.

Dover, DE

Member of AACAP since July 31, 1986

Roger C. Burket, M.D.

Keswick, VA

Member of AACAP since January 24, 1991

Allan K. Chrisman, M.D.

Chapel Hill, NC

Member of AACAP since November 9, 1980

Laurence Eric Dopkin, M.D.

New York, NY

Member of AACAP since August 22, 2001

Peter M. Ferren, M.D., M.P.H.

San Francisco, CA

Member of AACAP since July 26, 2000

Christopher J. Kratochvil, M.D.

Omaha, NE

Member of AACAP since February 2, 1995

Adele L. Martel, M.D.

Evanston, IL

Member of AACAP since August 16, 1995

Edgardo J. Menvielle, M.D.

Washington, D.C.

Member of AACAP since January 1, 1984

Jennifer S. Saul, M.D.

Auburndale, WI

Member of AACAP since February 15, 2002

Steven Shulruff, M.D.

Johnson City, TN

Member of AACAP since January 1, 1980

L. Read Sulik, M.D., F.A.A.P.

Saint Paul, MN

Member of AACAP since May 26, 1998

AACAP BEATRIX A.
HAMBURG AWARD FOR
THE BEST NEW
RESEARCH POSTER BY
A CHILD AND
ADOLESCENT
PSYCHIATRY RESIDENT
TO PAUL EL-FISHAWY,
M.D.



The AACAP Beatrix A. Hamburg Award for the Best New Research Poster by a Child and Adolescent Psychiatry Resident was established in 1996 through a grant from the Greenwall Foundation in honor of Beatrix A. Hamburg, M.D., a trustess of the foundation. Dr. Hamburg was the President of the Williams T. Grant Foundation and is a fellow of AACAP. This award of \$1,000 honors her commitment to the education and development of young investigators. AACAP is honored to present the 2010 Beatrix A. Hamburg Award for the Best New Research Poster by a Child and Adolescent Psychiatry Resident to Dr. Paul El-Fishawy for his poster, "A Project to Identify Genes Contributing to Autism in Consanguineous Egyptian Pedigrees by Utilizing Homozygosity Mapping and Whole-Exome Sequencing."

I am honored to have been selected to receive the Beatrix A. Hamburg award for my work done in the laboratory of Dr. Matthew State, M.D., PhD. I cannot thank him and the outstanding faculty of the Yale Child Study Center enough for making this research possible and for their superb mentorship. I would like to thank in particular the Chairman Dr. Fred Volkmar, M.D., the Research Director, Dr. James Leckman, M.D., Robert King, M.D., and the fellowship directors, Dorothy Stubbe, M.D., and Andrés Martin, M.D.

This research project would not be possible without the collaboration of outstanding researchers in Egypt and the generosity of the patients and families with whom we work there. I would also like to thank my parents and my wife and children for their unwavering support. Finally, I would like to thank the AACAP for this honor.

Dr. El-Fishaway presents, "A Project to Identify Genes Contributing to Autism in Consanguineous Egyptian Pedigrees by Utilizing Homozygosity Mapping and Whole-Exome Sequencing," during New Research Poster Session 6 on Saturday, October 30, 2010 from 10:00 a.m. to 12:30 p.m.

*A*ACAP ROBINSON-
CUNNINGHAM AWARD
FOR BEST PAPER BY A
RESIDENT TO NATALIE
WEDER, M.D.



The AACAP Robinson-Cunningham Award for the Best Paper by a Resident is named after J. Franklin Robinson, M.D., and James M. Cunningham, M.D., two former AACAP Presidents who dedicated their lives to improving and expanding psychiatric services for children. This award recognizes an outstanding paper on some aspect of child and adolescent psychiatry started during residency and completed within three years of graduation. AACAP is honored to present the 2010 Robinson Cunningham Award for the Best Paper by a Resident to Dr. Natalie Weder for her paper, "MAOA Genotype, Maltreatment, and Aggressive Behavior: The Changing Impact of Genotype at Varying Levels of Trauma," published in Biological Psychiatry in 2009.

ABSTRACT:

Background: Childhood adversity has been shown to interact with monoamine oxidase-A (MAOA) genotype to confer risk for antisocial behavior. Studies examining this gene-by-environment (GxE) association, however, have produced mixed results.

