

ALICIA KOPLOWITZ ADVANCED TRAINING FELLOWSHIPS
in Child and Adolescent Mental Health
At Bellevue Hospital Center / Child Study Center
at Hassenfeld Children’s Hospital of New York at NYU Langone

Tutor: Prof. Francisco Xavier Castellanos, MD

The Child Study Center at the Hassenfeld Children’s Hospital of New York at NYU Langone Medical Center is an international training center for mental health professionals. The Alicia Koplowitz Foundation Advanced Fellowship has been an integral part of our training programs in child psychiatry and child psychology since 2004.

The goal of the Alicia Koplowitz Advanced Fellowship in Child and Adolescent Mental Health is to support the development of the next generation of leaders of Spanish psychology and psychiatry through (1) tutored individualized immersion in state-of-the-art clinical research, (2) comprehensive didactics in child and adolescent mental health and a range of innovative training opportunities and (3) observing the care of children and adolescents with mental health disorders in a variety of settings. While each fellowship is individually designed, approximately 50% of time is dedicated to research, ~30% to education and training, and ~20% to observing clinical care. Given the emphasis on research training, all Koplowitz Advanced Fellows have a primary mentor with whom they meet on a weekly basis. All Koplowitz Advanced Fellows also meet weekly with Dr. Castellanos.

Clinical Research

Although the field of child and adolescent mental health continues to progress, the urgent need to grow our research base is undeniable. Accordingly, all Koplowitz Advanced Fellows actively participate in state-of-the-art research. The specific short-term goal is to make original contributions to the peer-reviewed English-language scientific literature through at least one paper, ideally as first-author. The longer term goal is to acquire the full range of skills required to lead the field of child and adolescent mental health forward, regardless of the setting. As an illustration of what has been accomplished to date, the following papers have been published by Bellevue/NYU Koplowitz fellows based on their research work during the fellowship. [Koplowitz fellows listed in **bold**.]

1. Linares LO, Li M, Shrout PE, **Ramirez-Gaite M**, Hope S, Albert A, Castellanos FX. The course of inattention and hyperactivity/impulsivity symptoms after foster placement. *Pediatrics*. 2010;125:e489-e498.
2. Di Martino A, Kelly C, Grzadzinski R, Zuo XN, Mennes M, **Mairena MA**, Lord C, Castellanos FX, Milham MP. Aberrant striatal functional connectivity in children with autism. *Biol Psychiatry*. 2011;69:847-856.
3. **Garcia Nieto R**, Castellanos FX. A meta-analysis of neuropsychological functioning in patients with early onset schizophrenia and pediatric bipolar disorder. *J Clin Child Adolesc Psychol*. 2011;40:266-280.

