

DEPARTMENT OF HEALTH AND HUMAN SERVICES  
OFFICE OF DIRECTOR

**ACTION REFERRAL**

TO <i>Liggett</i>	DATE <i>3-21-13</i>
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DIRECTOR'S USE ONLY	ACTION REQUESTED
1. LOG NUMBER <b>000296</b>	<input type="checkbox"/> Prepare reply for the Director's signature DATE DUE _____
2. DATE SIGNED BY DIRECTOR <i>cc. Mr. Keck, Waldrop</i>	<input checked="" type="checkbox"/> Prepare reply for appropriate signature DATE DUE <i>4-1-13</i>
	<input type="checkbox"/> FOIA DATE DUE _____
	<input type="checkbox"/> Necessary Action

APPROVALS (Only when prepared for director's signature)	APPROVE	* DISAPPROVE (Note reason for disapproval and return to preparer.)	COMMENT
1.			
2.			
3.			
4.			

DEPARTMENT OF  
PEDIATRICS

OFFICE OF THE  
CHAIRMAN



UNIVERSITY OF SOUTH CAROLINA  
SCHOOL OF MEDICINE

UNIVERSITY SPECIALTY CLINICS®

**RECEIVED**

MAR 21 2013

Department of Health & Human Services  
OFFICE OF THE DIRECTOR

March 20, 2013

Anthony E. Keck, Director  
SC Department of Health & Human Services  
J11  
PO Box 8206  
Columbia, South Carolina 29202-8206

Dear Mr. Keck,

As you know we face challenges providing care to children with autism and developmental disorders. Despite intensive efforts for the last five years to recruit an additional developmentalist to our institution, we have been unable to do so. We have been trying to meet those needs with physicians, nurse practitioners, as well as psychologists.

I am contacting you to see if under the DHHS language that you would consider reimbursement at DHHS rates for a physician who has been providing care to children with ADD and autism while being a general pediatrician and has now completed a part time Developmental Fellowship in Developmental Pediatrics. Dr. Abe Moskow has completed a developmental fellowship at MUSC over the past several years. During that time, he has accumulated over 1500 hours of instruction and training in developmental care and expertise. He and I have had ongoing discussions of Dr. Moskow joining our department and providing developmental care, since both of our developmentalists are nearing retirement age.

Will DHHS accept this partial fellowship due to the amount of hours of training? Or do you think it is feasible for us to pursue a special waiver for him based on the amount of training to allow him to practice within our center to provide care for children with developmental issues? I would appreciate any consideration you may give. I feel that the fact that he has had 1500 hours which is equivalent to one over one year of training would help us distinguish between him and primary care pediatricians, and the requirement that he is employed by our Center. To meet the needs of the children needing those services, with the shortages existing in developmental pediatrics, I urge this solution. Thank you very much for your consideration.

Sincerely,

R. Caughman Taylor, MD  
Chairman, Department of Pediatrics  
William Weston Professor of Pediatrics  
USC School of Medicine

9 MEDICAL PARK  
SUITE 200A  
COLUMBIA, S.C. 29203  
803-434-7950  
803-434-8606 FAX  
<http://pediatrics.med.sc.edu>



Senior Medical Director, Palmetto Health Children's Hospital

Cc: Pete Liggett, PhD

Enclosure



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MAR 21 2013

Department of Health & Human Services  
OFFICE OF THE DIRECTOR

Developmental- Behavioral Pediatrics  
135 Rutledge Avenue  
MSC 567  
Charleston SC 29425-5670  
Tel 843 876 1511  
Fax 843 876 1518

March 18, 2013

R. Caughman Taylor, MD  
9 Medical Park  
Suite 200A  
Columbia, SC 29203

Dear Dr. Taylor,

Dr. Abraham Moskow completed a part-time Developmental-Behavioral Pediatrics fellowship in the Department of Developmental Behavioral Pediatric at the Medical University of South Carolina. Dr. Moskow started training September 9, 2010 and completed training December 2012. During this time, he also completed the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program as a long-term trainee. Charted below are the hours he invested in the program.

Abraham Moskow	Actual Hours (over 45 weeks)
Clinical Experience	1050
LEND Course Work	100
LEND Family and community experience	10
LEND Leadership/research projects	450
Leadership Course	10
<b>Total:</b>	<b>1620</b>

Additional information about the fellowship scope of practice and the LEND program are included as attachments. Please feel free to contact me if any additional information is needed.

