

SDBP Teaching DBPeds Workshop 2015

Friday, October 2, 2015

TIME	Room 1	Room 2	Room 3
1:00	Welcome & Orientation/Introduction		
1:15-2:40	<i>Common SESSION - A Scenario-based Simulation Activity for Teaching and Evaluating Professionalism in Developmental and Behavioral Pediatrics</i>		
2:45-3:45	Teaching Use of Behavioral/Emotional Rating Scales to All Levels of Residents 	Using Challenging Cases to Teach Developmental-Behavioral Pediatrics	Interprofessional Training: Pediatric & Psychology Trainees in Outpatient Settings 
3:45-4:00	Break		
4:00-5:30	Medical-Legal Partnership: a Unique Approach to Teaching Social Determinants of Health – 	Creating a Competency-Based Autism Curriculum for Pediatric Residents: Integrating Knowledge and Patient Care 	Community Advocacy Rounds: Using Adult Learning Methods to Teach Community Engagement 
5:30-5:50	Break with Refreshments		
5:50-6:50	Teaching Developmental Screening: Curriculum Ideas for Pediatric Residents and Clinics – 	Maximizing Your Impact: Evidence-Based Practices For Interdisciplinary Developmental/Behavioral Education – 	Teaching Pediatric Primary Care Providers about Postpartum Mood and Anxiety Disorders (PMADS) 
7:00-7:15	Wrap-up		



Interprofessional Training Track



Resident Training Track

Teaching WORKSHOP DESCRIPTIONS

A SCENARIO-BASED SIMULATION ACTIVITY FOR TEACHING AND EVALUATING PROFESSIONALISM IN DEVELOPMENTAL AND BEHAVIORAL PEDIATRICS

A simulation group learning activity based on actual or fabricated scenarios for teaching and evaluating Professionalism in DBP will be described and demonstrated. In small groups participants will engage in a trial of the technique, and then write a novel scenario that may be used in future sessions. Lastly, participants will suggest variations that might be made to individualize the technique to their own program's needs and resources.

TEACHING USE OF BEHAVIORAL/EMOTIONAL RATING SCALES TO ALL LEVELS OF RESIDENTS

As 40-50% of U.S. children will be diagnosed with a behavioral/emotional condition by 21 years of age, identification is paramount for pediatric residents at all levels of training. Well-standardized behavioral/emotional rating scales have sensitivities and specificities \geq to 70% thereby enabling both primary care screening for these conditions and DB specialty fellows to use them in identifying and monitoring behavioral/emotional conditions.

USING CHALLENGING CASES TO TEACH DEVELOPMENTAL-BEHAVIORAL PEDIATRICS

Challenging Cases, a regular feature in JDBP, take real-world cases from the practices of primary care pediatricians and through case summaries pose a teaching point to the reader. Commentaries directed to primary care practice by leading experts in the area are included to enhance the readers knowledge. d. The cognitive processes of developing a differential diagnosis

INTERPROFESSIONAL TRAINING: PEDIATRIC & PSYCHOLOGY TRAINEES IN OUTPATIENT SETTINGS

This session will discuss the benefits of integrating psychology trainees into resident continuity clinics, provide an example of how to implement this training model, and explore the challenges and solutions for implementing this training model.

MEDICAL-LEGAL PARTNERSHIP: A UNIQUE APPROACH TO TEACHING SOCIAL DETERMINANTS OF HEALTH

Medical-legal partnerships integrate the expertise of healthcare and legal professionals to address and prevent health-harming social and legal needs for patients. This workshop will explain how these partnerships work and how they can transform teaching the social determinants of health in Developmental-Behavioral Pediatrics.

CREATING A COMPETENCY-BASED AUTISM CURRICULUM FOR PEDIATRIC RESIDENTS: INTEGRATING KNOWLEDGE AND PATIENT CARE

Participants will learn about and develop tools to build an autism curriculum for residents and other learners in their practices. This will include developing measures of resident knowledge, ability and confidence as well as how to measure the success of the curriculum itself.

COMMUNITY ADVOCACY ROUNDS: USING ADULT LEARNING METHODS TO TEACH COMMUNITY ENGAGEMENT

In this interactive workshop, participants will practice using adult learning techniques to teach and evaluate trainees with regard to community engagement and working with diverse populations. Learners will participate in a series of activities that teach essential concepts to residents, fellows, non-clinicians, and colleagues. Concepts include the additive disadvantage for children with disability, minority group membership, poverty and social isolation; the influence of cultural differences on developmental evaluations and care; and how to help community groups cope with disasters. Topics will cover a broad range of cultural competency. During the session, participants will reflect on their own experiences; they will leave with concrete resources to support implementation of similar programs within their own training institutions. Material will be linked explicitly to developmental behavioral pediatrics board content specifications and to relevant evaluation Milestones.

