

# UVM Project ECHO Pediatric Mental Health: Complex Cases and Deeper Dives

Course Director: Haley McGowan, DO

ECHO Director: Patti Smith Urie

**Series Faculty:**

Greta Spottswood, MD

Bud Vana, MD

Colleen Victor, MD

Sara Schnipper, MSW

Madison Smith, PsyD

Erica Gibson, MD

Wendy Bliss, RN

Amy Kiviranna, LICSW

Didactic presentation is recorded. Registered participants will receive the link.

# Session Agenda – 2 sessions per topic

- Welcome
- Objectives
- Session 1
  - Composite case presentation (by presenter)
  - Interactive learning components
  - Q&A
  - Closing Announcements: continuation of topic to next session; participant cases are required at least two weeks prior to session 2.
- Session 2
  - Participant case presentation #1
  - Revisit didactic materials/resources; brief small group discussions
  - Large group discussion
  - Repeat for participant case presentation #2
  - Closing Announcements: next topic



# ECHO Model: All Teach, All Learn



## Cohort-based learning on ZOOM

- Have your camera on as much as possible, especially when joining the meeting and during discussions
- Questions and comments are welcome – use the “raise hand” feature or put them in the chat
- This is not a webinar! Participation is key
- This is a closed cohort. Only those registered may participate.

## Case-based learning

- 1 presenter case and 2 participant cases per topic using provided template
- Contact Haley McGowan to present a case

# Series Objectives

## **Learning objectives for this ECHO series include the ability to:**

1. Develop enhanced diagnostic and assessment skills in the care of pediatric patients presenting with ADHD symptoms in the setting of toxic stress.
2. Define trauma-responsive care as it relates to the pediatric population.
3. Identify effective practice and communication skills for families who have experienced intergenerational and/or complex developmental trauma.
4. Explain best practices for gender affirming care for youth, including risk factors, ways to enhance protective factors, and affirmative practices to enhance provider/patient relationships.
5. Apply skills in early recognition, medical monitoring, and care coordination for youth with anorexia nervosa in the context of limited access to specialized care.

# CMIE Disclosures

The Robert Larner College of Medicine at The University of Vermont is accredited by the American Nurses Credentialing Center (ANCC), the Accreditation Council for Pharmacy Education (ACPE), and the Accreditation Council for Continuing Medical Education (ACCME), to provide continuing medical education for the healthcare team.

The University of Vermont has approved your application and designates this enduring material a maximum of **1.0 AMA PRA Category 1 credit(s)**<sup>™</sup>. Each physician should claim only those credits commensurate with the extent of their participation in the activity.

This program has been reviewed and is acceptable for up to **1.0 Nursing Contact Hours**.


As a Jointly Accredited Organization, The Robert Larner College of Medicine at the University of Vermont is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved under this program. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. The University of Vermont maintains responsibility for this course. Social workers completing this course receive **1 continuing education credits**.

This activity was planned by and for the healthcare team, and learners will receive 1 Interprofessional Continuing Education (IPCE) credit for learning and change.

# CMIE Disclosures

**Interest Disclosures:** As an organization accredited by the ACCME to sponsor continuing medical education activities, UVMCMIE is required to disclose any real or apparent conflicts of interest (COI) that any speakers may have related to the content of their presentations.

**Meeting Disclaimer:** Regarding materials and information received during this educational event, the views, statements, and recommendations expressed during this activity represent those of the authors and speakers and do not necessarily represent the views of the University of Vermont.



# Supporting Trans Youth: Collaborative Approaches to Gender Affirming Care

Madison Smith, PsyD

Wendy Bliss, RN

University of Vermont Medical Center, Children's Hospital,  
Transgender Youth Program

March 14<sup>th</sup>, 2024

# Session Objectives

**Learning objectives for this ECHO session include the ability to:**

1. Review current\* best practices for gender affirming care for youth.
2. Identify pertinent risk factors and ways to enhance protective factors.
3. Learn affirmative practices to enhance provider/patient relationships.



# Last Month's Take-Home Points

1. **Gender Dysphoria:** medical diagnosis to describe the clinically significant distress or impairment in functioning associated with the incongruence between a person's authentic self and their sex assigned at birth.
2. **Gender identity** development begins in early childhood, and it is developmentally normative for children to explore their gender through different clothing, peer choices, and preferred activities.
3. **Gender affirming care** is a broad term that can refer to any combination of social, legal, and medical measures that help individuals feel healthy, safe, and authentic in their gender.

