

Scholarly Activity Portfolio Page

Brief description:

Detailed description (optional):

Role of faculty member in activity (Required; Check all that apply):

- | | | | | | |
|--------------------------|-----------------|--------------------------|---------------------|--------------------------|---|
| <input type="checkbox"/> | Conception | <input type="checkbox"/> | Data analysis | <input type="checkbox"/> | Drafting of written materials/manuscript |
| <input type="checkbox"/> | Design | <input type="checkbox"/> | Data interpretation | <input type="checkbox"/> | Critical revision of written materials/manuscript |
| <input type="checkbox"/> | Data collection | <input type="checkbox"/> | Other: _____ | | |

- Type of activity: Journal article Book chapter Case report Grant
 Oral presentation Poster Other: _____

For oral/poster presentations, was selection competitive and peer-reviewed? Yes No

- Type of meeting Major national or international State or regional
 Subspecialty national or international Local

Web link to written materials:

Abstract (if applicable and not available on-line):

Instructions for the Scholarly Activity Portfolio

For individuals who are proposed for appointment or promotion on the non-tenured clinical educator or basic science educator track, there is a requirement to include a scholarly activity portfolio with a brief one-page description of each scholarly activity.

The purpose of this requirement is:

- to provide information on the role and contribution of the faculty member to each activity
- to provide information on the content of scholarly activities that may not be readily accessible in electronic journals or other electronic formats

Such information is essential to the APT committee in determining whether a faculty member meets the scholarship point criteria for appointment/promotion.

The scholarly activity portfolio is not required for other appointments/promotions, because scholarly activity on these tracks is more readily assessed through electronically available peer-reviewed publications.

Examples from different types of activities are shown on the following pages. Faculty members at the level of a clinical associate professor would not be expected to have all of these types of activities but these examples are simply intended to show ways in which potential activities might be documented.

Note that in the optional section for providing a detailed description, it is useful to provide additional information about one's role and scholarly contributions to the activity. Information on the content of the activity can also be added, particularly if it augments content-related information in the abstract or if an abstract is not available.

Scholarly Activity Portfolio Page – Example of a Peer-Reviewed Research Publication

Brief description: Duffy FF, Fochtmann LJ, Clarke DE, Barber K, Hong SH, Yager J, Mościcki EK, Plovnick RM. Psychiatrists' comfort using computers and other electronic devices in clinical practice. Psychiatr Q. 2016 Sep;87(3):571-84.

Detailed description (optional):

This publication presents findings from one portion of a survey of psychiatrists that was intended to assess their use of information in clinical care and the types of questions that arose during patient encounters. (See abstract for additional information.)

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| <input checked="" type="checkbox"/> | Design | <input checked="" type="checkbox"/> | Data interpretation | <input checked="" type="checkbox"/> | Critical revision of written materials/manuscript |
| <input type="checkbox"/> | Data collection | <input checked="" type="checkbox"/> | Other: Helped write grant application to National Library of Medicine that funded study | | |

Type of activity: Grant Journal article Book chapter Case report
 Oral presentation Poster presentation Other: _____

For oral/poster presentations, was selection competitive and peer-reviewed? Yes No

Type of meeting Major national or international State or regional
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Web link to written materials: <https://www.ncbi.nlm.nih.gov/pubmed/26667248>

Abstract (if applicable and not available on-line):

This report highlights findings from the Study of Psychiatrists' Use of Informational Resources in Clinical Practice, a cross-sectional Web- and paper-based survey that examined psychiatrists' comfort using computers and other electronic devices in clinical practice. One-thousand psychiatrists were randomly selected from the American Medical Association Physician Masterfile and asked to complete the survey between May and August, 2012. A total of 152 eligible psychiatrists completed the questionnaire (response rate 22.2 %). The majority of psychiatrists reported comfort using computers for educational and personal purposes. However, 26 % of psychiatrists reported not using or not being comfortable using computers for clinical functions. Psychiatrists under age 50 were more likely to report comfort using computers for all purposes than their older counterparts. Clinical tasks for which computers were reportedly used comfortably, specifically by psychiatrists younger than 50, included documenting clinical encounters, prescribing, ordering laboratory tests, accessing read-only patient information (e.g., test results), conducting internet searches for general clinical information, accessing online patient educational materials, and communicating with patients or other clinicians. Psychiatrists generally reported comfort using computers for personal and educational purposes. However, use of computers in clinical care was less common, particularly among psychiatrists 50 and older. Information and educational resources need to be available in a variety of accessible, user-friendly, computer and non-computer-based formats, to support use across all ages. Moreover, ongoing training and technical assistance with use of electronic and mobile device technologies in clinical practice is needed. Research on barriers to clinical use of computers is warranted.

