Lessons Learned

Background & Methods

New ACGME requirement for 6 months of individualized curriculum based on resident goals and developed with faculty mentorship.

Implementation Plan:
1. Three individualized pathways developed based on ideas collected from faculty and resident focus groups.
2. 3 faculty members allotted 0.1 FTE to develop and mentor one of three pathways with residency leadership.
3. Residents choose pathway half-way through second year.


Overview

All Pathways
6 Units (1 unit = 4 weeks)

2 Anchor Units

4 Unique Units

Pathway Specific
1 Unit

Individualized Electives
2 Units

Longitudinal Curriculum
1 Unit

The Longitudinal Curriculum
32 x ½ day sessions spread throughout the third year

Experience Inpatient Outpatient Integrated
Private Practice X
Sports Medicine X
Grow Clinic X
NICU Follow-up X
Special Needs X X X
Urgent Care X X X
Child Protection X X
Simulation X X
Phone Triage X
Transport X
Sedation X

Resident Examples

<table>
<thead>
<tr>
<th>Pathway choice</th>
<th>Resident 1</th>
<th>Resident 2</th>
<th>Resident 3</th>
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</thead>
<tbody>
<tr>
<td>Career goal (short term)</td>
<td>Inpatient</td>
<td>Cardiology Fellowship</td>
<td>Academic Peds Fellowship</td>
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<tr>
<td>Career goal (long term)</td>
<td>Neonatologist</td>
<td>Interventional Cardiologist</td>
<td>Academic General Pediatrician</td>
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<tr>
<td>Individualized electives</td>
<td>Away NICU, Research</td>
<td>Research, Cardiac ICU</td>
<td>Child Abuse, Research</td>
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<tr>
<td>Mock code case</td>
<td>Inborn errors of metabolism</td>
<td>Supra-ventricular tachycardia</td>
<td>Foreign body aspiration in toddler</td>
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Leadership
Multidisciplinary team of pathway leaders is synergistic for curriculum development and resident mentorship.

Logistics
Longitudinal curriculum scheduling disruptive to resident electives and requires significant time to coordinate schedule.

Solutions:
1. 2014-15 new schedule: 4 days at the end of specified blocks for the longitudinal experiences and continuity clinic.
2. Start longitudinal curriculum at the end of PL-2 year.
3. Administrative support for scheduling pathways.

The Learner
Residents are actively engaged in determining individualized needs and have articulated that the pathways have enhanced their learning experiences.