

Teaching Developmental-Behavioral Pediatrics

[fee includes access to all sessions/breakouts]

Chair/Facilitators: Sarah Nyp, MD and Jennifer Poon, MD, Noel Mensah-Bonsu MD

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. The format will consist of an initial large group introduction followed by a general session and then small group sessions. This year, there will be a 25 minute follow up breakout for each session to end the day.

THURSDAY, October 8, 2020				
3:45-4:00pm	Welcome & Orientation/Introduction			
4:00-5:15pm	General Session: Room for Improvement: Working with Trainees to Address Competency Deficiencies			
5:15pm-5:30 break				
BREAKOUT SESSIONS 5:30-6:45pm	Come Play with Us! Teaching the Art of Play for Developmental Promotion, Evaluation, and Community Engagement in the Face of a Pandemic	Sparking Interest in the Online Learner: Enhancing Behavior and Development Education in the Digital Space		
6:50-7:15pm Follow up Discussions	Follow up: Room For Improvement...	Follow up: Come Play with Us	Follow up: Sparking Interest Online	
FRIDAY, October 9, 2020				
BREAKOUT SESSIONS 4:00-5:15pm	X+Y in DBP: Meeting the Learners' Needs while Adapting to Pediatric Residency Schedule Changes	Back to Basics: Teaching and Remediating Patient-Centered Interpersonal & Communication Skills		
5:15-5:30pm	<i>Break</i>			
BREAKOUT SESSIONS 5:30-6:45pm	Teaching Professionalism through a Case-Based Curriculum	Using hands-on and novel learning technologies to build capacity for identification of ASD in the medical home: A resident training curriculum		
6:50-7:15pm Follow up Sessions	Follow up: X+Y in DBP	Follow up: Back to Basics:	Follow up: Teaching Professionalism	Follow up: Using hands-on and novel learning technologies

See Descriptions on following pages

Thursday, October 8, 2020

Welcome / Introduction – 3:45pm – 4:00pm

General Session Workshop 4:00pm-5:15pm eastern

Room for Improvement: Working with Trainees to Address Competency Deficiencies

Lauren M Hubner, MD MPH; Lynne C Huffman, MD, Stanford University School of Medicine, Stanford, CA;

Kathleen Angkustsiri, MD, University of California Davis MIND Institute, Sacramento, CA

Brief description:

As Developmental-Behavioral Pediatricians, we frequently initiate challenging conversations with our patients and their families who are struggling with developmental or behavioral concerns. However, we have less experience and guidance for remediating struggling trainees. This interactive workshop will focus on the remediation process, including (1) identification of a fellow-level learner needing remediation; (2) diagnosis of the learning difficulty; and (3) development of remediation curricula for learners struggling in different domains.

Target learner group

The optimal learner group for our workshop session will be DBP clinician educators who work in a supervisory role, with oversight and education of trainees. This will be most useful to DBP faculty/Program Directors who supervise fellows, or DBP faculty/Program Directors who supervise residents, but may also be applicable to Fellows who supervise residents or medical students, or who are planning to work in medical education after completion of their training.

Breakout Sessions 5:30pm – 6:45pm eastern

1. Come Play with Us! Teaching the Art of Play for Developmental Promotion, Evaluation, and Community Engagement in the Face of a Pandemic

Marie A. Clark, MD, MPH; Catherine Lipman, MD, UH Rainbow Babies and Children's Hospital, Cleveland, OH; Rebecca A. Hazen, PhD, University Hospitals/Rainbow Babies and Children's Hospital, Cleveland, OH; Kimberly Burkhart, PhD, Rainbow Babies and Children's Hospital/Case Western Reserve University, Cleveland, OH; Karla Fehr, PhD, Southern Illinois University - Carbondale, Carbondale, IL; Rob Keder, MD, University of Connecticut/Connecticut Children's, Farmington, CT; Shanna Kralovic, DO, Rainbow Babies and Children's Hospital, Cleveland, OH

Brief description:

Play is essential to promoting healthy child development, resilience and well-being, and it is even more essential that we support play during times of crisis. Participants in this energetic and highly-interactive workshop will work together to create individualized “Play Plans” for their trainees to ensure competence in the use of play to enhance anticipatory guidance, clinical evaluation and community engagement.

Target learner group

This workshop will be relevant to educators of all disciplines across Developmental-Behavioral Pediatric professions, including medical students, pediatric residents, psychology trainees, nurse practitioners, and developmental-behavioral pediatrics fellows.