Methods: Relevant research is reviewed, and results of a study with 114 children (73 maltreated and 41 control subjects) are presented. The maltreated children represent the extreme on a continuum of adversity and were assessed at a time of extreme stress—shortly after removal from their parents' care due to abuse. Measures of aggressive behavior were obtained using standard research instruments, and monoamine oxidase-A MAOA genotypes were obtained from saliva-derived DNA specimens. Population structure was controlled for using ancestral proportion scores computed on the basis of genotypes of ancestry informative markers.

Results: Many prior investigations appear to have had reduced power to detect the predicted GxE interaction because of low base rates of maltreatment and antisocial behavior in their samples and failure to use optimal procedures to control for population structure in ethnically diverse cohorts. In this investigation, a significant interaction was detected between exposure to moderate trauma and the "low-activity" MAOA genotype in conferring risk for aggression. Children with exposure to extreme levels of trauma, however, had high aggression scores regardless of genotype.

Conclusions: Our study suggests that problems in aggressive behavior in maltreated children are moderated by *MAOA* genotype, but only up to moderate levels of trauma exposure. Extreme levels of trauma appear to overshadow the effect of *MAOA* genotype, especially in children assessed at time of acute crisis.

It is an honor for me to receive the Robinson-Cunningham Award. My interest to help children with a history of child abuse and neglect started early in my training as a medical student. During my fourth year of general psychiatry residency at Yale, I had the fortune of working under Dr. Joan Kaufman's supervision at the Yale Children and Adolescents Research and Education (CARE) Program. Dr Kaufman was not only a wonderful teacher and mentor, but also a source of inspiration. I am very grateful to Dr. Kaufman and the CARE Program team, who actively collaborated in the research and manuscript that led to this article and in my development as a researcher and a clinician devoted to learn to better understand and treat children who have undergone trauma. I would also like to acknowledge the co-authors of this article, Dr. Bao Zhu Yang, M.D., Heather Douglas-Palumberi, M.D., Dr. Johari Massey, M.D., John H. Krystal, M.D., Joel Gelernter, M.D., and Joan Kaufman, M.D.



**AACAP PILOT RESEARCH
AWARDS FOR JUNIOR
FACULTY AND CHILD
AND ADOLESCENT
PSYCHIATRY FELLOWS
SUPPORTED BY ELI LILLY
AND COMPANY**

The following AACAP Pilot Research Awards, supported by Eli Lilly and Company encourage junior faculty and child and adolescent psychiatry residents by providing grants of \$15,000 to support pilot research. These awards are administered through the AACAP's Office of Research, Training, and Education and the AACAP Work Group on Research, under the direction of Graham J. Emslie, M.D.

The recipients and their projects are:

2008:

Rebecca Hommer, M.D.

Yale Child Study Center

The Effects of Acute Stress on Adolescent Decision Making

Mentor: Linda C. Mayes, M.D.

2009:

Michael Rollin, M.D.

University of Colorado Denver

Taste Reward Expectation and Receipt in Adolescents with Anorexia Nervosa

Mentor: Guido K.W. Frank, M.D.

Jeffrey R. Strawn, M.D.

University of Cincinnati

Neurophysiology and Neurochemistry of Generalized Anxiety Disorder in Adolescents

Mentor: Melissa P. DelBello, M.D., M.S.

Natalie D. Weder, M.D.

New York University Child Study Center

Child and Parent Predictors of Intervention Response Among Preschoolers at Risk for Conduct Disorder

Mentors: Laurie Brotman, Ph.D. and F. Xavier Castellanos, M.D.

The AACAP Pilot Research Award Recipients will present their research during the New Research Poster Session 6 on Saturday, October 30, 2010 from 10:00 a.m. to 12:30 p.m.

*A*ACAP PILOT RESEARCH
AWARDS FOR
ATTENTION
DISORDERS
SUPPORTED BY THE
ELAINE SCHLOSSER
LEWIS FUND TO
TAMARA VANDERWAL,
M.D.



