

SDBP Teaching DBPeds Workshop 2013

Friday, September 27, 2013 / Time: 1:00 pm – 7:00 pm

Pre-Meeting Education Workshop, Baltimore, MD

“Teaching Developmental and Behavioral Pediatrics”

Co-Chairs/Facilitators: Viren D’Sa, MD and Carolyn Bridgemohan, MD

TIME	Maryland A/E	Federal Hill	Homeland
1:00 – 1:15	Welcome & Orientation/Introduction		
1:15 – 2:15	Incorporating Entrustable Professional Activities into Fellowship <i>Franklin Trimm, MD, University of South Alabama, Mobile, AL, Maris D. Rosenberg, MD, Albert Einstein College of Medicine, Bronx, New York, Robert G. Voigt, MD, Texas Children's Hospital, Houston, TX</i>		
2:25 – 3:55	Developing Speaker <i>Karen J. Miller, MD, Floating Hospital for Children, Tufts Medical Center, Boston, MA, Barbara A. Bernhard, MA, New York, NY</i>	EMPOWER Curriculum <i>Marie A. Clark, MD, MPH, Blanche Benenson, MD, Ruth E. Stein, MD, Albert Einstein College of Medicine/Children's Hospital at Montefiore, NY</i>	
3:55 – 4:10	Break		
4:10 – 5:10	Milestones (FELLOWS) <i>Robert G. Voigt, MD, Adiaha A. Franklin, MD, Kathryn Ostermaier, MD, Renee Rodrigues, MD, Eboni Smith, MD, Jonathan Castillo, MD, Sherry Vinson, MD, Heidi Castillo, MD, Sonia Monteiro, MD, Rochelle Sexton, MD, Jennifer B. Swanson, MD, Baylor College of Medicine, Houston, TX</i>	Transitions & EMR <i>Robin Hansen, MD, University of CA, Davis, Sacramento, CA, Gayatri Mahajan, MD, UC Davis Medical Center, Sacramento, CA</i>	Case-based Learning <i>Demetra Pappas, MD, MPH, Areej Hassan, MD, MPH, Children's Hospital Boston, MA</i>
5:10 – 5:30	Break – Refreshments		
5:30 – 6:30	Milestones (RESIDENTS) <i>Renee S. Rodrigues, MD, Baylor College of Medicine, Texas Children's Hospital, Houston, TX</i>	Transitions & EMR <i>Robin Hansen, MD, University of CA, Davis, Sacramento, CA, Gayatri Mahajan, MD, UC Davis Medical Center, Sacramento, CA</i>	Case-based Learning <i>Demetra Pappas, MD, MPH, Areej Hassan, MD, MPH, Children's Hospital Boston, MA</i>
6:30 – 6:40	Break		
6:40 - 7:00	<i>Wrap up – summary of next steps (what do you need to do in the upcoming year – residency/fellowships)</i>		

Descriptions on following pages

INCORPORATING ENTRUSTABLE PROFESSIONAL ACTIVITIES INTO FELLOWSHIPS

Franklin Trimm, MD, University of South Alabama, Mobile, AL, Maris D. Rosenberg, MD, Albert Einstein College of Medicine, Bronx, New York, Robert G. Voigt, MD, Texas Children's Hospital, Houston, TX

State specific goals and objectives for your session:

Goal 1: Introduce participants to concept of Entrustable Professional Activities (EPAs) and their role in pediatric education. Objective 1: Participants will be able to define an EPA Objective 2: Participants will know the role of EPAs in fellow assessment Goal 2: Introduce draft version of Developmental-Behavioral Pediatric subspecialty EPAs. Objective 1: Participants will be familiar with proposed DBP subspecialty EPAs Goal 3: Explore ways to incorporate EPAs into DBP fellowship education. Objective 1: Participants will understand how to incorporate EPAs into fellowship curriculum Objective 2: Participants will be able to apply at least one EPA to fellowship curriculum.

Describe teaching methods and format of workshop:

This workshop is in DRAFT form awaiting an American Board of Pediatrics invitational conference on developing subspecialty Entrustable Professional Activities March 13-15. The three facilitators of this workshop are all involved in this conference and will have the opportunity to further plan this session after obtaining further information at the conference. All three facilitators are committed to bringing this to fruition. The SDBP fall meeting is the last opportunity to present this information before required reporting of milestones for fellowship programs is implemented in 2014-2015 academic year.

