

SDBP 2019 Workshops – Teaching DBPeds & Half Day Workshops

SDBP Teaching DBPeds Workshop 2019

Friday, September 13, 2019

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 Tellerman, 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, Kendall German, MD, UW Medical Center, Seattle Children's Hospital, Seattle, WA

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 Center for Developmental Peds/TX Children's Hospital, Houston, TX; Kathryn Ostermaier, MD; Renee Rodrigues-D'Souza, MD; Sonia Monteiro, MD; Noel Mensah-Bonsu, MD; Dinah Godwin, LCSW, Baylor College of Medicine, Houston, TX; Jessica Smith, LMSW, Texas Children's Hospital/Baylor College of Medicine, 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, Baylor College of Medicine, Houston, TX; Holly Hodges, MD, Boston Children's Hospital, Boston, MA; Jennifer Evans, BBA, Texas Children's Hospital, Houston, TX, United States; Sherry Vinson, MD; Leandra Berry, PhD; Sarah Risen, MD, Baylor College of Medicine, 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.

SDBP Half Day Workshops

Friday, September 13, 2019, 1:00pm – 4:00pm (Three Workshops A – C)

Workshop A: INTEGRATING RESEARCH INTO YOUR CLINICAL PRACTICE

Beth Wildman, PhD, Kent State University, Kent, OH; Alan Mendelsohn, MD, New York University School of Medicine and Bellevue Hospital Center, New York, NY; Rebecca A. Hazen, PhD, Rainbow Babies and Children's Hospital, Cleveland, OH; Eugenia Chan, MD, MPH, Boston Children's Hospital, Boston, MA; Cy Nadler, PhD, Children's Mercy Kansas City, Kansas City, MO; Diane Langkamp, MD, MPH, Akron Children's Hospital, Akron, OH; Katharine Zuckerman, MD, MPH, Oregon Health & Science University, Portland, OR

Brief Description of Workshop:

The workshop is targeted to developmental and behavioral pediatric professionals whose primary role focuses on providing clinical care and are interested in expanding their research skills. This session will address designing a clinical research study (e.g. medical chart review studies, observation studies within your own practice, conducting high quality research without a control group) and choosing appropriate methods (e.g. measure selection vs. creating your own measure). Learning will be enhanced by small group discussions with facilitators who regularly engage in research. Workshop participants should bring ideas for potential projects. Participants may include professionals at any career stage.

Workshop B: PRACTITIONER'S GUIDE TO PSYCHOLOGICAL ASSESSMENT ISSUES IN DEVELOPMENTAL-BEHAVIORAL PEDIATRICS

Cy Nadler, PhD, Children's Mercy Kansas City, Kansas City, MO; Jessica Emick, PhD, Fielding Graduate University, Cleveland, OH; Glen Aylward, PhD, Southern Illinois University School of Medicine, Springfield, IL; Deborah Potvin, PhD, Children's National Health System, Washington, DC; Melissa Armstrong, PhD, MetroHealth Medical Center, Cleveland, OH; Elizabeth Hastings, MD, Children's Mercy Kansas City, Kansas City, MO; Kiryl Shada, MS, MetroHealth Medical Center, Cleveland, OH

Brief Description of Workshop:

Developmental-behavioral pediatricians and other pediatric professionals regularly engage in a wide range of psychological assessment activities, including the administration of standardized tests and clinical decision-making based on the interpretation of reports and rating scales. This workshop will facilitate interprofessional communication about psychological assessment issues through a sequence of didactics and case discussions. Following a review of foundational concepts related to test construction, selection, and administration issues, presenters will convey information about emerging tools and technologies relevant to psychological assessment. Finally, the audience will participate in the application and integration of foundational concepts and emerging trends through case-based discussion.

