

## 2024 SDBP Annual Meeting Request for Workshop Proposals – Washington DC

- Teaching DBP: An Interactive Workshop - tentative: Friday, September 13, 2024
- Half-Day Workshops - tentative: Friday, September 13, and Saturday, September 14, 2024  
*virtual in February 2025*

**Submission Deadline is Tuesday, March 5, 2024.**

Should you encounter any problems during your submission, please contact [info@sdbp.org](mailto:info@sdbp.org).

### PROPOSAL INFORMATION AND INSTRUCTIONS

**This call is for the Half-Day Interactive Workshops and the Teaching DBP Interactive Workshop only.**  
*A call for oral Research, Symposia, and Poster Abstracts will come out under a separate notice in March.*

This year, the half-day workshops may be offered on Friday or Saturday. In addition, SDBP plans to offer a virtual winter mini-meeting in February 2025 (exact date to come) with a focus on interactive workshops and small group topical discussions.

**Please note:** Limited funds are available to support **invited speakers** (topic experts) who are *not* members of SDBP and would therefore be unlikely/unable to present at the meeting without the availability of supplemental funding. Please review and follow the Invited Speaker policy and submit the required Letter of Intent to the Program Committee co-chairs (Kim Zlomke [zlomke@southalabama.edu](mailto:zlomke@southalabama.edu) & Sarah Nyp: [ssnyp@cmh.edu](mailto:ssnyp@cmh.edu)). Requests for funding to support invited speakers must be submitted by the submission due date - download policy here: [SDBP Invited Speaker policy - Annual Meeting](#).

**Requests for Invited Speaker funding will not be reviewed after the deadline or after workshop acceptance.**

#### Online Submissions:

Proposals must be completed and submitted through the SDBP online portal. You will be asked to provide a password and you can work on the abstract over several days. When your proposal is complete, click "submit". Once you submit, you will receive an e-mail message confirming successful receipt of the abstract; this e-mail message will also contain a copy of the proposal received.

*Responsibility of submitting author: The person submitting the workshop abstract is listed as the presenting author. This author will be the sole point of contact for information regarding the submission and is responsible for notifying all co-authors regarding the outcome of the workshop submission and any changes to the program, as communicated by SDBP, in a timely manner.*

**The meeting will be CME/CE accredited and therefore ACCME essentials for planning the meeting must be followed. Accepted sessions may be required to provide multiple choice questions for CME/MOC (Maintenance of Certification) purposes.**

**Meeting Registration for Selected Submissions:** Workshop authors/presenters who are attending **only** their Teaching DBP/Half-Day Workshop will not be required to register for the Annual Meeting. Authors/presenters in either the Teaching DBP or Half-Day Workshops will be responsible for all of their own travel expenses.

**Permission to Record in Digital Formats:** Acceptance of an invitation to give a workshop presentation based on a submitted abstract signifies that all presenters/authors have given permission for the presentation to be recorded in digital formats of SDBP choosing and for distribution and/or sale by SDBP for educational purposes.

**NOTE:** Faculty for a program may not independently solicit funding for the program from industry, the government, or other agencies without prior approval from the Program Committee and the SDBP Executive Board.

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## Half-Day Interactive Workshops

Half-Day Workshops focus on developing skills related to developmental and behavioral pediatrics. These can include ethics, advocacy, research, or clinical skills submissions. **All submissions must be interactive** and conducive to adult learning. Participants in the workshops should be able to take practical skills back to their respective practices or professional lives. Half-Day Workshops are 3 hours in length, with a 15-minute break included. Session proposals typically involve multiple co-leaders, and it is highly recommended that co-leaders come from multiple disciplines.

SDBP membership represents various disciplines and practice locations. Education that can be specifically applied and tailored to community/private practice clinicians who may not have access to other mechanisms of clinical updates and education is highly desired.

### Priorities for this year's workshops include (but are not limited to) the following:

- Federal Agencies-NIH, HRSA, APA, AAP
- Updates and advancement in clinical guidelines that impact care:
  - Assessment & Diagnosis, Interventions and Therapies*
  - New guidelines in practice*
  - What do those on the front lines (& those outside of academia) need to know*
- Advanced psychopharmacology
- Topics addressing intersectionality
- Clinically impactful research
- Ethical & legal topics: guardianship, custody, consent
- Updates in assessment & management of sleep
- Suicide/self-harm screening and management
- Hot Topics: Pathological Demand Avoidance, Female and adult presentations of autism
- Utilization of informatics
- Cultural tailoring of evidence-based intervention

