



## **Facilitator Guide Roadmap Videos and Example Conversation Resources**

### **Who are the materials for?**

These materials are designed primarily for clinicians who care for children with chronic conditions (physicians, nurse practitioners, and physician assistants), residency and fellowship training directors, and trainees (medical students, residents and fellows) to:

- Raise their awareness of the emotional health needs of children with chronic conditions and their families, and
- Increase their confidence and ability to have conversations about emotional health topics with children, adolescents and their families

Nurses or clinic staff may also benefit from some or all of the materials. Co-located mental health providers may want to attend sessions using the materials as a way to start to develop a common approach, and to better understand how providers uncover and respond to issues for patients and families that they subsequently refer.

### **How will they be used?**

These materials will not, alone, be enough to optimize emotional health support for children with chronic conditions and their families, but are designed to be part of larger efforts of ongoing coaching and practice transformation. For example, teams participating in the Roadmap Pilot Collaborative will iteratively test and improve these and other materials in series of Plan-Do-Study-Act cycles, across a number of care settings in children's hospitals.

### **How are the materials organized?**

The materials are organized around a set of "PowerPoint" slides with facilitator notes, handouts and videos. The purpose of the slides is not to make a lecture, but rather to be a guide for the facilitator and the participants to walk through an interactive process in a consistent way. The materials present points to consider and opportunities for group discussion as a basis for discussing emotional health with children with a chronic condition and their families. Not all of the content will be relevant for all patients/families or care settings (e.g., materials on depression screening for teens would not be relevant for an infant bronchopulmonary dysplasia clinic).

The materials are designed so that they can be delivered in several short discussions over a period of time. The discussions could take place in person at a clinical site or remotely (e.g., via a webinar). There are several reasons for employing the material over time:

- Include a larger number and range of attendees
- Support trainees in going directly from practicing to the real world
- Avoid overload and fatigue
- Provide an opportunity to re-enforce what is being taught by experiences between discussions

## Some considerations for using the materials

1. Aim to make training using these materials engaging and relatively brief. Remember that lectures alone have proven to be of little utility in producing behavior change.
2. Tailor the materials so that they are relevant and meaningful to those who will be using them. Every clinical setting is different, and each trainee brings a different set of skills and concerns.
  - Encourage learners to identify those aspects of the material that seem most important in their clinical work.
  - Encourage them to talk about how the materials do (or don't) apply to their setting.
  - Encourage them to share strategies they have found useful in other situations.
3. Model what interactions you'd like to see occurring among patients, families and clinicians in the training sessions. This requires balancing your role as a facilitator and a colleague. Trainees will want to see you as someone who knows more than they do about mental health, but they may react negatively if you seem too prescriptive. They are also likely to respond positively to your soliciting, affirming and then building on their ideas.

## Reviewing the videos based on the Roadmap Example Conversations

The four videos based on the Example Conversations are short vignettes that provide glimpses into a clinical encounter and are designed to *elicit discussion* about integrating Roadmap strategies in practice. There are no deliberate “bad” examples in the clips. We strongly encourage not letting the discussion focus solely on critiquing the physicians in the vignettes. These physician “actors” are actual pediatric subspecialists who are working to successfully have these conversations with families.

Encourage people to say what they liked or what they might do differently. If you use the videos with more than one group, we predict you may get different reactions to the same videos; people will see different things in them. As you test using the materials, please capture and share with us how you have found them useful, how you have incorporated them into training and how they can be improved.

## Use of these materials

This resource by The Roadmap Project is licensed under CC BY-NC-SA 4.0. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>. So that we may track the use and implementation of these materials, and iteratively improve them, we respectfully request that upon use you email [ABP\\_Fdn\\_Project@cchmc.org](mailto:ABP_Fdn_Project@cchmc.org). Please include a brief description of the purpose for which they were used and any observations or suggestions for improvement.



## Acknowledgments

Funded by the American Board of Pediatrics Foundation, Roadmap aims to increase the resilience and emotional health of pediatric patients with chronic conditions and their families.

Some of the concepts in this guide were modified from the Facilitator's Guide accompanying Common Factors/Elements Training (Seattle Children's Hospital), developed for the Bassett-Hopkins pediatric mental health training project supported by NIMH grant RO1 MH 62469. Subsequent revisions were supported by NIMH grant P20 MH 86048.