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 (Hearing Impairment/Deafness, Visual Impairment/Blindness), High-Risk Infants, Behavior Disorders
  - Public Laws/Policy: 94-142, 99-457/IDEA
  - Pediatric Fellows’ Core Curriculum
  - Participate in M+M conference/Collaborative Office Rounds, Didactics, Pediatric Grand Rounds
  - Participation in the MCHB SC Leadership Education in Neurodevelopmental Disabilities (SC LEND) and Leadership in DBP program in Year 1

- **Develop proficiency in physical/neurological examination**
  - Neurological assessment: infants/children/adolescents--including primitive and protective reflexes, neurologic soft signs
  - 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
    - Speech/Language Testing, utilizing standardized testing procedures

For information regarding this scope of practice, please contact:
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SCOPE OF PRACTICE
PGY-4 – PGY-6

- Cognitive/Adaptive testing, utilizing standardized testing procedures
- Social-emotional/behavioral, utilizing standardized testing procedures

- **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
    - Genetic Disorders
    - Pediatric Neurology
    - Down syndrome Clinic
    - Neurodevelopmental Cardiology Clinic
  - Complete inpatient consults, and round with Developmental attending on consults
  - Participate in interdisciplinary/interprofessional teams and staffings
  - Participate in parent interpretive conferences
  - Take call 2nd half of first year (home call)

- **Advocacy/community services**
  - Develop understanding of Advocacy/Community services for children with disabilities

- **Research**
  - Complete research component of LEND curriculum
  - Identify Scholarship Oversight Committee; identify potential areas of research interests/questions

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SCOPE OF PRACTICE
PGY-4 – PGY-6

- 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
  - 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**
  - 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:**

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SCOPE OF PRACTICE
PGY-4 – PGY-6

- Psychopharmacology in Developmental Disabilities
- ADHD (also with anxiety, depressive symptoms, aggression, oppositional behavior)
- Stimulant medications
- Non-stimulant medications
- Aggressive Behavior/episodic dyscontrol
- 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:
  - Myelomeningocele/Spina Bifida Clinic
  - Cerebral Palsy
  - Adolescent Medicine
  - Child and Adolescent Psychiatry
- Complete inpatient consults, and round with Developmental attending on consults
- Participate in and lead in selected interdisciplinary/interprofessional teams and staffings
- Lead parent interpretive conferences
- Take call 4 months (home call)

**Advocacy/community services**
- Continue to develop understanding of Advocacy/Community services for children 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

**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**
  - Develop proficiency in Autism Spectrum Disorders assessment tools (i.e. ADOS-2, modified Autism Diagnostic Interview Schedule-R) with certification by certified psychologist
  - 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:
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SCOPE OF PRACTICE
PGY-4 – PGY-6

- Affective Disorders: Depression, Anxiety, Obsessive-Compulsive Disorders
- Tourette Syndrome/Tic Disorders (+/-ADHD)
- Self-Injurious Behavior
- International Adoption patients

- Advocacy/community services
  - 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

- 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

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