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**Stahl's Self-Assessment Examination
in Psychiatry**

Multiple Choice Questions for Clinicians

Third Edition

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Multiple Choice Questions for Clinicians

Third Edition

Stephen M. Stahl

*Adjunct Professor of Psychiatry
at the University of California at San Diego,
San Diego, California, USA and
Honorary Visiting Senior Fellow in Psychiatry
at the University of Cambridge, Cambridge, UK*

Editorial Assistant

Meghan M. Grady



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INTRODUCTION/PREFACE

As many readers know, *Essential Psychopharmacology* started in 1996 as a textbook (currently in its fourth edition) on **how psychotropic drugs work** and then expanded to a companion *Prescriber's Guide* in 2005 (currently in its sixth edition) on **how to prescribe psychotropic drugs**. In 2008, a website was added (stahlonline.org) with both of these books available online in combination with several more, including an *Illustrated* series of several books covering specialty topics in psychopharmacology. In 2011 a case book was added, called *Case Studies: Stahl's Essential Psychopharmacology* that shows **how to apply the concepts** presented in these previous books **to real patients in a clinical practice setting**. Now comes a comprehensive set of questions and answers that we call *Stahl's Self-Assessment Examination in Psychiatry: Multiple Choice Questions for Clinicians*, designed to be integrated into the suite of our mental health/psychopharmacology books and products in the manner that I will explain here.

Why a question book?

Classically, test questions are used to measure learning, and the questions in this new book can certainly be used in this traditional manner, both by teachers and by students, and especially in combination with the companion textbook in this suite of educational products, *Stahl's Essential Psychopharmacology*. That is, teachers may wish to test student learning following their lectures on these topics by utilizing these questions and answers as part of a final examination. Also, readers not taking a formal course may wish to quiz themselves after studying specific topics in the specific chapters of the textbook. The reader will also note that documentation of the answers to each question in this book refers the reader back to the specific section of the textbook where that answer can be found and explained in great detail; outside references for the answers to the questions in the book are also provided.

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Do questions just document learning?

For the modern self-directed learner, questions do much more than just document learning; they can also provide beacons for what needs to be studied and the motivation for doing that even before you read a textbook. Thus, questions are also tools for pre-study self-assessment. If you want to know whether you have already mastered a certain area of psychopharmacology, you can ask yourself these self-assessment questions BEFORE you review any specific area in the field. Many reading a textbook of psychopharmacology are not novices, but lifelong learners, and are likely to have areas of strength as well as areas of weakness. Getting correct answers will show you that a specific area is already well understood. On the other hand, getting lots of incorrect answers not only informs the self-motivated learner that a specific area needs further study, but can provide the motivation for that learner to fill in the gaps. Failure can be a powerful focuser for what to study and an energizing motivator for why to study.

“Adults don’t want answers to questions they have not asked”

The truth of this old saying is that taking a test AFTER study tends to feel like being forced to answer questions that the teacher has asked. However, modern readers with the mind-set of a self-directed learner want to focus on gaps in their knowledge, so looking at these same questions PRIOR to study is a way of asking the questions of yourself and thus owning them and their answers.

What is a “knowledge sandwich?”

Ideally, self-directed learners organize their study as a “knowledge sandwich” of meaty information lying between two slices of questions. The questions in this book can be the first slice of questioning, followed by consuming the “meat” of the subject material in any textbook, including *Stahl's Essential Psychopharmacology*, or if you prefer, from a lecture, course (such as the integrated Neuroscience Education Institute's annual Psychopharmacology Congress), journal article, whatever. At the end of studying, another slice of testing shows whether learning has occurred, and whether performance has improved. You can utilize, for example, the continuing medical education (CME) tests that accompanies *Stahl's Essential Psychopharmacology* to test yourself after studying and document your learning (available at neiglobal.com). The rationale for this

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instructional design is also discussed in another one of our books, *Best Practices in Medical Teaching*, published in 2011. The self-assessment questions, additional “meaty” content on all the subject areas, plus posttests are also available as the “Master Psychopharmacology Program” at neiglobal.com for those who prefer online learning rather than a textbook.