4. Gomez-Guerrero L, Dominguez MC, Mairena MA, Di Martino A, Wang J, Mendelsohn AL, Dreyer BP, Isquith PK, Gioia G, Petkova E, Castellanos FX. Response time variability is related to parent ratings of inattention, hyperactivity, and executive function. *J Atten Disord*. 2011;15:572-582.
5. Grzadzinski R, Di Martino A, Brady E, Mairena MA, O'Neale M, Petkova E, Lord C, Castellanos FX. Examining autistic traits in children with ADHD: does the autism spectrum extend to ADHD? *J Autism Dev Disord*. 2011;41:1178-1191.
6. Proal E, Alvarez-Segura M, de la Iglesia-Vaya M, Marti-Bonmati L, Castellanos FX, Network SRS. [Functional cerebral activity in a state of rest: connectivity networks]. *Rev Neurol*. 2011;52:3-10.
7. Mairena MA, Di Martino A, Dominguez-Martin C, Gomez-Guerrero L, Gioia G, Petkova E, Castellanos FX. Low frequency oscillations of response time explain parent ratings of inattention and hyperactivity/impulsivity. *Eur Child Adolesc Psychiatry*. 2012;21:101-109.
8. Burtchen N, Alvarez-Segura M, Mendelsohn AL, Dreyer BP, Castellanos FX, Catapano P, Guedeney A. Screening for sustained social withdrawal behaviors in six-month-old infants during pediatric primary care visits: results from an at-risk Latino immigrant sample with high rates of maternal major depressive disorder. *Infant Mental Health Journal*. 2013;34:542-552.
9. Linares LO, Martinez-Martin N, Castellanos FX. Stimulant and atypical antipsychotic medications for children placed in foster homes. *PLoS ONE*. 2013;8:e54152.
10. Alvarez-Segura M, Garcia-Esteve L, Torres A, Plaza A, Imaz ML, Hermida-Barros L, San L, Burtchen N. Are women with a history of abuse more vulnerable to perinatal depressive symptoms? A systematic review. *Archives of Women's Mental Health*. 2014;17:343-357.
11. Garcia Murillo L, Cortese S, Anderson D, Di Martino A, Castellanos FX. Locomotor activity measures in the diagnosis of attention deficit hyperactivity disorder: Meta-analyses and new findings. *J Neurosci Methods*. 2015;252:14-26.
12. Garcia Murillo L, Ramos-Olazagasti MA, Mannuzza S, Castellanos FX, Klein RG. Childhood attention-deficit/hyperactivity disorder and homelessness: a 33-year follow-up study. *J Am Acad Child Adolesc Psychiatry*. 2016;55:931-936.
13. Serrano-Villar M, Calzada EJ. Ethnic identity: Evidence of protective effects for young, Latino children. *J Appl Dev Psychol*. 2016;42:21-30.
14. Serrano-Villar M, Huang KY, Calzada EJ. Social support, parenting, and social emotional development in young Mexican and Dominican American children. *Child Psychiatry Hum Dev*. 2016.
15. Alvarez-Fernandez S, Brown HR, Zhao Y, Raithel JA, Bishop SL, Kern SB, Lord C, Petkova E, Di Martino A. Perceived social support in adults with autism spectrum disorder and attention-deficit/hyperactivity disorder. *Autism Res*. 2017;in press.

Ongoing research projects available to Bellevue/NYU Advanced Koplowitz fellows include, but are not limited, to the following:

- **The New York Longitudinal Study of Childhood Attention-Deficit/Hyperactivity Disorder (ADHD).** This 33-year longitudinal follow-up study is the longest longitudinal study in the field of child and adolescent psychiatry, and has been the basis of dozens of high impact papers. Fellows are able to examine this unique dataset and to propose and test their own hypotheses.
- **Longitudinal Discovery of Brain and Cognitive Developmental Trajectories.** The complexity of the developing brain demands open science initiatives such as the Nathan Kline Institute Rockland Sample (NKI-RS). This richly varied and comprehensive resource includes multimodal data on children, adolescents and adults from a community ascertained sample, including state-of-the-art brain imaging measures. By working with

the originators of this effort, fellows will be able to learn how to conduct “big data” science across the lifespan with already existing data.

