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“The Time is Now”: Integrating Neuroscience into Psychiatry Training

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This is an extraordinary time for psychiatry, as new research in neuroscience is re-defining the essence of how we conceptualize psychiatric illness. In this issue, Torous, et al. (2015) have written a significant paper that captures at once the excitement of new work in the field and the importance of meaningfully incorporating this perspective into both clinical and educational settings. The authors also review some of the many challenges to doing so effectively.

The authors' work comes at a time when many academics are wrestling with this same question and the authors refer to various ongoing efforts seeking to address this practice gap. One such program is the National Neuroscience Curriculum Initiative (Ross, et al., 2015; www.NNClonline.org). The NNCI was formally launched in March of 2014 with the overarching goal of creating a set of open resources that will help improve the teaching of neuroscience in psychiatry. Similar to Torous, et al.'s goal of helping trainees “bridge, in real-time, brain-symptom relationships in psychiatry”, the NNCI sets as a central objective that “residents will incorporate a modern neuroscience perspective as a core component of every formulation and treatment plan.” Additional learning objectives relate to relevant knowledge, attitudes towards neuroscience, and specific behavioral skills – including that residents will be able to serve as

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