

SDBP Teaching DBPeds Workshop 2018

Friday, September 14, 2018

Time: 1:00 to 7:15 pm

TIME		
1:00-1:15 pm	Welcome & Orientation/Introduction	
	Room 1	Room 2
BREAKOUT SESSION 1 1:15-2:45	A Collaborative Approach to Teaching: Improving Development & Behavioral Health in Children with Medical Complexity	Harnessing the Power of Technology to Promote Optimal Learner Development
2:45-2:50		
BREAKOUT SESSION 2 2:50-3:50	Social-Emotional Screening in Practice: Teaching Trainees & Clinicians How to Screen & What to do Next	Partnering with Parents to Promote Brain Development: Innovations in Resident Education – Online Curriculum – <i>“Keystones to Brain Development – Weaving Attachment, Autonomy and Executive Function into the Well Child Visit”</i>
3:50-4:10	<i>Break with Refreshments</i>	
BREAKOUT SESSION 3 4:10-5:25	Mental Health Assessment & Intervention: Teaching the Next Generation of Medical Providers in a Changing Health Care Environment	Incredible Years: Teaching Parenting Skills to Pediatric Trainees
5:25-5:30		
GENERAL SESSION 5:30-7:00	Survival of the Fittest: A Call to Action for Developmental-Behavioral Educators to Prevent Extinction of the Species	
7:00PM	Wrap-up and invitation to the Committee Meeting	

Teaching DBPeds Workshop – Descriptions

1:15-2:45pm

A COLLABORATIVE APPROACH TO TEACHING: IMPROVING DEVELOPMENT & BEHAVIORAL HEALTH IN CHILDREN WITH MEDICAL COMPLEXITY

Michelle Thomas, MD; Veronica Bordes Edgar, PhD; Sari Bar, DO; Katherine Maddox, MD, UT Southwestern, Dallas, TX

Brief Description:

This workshop describes a successful collaboration between complex care pediatricians, developmental behavioral pediatrics (DBP) and neuropsychology aimed at improving developmental and behavioral outcomes in children with medical complexity. Participants will examine teaching methods that prepare residents to effectively evaluate and prioritize referrals to DBP, efficiently utilize available community resources, and employ brief, office-based interventions.

HARNESSING THE POWER OF TECHNOLOGY TO PROMOTE OPTIMAL LEARNER DEVELOPMENT

Kristen Stefanski, MD; Stephanie Weber, PsyD; Lorena Ferreira, MD; Hanein Edrees, MD, Cincinnati Children's Hospital Medical Center, Cincinnati, OH

Brief Description:

This workshop will demonstrate strategies to engage learners with a variety of learning styles through the use of technology. Specific technologies to be reviewed, with the opportunity for real-time use, include e-learning platforms, smartphone applications, presentation tools, reference managers and journal enhancement platforms.

2:50-3:50pm

SOCIAL-EMOTIONAL SCREENING IN PRACTICE: TEACHING TRAINEES & CLINICIANS HOW TO SCREEN & WHAT TO DO NEXT

Caroline DiBattisto, MD, University of South Carolina School of Medicine, Columbia, SC; Victoria Chen, MD, FAAP, Cohen Children's Medical Center, Lake Success, NY; Ellen Perrin, MD, Tufts University School of Medicine, Boston, MA; Nina Sand-Loud, MD, Dartmouth-Hitchcock, Lebanon, NH; Erin Funderburke, MD, University of South Carolina School of Medicine, Columbia, SC

Brief Description:

Pediatricians have reported a lack of confidence in screening for and managing social-emotional concerns. Attendees will work together in facilitated small groups to develop teaching curricula related to social-emotional screening, which can then be used in different educational settings to train others.