- **Neural Correlates of Autistic Traits in ADHD and Autism.** Investigators agree that a substantial proportion of children and adolescents with ADHD exhibit elevated scores on measures of autistic traits. However, we do not yet know whether such elevated autistic traits in ADHD differ qualitatively or only quantitatively from those encountered in the autism spectrum. This large study involves comprehensive evaluation of children with autism, ADHD, and their combination, along with state-of-the-art brain imaging and behavioral, cognitive and clinical assessments. Fellows can be trained in state-of-the-art diagnostic assessments to be able to participate in ongoing data collection, conduct pertinent systematic reviews of the literature and meta-analyses, and conduct analyses of already existing datasets from a range of previously conducted studies on autism and ADHD. These studies can include brain imaging data, but can also be more narrowly focused on clinically or neuropsychologically relevant constructs, such as reaction time variability.
- **Longitudinal Assessment of Manic Symptoms.** This 4-site longitudinal study used a valid and reliable instrument to identify 621 children who had elevated symptoms of mania at the time of their first presentation at ages 6-12. These children continue to be evaluated at 6-month intervals; they are currently 11-19 years old, and will be followed at least until they reach 13-22. Fellows will have access to these rich data which are relevant to crucial questions regarding developmental phenomenology, illness course, nosology, and neurobiology.
- **Developmental Trauma Disorders.** Traumatic experiences can lead to chronically impairing posttraumatic stress disorder, but it remains challenging to identify those at greatest risk. By harnessing state-of-the-art computational algorithms to uncover potentially causal relationships despite the absence of experimentation, studies are being done to better understand the factors that underlie resilience and vulnerability in children and adolescents exposed to traumatic experiences. Fellows with interest in computational neuroscience methods can access large-scale multidimensional datasets for exploration and scientific exploitation.
- **Meta-analyses of the Published Scientific Literature.** Immersion in a research literature always requires its formal or informal review. When conducted in accordance with rigorous principles, such systematic reviews can be converted into quantitative meta-analyses that serve to inform the field of progress attained as well as highlighting areas in which greater research effort is required. Fellows can select their topic of interest and learn how to conduct rigorous meta-analyses leading to peer-reviewed publication.

Statistical Support

Besides the opportunity to work with unique data and state-of-the-art methods, Koplowitz fellows are individually tutored in all aspects of clinical research, with a particular focus on statistical methods. The specific methods chosen depend on the fellow’s interest and the needs of the research project. All fellows become expert in hypothesis testing via t-tests, analyses of

variance, and regression-based methods. Increasingly, data exploration methods, such as random forest or multivariate clustering approaches are being used. Fellows are encouraged to learn the statistical environment known as 'R' for which they are provided one-to-one tutorials. Commercial software packages such as SPSS are also freely available and supported. Training in statistical methods is overseen by Eva Petkova, Ph.D., director of Biostatistics in the Child Study Center, with more than 20 years' experience in training investigators at all levels.

Some Koplowitz fellows have found Coursera courses to be beneficial. **The costs of taking Coursera courses for credit will be covered by the Bellevue/NYU training program.** Highly rated possible courses include:

<https://www.coursera.org/learn/statistical-inferences>: Improving your statistical inferences.

<https://www.coursera.org/learn/statistical-inferences>: R Programming.

Education and Training in Clinical Aspects of Child and Adolescent Mental Health

Didactics

The two-year didactic program provides an outstanding review of the current knowledge and understanding of normal development and the development of psychopathology from infancy through adulthood. The didactic program, the weekly Child and Adolescent Psychiatry Grand Rounds program, and the weekly Clinical Case Conference account for about 30% effort. The major goals of the didactic program are:

1. To impart a sophisticated knowledge of human growth and development of children, adolescents, and families.
2. To teach the phenomenology, epidemiology, etiology, and clinical presentation of psychopathology in children and adolescents.
3. To instruct trainees in evidence-based treatment of child and adolescent psychopathology.
4. To teach what constitutes a complete psychiatric assessment of a child and adolescent and the necessary skills to coordinate and conduct such an evaluation.
5. To impart a thorough knowledge of the indications for, techniques of, and theoretical framework of a variety of individual, group and family therapies used in the treatment of children and adolescents with psychiatric disorders and their families.
6. To teach mastery of the principles and clinical use of pediatric psychopharmacology and the current knowledge of the pathophysiology of the major psychiatric disorders for which medication is indicated.
7. To develop an understanding of research methodology, the ability to critically read the scientific literature, and an understanding of the applicability of research findings to clinical practice.
8. To develop an appreciation of the use of various neuropsychological tests in clarifying the diagnosis and in formulating appropriate treatment plans for children and adolescents.
9. To provide an overview of the issues in forensic psychiatry most pertinent to Child and Adolescent Psychiatry.
10. To provide a forum for residents to evaluate issues with ethical implications particularly relevant to Child and Adolescent Psychiatry, including confidentiality, drug abuse, sexual orientation and behavior, illegal behavior, possession of weapons, and HIV status.