Sincerely,



Michelle M. Macias, MD  
 Director, Division of Developmental-Behavioral Pediatrics  
 Program Director, Developmental-Behavioral Pediatrics Fellowship  
 Medical University of South Carolina

## **DEVELOPMENTAL & BEHAVIORAL PEDIATRICS**

### **Department of Pediatrics**

#### **SCOPE OF PRACTICE**

#### **PART TIME MINI-FELLOWSHIP**

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##### **Year 1**

- **Completion of 1<sup>st</sup> year DBP Core Curriculum and Conferences:**
  - Participate in Didactic teaching sessions
  - Normal Behavior and Development: Understanding of Theories of Development for: Infant, Toddler, Preschool Age, School Age, Adolescence
  - Abnormal Behavior and Development: Intellectual Disabilities (including Genetic Syndromes); School Problems (Neurodevelopmental Variation, Subtypes of Learning disabilities), Attention Deficit Hyperactivity Disorder; Autism; Genetics/Dysmorphology, High-Risk Infants, Behavior Disorders
  - Public Laws/Policy: 94-142, 99-457/IDEA
  - Participate in M+M conference (collaborative office rounds), Pediatric Grand Rounds
  - Participation in the Leadership Education in Neurodevelopmental Disabilities (LEND) program
  
- **Develop proficiency in physical 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
  - Domains of development
    - Fine and Gross Motor testing, utilizing standardized testing procedures
    - Speech/Language Testing, utilizing standardized testing procedures
    - Cognitive/Adaptive testing, utilizing standardized testing procedures
    - Social-emotional/behavioral, utilizing standardized testing procedures
    - Learn Autism Spectrum Disorders screening tools (e.g. Screening for Autism in Toddlers (STAT))

## **DEVELOPMENTAL & BEHAVIORAL PEDIATRICS**

### **Department of Pediatrics**

#### **SCOPE OF PRACTICE**

#### **PART TIME MINI-FELLOWSHIP**

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- **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 and developmental follow up
    - 0-3 Neurodevelopmental clinic
    - Preschool-age autism screening
    - Preschool-age learning and behavioral problems
    - Genetic Disorders
    - Down syndrome clinic
  - Complete inpatient consults, and round with Developmental attending on consults
  - Participate in multidisciplinary teams and staffings
  - Participate in parent interpretive conferences
  
- **Advocacy/community services**
  - Develop understanding of Advocacy/Community services for children with disabilities
  - Develop understanding of technical assistance in the community, and community outreach
  
- **Research**
  - Complete research component of LEND curriculum

#### **YEAR 2**

- **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

*Updated on 02/10/2013*

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*For information regarding this scope of practice, please contact:  
Michelle M. Macias, Professor of Pediatrics, (843)876-1505, [maciasm@musc.edu](mailto:maciasm@musc.edu)*

## **DEVELOPMENTAL & BEHAVIORAL PEDIATRICS**

### **Department of Pediatrics**

#### **SCOPE OF PRACTICE**

#### **PART TIME MINI-FELLOWSHIP**

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- 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
- Have familiarity with diagnostic gold standard tools (i.e. Autism Diagnostic Observation Schedule-R (ADOS-R), Autism Diagnostic Interview-R (ADI-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
- **Develop understanding and expertise of medical management of developmental and behavioral disorders in school age children and adolescents:**
  - Psychopharmacology in Developmental Disabilities
  - ADHD (also with anxiety, depressive symptoms, aggression, oppositional behavior)
  - Stimulant medications
  - Non-stimulant medications
  - Aggressive Behavior/episodic dyscontrol
- **Clinic Experience/Training**
  - Participate in general developmental and behavioral pediatric clinics
  - Participate in outpatient clinics involving assessment and follow-up of Child and Adolescent Psychiatry patients
  - Participate in and lead in selected interdisciplinary teams and staffings
  - Lead parent interpretive conferences
- **Teaching**
  - Assume a role in teaching developmental and behavioral screening/assessment to residents, students
- **Continue to develop proficiency in general neurodevelopmental/neurocognitive**

Updated on 02/10/2013

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*For information regarding this scope of practice, please contact:  
Michelle M. Macias, Professor of Pediatrics, (843)876-1505, [maciasm@musc.edu](mailto:maciasm@musc.edu)*

**DEVELOPMENTAL & BEHAVIORAL PEDIATRICS**  
**Department of Pediatrics**

**SCOPE OF PRACTICE**  
**PART TIME MINI-FELLOWSHIP**

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**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. 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 adding:
    - Affective Disorders: Depression, Anxiety, Obsessive-Compulsive Disorders
    - Tourette Syndrome/Tic Disorders (+/-ADHD)
    - Self Injurious Behavior

## SC LEND Fellowship

South Carolina Leadership Education in Neurodevelopmental and Related Disabilities (SC LEND) is part of a national network of LEND programs totaling 43 in the United States. The goal of LEND training programs is to train culturally competent leaders in the field of Neurodevelopmental Disabilities promoting an interdisciplinary team approach to identification, treatment, education and collaboration. Leadership training focuses on clinical knowledge and outreach, advocacy, policy, and legislature for children and families within this population. SC LEND has been established to address the specific needs of South Carolina in early identification and intervention as well as providing general outreach and training to the local communities. Ultimately, our efforts are geared to reducing health disparities and increasing access to services and knowledgeable professionals within the state. SC LEND collaborates with multiple state agencies thus providing opportunities for trainees to access resources and collaborate with policy experts at the state level.