TEACHING DEVELOPMENTAL SCREENING: CURRICULUM IDEAS FOR PEDIATRIC RESIDENTS AND CLINICS

- 1) Presenters will train the trainer on methods to establish a curriculum in developmental screening for Pediatric Residents and Community Practices.
- 2) Participants and presenters will share ideas on how to make a screening curriculum successful.

MAXIMIZING YOUR IMPACT: EVIDENCE-BASED PRACTICES FOR INTERDISCIPLINARY DEVELOPMENTAL/BEHAVIORAL EDUCATION

Professional organizations (American Board of Pediatrics, American Psychological Association, etc.) tell us *what* to teach our trainees, but little guidance is provided on *how* to help adult learners achieve competencies in these areas. This workshop will provide evidence-based strategies to maximize the educational impact for your interdisciplinary trainees.

TEACHING PEDIATRIC PRIMARY CARE PROVIDERS ABOUT POSTPARTUM MOOD AND ANXIETY DISORDERS (PMADS)

SDBP members have special knowledge of pediatric mental health issues and development. To capitalize on this knowledge, we will utilize a "train the trainer model". This presentation will focus on teaching attendees how to educate pediatric primary care providers on the topic of postpartum mood and anxiety disorders (PMADS). This will include providing the latest information on the epidemiology, screening rationale and instruments, referral sources, billing, and office implementation. Attendees will also learn how to develop an SDBP-sponsored webinar.

SDBP 2015 Annual Meeting Saturday, October 3, 2015
Pre-Meeting Half-Day Morning Workshops

9:00am – 12:00pm

Workshop A: INTERNATIONAL CLASSIFICATION OF DISEASES-10TH EDITION AND DEVELOPMENTAL AND BEHAVIORAL PEDIATRICS: USING A NEW VOCABULARY

Lynn M. Wegner, MD, University of North Carolina, Chapel Hill, NC, Lauren Boyd, MD, Loyola University Health System Stritch School of Medicine, Maywood, IL, Purnima Valdez, MD, Duke University, Durham, NC

Brief Description of Workshop:

Understanding ICD-10-CM as the transition occurs will enable workshop attendees to more easily and accurately document their patients' conditions. This workshop will include three parts: 1.A brief overview introduction to the World Health Organization International Classification of Diseases system. 2.A more lengthy discussion will be the use of the three ICD-10 volumes and a crosswalk between ICD-9 and ICD-10. 3.A hands-on session reviewing clinic notes and assigning ICD-10 codes. Attendees will be provided an electronic copy of a crosswalk developed by the SDBP Coding Committee between ICD-9-CM and ICD-10 developmental/behavioral relevant codes.

Workshop B: THE VALUE OF DBP SPECIALISTS IS IN THE EYE OF THE BEHOLDER: PERSPECTIVES OF FAMILIES, EDUCATORS, PAYERS AND EMPLOYERS

Neelkamal Soares, MD, Geisinger Health System, Lewisburg, PA, Rebecca Baum, MD, Nationwide Children's Hospital, Columbus, OH

Brief Description of Workshop:

The health care landscape is in the midst of a transformation from volume-based to value-based care, and increasingly, Developmental Behavioral Pediatric (DBP) clinicians will be challenged to define the value that their service provides. Value, is to some extent, in the eye of the beholder. Our workshop will engage important stakeholders, with speakers representing payers, administrators, educators, and families articulating expectations, experiences and perceived value of DBP from their perspectives. Using live and videoconferenced participation, presentations around key themes and open discussion will enable participants to consider actionable steps to engage the relevant stakeholders in their own communities or organizations.

Workshop C: PARENT-CHILD INTERACTION THERAPY: ADVANCING ITS APPLICATION

Kim R. Zlomke, PhD, Garet Edwards, MS, University of South Alabama, Mobile, AL

Brief Description of Workshop:

This workshop will introduce the core features of Parent Child Interaction Therapy (PCIT), a theoretically driven and empirically supported treatment protocol for disruptive child behavior. We will explore the processes of tailoring/adapting the treatment for new populations and settings. Contemporary research examining the application of PCIT to child internalizing problems, autism spectrum disorder, foster care, primary care, and parent psychopathology will be reviewed. Ultimately, the goal of the workshop is to inform providers on the empirical basis of the various applications of PCIT and to help providers identify components of PCIT which may be beneficial for integration into daily practice

Workshop D: JOURNAL OF DEVELOPMENTAL AND BEHAVIORAL PEDIATRICS' PUBLISHING ROUND TABLE

Carolyn E. Ievers-Landis, PhD, Rainbow Babies & Children's Hospital, UH Case Medical Center, Cleveland, OH, Lee M. Pachter, DO, Drexel University College of Medicine, Philadelphia, PA, Suzanne D. Dixon, MD, MPH, University of California-San Diego, La Jolla, CA, Glen P. Aylward, PhD, Southern Illinois University School of Medicine, Springfield, IL, Lynne C. Huffman, MD, Stanford University School of Medicine, Palo Alto, CA, Mary Sharkey, MFA, City College of New York, New York, NY, Arvin Garg, MD, MPH, Boston Univ, School of Med/Boston Medical Center, Boston, MA