The AACAP Pilot Research Awards for Attention Disorders, supported by the Elaine Schlosser Lewis Fund, encourages junior faculty and child and adolescent psychiatry residents to pursue research careers by supporting pilot research with a grant of \$9,000. This award is administered through the AACAP's Office of Research, Training, and Education and the AACAP Work Group on Research, under the direction of Graham J. Emslie, M.D. AACAP is honored to present the 2008 AACAP Pilot Research Award for Attention Disorders, supported by the Elaine Schlosser Lewis Fund to Tamara Vanderwal, M.D. for her project, "Test-Retest Variability of Neurophysiological Correlates of ADHD." Dr. Vanderwal is at Yale Child Study Center and her mentor is Linda C. Mayes, M.D.

ABSTRACT:

Objectives: Understanding the mechanism by which medication works in ADHD will facilitate more targeted treatment. To study drug mechanism in children, a set of neurophysiological markers of ADHD are needed that relate to putative mechanisms. Additionally, test-retest variability of these markers is needed. This pilot study seeks to: 1) Establish differences in neurophysiological outcomes using dense-array electroencephalogram and urinary norepinephrine levels in children with ADHD; and 2) To establish the test-retest variability of these outcomes in both normal control and ADHD groups. **Methods:** Twenty boys aged eight to 11 with any type of ADHD and 20 age- and IQ-matched community controls are undergoing neurophysiological testing at time one and four weeks later, at time two. EEG paradigms test inhibition and working memory using a modified Simon-effect Task. Attentional blink is studied using a rapid serial visual presentation task with two targets. Startle response is evoked in threatening and non-threatening conditions using an air-puff paradigm, and urinary norepinephrine levels are measured in both stressed and non-stressed situations. **Results:** Preliminary data indicate significant between-group differences of N200 and P3 amplitude and latency. **Conclusions:** We hypothesize that individuals with ADHD will have higher levels of urinary norepinephrine than community control subjects. We predict stable test-retest variability of these outcomes in both groups.

I am very grateful to be the recipient of the AACAP Pilot Research Award for Attention Disorders supported by the Elaine Schlosser Lewis Fund. The financial support and interest of the organization has enabled me to start my research while still undergoing clinical training. I have learned a lot about the tensions involved in combining research and clinical work, but also about the richness that integrating these two worlds creates. I have also learned the basics of writing a grant, and bringing a project into reality. Learning EEG design and analysis has equipped me to study the developing brain in a way that is new to me, and I look forward to combining these skills with neuroimaging in future work. I want to say thank you

to Dr. Linda Mayes, M.D, Larry Scahill, M.D., and Jim Leckman, M.D. for the support, guidance, and overall resuscitative efforts along the way. I look forward to building on this project, and learning more about the neurobiology of attentional impairments and medication response in children who struggle with Attention-Deficit/Hyperactivity Disorder.

Dr. Vanderwal presents her research during the New Research Poster Session 6 on Saturday, October 30, 2010 from 10:00 a.m. to 12:30 p.m.

AACAP PILOT RESEARCH
AWARDS FOR
ATTENTION
DISORDERS
SUPPORTED BY THE
ELAINE SCHLOSSER
LEWIS FUND TO ANNA
M. GEORGIPOULOS,
M.D.



The AACAP Pilot Research Awards for Attention Disorders, supported by the Elaine Schlosser Lewis Fund, encourages junior faculty and child and adolescent psychiatry residents to pursue research careers by supporting pilot research with a grant of \$15,000. This award is administered through the AACAP's Office of Research, Training, and Education and the AACAP Work Group on Research, under the direction of Graham J. Emslie, M.D. AACAP is honored to present the AACAP 2009 Pilot Research Award for Attention Disorders, supported by the Elaine Schlosser Lewis Fund to Anna M. Georgiopoulos, M.D. for her project, "Mood and Attention in Cystic Fibrosis: Prevalence and Impact on Health Outcomes." Dr. Georgiopoulos is at Massachusetts General Hospital and her mentors are Janet Wozniak, M.D. and Jerrold Rosenbaum, M.D.

