# Grand Rounds Seminar in Child & Adolescent Mental Health Studies

**CAMS-UA 501**

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Wednesdays, 11:00am – 1:15pm

## Course Description

Grand Rounds are a traditional and effective teaching tool in medical education, where major research, education, and clinical problems and innovations are presented to an audience of medical students, residents, faculty, and the public at large. The NYU Child Study Center’s weekly Grand Rounds program is one of the foremost of its kind in the world, featuring invited thought leaders in the fields of child and adolescent psychiatry and psychology. This seminar course provides undergraduate students with a unique opportunity to attend the weekly Grand Rounds presentation and then discuss these topics in depth with CAMS faculty. Students will gain a deep and broad understanding of many challenges within the field of child and adolescent mental health, along with novel theories, research findings, and clinical treatments.

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<th>Week Number</th>
<th>Topic</th>
<th>Readings (completed before class)</th>
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| 1           | Moral Psychology for Medical Professionals  
              Presenter: *Jonathan Haidt, PhD*  
              Thomas Cooley Professor of Ethical Leadership,  
              Stern School of Business, New York University | (Graham, Haidt, & Nosek, 2009)  
              (Haidt, 2013) |
| 2           | Brain-Based Biomarkers for Psychiatry: New Directions and Next Steps  
              Presenter: *Michael Milham, MD, PhD*  
              Phyllis Green and Randolph Cōwen Scholar; Director,  
              Center for the Developing Brain; Pediatric  
              Psychopharmacologist, Child Mind Institute, Director,  
              Center for Biomedical Imaging and Neuromodulation,  
              Nathan S. Kline Institute for Psychiatric Research | (Ebot Enaw & Smith, 2013)  
              (Nooner et al., 2012) |
| 3           | How does adversity exposure get under the skin to increase risk for psychopathology?  
              Presenter: *Margaret Sheridan, PhD*  
              Assistant Professor, Department of Psychology & Neuroscience, University of North Carolina at Chapel Hill | (McLaughlin, Sheridan, & Lambert, 2014)  
              (Troller-Renfree et al., 2017) |
| 4           | Improving Mental Health: Four Secrets in Plain Sight  
              Presenter: *Lloyd Sederer, MD*  
              Adjunct Professor, Columbia/Mailman School of Public Health, Medical Editor for Mental Health, The Huffington Post, Chief Medical Officer, NYS Office of Mental Health | (Sederer, 2016)  
              **Response Paper #1 Due** |
| 5           | Temperament and Transdiagnostic Principles of Change with a Focus on Emotional Disorders  
              Presenter: *David Barlow, PhD - Distinguished Visiting Professor*  
              Professor of Psychology and Psychiatry Emeritus, Founder and Director Emeritus, Center for Anxiety and Related Disorders, Boston University | (Farchione et al., 2012)  
              (Flynn & Warren, 2014) |
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<th>Title</th>
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| 6  | The Coming of Age of Genetics in Child Psychiatry: Autism Spectrum Disorders and Tourette Disorders are Leading the Way | Matthew State, MD, PhD Oberndorf Family Distinguished Professor, Chair, Department of Psychiatry, Executive Director, UCSF Child Teen and Family Center, Director, Langley Porter Psychiatric Institute and Hospital, Weill Institute for Neurosciences, University of California, San Francisco. | (Miles, 2011)  
(Sanders et al., 2012) |
| 7  | Treatments for ASD: What's New                                       | James McCracken, MD Joseph Campbell Professor of Child Psychiatry, Director, Division of Child and Adolescent Psychiatry, Department of Psychiatry and Biobehavioral Sciences, UCLA Semel institute, David Geffen School of Medicine at UCLA | (Baribeau & Anagnostou, 2014)  
(Volkmar et al., 2013) |
| 8  | Treatment Mechanisms and Enhanced Outcomes in Pediatric OCD           | John Piacentini, PhD, ABPP Professor of Psychiatry and Biobehavioral Sciences, Director, UCLA Center for Child Anxiety Resilience Education and Support (CARES), Director, Child OCD, Anxiety, and Tic Disorders Program, UCLA Semel Institute for Neuroscience and Human Behavior | (Ost, Havnen, Hansen, & Kvale, 2015)  
(Rozenman, Vreeland, & Piacentini, 2017) |
| 9  | Pathways to New Treatments in Autism Spectrum Disorder                | Jeremy Veenstra-VanderWeele, MD Research Psychiatrist II, New York State Psychiatric Institute, Mortimer D. Sackler, MD, Associate Professor, Columbia University, Center for Autism and the Developing Brain, Sackler Institute for Developmental Psychobiology, New York State Psychiatric Institute | (Muller, Anacker, & Veenstra-VanderWeele, 2016)  
(Warren et al., 2011) |
| 10 | Treating the Developing Brain: Insights from Preclinical Human and Rodent Studies | BJ Casey, PhD Director, Fundamentals of the Adolescent Brain (FAB) Lab, Professor of Psychology, Yale University, Adjunct Professor, The Rockefeller University and Weill Cornell Medical College | (Casey, Getz, & Galvan, 2008)  
(Cohen et al., 2016) |
| 11 | Early Identification and Interventions in Individuals at High Risk for Psychosis | Christoph Correll, MD Professor of Psychiatry and Molecular Medicine, Hofstra Northwell School of Medicine, Investigator, Center for Psychiatric Neuroscience, Feinstein Institute for Medical Research, Medical Director, Recognition and Prevention (RAP) Program, The Zucker Hillside Hospital, Department of Psychiatry | (Cornblatt et al., 2015)  
(McGorry et al., 2008) |
| 12 | Trends in the Prevalence of Childhood Mental Illness                  | Jane Costello, PhD Professor of Psychiatry and Behavioral Sciences, Co-Director, Developmental Epidemiology Program, Duke University | (Costello et al., 1996)  
(Costello, Egger, Angold, & MRCPsych, 2005) |
| 13 | Computational Psychiatry: New Tools to Guide Research and Clinical Care |                            | (Saxe et al., 2016) |
Articles:


Grading

Participation (10%) – Students are required to attend all Grand Rounds lectures and then participate actively in all seminar sessions, thereby demonstrating familiarity with the content of the assigned readings during class discussions.

Response Papers (30%) – Students will write three response papers throughout the term, due at the end of weeks #4, 7, and 10. Each of these papers will be 2 – 3 double-spaced pages in length and will constitute both their understanding of one of the Grand Rounds presentations (of their own choosing) they attended during the prior three weeks and their reflection of the meaning and importance of the material discussed. Each paper will be worth 10% of their total grade.

Final Paper (60%) – At the end of the semester, students will write a 8 – 10 page, double-spaced paper in which they reference one of the presentations that they attended throughout the semester. Research questions will depend upon the speakers for the semester; examples may include: “Describe novel treatments for pediatric depression;” “Identify the controversial role of relaxation exercises in the cognitive/behavioral treatment of anxiety disorders;” and “Distinguish between various research methods in determining the genetic basis of mental illness.” All research questions must be preapproved by the course instructor.