

SDBP 2026 Teaching DBP: An Interactive Workshop

Saturday, October 24, 2026

Time: 9:00am to 4:00pm Central



The focus of this workshop is the enhancement of faculty teaching and evaluation skills for those who participate in the developmental-behavioral training of learners from a variety of professional fields and educational levels (i.e., graduate-level, medical school, residency, fellowship). The workshop is designed to equip participants with the necessary knowledge and tools to implement similar teaching and evaluation methods in their local programs.

TIME - Central	<i>Room 1</i>	<i>Room 2</i>
Breakout Session 1 9:00-10:30am	"You can't light yourself on fire to keep other people warm." Teaching Pediatric Trainees How to Set Physician-Patient Boundaries to Prevent Burnout	How Accessible is Your Training Program? Practical Strategies to Build Intentionally Inclusive Learning Environments for Neurodivergent Trainees
10:30-10:45am	<i>Break</i>	
	<i>Room 1</i>	<i>Room 2</i>
Breakout Session 2 10:45-12:15pm	Real-Time Real Learning: Making EPAs Work in Everyday Clinical Practice	Small Bites Big Impact: Embedding Microlearning into EPA-Focused DBP Training
12:15-12:45pm	<i>Lite Lunch & Announcements</i>	
	<i>Room 1</i>	<i>Room 2</i>
Breakout Session 3 12:45-2:15pm	Engaging Pediatric Residents and Medical Students on DBP Rotation Through Use of the ASD-PEDS Autism Evaluation Tool	From Awkward to Awesome: Mastering Feedback for Learners
2:15-2:30pm	<i>Break</i>	
Breakout Session 4 2:30-4:00pm	Advanced Practice Provider Fellowships in Developmental-Behavioral Pediatrics: Developing and Operationalizing Subspecialty Training for APPs	Ignite the Spark: Creating an Educator Toolbox to Engage Learners with Different Interests and Experiences

See Descriptions on the following pages...

Breakout Session 1 – TWO options

"You can't light yourself on fire to keep other people warm." Teaching Pediatric Trainees How to Set Physician-patient Boundaries to Prevent Burnout

Sara Shank, Ochsner Children's Hospital; Janki Patel, DO, FAAP, Baylor College of Medicine; Veronica Villarreal, MD, FAAP, Baylor College of Medicine San Antonio; Ashley Dimitri, MSN, APRN, FNP-C; Magdalena Houssay, MD, FAAP; Virginia Hatch, PhD, Ochsner Children's Hospital; Ashle Harris, LCSW, Therapeutic Partners; William Alfred, BA, Louisiana State University

Description

Physician-patient boundaries, the interpersonal limits placed on behavior within a clinical relationship, protect patients and providers alike; setting physician-patient boundaries has a positive impact on the physician's health and well-being by protecting against burnout in addition to positive impacts on patient care. By attending this workshop, participants will learn to use an original toolkit to teach pediatric residents and developmental behavioral pediatrics (DBP) fellows to self-assess their current practice of boundary setting in clinical care and engage in preplanning of boundaries while using evidence-based cognitive behavioral therapy (CBT)- and dialectical behavioral therapy (DBT)-based strategies.

Learning Objectives

1. Explore perceived distress and the frequency of boundary use in practice with pediatric residents and DBP fellows using a self-assessment tool; 2. Provide pediatric residents and fellows with the CBT- and DBT-based mnemonics that focus on identifying and restructuring unhelpful thoughts that make boundary-setting difficult while emphasizing effective communication; 3. Utilize a boundary planning worksheet to coach residents and fellows on identifying individualized triggers, desired boundaries, potential barriers, and preplanned language. This includes measurable, specific, timely boundaries, consequences, and alternatives to be offered in clinical scenarios. Additionally, common scenarios will be provided via decision trees for trainees to reference.

Target learner group

DBP Fellowship and Rotation/Clerkship Directors, DBP faculty, DBP fellows, pediatric and family medicine residents, medical students interested in pediatrics and DBP, General Pediatric faculty, APPs, social workers, psychologists, or anyone who works with learners at any level of training.