ABSTRACT:

Objectives: To determine the prevalence of depression, anxiety and ADHD symptoms in cystic fibrosis (CF) patients and parent caregivers, and to evaluate the effects of elevated symptoms on health status, treatment adherence, and quality of life. **Methods:** CF patients and parent caregivers completed questionnaires at a routine visit, including Hospital Anxiety and Depression Scale, Center for Epidemiological Studies-Depression Scale, Children's Depression Inventory—Short Form, Conners' Parent Rating Scale—Revised (S), Adult ADHD Self-Report Scale Symptom Checklist, and Cystic Fibrosis Questionnaire—Revised (CFQ-R). **Results:** Of 228 eligible CF patients, 44 were included in this pilot study. Twenty-one (54 percent) adult patients had elevated screens; 15 (39 percent) endorsed depression, 11 (28 percent) anxiety, and five (13 percent) ADHD. In parent caregivers, four (80 percent) endorsed any psychopathology; three (60 percent) had elevated depression, one (20 percent) anxiety, and one (20 percent) ADHD. None of the three pediatric patients had positive screens. In CF adults, depression, anxiety and/or ADHD was significantly ($p < 0.05$) correlated with 18/50 CFQ-R items, including difficulty carrying out CF treatments. Psychiatric comorbidity was not associated with lung function or BMI percentile. **Conclusions:** Depression, anxiety, and ADHD are common in CF patients and caregivers, and screening in the CF clinic is feasible. Depression, anxiety, or ADHD should be considered when behavior interferes with medical care. Further research is needed into the prevalence of these disorders in CF and their impact on adherence, family burden, and medical outcomes.

I would like to express my appreciation for being selected to receive the AACAP Pilot Research Awards for Attention Disorders supported by the Elaine Schlosser Lewis Fund. This funding has enabled our research team to demonstrate the feasibility and utility of routine screening for ADHD and other psychiatric symptoms in our cystic fibrosis clinic. As we continue to enroll subjects, these data will set the stage for additional cross-sectional analyses in a larger cohort, and also for longitudinal study of health outcomes relating to ADHD, depression, anxiety

and medical non-adherence in chronically ill children, young adults and parent caregivers. I am grateful for the support of this award, my mentors—Janet Wozniak, M.D. and Jerrold Rosenbaum, M.D.—and also for the extraordinary efforts of my collaborators—Deborah Friedman, Ph.D., Amy Krasner LCSW, Sheetal Kakarala LCSW, Breanna Glaeser, B.S., and Eric Mick, Sc.D.—in making this study possible.

Dr. Georgiopoulos presents her research during the New Research Poster Session 6 on Saturday, October 30, 2010 from 10:00 a.m. to 12:30 p.m.

AACAP PILOT RESEARCH
AWARDS FOR
ATTENTION
DISORDERS
SUPPORTED BY THE
ELAINE SCHLOSSER
LEWIS FUND TO LESLIE
A. HULVERSHORN,
M.D., M.Sc.



The AACAP Pilot Research Awards for Attention Disorders, supported by the Elaine Schlosser Lewis Fund, encourages junior faculty and child and adolescent psychiatry residents to pursue research careers by supporting pilot research with a grant of \$15,000. This award is administered through the AACAP's Office of Research, Training, and Education and the AACAP Work Group on Research, under the direction of Graham J. Emslie, M.D. AACAP is honored to present the 2009 AACAP Pilot Research Award for Attention Disorders, supported by the Elaine Schlosser Lewis Fund to Leslie A. Hulvershorn, M.D., M.Sc. for her project, "Abnormal Corticolimbic Functional Connectivity Associated with Emotional Lability but not Hyperactivity in Children with ADHD." Dr. Hulvershorn's project took place while she was at New York University Child Study Center and New York University Langone Medical Center. Her mentors are F. Xavier Castellanos, M.D., Rachel Klein, Ph.D., Amy Krain Roy, Ph.D., and Michael P. Milham, M.D., Ph.D.