# Last Month's Take-Home Points

- 4. Risk Factors** for gender diverse youth are comprised of systemic discriminatory factors in place (Minority Stress Model). Discrimination, bullying, misgendering, anti-trans laws/policies, peer rejection, and family rejection, all have a negative impact on a young person's wellbeing.
- 5. Protective Factors** for gender diverse youth are largely comprised of inclusive/affirmative practices. Using a youth's chosen name and pronouns; increasing self-esteem; support of parents, peers, or trusted adults; finding support through online platforms; being involved in inclusive communities including schools and GSAs.

# In Summary

- Create a welcoming environment for all patients walking through the door.
- Strive to create an inclusive and affirming practice and hold each other accountable.
- Encourage caregivers to follow their child's lead.
  - Recognize expansive gender expressions are developmentally normative and appropriate.
- Identify risk factors and support folks in increasing their protective factors.
- Be an advocate. Speak up when you see instances of discrimination.
  - [Movement Advancement Project | Health Care / Bans on Best Practice Medical Care for Transgender Youth \(lgbtmap.org\)](#)
- Stay educated.
- When you make a mistake (and we all will), apologize and move forward.

# Case Presentation

Bringing Knowledge to Action through interactive, case-based discussions

Participant presents the case and poses the question(s) for the group



Clarifying questions about the case from group to case presenter



Ideas, suggestions, recommendations from participants



Ideas, suggestions, recommendations from ECHO faculty team



Full group discussion



Summary and wrap-up by facilitator



# Case Presentation



## ***DO NOT INCLUDE:***

Names, Address, DOB, Phone/Fax #, Email address, Social Security #, Medical Record #

**Consider the level of detail necessary. Go with less when possible.**

The discussion and materials included in this conference are confidential and privileged pursuant to 26VSA Section 1441-1443. This material is intended for use in improving patient care. It is privileged and strictly confidential and is to be used only for the evaluation and improvement of patient care.



# Cases

(Purposefully blank. In session discussion of two participant cases)

<b>DATES</b>	<b>DIDACTIC TOPICS (in addition to case review)</b>
<b>October 12</b>	<b>ADHD Symptoms in the Setting of Toxic Stress for Younger Patients</b> Greta Spottswood, MD
<b>November 9</b>	<b>Deeper Dive into ADHD Symptoms in setting of Toxic Stress</b> Greta Spottswood, MD
<b>December 14</b>	<b>Complex Developmental Trauma and Trauma-Responsive Care: An Intergenerational Approach</b> Colleen Victor, MD and Sara Schnipper, MSW
<b>January 11</b>	<b>Deeper Dive into Complex Developmental Trauma and Trauma-Responsive Care</b> Haley McGowan, DO and Sara Schnipper, MSW
<b>February 8</b>	<b>Supporting Trans Youth: Collaborative Approaches to Gender Affirming Care</b> Madison Smith, PsyD
<b>March 14</b>	<b>Deeper Dive into Collaboratively Supporting Trans Youth</b> Madison Smith, PsyD
<b>April 11</b>	<b>Managing Anorexia Nervosa in the Primary Care setting: Awareness, Monitoring, and Access to Specialized Care</b> <i>Erica Gibson, MD</i>
<b>May 9</b>	<b>Deeper Dive into Managing Anorexia Nervosa in the Primary Care Setting</b> <i>Erica Gibson, MD</i>



# Closing Announcements

- Slides are posted at [www.vtahec.org](http://www.vtahec.org)
- Recording of didactic portion will be sent by email to the full cohort
  - **All recordings are for the use of registered participants only**
- Please complete the evaluation survey
- CMIE information and session QR code auto-send after evaluation
- Please contact us with any questions, concerns, or suggestions:
  - [Haley.McGowan@partner.vermont.gov](mailto:Haley.McGowan@partner.vermont.gov)
  - [Patti.Smith-Urie@uvm.edu](mailto:Patti.Smith-Urie@uvm.edu)





 **(802) 488-5342**

 **Hours: Monday-Friday\* 9a-3p**

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*\*see website for holiday closures*