NYU Psychoanalytic Institute – Training Program in the Psychodynamic Psychotherapy of Children and Adolescents

This two-year post-graduate program for qualified professionals committed to enhancing their skills in psychodynamic psychotherapy of children and adolescents is available for interested fellows. The course work is offered from 7:30 to 10:00 P.M. Tuesday evenings from September to June (three ten-week semesters covering psychodynamic theory, development, psychopathology, technique and continuous case seminars).

Coursera

Koplowitz fellows may also enroll in highly rated courses such as the following:

<https://www.coursera.org/learn/positive-psychology>: Positive Psychology.

<https://www.coursera.org/learn/public-health-depression>: Major Depression in the Population: A Public Health Approach.

<https://www.coursera.org/learn/medical-neuroscience>: Medical Neuroscience.

The costs of taking Coursera courses for credit will be covered by the Bellevue/NYU training program.

Child Study Center Grand Rounds

As one of only two independent departments of child and adolescent psychiatry in the United States, the Child Study Center has its own weekly Grand Rounds program in which nationally and internationally renowned speakers provide overviews of active areas of research that are clinically relevant. The current schedule of speakers is available at:

<http://www.med.nyu.edu/child-adolescent-psychiatry/education/grand-rounds>

As an example, the speakers for the Grand Rounds program in February 2017 were:

February 3

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.

February 10

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

February 17

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

February 24

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

Child Study Center Clinical Case Conference

Open only to clinicians, trainees and fellows, this weekly conference provides a forum for in depth presentation and discussion of current cases being evaluated or treated in the Child Study Center. It provides an incomparable demonstration of the essential importance of integrative multidisciplinary perspectives in addressing child and adolescent mental health concerns.

Congresses and Conferences

As noted in the Koplowitz Foundation New York Survival Guide, Koplowitz Advanced Fellows are encouraged to attend and present their work at the annual meetings of the American Academy of Child and Adolescent Psychiatry (AACAP), the American Psychiatric Association, or the “other APA,” the American Psychological Association. Fellows should choose one of these meetings, depending on their interests, where the meeting is held (many meetings rotate through New York) and available funding. Beyond the \$1500 made available by the Koplowitz Foundation, the Bellevue/New York program will provide up to \$5000 more per Advanced Fellow to defray costs of attending scientific meetings, to take Coursera (or similar) courses for full academic credit, and for materials such as text books or specialized software that may not already be provided.

Other scientific meetings to be considered include the AACAP Pediatric Psychopharmacology Update Institute, which generally meets in New York; The International Meeting for Autism Research (IMFAR); Society of Biological Psychiatry, which meets in the same city as the psychiatric APA. Other more specialized meetings can also be considered, in consultation with mentors and the program tutor.

CLINICAL OBSERVATIONS

Clinical Facilities

Because of New York State regulations, non-licensed clinicians cannot take primary responsibility for the care of clinical patients. Nevertheless, the incomparable resources of Bellevue/NYU allow exposure to the full range of child and adolescent mental health disorders and psychosocial challenges. Clinical observation accounts for approximately 20% of Koplowitz Fellows' effort, and can occur at multiple sites, including those described here.

Bellevue Hospital Center

Bellevue Hospital, the oldest public hospital in the United States, was founded in 1736. The University Medical College was founded in 1841, and clinical teaching at Bellevue Hospital began six years later. Bellevue Hospital Medical College was established in 1861 and merged with New York University in 1898.

Child and Adolescent Psychiatry at Bellevue has a distinguished history. The first Children's Inpatient Service in the United States was established in 1923. Dr. Lauretta Bender joined the staff at Bellevue Hospital in 1930 and became Senior Psychiatrist in charge of the Children's Service in 1934. In 1937, the first Adolescent Inpatient Unit in the United States opened at Bellevue.

