

# SDBP Teaching DBPeds Workshop 2018

Friday, September 14, 2018

Time: 1:00 to 7:15 pm

TIME		
1:00-1:15 pm	<b>Welcome &amp; Orientation/Introduction</b>	
	<b>Room 1</b>	<b>Room 2</b>
<b>BREAKOUT SESSION 1</b> 1:15-2:45	A Collaborative Approach to Teaching: Improving Development & Behavioral Health in Children with Medical Complexity	Harnessing the Power of Technology to Promote Optimal Learner Development
2:45-2:50		
<b>BREAKOUT SESSION 2</b> 2:50-3:50	Social-Emotional Screening in Practice: Teaching Trainees & Clinicians How to Screen & What to do Next	Partnering with Parents to Promote Brain Development: Innovations in Resident Education – Online Curriculum – <i>“Keystones to Brain Development – Weaving Attachment, Autonomy and Executive Function into the Well Child Visit”</i>
3:50-4:10	<i>Break with Refreshments</i>	
<b>BREAKOUT SESSION 3</b> 4:10-5:25	Mental Health Assessment & Intervention: Teaching the Next Generation of Medical Providers in a Changing Health Care Environment	Incredible Years: Teaching Parenting Skills to Pediatric Trainees
5:25-5:30		
<b>GENERAL SESSION</b> 5:30-7:00	Survival of the Fittest: A Call to Action for Developmental-Behavioral Educators to Prevent Extinction of the Species	
7:00PM	Wrap-up and invitation to the Committee Meeting	

## **Teaching DBPeds Workshop – Descriptions**

### **Breakout Session 1**

#### **A COLLABORATIVE APPROACH TO TEACHING: IMPROVING DEVELOPMENT & BEHAVIORAL HEALTH IN CHILDREN WITH MEDICAL COMPLEXITY**

*Michelle Thomas, MD; Veronica Bordes Edgar, PhD; Sari Bar, DO; Katherine Maddox, MD, UT Southwestern, Dallas, TX*

##### **Brief Description:**

This workshop describes a successful collaboration between complex care pediatricians, developmental behavioral pediatrics (DBP) and neuropsychology aimed at improving developmental and behavioral outcomes in children with medical complexity. Participants will examine teaching methods that prepare residents to effectively evaluate and prioritize referrals to DBP, efficiently utilize available community resources, and employ brief, office-based interventions.

#### **HARNESSING THE POWER OF TECHNOLOGY TO PROMOTE OPTIMAL LEARNER DEVELOPMENT**

*Kristen Stefanski, MD; Stephanie Weber, PsyD; Lorena Ferreira, MD; Hanein Edrees, MD, Cincinnati Children's Hospital Medical Center, Cincinnati, OH*

##### **Brief Description:**

This workshop will demonstrate strategies to engage learners with a variety of learning styles through the use of technology. Specific technologies to be reviewed, with the opportunity for real-time use, include e-learning platforms, smartphone applications, presentation tools, reference managers and journal enhancement platforms.

### **Breakout Session 2**

#### **SOCIAL-EMOTIONAL SCREENING IN PRACTICE: TEACHING TRAINEES & CLINICIANS HOW TO SCREEN & WHAT TO DO NEXT**

*Caroline DiBattisto, MD, University of South Carolina School of Medicine, Columbia, SC; Victoria Chen, MD, FAAP, Cohen Children's Medical Center, Lake Success, NY; Ellen Perrin, MD, Tufts University School of Medicine, Boston, MA; Nina Sand-Loud, MD, Dartmouth-Hitchcock, Lebanon, NH; Erin Funderburke, MD, University of South Carolina School of Medicine, Columbia, SC*

##### **Brief Description:**

Pediatricians have reported a lack of confidence in screening for and managing social-emotional concerns. Attendees will work together in facilitated small groups to develop teaching curricula related to social-emotional screening, which can then be used in different educational settings to train others.

