

The PsychList

~A modern "spin" on UBMD Psychiatry news and events~



A Note from the Chair...



Steven Dubovsky, MD,
Department Chair

Over 31 years at the University of Colorado and 19 years as your department chair, I've experienced success and failure, happiness and sadness, and triumph and tragedy, in my own life, the lives of my friends and colleagues, and the lives of my patients. Through all these experiences, one thing that has been true for me- as I assume it has been for most of us- is that the people we love move us forward when times are propitious, and uplift us when times are tough. Another is that nothing is worth more than seeing our children do better than we have done. Here are a few other things I've noticed.

It is a constant struggle to avoid the temptation to see ourselves as more special than we are. An excessive sense of self-importance can easily be stimulated in academic settings, where there is always someone junior to look up to us; but wherever it occurs, it can be debilitating. If you believe you have complete mastery of your field, you don't need to learn anything new; you can always teach yourself anything anyway. Because you understand everything about your patients, they always do well. If they don't, they are "borderline," "unmotivated," "manipulative," or otherwise deficient. An end of this particular clinical road I have heard about regularly- and I'm not making any of this up- is when doctors tell their patients, "you don't need consultation- I know what I'm doing," "if you insist on getting a second opinion I will no longer be able to treat you," or "I already thought of that." In academic and administrative interactions, self-perpetuating self-esteem can be manifested by imperviousness to feedback, leading to self-perpetuating professional dead ends with the illusion of success. I think that we are all reassured when we hear a colleague answer a question with "I don't know," respond to a suggestion with "I didn't think of that; I'll consider it," or tell you "I need help with this."

All medical school faculty now face the challenge of preventing students and residents from developing exaggerated self-importance when they encounter nationally mandated educational standards that seem to imply that their own well-being comes before that of their patients. We will have to be creative in preventing the new emphasis in medical education on personal wellness from conveying the belief that the need to care for oneself does not morph into a need for physicians to be adequately rested and not stressed or upset, before they can practice medicine. We do not want the next generation of physicians and other clinicians to entertain the idea that patients may be having the worst day of their lives, but our day has to be satisfactory before we can do anything for them. In reality, if we are to be effective clinicians, the patient's wellness has to come first.

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Looking Back 50 Years



Submitted By: Steven Dubovsky, MD, Department Chair

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Clinicians are there to help patients, not the other way around. Paying attention to reactions patients evoke in us is an important source of clinical data, but preoccupation with our own feelings can prevent us from listening to our patients. Our commitment to our family also comes before our commitment to ourselves. When we serve others before we serve ourselves, we have a sense of accomplishment that is profoundly more rewarding than our need to gratify ourselves.

As with our ability to grow intellectually and academically, our ability to grow clinically depends on our ability to see our imperfections and to be open to what we need to hear and to learn. The core quality that allows us to grow as professionals and people is humility. Humility is not the absence of self-esteem; it is self-esteem that does not depend on feeling superior to others. Similarly, self-respect derives from a sense of doing a good job, which requires seeking help from people you can freely acknowledge know more than you do. If you think you can do it all by yourself, it may not be easy to admire the outcome.

If you cannot let go of the conviction that anything that contradicts your estimation of yourself is misinformed, try getting involved in something in which you can't pretend expertise, ideally something that serves others. The best postgraduate medical education I had was when I became a firefighter. Even teenagers knew more than I did about almost everything, and people a third my age were three times as competent at the most basic operations. Possibly what helped me to learn humility the most was being regularly berated for failings I was not even competent enough to rationalize. My only option was to improve. In the rest of my professional experience, I have not encountered anyone who was harmed by doctors who acknowledged that they do not know enough; but I have encountered doctors who harmed others by certainty that they know more than enough. I have never seen a researcher's or administrator's career suffer from seeking advice, but I have seen research stall and services short-circuit from the conviction that anyone who thinks that things could be done differently is uninformed or biased.

