

## Behavioral-Developmental Pediatrics

Website: [www.utmb.edu/pedi\\_ed/BehDevPeds/BDPHome.asp](http://www.utmb.edu/pedi_ed/BehDevPeds/BDPHome.asp)

### Section 1: Administrative Information

**Rotation Directors:** William Mize MD

**Contact Information:** wlmize@utmb.edu; 772-2355

**Other Faculty:**

Beth Auslander PhD; Charles Dreyer MD; Susie Gerik MD; Stacey Monroe (ECI LAUNCH); Virginia Niebuhr PhD

**Required or Elective:** required

**Where to show on first day of rotation :** see schedule below

#### Faculty Responsibilities:

1. At the beginning of the rotation, the rotation director (or attending physician) will review with the Resident the expectations and duties and the learning goals & objectives, emphasizing their relationship to the six competency domains.
2. During the rotation, faculty are expected to provide feedback to the resident to encourage continuous improvement.
3. Faculty are expected to complete an end-of-rotation evaluation in the MyUTMB Evaluation system

**Resident Responsibilities:** It is the Resident's responsibility to do the following:

#### Education-related activities

1. Read this curriculum prior to the start of the rotation, complete the pre-rotation self-assessment, and determine personal learning goals.
2. Review learning goals with the curriculum manager (or designee) on Day 1 of the rotation.
3. Provide evaluation of the experience and of the faculty at the conclusion of the rotation.
4. provide evaluation of the experience and of the faculty at the conclusion of the rotation.

#### Clinical responsibilities:

1. Residents have no independent clinical responsibilities on this rotation. They are expected to assist faculty providers as appropriate (e.g. physical exams, ordering labs, shared documentation with faculty).

#### Supervision responsibilities:

1. none

**Section 2: Educational and Clinical Activities**

**Recommended readings:** copies provided by faculty,

See [http://www.utmb.edu/pedi\\_ed/BehDevPeds/ResourcesAndLinks.asp](http://www.utmb.edu/pedi_ed/BehDevPeds/ResourcesAndLinks.asp)

	MON	TUE	WED	THU	FRI
AM	8:30 Neurology (Dreyer) Clear Lake	9:00 School Clinic (Mize) Teen Health Center- Austin Middle School- Galveston	9:00 Special Services Clinic (Gerik) Alvin	9:00 BehDev. Pediatrics (Mize) Clear Lake	8:00 Grand Rounds
					Continuity Clinic
1:00-5:00	1:00 ECI LAUNCH Orientation Rm 3.230 Children's Hospital  OR  1:00 BehDev. Pediatrics (Mize) Clear Lake	1:00 Psychology Auslander- Clear Lake  OR  1:00 ECI LAUNCH	1:00 BehDev. Pediatrics (Mize) Clear Lake	1:00 BehDev. Pediatrics (Mize) Clear Lake	1:00 Psychology Niebuhr - TxCity  OR  Core Curriculum Conference (4th week)

**Section 3: Evaluation Methods**

1. Every Resident will receive an evaluation of competency in the 6 ACGME-defined competency domains, from at least one Faculty using the UTMB-GME tool at MyUTMB.
2. Every Resident is expected to evaluate the supervising Faculty in the 6 ACGME-defined competency domains, using the UTMB-GME tool at MyUTMB.