How Accessible is Your Training Program? Practical Strategies to Build Intentionally Inclusive Learning Environments for Neurodivergent Trainee

Marie Clark, Texas Children's Hospital; Emily Wassmer, MD, IBCLC, Children's Hospital of Philadelphia; Elisa Muñiz, MD, Children's Hospital at Montefiore/Albert Einstein College of Medicine; Anson Koshy, MD, MBE, Children's Hospital of Richmond at VCU; Robert D. Keder, MD, Connecticut Children's / University of Connecticut School of Medicine; Matthew Deel, MD, UAMS Health; Shayna Hamiel, DNP, APRN, CPNP-PC, PMHS, TMS/Well-Being Center; Bethany Ziss, MD, Allegheny Health Network

Description

Recognition of neurodivergent learners (i.e. trainees with ADHD, autism, specific learning disorders, and/or other neurodevelopmental differences) within medical education is increasing. The viewpoints of these trainees are necessary to enrich the clinical training environment, particularly within the field of developmental-behavioral pediatrics. However, many training programs remain structured around neurotypical expectations, creating barriers that limit the success and well-being of neurodivergent trainees. This interactive workshop will introduce educators to anti-ableist approaches to medical education, focusing on curricular adaptations and practical strategies that increase accessibility and support the flourishing of neurodivergent learners. Participants will explore evidence-based approaches to curricular design, effective mentorship, meaningful evaluation measures, and inclusive learning environment design through case-based discussions and examination of common institutional barriers. Attendees will leave with a developmental behavioral pediatrics-focused anti-ableist resource kit to implement neurodiversity-affirming practices within their own programs.

Learning Objectives

1. Discuss the biopsychosocial model of disability and the neurodiversity paradigm, as well as related structural and cultural barriers faced by clinical trainees with neurodevelopmental differences (whether recognized or unrecognized); 2. Apply inclusive educational strategies throughout the curriculum and cultural milieu that support

neurodivergent learners in didactic education, clinical supervision and feedback/assessment; 3. Implement an individualized plan to disseminate neurodiversity-informed educational practices within the home institution

Target learner group

DBP Rotation/Clerkship Directors, DBP faculty and fellows, General Pediatric faculty, APPs, social workers, psychologists, or anyone who supervises or mentors learners within medical education.

Breakout Session 2 – TWO options

Real-Time Real Learning: Making EPAs Work in Everyday Clinical Practice

Kristen Stefanski; Jacqueline Branch, MD; Dami Omoniyi, MBBS, MSc, Akron Children's; Jayna Schumacher, MD, Cincinnati Children's Hospital; Holly Harris, MD, Texas Children's Hospital; Audrey Christiansen, MD, Boston Medical Center; Delaney Hernick, MD, Akron Children's; Jill Fussell, MD, Arkansas Children's Hospital; Emily Myers, MD, Seattle Children's Hospital

Description

As fellowship programs expand their approach to competency-based medical education with a focus on entrustable professional activities (EPAs), collection of robust data to inform entrustment decisions is imperative. In this interactive workshop, participants will explore EPA-aligned evaluation strategies with a focus on integrating real-time workplace-based assessments into everyday clinical practice.

Learning Objectives

1. Describe entrustable professional activities (EPAs) and their role in competency-based medical education and appraise EPA-aligned evaluation strategies and tools; 2. Design a workplace-based assessment focused on DBP EPAs that meets their own program needs; 3. Use WBA-generated data for formative and summative feedback

Target learner group

This workshop will be most applicable for DBP fellowship program directors, associate program directors, and core faculty. It may also be valuable for residency core faculty and DBP fellows.