In contrast, I have been inspired by the courage and dedication I have seen in our department in the face of adversity. At a time when society was at its lowest during the pandemic, I had the privilege of working with colleagues who judged that their professional responsibilities came before their fear for themselves and their desire to stay home. Many of us have chosen to learn from our setbacks and bad outcomes, adopting Nietzsche's dictum, "whatever doesn't kill me makes me stronger" rather than "anything that hurts me makes me a victim, and being a victim is heroic." I have been honored to see our students become residents, our residents become faculty members, and our faculty grow in stature and knowledge. We have had a profound impact on our patients, our university, our students, and our community. Most important, we have learned from each other, from our patients, and from our colleagues. I hope that I have done a little to help us to leave the world a better place than we found it.

*"Often when you think you're at the end of something,
you're at the beginning of something else."*



Tips for Documenting Psychotherapy Sessions Correctly

Submitted By:
Agnes Macakanja, BA, CPC

Healthcare, and especially mental health care, is highly regulated which can pose problems for correct coding and documentation.

The following are guidelines to ensure that your documentation of psychotherapy sessions is strong and complete.

These are Psychotherapy documentation requirements that must be included in each patient chart:

- Start and Stop times.
- If telehealth, documented consent for psychotherapy via telehealth.
- Patient name on each page of the encounter.
- Date of service.
- Type of service (individual, group, family, psychotherapy).
- Problem statement including Diagnosis/chief complaint.
- Support for medical necessity.
- Service rendered, including therapeutic interventions (insight-oriented, CBT, DBT, etc.).
- Person-centered detail such as behavior, description or quotes.
- Patient observation (mental status exam).
- Summary of progress, or lack of progress toward identified goals, which should result in change in plan or new plan of care.



The patient chart should also contain an individualized treatment plan(ITP).

The ITP must:

- ◆ Be completed within three visits or 14 days;
- ◆ Be individualized, not a template;
- ◆ Include the diagnosis and tie back to the initial assessment (E/M code or 90791);
- ◆ Have measurable goals with specific time frames; and
- ◆ Be signed by the provider and the patient.



Following these guidelines makes certain that the patient chart is accurate and complete.

Welcome!

Please join the Department in welcoming our newest faculty members, joining us this July!



Josh Nazirbage, MD—Child Psychiatry
Russell Pizzo, MD—Adult Psychiatry
Ellen Steele, PhD—Psychology
Mark Sutton, DO—Adult Psychiatry



Submitted By:
Katie Beakman, CFO, Practice Plan Administrator



Employee Spotlight

Name: **Dr. Zhanna "Jane" Elberg, MD**

Date of Hire: **07/01/2013**

Current Titles: **Assistant Professor for Clinical Psychiatry**

Associate Resident Training Director



Zhanna Elberg, MD

Dr. Zhanna Elberg, MD, discusses her position within the Practice, as well as her new position as Associate Resident Training Director.

Q: You have worked within the Practice for a decade; Please describe where you currently work and your role in each environment.

A: I split my time between the two ECMC outpatient clinics, 1285 Main Street and 462 Grider location (OnTrack program) where I oversee the outpatient training for our third year residents and supervise several resident clinics. I also spend a few hours per week at the Center for Advanced Psychiatry where I see psychotherapy patients.

Q: Can you explain your new position as Associate Resident Training Director?

A: I am very excited to take on the role of Associate Residency Training Director and work alongside Dr. Del Regno. To sum up, Associate Training Directors assist the Training Directors in running the residency program, ensuring we are following all ACGME requirements and making sure the residents are getting quality didactics and supervision. It is especially meaningful for me to take on this role because my interest in residency training and academic medicine started when I was a resident in this program. Dr. Pristach has always been a mentor and someone I have tried to emulate. She is a staunch advocate for the residents and has introduced a lot of innovation to the program. I hope to continue her legacy of evidence-based training initiatives and ongoing efforts to continuously improve the training program.

Q: How do you balance the challenge of teaching and precepting students?

A: I think that this is definitely a challenge in clinical training. In the outpatient arena, we provide 30 more minutes for resident intakes to allow for teaching while we discuss the patient case. We also have weekly group supervision to process and review teaching points related to cases the residents have seen during that week.