<b>Section 4: Rotation-specific Learning Goals and Objectives</b>		
<p>At the <b>BEGINNING</b> of the rotation, determine which of these objectives will be your primary focus and guide the development of your learning goals. ✓</p>	<p>At the <b>END</b> of the rotation, self-assess your competency on each of the objectives. <b>circle number</b> ○</p>	<p>PRE ✓</p> <p>POST ○</p> <p>1 = I still have a lot to learn 2 = 3 = I am <i>moderately</i> confident I have met this objective 4 = 5 = I am <i>very</i> confident I have met this objective</p>
<b>Goal 1. ASSESSMENT</b>		
Objective 1.1. <b>Developmental Screening.</b> Demonstrate competency at developmental screening and identifying “red flags” for abnormal development.		1 2 3 4 5
Objective 1.2. <b>Interviewing.</b> Identify an interview plan and valuable questions to use when interviewing a family and patient about a behavior problem, mood disorder, or developmental disorder.		1 2 3 4 5
Objective 1.3. <b>Genograms/Pedigrees.</b> Demonstrate competency at creating genograms or pedigrees, and effective interviewing to elicit pertinent information.		1 2 3 4 5
Objective 1.4. <b>Lab Tests.</b> Demonstrate competency at choosing and ordering (or deciding not to order) laboratory tests to assist in evaluation of developmental and/or behavioral problems, including blood tests and neuroimaging		1 2 3 4 5
Objective 1.5. <b>DSM-IV.</b> Demonstrate an understanding of the major diagnostic criteria for the following:		1 2 3 4 5
a. Attention Deficit Hyperactivity Disorders		1 2 3 4 5
b. Pervasive Developmental Disorders (aka Autism Spectrum Disorders), including Autism, Asperger, and PDD-NOS.		1 2 3 4 5
c. Mood Disorders, including Major Depression, Dysthymia, and Bipolar Disorder		1 2 3 4 5
d. Anxiety Disorders (e.g. phobias, obsessive-compulsive disorder, PTSD, selective mutism)		1 2 3 4 5
e. Learning Disabilities (eg. dyslexia, non-verbal LD)		1 2 3 4 5
f. Speech and Language Disorders		1 2 3 4 5
Objective 1.6. <b>Behavior Checklists.</b> Describe understanding of issues related to the use of behavior checklists for home and school for assessment of behavioral and mood disorders.		1 2 3 4 5
Objective 1.8. <b>Psychometric Assessment.</b> Demonstrate familiarity with commonly used clinical and psychoeducational testing used by specialists to evaluate and monitor children with developmental and behavioral problems.		1 2 3 4 5
a. IQ: Identify names of common measures of intelligence used with preschool and school age children; demonstrate understanding of quotients, percentiles, range of possible scores, common averages and standard deviations, and scores typically observed with mental retardation, learning disabilities, and giftedness.		
b. Recognize common diagnostic measures of achievement, speech-language, and adaptive behavior.		
<b>GOAL 2. ETIOLOGY/ NEUROLOGICAL BASES.</b> Demonstrate awareness of current theory on etiology and/or neurological underpinnings of the following:		
a. Attention Deficit Hyperactivity Disorders		1 2 3 4 5
b. Pervasive Developmental Disorders (aka Autism Spectrum Disorders), including Autism, Asperger, and PDD-NOS.		1 2 3 4 5
c. Mood Disorders, including Major Depression, Dysthymia, and bipolar disorder		1 2 3 4 5
d. Anxiety Disorders (e.g. phobias, obsessive-compulsive disorder, PTSD, selective mutism)		1 2 3 4 5

<b>GOAL 3. MANAGEMENT &amp; INTERVENTIONS</b>						
Objective 3.1. Demonstrate appropriate <b>counseling for common behavioral issues.</b>		1	2	3	4	5
a. picky eating		1	2	3	4	5
b. not sleeping through the night in own bed		1	2	3	4	5
c. using bottle beyond the recommended age		1	2	3	4	5
d. thumb sucking and nail biting		1	2	3	4	5
e. tantrums		1	2	3	4	5
f. aggression		1	2	3	4	5
Objective 3.2 Demonstrate <b>general pediatric care</b> for the following neurodevelopmental and neurobehavioral disorders, including assistance with assessment, pharmacological management, counseling families and patients, and coordinated care with other professionals		1	2	3	4	5
a. ADHD (combined or inattentive types)		1	2	3	4	5
b. Dysthymia (with or without suicidal symptoms)		1	2	3	4	5
c. Bipolar Disorder		1	2	3	4	5
d. Anxiety Disorders		1	2	3	4	5
e. Pervasive Developmental Disorders (Autism, Asperger, PDD-NOS)		1	2	3	4	5
Objective 3.3. Practice Guidelines		1	2	3	4	5
a. Read and discuss the AAP guidelines for evaluation of ADHD.		1	2	3	4	5
b. Read and discuss the AAP guidelines for management of ADHD.		1	2	3	4	5
c. Read and discuss the American Neurological Association guidelines for assessment and management of Autism spectrum Disorders.		1	2	3	4	5
<b>GOAL 4. INTERPROFESSIONAL INTERVENTION</b>						
Objective 4.1 Demonstrate awareness of the goal of <b>ECI</b> , the services provided by ECI, and how a family accesses these.		1	2	3	4	5
Objective 4.2. Demonstrate understanding of when to refer to an <b>occupational therapist</b> : what indications for referral, what kind of evaluation to expect, how to write a referral question, and what is the role of the primary care provider in interaction with the therapist.		1	2	3	4	5
Objective 4.3. Demonstrate understanding of when to refer to a <b>physical therapist</b> : what indications for referral, what kind of evaluation to expect, how to write a referral question, and what is the role of the primary care provider in interaction with the therapist.		1	2	3	4	5
Objective 4.4. Demonstrate understanding of when to refer to a <b>speech/language pathologist</b> : what indications for referral, what kind of evaluation to expect, how to write a referral question, and what is the role of the primary care provider in interaction with the therapist.		1	2	3	4	5


