

Child ADHD: Exploring Complexities of Care, Parts 1-3

Earn up to 3.0 CE credits by completing all 3 parts!

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PART 1: Tuesday, March 9, 2010, 12:00–1:00 p.m. ET (Dr. Lubke/Dr. Arnold/Dr. Findling)

Part 1 archive will be offered until November 9, 2010.

PART 2: Thursday, April 8, 2010, 12:00–1:00 p.m. ET (Dr. Parvin/Dr. Findling)

Part 2 archive will be offered until November 16, 2010.

PART 3: Tuesday, March 23, 2010, 12:00–1:00 p.m. ET (Dr. Grizenko/Dr. Findling)

Part 3 archive will be offered until December 14, 2010.

STATEMENT OF NEED

Attention-deficit hyperactivity disorder (ADHD) affects 8% of school age children. It presents with symptoms of inattention, hyperactivity/impulsivity or both. Currently, three subtypes of ADHD are defined: ADHD inattentive (ADHD/I), ADHD hyperactive/impulsive (ADHD/H) and ADHD combined (ADHD/C). However, in the last decade heated debate has emerged that questions how this disorder should be conceptualized, defined, and categorized. *Key questions have been: Is it a category or a continuum? and How do comorbidities relate to currently defined subtypes?* In this evidence-based neuroscienceCME Journal Club activity, the faculty will explore new data that may re-focus how we view ADHD subtypes. Such exploration will allow clinicians' to anticipate how developers of the DSM-V might revise ADHD diagnostic criteria. As a result, clinicians will be in a position of opportunity to achieve better individualization of therapy.

Faraoane SV, et al. *J Am Acad Child Adolesc Psychiatry* 2000;39:300-307.

Thapar A, et al. *J Am Acad Child Adolesc Psychiatry* 2009;48:1051-1052.

SERIES GOAL

To translate new evidence in the literature into improved diagnosis of ADHD in children and adolescents.

LEARNING OBJECTIVES

At the end of each CE activity, participants should be able to:

- (Part 1) Interpret data supporting that ADHD is best conceptualized as a continuous trait rather than a categorical diagnosis.
- (Part 1) Identify clinical implications associated with the evidence that ADHD exists on a severity continuum.
- (Part 2) Interpret data supporting that sleep problems in children with ADHD vary in incidence and severity based on ADHD subtype and associated comorbidities.
- (Part 2) Identify clinical implications associated with variable sleep problems in children with ADHD.
- (Part 3) Interpret data supporting the likelihood that ADHD/inattentive subtype is a separate disorder from, rather than a subtype of, ADHD.
- (Part 3) Identify clinical implications associated with evidence that the ADHD/inattentive subtype differs from the ADHD/ Combined-Hyperactive subtype in terms of comorbidity, treatment response, and possible genetic and environmental etiologic factors.

The following learning objectives pertain only to those requesting CNE credit:

- (Part 1) Review data supporting that ADHD is best conceptualized as a continuous trait rather than a categorical diagnosis.
- (Part 1) Identify clinical implications associated with the evidence that ADHD exists on a severity continuum.
- (Part 1) Review conclusions from the study presented by faculty.
- (Part 2) Review data supporting sleep problems in children with ADHD vary in incidence and severity based on ADHD subtype and associated comorbidities.
- (Part 2) Identify clinical implications associated with variable sleep problems in children with ADHD.
- (Part 2) Review conclusion from the study presented by the faculty.
- (Part 3) Review data supporting the likelihood that ADHD/inattentive subtype is a separate disorder from, rather than a subtype of ADHD.
- (Part 3) Identify clinical implications associated with the evidence that ADHD/inattentive subtype differs from the ADHD/ Combined-Hyperactive subtype in terms of comorbidity, treatment response, and possible genetic and environmental etiologic factors.

TARGET AUDIENCE

Physicians, physician assistants, nurse practitioners, nurses, psychologists, pharmacists, and other healthcare professionals interested in diagnosis and management of ADHD in children and adolescents.

FINANCIAL SUPPORT

This educational series is supported by an independent medical educational grant from Shire.

FAX completed form to **240.243.1033**

YES! Register me for the following online archive(s). (Participation details will be sent to you via email.)

PART 1 PART 2 PART 3 All three parts

Site Name: _____ # Participants: _____

Individual Name: _____ Degree: _____

Address: _____

City/State/ZIP: _____

Practice Setting: Community Mental Health State Mental Health Primary Care Private Practice Other: _____ Phone: _____

Fax: _____ Email: _____



FACULTY INFORMATION

Gitta H. Lubke, PhD
University of Notre Dame

L. Eugene Arnold, MD, MEd
(Featured Commentator)
The Ohio State University

PART 1 Featured Article: Lubke GH, Hudziak JJ, Derks EM, van Blijsterveldt TC, Boomsma DI. Maternal ratings of attention problems in ADHD: evidence for the existence of a continuum. *J Am Acad Child Adolesc Psychiatry* 2009;48:1085-1093.

Matthew Parvin, MD

University of Illinois Chicago Medical School

PART 2 Featured Article: Mayes SD, Calhoun SL, Bixler EO, et al. ADHD subtypes and comorbid anxiety, depression, and oppositional-defiant disorder: differences in sleep problems. *J Pediatr Psychol* 2009;34(3):328-337.

Natalie Grizenko, MD, FRCPC

Douglas Mental Health University Institute

PART 3 Featured Article: Grizenko N, Paci M, Joobar R. Is the inattentive subtype of ADHD different from the combined/hyperactive subtype? *J Atten Disord* 2009 Sept 22; [Epub ahead of print].

MODERATOR

Robert L. Findling, MD

Case Western Reserve University
University Hospitals Case Medical Center

CREDIT INFORMATION (FOR EACH PART)

NOTE: No live CE credit is being offered for these activities.

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Universal Activity Number: 376-000-09-029-H01-P (Part 1), 376-000-09-030-P (Part 2), 376-000-09-031-H01-P (Part 3)
Activity type: Knowledge-based

All other clinicians will either receive a CME Attendance Certificate or may choose any of the types of CE credit being offered.

Post-tests, credit request forms, and activity evaluations can be completed online at www.neuroscienceCME.com (click on the Testing/Certification link under the Activities tab—requires free account activation), and participants can print their certificate or statement of credit immediately (80% pass rate required). This website supports all browsers except Internet Explorer for Mac. For complete technical requirements and privacy policy visit www.neuroscienceCME.com/technical.asp. CE credit for Part 1 expires on 11/9/10. CE credit for Part 2 expires on 11/16/10. CE credit for Part 3 expires on 12/14/10.

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