

SDBP Teaching DBPeds Workshop 2019

Friday, September 13, 2019

Time: 1:00 to 7:40 pm

TIME		
1:00-1:10pm	Welcome & Orientation/Introduction	
	Room 1	Room 2
BREAKOUT SESSION 1 1:10-2:40pm	Parent Power: Em“Power”ing Pediatric Resident Parents	Ditching the (Traditional) Didactic: Using Neuroscience to Maximize Learning
2:40-2:45		
BREAKOUT SESSION 2 2:45-4:15pm	Teaching the A, B, C’s (Self-Awareness, Bias, and Curiosity) to Promote Compassionate Communication and Effective Partnerships with Families	Page to Stage: Delivering the Science of Early Child Development through an Online, Animated Residency Curriculum
4:15-4:35	<i>Break with Refreshments</i>	
BREAKOUT SESSION 3 4:35-6:05pm	Teaching Pediatric Residents to Promote Positive Parent-Infant Interactions in Children Ages 0-2 Years from Low Income Families During Routine Well Child Pediatric Encounters	Innovations in NICU Follow-Up Education: Harnessing the Power of Flipped Classroom and Interdisciplinary Teams
6:05-6:10		
GENERAL SESSION 6:10-7:40pm	Doomsday Prepping: Preparing for a World without (Enough) Board-Certified Developmental-Behavioral Pediatricians	

[See Descriptions on following pages](#)

Teaching DBPeds Workshop – Descriptions

1:10pm-2:40pm - Breakout Session 1

PARENT POWER: EM“POWER”ING PEDIATRIC RESIDENT PARENTS

Lauren Beene, MD; Olga Guzovsky, MD; Marie Clark, MD, Rainbow Babies & Children's Hospital, Cleveland, OH; Sarah Nagle-Yang, MD, University Hospitals Cleveland, Cleveland, OH; Rena Menke, PhD; Maria Muzik, MD, University of Michigan, Ann, MI; Jamel Brown, MD; Jessica Goldstein, MD, Rainbow Babies & Children's Hospital, Cleveland, OH

Brief Description:

We have worked to develop a curriculum at Rainbow Babies and Children’s Hospital that optimizes self-care skills and parent-child attachment in resident parents using an attachment-based program called Mom Power, initially developed to help mothers dealing with toxic stress. The purpose of this workshop is to provide a practical approach for residency programs to use to improve the mental health of resident parents.

DITCHING THE (TRADITIONAL) DIDACTIC: USING NEUROSCIENCE TO MAXIMIZE LEARNING

Kristen Stefanski, MD, Akron Children's Hospital, Akron, OH, Stephanie Weber, PsyD, Cincinnati Children's Hospital Medical Center, Cincinnati, OH; Jacqueline Branch, MD, Akron Children's Hospital, Akron, OH

Brief Description:

This workshop aims to review neuroscience concepts and corresponding educational techniques which can enhance interactive, efficient instruction. Participants will learn to apply these educational strategies in order to maximize learning when tasked with teaching in a didactic format.

2:45pm-4:15pm – Breakout Session 2

TEACHING ABC’S (SELF-AWARENESS, BIAS, AND CURIOSITY) TO PROMOTE COMPASSIONATE COMMUNICATION/EFFECTIVE PARTNERSHIPS W/ FAMILIES

Paula Sullivan, PhD, Indiana University, Indianapolis, IN; Lynne Sturm, PhD; Holly Paauwe, BS, Indiana University School of Medicine, Indianapolis, IN

Brief Description:

Unexamined assumptions/implicit biases toward patients with developmental and/or behavioral diagnoses can prevent learners from listening with an open mind to stories of patients and families. Innovative, interactive teaching tools and activities can help DBPeds learners develop deepened self-Awareness, manage Biases and foster Curiosity about the individuality of their patients & families. Strengthening learners’ ABC capacities holds promise for reducing health care disparities in developmental behavioral pediatrics through building of stronger patient/family-provider partnerships.

PAGE TO STAGE: DELIVERING THE SCIENCE OF EARLY CHILD DEVELOPMENT THROUGH AN ONLINE, ANIMATED RESIDENCY CURRICULUM

Blair Hammond, MD, Mount Sinai Hospital, New York, NY; Sari Bar, DO, UT Southwestern, Dallas, TX; Susan Buttross, MD; Lauren Elliott, MSN, RN, CPNP, University of Mississippi Medical Center, Jackson, MS; Myo Thwin Myint, MD, Tulane University School of Medicine, New Orleans, LA; Quang-Tuyen Nguyen, MD, Health University of Utah, Salt Lake City, UT; Jeffrey Yang, MD, University of Southern California/ Keck School of Medicine, Los Angeles, CA; Carrie Quinn, MD, Mount Sinai Hospital, New York, NY

Brief Description:

Identifying developmental delays is a significant focus of pediatric education, however less effort has been given to training residents and fellows on how to promote early child development. This workshop will explore current educational efforts in this area and both view and discuss implementation of a free, online curriculum, Keystones of Development, that trains pediatric residents to promote parenting behaviors that foster strong parent child relationships and optimal development.