THE DEVELOPING SPEAKER: SKILLS FOR FACULTY AND FELLOWS

Karen J. Miller, MD, Floating Hospital for Children, Tufts Medical Center, Boston, MA, Barbara A. Bernhard, MA, N/A, New York, NY

State specific goals and objectives for your session:

Powerful presentations change lives. Presentation skills can be learned. Teaching and communication skills are core competencies that you need whether you are speaking to a patient or at a national conference or to a TV audience. Participants will experience a variety of teaching strategies that can be used across multiple settings by applying adult learning theory and the techniques used by the entertainment industry to get a message across creatively and memorably. Session faculty combines a developmental-behavioral pediatrician who learned to speak by making a lot of mistakes with an Emmy award winning producer-writer for national TV programs.

Describe teaching methods and format of workshop:

Goal: By increasing competence and comfort presenting the participants will be more effective teachers, professionals and advocates. Presentations change lives. Learning Objectives: Participants will be able to: - Apply Adult Learning Theory to the construction of effective and engaging presentations that result in real change in knowledge, skills and attitudes -Match teaching modalities to the educational need, your audience's characteristics and the learning situation. -Develop a personal presentation style that is comfortable and confident by emphasizing the connection with the audience using strategies that make your key messages meaningful and motivating. -Conduct the business aspects of a speaking engagement in a professional manner.

THE EMPOWER CURRICULUM: EXPANDING DBP INTO THE COMMUNITY

Marie A. Clark, MD, MPH, Blanche Benenson, MD, Ruth E. Stein, MD, Albert Einstein College of Medicine/Children's Hospital at Montefiore, Bronx, NY

State specific goals and objectives for your session:

Goal: The goal of this workshop is to explore innovative methods that Developmental-Behavioral Pediatrics educators may use to empower trainees (residents, fellows and/or medical students) to partner with families to seek effective community resources for children with special health care needs (CSHCN).

Describe teaching methods and format of workshop:

Objective 1: Participants will be introduced to methods of incorporating the Life Course perspective in a discussion of the complex needs of CSHCN and their families. Participants will begin by playing the MCH Life Course game in small groups. The groups will then strategize how to use the game to facilitate a discussion of the Life Course perspective with trainees.

Objective 2: Participants will learn the components of the EMPOWER Curriculum and will receive course materials. Participants will brainstorm how the curriculum could be adapted to their home curricula, what obstacles they anticipate, and how to overcome them.

Objective 3: Participants will review examples of real EMPOWER community resource mapping experiences. Participants will discuss how the mapping experience can be tailored to individual curricula.

Objective 4: Participants will explore the competency-based evaluation methods created for the EMPOWER curriculum. The group will discuss how these evaluation methods will map to the new resident milestone structure.

TRANSITION OF HEALTH CARE FOR YOUTH WITH SPECIAL HEALTH CARE NEEDS (YSHCN): USING EMR FOR TRAINING PEDIATRIC RESIDENTS

Robin Hansen, MD, University of CA, Davis, Sacramento, CA, Gayatri Mahajan, M.D., UC Davis Medical Center, Sacramento, CA

State specific goals and objectives for your session:

The primary goal of this workshop is to share with participants our experience developing and implementing pediatric resident training in transition of healthcare from pediatric to adult primary care providers for YSHCN using an EMR tool to systematically discuss, implement and document transition of care in their continuity clinic. Objective 1. Discuss model for transition planning and support/obstacles to organizational engagement Objective 2. Demonstrate development of EMR tool using key informant interviews with pediatric residents and use of EMR transition template Objective 3. Share training materials Objective 4. Discuss results of evaluation and plans for training revision/expansion

Describe teaching methods and format of workshop:

Large group presentation of model/planning and implementation process/evaluation results will be followed by small group opportunity to work on laptop with EMR tool using a case study to review/discuss resource materials used in training as they could be adapted/revised to fit their own training needs. Feedback from small groups will be shared with all participants to promote adaptations of materials appropriate to the needs of a variety of training programs.

ESTABLISHING CLINICAL COMPETENCY COMMITTEES AND PEDIATRIC MILESTONE-BASED EVALUATION OF DBP FELLOWS

Robert G. Voigt, MD, Adiaha A. Franklin, MD, Kathryn Ostermaier, MD, Renee Rodrigues, MD, Eboni Smith,

MD, Jonathan Castillo, MD, Sherry Vinson, MD, Heidi Castillo, MD, Sonia Monteiro, MD, Rochelle Sexton, MD, Baylor College of Medicine, Houston, TX, Jennifer B. Swanson, MD, Baylor College of Medicine, Houston, Texas

State specific goals and objectives for your session:

1. Design direct observation tools to evaluate DBP fellows' competence across the six ACGME core competencies 2. Describe the role of a Clinical Competency Committee in the evaluation of DBP fellows 3. Interpret the Pediatric Milestones within the context of DBP fellowship training 4. Create a process that incorporates the Pediatric Milestones into the longitudinal evaluation of DBP fellows across their three years of fellowship 5. Document Pediatric Milestone-Based evaluations of DBP fellows by the Clinical Competence Committee as required by the ACGME in the Next Accreditation System