### **Components of Training Program:**

#### Core Didactic Curriculum (30% of time):

All LTs will complete a two credit, two-semester course sequence entitled: Interdisciplinary Study of ASD-ND 1 (fall semester) and Interdisciplinary Study of ASD-ND 2 (spring semester). The course content is based on recommendations made by the AUCD's Interdisciplinary Training Guide (National Training Directors Council, 2001), and the Core MCH Leadership competencies, <http://leadership.mchtraining.net>

The curriculum emphasizes training in typical and atypical development, as well as interdisciplinary training, life course issues, culture competence, public health, access to care, and family centered care. There is a specific emphasis on empirically supported assessment and intervention methods for ASD and other NDs.

The course will be offered on-line, and lectures may be viewed by students on their own time via the on-line learning management system Moodle. To stimulate interprofessional discussion and class participation, each lecturer will pose at least one discussion question on the Moodle discussion board. Students will be required to respond to the questions, and to the responses of at least two other students. Grades will be pass/fail. Students will be evaluated on attendance (30%), participation in online discussion boards (30%), and test performance (40%). Multiple choice questions will be submitted by lecturers, and tests will be given on line (via Moodle) at four time points during the two semester class (mid-term and non-cumulative final exam). Two textbooks will be required for these courses: Developmental and Behavioral Pediatrics & Children with Disabilities. Additional timely articles will be provided to students by individual lecturers.

#### Clinical Experience (50% of time):

Each LT will select specific multi-disciplinary clinical experiences in which to participate in during the training year, and these training experiences will be detailed in the Individual Leadership Training Plan (ILTP). All LTs must commit to participating in at least one training experience in each of 3 primary areas

(Therapeutic Interventions, Multi-Disciplinary Evaluation Programs, and Specialty Care), with a minimum of 5 total training experiences during the SC LEND year. In addition, clinical experiences with children with ASD are required (see ADOS training above). The breadth of multidisciplinary training experiences required are intended to provide LTs with experience in prevention, early detection, diagnostic evaluation, coordination of care, treatment, and long-term follow-up. Quarterly clinical evaluation forms will be completed to provide the LT with ongoing feedback about progress.

Family and Community Experience (5% of time):

**Family Mentorship Project:**

Each LT will be matched with a family with a child with a Disability through our statewide program Family Connections. During the LEND year, the LT will be required to complete at least 4 visits with the family. When possible, visits will be completed in each of the following areas: 1) home visit; 2) school visit (observation at an IEP meeting will be encouraged; 3) observation of a therapy session; 4) community visit (e.g. a shopping trip, a martial arts lesson, an adaptive sports game, etc).

**Community Networking Experience:**

Each LT will be required to attend at least two community networking meetings during the course of their SC LEND year (e.g. Act Early, Help Me Grow, SC Developmental Disabilities Council, Family Connections, and Upstate Autism Professionals Network).

Leadership and Research Projects (15% of time):

1. Additional Continuing Education activities include The LEND Leadership Project completed by the 1st year Cohort. This continuing education activity is a distance learning module broadcast by South Carolina Area Health Education Consortium (AHEC) to rural hospitals throughout the state of South Carolina. The Presentation is a part of the South Carolina Health occupations Outreach learning System (SCHOOLS) to provide a variety of disciplines access to the trainee lead continuing education activity. This past year the LEND cohort developed a course on Navigating the Special Education System in Public Schools for Medical Professionals. This course will be disseminated through AHEC U for the following two years to provide optimal access for medical providers. Moving forward SC LEND will be featuring LEND trainees during their AHC – SCHOOLS virtual Lecture series offered each year of LEND as part of the community outreach initiative.

Leadership Course (IPE)

<b>Abraham Moscow</b>	<b>Actual Hours (over 45 weeks)</b>
Clinical Experience	450
Course Work	100
Family and community experience	10
Leadership/research projects	450
Leadership Course	10
<b>Total:</b>	<b>1020</b>