

“Cutting-edge science deserves cutting-edge teaching”
SOBP and NNCI – Pre-Meeting Workshops

We are pleased to announce the first SOBP pre-meeting co-sponsored by the Society of Biological Psychiatry and the National Neuroscience Curriculum Initiative.

Psychiatry is in the midst of a paradigm shift. The diseases we treat are increasingly understood in terms of the complex interactions between genetic and environmental factors and the development and regulation of neural circuitry. Yet routine clinical practice is little informed by the wealth of knowledge we have of neuroscience. This may be due to many factors, including the fact that, to date, neuroscience has generally not been taught in a way that is engaging, accessible, and relevant to patient care. Ironically, while neuroscience itself has advanced dramatically in recent decades, the manner in which we teach it remains rooted in archaic pedagogical approaches -- it is largely lecture-based and fails to capitalize on considerable data for how to engage students using adult learning principles.

What has resulted is an enormous practice gap: despite the central role that neuroscience is poised to assume in psychiatry, this essential perspective remains under-represented in the clinical practice of psychiatry. This means that psychiatric residents are deprived of the neuroscience knowledge that will allow them to utilize these new findings to improve patient care.

For this to change it is essential that faculty who teach neuroscience teach it well. This pre-meeting will focus on novel approaches for teaching neuroscience that will facilitate students' incorporating a modern neuroscience perspective into clinical care.

This conference will include a series of workshops designed to:

1. Empower faculty with a neuroscience background to feel confident that they can teach neuroscience effectively to a clinical audience using principles of adult learning;
2. Engage conference attendees to participate as both student and instructor using new and innovative teaching methods that go beyond a simple lecture;
3. Provide scientist-educators with resources that will allow them to improve their ability to engage and enthuse learners in clinical neuroscience education.

Through large and small group activities, attendees will receive training in various new and creative approaches to teaching neuroscience through technology (both old and new), online resources, and “flipped classroom” exercises.

Note that these workshops are not intended to represent a “model curriculum” but rather a prototype of potential teaching activities to engage residents and others in learning neuroscience.”