

Curricular Components for General Pediatrics EPA 9

1. EPA Title	Assess and manage patients with common behavior/mental health problems
2. Description of the activity	<p>Mental health and behavioral issues are central to pediatric practice. Care of patients with behavioral and mental health problems requires that the pediatrician engage with the family.</p> <p>The specific functions which define this EPA include:</p> <ul style="list-style-type: none"> • Identifying and managing common behavioral and mental health issues, (e.g., low mood, inattention and impulsivity, disruptive behavior and aggression, anxiety, learning difficulty, substance use, and social-emotional issues in young children), including the initiation and monitoring of treatment effects for psychosocial interventions and when indicated for certain disorders (ADHD, depression, anxiety), pharmacotherapy • Referring and co-managing patients with the appropriate specialist(s) when indicated to match the patient's needs, including pharmacotherapy (e.g., cognitive behavior therapist (CBT) for depression, specialist in trauma focused CBT for post-traumatic stress disorder, child psychiatrist for assistance in medication management) • Knowing the mental health resources available to patients in one's community and utilizing the appropriate resources for each patient's needs • Knowing the role of each member of the interprofessional team and coordinating and monitoring care provided outside one's practice (e.g., mental health professionals, community social services, support groups, early intervention and school personnel) to optimize patient care • Providing care that is sensitive to the developmental stage of the patient and the cultural context of the patient and family around issues of mental health
3. Judicious mapping to domains of competence	<input checked="" type="checkbox"/> Patient Care <input checked="" type="checkbox"/> Medical Knowledge <input type="checkbox"/> Practice-based Learning and Improvement <input checked="" type="checkbox"/> Interpersonal & Communication Skills <input checked="" type="checkbox"/> Professionalism <input checked="" type="checkbox"/> Systems-based Practice <input type="checkbox"/> Personal & Professional Development
4. Competencies within each domain	PC 4: Interviewing patients PC 7: Developing management plans

<p>critical to entrustment decisions</p>	<p>PC 9: Counseling patients and families MK 1: Demonstrating knowledge ICS 3: Communicating with health professionals P 4: Demonstrating cultural competence SBP 2: Coordinating care</p>
<p>5. Curricular Components that support the functions of the EPA (knowledge, skills and attitudes needed to execute this EPA safely):</p> <p>Rationale: Pediatricians must be able to assess behavioral wellness and address prevention as well as anticipate, identify, and manage the behavioral and mental health needs of patients through young adulthood, recognizing when further consultation from a mental or behavioral health specialist is needed.</p> <p>Scope of Practice: Pediatricians must be prepared to conduct an initial behavioral developmental assessment of children presenting for scheduled well child care or acute concerns. Assessment of such patients begins in infancy and extends through young adulthood. Focusing on behavioral wellness and prevention of behavioral and mental health problems should be a routine part of anticipatory guidance throughout the entirety of the lifespan from infancy to young adulthood. It is important to distinguish common developmentally appropriate behaviors from behavioral mental health concerns. Scope of practice includes the expectation that a pediatrician should be familiar with the diagnostic criteria for common behavioral and mental health diagnoses, including the use of appropriate and validated screening instruments to assess for behavioral or mental health concerns. In addition, a pediatrician should skillfully interview patients and families to assess for common behavioral concerns requiring intervention and possible pharmacotherapy. A pediatrician should know when to reassure caregivers, when to conduct additional evaluation, and when to seek consultation from a specialist. The coordination of an interprofessional team is essential to ensure inclusion of additional professionals including mental health specialists, school and community resources, and support groups. A pediatrician must also provide culturally competent care relevant to a family's background, experience, and the developmental stage of the patient. This document is intended to address the scope of knowledge and skills of the generalist in a primary care practice to manage behavioral and mental health concerns. As such, it focuses on common problems a generalist would manage with the assumption that the pediatrician will recognize his/her own limitations and seek prompt assistance from the appropriate subspecialist or allied health professional as needed.</p> <p>Curricular components that support the functions of the EPA:</p> <p>Identifying and managing common behavioral and mental health issues, (e.g., low mood, inattention and impulsivity, disruptive behavior and aggression, anxiety, learning difficulty, substance use, and social-emotional issues in young children), including the initiation and monitoring of treatment effects for psychosocial interventions and when indicated for certain disorders (ADHD, depression, anxiety), pharmacotherapy</p> <ul style="list-style-type: none"> • Performs an initial behavioral and mental health assessment for patients presenting for scheduled well visits or acute concerns and utilizes validated 	

instruments to assist in identifying patients with behavioral concerns or mental health diagnoses.