Workshop C: WHAT ARE YOU? RACIAL AND ETHNIC IDENTITY DEVELOPMENT IN CHILDREN, ADOLESCENTS AND ADULTS

Adiaha Spinks-Franklin, MD, MPH, Texas Children's Hospital/Baylor College of Medicine, Houston, TX; Irene Loe, MD, Lucile Salter Packard Children's Hospital/Stanford University, Palo Alto, CA; Tahira Adelekan, MD, Dayton Children's Hospital, Dayton, OH; Lorena Ferreira Corzo, MD, Rush University Children's Hospital, Chicago, IL; Shruti Mittal, MD, Medical University of South Carolina, Charleston, SC; Hanein Edrees, MD, Cincinnati Children's Hospital Medical Center, Cincinnati, OH; July Jean-Cuevas, MD, Children's Mercy Kansas City, Kansas City, MO; Purnima Valdez, MD, Duke University School of Medicine, Durham, NC; Tanya Froehlich, MD, Cincinnati Children's Hospital Medical Center, Cincinnati, OH; Jessica Smith, LMSW, Texas Children's Hospital, Houston, TX; Silvia Pereira-Smith, MD, Medical University of South Carolina, Charleston, SC; Jennifer Walton, MD, MPH, Nationwide Children's Hospital, Columbus, OH; Lee Pachter, DO, Nemours/Al duPont Hospital for Children, Wilmington, DE; Yi Hui Liu, MD, University of California San Diego, San Diego, CA; Jeffrey H. Yang Yang, MD, Children's Hospital Los Angeles/Keck School of Medicine of University of Southern California, Los Angeles, CA; Lisa Pham, DO, Texas Children's Hospital/Baylor College of Medicine, Houston, TX

Brief Description of Workshop:

Racial/Ethnic Identity Development (R/EID) refers to the process of drawing meaning from one's experiences based on membership of a particular racial/ethnic group within the US. William Cross, PhD developed the Cross Model on

the Psychology of Nigrescence (1971), the Black Racial Identity model. There are now models of R/EID for most cultural groups in the US. Racial/ethnic identity development influences children's worldview, school experiences, parenting practices, & lifetime outcomes. This workshop will train Developmental-Behavioral Professionals to describe models of R/EID and acquire skills to support children and families through this process.

Saturday, September 14, 2019, 9:00am-12:00pm (Five Workshops D – H)

Workshop D: A HIGHER CALLING: ADVOCACY SKILLS FOR CAPITOL HILL AND BEYOND

Robert Keder, MD, Connecticut Children's Medical Center, University of Connecticut, Farmington, CT; Jennifer Cervantes, MSW, Baylor College of Medicine, Houston, TX; Sarah DeMaio, MSW, Association of University Centers on Disabilities (AUCD), Silver Spring, MD; Dinah Godwin, MSW, Texas Children's Hospital / Baylor College of Medicine, Houston, TX; Shruti Mittal, MD, Medical University of South Carolina, Charleston, SC; Marsheena Murray, PhD, Case Western Reserve University School of Medicine/MetroHealth Medical Center, Cleveland, OH; Adiaha Spinks-Franklin, MD, Baylor College of Medicine, Houston, TX; Marisa Toomey, MD, University of Kentucky Medical School/Kentucky Children's Hospital, Lexington, KY; Jenna Wallace, PsyD, West Virginia School of Medicine, Morgantown, WV; Rylin Rodgers, BA, Association of University Centers on Disabilities (AUCD), Silver Spring, MD

Brief Description of Workshop:

This year's workshop provides trainees and practicing professionals in developmental and behavioral pediatrics-related fields with the tools they need to effectively advocate at the federal level. A combined effort of the SDBP Advocacy and Trainee & Recent Graduate Committees, this workshop capitalizes on the SDBP meeting location in Washington, DC by providing opportunities for attendees to practice a variety of skills related to legislative advocacy; including effectively framing messages for and delivering them to policy makers in preparation for legislative visits.

(Please note: There are additional Advocacy sessions throughout the meeting. The Advocacy Committee is also planning a visit to Capitol Hill on Monday – if you are interested in the visit, you must register for it separately [and there will be an additional session to guide and prepare those for the federal legislative advocacy hill visits.]

Workshop E: PSYCHOLOGICAL FIRST AID FOR THE BUSY CLINICIAN: A SAFETY AND PREPAREDNESS APPROACH TO PROVIDING CARE AND ESTABLISHING TRUST FOR OUR PATIENTS WITH DEVELOPMENTAL TRAUMA, SUICIDALITY, & SERIOUS MENTAL ILLNESS

Jason Fogler, PhD, Boston Children's Hospital, Boston, MA; Kenneth Allen, PhD, Santa Clara Valley Medical Center, San Jose, CA; Michelle Hardell, PsyD, County of Santa Clara Health System, Santa Clara, CA; Brittany Myers, PhD, MetroHealth Medical Center, Cleveland, OH; Randall Phelps, MD, PhD, Oregon Health Sciences University, Eugene, OR