#### **PARTNERING WITH PARENTS TO PROMOTE BRAIN DEVELOPMENT: INNOVATIONS IN RESIDENT EDUCATION – ONLINE CURRICULUM – “KEYSTONES TO BRAIN DEVELOPMENT – WEAVING ATTACHMENT, AUTONOMY AND EXECUTIVE FUNCTION INTO THE WELL CHILD VISIT”**

*Blair Hammond, MD, Caroline Martinez, MD, Carrie Quinn, MD; Mariel Benjamin, MSW; Aliza Pressman, PhD; Lianna Lipton, MD, Mount Sinai Hospital, New York, NY*

##### **Brief Description:**

Parenting behaviors that promote early child development and mediate negative effects of childhood adversity are critical, yet pediatricians are less likely to address these topics due to lack of knowledge and training. This workshop will provide participants with innovative ways to teach residents about these critical behaviors and how to incorporate their knowledge into patient care including the use of a free online curriculum for pediatric residents.

### [Breakout Session 3](#)

#### **MENTAL HEALTH ASSESSMENT & INTERVENTION: TEACHING THE NEXT GENERATION OF MEDICAL PROVIDERS IN A CHANGING HEALTH CARE ENVIRONMENT**

*Anna Egan, PhD; Cynthia Call, PsyD, Children's Mercy Kansas City, Kansas City, MO*

##### **Brief Description:**

This workshop will introduce teaching and evaluation/feedback techniques specific for assessing ACGME competencies of medical trainees (students, residents, and fellows) in mental health care of children/adolescents seen in medical settings. Specific medical settings discussed include transgender/gender nonconforming youth, endocrine disorders, and autism spectrum disorders. Mental health topics discussed will be broad. This workshop is meant to offer tools to trainers that could be used in a wide range of medical settings with trainees seeing children/adolescents with a breadth of mental health challenges.

#### **INCREDIBLE YEARS: TEACHING PARENTING SKILLS TO PEDIATRIC TRAINEES**

*Marie A. Clark, MD, MPH; Catherine Lipman, MD; Rebecca Hazen, PhD; Kimberly Burkhart, PhD, UH Rainbow Babies and Children's Hospital, Cleveland, OH; Nerissa S. Bauer, MD, MPH, Indiana University School of Medicine, Indianapolis, IN*

##### **Brief Description:**

The Incredible Years (IY) program is an evidence-based intervention comprised of behavior management programs for parents, children and teachers. Participants in this workshop will learn how to leverage the IY program curricula to educate pediatric trainees in the provision of parenting guidance to families.

### [General Session](#)

#### **SURVIVAL OF THE FITTEST: A CALL TO ACTION FOR DEVELOPMENTAL-BEHAVIORAL EDUCATORS TO PREVENT EXTINCTION OF THE SPECIES**

*Robert G. Voigt, MD, Meyer Ctr for Developmental Peds/TX Children's Hosp, Houston, TX; Noel Mensah-Bonsu, MD; Sonia Monteiro, MD; Kathryn Ostermaier, MD; Dinah Godwin, LCSW; Adiaha Spinks-Franklin, MD; Jonathan Castillo, MD; Renee Rodrigues, MD; Lisa Pham, DO; Jennifer Swanson, MD; Jonathan Topham, MD; Maja Katusic, MD; Veronica Villarreal, MD; Heidi Castillo, MD, Baylor College of Medicine, Houston, TX; Jessica Smith, LMSW, Texas Children's Hospital, Houston, TX; Marcia Berretta, LCSW, Baylor College of Medicine, Houston, TX; Cervantes Jennifer, LMSW, Texas Children's Hospital, Houston, TX; Candice Allen, MD, Baylor College of Medicine, Houston, TX*

##### **Brief Description:**

While developmental-behavioral disorders are the most prevalent chronic conditions in pediatric medical practice, the number of board-certified developmental-behavioral pediatricians (N = 775) is more than woefully inadequate to meet this demand; complicating this mismatch, the recent Workforce Survey completed by the SDBP and AAP's SODBP indicates that one-third of DBP's (N = 255) will retire in the next 3 to 5 years, and the 2017 DBP Fellowship Match resulted in only 33 of 46 positions filled. Thus, educators in the field of DBP are most responsible for urgently devising a plan of action to ensure its survival.