Q: What do you feel is the most challenging aspect of your job? The most rewarding?

A: I have always valued my role in the residency program and find working with the residents one of the most rewarding parts of my job. My other passion is in the field of early psychosis, and I find all aspects of this work rewarding and very fulfilling. The most challenging aspect of the job is related to a constant battle with insurance companies to approve necessary treatments for our patients.

Q: Anything further you would like to share?

A: Outside of my direct work responsibilities, I am very involved with the American Academy of Child and Adolescent Psychiatry and co-chair the Early Psychosis Work Group which has grown over the last few years. We have been trying to increase awareness of early psychosis risk, especially in adolescent and transitional age youth, and improve access to resources for providers and patients.

On a personal level, "Jane" is actually a nickname I inherited at the age of 10 when immigrating from Ukraine, and no one was able to pronounce, "Zhanna." Lastly, all of my free time is focused on my kids, usually traveling all over the northeast to a variety of my son's sporting activities.





Drs. Haak, Guppenberger, & Martin



Faculty members, Dr. Michael Guppenberger and Dr. Jennifer Haak, and resident, Dr. Lauren Luente, were recently inducted into the Gold Humanism Honor Society, Richard Sarkin Medical Emeritus Faculty Chapter.

The Gold Humanism Honor Society honors students and physicians for their commitment to providing excellent, compassionate care, as well as for their dedication to patients and families.

Dr. Jennifer Haak was also the honored speaker at this event for her advocacy and work with underserved and at-risk children.



Congratulations to all!



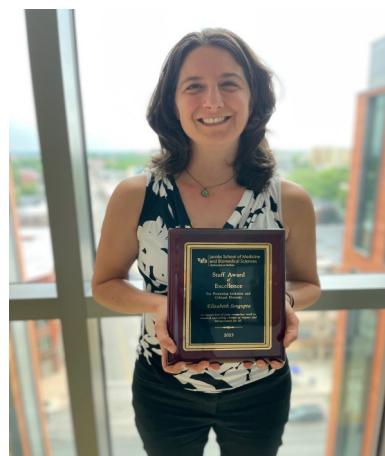
2023 Staff Award for Excellence for Promoting Inclusion and Cultural Diversity

Submitted By: Beth Smith, MD

Please join the Department in congratulating Elizabeth Sengupta on being selected as the recipient of the 2023 Staff Award of Excellence for Promoting Inclusion and Cultural Diversity from the Jacobs School of Medicine and Biomedical Sciences' Office of Inclusion and Cultural Enhancement.

This award acknowledges individuals whose actions, example, and efforts contribute to a respectful and supportive environment at the University and in Western New York.

Liz received this award for her work developing and teaching the structural competency curriculum, her collaborations to disseminate her educational programming related to SDOH and structural competency within the medical school and to other departments, and her work building essential community partnerships.



Elizabeth Sengupta,
Training Program Administrator

Your commitment, Liz, is an inspiration to all of us!
Congratulations!



Submitted By:

Charles Camp, MD,
Director of Medical Education

Michael DiGiacomo, MD,
Assistant Director of Medical Education

Leanne Hatswell,
Medical Education Coordinator

Medical Education

Welcome to our Psychiatry Summer Externship Participants!

This summer, we have welcomed Andrew Gasper and LaShon Webb as our Psychiatry Externship participants! Andrew and LaShon are MS1s with a strong interest in psychiatry who were selected out of 8 MS1 applicants. The externship is designed to offer two interested MS1 students the opportunity to participate in a month-long clinical shadowing experience to offer an early introduction to psychiatric clinical practice. Andrew and LaShon rotate through an array of clinical sites designed to give a broad, varied view of clinical practice, including: adult and adolescent inpatient, partial hospitalization, youth detention, child/adolescent outpatient, OnTrack, MAP clinic, and CPEP. Drs. Camp and DiGiacomo also meet with the students on a weekly basis to process their experiences and provide an early introduction to psychiatric diagnoses, treatments, and concepts prior to their psychiatry course during their MS2 year. The goal of the externship is to increase excitement in the field of psychiatry and recruit more great future physicians.