Brief Description of Workshop:

Academic publishing is a pursuit requiring didactics, mentorship, and an arduous pursuit of the goal. This participatory workshop will be led by Journal of Developmental and Behavioral Pediatrics' editors and recent authors whose quests have been successful. Strategies for preparing high-caliber manuscripts, responding to editorial feedback, and achieving publication will be taught using multiple modalities. Prior to the workshop, attendees will receive initial drafts of published manuscripts. At the workshop, editors will discuss qualities of accepted and rejected manuscripts; successful authors will share how the revision process was mastered; and editor-led, small-group Round Table discussions will allow for personalized attention.

1:00pm – 4:00pm

Workshop E: COMPLEXITY-BASED CURRENT PROCEDURAL TERMINOLOGY CODING

Lynn M. Wegner, MD, University of North Carolina, Chapel Hill, NC, Michelle M. Macias, MD, Medical University of South Carolina, Isle of Palms, SC, Michele C. Laverdiere, MD, Children's Evaluation and Rehabilitation Center of the Albert Einstein College of Medicine/Children's Hospital at Montefiore, Bronx, NY, New York City, NY

Brief Description of Workshop:

This presentation will present a detailed process using evidence-based information to develop medical documentation for

pediatric developmental and mental health Evaluation and Management services. AAP and AACAP clinical guidelines, practice parameters, consensus based articles and NIH-funded studies provide the support for the suggestions. ADHD will be the clinical condition used as the example. Participants will have enough time to ask why elements were included. An example note for a Consultation-level 5, New Patient-level 5 and established-level 5 encounters will be reviewed by the group.

Workshop F: IMPROVING ACCESS IN DEVELOPMENTAL BEHAVIORAL CLINICS USING QUALITY IMPROVEMENT METHODOLOGY

Patricia M. Manning-Courtney, MD, Heather Johnson, PsyD, Cincinnati Children's Hospital Medical Center, Cincinnati, OH

Brief Description of Workshop:

Timely access to developmental behavioral evaluations is a well recognized challenge. Delay to evaluations ranges across programs, with 1 to 2 year waits not being uncommon. Two large, Midwestern Developmental Behavioral Pediatric programs (Cincinnati Children's Hospital Medical Center, and Columbus Nationwide Children's Hospital) participated in year long consultation from access specialists (Mark Murray and Associates) to improve access to various aspects of their clinical programs. Both sites made significant improvements in access, and continue to utilize strategies learned to maintain gains and make further improvements. Workshop participants will experience hands on learning of access principles and QI methodology.

Workshop G: THE NUTS AND BOLTS OF TREATING COMMON PEDIATRIC BEHAVIORAL SLEEP PROBLEMS

Lisa J. Meltzer, PhD, CBSM, National Jewish Health, Denver, CO, Valerie M. Crabtree, PhD, CBSM, St. Jude Children's Research Hospital, Memphis, TN, Judith A. Owens, MD, MPH, Boston Children's Hospital, Boston, MA

Brief Description of Workshop:

This clinical workshop will use a case-based learning format to enable the behavioral pediatrics practitioner to address commonly-encountered pediatric behavioral sleep problems (e.g., bedtime resistance, difficulties falling asleep, night wakings, anxiety-related sleep problems, circadian rhythm sleep-wake issues and unhealthy sleep practices). In addition, we will provide step-by-step guidance on how to deliver empirically-supported interventions within a busy clinical practice. The session will address sleep problems across developmental stages, from infants through adolescents, as well as sleep issues in children with special needs, including ADHD and autism. Finally, basic guidance will be provided regarding pharmacological interventions for pediatric insomnia.

Workshop H: EVALUATION OF CURRENT TRANSITION MODELS FOR YOUTH WITH DEVELOPMENTAL DISABILITIES (DD) AGING OUT OF PEDIATRIC PRACTICES

Irene C. Dietz, MD, Melissa ArmStrong - Brine, PhD, MetroHealth, Case Western SOM, Cleveland, OH

Brief Description of Workshop:

Transition of children and adolescents from pediatric to adult centered care systems can be difficult. Adolescents with developmental disabilities such as Autism Spectrum Disorder and ADHD, or Intellectual Developmental Disabilities are especially vulnerable and without natural adult counterparts to Developmental and Behavioral Pediatricians. This interactive course will introduce attendees to current knowledge around several models and the reported outcomes for individuals receiving services under these models. Following the workshop, participants will be able to better assess their own patient and practice needs, to prepare families, and cultivate local resources to meet the transition goals of their adolescent patients.