Brief Description of Workshop:

Traumatized children often present with behaviors confounding to parents, special education teams, and other professionals. These behaviors in children and adolescents can mimic those of ADHD, ASD, and other disorders outlined in the DSM-5, and their intermittent and unpredictable nature requires a more flexible treatment approach. We will review challenges to identifying the effects of traumatic stress and provide strategies to work with these children more effectively based on experience consulting to schools, parents, and other professionals. This interactive workshop teaches hands-on skills for managing psychiatric crises resulting from developmental trauma, suicidality, or psychosis in time-limited settings.

Workshop F: HELPING FAMILIES AND OURSELVES COPE WITH CHALLENGING DIAGNOSES: A MULTI-DISCIPLINARY EXPLORATION OF GRIEF IN DEVELOPMENTAL BEHAVIORAL PEDIATRICS

Daniel Wilder Larrow, MD,FAAP, University of Kentucky, Lexington, KY; Christine Ross, M.Div, BCC, Kentucky Children's Hospital, UK HealthCare, Lexington, KY; Caitlin Allen, PhD, University of Kentucky, Lexington, KY; Georgia Dunagan, BSN, JD, MASF, UK HealthCare, Lexington, KY; Melanie Tyner-Wilson, MA, University of Kentucky, Lexington, KY; Ana Villalobos-Acosta, MD, University of Kentucky College of Medicine, Lexington, KY

Brief Description of Workshop:

Developmental-behavioral pediatrics professionals from all levels and disciplines will explore acute and chronic grief in both families and providers. A multidisciplinary team will lead this session including a DBP pediatrician; pediatric chaplains; a clinical psychologist; a triple board resident and a family support specialist who is also a parent of a young adult with Autism and an Intellectual Disability. Workshop leaders will guide participants in strategies for recognizing grief in our patient families as well as ourselves and offer practical strategies for coping, including how to give difficult news to parents.

Workshop G: APPLYING THE SPECTRUM OF OBESITY TREATMENTS FOR CHILDREN AND ADOLESCENTS WITH DEVELOPMENTAL DISABILITIES: FROM BEHAVIORAL INTERVENTIONS TO SURGERY

Eleanor Mackey, PhD, Children's National Health System, Washington, DC; Adelle Cadieux, PsyD, Michigan State University/Helen DeVos Children's Hospital, Grand Rapids, MI; Elizabeth Getzoff Testa, PhD, Mt. Washington Pediatric Hospital, Baltimore, MD; Meredith Dreyer Gillette, PhD, Children's Mercy - Kansas City, Kansas City, MO; Nazrat Mirza, MD; Evan Nadler, MD, Children's National Health System, Washington, DC

Brief Description of Workshop:

Children and adolescents with developmental disabilities are more likely to have obesity than their peers. However, treatments for obesity are not often tailored to this group's specific needs in order to provide them optimal treatment for the disease. This multidisciplinary presentation will describe treatment approaches for these children and adolescents ranging from behavioral treatments, medication management, and bariatric surgery, providing practical information as well as ethical considerations.

Workshop H: TRANSITION PLANNING FOR YOUTH WITH NEURODEVELOPMENTAL DIAGNOSES: BEST PRACTICES TO ADDRESS COMPLEX CARE NEEDS AND BEHAVIORAL HEALTH

Whitney Herge, PhD, Texas Scottish Rite Hospital for Children, Dallas, TX; Veronica Meneses, MD, UTSW, Dallas, TX; Mackenzi Summers, MS, CTRS; Julie Rogers, LCSW-S, Texas Scottish Rite Hospital, Dallas, TX

Brief Description of Workshop:

Targeting developmental behavioral professionals of all disciplines and experience levels, this workshop will increase knowledge and skills in transition planning. Professionals in Psychology, Developmental-Behavioral Pediatrics, Social Work, and Therapeutic Recreation will lead the session, highlighting a biopsychosocial approach to transition and outlining the consensus report from the AAP, ACP, and AAFP, along with the Child Neurology Foundation recommendations. Conceptualization and implementation details of a pilot program at a specialized pediatric hospital will serve to illustrate the extraordinary needs posed by a complex neurodevelopmental disorder. Participants will practice transition planning through small group case discussions and sample policy development.