Recertification/maintenance of certification by the American Board of Psychiatry and Neurology (ABPN)

Utilizing self-assessment questions as the first “slice” of the learning “sandwich” is not just theoretical, but is gaining prominence among expert educators these days, and indeed is now part of the requirements for maintenance of certification (MOC) in a medical specialty in the USA, including by the ABPN, which has accepted the questions in this book not only for ABPN CME requirements but also for their SA/self-assessment activity requirement, a sort of pretest.

Is your learning unforgettable?

Finally, and perhaps most importantly, tests prevent forgetting. Thus, the self-assessment questions here actually create long-term remembering, and do not just document that initial learning has occurred. It is a sorry fact that learning that occurs following one exposure/reading of material is rapidly forgotten. We have discussed this in the accompanying book in this series *Best Practices in Medical Teaching*. Perhaps 50% of what you learn after a single exposure to new, complex information is forgotten in 3–8 days, with some studies suggesting that little or nothing is remembered in 2 months! Exposing yourself to new material over time in bite-sized chunks and encountering the material again at a later time leads to more retention of information than does learning in a large bolus in a single setting, a concept sometimes called interval learning or spaced learning. Research has shown that when the re-exposure is done not as a review of the same material in the same manner, but as a test, retention is much enhanced. This results in the most efficient way of learning because the initial encoding (reading the material or hearing the lecture the first time) is consolidated for long-term retention much more effectively and completely if the re-exposure is in the form of questions. Thus, questions help you remember, and we hope that you utilize this book to maximize the efficiency of your learning to leverage the time you are able to put into your professional development.

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How do you use this book?

To use this book, simply look on every right-hand page where you will see the question appear with a multiple choice format for the answer. Read the question, answer the question either in your head, on the page, or on another piece of paper. Then, turn the page and on the left hand will appear not only the correct answer, but also an explanation of why the correct answer is correct, why the incorrect answers are incorrect, and references that document the correct answers, both in the companion textbook *Stahl's Essential Psychopharmacology* and elsewhere. The reader will also see at this time what peers who have already taken this test thought was the correct answer. While taking a test, the examinee is usually curious about how (s)he is doing, how many peers get a question right, and, if the wrong answer was selected, how many peers also selected that answer wrongly. Such information can provide motivation, either as reinforcement for correct answers (yes!) or to drive the reader to understand the correct answer and never to feel the sting of missing that question again (ouch!).

So, it is with the greatest wishes for your successful journey throughout psychiatry and psychopharmacology that I present this question book to you as one of the tools for your professional development, as well as for your fascination, learning, and remembering!

Stephen M. Stahl, MD, PhD

In memory of Daniel X. Freedman, mentor, colleague, and scientific father.

CME INFORMATION

Release/expiration dates

Released: October, 2018

CME credit expires: December 31, 2020

Overview

These case-based questions, divided into 10 core areas of psychiatry, will help you identify areas in which you need further study. Each question is followed by an explanation of the answer choices and a list of suggested reference materials (recommended resources).

Learning objectives

After completing the entire book, you should be better able to:

- Diagnose patients presenting with psychiatric symptoms using evidence-based standards
- Optimize the use of available psychiatric treatments to improve patient outcomes
- Integrate recent advances in diagnostic and treatment strategies into clinical practice

Accreditation and credit designation statements



The Neuroscience Education Institute (NEI) is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

NEI designates this enduring material for a maximum of 16.0 *AMA PRA Category 1 Credits*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity. A posttest score of 70% or higher is required to receive CME credit.

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The American Society for the Advancement of Pharmacotherapy (ASAP), Division 55 of the American Psychological Association, is approved by the American Psychological Association to sponsor continuing education for psychologists. ASAP maintains responsibility for this program and its content.

The American Society for the Advancement of Pharmacotherapy designates this program for 16.0 CE credits for psychologists.

Nurses and **Physician Assistants**: for all of your CE requirements for recertification, the ANCC and NCCPA will accept *AMA PRA Category 1 Credits™* from organizations accredited by the ACCME. The content of this activity pertains to pharmacology and is worth 16.0 continuing education hours of pharmacotherapeutics.