### Proposals for Workshops must contain the following components:

1. Name, professional title (e.g. developmental-behavioral pediatrician, psychologist, occupational therapist) address, and email for all authors/presenters. All authors/presenters who are current trainees should be noted as such (e.g., medical student, psychology fellow).
2. The title of the workshop.
3. A brief description of the workshop that will be utilized in registration materials.
4. Statement of Need (How did you determine the need for this topic? What data support this need?). Include 1-2 citations for publications supporting this need in continuing medical education (CME).
5. Target audience for this workshop.
6. Specific goals and learning objectives of the workshop.
  1. *Chatterjee D, Corral J. How to write well-defined learning objectives. J Educ Perioper Med. 2017; 19(4):E610. PMID: 29766034. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5944406/>*
7. Description of how the proposed workshop prioritizes and values diversity, equity, and inclusion (DEI) or enhances attendee skills in DEI.
8. A complete workshop agenda including order of presentation, all content areas to be presented by each proposed speaker, and presentation strategies to be utilized by each proposed speaker. *Note: All information in the abstract body should be provided by identifying presenter/author names as: Presenter A (PhD, Psychology); Presenter B (MD, Developmental Pediatrics); Author C (PhD, LCSW), etc., in order for SDBP to review blind submissions.*
9. Specific listing of interactive presentation activities
10. Description of how attendees will gain practical skills for clinical practice, research, administration activities, or advocacy.
11. Availability of speakers for presentation of the workshop

12. Audio-Visual Requests: SDBP will try to meet all AV needs within budgetary limits. Requests for additional AV equipment *after* the workshop is accepted will not be approved. **Presenters must bring personal laptops for presentations.**
13. The submitting author is encouraged to review the sample half-day workshop submission provided below. Incomplete submissions or submissions that do not contain adequate details are not likely to be accepted. Given that reviews are completed in a “blinded” format, a speaker’s history of previous successful workshop delivery cannot be included during the review/selection process.

[Click here for sample half-day workshop submission](#)

Each program proposal must include a list of all presenters and designate one faculty member as the lead presenter/point of contact. It is strongly recommended, but not required, that faculty from multiple disciplines are included. The SDBP Program Committee requests that every effort be made to include individuals who may not have been part of the faculty of a previous SDBP workshop or symposium. Presentations from younger investigators and clinicians are also encouraged. The SDBP Program Committee will communicate with the lead faculty member and will be happy to answer any questions.

**All Workshop proposals will be reviewed by the SDBP Program Committee**, which will consider the merits of the proposal as well as the balance of topics presented at the meeting in making decisions to accept or reject a proposal. A high level of importance is placed on the interactive and learner-centered activities that will be utilized for the educational program.

## Teaching DBP: An Interactive Workshop

The focus of this interprofessional workshop is the enhancement of faculty teaching and evaluation skills for those who participate in the developmental-behavioral training of learners from a variety of professional fields and educational levels (i.e., graduate-level, medical school, residency, fellowship). Workshop sessions should fill a 60–90-minute time slot and designed to equip participants with the necessary knowledge and tools to implement similar teaching and evaluation methods in their local programs. Proposals that are not focused on training the trainer in DBP education will not be considered.

**Priorities for sessions for this year's Teaching DBP workshop include, but are not limited to:**

- Research in DBP education
- Innovative teaching strategies (e.g. utilization of AI in teaching)
- Innovative curriculum development (e.g. teaching general practitioners, active participation residents on DBP rotation, flipped classroom fellows)
- Faculty development (e.g. teaching skills, delivering feedback)
- Teaching cultural tailoring of evidence-based interventions
- Teaching at the population level how to reduce health disparities
- Teaching resilience, personal growth, and reflective practice to trainees

**Proposals for Teaching DBP: An Interactive Workshop must contain the following components:**

1. Name, professional title (e.g. developmental-behavioral pediatrician, psychologist, occupational therapist) address, and email for all authors/presenters.
2. The title of the workshop.
3. A brief description of the workshop to be utilized in registration materials.
4. Specific goals and objectives for your workshop.
5. Identification of the target learner group for your educational innovation. Please specify the trainee type (i.e. medical, psychology, nursing) and trainee level (i.e. student, resident, fellow).
6. Description of teaching methods and format of workshop.

7. Description of how interactive and learner-centered techniques will be used in facilitating the workshop.
8. Description of how the workshop will address DEI (diversity, equity, inclusion) in its teaching strategies
9. A complete workshop proposal including all proposed speakers, content of their presentation, in order of presentation. This is critical to include - specifically noting the time that will be devoted to each portion of the presentation and the interactive methods and learning that will occur under each co-presenter/leader. *Note: All information in the abstract body should be provided by identifying presenter/author names as: Presenter A (PhD, Psychology); Presenter B (MD, Developmental Pediatrics); Author C (PhD, LCSW), etc., in order for SDBP to review blind submissions.*
10. Audio-Visual Requests: SDBP will try to meet all AV needs within budgetary limits. Requests for additional AV equipment **after** the workshop is accepted will not be approved. **Presenters must bring laptops for presentations.**
11. The submitting author is encouraged to review the sample workshop submission provided below. Incomplete submissions or submissions that do not contain adequate details are not likely to be accepted. Given that reviews are completed in a “blinded” format, a speaker’s history of previous successful workshop delivery cannot be included during the review/selection process.

[Click here for sample of Teaching DBP workshop submission](#)

**The Education Committee will review proposals for the Teaching DBP Workshop** and consider the merits of the proposal as well as the balance of topics presented at the meeting in making decisions to accept or reject a proposal. A high level of importance is placed on the interactive and learner-centered activities that will be utilized for the educational program.