

SDBP ANNUAL MEETING 2022

Teaching DBPeds Workshop – Friday, October 21, 2022

The annual Teaching DBPeds Workshop is designed to assist program directors, rotation directors, and faculty in the 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.

TIME		
1:00-1:10 pm	Welcome & Introduction	
GENERAL SESSION 1:15-2:45pm	General Session A Multimodal Curriculum to Teach Trainees Transitions of Care and Guardianship for Young Adults With Developmental Disabilities	
2:45pm	<i>Break</i>	
BREAKOUT SESSION 1 2:55-4:25pm	Thriving While Training	Teaching the Masses: DBP Continuing Education and Clinical Support for Primary Care Clinicians
4:25-4:45pm	<i>Break</i>	
BREAKOUT SESSION 2 4:45-6:15pm	Creating safety and setting clear expectations: The key ingredients of culturally responsive mentorship	Oh Look! A Bug!: Use of “Bug-in-the-Ear” Technology to Give Real-Time Feedback to Trainees <i>[MAX 36 participants]</i>

Teaching DBPeds Workshop – Descriptions

General Session

A Multimodal Curriculum to Teach Trainees Transitions of Care and Guardianship for Young Adults With Developmental Disabilities

Alexis Tchaconas, MD; Jaeah Chung, MD, Icahn School of Medicine at Mount Sinai, New York, NY

Brief Description:

Attendees will be provided with a framework to teach their trainees about issues specific to adolescents and young adults with developmental disabilities that are not universally taught in undergraduate or graduate medical education, including transition from pediatric to adult health care (a new ABP EPA for pediatric trainees) and guardianship. The workshop will include interactive teaching tools and resources for educators to use with their trainees.

Target learner group:

General pediatric faculty, fellowship program directors and DBP fellows.

Learning Objectives

Identify the knowledge gaps that exist among trainees in the care of young adults with developmental disabilities and the value of a curriculum to address them; Apply a systematic framework to approach young adults with developmental disabilities; Determine how this curriculum can be used at participants' institutions to assess pediatric trainees' understanding of the unique medical, legal and social issues that face IDD in adulthood.

Breakout Session 1 (choose 1)

Thriving While Training

Kimberley Levitt, MD, University of Michigan, Ann Arbor, MI, United States; Tiffany Munzer, MD, University of Michigan, Ann Arbor, MI

Brief Description:

Educational workshop aimed at identifying and addressing factors that impact trainee wellness. Together we will discuss development of a wellness curriculum to provide support of and foster resilience in medical trainees, particularly as a means of combating trainee fatigue and burnout.

Target learner group:

The target learner group is all individuals involved in medical education, though this workshop may be particularly well suited for clerkship and/or fellowship program directors.

Learning Objectives

The learning objectives for this teaching workshop are to 1) be aware of the critical role that a wellness curriculum can play in trainee education, particularly by preventing and ameliorating physician burnout; 2) identify key wellness topics relevant to medical trainees, especially in the context of the COVID-19 pandemic, while being cognizant of the importance of Diversity, Equity, and Inclusion (DEI); and 3) create a conceptual framework for a wellness curriculum, as well as consider important aspects of implementation and gain knowledge about potential resources.

Teaching the Masses: DBP Continuing Education and Clinical Support for Primary Care Clinicians

Robert G. Voigt, MD; Sonia Monteiro, MD; Katherine Ostermaier, MD; Holly Harris, MD; Dinah Godwin, MSW, LCSW; Jennifer Cervantes, MSW, LCSW, Meyer Center for Developmental Pediatrics/Texas Children's Hospital, Houston, TX; JeNita Partidge, MD, Texas Children's Pediatrics, Houston, TX; Janki Patel, DO; Sara Shank, MD; Nikki Gambhir, MD; Elisa Moran, MD; Michelle Yu, NP; Jennifer Torres, LMSW; Anson Koshy, MD; Jennifer-Beth Swanson-Zamora; Lisa Pham, DO; Renee Rodrigues-D'Souza, MD; Annie Kennelly, MD; Noel Mensah-Bonsu, MD, Meyer Center for Developmental Pediatrics/Texas Children's Hospital, Houston, TX

Brief Description:

The math is crystal clear -- there are 19 million pediatric patients less than 19 years old in the US with developmental-behavioral disorders and only 800 board-certified developmental-behavioral pediatricians (DBPs) to whom primary pediatric health care professionals can refer. This extraordinary mathematical mismatch can never be solved by training more DBPs; thus a 'training the masses' approach by training primary care providers to both diagnose and manage the most straightforward cases in their practices without DBP referral and longitudinally manage their own patients after initial DBP consultation and diagnosis will be discussed in this workshop.

Target learner group:

All developmental-behavioral pediatric health professionals (developmental-behavioral pediatricians, social workers, NP's, psychologists) who provide consultations for primary pediatric health care professionals, and thus, who have an opportunity to teach the primary pediatric health care professionals for whom they consult.

Learning Objectives

After attending this workshop, participants will be able to describe strategies (ranging from individual telemedicine consultation/direct observation of pediatricians in practice to mini-DBP fellowships) to best teach primary pediatric health care professionals (particularly those in more difficult to reach underserved communities) to longitudinally manage patients with DBP concerns within their own practices.

Breakout Session 2 (choose 1)

Creating Safety and Setting Clear Expectations: The Key Ingredients of Culturally Responsive Mentorship

Simon Abimosleh, BS; Tanya Froehlich, MD, MS; Neeraja Ravindran, PhD, Cincinnati Children's Hospital Medical Center, Cincinnati, OH; Allison Fisher, MA; Megan Lamkin, PhD, University of Cincinnati, Cincinnati, OH

Brief Description:

This multi-method, interactive workshop reviews strategies for mentors to foster culturally responsive mentoring relationships. The workshop will provide mentors with culturally responsive tools for 1) identifying and setting mentorship expectations with trainee(s), 2) developing relationship-centered communication skills within their mentorship and healthcare, and 3) mitigating conflict with trainees.

Target learner group:

This workshop targets members of the Society for Developmental Behavioral Pediatrics across all disciplines and training levels who have mentoring relationships with trainees

Learning Objectives

Participants will identify their own mentorship expectations, and ways to align mentorship expectations with trainee's goals in a culturally responsive way; Participants will develop relationship-centered communication skills to foster a safe space and promote accountability within mentoring relationships and healthcare in a culturally responsive way; Participants will understand methods to mitigate conflict in a culturally responsive way

Oh Look! A Bug!: Use of "Bug-in-the-Ear" Technology to Give Real-Time Feedback to Trainees

Kristen Stefanski, MD, Akron Children's Hospital, Akron, OH; Alexa Coon, DO, University of Texas Medical Branch (UTMB)-Galveston, Galveston, TX; Nick Skiviat, DO; Dan Smith, MD, Akron Children's Hospital, Akron, OH; Beth Wildman, PhD, Kent State University, Kent, OH; Diane Langkamp, MD, MPH, Akron Children's Hospital, Akron, OH

Brief Description:

Bug-in-ear technology is a user-friendly feedback tool that allows learners to receive real-time feedback through an earpiece and make behavior changes immediately. In this workshop, participants will have the opportunity to practice using bug-in-ear technology and applying principles of effective real-time feedback in order to enhance learner skills.

Target learner group:

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

Learning Objectives

Describe key characteristics of effective real-time feedback; Apply real-time feedback strategies using BIE technology during case simulations; Evaluate scenarios in which BIE feedback would be most effective for learners.

[MAX 36 participants]