A certificate of participation for completing this activity is available.

The content of this print monograph also exists as an online learning activity under the title "NEI Master Psychopharmacology Program Self-Assessments, 2018–2020 Edition."

ABPN – Maintenance of Certification (MOC)

The American Board of Psychiatry and Neurology (ABPN) has reviewed *Stahl's Self-Assessment Examination in Psychiatry: Multiple Choice Questions for Clinicians, Third Edition* enduring activity and has approved this program as part of a comprehensive lifelong learning and self-assessment program, which is mandated by the American Board of Medical Specialties (ABMS) as a necessary component of maintenance of certification. This activity awards *16.0 Self-Assessment Category 1 CME credits*.

More information about ABPN's Maintenance of Certification Program for psychiatry is available at www.abpn.com/maintain-certification

Instructions

The chapters of this book can be completed in any order. You are advised to read each question carefully, formulate an answer, and then review the answer/explanation on the following page. The estimated time for completion of the entire activity (including optional posttests and CME evaluations) is 16.0 hours.

Optional posttest and CME credit instructions

The optional posttests with CME credits are available online for a fee (waived for NEI members). For participant ease, each chapter has its own posttest and certificate. *NOTE:* the book as a whole is considered a single CME activity and credits earned must be totaled and submitted as such to other organizations.

To receive a certificate of CME credit or participation:

1. **Complete a chapter posttest:** *available only online at neiglobal.com/CME (under "Book")*
2. **Print the chapter certificate:** *if a score of 70% or more is achieved*

Questions? call 888-535-5600, or email CustomerService@neiglobal.com

Peer review

The content has been peer-reviewed by an MD specializing in psychiatry (excepting "Dementia and Cognitive Function and its Treatment," peer-reviewed by a PhD specializing in dementia) to ensure the scientific accuracy and medical relevance of information presented and its independence from commercial bias. NEI takes responsibility for the content, quality, and scientific integrity of this CME activity.

Disclosures

All individuals in a position to influence or control content are required to disclose any financial relationships. Although potential conflicts of interest are identified and resolved prior to the activity being presented, it remains for the participant to determine whether outside interests reflect a possible bias in either the exposition or the conclusions presented.

Disclosed financial relationships with conflicts of interest have been reviewed by the NEI CME Advisory Board Chair and resolved.

(From original online learning activity "NEI Master Psychopharmacology Program Self-Assessments, 2018–2020 Edition")

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Authors

Meghan M. Grady, BA

Director, Content Development, Neuroscience Education Institute, Carlsbad, CA

No financial relationships to disclose.

Elizabeth S. Lukins, BS

Medical Writer Associate, Neuroscience Education Institute, Carlsbad, CA

No financial relationships to disclose.

Debbi A. Morrissette, PhD

Adjunct Professor, Biological Sciences, Palomar College, San Marcos, CA

Senior Medical Writer, Neuroscience Education Institute, Carlsbad, CA

Editor, E-Cronicon Psychology and Psychiatry

No financial relationships to disclose.

Sabrina K. Segal, PhD

Adjunct Professor, Department of Psychology, Arizona State University, Tempe, AZ

Adjunct Professor, Department of Psychology, California State University Channel Islands, Camarillo, CA

Adjunct Professor, Biological Sciences, Palomar College, San Marcos, CA

Medical Writer, Neuroscience Education Institute, Carlsbad, CA

No financial relationships to disclose.

Peer reviewer

Donna M. Wilcock, PhD

Sweeney-Nelms Professor, Alzheimer's Disease Research Center, Sanders-Brown Center on Aging, Department of Physiology, University of Kentucky College of Medicine, Lexington, KY

Research/Grant: Lilly

Speakers Bureau: AC Immune, Alector

The remaining Peer Reviewers have no financial relationships to disclose.

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This educational activity may include discussion of unlabeled and/or investigational uses of agents that are not currently labeled for such use by the FDA. Please consult the product prescribing information for full disclosure of labeled uses.

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Cultural and linguistic competency

A variety of resources addressing cultural and linguistic competency can be found at this link: nei.global/cmereg

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