Join us in San Diego, where the APPD will present a one-day intensive session geared toward pediatric subspecialty directors.

The Association of Pediatric Program Directors serves Pediatric Programs and their leadership by advancing the art and science of pediatric education for the purpose of ensuring the health and well-being of children.

Registration Information
APPD attendees are required to pay a registration fee set by the APPD to attend the APPD program. Registrations received by April 17th are eligible for the early registration fee of $150. Onsite registration will be available and the fee will be $175. Contact the APPD for further information.

Contact Information
For APPD registration and program information:
Association of Pediatric Program Directors
6728 Old McLean Village Drive ~ McLean, VA 22101
Phone: 703-556-9222 ~ Email: info@appd.org
URL: www.appd.org

Contact for housing and PAS registration information:
PAS Program Office
3400 Research Forest Dr., Ste. B-7 ~ The Woodlands, TX 77381
Phone: 281-419-0052 ~ Email: info@pas-meeting.org
URL: www.pas-meeting.org

APPD Educational Objectives
• Comprehend new information and develop skills in the leadership and administration of pediatric subspecialty graduate medical education programs.
• Learn about new curricula and best practices in implementing the ACGME competencies in pediatric subspecialty graduate medical education programs.

Program Planning Committee
Bruce Herman, MD, Pediatric Residency Program Director, University of Utah, Salt Lake City, UT
Michael Brook, MD, Cardiology Fellowship Director, University of California, San Francisco, San Francisco, CA
Geoffrey Fleming, MD, Fellowship Program Director, Vanderbilt University School of Medicine, Nashville, TN
Kathleen McGann, MD, Vice Chair of Education, Duke University Medical Center, Durham, NC
Angela Myers, MD, MPH, Associate Professor, Program Director PID, Children’s Mercy Hospital, Kansas City, MO
Pnina Weiss, MD, Director, Subspecialty Resident Education, Yale University School of Medicine, New Haven, CT
Communication has been described as “the most common ‘procedure’ in medicine”, however, few physicians have had any formal training in communication during residency or fellowship. And just like surgical procedures, effective communication cannot be learned in lectures alone or by unsupervised experience. The AAP recommends teaching communication skills should involve supervised practice, feedback and mentorship and the proposed workshop seeks to help fill the current gap in education on communication skills.

We will begin this workshop with an overview of the application process and identify areas that would benefit from simultaneous direction and critique from both a residency and fellowship perspective. Then, through a series of individual reflective exercises, small group and large group discussions, participants will develop a plan for a collaborative approach to guide pediatric residents through the entire spectrum of the fellowship process beginning with choosing a specialty through the application process and finally the effortless transition into fellowship after graduation. We will then describe how we established a Fellowship Mentoring Group at our institution using a similar collaborative, multispecialty model. We will share a timeline which meets both the Spring and Fall Match specialty timelines, present our curriculum of rotating topics (i.e. CV development, writing a personal statement, and interviewing techniques), and describe the various techniques utilized within the individual workshops to create an interactive and supportive environment. The workshop will conclude with a discussion of our lessons learned based on resident feedback and recent match statistics, and an open forum for participants to share further strategies for collaborative mentoring from their own institutions. Participants will leave this workshop with resources to share with their core program directors so they may work as a team towards the common goal of successfully matching pediatric residents into fellowship, and overall strengthening the network of subspecialists within pediatrics.

The workshop will commence with a live audience poll assessing the current state of communication skills education in pediatric fellowships, barriers to implementation, and plans for future training. The audience will reply to questions via text message (www.smsspoll.net) and responses will be projected in real-time to provide the audience instant feedback.

Next, the leaders will provide a brief didactic session reviewing the evidence behind the importance of effective patient communication. The review will focus on the impact of communication on the physician-patient relationship, treatment adherence, and physician-patient concordance regarding goals of care. The “competencies” for effective physician communication with patients and families will be reviewed with reference to recommendations from the AAP Bioethics Committee.

A description of the Children’s Hospital at Montefiore’s Communication Skills Training Course will serve as a platform for the remainder of the workshop which will be dedicated towards providing “hands-on” training on how to develop a concise, effective communication skills workshop with longitudinal evaluations. Participants will learn how to: develop case scenarios that mimic many of the challenges inherent in discussion of diagnosis and prognosis, tailor patient vignettes to address specific deficiencies in a fellow’s communication skills, be an effective moderator managing the clock and guiding peer-to-peer feedback, promote self-reflection, and create a longitudinal evaluation system assessing fellow achievement of communication milestones and utility of the communication curriculum.

Program Schedule

7:30 - 8:00am   Registration and Continental Breakfast (courtesy of APPD)

8:00 - 8:05am   Welcome / Opening Remarks

8:05 - 9:35am   Workshop 1: Collaborating with Your Core Pediatric Program Director to Enhance the Quality of your Fellowship Applicants

Jon F. McGreevy, MD, MSPH, Associate Program Director, Vasu Bhavaraju, MD, Program Director, Dana Ursea, MD, Associate Program Director, Grace Caputo, MD, DIO and Director of Medical Education, Phoenix Children’s Hospital Maricopa Medical Center Pediatric Residency Program

Over the past 10 years, the number of residents pursuing subspecialty careers via fellowship in our large pediatric residency program has nearly tripled, and our residents have averaged 14 matched fellowship positions per year over the last 3 years. Until now, much of the direction fellowship-bound residents have received was on an individual basis with the residency program director and/or a subspecialty faculty advisor; the institution’s fellowship program directors were not formally involved in the process. Ultimately, the shared goal within academic centers is to have high-quality residents match in competitive fellowship programs and serve as the next generation of well-trained subspecialists, whether they remain in the home institution or seek a program elsewhere. Both fellowship and residency program directors must be invested in this process, as each can play a valuable role in attaining this goal. Through this workshop, fellowship program directors will gain insight into how they can work with other institutional educational leaders for the purposes of the successful match of pediatric residents into fellowship programs, using multispecialty mentorship and peer support.

