

# SDBP ANNUAL MEETING 2021

## Virtual Teaching DBPeds Workshop

The annual Teaching DBPeds Workshop is designed to assist program directors, rotation directors, and faculty in development and implementation of innovative, efficient, and effective curricula and teaching strategies for interprofessional trainees in Developmental-Behavioral Pediatrics. *Extra fee applies to attend - see registration.*



**Tentative: Thursday, October 21, Friday, October 22, 2021**

TIME	Thursday, 10/21	
4:00-4:10 pm	Welcome & Orientation/Introduction	
GENERAL SESSION 4:10-5:40pm	General Session Curating an Online Curriculum for Successful Teaching: #DBPteachingtoolbox	
5:40pm	Break	
BREAKOUT SESSION 1 5:45-7:15pm	Teaching Structural Competency: A Framework to Help Learners Recognize and Respond to Political, Social and Economic Forces that Impact Health Care	Our Favorite Things Of 2020/2021: Leveraging Technology <u>To</u> Promote Learning In A Pandemic
	Friday, 10/22	
BREAKOUT SESSION 2 10:00-11:30am	Blending Resident Education, Online Learning and Quality Improvement Efforts During the Pandemic: A Model Curriculum Focused on Addressing Resilience and Emotional Health	Building Bridges, Not Barriers: Harnessing Telemedicine to Improve Access for Families, Learners, and Community Pediatricians
11:30am	Break	
BREAKOUT SESSION 3 11:45am-1:15pm	One Size Doesn't Fit All: Teaching Learners <u>To</u> Deliver Culturally Responsive Difficult News	<u>Oh</u> the Humanities!!! A Toolkit for Enhancing Teaching of Developmental-Behavioral Pediatrics using Film, Literature, New Media, & Visual Art

# Teaching DBPeds Workshop

## General Session



### **Curating an Online Curriculum for Successful Teaching: #DBPteachingtoolbox**

Catherine Lipman, MD, Case Western Reserve University, Cleveland, OH; Elizabeth Barnhardt, DO, Nationwide Children's Hospital, Columbus, OH; Marie Clark, MD, MPH; Jessica Goldstein, MD, Rainbow Babies & Children's Hospital, Cleveland, OH; Robert Keder, MD, UCONN School of Medicine/Connecticut Children's Medical Center, Hartford, CT; Shanna Kralovic, DO, Rainbow Babies & Children's Hospital, Westlake, OH; Charron Lewis, MD; Mandy Neudecker, Rainbow Babies and Children's Hospital, Cleveland, OH; Erika Phelps Nishiguchi, MD, Seattle Children's Hospital, Seattle, WA

#### **Brief Description:**

This workshop will show participants how to effectively integrate online education into a curriculum by describing a theoretical approach to online teaching in regards to instructional session design, content, and choice of tools. We will describe our various program experiences with integrating Google Classroom, social media (e.g. YouTube, Twitter), websites, and a novel developmental milestones app into our curricula giving participants an opportunity to work interactively with these various online tools.

#### **Target learner group:**

Educators and trainees across disciplines including medical students, residents, fellows, psychology, neuropsychology, and nurse practitioner trainees; rotation, residency, and fellowship directors; pediatric academic and community providers, including nurse practitioners.

## Breakout 1 (choose one)



### **Teaching Structural Competency: A Framework to Help Learners Recognize and Respond to Political, Social and Economic Forces that Impact Health Care**

Elisa Muniz, MD, MS, Children's Hospital at Montefiore, New York, NY; Purnima Valdez, MD, Duke University School of Medicine, Durham, NC; Marie Clark, MD, MPH, Rainbow Babies & Children's Hospital, Cleveland, OH

#### **Brief Description:**

Structural competency is a new framework of education for health care professionals, which trains providers to recognize and respond to social and structural determinants of health given their central role in shaping the health and well-being of individuals. In this interactive workshop, attendees will engage in a review of the concept of structural competencies and their development and application to current education curricula, through small-group activities aimed at problem-solving how to overlay the competency framework in their existing programs, and by participating in examples of strategies used to teach the structural competencies.

#### **Target learner group:**

All health professionals involved in education of trainees, including developmental-behavioral pediatricians, psychologists, social workers, nurse practitioners, general pediatricians and trainees.



### **Our Favorite Things Of 2020/2021: Leveraging Technology To Promote Learning In A Pandemic**

Stephanie Weber, PsyD, MPH, Cincinnati Children's Hospital Medical Center, Cincinnati, OH; Kristen Stefanski, MD, Akron Children's Hospital, Akron, OH; Lorena Ferreira-Corzo, MD, Rush Pediatrics, Chicago, IL; Jen Smith, PsyD, BCBA-D, Cincinnati Children's Hospital Medical Center, Cincinnati, OH

#### **Brief Description:**

In this workshop, we will review our favorite technology used for engaging learners with a variety of learning styles through a pandemic. While (possibly) not quite as exciting as Oprah's favorite things, presenters will highlight the benefits of specific technologies for teaching on the fly, content creation, and learner engagement for maximized learning.