Scholarly Activity Portfolio Page – Example of a Case Report

Brief description: Batshaw ML, Wachtel RC, Deckel AW, Whitehouse PJ, Moses H 3rd, Fochtman LJ, Eldridge R. Munchausen's syndrome simulating torsion dystonia. N Engl J Med. 1985 May 30;312(22):1437-9.

Detailed description (optional):

This is a description of a case of a patient who had a very complicated course of what had been diagnosed as torsion dystonia. The patient's clinical condition worsened despite multiple treatments, including surgical intervention, and she appeared to have developed a number of significant complications of treatment. However, during a lengthy hospital stay, it was discovered that the patient's signs and symptoms had been intentionally generated, which led to a change in diagnosis.

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| <input type="checkbox"/> | Design | <input type="checkbox"/> | Data interpretation | <input type="checkbox"/> | Critical revision of written materials/manuscript |
| <input type="checkbox"/> | Data collection | <input checked="" type="checkbox"/> | Other: <u>Provided clinical care to the patient and had multiple discussions with the primary authors about relevant psychiatric aspects of the clinical presentation</u> | | |

Type of activity: Grant Journal article Book chapter Case report
 Oral presentation Poster presentation Other: _____

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Type of meeting Major national or international State or regional
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Web link to written materials:

<https://www.ncbi.nlm.nih.gov/pubmed/3990745>; <https://www.nejm.org/doi/full/10.1056/NEJM198505303122207>

Abstract (if applicable and not available on-line):

Scholarly Activity Portfolio Page -- Example of a Meeting Presentation

Brief description: Roca RP, Fochtman LJ, Wang P. Measuring Care to Improve Care. American Association of Geriatric Psychiatry. Honolulu, HA, March 2018

Detailed description (optional): This symposium, was held as part of the annual scientific program of AAGP, the key national organization for professionals in geriatric psychiatric. The presentation provided an overview of aspects of guideline development, quality measurement and registry reporting as related to the care of individuals with dementia. Each presenter spoke for 25 minutes with an additional 15 minutes devoted to panel discussion and questions from the attendees. The specific title of my presentation was "American Psychiatric Association Practice Guidelines: Developing Recommendations that Synthesize Evidence and Enhance Quality.

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| <input type="checkbox"/> | Design | <input type="checkbox"/> | Data interpretation | <input type="checkbox"/> | Critical revision of written materials/manuscript |
| <input type="checkbox"/> | Data collection | <input checked="" type="checkbox"/> | Other: <u>Symposium planning, creation of powerpoint slides for presentation</u> | | |

Type of activity: Grant Journal article Book chapter Case report
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Type of meeting Major national or international State or regional
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Web link to written materials:

Abstract (if applicable and not available on-line):

Roca RP, Fochtman LJ, Wang P. Measuring Care to Improve Care. This session will review the newly revised dementia quality measure set, the methods by which the practice guidelines that inform quality measures are developed, the emerging role of quality measurement in Medicare reimbursement, and how the new APA Registry may help psychiatrists manage quality data, succeed in the Merit-based Incentive Payment System (MIPS), and drive future measure development.