ABSTRACT:

Objectives: Increases in the diagnosis of childhood BD may be partially driven by poorly understood mood regulation difficulties seen in children with externalizing disorders. Little is known about the neurobiology underlying mood instability that often accompanies ADHD in childhood. The present study examines neural correlates of parent ratings of emotional lability in key corticolimbic functional circuits in youth with ADHD using resting state functional connectivity (RSFC). **Methods:** Forty-five male and female children with ADHD (aged seven to 11.9) were recruited. Diagnoses were obtained using the KSADS-PL and Conners' rating scales from parents and teachers. Functional scans were acquired while subjects lay in the scanner at rest. Whole brain-corrected connectivity analyses were then conducted with parent-rated emotional lability and hyperactivity scaled scores, along with age, gender, and whether or not their eyes were open, as covariates of interest. **Results:** We observed a significant decreased negative (i.e., less negative) relationship between emotional lability and the RSFC between right amygdala and right medial prefrontal regions. No relationship was observed between hyperactivity and amygdala RSFC. **Conclusions:** Study findings point to an aberrant corticolimbic functional network related to emotion regulation, but not hyperactivity, in children with ADHD. These findings highlight the need for further research into the phenomenology and treatment of emotion regulation difficulties in children with ADHD.

I would like to sincerely thank AACAP and the Elaine Schlosser Lewis Fund for funding my project for the Pilot Research Award for Attention Disorders. This award has allowed us to collect data from an additional comparison group of children with ADHD, and has led to larger funding from the National Institute of Drug Abuse (NIDA) and the Klingenstein Third Generation Foundation for related

projects. This was my first grant as a principal investigator and truly launched my career as a physician scientist.

Dr. Hulvershorn presents her research during the New Research Poster Session 6 on Saturday, October 30, 2010 from 10:00 a.m. to 12:30 p.m.



AACAP EDUCATIONAL
OUTREACH PROGRAM
FOR CHILD AND
ADOLESCENT
PSYCHIATRY RESIDENTS
SUPPORTED BY THE
AACAP ENDOWMENT
FUND

The AACAP Educational Outreach Program provides the opportunity for child and adolescent psychiatry residents to receive a formal overview of child and adolescent psychiatry, establish mentor relationships with child and adolescent psychiatrists, and experience the AACAP Annual Meeting. Participants are exposed to the breadth and depth of child and adolescent psychiatry, including research opportunities, alternative career pathways, and various networking opportunities. Participation in this program provides participants with financial assistance to attend the AACAP Annual Meeting.

Ayo Afejuku, M.D. – Emory University School of Medicine

Ashutosh Atri, M.D. – University of Texas Medical School at Houston

Rebecca A. Begtrup, M.D. – Tulane University School of Medicine Triple Board Residency

Sonali Bora, M.D. – Emory University School of Medicine

Kim Clancy Brownell, M.D. – Institute of Living/Hartford Hospital

Barika M. Butler, M.D. – Wayne State University/Detroit Medical Center

Emily R. Goddard, M.D. – UCLA

Ehsan Habibpour, M.D. – University of Texas, Southwestern Medical Center

Karen T. Hadley, M.D. – Rush University Medical Center

Ryan Herringa, M.D., Ph.D. – University of Pittsburgh Medical Center

Rex W. Huang, M.D. – Stanford Hospital and Clinics

Karl Jeffries, M.D. – University of California, San Francisco

Kristina Lyn Kise, M.D. – University of Florida

Yunnie Lee, M.D. – University of California, San Francisco

Ni Liu, M.D. – University of Chicago

Laurie Mun, M.D. – University of California, San Francisco

Anna Elisa Ordóñez, M.D. – University of California, San Francisco

Todd Erik Peters, M.D. – Brown University

Marilyn Roby, M.D. – Tulane University School of Medicine

David Ruecker, M.D. – Cedars-Sinai Medical Center

Angela Sagar, M.D. – University of Illinois at Chicago
Erik Bertil Sandegard, M.D. – University of California, San Francisco
Jennifer Smith Segura, M.D. – Duke University
Kyle Michael Smith, M.D. – University of Utah
Timothy Eric Spiegel, M.D. – University of Utah
Smita H. Thakkar, M.D. – LAC – University of Southern California
Tanya Theriault, D.O. – UTSW/Children’s Medical Center
Pankhuree Vandana, M.D. – Children’s Memorial Hospital, Feinberg School of
Medicine at Northwestern University
Shivani Verma, M.D. – University of California, San Francisco
Trina Hope Webb, M.D. – University of Florida
Catrina N. Wilkins, M.D. – University of Florida
Howard L. Wong, M.D. – University of Texas Medical Branch
Jennifer L. Yen, M.D. – Baylor College of Medicine