2. Sparking Interest in the Online Learner: Enhancing Behavior and Development Education in the Digital Space

Blair Hammond, MD; Carrie Quinn, MD, Mount Sinai Hospital, New York, NY; Myo Thwin Myint, MD, Tulane University, New Orleans, LA; Quang-Tuyen Nguyen, MD, Health University of Utah, Salt Lake City, UT; Sari Bar, DO, University of Texas Southwestern, Dallas, TX; Susan Buttross, MD, University of Mississippi Medical Center, Jackson, MS; Lianna Lipton, MD, Boston

Children's, Boston, MA; Jeff Yang, MD, LA Children's Hospital, Los Angeles, CA; Lauren Elliott, NP, University of Mississippi Medical Center, Jackson, MS

Brief description:

This workshop will highlight new enhancements to the free, online curriculum, Keystones of Development, which is currently being used at over 90 residency programs to train pediatric residents to promote positive parenting and child development in clinical practice. We will examine specific barriers, solutions, and enrichment to online learning and discuss ongoing scholarship opportunities to spark enthusiasm for behavior and development in all pediatric trainees.

Target learner group:

All developmental-behavioral pediatricians, DBP fellows, general pediatricians, family medicine physicians, and other healthcare professionals (including pediatric nurse practitioners, physicians assistants, etc.) who are involved in the training and mentorship of residents, fellows, medical students, and other healthcare professionals. Those interested in enhancing their use of technology and online learning opportunities in medical education. Faculty, fellows, and residents seeking pathways for scholarship related to behavior and development and medical education.

Thursday Follow up Sessions – 6:50pm – 7:15pm eastern

Friday, October 9, 2020

Breakout Sessions 4:00pm – 5:15pm eastern

1. X+Y in DBP: Meeting the Learners' Needs while Adapting to Pediatric Residency Schedule Changes

Shanna Kralovic, DO, Rainbow Babies & Children's Hospital, Westlake, OH; Catherine Lipman, MD; Ross Myers, MD, Rainbow Babies' and Children's Hospital, Cleveland, OH; Stephanie Anderson, MD, University of South Alabama Children's and Women's Hospital, Mobile, AL; Carrie Cuffman, MD, Rainbow Babies and Children's Hospital, Cleveland, OH

Brief description:

Internal medicine and now pediatrics have started to adopt a new schedule for residents called X+Y which can affect the timing and structure of the required ambulatory rotation in Developmental Behavioral Pediatrics. Participants in this workshop will learn about the X+Y schedule and learn about methods to accommodate and adapt their rotation to meet changing residency schedules.

Target learner group

This workshop will be relevant to educators of pediatric residents who participant in curriculum design and delivery of developmental behavioral pediatrics education. It would be applicable to all levels of trainees and faculty in a variety of disciplines.

2. Back to Basics: Teaching and Remediating Patient-Centered Interpersonal & Communication Skills

Stephanie Weber, PsyD, Cincinnati Children's Hosp Medical Center, Cincinnati, OH; Crystal Cederna-Meko, PsyD, Hurley Medical Center/Michigan State University, Flint, MI, United States; Kristen Stefanski, MD, Akron Children's Hospital, Akron, OH; Lauren O'Connell, MD, Michigan State University, College of Human Medicine / Hurley Medical Center, Flint, MI

Brief description:

In this interactive workshop, participants will gain exposure to broadly applicable, patient-centered interpersonal and communication skills, followed by strategies for strengthening and evaluating them. Thereafter, a large portion of time will be devoted to identifying when improvements are needed and developing a related remediation plan.

Target learner group

This workshop will benefit individuals responsible for training, assessing, and overseeing inter-personal and communication skill outcomes of learners across disciplines (e.g., medicine, psychology, social work, nursing, speech therapy, and occupational therapy) and various levels of training.

Breakout Sessions 5:30pm – 6:45pm eastern

1. Teaching Professionalism through a Case-Based Curriculum

Renee S. Rodrigues-D'Souza, MD, Baylor/Texas Children's Hospital, Houston, TX; Noel Mensah-Bonsu, MD, Baylor College of Medicine, Houston, TX

Brief description:

Professionalism is not only a core competency that faculty members are expected to assess in trainees, but it is also a cornerstone of medical practice that must be modeled and cultivated, no matter how long one has been in practice. Despite the vital importance of this skill set, “professionalism” is often something that is observed and described rather than taught in an objective fashion.

Target learner group

All Developmental & Behavioral Pediatrics educators who work with and evaluate Fellows; educators who work with a variety of learners across levels of experience and disciplines; anyone interested in the concept of “professionalism” in medicine and how it is defined and objectively measured—appropriate for students, residents, fellows, and across disciplines.

