

DEVELOPMENTAL - BEHAVIORAL PEDIATRICS

Department of Pediatrics

SCOPE OF PRACTICE PGY-4 – PGY-6

PGY-4

- **Completion of 1st year of DBP Core Curriculum and Conferences:**
 - Participate in Didactic teaching sessions
 - Typical Behavior and Development: Understanding of Theories of Development for: Infant, Toddler, Preschool Age, School Age, Adolescence
 - Atypical Behavior and Development: Intellectual Disabilities (including Genetic Syndromes); School Problems (Neurodevelopmental Variation, Subtypes of Learning disabilities), Attention Deficit Hyperactivity Disorder; Autism Spectrum Disorder; Cerebral Palsy, Neural Tube Defects, Genetics/Dysmorphology, Sensory Impairments (Hard of Hearing/Deaf, Visual Impairment/Blind), High-Risk Infants, Behavioral Disorders
 - Public Laws/Policy: Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act
 - Pediatric Fellowships Core Curriculum
 - Participate in M+M conference/Collaborative Office Rounds, Pediatric Grand Rounds
 - Participation in the MCHB SC Leadership Education in Neurodevelopmental Disabilities (SC LEND) and Leadership in DBP program in Year 1
 - complete SC LEND DEI curriculum

- **Develop proficiency in physical/neurological examination**
 - Neurological assessment: infants/children/adolescents, including primitive and protective reflexes, general neurological examination
 - Dysmorphology/recognition of genetic syndromes

- **Develop proficiency in general neurodevelopmental/neurocognitive assessment and diagnosis**
 - Age based
 - 0-3 years
 - Preschool
 - Areas of development
 - Fine and Gross Motor testing, utilizing standardized testing procedures

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- Speech/Language Testing, utilizing standardized testing procedures
 - Cognitive/Adaptive testing, utilizing standardized testing procedures
 - Social-emotional/behavioral, utilizing standardized testing procedures
- Develop proficiency in screening for Autism Spectrum Disorder using the Screening Tool for Autism in Toddlers (STAT).
- **Develop proficiency in management and treatment of developmental and behavioral problems and disorders**
 - Develop proficiency in management of general behavior problems and knowledge of behavior modification principles in children 0-5 years
 - Develop proficiency in management of specific developmental and behavioral disorders in children 0-5 years (Autism, ADHD, ODD, Down syndrome)
- **Clinic Experience/Training**
 - Participate in outpatient clinics involving assessment and follow-up of:
 - Neonatal High Risk Infant developmental follow up Clinic
 - 0-3 Neurodevelopmental Clinic
 - 0-3-age autism screening
 - Preschool-age learning and behavioral problems
 - Down syndrome Clinic
 - Neurodevelopmental Cardiology Clinic
 - Complete inpatient consults, and round with Developmental attending on consults
 - Participate in interdisciplinary/interprofessional teams and staffing
 - Participate in parent interpretive conferences
 - Take call 2nd half of first year (home call)
 - Clinical supervision: Direct Supervision for the first month, then Indirect Supervision with Direct Supervision immediately available.
- **Advocacy/Leadership/community services**
 - Develop understanding of Advocacy/Community services for children with disabilities
 - Complete advocacy/leadership component of SC LEND program
 - Complete advocacy/leadership project as SC LEND requirement

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- **Research**
 - Complete research component of LEND curriculum
 - Identify Scholarship Oversight Committee; identify potential areas of research interests/questions
 - Participate in HRSA/MCHB DBP Fellowship leadership/research meeting
 - Begin exposure to database and statistical packages (e.g. RedCap, SPSS)
 - Understanding of core concepts of statistical methods of analysis used in developmental-behavioral pediatrics

PGY 5

- **Continue DBP Core Curriculum and Conferences as in Year 1**
 - Continued participation in the MCHB Leadership in DBP program
- **Continue to develop proficiency in physical (neurological/dysmorphology) examination**
- **Develop proficiency in general neurodevelopmental/neurocognitive assessment and diagnosis for elementary, middle school, and high-school aged child/adolescent using standardized measures**
 - See Yr 1 for details of domains
 - Complete school age evaluations, utilizing standardized cognitive/adaptive screening testing, academic achievement screening, and other tests of motor function as needed
 - Develop proficiency in Behavioral-Mental Health Screening and Assessment in these age groups
 - Participate in 3 week ADOS training course
- **Develop proficiency in Autism Spectrum Disorder diagnostic assessment**
 - Learn Autism Spectrum Disorder assessment tools (i.e. Autism Diagnostic Observation Schedule-2, modified Autism Diagnostic Interview -R)
- **Develop proficiency in management and treatment of developmental and behavioral problems and disorders**