Small Bites Big Impact: Embedding Microlearning into EPA-Focused DBP Training

Kathryn Ostermaier, MD; Jamar Borland, MD; Jennifer Cervantes, LCSW; Marie Clark, MD; Rosina Connelly, MD; Johanna Domer, MD; Nikki Gambhir, MBChB; Dinah Godwin, LCSW; Caitlyn Gold, MD; Holly Harris, MD; Stacey Hudspeth, MSN; Jinsook Huh, MD; Rashida Jawadwala, MD; Erica Laber, MD; Steven Lazar, MD; Nicholas Mulvihill, MD; Noel Mensah-Bonsu, MD; Sonia Monteiro, MD; Janki Patel, DO; Vikram Siberry, MD; Jennifer Swanson-Zamora, MD; Erica Villalobos, MD; Veronica Villarreal, MD, Texas Children's Hospital- Baylor College of Medicine

Description

This interactive workshop will demonstrate how microteaching strategies such as the **One-Minute Preceptor** and the **SNAPPS (Summarize, Narrow, Analyze, Probe, Plan, Select) model** can be embedded into the Developmental-Behavioral Pediatrics (DBP) resident rotation to create high-yield, time-efficient teaching moments that appeal to today's learner. Participants will learn how these structured approaches promote clinical reasoning, targeted feedback, and direct observation that naturally map to general pediatric Entrustable Professional Activities (EPAs). Through practical examples and brief application exercises, attendees will leave with ready-to-use tools to intentionally link everyday teaching encounters to EPA-informed resident assessment in DBP.

Learning Objectives

1. Describe how microteaching frameworks such as the One-Minute Preceptor and SNAPPS model support clinical reasoning and direct observation in DBP; 2. Apply at least one microteaching strategy to a common DBP clinical scenario to facilitate resident EPA-informed assessment and feedback; 3. Identify specific opportunities within the DBP rotation to intentionally link microteaching encounters to relevant general pediatric EPAs for documentation and competency-based assessment of residents.

Target learner group

DBP Resident Rotation/Clerkship Directors, DBP faculty, DBP fellows, General Pediatric faculty, APPs, social workers, psychologists, or anyone who works with learners at any level of training.

Breakout Session 3 – TWO options

Engaging Pediatric Residents and Medical Students on DBP Rotation Through Use of the ASD-PEDS Autism Evaluation Tool

Cassandra Conrad; Sara Williams, MD, Cincinnati Children's Hospital Medical Center

Description

Attendees will be provided a toolkit on how to engage resident and medical students in learning about autism evaluation in young children (18-36 months) through use of the Autism Spectrum Disorder-Pediatric Evaluation and Diagnostic Screen (ASD-PEDS). The ASD-PEDS is a free, 15–30-minute, play-based observation tool developed to assess autism-related behaviors in toddlers and young children. It uses low-cost, common toys to observe social communication, play skills, and restricted/repetitive behaviors in clinical or home settings. The session will include a live demonstration of the tool and how to use it to facilitate active engagement of residents and medical students in the clinical setting. The session will also provide instruction on how it can be used to teach the DSM-V criteria for autism spectrum disorder and to demonstrate key features of development such as shared enjoyment and joint attention.

The ASD-PEDS was created by the Vanderbilt Kennedy Center as a free tool developed for the observation of autism-related behaviors in toddlers and young children. We have received permission from the authors to use their tool as the subject of this educational workshop.

Learning Objectives

1. Participants learn to administer the ASD-PEDS and teach it to residents and medical students; 2. Participants learn a method to involve residents and medical students in autism evaluations where the learner can very actively participate and discuss behavioral observations and their diagnostic impression as part of the diagnostic team.

Target learner group

DBP Rotation/Clerkship directors, general DBP faculty, DBP fellowship faculty, DBP fellows when acting as teachers.

From Awkward to Awesome: Mastering Feedback for Learners

Kristen Stefanski, Akron Children's; Steph Weber, PsyD, MPH, Cincinnati Children's Hospital Medical Center; Delma Mark, MD; Nina Kuei, MD, Akron Children's; Pam Williams-Arya, MD; Jen Smith, PsyD, BCBA-D, Cincinnati Children's Hospital Medical Center

Description

Meaningful, effective feedback is essential to learner development, yet it can be challenging to deliver well. In this interactive workshop, participants will explore and practice applying an evidence-based feedback framework to enhance their feedback skills.