Today, Bellevue Hospital Center is a 1,232-bed acute-care general hospital that is the flagship facility among the 11 hospitals that are operated by New York City Health + Hospitals. Bellevue provides medical care for more than 22,000 inpatients and 400,000 outpatients annually. Bellevue is world renowned for its emergency and psychiatric services.

Child Inpatient Unit

The Child Psychiatry Inpatient Unit is a 15-bed unit serving children aged 2-11. The unit has both a therapeutic nursery for young children with autism and a program for school-age children with a variety of diagnoses. The emphasis is on providing a comprehensive clinical assessment of children with serious psychiatric disorders. Koplowitz fellows are trained in various treatment modalities such as individual, family and group therapy under intensive supervision from the unit's attending physicians. They function as members of an interdisciplinary team and learn how different mental health practitioners contribute to the diagnostic, treatment and discharge planning process.

Adolescent Inpatient Units

The Adolescent Inpatient Units at Bellevue Hospital Center, each a 15-bed unit, provide acute psychiatric care to boys and girls between 11 and 14 and 15 and 17 years of age, respectively. Adolescents admitted to the units receive treatment for symptoms and impairments associated with major psychiatric disorders. First year Koplowitz fellows rotate through the units, where they learn to conduct comprehensive, developmentally based psychiatric evaluations as a member of an interdisciplinary team comprised of physicians, psychologist, nurses, social

workers, activity therapists and teachers. Fellows are expected to help develop multidisciplinary treatment plans, meet with families, assist in decision making about prescribed medication as indicated and assist in the elaboration of appropriate discharge plans.

Adolescent Day Hospital

The Adolescent Day Hospital has a maximum census of 25 patients. The fellows can choose this as a potential rotation. They would employ interventions including the following types of treatment: case management, psychopharmacology, behavior modification, crisis intervention, family & patient psychoeducation, milieu therapy, and individual supportive and/or insight-oriented psychotherapy. Approximately half of the Adolescent Day Hospital patients reside in a group home, and the fellows provide consultation to the group home staff on an as needed basis. The Koplowitz fellows can participate in elaborating weekly behavior modification program used for all Day Hospital patients, as well as participating in continuous liaison with PS 35M, the on-site New York City Department of Education School, which all day hospital patients attend.

Child and Adolescent Mental Hygiene Clinic and Therapeutic Nursery

The Child and Adolescent Mental Hygiene Clinic evaluates and treats infants, children and adolescents through 17 years of age. Fellows can choose to participate as co-leaders in group activities with a senior clinic staff member. Clinic attendings and staff are always available for immediate consultations on such issues as psychopharmacology and child abuse or neglect.

PS 35M

PS 35M is a New York City Board of Education School based in Bellevue Hospital. It occupies the same floor as the Child and Adolescent Inpatient Services and the Adolescent Day Hospital. Overall, approximately 100 inpatients, day hospital patients, and outpatients ages 4 years-9 months through 21 years, are served at any one time, making this the largest special education program in a city hospital.

PS 35M offers an unusual and rich training experience allowing Fellows work closely with school staff and to observe and receive rapid feedback about their patients' classroom behavior, academic progress, and social interaction with peers and teachers.

The New York City Board of Education opened PS 35M at Bellevue Hospital Center in 1934, one of the first such programs in the nation. Today, in collaboration with psychiatric hospitals, social service agencies, and diagnostic centers, PS 35M annually serves over 250 academically, emotionally, and socially challenged pupils ages 4-9 through 21 years. While the majority of these youngsters live in the community, 20% reside in short-term residential facilities.