- Identifies the findings associated with common behavioral and mental health issues.
- Distinguishes normal variants from presentation of abnormal behavior and development.
- Initiates appropriate management of common behavioral issues (above), including parental reassurance, education, and evidence-based psychosocial interventions appropriate to the practice setting.
- Initiates pharmacotherapy when indicated for uncomplicated ADHD, anxiety, and depressive disorders.
- Monitors the therapeutic effect and side effects of therapy to make adjustments or changes when indicated.

Problems **generally** within the scope of pediatric practice (based on prevalence and potential morbidity) where the role of the generalist is to recognize, evaluate and initiate treatment

- Common behavioral issues (eg. bedtime refusal and frequent awakening, separation anxiety, colic, temper tantrums, head banging, delayed toilet training, abnormal feeding patterns, self-exploration and masturbation, aggressive behavior, etc)
- Attention Deficit Disorder with or without Hyperactivity
- Depression or Dysthymia
- Anxiety Disorders
- Autism
- Normal adolescent developmental issues and conflict
- Substance use in adolescents

Referring and co-managing patients with the appropriate specialist(s) when indicated to match the patient's needs, including pharmacotherapy (e.g., cognitive behavior therapist (CBT) for depression, specialist in trauma focused CBT for post-traumatic stress disorder, child psychiatrist for assistance in medication management)

- Identifies patients who require additional diagnoses, management, and referral to professionals specializing in behavior, development, or mental health.
- Communicates effectively to ensure appropriate and timely transfer of information to consulting professionals.
- Utilizes recommendations and information from behavioral and mental health professionals to effectively co-manage needs of patients.
- Recognizes imminent safety concerns for the patient or others and knows the process for initiating emergent referral when indicated. This includes effectively communicating with accepting providers to ensure safe and efficient transfer of care.

Problems that **generally** require consultation where the role of the generalist is to recognize, provide preliminary evaluation and refer to and co-manage with the appropriate specialist(s) and allied health professionals. This list depends greatly on context in which

one practices. Those generalists practicing in areas where access to subspecialists is difficult will likely provide more of the care and may do so with advice from a trusted specialist or allied health professional as needed.

- Suicidal/homicidal intent or behavior
- Any condition associated with severe functional impairment
- Co-occurring mental illness and substance use
- Oppositional Defiant Disorder
- Conduct Disorder
- Antisocial behavior/delinquency
- Eating Disorders
- Post-traumatic Stress Disorder
- Obsessive-Compulsive Disorder
- Bipolar Disorder
- Conversion Disorders
- Adjustment Disorders
- Somatic Symptom Disorder
- Substance Abuse Disorders
- Psychotic Disorders
- Maternal Depression

Knowing the mental health resources available to patients in one's community and utilizing the appropriate resources for each patient's needs

- Identifies appropriate resources in the community based on patient and family needs and accessibility.
- Provides patients and families with information and linkages to community resources (eg. schools, faith-based organizations, private practitioners, etc).

Knowing the role of each member of the interprofessional team and coordinating and monitoring care provided outside one's practice (e.g., mental health professionals, community social services, support groups, early intervention and school personnel) to optimize patient care

- Identifies resources within a patient's educational setting (i.e. school) to support coordinated therapies for behavior management or mental health diagnoses.
- Recognizes the expertise of specialists within the healthcare and community setting that best align with patient and family needs.
- Coordinates exchange of information with community resources following guidelines to ensure patient privacy when appropriate.
- Adheres to agreed upon treatment plans and recommendations of interprofessional providers to facilitate optimal patient outcomes.

Providing care that is sensitive to the developmental stage of the patient and the cultural context of the patient and family around issues of behavior and mental health

- Interviews patients and caregivers about previous experience with mental health diagnoses and services.

- Includes patients and caregivers in a shared decision making process to be an active part of assessment and management when appropriate.
- Determines patient and caregiver level of understanding regarding assessment and treatment plans (eg. understanding the chronicity of many mental health disorders).
- Recognizes the importance and relevance of cultural and familial factors in the individualized experiences of behavioral and mental health issues.

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