PARTNERING WITH PARENTS TO PROMOTE BRAIN DEVELOPMENT: INNOVATIONS IN RESIDENT EDUCATION – ONLINE CURRICULUM – “KEYSTONES TO BRAIN DEVELOPMENT – WEAVING ATTACHMENT, AUTONOMY AND EXECUTIVE FUNCTION INTO THE WELL CHILD VISIT”

Blair Hammond, MD, Caroline Martinez, MD, Carrie Quinn, MD; Mariel Benjamin, MSW; Aliza Pressman, PhD; Lianna Lipton, MD, Mount Sinai Hospital, New York, NY

Brief Description:

Parenting behaviors that promote early child development and mediate negative effects of childhood adversity are critical, yet pediatricians are less likely to address these topics due to lack of knowledge and training. This workshop will provide participants with innovative ways to teach residents about these critical behaviors and how to incorporate their knowledge into patient care including the use of a free online curriculum for pediatric residents.

4:10-5:25pm

MENTAL HEALTH ASSESSMENT & INTERVENTION: TEACHING THE NEXT GENERATION OF MEDICAL PROVIDERS IN A CHANGING HEALTH CARE ENVIRONMENT

Anna Egan, PhD; Cynthia Call, PsyD, Children's Mercy Kansas City, Kansas City, MO

Brief Description:

This workshop will introduce teaching and evaluation/feedback techniques specific for assessing ACGME competencies of medical trainees (students, residents, and fellows) in mental health care of children/adolescents seen in medical settings. Specific medical settings discussed include transgender/gender nonconforming youth, endocrine disorders, and autism spectrum disorders. Mental health topics discussed will be broad. This workshop is meant to offer tools to trainers that could be used in a wide range of medical settings with trainees seeing children/adolescents with a breadth of mental health challenges.

INCREDIBLE YEARS: TEACHING PARENTING SKILLS TO PEDIATRIC TRAINEES

Marie A. Clark, MD,MPH; Catherine Lipman, MD; Rebecca Hazen, PhD; Kimberly Burkhart, PhD, UH Rainbow Babies and Children's Hospital, Cleveland, OH; Nerissa S. Bauer, MD, MPH, Indiana University School of Medicine, Indianapolis, IN

Brief Description:

The Incredible Years (IY) program is an evidence-based intervention comprised of behavior management programs for parents, children and teachers. Participants in this workshop will learn how to leverage the IY program curricula to educate pediatric trainees in the provision of parenting guidance to families.

5:30-7:00pm

SURVIVAL OF THE FITTEST: A CALL TO ACTION FOR DEVELOPMENTAL-BEHAVIORAL EDUCATORS TO PREVENT EXTINCTION OF THE SPECIES

Robert G. Voigt, MD, Meyer Ctr for Developmental Peds/TX Children's Hosp, Houston, TX; Noel Mensah-Bonsu, MD; Sonia Monteiro, MD; Kathryn Ostermaier, MD; Dinah Godwin, LCSW; Adiaha Spinks-Franklin, MD; Jonathan Castillo, MD; Renee Rodrigues, MD; Lisa Pham, DO; Jennifer Swanson, MD; Jonathan Topham, MD; Maja Katusic, MD; Veronica Villarreal, MD; Heidi Castillo, MD, Baylor College of Medicine, Houston, TX; Jessica Smith, LMSW, Texas Children's Hospital, Houston, TX; Marcia Berretta, LCSW, Baylor College of Medicine, Houston, TX; Cervantes Jennifer, LMSW, Texas Children's Hospital, Houston, TX; Candice Allen, MD, Baylor College of Medicine, Houston, TX

Brief Description:

While developmental-behavioral disorders are the most prevalent chronic conditions in pediatric medical practice, the number of board-certified developmental-behavioral pediatricians (N = 775) is more than woefully inadequate to meet this demand; complicating this mismatch, the recent Workforce Survey completed by the SDBP and AAP's SODBP indicates that one-third of DBP's (N = 255) will retire in the next 3 to 5 years, and the 2017 DBP Fellowship Match resulted in only 33 of 46 positions filled. Thus, educators in the field of DBP are most responsible for urgently devising a plan of action to ensure its survival.