#### **Target learner group:**

This topic is broadly applicable to all those involved in teaching students, trainees, and other learners.

# Teaching DBPeds Workshop

## Breakout 2 (choose one)



### **Blending Resident Education, Online Learning and Quality Improvement Efforts During the Pandemic: A Model Curriculum Focused on Addressing Resilience and Emotional Health**

Elizabeth Barnhardt, DO; Amy Newmeyer, MD; Amy Hess, BA; Kelsey Bakaletz, LISW; Sapna Shetty, IMFT-S, Nationwide Children's Hospital, Columbus, OH

#### **Brief Description:**

This workshop will focus on describing a novel curriculum focused on addressing resilience and emotional health that was originally created as part of quality improvement efforts through the American Board of Pediatrics Roadmap project. Through participation in three breakout room sessions, learners will additionally review pertinent e-learning theories used in online curriculum design, understand how to engage parents in the educational efforts of learners in developmental and behavioral pediatrics, and discuss practical strategies for fostering resilience in children with chronic conditions and their families.

#### **Target learner group:**

All developmental-behavioral pediatric educators who provide education to pediatric resident, DBP fellows, and practicing healthcare providers. The curriculum reviewed was primarily designed with pediatric residents in mind but many of the materials have been adapted and can be used with other groups including but not limited to medical students, DBP fellows, nursing and administrative staff, and DBP faculty.



### **Building Bridges, Not Barriers: Harnessing Telemedicine to Improve Access for Families, Learners, and Community Pediatricians**

Sonia Monteiro, MD, Baylor College of Medicine/Texas Children's Hospital, Houston, TX; Holly Harris, MD, Texas Children's Hospital, Houston, TX; Renee Rodrigues, MD, Baylor College of Medicine, Houston, TX; Jennifer-Beth Swanson-Zamora, MD, Texas Children's Hospital, Houston, TX; Robert Voigt, MD, Dinah Godwin, MSW, LCSW, Baylor College of Medicine/Texas Children's Hospital, Houston, TX; Jennifer Cervantes, BSW, LMSW; Nikki Gambhir, MD, Texas Children's Hospital, Houston, TX; Veronica Villarreal, MD, Baylor College of Medicine at Texas Children's Hospital, Houston, TX; Sara Shank, MD; Janki Patel, MD; Annie Kennelly, MD, Texas Children's Hospital, Houston, TX

#### **Brief Description:**

It has been over a year since telemedicine took on new meaning for the practice of medicine in the US and around the world, and this platform continues to maintain its presence, bringing with it technological challenges (e.g. widening access disparities in at-risk populations) as well as educational challenges (meeting the needs of learners virtually). However, with these challenges also come opportunities to connect with community pediatricians, caregivers, and learners in innovative ways.

#### **Target learner group:**

Developmental-Behavioral Pediatricians, Pediatric Residents, General Pediatricians, Pediatric Nurse Practitioners and Physician Assistants, Social Workers.



# Teaching DBPeds Workshop

## Breakout 3 (choose one)



### **One Size Doesn't Fit All: Teaching Learners To Deliver Culturally Responsive Difficult News**

Stephanie Weber, PsyD, MPH, Cincinnati Children's Hospital Medical Center, Cincinnati, OH; Crystal Cederna-Meko, PsyD, Hurley Medical Center/Michigan State University, Flint, MI; Sadiqa Cash, PhD, Texas Children's Hospital/Baylor College of Medicine, Houston, TX; Neeraja Ravindran, PhD; Allie Fisher, MA, Cincinnati Children's Hospital Medical Center, Cincinnati, OH

#### **Brief Description:**

Delivering a new diagnosis in a culturally responsive, equitable, and meaningful way is a critical skill set for trainees to establish. This multi-method, interactive workshop briefly reviews the most recent literature then focuses on strategies for teaching learners best practices in delivering new diagnoses.

#### **Target learner group:**

This workshop targets educators of trainees at all levels who deliver new diagnoses to patients/families as part of their clinical activities.



### **Oh the Humanities!!! A Toolkit for Enhancing Teaching of Developmental-Behavioral Pediatrics using Film, Literature, New Media, & Visual Art**

Robert Keder, MD, Connecticut Children's Medical Center/University of Connecticut, Farmington, CT; Anson Koshy, MD, UT Physicians/John P. and Kathrine G. McGovern Medical School (UTHealth), Houston, TX; Elisa Muniz, MD, MS, Children's Hospital at Montefiore, Bronx, NY; Angela Scott, MD, PhD, University of Arkansas for Medical Sciences, Little Rock, AR

#### **Brief Description:**

Attendees will be provided a toolkit for how to enhance Developmental-Behavioral Pediatric training through use of film, literature, art, and new media with live demonstration of activities. Considerations for implementation in the context of virtual/remote learning, use in wellness & self-care, diversity, equity, and inclusion (DEI) training, and how to apply to the July 1, 2021 revision of the ACGME Pediatric Residency Training Milestones will be reviewed.

#### **Target learner group:**

DBP Rotation/Clerkship directors, Fellowship Faculty, General Pediatric Faculty (and anyone seeking insight into humanities/medical humanities related instruction).

