



# The Roadmap Project

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# The *Aim* of the Roadmap Initiative

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Patients living with chronic conditions and their families receive proactive support to promote emotional health as a routine part of excellent and equitable care.



# Preparedness of Pediatric Subspecialty Fellows to Address Emotional and Mental Health Needs of Children With Chronic Medical Conditions

**Table 2. Respondents Across Subspecialties Who Reported High Levels of Interest, Responsibility, and Competence in Mental Health Care**

Subspecialty	Interest <sup>a</sup> Adjusted % (95% CI) <sup>d</sup>	Responsibility <sup>b</sup>	Competence <sup>c</sup>
Adolescent medicine	89.9 (84.1-95.7)	94.7 (90.4-99.1)	57.8 (47.3-68.4)
Developmental-behavioral pediatrics	83.1 (76.4-89.7)	77.1 (69.7-84.5)	32.1 (23.3-40.8)
Child abuse pediatrics	76.3 (63.3-89.4)	87.5 (78.0-97.1)	24.8 (12.2-37.4)
<b>Endocrinology</b>	<b>75.8 (70.2-81.4)</b>	<b>78.0 (72.4-83.5)</b>	<b>18.0 (12.8-23.2)</b>
Rheumatology	75.5 (65.7-85.3)	81.0 (72.4-89.6)	24.5 (14.7-34.3)
Hematology-oncology	76.3 (72.3-80.4)	85.2 (81.9-88.5)	20.9 (17.1-24.6)
Nephrology	72.5 (63.9-81.1)	77.8 (69.6-86.0)	13.0 (6.2-19.8)
Pulmonology	74.1 (66.9-81.3)	73.6 (66.5-80.6)	19.7 (13.1-26.3)
Gastroenterology	63.5 (57.9-69.1)	73.1 (68.1-78.1)	25.0 (19.9-30.0)
Cardiology	56.7 (51.9-61.5)	67.8 (63.4-72.1)	13.1 (10.0-16.3)
Infectious diseases	46.8 (38.6-55.0)	49.7 (42.0-57.4)	21.9 (15.4-28.5)
Critical care medicine	44.6 (40.1-49.1)	63.0 (58.6-67.3)	12.9 (9.9-15.9)
Emergency medicine	40.8 (36.5-45.1)	60.9 (56.7-65.1)	22.6 (19.1-26.2)
Neonatology	38.4 (34.7-42.1)	26.9 (23.6-30.2)	21.0 (18.0-24.0)



How can Roadmap help you, your fellows, your fellowship program to support the emotional health of children and youth with chronic conditions?



# THE ROADMAP PROJECT



## RAISE AWARENESS

about the emotional  
impact of living with  
a chronic condition.



## IDENTIFY RESOURCES

and make them  
available (e.g. peer-  
to-peer, therapeutic  
support, and patient  
and family crisis  
plans).

## DEVELOP SKILLS

and confidence to  
address emotional  
health.



## BUILD SURVEILLANCE

and assessment into  
routine clinical  
processes.

LEARN MORE AT [WWW.ROADMAPFOREMOTIONALHEALTH.ORG](http://WWW.ROADMAPFOREMOTIONALHEALTH.ORG)



# Lessons Learned from Training Programs

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- Roadmap framework was useful for both trainees *and* faculty
- Roadmap materials were practical, useful, and easy to adapt to virtual AND in-person teaching style and format
- Roadmap framework facilitated patient perspective
- Roadmap resources were valuable across various clinical settings
- Trainees can practice the skills in ANY patient encounter, not just those patients with chronic conditions