Learning Objectives

1. Analyze common facilitators and barriers that influence the effectiveness of feedback conversations in healthcare environments; 2. Recognize and reflect on their own conflict-resolution trends and identify how these patterns interact with learners' responses during challenging feedback moments and practice distress-tolerance strategies they can use themselves and coach learners to use for high-stress or emotionally charged interactions.; 3. Implement the R2C2 (Relationship, Reaction, Content, Coaching) model to provide feedback during structured performance assessments in clinical settings.

Target learner group

This workshop is applicable to all involved in teaching developmental-behavioral pediatrics, within any field, for any level of trainee.

Breakout Session 4 – TWO options

Advanced Practice Provider Fellowships in Developmental-Behavioral Pediatrics: Developing and Operationalizing Subspecialty Training for APPs

Margaret Mitchell, DNP, CRNP, CPNP-PC, PMHS=Kaitlin McHenry, DNP, CRNP, CPNP-PC, PMHS; Carissa Jackel, MD; Melissa Fedor, MSN, CRNP, CPNP-PC, Children's Hospital of Philadelphia

Description

This workshop will provide a practical framework and toolkit to guide the development and implementation of an Advanced Practice Provider (APP) Fellowship in Developmental and Behavioral Pediatrics (DBP). The workshop will address key components of curriculum, strategies to address common barriers and integration of APP fellowships within DBP practices.

Learning Objectives

1. Identify existing educational frameworks and institutional resources and including integrating APP fellowship training into existing educational structures within DBP practices; 2. Discuss common barriers in developing an APP fellowship in DBP and apply potential solutions; 3. Identify tools to evaluate fellows and educators, including strategies for feedback collection and program assessment.

Target learner group

APPs (PAs, NPs), APP leadership, DBP faculty, fellowship program directors, and program administrators (and those seeking insight into APP training within subspecialty care).

Ignite the Spark: Creating an Educator Toolbox to Engage Learners with Different Interests and Experiences

Lianna Lipton, Boston Children's Hospital; Nina Alfieri, MD, MS, Lurie Children's Hospital, Northwestern University Feinberg School of Medicine; Michael Gaffney, MD, Boston Children's Hospital; Katie Lipman, MD, Cleveland Clinic Children's Hospital; Brittany Schwarz, MD, MEHP, Johns Hopkins University School of Medicine; Infant Neurodevelopment Center/Kennedy Krieger

Description

Engaging learners in developmental-behavioral pediatrics (DBP) clinic can be challenging when learners come with differing levels of prior knowledge and varied interest in the field. While most rotating pediatric residents do not ultimately pursue DBP, they still benefit greatly from understanding core DBP principles that will inform their future practice. In this workshop, participants will dive into various hands-on exercises to help them quickly and effectively tailor their teaching to the individual learner. Using principles of Adult Learning Theory, attendees will explore practical strategies that make “on-the-fly” instruction both dynamic and learner-centered. They will build a matrix table identifying topics that intersect between DBP and the learner’s potential career path, design a chalk talk that is the appropriate scope for the learner’s level, and practice using case-based discussions to assess and build on a learner’s prior knowledge in real time. These techniques are intended to be useful for teaching in a small amount of time in clinical settings. Participants will leave with tools they can take back to their home institution to teach while fostering engagement and making learning relevant and exciting to anyone rotating in DBP.

Learning Objectives

1. Recognize key universal design principles and how they can guide and enhance teaching strategies for learners; 2. Generate a “matrix table” teaching tool that participants can use in practice to engage and connect with learners of various levels/interests on DBP rotations; 3. Design an educational tool for a DBP topic that can be put into immediate use during teaching interactions with learners.

Target learner group

This workshop will be broadly applicable to those who facilitate training medical learners at all levels (students, residents, fellows). The teaching techniques practiced in this session can be applied to a variety of trainee types, including medical, psychology, and advanced practice providers.