## **SDBP Half Day Workshops**

**Friday, September 14, 2018, 1:00pm – 4:00pm**

### **Workshop A: BEYOND THE EXAM ROOM: STORIES OF LEGISLATIVE ADVOCACY AND SKILLS TO HELP YOU MAKE A DIFFERENCE**

*Dinah L. Godwin, MSW, Baylor College of Medicine/Texas Children's Hospital, Houston, TX; Jenniffer Herrera, MD, University of Rochester Medical School/Golisano Children's Hospital, Rochester, NY; Ben Kaufman, MSW, Association of University Centers on Disabilities, Silver Spring, MD; Robert Keder, MD, UCONN School of Medicine/Connecticut Children's Medical Center, Hartford, CT; Marsheena Murray, PhD, Case Western Reserve University School of Medicine/MetroHealth Medical Center, Cleveland, OH; Adiaha Spinks-Franklin, MD, Baylor College of Medicine, Houston, TX; Marisa Toomey, MD, University of Kentucky Medical School/Kentucky Children's Hospital, Lexington, KY; Jenna Wallace, PsyD, West Virginia School of Medicine, Morgantown, WV; Amy Weinstock, MA, University of Massachusetts Medical School/EK Shriver Center, Worcester, MA*

#### **Brief Description of Workshop:**

This year's workshop provides trainees and practicing professionals in developmental and behavioral-related fields with the tools to effectively advocate at the state and federal levels. It builds upon the foundations established in last year's workshop by providing opportunities for attendees to practice skills related to legislative advocacy, including effectively framing messages for policy makers using a variety of formats. The workshop aims for participants to leave feeling empowered to advocate and to feel that engaging in advocacy is a natural extension of their already strong commitment to serving children and families.

### **Workshop B: POVERTY SIMULATION: A NOVEL APPLICATION FOR CULTURAL COMPETENCY TRAINING**

*Marie A. Clark, MD, MPH, UH Rainbow Babies and Children's Hospital, Cleveland, OH; Laura McNally-Levine, JD, Case Western Reserve University School of Law, Cleveland, OH; Shiyu Bai-Tong, MD; Brian Na, MD, UH Rainbow Babies and Children's Hospital, Cleveland, OH; Kara Monnin, MA, Kent State University, Kent, OH; Jerri Rose, MD, UH Rainbow Babies and Children's Hospital, Cleveland, OH*

#### **Brief Description of Workshop:**

Poverty impacts child health across the globe, and it is crucial that faculty, staff, and trainees have a sensitivity and awareness to challenges faced by families living in poverty. We will explore the use of simulation to expose participants to social experiences that may be unfamiliar, through the specific example of a Poverty Simulation. Simulation has traditionally been used in medical education to teach procedural and communication skills, but there is little experience with simulation as a tool to expand participants' understanding of their patients' social experiences. Participants will participate in a Poverty Simulation, during which they will navigate a month in the life of a family member living with a limited income, and then develop plans to both utilize and evaluate social simulation experiences in their own institutions.

### **Workshop C: OVERCOMING ETHICAL CHALLENGES IN PEDIATRIC INTERPROFESSIONAL TEAMS**

*Karla Fehr, PhD, Southern Illinois University - Carbondale, Carbondale, IL; Rebecca Hazen, PhD, Case Western Reserve University, Rainbow Babies and Children's Hospital, Cleveland, OH; Christina Low Kapalu, PhD, Children's Mercy Kansas City, University of Missouri Kansas City, Kansas City, MO; Susanne Martin Herz, MD, PhD, University of California San Francisco, San Francisco, CA; Elizabeth A. Diekroger, MD, Rainbow Babies and Children's Hospital, Cleveland, OH; Robyn Mehlenbeck, PhD, George Mason University, Fairfax, VA*

#### **Brief Description of Workshop:**

Although interprofessional collaboration offers advantages for patients and clinicians, ethical issues can arise related to differences in professional practices, specificity of ethical codes/laws across disciplines, and issues unique to interdisciplinary clinics. This workshop will highlight ethical dilemmas

and ethical decision-making related to ethical issues across professions (e.g., confidentiality, professional boundaries, trainee support) and when team consensus is desired (e.g., team approach to diagnosis in clinic, mandated reporting, vulnerable populations). Participants will explore ethical issues and resolution through group discussion of these cases. Additional issues raised by learners related to interprofessional ethical issues and collaboration will also be discussed.