Fochtman LJ. American Psychiatric Association Practice Guidelines: Developing Recommendations that Synthesize Evidence and Enhance Quality. Practice guidelines are of increasing value to psychiatrists by synthesizing advances in research and providing consensus-based guidance when research evidence is unavailable. Practice guideline recommendations can also advance care of patients by serving as the basis for development of quality measures. This presentation will provide an overview of the American Psychiatric Association's practice guidelines program and discuss the ways in which evidence is assessed and incorporated into guideline recommendations. Examples from APA's Practice Guideline on the Use of Antipsychotics to Treat Agitation or Psychosis in Patients with Dementia will provide insights into the process and the challenges of developing such recommendations. The presentation will also review the specific ways in which existing guidelines can provide insight into development and implementation of quality measures.

Scholarly Activity Portfolio Page – Example of research funding

Brief description: Olanzapine versus Divalproex in the Treatment of Acute Mania

Detailed description (optional):

Stony Brook served as one site of a randomized double-blind multi-center trial that compared olanzapine and divalproex in subjects who were acutely manic and were hospitalized on the adult inpatient psychiatry unit. The study was conducted from 1998 to 1999 and was funded by Eli Lilly and Company with \$23,000 total costs. As Principal Investigator for the Stony Brook site, I was responsible for submitting IRB materials, evaluating potential study subjects, obtaining informed consent from eligible individuals, supervising a research assistant, assuring that FDA clinical trial requirements were met and participating in investigator meetings and conference calls with the other sites. The majority of individuals with acute mania who were admitted to the unit did not meet initial eligibility criteria for the study.

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| <input type="checkbox"/> | Design | <input type="checkbox"/> | Data interpretation | <input type="checkbox"/> | Critical revision of written materials/manuscript |
| <input checked="" type="checkbox"/> | Data collection | <input checked="" type="checkbox"/> | Other: <u>Responsible for multiple aspects of study conduct as described above.</u> | | |

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 Oral presentation Poster presentation Other: _____

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Web link to written materials:

Abstract (if applicable and not available on-line):

Scholarly Activity Portfolio Page – Example of an Online Continuing Medical Education Program

Brief description: Kidd JD, Fochtmann LJ, Reus VI. Pharmacologic Treatment of Patients with Alcohol Use Disorder: Recommendations of the APA Practice Guideline

Detailed description (optional):

This web-based CME activity was developed as a supplement to the American Psychiatric Association Practice Guideline for the Pharmacological Treatment of Patients With Alcohol Use Disorder (Reus VI, Fochtmann LJ, Bukstein O, et al. Am J Psychiatry. 2018 Jan 1;175(1):86-90.) It is approved for 1 hour of CME credit. Educational objectives for this activity are:

- Explain the recommendations in the Practice Guideline for the Pharmacological Treatment of Patients With Alcohol Use Disorder (AUD)
- Describe clinical circumstances in which the use of pharmacotherapy is indicated in an individual with AUD
- Identify the potential risks related to the use of pharmacotherapy in individuals with AUD
- List conditions or clinical features that would be a contraindication to use of naltrexone, acamprosate, and disulfiram

This on-line CME course presents a vignette of an example patient with an alcohol use disorder and integrates multiple choice questions and other testing formats with presentation of information about guideline recommendations as the clinical scenario unfolds. The initial text and questions for the CME activity were developed by Dr. Kidd and the implemented into a web-based format was done by staff members of the APA Division of Education. I provided critical review and revision of the content of the entire activity. I also performed detailed testing of the on-line activity to be certain that information was presented in the correct sequence and that interactive parts of the CME activity (including multiple choice questions) functioned as intended.

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| <input type="checkbox"/> | Design | <input type="checkbox"/> | Data interpretation | <input checked="" type="checkbox"/> | Critical revision of written materials/manuscript |
| <input type="checkbox"/> | Data collection | <input checked="" type="checkbox"/> | Other: <u>Web-based testing to assure correct formatting and information delivery</u> | | |

Type of activity: Journal article Book chapter Case report Grant
 Oral presentation Poster Other: Online CME Activity

For oral/poster presentations, was selection competitive and peer-reviewed? Yes No

Type of meeting Major national or international State or regional
 Subspecialty national or international Local

Web link to written materials: <http://education.psychiatry.org/Users/ProductDetails.aspx?ActivityID=6037>

Abstract (if applicable and not available on-line):