9:35 - 9:45am   Break

9:45 - 11:15am  Workshop 2: Teaching Communication Skills during Fellowship Training

Adam Levy, MD, Associate Professor of Clinical Pediatrics / Director, Fellowship Training Program, Michael Roth, MD, Assistant Professor of Pediatrics Associate Director / Fellowship Training Program, Division of Pediatric Hematology/Oncology, Children’s Hospital at Montefiore

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A brief 3 minute video will demonstrate the physician-patient encounter, as well as peer feedback, and self-reflection. Participants will suggest a list of patient/parent characteristics that provide challenges to the fellow leading the discussion and will serve as variables within the case scenarios.

Participants will break up into smaller groups by sub-specialty to develop 3 patient/family vignettes that are commonly encountered in their field. The vignettes will be structured to meet clear educational goals for the trainee who will participate in the training sessions. In addition, each small group will suggest a variety of patient “reactions” for each scenario, again, to meet the educational goals for their trainees.

Each small group will be invited to share their vignettes with the larger group. One to three of these vignettes will be used to role play at this workshop with the Leader and Co-leader serving as facilitators to model strategies to lead such sessions.

Participants will leave the session with a clear strategy to develop and implement an effective, communication skills curriculum, with longitudinal evaluations, in their fellowship program.

11:15am - 12:45pm Grassroots Session -- Updates from the ABP, ACGME and CoPS (includes working lunch courtesy of APPD)

Update from the American Board of Pediatrics (ABP)
Dr. Gail McGuinness, Executive Vice President, ABP
Dr. Carol Carraccio, Vice-President, Competency-based Assessment, ABP

Update from the ACGME
Dr. Mary Lieh-Lai, Senior Vice President, Medical Accreditation, ACGME
Caroline Fischer, Executive Director, Accreditation Standards, ACGME Review Committee

Update from the Council of Pediatric Subspecialties (CoPS)
Dr. Rob Spicer, Chair, CoPS

12:45 - 2:15pm Workshop 3: Program Excellence: Using an Evaluative Framework to Move Your Fellowship Clinical Competency Committee from 1.0 to 2.0
Tammy Bleeker, BS, Program Manager, Pediatric Medical Education, Richard Bucciarelli, MD, Professor and Fellowship Director, Erik Black, PhD, Assistant Professor and Director, Medical Education Track, University of Florida
This highly interactive workshop will introduce and engage participants in the program evaluation process in order to analyze and improve upon their current Clinical Competency Committee (CCC) structure and process. The facilitators will introduce participants to Patton's widely accepted twelve-step model for program evaluation, with a focus on the first eight steps. In a large group setting, the workshop will begin with introductions and a brief overview of Patton’s Utilization-Focused model of program evaluation by using the University of Florida's CCC structure and process as an example. Participants will then be divided into small groups to first share their current CCC structure and process and then to work on their individual program evaluation, with the presenters facilitating the groups. During the workshop participants will critically examine their current CCC structure and process while collaboratively discussing successful and unsuccessful practices occurring at their institutions. Participants will adopt, adapt, and include practices introduced and discussed during the workshop into their evaluative model. The workshop will alternate between introduction of specific approaches to each step and small group brainstorming and applying those steps to their own CCC program evaluation. Participants will utilize an interactive handout to record their ideas, which will be taken home for future use. The facilitators will wrap-up the workshop with a Gallery Walk where participants from all groups will view the “in progress” program evaluation plans and ideas from other participants and provide feedback, while, at the same time, allow for sharing of ideas. Finally, the participants will return to the larger group to discuss best practices and plan next steps at their home institution.

2:15 - 2:25pm Break

2:25-3:55pm Workshop 4: Prevent Burnout: Avoid the Downward Spiral into Unprofessionalism
Sanghai Misra, MD, Assistant Professor, Medical Director, Mobile Clinic Program, Teresa Duryea, MD, Associate Professor, Medical Director of the Resident’s Primary Care Group Clinic, Julieana Nichols, MD, MPH, Assistant Professor, Associate Director of the Academic General Pediatric Fellowship, Baylor College of Medicine / Texas Children’s Hospital
Numerous surveys have shown that at any given moment, 1/3 of physicians are suffering from symptomatic burnout. This symptomatic burnout, in part, leads to the statistic that physicians have the highest rate of suicide among all professions. In fact, physicians are more likely to commit suicide than leave the practice of medicine. Unfortunately, burnout also decreases physician professionalism and the quality of medical care provided. The topic of wellness and burnout prevention affects all levels of training
in medicine. It is imperative that faculty leaders prioritize wellness and role model burnout prevention for trainees. The workshop will bring the concept of wellness closer to participants by stressing the relevance to each individual’s personal and professional productivity and contentment. All participants will complete and score a brief wellness survey. Relaxation techniques such as breathing exercises and desk yoga will be introduced and practiced throughout the session. Relevant data will be shared on the link between burnout and professionalism. Small groups will work through a case of a physician exhibiting signs of burnout in the professional environment and the challenges of reporting unprofessional behavior will be discussed. Participants will share ideas on how to incorporate wellness and burnout prevention into a fellowship curriculum. Participants will then construct a prioritized personal wellness action plan. These action plans will systematically concentrate on various realms of wellness such as physical, emotional, intellectual, and spiritual wellness. The wellness goals created during this workshop will create a framework for participants to consciously design a contented personal and professional life.

3:55 - 4:00pm  Closing Remarks