Describe teaching methods and format of workshop:

1. Large group didactic introduction of: a. ACGME core competencies b. Direct observation tools used in our program to evaluate DBP fellows across the six ACGME core competencies c. The Pediatric Milestones d. Clinical Competency Committees 2. Break out into interactive small groups: a. Review results of direct observation tools completed by DBP faculty for fellows across the six ACGME core competencies b. Each small group will function as a Clinical Competency Committee and use scores from faculty direct observation tools to evaluate DBP fellows at each level (first year, second year, third year) using the Pediatric Milestones 3. Rejoin as large group: a. Discussion of small group Clinical Competency Committee experience b. Discussion on how best to document the conclusions drawn by the Clinical Competency Committee for the ACGME c. Based on the small group experience, discuss suggestions on how to best utilize the Pediatric Milestones to evaluate DBP fellows.

ARE YOU ACHIEVING YOUR ACGME MILESTONES?: ASSESSING "DEVELOPMENTAL DELAY" IN PEDIATRICS RESIDENTS

Renee S. Rodrigues, MD, Baylor College of Medicine, Texas Children's Hospital, Houston, TX

State specific goals and objectives for your session:

*This is for the Teaching Workshop This workshop will examine the ACGME Milestones and how they translate for evaluation of residents during the required developmental/behavioral pediatrics rotation. We will also discuss ways to use the milestones for longitudinal assessment across residency training.

Describe teaching methods and format of workshop:

ARE YOU ACHIEVING YOUR ACGME MILESTONES? ASSESSING DEVELOPMENTAL DELAY IN PEDIATRIC RESIDENTS Renee S. Rodrigues, MD, Kathryn Ostermaier, MD, Robert G. Voigt, MD, Adiaha A. Franklin, MD, Eboni Smith, MD, Jonathan Castillo, MD, Sherry Vinson, MD, Heidi Castillo, MD, Sonia Monteiro, MD, Rochelle Sexton, MD, Jennifer B. Swanson, MD Baylor College of Medicine, Houston, Texas
State specific goals and objectives for your session: 1). Describe the ACGME's Milestones and how they translate for assessment of pediatric resident performance during their required Developmental and Behavioral Pediatrics (DBP) experience. 2). Identify specific milestones amenable for more in depth assessment during the DBP rotation and objective ways for measuring degree of achievement. 3). Propose methods for longitudinal assessment of resident performance in areas related to DBP within the existing residency curriculum. 4). Integrate data from multiple sources into a summative Milestone. 5). Discuss methods of providing effective feedback to residency directors or others who must collate raw data into a summative milestone assessment. 6). Discuss methods of providing effective feedback to residents using concepts from adult learning theory, so that they can make developmental gains. Identify target learner group(s): residents, fellows, General Pediatrics Faculty, DBP Rotation Directors, DBP Faculty, Pediatrics Residency

Directors Describe teaching methods and format of workshop: 1). Large group didactic introduction: a. Evolution of assessment of physician competence b. ACGME Pediatric Milestones Project what it is and why it is necessary c. Description of Milestones and current assessment tools d. Discussion of subset of milestones amenable to in-depth assessment during DBP 2). Small group break-out session: a. Each group will be given data from multiple sources to assess b. Each group must plot the sample learners on the Milestone spectrum PGY-1, 2, and 3 3). Large group discussion: a. Discussion of the process each group underwent to arrive at their Milestones b. Discussion of how to provide effective and accurate feedback to a residency director and to residents c. Discussion of how to address developmental delays (i.e. under-achievement) 4). Large group didactic session: a. Discussion of how one institution (BCM) piloted the Milestones program b. Critique of that approach and how to expand it across residency training Describe how interactive and learner-centered techniques will be used in facilitating the workshop: Didactics, experiential learning, active assessment, and modeling will all be used during the course of the workshop. The small group break-out session will allow for learner interaction and discussion. The subsequent large group session will allow a forum for people to share ideas and experiences, as well as frustrations and limitations, which can lead to further problem-solving and revised approaches. The final piece of the workshop presents one example of how the Milestones have been implemented.

2013 SDBP Annual Meeting - Saturday, September 28 - Workshops

Pre-meeting Workshops (A, B and C) 9:00am-12:00noon
Pre-meeting Workshops (D, E and F) 1:00pm-4:00pm

Workshop A: CHANGES IN THE GENOMIC LANDSCAPE: A PRIMER IN GENETIC MEDICINE FOR THE DEVELOPMENTAL BEHAVIORAL CLINICIAN.