AACAP EDUCATIONAL
OUTREACH PROGRAM
FOR CHILD AND
ADOLESCENT
PSYCHIATRY
RESIDENTS SUPPORTED
BY THE LIFE MEMBERS
FUND

The AACAP Educational Outreach Program supported by AACAP's Life Members Fund, provides the opportunity for child and adolescent psychiatry residents to receive a formal overview of child and adolescent psychiatry, establish mentor relationships with child and adolescent psychiatrists, and experience the AACAP Annual Meeting. Participants are exposed to the breadth and depth of child and adolescent psychiatry, including research opportunities, alternative career pathways, and various networking opportunities. Participation in this program provides participants with financial assistance to attend the AACAP Annual Meeting.

Dawn Kamilah Brown, M.D. – Baylor College of Medicine

Chia Sonia Granda, M.D. – Warren Alpert Medical School at Brown University



AACAP EDUCATIONAL
OUTREACH PROGRAM
FOR GENERAL
PSYCHIATRY
RESIDENTS SUPPORTED
BY ELI LILLY AND
COMPANY

The AACAP Educational Outreach Program supported by Eli Lilly and Company, provides the opportunity for general psychiatry residents to receive a formal overview of child and adolescent psychiatry, establish mentor relationships with child and adolescent psychiatrists, and experience the AACAP Annual Meeting. Participants are exposed to the breadth and depth of child and adolescent psychiatry, including research opportunities, alternative career pathways, and various networking opportunities. Participation in this program provides participants with financial assistance to attend the AACAP Annual Meeting.

Yasmeen Sayeed Ahmed, D.O., MPH – University of South Florida

Alexis Ann Aplasca, M.D. – John A. Burns School of Medicine, University of Hawaii

Melissa Marie Batt, M.D. – University of Colorado, Denver

David C. Buxton, M.D. – Brown University

Anita S. Chu, M.D. – University of Virginia

Schvon L. Cummings, M.D. – Indiana University

Erikka Daniene Dzirasa, M.D., MPH – Duke University Medical Center

Lawrence Kwot-kit Fung, M.D., Ph.D. – Stanford University Medical Center

Milind Gadgil, M.D. – University of Colorado, Denver

Emily Kathryn Gray, M.D. – University of California, San Diego

Danella M. Hafeman, M.D., Ph.D. – Western Psychiatric Institute and Clinic

Colibri NeCole Jenkins, M.D. – Tulane University

Kia Lashaun Jones, M.D. – University of Louisville

Jeremy Kendrick, M.D. – University of Utah

Sonia Lohiya Krishna, M.D. – UCLA Semel Institute for Neuroscience and Human Behavior

Ronald H. Lee, M.D. – University Hospitals Case Medical Center

Nikhil Daniel Majumdar, M.D. – Michigan State University

Anna Makela, M.D. – Tripler Army Medical Center

Tushita Mayanil, M.D. – University of Illinois at Chicago

Anna Kari McDowell, M.D. – University of Washington
Jessica E. O’Neil, D.O. – University of Vermont
Karen Marie Padron, M.D., Ph.D. - Emory University
Dhaval Harin Parikh, M.D. – University of Oklahoma
Matthew Gibbons Parra, M.D. – University of Nevada School of Medicine
Nicole Marie Quiterio, M.D. – Harvard South Shore Psychiatry Residency
Training Program
Joseph A. Rieman, D.O. – Michigan State University
Elizabeth Homan Sandoral, M.D. – University of Miami
Shawn Singh Sidhu, M.D. – Northwestern Memorial Hospital
Marisol Toliver-Sokol, M.D. – Oregon Health & Science University
Donnell Wigfall, M.D. – University of Illinois at Chicago

**AACAP JEANNE
SPURLOCK MINORITY
MEDICAL STUDENT
CLINICAL FELLOWSHIP
IN CHILD AND
ADOLESCENT
PSYCHIATRY,
SUPPORTED BY THE
CENTER FOR MENTAL
HEALTH SERVICES**



The AACAP Jeanne Spurlock Minority Medical Student Fellowship in Child and Adolescent Psychiatry, supported for the Center for Mental Health Services (CMHS), is named in honor of Jeanne Spurlock, M.D., in recognition of her lifetime of opening doors for colleagues from diverse backgrounds and fostering career advances. The summer fellowship of up to \$3,500 encourages outstanding minority students to pursue careers in child and adolescent psychiatry. The fellowship provides exposure to the state-of-the-art treatment and consultation services of child and adolescent mental disorders. The fellowship is administered through the AACAP Department of Research, Training, and Education and the AACAP Diversity and Culture Committee, under the direction of Andres Pumariaga, M.D.

