

Building Scholarly Concentrations In Your Program

Developing Innovative Curricula in
Advocacy, Global Health,
Medical Education, and
Quality and Performance Improvement

Association of Pediatric Program Directors (APPD) Conference
Spring 2016
Saturday, April 2nd 10:30-12:00 pm

Welcome!

- Please sit at the table marked with the scholarly area you are most interested in developing at your institution
 - Advocacy
 - Global Health
 - Medical Education
 - Quality and Performance Improvement

Welcome!

Small Group	Facilitators
Advocacy and Community Health	Erika Abramson, MD, MS (Weill Cornell Medical College) Anda Kuo, MD (University of California, San Francisco) Jaime Peterson, MD (Stanford)
Global Health	Saraswati Kache, MD (Stanford) Jackie Kuzminski, MD (Children's Hospital of Wisconsin)
Medical Education	Ariel Winn, MD (Boston Medical Center) Rebecca Blankenburg, MD, MPH (Stanford) Carrie Rassbach, MD (Stanford) Valerie Gribben, MD (Stanford)
Quality and Performance Improvement	Taylor Loudon, MD (Stanford) Alyssa Bogetz, MSW (Stanford)

Disclosures

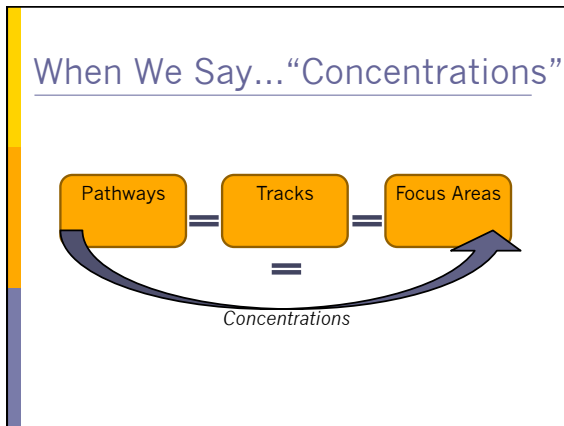
- The authors have no financial relationships or conflicts of interest to disclose

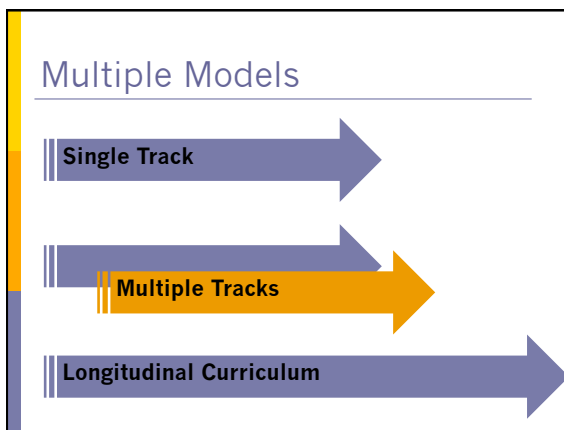
Learning Objectives

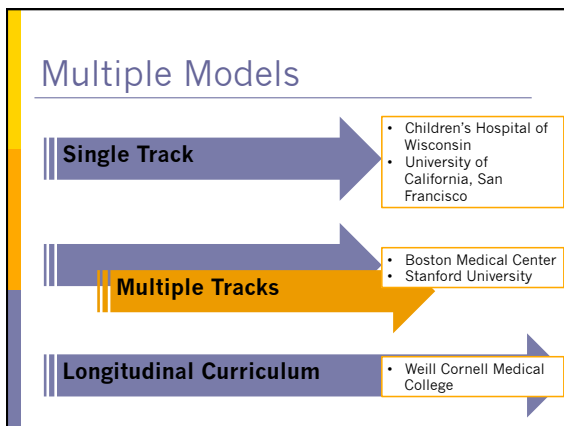
- Develop curricula for a scholarly concentration track/pathway
- Define criteria for measuring the success of your scholarly concentration track/pathway
- Identify resources necessary for implementation and formulate a plan to successfully obtain these

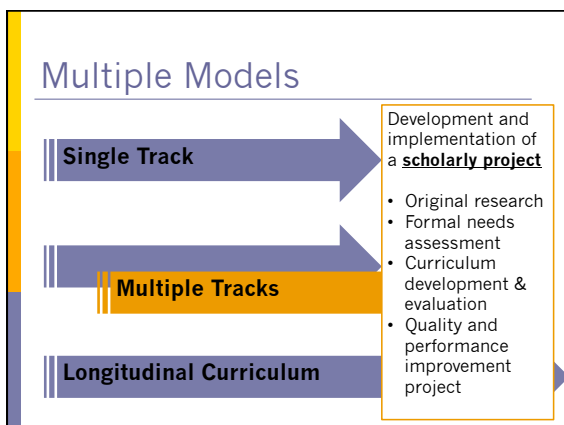
Workshop Overview

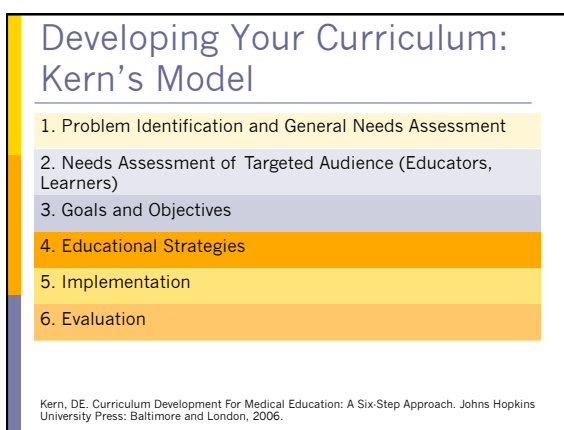
Topic	Time
1. Introduction to Scholarly Concentrations & Kerns Model of Curriculum Development	20 min
2. Developing Your Curriculum: Resources, Goals & Learning Objectives	25 min
3. Educational Strategies and Learner Assessment	15 min
4. Program Evaluation	10 min
5. Implementation Obstacles and Solutions	15 min
6. Key Insights and Lessons Learned & Workshop Evaluation	5 min