Anna Maria L. Wilms Floet, MD, Julie Cohen, ScM CGC, Leila Jamal, ScM, Kennedy Krieger Institute, Baltimore, MD, Joann N. Bodurtha, MD MPH, Johns Hopkins Hospital, Baltimore, MD

Brief Description of Workshop:

This workshop will offer participants information on topics in genetics relevant to the practicing DBP clinician. Topics that will be covered include first- and second tier genetic testing, with specific emphasis on indications for genetic testing, test interpretation, importance of pretest counseling (strategies) and translation of complex genetic information to families. Participants will learn how to incorporate family history into the evaluation of children with neurodevelopmental disorders, in the context of the emerging information available on heritability of mental health -and neurodevelopmental disorders. DBP clinicians will be provided with resources and tools of benefit in developing genomic literacy.

Workshop B: PRIMARY CARE PARENTING

William D. Tynan, PhD, Meghan M. Lines, Ph, Alfred I duPont Hospital for Children, Wilmington, DE

Brief Description of Workshop:

Positively changing parenting behavior requires the combination of motivational interviewing to empower parents, and the effective use of evidence supported guidance materials. This workshop instructs on how to evaluate parenting issues, assess readiness to change, and deliver needed advice and recommendations after parents have asked or agreed to it. Obstacles to success will be considered, along with methods to overcome them. Ultimately the goal of this workshop is to help providers work together with parents to use their dual expertise and knowledge of the child to achieve successful behavioral change.

Workshop C: REVIEWING ABSTRACTS FOR NATIONAL AND REGIONAL MEETINGS: YES YOU CAN!

Benard P. Dreyer, MD, NYU School of Medicine, New York, NY, Susan Berger, PhD, Northwestern University Feinberg School of Medicine, Chicago, IL, Madeleine U. Shalowitz, MD, MBA, NorthShore University HealthSystem, Evanston, IL

Brief Description of Workshop:

A highlight of the annual meetings of professional organizations is the presentation of selected, peer-reviewed scientific abstracts. However, most reviewers have received little or no formal training in the abstract review process. This highly interactive workshop will help build the skills of present, future, and potential abstract reviewers in Developmental-Behavioral Pediatrics. In addition, for fellows and junior faculty, the knowledge and skills acquired will contribute of producing better abstracts for submission of their own research.

Workshop D: EFFICIENT MODELS OF DBP PRACTICE: MAKING IT WORK FOR YOU!

Neelkamal Soares, MD, David Geffen School of Medicine at UCLA, Los Angeles, CA, Rebecca Baum, MD, Nationwide Children's Hospital, Columbus, OH

Brief Description of Workshop:

This workshop will feature a panel of practitioners who have championed efficient care models in their practice or organization. Clinicians from both private practice and academic settings will participate, and a health economist will provide insight into practice models and recommendations for practice change. Two additional perspectives will be woven throughout the workshop: the importance of the patient/family experience and the relevancy of training provided to DBP learners. This interactive workshop will address topics such as pre-visit workflow, visit workflow and post-visit workflow. Pre-

workshop data from participants will refine the objectives, and we will generate post-workshop activity for participants.

Workshop E: INVOLVING MINORS IN DECISIONS ABOUT MEDICAL AND MENTAL HEALTH CARE

Mary Ann McCabe, PhD, George Washington University School of Medicine, Falls Church, VA, Maryland Pao, M.D., National Institute of Mental Health, Bethesda, MD

Brief Description of Workshop:

Outside of contexts where minors are afforded legal autonomy for health care decisions, clinicians are faced with countless situations where they must determine how much to include minors in decision-making about health care, and how to work with families where parents and minors do not agree. There are still yet other situations where minors' risk-taking impacts clinicians' decisions about care. This pre-conference workshop will review the ethical, developmental and clinical considerations for involving minors in decision-making. Presenters will pose a number of clinical case examples for interaction with participants to illustrate the relative weight of these considerations in everyday practice.

Workshop F: SWIMMING UPSTREAM: MANAGING THE CHALLENGES OF AN ACADEMIC CAREER

Terry Stancin, PhD, MetroHealth Medical Ctr/CASE, Cleveland, OH, Susan L. Rosenthal, Ph.D., Columbia University, New York, NY

Brief Description of Workshop:

DBP faculty often face challenges in establishing academic success while they balance productivity demands and a personal life. Academic success depends upon: a) developing a career focus and academic home; b) establishing mentors, advocates and colleagues; and c) managing time wisely. All faculty face periods of time in which we feel like we are drowning or just barely treading water. This workshop will help DBP faculty recognize these risks in themselves or in the faculty they supervise, and will provide concrete tips to help faculty swim forward toward promotion and a successful academic career.