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- Develop proficiency in management of general behavior problems and knowledge of behavior modification principles in school age children and adolescents, including CBT, PCIT, parent behavior training
- **Develop understanding and expertise of medical management of developmental and behavioral disorders in school age children and adolescents:**
 - Psychopharmacology in Developmental Disabilities
 - ADHD (also with anxiety, depressive symptoms, aggression, oppositional behavior)
 - Stimulant medications
 - Non-stimulant medications
 - Aggressive Behavior/Emotional dysregulation
 - Cerebral Palsy-increased tone, spasticity
 - Myelomeningocele
- **Clinic Experience/Training**
 - Participate in general developmental and behavioral pediatric clinics
 - Participate in outpatient clinics involving assessment and follow-up of:
 - Myelomenigocele/Spina Bifida Clinic
 - Cerebral Palsy
 - Child and Adolescent Psychiatry
 - Genetic Disorders
 - Complete inpatient consults, and round with Developmental attending on consults
 - Participate in and lead in selected interdisciplinary/interprofessional teams and staffing
 - Lead parent interpretive conferences
 - Take call 4 months (home call)
 - Clinical supervision: Indirect Supervision with Direct Supervision immediately available.
- **Leadership/Advocacy/community services**
 - Continue to develop understanding of Advocacy/Community services for children

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- with disabilities
- Visit community agencies for children and adolescents (Pattison’s Academy, Family Resource Center, etc)
- Develop understanding of technical assistance in the community, and community outreach
- May attend AAP Legislative Conference, Pediatric Subspecialty Advocacy Track
- **Research**
 - Complete basic research courses –epidemiology
 - Complete basic epidemiology project-including development of research question and methodology
 - Development of main research project: design and implement research project with assistance of Scholarship Oversight Committee
 - Establish database for research project
 - Apply concepts of statistical methods of analysis used in developmental-behavioral pediatrics
 - Participate in HRSA/MCHB DBP Fellowship leadership/research meeting
- **Teaching**
 - Assume a primary role in teaching developmental and behavioral screening/assessment to residents, students
 - Lecture to MSIII and MSIV, Pediatric residents on DBP rotation, Pediatric residents at noon conference, and other related health fields as invited
 - Lead discussion at Collaborative Office Rounds 10% of the time

PGY-6

- **Complete DBP Core Curriculum, continue conference attendance**
 - Continued participation in the MCHB Leadership in DBP program
- **Continue to develop proficiency in general neurodevelopmental/neurocognitive assessment and diagnosis for elementary, middle school, and high-school aged child/adolescent using standardized measures**

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- Develop proficiency in Autism Spectrum Disorders assessment tools (with certification by certified psychologist if identified as career goal).
- Continue to develop proficiency in Behavioral-Mental Health Screening and Assessment
- **Continue to develop proficiency in management and treatment of developmental and behavioral/ mental health problems and disorders**
 - See Year 1 & 2, adding:
 - Affective Disorders: Depression, Anxiety, Obsessive-Compulsive Disorders
 - Tourette Syndrome/Tic Disorders (+/-ADHD)
 - Self-Injurious Behavior
 - International Adoption patients
 - Developmental-Behavioral aspects of Adolescent Medicine and Chronic Illness
 - Pediatric Neurology/Physical Medicine & Rehabilitation
- **Clinic Experience/Training**
 - Participate in general developmental and behavioral pediatric clinics
 - Participate in outpatient clinics involving assessment and follow-up of:
 - Myelomenigocele/Spina Bifida Clinic
 - Cerebral Palsy
 - Child and Adolescent Psychiatry
 - Genetic Disorders
 - Complete inpatient consults, and round with Developmental attending on consults
 - Participate in and lead in selected interdisciplinary/interprofessional teams and staffing
 - Lead parent interpretive conferences
 - Take call 4 months (home call)
 - Clinical supervision: Indirect Supervision with Direct Supervision immediately available, grading to Direct Supervision available, then Oversight as legally appropriate.
- **Leadership/Advocacy/community services**

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- Continue to develop understanding of Advocacy/Community services for children with disabilities
- Visit community agencies for children and adolescents (LowCountry Children's Center, Family Resource Center, etc.)
- Develop understanding of technical assistance in the community, and community outreach
- Optional MUSC Interprofessional Education (IPE) fellowship
- **Research**
 - Complete data collection for research project
 - Apply concepts of statistical methods of analysis used in developmental-behavioral pediatrics
 - Participate in HRSA/MCHB DBP Fellowship leadership/research meeting
 - Analyze and submit research project for presentation at a national conference as a poster or platform presentation
 - By the end of Year Three, assimilate research findings into manuscript form and submit for publication to a peer-reviewed journal
- **Teaching**
 - As senior fellow, assume a primary role in teaching developmental and behavioral screening/assessment to residents, students, and DBP 1st year fellow
 - Lecture to MSIII's on pediatric rotation, Pediatric residents at noon conference, and other allied health fields as invited
 - Lecture at DBP Didactics to other division members
 - Lead discussion at Collaborative Office Rounds 10% of time
 - Lecture locally and/or statewide on DBP topic as invited