2. Using hands-on and novel learning technologies to build capacity for identification of ASD in the medical home: A resident training curriculum

Jeffrey Hine, PhD, BCBA; Rachel Goode, MD; Lily Wagner, PhD; Verity Rodrigues, PhD; Aislynn Kiser, MEd; Amy Weitlauf, PhD; Katelyn Neely, MD; Jenesis Yanez, MD; Zachary Warren, PhD, Vanderbilt University Medical Center, Nashville, TN

Brief description:

General pediatricians consistently report insufficient training regarding ASD-related care. This includes lack of comfort and competency in identifying tools for risk assessment, providing diagnostic feedback to families, and managing follow-up care. Providing pediatric residents specific, active and supervised within-practice learning will increase confidence in addressing autism-related concerns within the medical home, thus decreasing referrals to subspecialists and expediting access to early developmental intervention services.

Target learner group:

All clinicians/educators who provide education to residents and/or pediatric health care providers in practice (including pediatricians, family medicine physicians, pediatric nurse practitioners, physician assistants, and psychologists).

Friday Follow up Sessions – 6:50pm – 7:15pm eastern

Supplementary WORKSHOPS (additional fees)
Friday, October 9 and Saturday, October 10
Eastern Time Zone

Fee options: choose and pay for one OR pay for 2 and get 3 (choose 1 from each time block)

Friday, Oct 9 - 12:00pm – 2:00pm

Workshop A: SDBP Complex ADHD Guidelines: Making Guidelines Meaningful To The Child, Family, School Team, And Inter-Professional Colleagues

Ludwig Erik von Hahn, MD, Floating Hospital for Children/Tufts Medical Center, Boston, MA; Lisa Prock, MD, MPH; Jason Fogler, PhD, Boston Children's Hospital/Harvard Medical School, Boston, MA; Kathleen Pitterle Petrick, DO, Nemours Al DuPont Hospital for Children, Wilmington, DE

Description:

This interactive workshop will teach participants how to develop a comprehensive treatment plan for the child or adolescent who presents with Complex ADHD. The workshop identifies observable behaviors which present in the child with Complex ADHD. Participants will learn about how these observable behaviors help identify underlying impairments or challenges, and how they reveal targets for intervention. At the conclusion of this workshop, Developmental-Behavioral Pediatric practitioners will be positioned to provide the psychoeducation needed for successful treatment, collaborate with the child and family, and coordinate care with professional and non-professional adults located in schools, clinics, and other settings.

Workshop B: Telehealth After COVID-19: Lessons Learned and Lingering Questions

Brian Tang, MD, Palo Alto Foundation Medical Group, San Jose, CA; David Ansel, MD, Stanford University, Palo Alto, CA; Marilyn Augustyn, MD, Boston University, Somerville, MA; Benjamin Black, MD, University of Missouri, Columbia, MO; Paul Dressler, MD, Vanderbilt University, Nashville, TN; Suzanne Martin Herz, MD, UCSF, San Francisco, CA; Alyssa King, PhD, Boston University, Boston, MA; Ekuia Walker, NP, Palo Alto Foundation Medical Group, Fremont, CA

Description:

Developmental-behavioral pediatric professionals will broaden their knowledge about telehealth and leave with ideas on how to incorporate telehealth into their practices or improve upon their preexisting practices. The workshop leaders come from a wide spectrum of practice models and experiences with telehealth.

Friday, Oct 9 - 4:30pm – 6:30pm

Workshop C: Sexuality and Relationship Education for Adolescents with ASD and related Neurodevelopmental Disorders

Christina Sakai, MD, Tufts Medical Center, Boston, MA; Eileen Crehan, PhD, Tufts University, Medford, MA; Karen Bresnahan, MD; Christina Mule, PhD, Tufts Medical Center, Boston, MA; Elizabeth Schmidt, PhD, Boston University, Boston, MA

Description:

Developmental-behavioral pediatrics professionals from all levels and disciplines will develop strategies to support sexuality and relationship education (SRE) in youth with autism spectrum disorder (ASD) and their parents. This workshop will be led by a diverse inter-professional group of researchers and clinicians. We will review how ASD affects intimate relationships and sexual behavior. We will discuss best practices for teaching sensitive content, and what research has identified as crucial teaching areas. This interactive workshop utilizes videos, vignettes, and role-playing to teach hands-on skills to engage youth and parents in addressing puberty and sexuality in different practice settings.

Workshop D: Create Your Own Quality Improvement Project to Earn Maintenance of Certification Part 4 Credit Using the Complex ADHD Guidelines

Eugenia Chan, MD, MPH, Boston Children's Hospital, Boston, MA; Julia Anixt, MD, Cincinnati Children's Hospital Medical Center, Cincinnati, OH; Lisa Campbell, MD, Children's Mercy Hospital, Kansas City, MO; Peter Chung, MD, University of California, Irvine, Santa Ana, CA

Description:

Earn American Board of Pediatrics (ABP) Maintenance of Certification (MOC) Part 4 credit with QI projects you are already doing in your own practice! Workshop participants will (1) learn how to find existing MOC part 4 activities, (2) become familiar with ABP standards for QI projects that are eligible for MOC part 4 credit, and (3) learn how to use standard QI tools and methods to develop their own MOC 4-eligible projects, using the SDBP Complex ADHD guidelines as an example. Participants should be familiar with the Complex ADHD guideline prior to participating in the workshop.

