ABPN Award
Programs:
Awardee
Presentations
and Publications
ABPN Education and Research Awards

The ABPN Faculty Innovation in Education Award and the Dorthea Juul, PhD, Education Research Award support the development of academic leaders dedicated to enhancing residency and fellowship training and lifelong learning for psychiatrists and neurologists. Since 2014, our funding has supported 61 projects across 39 institutions, leading to over 80 publications and presentations. We celebrate the accomplishments of our awardees and look forward to their continued impact on the profession and the patients served by our fields. Those selected thus far have come from many different U.S. medical schools/training programs in all regions of the country, and their projects have covered a range of topics important not only to the ABPN but to the broad fields of psychiatry and neurology education and evaluation. Many of the recipients have reported that they plan to use their experiences as a springboard for additional academic activity.

Jeffrey M. Lyness, MD
ABPN President and CEO

Statement from Research and Development Committee Chair

These ABPN awards are designed to advance innovative approaches to education and assessment in neurology and psychiatry, while supporting the development of current and the next generation of leaders in these fields. The ABPN is deeply committed to supporting new technologies and approaches that promote professional growth along the entire continuum, from first-year residents to senior practitioners. We also recognize the need to provide and develop meaningful methods for documenting the competency of clinicians. Please join us in our quest for the best possible training and assessment tools by applying for one of these programs.

David Henderson, MD
ABPN Chair of the Research and Development Committee

Quotes from awardees

Dr. DeJong, 2019-20 award winner: “The ABPN award (the Faculty Innovation in Education Award) gave me critical protected time to develop the project, meet with collaborators and reviewers, prepare presentations, and write papers. I have become an unofficial consultant on how to conduct and teach pediatric telepsychiatry.”

Dr. Morris, 2018-19 award winner: “This award (the Faculty Innovation in Education Award) has undoubtedly kickstarted my career in education. It helped me secure leadership positions at my institution and with the Neurocritical Care Society.”

Dr. Nelson, 2023-24 and 2019-20 award winner: “As an academic psychiatrist, this ABPN grant (the Dorthea Juul, PhD, Education Research Award) supporting my research has greatly enhanced my professional development and future application for the rank of Professor of Psychiatry and Behavioral Sciences at the University of Minnesota Medical School.”

Dr. Larsen, 2017-18 award winner: “The ABPN Research Award (the Dorthea Juul, PhD, Education Research Award) has been crucial to provide protected time to engage in education research, which is the focus of my career and will be an essential part of my application to be promoted to Professor this coming fall. The funding has also allowed me to disseminate my work to a national audience.”
Publications


**Morris NA**, Zimmerman EE, Pozner CN, Henderson GV, Milligan TA: Brain Death Determination: An Interprofessional Simulation to Determine Brain


Conference Presentations


Saurav Das, MD, Department of Neurology, University of Kentucky College of Medicine, presenting Incentivization and Gamification Techniques to Promote Bedside Teaching During Patient Rounds and Reduce Neurophobia to the ABPN Board of Directors.


**Hunderfund ANL, Reed DA, Hafferty FW:** Validity evidence for an organizational physician evaluation system: a professionalism perspective. Presented at the annual meeting of the Academy for Professionalism in Healthcare, Chicago, IL, April 2017.


**Morris N, et al.:** Development and Validation of Simulation Scenarios for Performance Assessment in Neurological Emergencies. Presented at the


**Katharine Nelson, MD**, Department of Psychiatry, University of Minnesota Medical School, presents The Development of an Online Training Module to Prepare Clinical Skills Evaluation (CSE) Examiners in Child and Adolescent Psychiatry to the ABPN Board of Directors.


**Thompson-Stone R:** Creation and analysis of a comprehensive, formalized approach to neurology resident clinical skills evaluation: Year 1 feasibility data. Poster presented at annual meeting of American Academy of Neurology, Vancouver, BC, Canada, April 2016.


Jessica Goldstein, MD, Department of Neurology, University of Minnesota Medical School and Jaclyn Martindale, DO, Department of Neurology, Wake Forest University School of Medicine, presenting *Promoting Lifelong Learning Through Development and Implementation of a Neurology Digital Education Scholars Program* to the ABPN Board of Directors.
Our Mission

The mission of the ABPN is to promote and assess the competence of psychiatrists and neurologists to provide high quality patient care in an equitable and inclusive manner to diverse populations by:

• Establishing standards and requirements for initial and continuing certification;

• Implementing state-of-the-art testing methods to evaluate candidate and diplomate competencies;

• Encouraging and assessing diplomate involvement in lifelong learning;

• Applying available technologies and information to collect and analyze pertinent data;

• Communicating and collaborating with training programs, residents, candidates, diplomates, professional and health care organizations, and the public;

• Supporting innovative educational and research programs relevant to psychiatrists and neurologists; and

• Operating programs and services effectively and efficiently; and

• Advancing diversity, equity, and inclusion in all programs and services.

Statement on Professionalism

Professionalism forms the basis of medicine’s contract with society. The ABPN is concerned with those aspects of professionalism that are demonstrated through: a physician’s clinical competence, commitment to lifelong learning and professional improvement, interpersonal skills, and ethical understanding and behavior. In its