Special thanks, below, to all the clinical preceptors who have generously offered their time to welcome Andrew and LaShon. We greatly appreciate your dedication to teaching our students!

Yogesh Bakhai

Tori Brooks

Jane Elberg

John Imrota

Peter Martin

Cindy Pristach

Matthew Ruggieri

Sourav Sengupta



The Jacobs School of Medicine and Biomedical Sciences Class of 2023 would also like to recognize and congratulate the recipients of the following awards:

Dr. Gilbert M. Beck Memorial Prize in Psychiatry—Madeline Carver

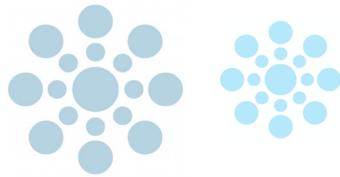


Dr. S. Mouchly Small, M.D. Award—Austin Ainsworth



Farney R. Wurlitzer Prize—Brandon Mariotti





Residency News

Submitted By: Cynthia Pristach, MD



On April 22nd, the General Psychiatry Residency Program held their first community volunteer event! Drs. Del Regno and Pristach and their families participated in the Buffalo Niagara Waterkeeper's Spring Sweep Cleanup. We were based at Houghton Park and collected a wide variety of garbage, including plastic bags, old furniture, glass, and plastic.



In fact, 80% of all the garbage collected in the sweep was plastic. Buffalo Niagara Waterkeepers uses data about types of trash in the environment to lobby for legislation to improve our environment. Look for an announcement for the next community volunteer event and consider joining us!!

A faculty development event for psychotherapy supervisors was held on May 15, 2023. Dr. Mariel Gallego, an Assistant Clinical Professor in the Department of Psychiatry at the Icahn School of Medicine at Mount Sinai, spoke on "Awareness and Compassion: Cultivating Mindfulness in the Therapeutic Space." The event was attended by 13 faculty and was very interactive and stimulated great discussion about using mindfulness with our trainees and patients.



18th Annual Comprehensive Review of Psychiatry Conference

September 14-15, 2023

The Richardson Hotel, Buffalo, NY



Sponsored By: UB Department of Psychiatry, Western NY Psychiatric Society

Presenters include:

- * Jon S. Berlin, MD
- * Mark Komrad, MD
- * Spero M. Manson, PhD
- * Kinga Szigeti, MD, PhD
- * Craigan Usher, MD

Please join us for lectures, followed by small group discussions, on topics including:

- * Emergency Psychiatry
- * Conscientious Objection in Healthcare
- * Integrating Behavioral Health and Primary Care: SBIRT in Native Healthcare
- * Alzheimer's Disease and Mild Cognitive Impairment Emerging Therapies
- * The Psychosis Spectrum

For more information, please email Angela Bella at: bella@buffalo.edu or visit: <https://medicine.buffalo.edu/departments/psychiatry/news/conference.html>



Thank you for joining us on June 22nd to
share and celebrate the joy of retirement of
Dr. Dubovsky!

THANK

YOU



Quotable Quotes

"When two egoists meet, it's an I for an I."

-Author Unknown

"You must learn from the mistakes of others. You can't possibly live long enough to make them all yourself."

-Sam Levenson

"Angry people who can't take a joke have no idea how hilarious they are to those of us who can."

-Author Unknown



Comic Corner



Thank you, Dr. Pristach, for your 22 years of service as the Program Director for the General Psychiatry Residency!

"Inspiration and growth only come from adversity and from challenge from stepping away from what's comfortable and familiar, and stepping out into the unknown."

- Suman Rai

Calling All Writers...

If you would like to contribute to future editions of the quarterly UBMD Psychiatry Newsletter, please contact Julie Mikula at juliemik@buffalo.edu or at (716) 898-3597. All submissions must be received on or before September 15, 2023 to be included in the next edition, published in October 2023. Thanks, in advance, for your input!