Saturday, Oct 10 - 10:00am – 12:00pm

Workshop E: Behavioral Parent Training for Complex Presentations: Fundamentals, Adaptations, and Strategies for Expanding Access

Cy Nadler, PhD, Children's Mercy Kansas City, Kansas City, MO; Michelle Grimes, PhD, Southern Utah University, Cedar City, UT; Emily Haranin, PhD, University of Southern California Keck School of Medicine, Los Angeles, CA; Sarah Nyp, MD, Children's Mercy Kansas City, Kansas City, MO

Description:

The SDBP Complex ADHD Guidelines and AAP ADHD Guidelines both emphasize the importance of behavioral supports, yet access remains limited for many children. Behavioral parent training (BPT) is an efficacious and cost-effective intervention modality readily adapted for developmental-behavioral clinic settings. This workshop will provide a primer on BPT, adaptations to address comorbid conditions (autism, anxiety), and extensions of BPT models to increase access (group, telehealth, self-guided, etc.).

Presenters will embed issues related to diversity, access, and supporting family engagement throughout the workshop, closing with discussion regarding how attendees can improve access to evidence-based behavioral strategies in their work settings.

Workshop F: Advocacy in the Wake of a Pandemic: Finding Creative Opportunities in Crisis and Speaking up for the Voiceless

Robert Keder, MD, Connecticut Children's Medical Center/University of Connecticut, Farmington, CT; Jenna Wallace, PsyD, West Virginia School of Medicine, Morgantown, WV; Jennifer Cervantes, MSW, Baylor College of Medicine at Texas Children's Hospital, Houston, TX; DePorres Cormier, MD, Saint Louis University, St. Louis, MO; Dinah Godwin, MSW, LCSW, Baylor College of Medicine/ Texas Children's Hospital, Houston, TX; Shruti Mittal, MD, Atrium Health, Concord, NC; Hannah Perrin, MD, UCSF, San Francisco, CA; Lisa Spector, MD, Nemours Children's Hospital, Orlando, FL; Marisa Toomey, MD, University of Kentucky (UK) HealthCare/Kentucky Children's Hospital, Lexington, KY; Kate Wallis, MD, MPH, The Children's Hospital of Philadelphia, Philadelphia, PA; Georgina Peacock, MD, MPH, Centers for Disease Control and Prevention, Atlanta, GA

Description:

This workshop provides trainees and practicing professionals in developmental-behavioral pediatrics and related fields an introduction to advocacy through a cross-sectional analysis of policy changes and related implications in response to the pandemic caused by novel coronavirus, SARS-CoV-2. Attendees will analyze and process changes made on the local, state, and federal level through a variety of individuals and agencies. This year's keynote speaker is Georgina Peacock, MD, MPH, FAAP (Director, Division of Human Development and Disability for the CDC), who will discuss her experience as a DBP in the Community and At-Risk Populations Task Force for the CDC during this pandemic.

Workshop G: Assessing and Managing Self-Injurious Behaviors and Suicidality in Vulnerable Youth

Veronica Meneses, MD, MSHS, Texas Scottish Rite Hospital for Children, University of Texas Southwestern, Dallas, TX; May Lau, MD, MPH, University of Texas Southwestern and Children's Medical Center; Adolescent and Young Adult Clinic, Dallas, TX; Jennifer Hughes, PhD, MPH, University of Texas Southwestern and Children's Medical Center; Center for Depression Research and Clinical Care, Dallas, TX; Hilda Loria, MD, University of Texas Southwestern and Children's Medical Center; Rees-Jones Center for Foster Care Excellence, Dallas, TX

Description:

A multidisciplinary team (developmental-behavioral pediatrician, academic general pediatrician specializing in foster care and immigrant youth, clinical psychologist, and adolescent medicine specialist) will highlight various medical and psychological societies' guidelines for assessing and managing non-suicidal self-injury and suicidality (suicidal ideation, plans, and attempts) in vulnerable youth. Evidence-based skills for screening and management, such as psychotherapy and medication, for youth with complex medical conditions/disabilities, psychosocial adversity (including immigration and social distancing during a pandemic), and diverse sexual and gender identities will be practiced in small group case discussions. The panel of speakers will then discuss participants' challenging cases.