<b>Systems-Based Practice</b>							
1.	For patients seen on this rotation, how do different models of healthcare delivery and healthcare financing (e.g., HMO, PPO, fee-for-service, Medicaid, CHIP, public health care, school-based care) impact access to and delivery of care.		1	2	3	4	5
2.	Relative to this rotation, determine how much one diagnostic procedure or treatment costs and determine if/how this is covered by most 3 <sup>rd</sup> -party insurances and Medicaid.		1	2	3	4	5
3.	Identify the ICD codes most commonly used in billing practices on this rotation.		1	2	3	4	5
4.	Describe strategies you observed on this rotation that demonstrate inter-professional coordination of care; and/or recommend additional strategies which might be implemented to improve care.		1	2	3	4	5
5.	Related to clinical conditions you encountered on this rotation, discuss ways in which pediatricians can advocate for the promotion of health and the prevention of disease or injury in <i>populations</i> .		1	2	3	4	5
<b>Practice Based Learning and Improvement</b>							
1.	During this rotation, what resources did you learn about and/or practice using that you might use again?		1	2	3	4	5
2.	During this rotation, what did you read that helped you with your learning?		1	2	3	4	5
3.	Consider how what you have learned on this rotation impacts your own practice in your Continuity Practice.		1	2	3	4	5

<b>Section 5: PROFESSIONALISM</b>	
Throughout this rotation, demonstrate professionalism by showing the following CHARACTER attributes:	✓ Check here which ones you demonstrated during the rotation*
1. <b>Compassion</b> (empathy; awareness of other's feelings and experiences)	
2. <b>Honesty</b> (truthfulness, including admission of mistakes)	
3. <b>Altruism</b> (unselfish concern for the welfare of others)	
4. <b>Responsibility</b> (for conduct, work obligations, and self-improvement)	
5. <b>Aiming for excellence</b> (in self, others, and the system of healthcare)	
6. <b>Confidentiality</b>	
7. <b>Team Player</b>	
8. <b>Ethical approach</b>	
9. <b>Respect to patients/families, colleagues, team members and faculty</b> (including respect and sensitivity for diversity)	
<b>Comments or examples:</b>	

\*note: not demonstrating this during the rotation does not mean that you do not possess these qualities.

It just means that it is not likely that your faculty would have seen observable behaviors on which to evaluate this aspect of professionalism.

<b>Section 6: Personal Learning Goals or Targets</b> (we provide 5 boxes, but you can decide how many targets you want to identify )		
At the <b>BEGINNING</b> of the rotation, design your personal learning goals - what to you really want to focus on during this rotation	At the <b>END</b> of the rotation, self-assess your competency on each of goals.	POST-ROTATION 1 not met 2 met partially 3 accomplished
		1 2 3
		1 2 3
		1 2 3
		1 2 3
		1 2 3

<b>Section 7: Resident-Faculty Agreement</b>	
	<p>It is expected that <b>Resident and Faculty will meet</b> at the <b>beginning of the rotation</b> to review expectations and learning goals and again at the <b>end of the rotation</b> to review learning accomplishments and competencies.</p> <p>The Resident is expected to submit on-line confirmation of these two meetings:  <a href="http://www.utmb.edu/pedi_ed/CURRICULUM/CurriculumReviewConfirmation.asp">http://www.utmb.edu/pedi_ed/CURRICULUM/CurriculumReviewConfirmation.asp</a></p>

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For electronic version of this document, go to Pediatric Dept. Education website or contact V. Niebuhr.