

Honors and Awards

Overview

I have been recognized for my outstanding teaching and educational leadership as evidenced by the number of awards and honors that I have received throughout my career including both local and national awards. These are listed in the attached document "Honors and Awards." However, the most of important of these are described below:

The first of such awards began when I was a psychiatry intern when I was awarded the **PGY-1 Outstanding Patient Care Award** in 2004. This was a peer nominated (PGY-1 and PGY-2 residents) and voted award given annually to the PGY-1 resident who best exhibits outstanding care of psychiatric patients by demonstrating compassion, warmth, and kindness toward patients and their families, peers, and hospital personnel.

In 2008 at the completion of my Child Psychiatry Fellowship training, I was awarded the **John E. Peters, MD Award**. This award is NOT given annually and had not been given for 5+ years prior to my receiving the award. This award is only given upon direct unanimous nomination by the Child and Adolescent Psychiatry Faculty members for whom the faculty feel is most deserving of this distinguished award in the Child and Adolescent Psychiatry Fellowship. It is given in honor and recognition of a graduating Child and Adolescent Psychiatry Fellow who as distinguished himself/herself by excelling and surpassing the complete performance requirement for the Child and Adolescent Psychiatry Fellowship with enviable aptitude.

The Department of Psychiatry, Division of Child Psychiatry gives two faculty awards each year: the **Irving Ringdahl, MD Award and the Richard L. Livingston, MD Award**. Being a recipient of both awards is demonstration of my commitment to child and adolescent psychiatric care and education.

The **Irving Ringdahl, MD Award** is a faculty nominated and voted award that is given annually and in honor and recognition of a Child and Adolescent Psychiatrist faculty member who has distinguished himself/herself in innovative teaching and clinical skills, excellence in patient care, unyielding ethics and compassion, community outreach involvement, and/or going above and beyond in all aspects of his/her clinical/academic career. I have been a two time recipient of this award, 2012 and 2013.

In 2012, I was the recipient of the **Richard L. Livingston, MD Award** which is a resident and fellow nominated and voted award that is given annually to a Child and Adolescent Psychiatrist faculty member in honor and recognition of noteworthy excellence in teaching Child & Adolescent Psychiatry Residents and General Psychiatry Residents. The faculty member demonstrates excellence through the use of various methods of teaching including demonstration of clinical skills and hands on patient care, classic supervision, didactic, referencing of evidence-based literature, and mentorship.

The College of Medicine has three main educational awards annually. One of these awards is the **Educational Research Award** which is given for significant contribution to educational research. The

recipient must have been able to demonstrate a commitment to educational research supported by documentation of effort in this area. In 2012, when it was given for the first time to a “team,” I received this award as member of the RIPPLE (Relationships In Positive Professional Learning Environments) for our work on the learning environment for professionalism survey and other professionalism projects. Additionally, in regards to College of Medicine awards I have been a two time recipient of a **Red Sash Teaching award** in which recipients are nominated by the senior class as excellent teachers.

I have been the recipient of honors and awards at the national level as well. Most recently this year (2014), I was awarded the **Association of Academic Psychiatry Early Career Development Award** (a Junior Faculty Teaching Award) from the major psychiatry education professional organization. This is a highly competitive national award that is given to only a handful of junior faculty who have demonstrated excellence in psychiatric education and who are felt to have strong potential as leaders in the field of psychiatric education.

In 2012, I was accepted to the **Harvard Macy Institute Leading Innovations in Health Care & Education** program. This was a refereed program for professional development. In this week long course, national and international education leaders collaborated to develop approaches, tools, and knowledge to lead and manage change in the care delivery system and educational environment. I was introduced to a diversity of perspectives on health care and education. Participation in the Harvard Macy program assisted me in beginning to identify more clearly the changes that are occurring in our current economic climate and to begin to construct innovative and forward ways of thinking to keep faculty from becoming completely removed from what are the long standing traditions, practices, and purposes of academic health care centers—education.

I was selected to attend the **Association of American Medical Colleges (AAMC) Early Career Women Faculty Professional Development Seminar** in July 2011. This was a refereed seminar. Participation in this seminar was immensely valuable and provided me with an introduction to the knowledge and skills needed to follow the path to leadership in academic medicine. Topics spanned from strategic communication skills to negotiation skills to leadership skills. It was an invaluable opportunity to reflect on my career path and to realize the importance of personal growth and self-understanding as fundamental tenants of academic satisfaction. I have continued to utilize many of the “pearls” I learned during the seminar to assist me in my career path.