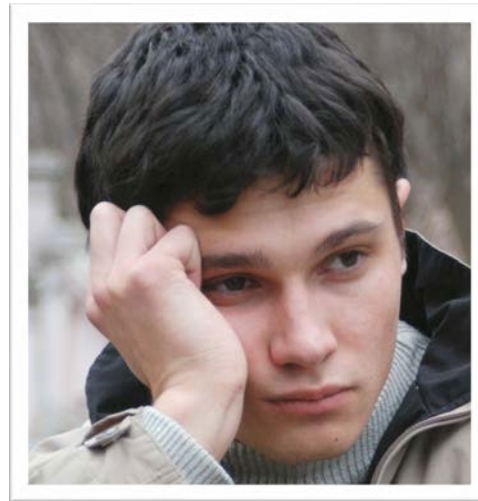
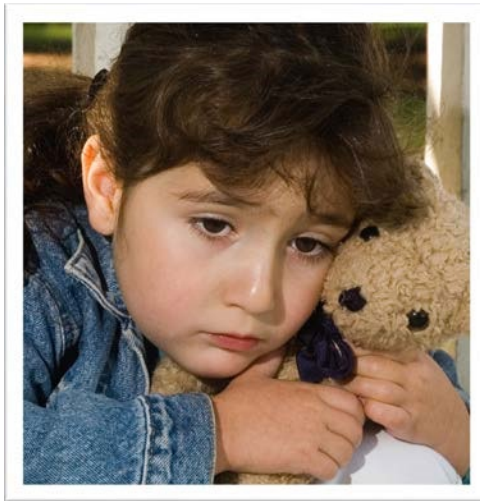


Online Child and Adolescent Mental Health Fellowship



Program Overview



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OVERVIEW:

The online child & adolescent mental health fellowship program will help you to enhance your knowledge and skills in accurately assessing and managing common mental/behavioral health problems in children and adolescents using an evidence-based approach. This program is a collaborative initiative among the Colleges of Nursing, Medicine and Social Work at The Ohio State University. This is an

excellent opportunity to prepare health professionals across multiple disciplines to identify and manage common mental health problems. The program is a multi-pronged approach for the ultimate purpose of improving the capacity to meet the needs of Ohioans with mental/behavioral health disorders, especially those on Medicaid and living in underserved areas.

This program is recommended by the Pediatric Nursing Certification Board (PNCB) as a preparation course prior to sitting for the national certification test to achieve the Pediatric Mental Health Specialty (PMHS). This course also offers 50 Nursing Contact hours. The Ohio State University is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation (ANCC).

The program has **15 required online modules** that are self-paced, with 2 modules being accompanied by required clinical skills building activities and a final capstone activity module designed to enhance your knowledge and skills in child & adolescent mental health screening, assessment and early evidencebased management of common disorders. A very unique component of this online program is that you will receive guided mentorship from a seasoned mental health professional, who will provide you with feedback on your clinical skills building activities.

METHODS OF INSTRUCTION

- Online modules of instruction
- Post-tests & clinical skills building activities
- Mentorship by a mental health expert

EXPECTED INFORMATICS COMPETENCIES

- Accesses and uses email for communication and exchanging documents.
- Submits quality electronic documents created through the use of word processing.



- Engages in all course materials presented within Carmen
- Has access to a high speed internet connection
- Has access to productivity tools (Word, Excel), Adobe PDF Reader

DESCRIPTION OF THE EDUCATIONAL MODULES

Each module will contain objectives, a recorded power point lecture, required readings, and useful resources. Selected modules will contain the instructions for associated clinical skills building activities. Each module is followed by a post-test that assesses content from the lecture and required readings. Some of the recommended readings may not be publicly available online. We recommend you use your institutional database provided by your employer or access the readings via your public library online journal resources.

REQUIRED TEXT BOOK:

Melnik BM, Jensen P, eds. *A Practical Guide to Child and Adolescent Mental Health Screening, Early Intervention, and Health Promotion*, 2nd ed. New York, NY: National Association of Pediatric Nurse Practitioners (NAPNAP); 2013. The book is part of the tuition cost of the course and will be sent to you via mail upon course registration.

METHODS OF EVALUATION

A post-test comprised of multiple choice and true/false questions will follow each of the educational modules. An **80% PASS RATE** on each of the post-tests AND satisfactory completion of the clinical skills building activities as evaluated by the faculty mentor is necessary to signify completion. You will be allowed **TWO attempts** to meet the posttest passing requirement.