The school provides a highly individualized program in a structured, supportive environment designed to meet both emotional and educational needs. The school curriculum meets the New York State Department of Education Regulations and the New York City Board of Education Curriculum Frameworks. School resources include speech and language therapy, occupational therapy, counseling, community volunteers, psychiatry, psychology, activities therapy, and

social work services. Special programs include multimedia and technology laboratories, peer mediation and tutoring, child development and mother-toddler groups, work study, a varied vocational training program, scouting, and Junior Achievement initiatives. Programs utilize cooperative instructional and portfolio/performance assessment techniques. Co/extracurricular program offerings including dance, drama, music, chess, and athletics, provide enrichment and motivation for the academic program and practice in problem solving and coping skills.

Pediatric Psychiatry Consultation Liaison Service

The Pediatric Psychiatry Consultation Liaison Service provides consultations to patients in pediatric services within Bellevue Hospital Center. Koplowitz fellows can participate in this service and see consultations along with the rotating Bellevue Psychiatry Attending.

Program for the Education and Enrichment of Relationships Skills (PEERS®) and Children's Friendship Training Program (CFT)

PEERS and CFT are evidence-based cognitive-behavior therapies, delivered in small group settings, to assist adolescents and children, respectively, who have difficulties with social relationships such as friendships. Training in providing PEERS and CFT is periodically available; interested clinicians can also serve as social coaches in the group sessions, which is the most effective way to master the intervention.

Roberto Clemente Health Center at Gouverneur Health

Many Bellevue/NYU Koplowitz Advanced Fellows have found additional opportunities to refine their skills in providing various forms of psychotherapy by volunteering under supervision at this not-for-profit public facility serving the Latino community. The Roberto Clemente Center is located within easy reach at 540 East 13th Street, less than 2 km from Bellevue/NYU.

Full Time Faculty

Advanced Koplowitz Fellows are free to select a primary research mentor from any of the full time faculty within the Department of Child and Adolescent Psychiatry, but they can also select mentors from other departments, including but not limited to Pediatrics, Neurology, Psychiatry, or Population Health.

| FACULTY MEMBER | ACADEMIC RANK | CURRENT POSITION |
|---------------------------|---|--|
| Howard Abikoff PhD | Professor Emeritus | Emeritus professor; available as advisor |
| Dinara Amanbekova MD | Clinical Assistant Professor of Child and Adolescent Psychiatry (CAP) | Unit Chief, Inpatient Child Psychiatric Unit, Bellevue |
| Aleta Angelosante PhD | Clinical Assistant Professor of CAP | Clinical Director, Anita Saltz Institute of Anxiety and Mood Disorders |
| F. Xavier Castellanos MD | Brooke and Daniel Neidich Professor of CAP; Professor of Radiology, Neuroscience and Physiology | Director of the Alicia Koplowitz Foundation Fellowships in Child and Adolescent Mental Health at Bellevue/NYU; director of the Center for Neurodevelopmental Disorders |
| Yamalis Diaz PhD | Clinical Assistant Professor of CAP | Licensed Psychologist, Institute for Attention Deficit Hyperactivity and Behavior Disorders |
| Adriana Di Martino MD | Associate Professor of CAP | Research Director of the Autism Spectrum Disorder Clinical and Research Program |
| Helen L Egger MD | Arnold Simon Professor of CAP | Chair of the Department of CAP; Director of the Child Study Center |
| Alan S. Eliot PhD | Associate Professor of Psychiatry and CAP | Director of Psychology, Departments of Child and Adolescent Psychiatry and Psychiatry, Bellevue |
| Lori Evans PhD | Clinical Assistant Professor of CAP | Director of Training in Psychology; Deputy Director of the Faculty Group Practice |
| Richard Gallagher PhD | Associate Professor of CAP and Psychiatry | Director of Special Projects, Institute for Attention Deficit Hyperactivity and Behavior Disorders; Clinical Coordinator, Selective Mutism Program |
| Ruth Gerson MD | Clinical Assistant Professor of CAP | Director, Child Psychiatry Emergency Services, Bellevue |
| Charles Glawe MD | Clinical Assistant Professor of CAP | Unit Chief, Inpatient Early Adolescent Psychiatric Unit, Bellevue |
| Jennifer Havens MD | Associate Professor of CAP | Vice Chair, Department of CAP, NYU School of Medicine; Director and Chief of Service, Department of CAP, Bellevue |
| Schuyler Henderson MD MPH | Clinical Assistant Professor of CAP and Psychiatry | Director, Day Hospital, Bellevue |
| Glenn S Hirsch MD | Associate Professor of CAP, Psychiatry, Pediatrics | Vice Chair for Clinical Affairs, Department CAP; Medical Director of Child Study Center |
| Kimberly Hoagwood PhD | Cathy and Stephen Graham Professor of CAP | Vice Chair for Research |
| Aron Janssen MD | Clinical Assistant Professor of CAP and Psychiatry | Clinical Director, Gender and Sexuality Service; Co-Director, Pediatric Psychiatry Consultation-Liaison Service, NYU |
| Rahil Jummani MD | Assistant Professor of CAP and Psychiatry | Director for Residency Education and Training; Medical Director, Long Island Campus |