This year's recipient is:

Annise Jackson

George Washington University

Mentors: William Lawson, M.D., Ph.D. DFAPA and Adelaide Robb, M.D.

Project: *Outcomes for Opioid Dependence in Youth in Community Treatment*

Ms. Jackson presents her new research during the New Research Poster Session 6 on Saturday, October 30, 2010 from 10:00 a.m. to 12:30 p.m.

**AACAP JEANNE
SPURLOCK RESEARCH
FELLOWSHIP IN
SUBSTANCE ABUSE
AND ADDICTION FOR
MINORITY MEDICAL
STUDENTS,
SUPPORTED BY THE
NATIONAL INSTITUTE
ON DRUG ABUSE**

The AACAP Jeanne Spurlock Research Fellowship in Substance Abuse and Addiction for Minority Medical Students, supported by the National Institute on Drug Abuse (NIDA), is named in honor of Jeanne Spurlock, M.D., in recognition of her lifetime of opening doors for colleagues from diverse backgrounds and fostering career advances. The summer fellowships of up to \$3,500 encourage outstanding minority students to pursue careers in drug abuse and addiction research in child and adolescent psychiatry. The fellowships provide exposure to the state-of-the-art treatment and consultation services of child and adolescent mental disorders and drug abuse and addiction. The fellowships are administered through the AACAP Department of Research, Training, and Education and the AACAP Diversity and Culture Committee, under the direction of Andres Pumariega, M.D.

This year's recipients, along with their mentors and project titles, are:



Valentina Dehghan

University of Illinois at Chicago

Mentor: Mani Pavuluri, M.D., FRANZCP, Ph.D.

Project: *An Examination of Parental and First Degree Family Members' Substance Abuse and Impaired Response Inhibition in Pediatric Bipolar Disorder*



Kendra Scott

Medical University of South Carolina

Mentor: Deborah Deas, M.D., MPH

Project: *The Relationship of Impulsivity to Alcohol and Marijuana Expectancies in an Adolescent Psychiatric Sample*



Sherry (XiaoYi) Yao

Baylor College of Medicine

Mentors: Ayesha Mian, M.D. and Dawnelle Schatte, M.D.

Project: *Substance Abuse Among Mentally Ill Juvenile Offenders in Harris County*

The AACAP/NIDA fellows will present their new research during the New Research Poster Session 6 on Saturday, October 30, 2010 from 10:00 a.m. to 12:30 p.m.

**AACAP SUMMER
MEDICAL STUDENT
FELLOWSHIP IN CHILD
AND ADOLESCENT
PSYCHIATRY,
SUPPORTED BY THE
CAMPAIGN FOR
AMERICA'S KIDS**

The AACAP Summer Medical Student Fellowships supported by AACAP's Campaign for America's Kids, offer a chance for medical students to explore a career in child and adolescent psychiatry, gain valuable work experience, and meet leaders in the field of child and adolescent psychiatry. The fellowship opportunity provides up to \$3,500 for 12 weeks of clinical or research training under a child and adolescent psychiatrist mentor. The fellowships are administered through the AACAP Department of Research, Training, and Education and Work Group on Training and Education under the direction of Jeffrey Hunt, M.D.

This year's recipients, along with their mentors and project titles, are:



Olusinmi Bamgbose

Morehouse School of Medicine

Mentor: Jeff Sugar, M.D.

Project: *Residential Education: A Promising Approach for Foster Youth*



Ish Bhalla

University of Toledo, College of Medicine

Mentor: Bradley Peterson, M.D.

Project: *A Volumetric Study of the Thalamus in Children and Adults with Autism Spectrum Disorder*



Neil Bruce

West Virginia University

Mentor: Tatiana Falcone, M.D., MPH

Project: *S100B as a Tool for Risk Assessment in Suicidal Youth*



Matthew Hirschtritt

Cleveland Clinic Lerner College of Medicine

Mentor: Robert Findling, M.D.