# Example Roadmap Resources

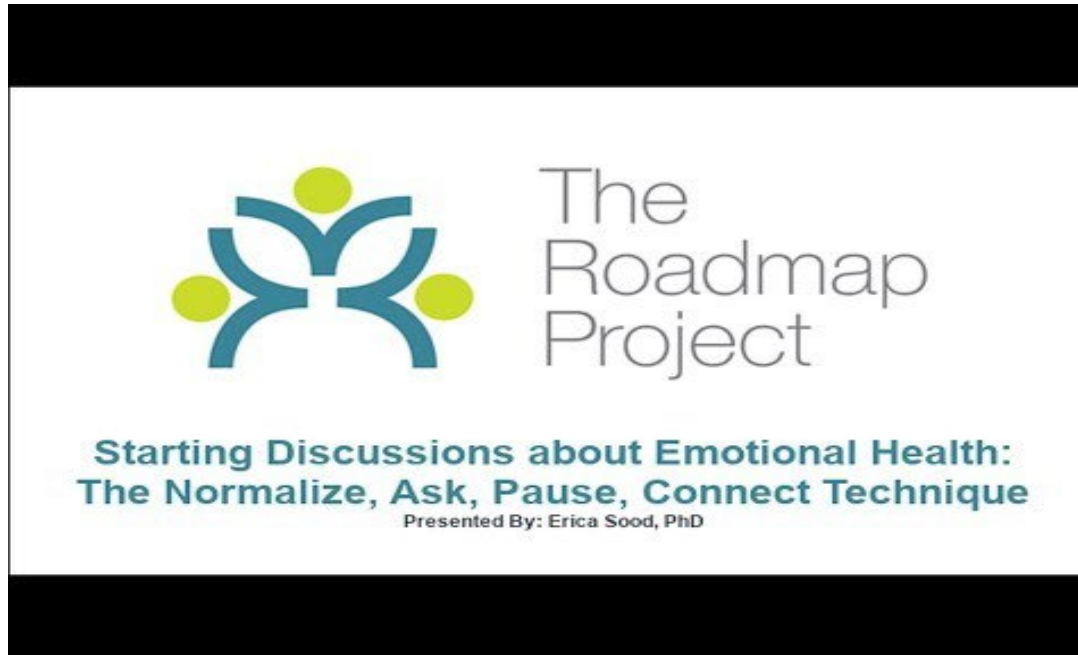
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- How to Begin a Conversation about Emotional Health: [Normalize-Ask-Pause-Connect](#)
- [Developing a Resource List](#) and [Choosing a Therapist](#)
- Summary of [Billing Strategies](#)
- [A Patient Shares How Clinicians Can Empower Patients by Asking About Emotional Health](#)
- Maintenance of Certification Part 2 and 4 activities
- [Readiness checklist](#) for clinicians and practices





# Normalize-Ask-Pause-Connect



Article by: Erica Sood, PhD - [Normalize-Ask-Pause-Connect: A Clinical Approach to Address the Emotional Health of Pediatric Patients with Chronic Conditions and Their Families](#)

## NORMALIZE-ASK-PAUSE-CONNECT

### NORMALIZE

- Communicate that emotional difficulties are common and expected.
- Set up the discussion to promote emotional disclosure.
- Minimize the likelihood of "I'm fine."
  - "I know from working with other teens that it's common to feel down or depressed when [illness-specific stressor]."
  - "I hear from a lot of parents that they grieve the loss of [pre-illness experience]."
  - "I always ask about [emotion] because how you are emotionally is just as important as how you are physically."

### ASK

- Use open-ended questions.
- Keep your questions brief.
- Pay attention to your non-verbal communication.
  - "How about you/your family?"
  - "How has your family been affected?"
  - "What has [illness-specific stressor] been like for you?"

### PAUSE

Communicate non-verbally that you want to hear the answer.

Give the patient/family time to gather their thoughts and decide whether to share.

### CONNECT

- Use reflection to communicate that the patient/family was heard and understood.
- Validate feelings.
- Connect to additional providers and resources when available.
  - "Thank you for sharing. It sounds like this has been a really hard time. I appreciate learning more about how you are doing so that we can continue to support you/your family."
  - "I can understand why you might feel this way."
  - "Our team has a [resource/person] that may be able to provide additional support around [challenge/condition]. Is it okay if I connect you?"



The  
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THE AMERICAN BOARD OF PEDIATRICS  
FOUNDATION





“It is more than okay to talk about mental health with your young patients. In fact, it is exactly what they want and need.”

—Johanna Bergan  
former Executive Director, Youth MOVE National  
Roadmap Patient and Parent Advisory Committee





“When YOU (as the provider) are the one to start the conversation and bring up questions around mental health, anxiety, depression—this normalizes talking about mental health. This is such important modeling from a caring adult.”

—Johanna Bergan  
former Executive Director, Youth MOVE National  
Roadmap Patient and Parent Advisory Committee



# The Impact of Being Black on Living with a Chronic Condition: Inpatient Perspectives

- The background trauma of lived experience
- Playing the game by code-switching
- The Child Protective Services concern



# 2023: Roadmap for Emotional Health Collaborative

17 hospitals, 39 teams, and 15 subspecialties



What can we do to support you, your fellows, and your fellowship organization to address the emotional health of children and adolescents with chronic conditions ?

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