



NOTES

March 18, 2014

Oleson Center, NMC Campus

1701 E. Front Street., Traverse City MI

MSU/NMC/MHC Health Lecture 9 a.m.

Collaborative Meeting following the lecture

(approx. 10 a.m. – noon)

Great Start Parents Meeting 12:15 – 1:30 p.m.

MSU/NMC/MHC HEALTH LECTURE SERIES:

Pediatric Medicine

9:00

Milliken Auditorium

Dr. B. Keith English, Chair of Pediatrics

Michigan State University College of Human Medicine

10:10 a.m. GSC meeting convened

Welcome (Mike Hill)

In Attendance: Mike Hill, Rebecca Tanner, Chasity Gouker, Brigid Wilson, Yvonne Donohoe-McCool, Jill Murphy, Teresa Lutke, Rene' Beyette, Alison Metiva, Sara Jo Vider, Kathy Kundrat, Melissa Corwin, Kerrie Ann Shannon, Kristin Witt, Robin Hornkohl, Betsy Hardy, Tracy Spincich, Christi Morgan, Jen Kraus, Marjie Rich, Nancy Kida, Karin Cooney, Mary Manner, Nicole VanDeVelde, Rachel Mason, Peter, Mark Brieve. Dr. Keith English, Tom Emling, Jim Rowlett. Cheryl Bloomquist, Cheryl Priest, Margaret Desormes, Maggie Sprattmoran, Ray Antel, MSU-CHM guests

Guest presentation: *The Importance of Healthy Socio-Emotional Development in Early Childhood* (Dr. Keith English, Michigan State University College of Human Medicine)

- Pediatricians invented prevention; keeping children healthy has always been the goal, e.g. vaccine development, emphasis on well-child check ups
- The CANDLE Study in Memphis [<http://candlestudy.com/>] : improving child neurocognitive outcomes beginning *in utero* [Conditions Affecting Neurocognitive Development and Learning in Early Childhood]
 - 1500 moms and kids
 - Longitudinal study from 2nd trimester of pregnancy to child age five
 - [See “timeline” for list of data gathered http://candlestudy.com/sites/default/files/page_attachments/CANDLE%20Timeline%20Handout%2012.6.11.pdf]
- Focus on Social/Emotional development is influenced by research [references: Adler (2010), Duncan (1994), Hertzman (2010), Feldman (2009), Ermisch (2008), Sturge-Apple (2011)]
- Effect of genes under stress

- Correlates of social/emotional and neurocognitive outcomes; current research by Frederick Palmer examining the connection between maternal Adverse Childhood Experiences and Adverse Experiences [ACE & AE (adverse experiences as adults)] and child outcomes: [http://www.abstracts2view.com/pas/view.php?nu=PAS14L1_1650.2]
- Urban Child Institute in Memphis: <http://www.urbanchildinstitute.org/>
 - Looking at risk factors for social/emotional problems
 - Target interventions in the first three years of life
- Lifecourse Model of health and development: timeline; timing; environment; equity
 - Today's experience and exposures determine tomorrow's health-timeline
 - Barker Hypothesis: fetal stress leads to adult illness [<http://www.thebarkertheory.org/science.php>]
 - Health and developmental trajectories are particularly affected during critical or sensitive periods
 - The broader environment (biological/physical/social) strongly affects the capacity to be healthy
 - Inequality in health reflects more than genes or personal choices
- Mechanisms influencing Lifecourse Model
 - Programming: time-specific influence of environment on developmental course
 - Predictable pathways
 - Effects are cumulative
- Many tools for assessing child and parent social/emotional and cognitive development and wellbeing; some examples
 - BITSE [see <http://smartbeginningsvp.org/bitse.html>]
 - Bailey cognitive
 - Edinburgh tool for maternal depression
 - Maternal disposition
 - CAN risk tool
- Facetime follow up maintains relationships and allows for monitoring of child progress & outcomes

The economics of asthma: less is spent on asthma treatment than is lost in productivity of the working parents

- This would be a good case study
- Outcomes of home visiting: <http://newsatjama.jama.com/2012/02/20/home-visits-for-asthma-care-improve-outcomes-reduce-costs/>

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CCEP/SEEL (Rene' Beyette)

Rethink program scope and funding for regional support for childcare providers and families struggling with challenging behaviors in young children

Action Steps:

- identify the cadre of people who are trained and get them together; include the Resource Center staff
- developmentally appropriate education, latch on to them as soon as possible and help them understand
- put on the next executive agenda & bring TBAISD to the work group
- identify IMH practitioners in the region
- gather all available data from SEEL

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Strengthening Families framework and our Collaborative journey (Robin Hornkohl)

Knowledge of Child Development

- Where do you get it?
- It needs to be “just in time”
- How you get it
- Meet each other where we are

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5 to ONE Update

- Steering committee met in February
- 3 work groups: Center, Satellite, Network
- Planning session to be held March 20 & 21

Adjourn 12:10 p.m.