

**University of Louisville Department of Psychiatry & Behavioral Sciences
Academic Track**

Background

The University of Louisville Department of Psychiatry & Behavioral Sciences values education. While valuing education, we recognize the merit of training our resident graduates for a future in academic medicine. Such an opportunity allows improved teaching of students in our vibrant medical school, enhanced training of future generations of psychiatrists and engagement in research and professional organizations that promote the field of psychiatry. A handful of residencies throughout the country have implemented similar systems. In 2007, the University of Louisville Department of Psychiatry & Behavioral Sciences instituted the academic track with the aim of promoting residents with academic interests.

Overview

The Academic Track allows residents to develop an area of expertise and academic excellence. Residents admitted to the track hone skills in teaching, research and professional organization involvement. Through these endeavors, the resident may broaden their interests and utilize the opportunity to gain a skill set that will enhance their success if they choose to pursue a faculty position in an academic setting.

Program Goals

The Academic Track promotes the resident's 1) role as an educator; 2) focus as an academician and 3) professional involvement.

Role as Educator

The Academic Track prepares residency graduates to be excellent teachers. Residents are expected to develop expertise in teaching medical students, residents, nonpsychiatric colleagues, and groups within the community. Residents in the track have the opportunity to present lectures and review sessions to junior residents, medical students, and undergraduates. During clinical rotations residents on this track are given preference in assignment of medical students for supervision. They may serve on the Residency Education Committee to develop and evaluate educational experiences within the residency. They may choose to work with a mentor involved in medical student education development and administration.

Focus as Academician

A substantial element of the Academic Track is development of specific interests in academic activities. These activities may include involvement in clinical investigations and health services research, authorship of academic publications, collaborations with other investigators in cross-disciplinary projects or multi-center projects. In all cases, the

focus is on development of an area of expertise and academic productivity that will lead to successful career development as a clinical track faculty member, adding to the ranks of scholars who can contribute meaningfully to a more rapid translation and application of basic behavioral and neuroscience advances.

Professional Involvement

Recognizing the community that comprises academic psychiatry involves understanding the system and assimilating. The Academic Track encourages resident to become active members of local, regional and national organizations. Serving on local committees and pursuing organizational involvement further solidifies the graduate's professional identity.

Program Design

The Academic Track is designed to work with the resident to enhance their educational experience. Residents are excused from their service sites 2 hours per week to attend supervision and mentorship sessions. Residents admitted to the program recognize that residency does not conform to a 40 hour work week and that time outside the 8-5 Monday through Friday work day will likely be spent on research projects and preparation for teaching sessions. The following outline depicts the expectations of residents engaged in the Academic Track in regards to each of the track's designated goals.

Role as Educator

Mentorship and experience offer a foundation for the resident to develop as an educator. The resident is expected to obtain a mentor related to teaching efforts. The resident will be expected to teach medical students during the student's clinical rotations and in formal didactics. They may also have the opportunity to teach undergraduates and within the community. The resident will also serve on the Residency Education Committee to obtain further exposure.

Focus as Academician

The resident is expected to develop a specific area of academic interest. In pursuing this, the resident is expected to obtain an experienced senior faculty mentor to direct a specific academic project related to their area of interest and future expertise. The specific research project is expected to lead to the writing and hopeful publication of a paper or papers during the resident's tenure on the track.

Professional Involvement

Regional and national participation and service will be expected of the resident. Residents in the track will be required to find a hospital or University committee to attend. Attendance at professional meetings is considered a vital part of the education

and development as a clinician/investigator. There will be a modest budget allotted for this travel and the resident's attendance at the annual Association of Academic Psychiatry (AAP) each fall.

Further Expectations

Regular meetings with the Department chair are included to further the mentorship experience. The resident will also be expected to meet with a member of the residency training office, either the Training Director or Associate Training Director, on a quarterly basis to review their progress and continued adherence to the goals of the Academic Track.

Recognition

At the completion of a resident's training, if they have successfully engaged in the Academic Track, they will receive an additional certificate of recognition at graduation. In addition, future letters attesting to their education will reflect their completion of the track requirements.

Application Process

The Academic Track involves dedication on the part of the resident. Only residents within the program may apply. In order to apply, residents must submit a letter outlining their interest in the track. In this letter, they must also submit possible areas of interest and potential faculty they would like to work with regarding their mentorship and development. Residents may apply prior to March 1st of their PGY-1 or 2 year. If accepted into the track, the resident will commence enrollment as of July 1st of either their PGY-2 or PGY-3 year respectively. Residents are encouraged to apply as early in their educational experience as possible to allow for the most fruitful experience.