4:35pm-6:05pm – Breakout Session 3

TEACHING PEDIATRIC RESIDENTS TO PROMOTE POSITIVE PARENT-INFANT INTERACTIONS IN CHILDREN AGES 0-2 YEARS FROM LOW INCOME FAMILIES DURING ROUTINE WELL CHILD PEDIATRIC ENCOUNTERS

Kenneth Telleran, MD, Maryland American Academy of Pediatrics, Baltimore, MD; Anna Maria Wilms-Floet, M.D., Kennedy Krieger Institute, Baltimore, MD; Dana Silver, M.D., The Herman and Walter Samuelson Children's Hospital at Sinai, Baltimore, MD

Brief Description:

The GROW YOUR KIDS: TREE (Talk Read Engage Encourage) program developed by the Maryland American Academy of Pediatrics is an innovative, low cost, easily implemented, replicable, sustainable and positive brief intervention that can be delivered during well child visits. Pediatric residents are taught to encourage parents to reflect on the kinds of things they enjoy doing with their young children by incorporating toys and books into the well child encounter and providing a schema for parents to understand child development and to continue to talk, read and play with their young children at home.

INNOVATIONS IN NICU FOLLOW-UP EDUCATION: HARNESSING THE POWER OF FLIPPED CLASSROOM AND INTERDISCIPLINARY TEAMS

Marie A. Clark, MD,MPH; Carrie Cuffman, MD, Rainbow Babies and Childrens Hospital, Cleveland, OH; Lauren Boyd, MD, Loyola University Health System, Chicago, IL; Kristin Hannibal, MD, Children's Hospital of Pittsburgh, Pittsburgh, PA; Sai Iyer, MD, UCLA David Geffen School of Medicine, Los Angeles, CA; Katherine Steingass, MD, Nationwide Children's Hospital, Columbus, OH

Brief Description:

At this interactive workshop, participants will discuss the development of a novel, interdisciplinary NICU Follow-Up case-based curriculum created by an international group of collaborators (workshop participants will have special early access to the curriculum). The workshop will focus on the process used to create a curriculum addressing needs of learners from a variety of disciplines at different stages of training and practice settings, the merits and challenges of a flipped classroom approach, and how appropriately to evaluate both curriculum and learners.

6:10-7:40pm – General Session

DOOMSDAY PREPPING: PREPARING FOR A WORLD WITHOUT (ENOUGH) BOARD-CERTIFIED DEVELOPMENTAL-BEHAVIORAL PEDIATRICIANS

Robert G. Voigt, MD, Meyer Ctr for Developmental Peds/TX Children's Hospital, Houston, TX; Adiaha Spinks-Franklin, MD; Kathryn Ostermaier, MD; Renee Rodrigues-D'Souza, MD; Sonia Monteiro, MD; Noel Mensah-Bonsu, MD; Jennifer Swanson-Zamora, MD; Dinah Godwin, LCSW, Baylor College of Medicine, Houston, TX; Jessica Smith, LMSW, Texas Children's Hospital, Houston, TX; Jennifer Cervantes, MSW; Maja Katusic, MD; Veronica Villarreal, MD; Lisa Pham, DO; Candice Allen, MD, Baylor College of Medicine, Houston, TX; Michelle Yu, NP, Texas Children's Hospital, Houston, TX; Annie Kennelly, MD; Holly Hodges, MD; Jonathan Porter Castillo, MD, MPH; Heidi Castillo, MD, Baylor College of Medicine, Houston, TX; Jennifer Evans, BBA, Texas Children's Hospital, Houston, TX

Brief Description:

While chronic renal disease affects 0.008% of the pediatric population, 711 pediatric nephrologists are certified by the American Board of Pediatrics. If it takes 711 nephrologists to care for this portion of the pediatric population, then it will take 2,221,875 board-certified developmental-behavioral pediatricians (DBP's) to provide longitudinal care for the 25% of the pediatric population with developmental-behavioral disorders; however, there are currently only 761 board-certified developmental-behavioral pediatricians, leaving a shortfall of 2,221,114 DBP's, which clearly demands that the focus of DBP education be on teaching current and future primary pediatric health care professionals to provide longitudinal developmental medical care.