CLINICAL SKILLS BUILDING ACTIVITIES

A selected number of educational modules have associated clinical skills building activities to assist you with putting into practice what is being learned in the online educational modules. The skills building activities are designed to be incorporated into your current clinical practice setting. Instructions for each of the skills building activities will be provided with each educational module. The final clinical skills building activity will include the submission of a comprehensive write-up of the assessment and evidence-based management of one child/adolescent with a mental health problem. Faculty feedback on these activities will be greatly beneficial to you in building your mental health screening, assessment, accurate identification and early intervention skills.



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MODULE CONTENT OUTLINE

MODULE CONTENT	CLINICAL SKILLS BUILDING ACTIVITY
Child and Adolescent Mental Health Screening and Assessment - Part 1 & Part 2 <ol style="list-style-type: none"> 1. Describe the prevalence of child and adolescent mental health disorders 2. Identify children and youth at high-risk for child and adolescent mental health disorders through use of appropriate screening tools 3. Discuss screening tools and important clinical interview questions when assessing mental health disorders in children and adolescents 4. Describe the components of a mental status exam 5. Describe how mental health disorders are diagnosed 6. Discuss the general approach to management of mental health disorders in primary care, including when to refer a child or adolescent to specialty care 	<p>Screen 2 children and or adolescents with the <i>Pediatric Symptom Checklist</i> and submit findings with appropriate clinical action</p>
Screening, Assessment & Evidence-based Management of Depressive Disorders in Children and Teens: Part 1 <ol style="list-style-type: none"> 1. Describe common presentation modes of depressive disorders in children and adolescents of various ages 2. Identify children and teens at risk for depressive disorders 3. Screen, assess and accurately identify children and teens with depressive disorders 4. Discuss the evidence-based management of children and teens with depressive disorders 5. Describe side effects of the SSRIs 6. Discuss risk factors for suicide 7. Identify critical screening questions for suicide 8. Identify when a child with depression should be referred to a mental health specialist 9. Discuss the difference between post-partum blues and post-partum depression 	<p>Screen 2 children and 2 adolescents for depression using CES-DC and PHQ-9 tools and submit <i>findings with appropriate clinical action</i></p>



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Screening, Assessment & Evidence-based Management of Depressive Disorders in Children and Teens: Part 2 <ol style="list-style-type: none"> 1. Describe the guidelines for management of adolescent depression in primary care 2. Identify the differences in treatment between adolescents with mild to moderate depression and adolescents with severe depression 3. Discuss active components of cognitive-behavior therapy 	Optional: Use CBT skills building with one school-age child and one adolescent; submit findings.
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MODULE CONTENT	CLINICAL SKILLS BUILDING ACTIVITY
<ol style="list-style-type: none"> 4. Identify for which child and adolescent mental health disorders that CBT is most effective 5. Use CBT skills building with one school-age child and one adolescent 	
Autism Spectrum Disorders <ol style="list-style-type: none"> 1. Understand the DSM-5 diagnostic criteria, including severity levels, by the end of this lesson. 2. Demonstrate understanding of risk factors, etiology, and screening guidelines by the end of this lesson. 3. Identify when it may be appropriate to use medication and CAM therapies in patients with autism. 	
Attention-Deficit Hyperactivity Disorder <ol style="list-style-type: none"> 1. Review definition and pathogenesis of ADHD 2. Review the diagnostic process 3. Review common medications used to treat ADHD 4. Discuss non-stimulant pharmacological treatments 5. Review options for behavioral intervention 6. Troubleshooting treatment challenges 	

Somatic Disorders <ol style="list-style-type: none"> 1. To explore the conceptual challenges associated with “medically unexplained” symptoms (MUS) or “functional” somatic symptoms (FSS) 2. To develop a practical approach to the assessment, differential diagnosis, and management of FSS. 3. To explore the relationship between FSS and emotional distress and disorders 	
Bipolar Disorder <ol style="list-style-type: none"> 1. Identify symptoms of juvenile Bipolar Disorder 2. Discuss evidence based management of Bipolar Disorder in children and adolescents 3. Identify therapy and medication options in treating Bipolar Disorder in children and adolescents 4. Be able to take steps to identify referrals when appropriate for these patients 	

MODULE CONTENT	CLINICAL SKILLS BUILDING ACTIVITY
Child & Adolescent Psychopharmacology - Part 1 <ol style="list-style-type: none"> 1. Identify DSM-V diagnoses that may warrant psychopharmacologic assessment and intervention 2. Describe pharmacokinetic considerations when prescribing for children and adolescents 3. Discuss implications of “off-label” use of medications 4. Identify interview strategies and screening tools used for psychopharmacology assessments 5. Identify baseline physical assessments needed prior to initiating treatment with a psychotropic agent 	

