Is Daily Noon Conference Old School? Developing a Successful Academic Half Day Curriculum for Pediatric Residency Programs

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L. Barry Seltz, MD
Associate Professor of Pediatrics
Department of Pediatrics, Section of Hospital Medicine
Associate Program Director, University of Colorado Pediatric Residency
Children’s Hospital Colorado and University of Colorado School of Medicine
Email: leonard.seltz@childrenscolorado.org

Laura Zastoupil, MD
Pediatric Chief Resident
University of Colorado Pediatric Residency
Email: laura.zastoupil@childrenscolorado.org

Chas Hannum, MD
Pediatric Chief Resident
Tufts Medical Center
Email: channum@tuftsmedicalcenter.org

Emily Hsieh, MD
Pediatric Chief Resident
Tufts Medical Center
Email: ehsieh@tuftsmedicalcenter.org

Priya Garg, MD
Director of the Office of Medical Education
Assistant Dean for Academic Affairs
Boston University School of Medicine
Former Program Director, Tufts Medical Center Pediatric Residency
Email: priya.garg@bmc.org
Group 1: **Design a Needs Assessment for Potentially Revamping your Current Curriculum and an Evaluation Plan**

1. What specific questions would be important to ask to determine if your curriculum needs revamping?

2. Who are the people to whom you will target your needs assessment?

3. How will you perform your needs assessment (i.e. survey, focus groups, etc.)?

4. How would you evaluate a transition to an AHD curriculum model? What outcomes are important?
   a. Outcomes for residents
   b. Impact on clinical faculty/fellows
   c. Implications for AHD teachers
Group 2: Design a Process for Developing a One-Year Academic Half Day Schedule

Your program has decided to implement Academic Half Day, in which your residents have a protected block of educational time. Two important factors to consider when planning an AHD schedule may include: 1) Patient care coverage while residents are at AHD and 2) Implications for continuity clinic.

1. What other factors may need to be considered when designing an AHD schedule?

2. Who are the key program/institutional stakeholders from whom support would be needed to transition to an AHD? How would you go about eliciting their support?

3. What factors are important to consider in choosing a day of the week for your AHD?

4. How would you decide whether a morning or afternoon would work best?

5. How many hours in a month would be needed to deliver a curriculum?

6. What factors would need to be considered when determining how to schedule interns, PL-2s, and PL-3s for AHD?

7. How would you go about choosing topics to include in AHD?

8. How would you go about identifying/recruiting faculty teachers to participate in AHD?
Group 3: Design an Academic Half Day/Conference Learning Session

Your residency program has decided to implement Academic Half Day. You have 3 hours scheduled for AHD. You have decided for this session that residents should learn cardiology, and this is the only time of the year cardiology is scheduled at AHD for this learning group. As you are planning this session, you realize that 3 hours of power point lectures will not promote active learning.

1. Which level of learner (i.e. interns, PL-2, PL-3, a mix) will you aim this curriculum at?

2. Identify 3 specific learning objectives (i.e. at the end of the AHD learning session, residents will be able to.....).
   a.
   b.
   c.

3. What combination of learning activities/materials (preparatory reading, lectures, small-group activities, games, etc.) will you use?

4. How many teachers will be needed?

5. Design a concrete schedule for your half-day learning session.

6. How will you determine if residents learned what you wanted them to learn?
Group 4: Design a Process for Identification of Barriers and Strategies to Overcome Them

Your residency program has decided to implement Academic Half Day. You learned from an APPD workshop that there are several possible benefits to implementing Academic Half Day that may help you sell this plan to key stakeholders.

**Possible Benefits**
- Improved resident attendance
- Able to incorporate active learning
- Allows for innovation in content and design
- Protected educational time without interruptions
- Promotes resident wellness and camaraderie

However, you acknowledge that several potential barriers to implementation exist that may include:

**Potential Barriers**
- Patient Coverage during protected educational time
- Time commitment of faculty teachers
- Decreased volume of topics compared to noon conference
- Delivery of material to residents unable to attend an AHD
- May not be feasible for residents to accomplish preparatory pre-reading during busy rotations
- An AHD session might feel long and mentally draining
- Need for faculty development to optimize teaching skills

1. What other barriers may exist?

2. What are strategies to overcome potential barriers?
   a.
   b.
   c.
   d.
Academic Half Day References


Other Helpful Resources