#### **Workshop D: BEYOND THE BASICS: MANAGING COMPLEX INSOMNIA IN CHILDREN AND ADOLESCENTS IN 2018**

*Judith A. Owens, MD; Maile Moore, PNP; Jennifer Gingrasfield, PNP; Eric Zhou, PhD, Boston Children's Hospital, Boston, MA; Sonia Smith, DNP, University of South Alabama School of Nursing, Mobile, AL*

##### **Brief Description of Workshop:**

This multi-disciplinary, case-based workshop will present a comprehensive review of state-of-the-art behavioral and pharmacologic approaches to managing insomnia in both typically developing and special needs populations. The focus will be on developing systematic approaches to insomnia treatment selection in infants, children and adolescents, implementing individualized behavioral management and medication protocols, and potential challenges and pitfalls in the context of DBP clinical practice settings. Actual sample cases from the presenters' extensive clinical experience will be used to illustrate examples of management strategies, and participants will be encouraged to share challenging cases from their own practices.

#### **Saturday, September 15, 2018, 9:00am-12:00pm**

#### **Workshop E: RACISM: ANOTHER ADVERSE CHILDHOOD EXPERIENCE**

*Adiaha Spinks-Franklin, MD,MPH, Texas Children's Hospital/Baylor College of Medicine, Houston, TX; Tahira Adelekan, MD, Dayton Children's Hospital, Dayton, OH; Hanein Edrees, MD; Lorena Ferreira Corzo, MD; Tanya Froehlich, MD, Cincinnati Children's Hospital Medical Center, Cincinnati, OH; July Jean-Cuevas, MD, Children's Mercy Kansas City, Kansas City, MO; Irene Loe, MD, Lucile Salter Packard Children's Hospital/Stanford Medical School, Sunnyvale; Noël Mensah-Bonsu, MD, Texas Children's Hospital/Baylor College of Medicine, Houston, TX; Shruti Mittal, MD, Medical University of South Carolina, Charleston, SC; Lee Pachter, DO, Nemours/Al duPont Hospital for Children, Wilmington, DE; Silvia Pereira-Smith, MD, Medical University of South Carolina, Charleston, SC; Renee Rodrigues-D'Souza, MD, Texas Children's Hospital/Baylor College of Medicine, Houston, TX; Lisa Pham, DO, Baylor College of Medicine, Houston, TX; Purnima Valdez, MD, Duke University School of Medicine, Durham, NC; Jennifer Walton, MD, MPH, Nationwide Children's Hospital, Columbus, OH; Jeffrey Yang, MD, University of Southern California/ Keck School of Medicine, Los Angeles, CA*

##### **Brief Description of Workshop:**

Adverse Childhood Experiences (ACEs) refer to traumatic childhood events in three categories: abuse, neglect, and household dysfunction. Evidence has found that childhood ACEs correlate with negative adult health outcomes. The American Academy of Pediatrics published a Policy Statement and Technical Report addressing the effects of toxic stress on the developing brain and the pediatrician's role in addressing ACEs. The definition of ACEs has expanded to include racism, a toxic stressor associated with negative childhood health outcomes. This workshop will address the effect of racism on child development and behavior and the Developmental Pediatric Professional's role in addressing this ACE.

#### **Workshop F: REVIEWER IMMERSION EXPERIENCE THROUGH MOCK EDITORIAL AND PROGRAM COMMITTEE MEETINGS**

*Carolyn E. Ievers-Landis, PhD, Rainbow Babies & Children's Hospital, Akron, OH; Diane Langkamp, MD, MPH, Akron Children's Hospital, Akron, OH; Lee M. Pachter, DO, Nemours/Al DuPont Hospitals, Wilmington, DE; Lynne Huffman, MD, Stanford University, Stanford, CA; Susan Berger, PhD, Northwestern University Feinberg School of Medicine, Chicago, IL; Marilisa Elrod, MD, PhD, Naval Medical Center Portsmouth, Portsmouth, VA; Benard Dreyer, MD, New*

*York University School of Medicine, New York City, NY; Cy Nadler, PhD, Children's Mercy Kansas City, Kansas City, MO; Katharine Zuckerman, MD, MPH, Oregon Health & Science University, Portland, OR*

**Brief Description of Workshop:**

Developmental-behavioral pediatrics professionals from all levels and disciplines will strengthen their reviewer skills. This workshop will be led by JDBP editors and editorial board members, SDBP Research Committee co-chairs and members, and a PAS meeting liaison. Workshop leaders will summarize excellent scientific writing and describe best practices for reviewing journal manuscripts and presentation abstracts. Editors will share their experiences with manuscript reviews. In a mock editorial meeting, attendees will rate the quality of manuscript reviews and make publication recommendations. In a small group format, attendees will use an abstract review form to practice evaluating abstracts submitted for conference presentations.