Project: *Safety Profile of Combined Lithium and Divalproex Sodium Therapy for Treatment of Bipolar Disorder in Children and Adolescents*



Elisabeth Netherton

University of Texas, Houston

Mentor: Dawnelle Schatte, M.D.

Project: *Potential for Oxytocin Use in Children and Adolescents with Mental Illness*



Phaedra Pascoe

University of Washington

Mentor: Carol Rockhill, M.D., Ph.D., MPH

Project: *The Children's Attention-Deficit/Hyperactivity Telemental Health Study (CATTS): Examination of Baseline Comorbidity and Its Association with Caregiver Stress and Depression*



Marina Post

Baylor College of Medicine

Mentor: Ayesha Mian, M.D.

Project: *Dimensions of Trauma Predict Specific Symptoms of Posttraumatic Stress Disorder in Inner-City Youth: A Preliminary Study*

The summer medical student fellows will present their research during New Research Poster Session 6 on Saturday, October 30, 2010 from 10:00 a.m. to 12:30 p.m.

ESIDENCY PROGRAM
DIRECTORS WHO HAVE
RECRUITED ALL OF
THEIR RESIDENTS TO
AACAP MEMBERSHIP

The following child and adolescent psychiatry Residency Program Directors have recruited all of their residents to be members of AACAP. Since child and adolescent psychiatry residents are the future of both AACAP and the field of child and adolescent psychiatry, the AACAP acknowledges and warmly thanks the following Residency Program Directors for their support. All of their residents have become AACAP members as of October 1, 2010.

Tami Benton, M.D., Children's Hospital of Philadelphia, Philadelphia, PA

Jeanne Bereiter, M.D., University of New Mexico Program, Albuquerque, NM

Doug Gray, M.D., University of Utah Program, Salt Lake City, UT

Jeffrey Hunt, M.D., Brown University Program, Providence, RI

Kathleen Kelley, M.D., University of Illinois College of Medicine at Chicago Program, Chicago, IL

James Luebbert, M.D., Thomas Jefferson University Program, Philadelphia, PA

John O'Brien, M.D., Mount Sinai School of Medicine Program, New York, NY

Faiza Qureshi, M.D., University of Mississippi Medical Center Program, Jackson, MS

David Rettew, M.D., University of Vermont Program, Burlington, VT

Dorothy Stubbe, M.D., Yale New Haven Medical Program, New Haven, CT

Cosima Swintak, M.D., College of Medicine, Mayo Clinic-Rochester Program, Rochester, MN

Marian Swope, M.D., University of Kentucky College of Medicine Program, Lexington, KY

Cynthia J. Telingator, M.D., Cambridge Health Alliance Program, Cambridge, MA

ACKNOWLEDGMENTS

The American Academy of Child and Adolescent Psychiatry expresses appreciation to the following organizations and AACAP funds for their support of the 57th Annual Meeting awards and sponsorships.

AACAP Sidney Berman Award Fund
AACAP Campaign for America's Kids
AACAP Robert Cancro Award Fund
AACAP Beatrix A. Hamburg Award Fund
AACAP Klingenstein Third Generation Foundation Award Fund
AACAP Elaine Schlosser Lewis Award Fund
AACAP Irving Phillips Award Fund
AACAP Norbert and Charlotte Rieger Psychodynamic Psychotherapy Award Fund
AACAP Norbert and Charlotte Rieger Award for Scientific Achievement Fund
AACAP Norbert and Charlotte Rieger Service Program Award for Excellence Fund
AACAP Robinson Cunningham Award Fund
AACAP Marshall Schecter Lecture Award Fund
AACAP Jeanne Spurlock Award Fund
AACAP George Tarjan Award Fund
AACAP Simon Wile Award Fund

Center for Mental Health Services
The Grove Foundation
The Grove School, Inc.
The Klingenstein Third Generation Foundation
National Institute on Drug Abuse
The Norbert and Charlotte Rieger Foundation

AstraZeneca LP
Eli Lilly and Company
Shionogi Pharma, Inc.
Shire Pharmaceuticals Inc.

Honors Book Editor, Anna Eisenberg

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