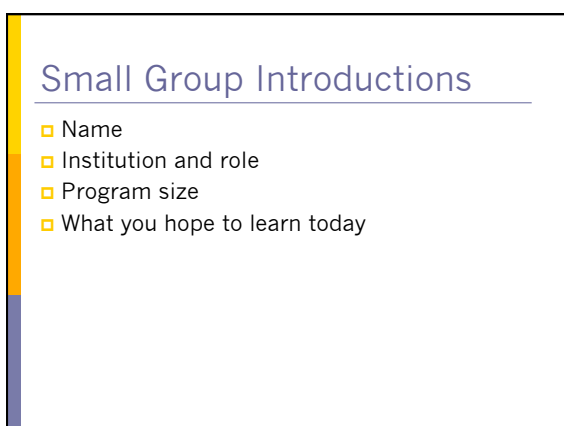












Defining Your Scholarly Concentration Requirement

- How does your institution define scholarly activity?
- What is/will be the minimum requirement for scholarly activity?
- Will residents have protected time to complete their projects?
 - If so, how much and when?
 - If not, how will residents be able to fulfill the requirement?

Needs Assessment & Resources

- Who are your key stakeholders? Who is impacted?
 - Whose buy-in is required prior to implementation?
 - How will you achieve buy-in?
- What existing resources can be leveraged to support your program?
 - Personnel (teaching, research, administrative)
 - Time
 - Space
 - Funding (internal and external)
 - Other?

Program Goals and Objectives

- Consider and construct your program's:
 - Overarching goals (List 1-2)
 - Learning objectives (List 1-2, specific & measureable)
 - Cognitive, affective, or behavioral

Bloom's Category	Verbs/Key Words
Knowledge	Define, describe, identify, know, list, name, recognize, state
Comprehension	Comprehend, distinguish, explain, generalize, interprets, translates
Application	Apply, construct, demonstrate, discover, produce, prepare, solve
Analysis	Analyze, compare, contrast, differentiate, illustrate
Synthesis	Categorize, combine, compile, compose, design, generate, organize, reconstruct, summarize
Evaluation	Appraise, conclude, critique, defend, interpret, justify, support

(Bloom, 1956)

Educational Strategies

- What educational strategies will you use?
 - Consider congruence between strategy and learning objectives
 - Cognitive → Video, lecture, reading
 - Affective → Video, lecture, reading, discussion, reflection
 - Behavioral → Activity, exercise/demonstration
 - Consider resources available
 - Time
 - Space/facilities/clinical sites
 - Personnel
 - Other

Learner Assessment

- How will you know if your objectives have been met?
 - Does this matter to you/your institution? Why?
- Will you have formative and/or summative assessments?
 - Self-assessment and/or peer and/or faculty?
- Who will develop, implement and track completion of assessments?
 - Will there be penalties if assessments are not completed? If so, what will they be?

Program Evaluation

- Closes the loop in curriculum development cycle
- Can be used to:
 - Determine the effectiveness of programs for all participants
 - Document program objectives have been met
 - Provide information about program implementation, acceptability and feasibility that can be useful for others
 - Guide curricular improvements
 - Provide evidence of need for additional funding, FTE or other support
- List 1-2 outcomes each for residents and the program to evaluate program effectiveness

Implementation and Action Plan

- What obstacles do you anticipate facing?
 - Financial and other resources
 - Time and competing demands
 - Personnel – attitudes, roles
 - Other?
- How will you overcome these?
 - What do you need to be successful? Sustainable?
 - Who can help you?
- List up to 4 steps you will take when you return to your home institution to develop or improve your program

Lessons Learned

- Small group report out

Our Lessons Learned

- Know what resources are available for residents and mentors at your institution
- Advocate for the resources you need
- Develop a cadre of strong faculty mentors
- Empower residents to own their projects and manage their mentoring relationships
- Work with residents to map out a plan for project completion using milestones, deadlines and clinical schedules (feasibility and scope are essential)
 - Develop a back-up plan!

Our Lessons Learned (cont.)

- Build opportunities for residents to showcase their work
- Evaluate your program! (Identify users in advance)
- Align resident, faculty and institutional needs, priorities and interests where possible
- Research and scholarly activity is not for everyone
 - Foster a climate of curiosity
 - Promote scholarly pursuit of passion areas
- A successful program is continually evolving
 - Sustenance and management of change is required to maintain strengths and promote future improvements

What Questions Do You Have For Us?

Thank you!

- Please take 1-2 minutes to complete the evaluation at your table
- Contact information in your handout
- Please feel free to contact us to learn more