Child & Adolescent Psychopharmacology - Part 2 <ol style="list-style-type: none"> 1. Discuss psychotropic drug classes 2. Identify medication indication(s) for each class 3. Review therapeutic effects, contraindications, side effect profiles, and dosing information for each drug class 	
Anxiety disorders - Part 1 (Focus on generalized anxiety disorder and separation anxiety) <ol style="list-style-type: none"> 1. Identify signs and early (mild to moderate) symptoms associated with anxiety disorders 2. Identify and implement strategies for early interventions with youth displaying early symptoms associated with anxiety disorders 3. Identify appropriate psychopharmacologic interventions for youth requiring treatment of anxiety disorders 4. Identify necessary monitoring required for clients prescribed psychopharmacological agents used for management of anxiety disorders 5. Describe evidence-based assessment and management of obsessive-compulsive disorders. 	
Anxiety disorders - Part 2 (Focus on acute stress disorder/post-traumatic stress disorder) <ol style="list-style-type: none"> 1. Review and discuss how trauma is experienced for children, including psychological, cognitive and physiological responses 	

MODULE CONTENT	CLINICAL SKILLS BUILDING ACTIVITY
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<ol style="list-style-type: none"> 2. Review contributing factors to pediatric trauma 3. Compare and contrast acute stress disorder and PTSD criteria in the pediatric population 4. Discuss risk and protective factors for PTSD in the pediatric population 5. Review tools and techniques to screen for trauma 6. Discuss co-morbidities and complications that may contribute to and/or develop after a trauma 7. Discuss Neurobiological correlates of PTSD 8. Discuss treatment options for Trauma including therapy, medications, parenting, advocacy at school and referral 	
<p>Disruptive Behaviors in Children and Adolescents</p> <ol style="list-style-type: none"> 1. Describe the screening, assessment and management techniques for aggressive and behavior disorders in children and adolescents 2. Identify examples of behaviors and disorders associated with aggression 3. Describe the predictors of aggression - etiology, environmental, situational and biological factors associated with disruptive behaviors 4. Describe the prevention and treatment options including therapies and pharmacological agents 5. Describe the criteria involved in making decisions to notify authorities, legal reporting and duty to warn 	<p>Optional: <i>Screen one child/adolescent for disruptive behavior disorder and submit findings with appropriate clinical action</i></p>
<p>Feeding and Eating Disorders</p> <ol style="list-style-type: none"> 1. Describe the DSM-V categories within Feeding and Eating Disorders 2. Review developmental processes for children and adolescents related to their eating practices 3. Identify evidence-based interview strategies and components of the psychiatric history for use with children and adolescents 4. Discuss the fundamental principles of evidence-based screening and assessment tools to use in care of children and adolescents 	
<p>Substance Use Disorders</p> <ol style="list-style-type: none"> 1. Understand the DSM-5's new definition of substance use disorders 2. Identify the diagnostic criteria for substance use disorders 	

MODULE CONTENT	CLINICAL SKILLS BUILDING ACTIVITY
3. Review, discuss, and understand concepts of tolerance, withdraw, and the social aspects of substance use disorders.	
Maximizing Reimbursement <ol style="list-style-type: none"> 1. Identify ways to maximize reimbursement for the assessment and management of mental health problems in primary care 2. Discuss how CPT codes can be used in primary care relating to mental health 3. List common mental health diagnosis used in primary care Activity: Document 3 scenarios where counseling was done, and what coding was used	
Pulling it all together: Final challenge Conduct a comprehensive mental health interview with one child/adolescent and document the assessment and evidence-based management strategies used.	



FELLOWSHIP PROGRAM COMPLETION

Time

The time required to complete each of the KySS Fellowship modules is estimated to be between 3 to 5 hours. Modules with associated skills building activities may require additional hours. Ideally, the program is designed for fellows to complete 1 module per week for 15 weeks.

Certificate of Completion

Upon satisfactory completion of the entire fellowship program (internet-based modules, posttests and clinical skills building activities, course evaluations), participants will receive a certificate of completion.

FURTHER QUESTIONS/ASSISTANCE

For questions regarding the **program content**, please contact **Dr. Pamela Lusk, Child & Adolescent Psych Mental Health Expert** at lusk.53@osu.edu. Contact **Liz McClurg** at kyss@osu.edu if you have any other questions or concerns.

We assure you that this experience will help you gain more knowledge and enhance your clinical skills in assessing and managing common child & adolescent mental health problems. We also believe that your experience will be rewarding and enjoyable.



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