**Workshop G: PROMOTING OPTIMAL CHILD DEVELOPMENT AND MENTAL HEALTH FOR CHILDREN OF REFUGEE STATUS THROUGH INTERDISCIPLINARY COMMUNITY COLLABORATION**

*Abigail Kroening, MD, University of Rochester Medical Center, Rochester, NY; Ayesha Cheema-Hasan, MD, Warren Alpert School of Medicine at Brown University, Providence, RI; Demvihin Ihyembe, MD, University of Oklahoma Health Sciences Center, Oklahoma City, OK; Stephanie Klees, MD, MPH, Warren Alpert School of Medicine at Brown University, Providence, RI; Fatima Malik, , Case Western Reserve University, Brecksville, OH; Rebecca Scharf, MD, MPH, University of Virginia, Charlottesville, VA; Georgina Peacock, MD, MPH, Centers for Disease Control and Prevention, Atlanta, GA; Lisa Lyle, FNP; Allison Howard, LSW, Rochester Regional Health, Rochester, NY; Obaida Omar, LSW, Catholic Family Center, Rochester, NY*

**Brief Description of Workshop:**

This multimodal workshop will provide an overview of the current global refugee crisis and its effect on pediatric health, development, and behavior. Through the use of video, brief didactic, panel discussion, frequent opportunities for reflection and case-based learning, we will address strategies to assist providers in caring for children of refugee status. We will discuss the importance of maintaining cultural humility and interdisciplinary collaboration while addressing a refugee child's developmental-behavioral needs.

**Workshop H: STEPPING UP THE ADHD GAME THROUGH INFORMATION TECHNOLOGY & QI METHODOLOGY**

*Cesar Ochoa, MD; Kelsey Goring, PhD; Michelle Greene, PhD; Heide Cygan, DPN, RN; Rachel Levin, MD, Rush University Medical Center, Chicago, IL*

**Brief Description of Workshop:**

Physicians aim to provide quality evidence-based medical care. Yet, the healthcare environment demands more efficient practice systems to achieve this goal. This interactive workshop combines presentation, practice and discussion of information technology and QI methodology in planning, implementing and evaluating the ADHD AAP Clinical Practice Guidelines in pediatric primary care and subspecialty practices. The Rush team will share their experience with an ADHD QI initiative sponsored by the AAP. Participants will learn about an EMR clinical decision support tool used to improve provider adherence and documentation to the ADHD guidelines, facilitate billing, and allow for automatic extractable data.

**Workshop I: SUCCESS IN LEADERSHIP: PROFESSIONAL DEVELOPMENT, BUILDING YOUR BRAND, AND AVOIDING LANDMINES**

*Crystal Cederna-Meko, PsyD, Hurley Medical Center/Michigan State University, Flint, MI; Lisa Prock, MD, MPH; Jason Fogler, PhD, Boston Children's Hospital/Harvard Medical School, Boston, MA; Allison Dempsey, PhD, University of Texas Health Science Center, Houston, TX; Terry Stancin, PhD, MetroHealth Medical Center/Case Western Reserve University, Cleveland, OH; Judith Brady, PhD, Michigan State University College of Human Medicine, East Lansing, MI*

**Brief Description of Workshop:**

Growth into leadership positions is a goal or inevitable outcome for many and the culmination of a variety of professional paths. Nonetheless, preparation for leadership positions in clinical care, education, research, and professional organizations is often limited. With targeted professional development, the

elusive goal of achieving early and lasting leadership success is within reach. This workshop aims to assist participants in developing the requisite knowledge, skills, and attitudes (KSA) for leadership success through imparting knowledge, generating dialogue, stimulating critical reflection, and facilitating personalized goal setting. Using interactive and learner-centered techniques, presenters will facilitate participant learning while modeling leadership-essential KSAs.