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|-------------------------------|---|--|
| Rachel G Klein PhD | Fascitelli Family Professor of CAP, Professor of Psychiatry | Director, Anita Saltz Institute for Anxiety and Mood Disorders |
| Sarah Kuriakose PhD BCBA-D | Clinical Assistant Professor of CAP | Clinical Director of the Autism Spectrum Disorder Clinical and Research Program |
| Ron Li Liaw MD | Associate Professor of CAP | Director, Consultation-Liaison Service; Director, Center for Child and Family Resilience Sala Center |
| Lorraine Marshall MD MSW | Assistant Professor of CAP | Associate Director of Residency Training, Rockland Children's Psychiatric Center |
| Daniela Montalto PhD | Clinical Assistant Professor of CAP | Clinical Director, Institute for Learning and Academic Achievement |
| Melissa Nishawala MD | Assistant Professor of CAP | Medical Director, Autism Spectrum Disorders Clinical and Research Program; Clinical Director, Eating Disorders Service |
| Richard A Oberfield MD | Professor of CAP | Director, Pediatric Consultation-Liaison Service Bellevue |
| Andrew Roffman LCSW | Assistant Professor of CAP and Psychiatry | Director, Family Studies Program |
| Melissa Rooney MD | Clinical Assistant Professor of CAP | Unit Chief, Inpatient Adolescent Psychiatric Unit, Bellevue |
| Glenn N Saxe MD | Professor of CAP | Principal Investigator of Stress, Trauma and Resilience |
| Alan Schlechter MD | Assistant Professor of CAP | Director, CAP Outpatient Clinic, Bellevue |
| Jess P Shatkin MD MPH | Professor of CAP | Vice Chair for Education, Department of CAP, NYU School of Medicine; Director, Undergraduate Studies in Child and Adolescent Mental Health |
| Russel Tobe MD | Research Assistant Professor of CAP | Director of Outpatient Research, Nathan S. Kline Institute for Psychiatry Research |
| M Chevdet Tosyali MD | Clinical Assistant Professor of CAP | Attending, Inpatient Adolescent Psychiatric Unit, Bellevue |
| Timothy Verduin PhD | Assistant Professor of CAP | Clinical Director, Institute for Attention Deficit Hyperactivity and Behavior Disorders |

PAST KOPLOWITZ ADVANCED FELLOWS

Cristina Domínguez Martín, M.D.

Lorena Gómez Guerrero, M.D.

Marta Ramírez Gaite, M.D., M.P.H.

Nuria Martínez-Martín, M.D.

Rebeca García Nieto, M.D.

Mar Alvarez Segura, M.D.

Ma. Angeles Mairena García, Ph.D.

Maria Serrano Villar, Ph.D.

Lourdes García Murillo, M.D.

Sonia Alvarez Fernández, doctoral candidate in psychology

Revised January 31, 2017