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**PUBLISHING AS RESIDENT EDUCATION: THE ASCP MODEL PSYCHOPHARMACOLOGY CURRICULUM**

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The ACGME has defined six core competencies for residents, including medical knowledge, practice-based learning and improvement, professionalism, and interpersonal and communication skills. While clinical learning and experience contribute to improving interpersonal skills, professionalism, and general medical knowledge, residents and training programs struggle with educational models that help address more rigorous education in evidence-based medicine and scholarly projects. In this regard, we developed a collaborative academic project for a resident and faculty member that exemplifies these ACGME requirements in a practical and purposeful manner. This project was aimed to enhance the resident's psychopharmacology knowledge, learn evidence based child psychiatry, and develop writing and editing skills; a means to improve clinical as well as academic abilities.

One senior faculty member and one child psychiatry resident were invited to become section editors for the child and adolescent section of the American Society of Clinical Psychopharmacology Model Psychopharmacology Curriculum for psychiatry residents. Authors from various university programs nationally, prepared or revised lectures based on their expertise and areas of interest. The authors were provided with as much support and assistance as they desired from the section editors. The resident author/editor met in person with the faculty to plan the project and routinely throughout the process, with frequent e-mail communication throughout the writing and editorial work. After submission of lectures, the section was reviewed and revised by the resident and faculty editors, and submitted for publication. This mentorship experience with psychopharmacology curriculum is an exciting tool that will continue through biennial revisions.