

APPD Forum for Fellowship Directors May 2018

BUILDING BRIDGES: DEVELOPING A CORE CURRICULUM FOR PEDIATRIC  
SUBSPECIALTY FELLOWSHIPS

**MODELS OF FELLOWSHIP CORE CURRICULUM FROM THE  
PRESENTING INSTITUTIONS**

Stanford University School of Medicine

Hasbro Children's Hospital and Brown University

Duke University School of Medicine

Children's Mercy, Kansas City

University of Alabama at Birmingham

University of Utah, Primary Children's Hospital

Yale University School of



## Core Curriculum Example

Location of Fellowships: Children's Mercy, Kansas City

Contact: Susan Hathaway PhD, Vice Chair of Education  
[shathaway@cmh.edu](mailto:shathaway@cmh.edu)

Angela Myers MD, MPH, Pediatric Infectious Diseases Fellowship Program Director  
[amyers@cmh.edu](mailto:amyers@cmh.edu)

# of Programs: All hospital sponsored fellowship programs including Department of Pediatrics, Surgery, Radiology, Dental, and Psychology

Total# of Fellows: Around 50

Overall Structure: 1 year curriculum for first year fellows

Specific: Monthly, on the second Tuesday from 8-9 am with breakfast

Topics/Notes: The entire year is set up as a leadership course divided into 3 sections:

- Inner (interpersonal/personality/bias)
- Other (communication/change management /conflict resolution)
- Outer (social determinants of health/US health care system/high value care)

Target: All first year fellows

Challenges locally: Occasional difficulty with attendance outside the department of Pediatrics

Successes locally: We have some data that the fellows feel like they are learning good leadership skills through the course and we have good faculty support and interest

## Fellowship Common Curriculum

### INNER

**Class 1 - Introduction to Common Curriculum** (we meet for this class during fellow orientation)

**Prior to Class 1**-Trainees take the pre-survey related to attitudes and beliefs

Introduction of faculty

**Faculty video:** What do you wish you had learned about leadership?

Meet in cohorts for the first time

### Class 2 - MBTI

**Prior to Class 2** - Trainees complete the Myers Briggs

**Faculty video:** Leaders know themselves?

The slides presented here are copyrighted and should be used by a certified MBTI professional

**Activity:** Groups are prearranged by S & N and are asked to reflect on a picture.

**Handout:** Each trainee is given their MBTI profile along with additional information about working with others

### Class 3 - Leadership 101

Trainees sit in their cohorts

**Activity:** Sticky Note

**Video:** TedTalk with Barry Posner <https://www.youtube.com/watch?v=QmMcSBQvQLQ> (minutes 3:19-6:02)

**Handout/Value Activity :** Have trainees start with 10 values that they circle. After they are done, have them, cross out 5.

Ask them how they felt about that. Correlate that to having to make decisions as a leaders and having to prioritize some values over others. Then talk ask them to narrow to 3 values. Aske trainees to share and brainstorm instances where even those three values are in conflict with each other.

**Handout:** The Leadership Challenge

**Handout:** I Have a Dream by Martin Luther King, Jr

Activity : Read the I Have A Dream speech by Martin Luther King and discuss what makes this speech so powerful. (Hint: The second page is where a lot of the action is - which is why it is the more famous part). What simple strategies could you borrow to convey your vision to others? Think about the following suggestions from Kouzes and Posner's *The Leadership Challenge*. Share an idea/program/vision you have with someone at your table. If you can't think of anything start with In my fellowship, I would really liketo see .. "

### Class 4 - Cognitive and Implicit Bias

**Prior to Class 4:** Read articles - Cognitive Bias and A Silent Curriculum

Trainees complete one or more of the implicit bias assessments found at

<https://implicit.harvard.edu/implicit/takeatest.html>

**Handout:** Common Types of Cognitive Bias

### OTHER

#### Class 5 - Communications

**Prior to Class 5:** Read the Arti cle: The Science of Teams

**Handout:** Communication Workshop

**Video:** USS Montana vs Lighthouse

<http://www.bing.com/videos/search?q=USS+Montana+vs.+Lighthouse&view=detail&mid=7662ESA4E5A12CA02A0D7662ESA4ESA12CA02A0D&FORM=VIRE>

**Faculty Video:** What is one of your communication pet peeves?

**Resource:** <http://greatergood.berkeley.edu/ei/quiz/> (we have now converted this to an in class activity)

**Activity:** Body Language Check with Turning Point {Separate Powerpoint}

**Activity:** Case Study

## **Class 6 - Conflict Management**

**Faculty Video:** Discuss a conflict you managed well? One that didn't go as well?

**Handout/Activity:** Conflict Management Styles Self Assessment

**Handout/ Activity:** Conflict Resolution Case Studies

## **Class 7 - Power and Change**

**Activity:** Have a discussion about powerful people and what makes them powerful.

**Faculty Video:** Who do you think has power?

**Activity:** Talk through each of the types of power listed on the worksheet . Do the fellows currently have any of these sources of power? How effective is it? What can they do to strengthen your own power and the power of those you work with?

**Handout:** Power Worksheet

**Handout:** Change style indicator

**Handout:** Managing Complex Change slide from presentation

**Activity:** Knoster (1991) posits that the following elements are a requirement of successful change. The resulting descriptor in the right hand column shows what happens without each of these components being ensured by leadership. Have fellows work through each of the columns in the graphic regarding the change they want to lead? Have faculty (or fellows) share a change-gone-wrong story. What happened?

**Handout:** Nickerson COSTs

## **OUTER**

### **Class 8 - US Health Care System**

**Activity:** In cohorts answer the question: Who/what is included in the US Health Care System?

**Activity:** Health Care Jeopardy (Separate Powerpoint)

**Handout:** Vital Signs Report Brief

### **Class 9 - Social Determinants of Health**

(Our slides contain information from the Community Health Assessment conducted by our hospital which should be customized for each home location.)

**Prior to Class:** Watch the trailer to Unnatural Causes [http:// www.unnaturalcauses.org/video\\_clips\\_detail.php?res\\_id=80](http://www.unnaturalcauses.org/video_clips_detail.php?res_id=80)

**Activity:** Case study discussed in cohorts

**Activity:** Poverty Simulation <http://playspent.org/>

### **Class 10 - Health Care Economics and Policy**

(Our slides originally contained information about our hospitals financial situation which should be customized for each home location . )

**Video:** Science of Persuasion - [https:// www.youtube .com/ watch?v=cFdC z.N7RYb w](https://www.youtube.com/watch?v=cFdCz.N7RYbw)

**Prior to Class 10:** Read article - What is Health Economics?

**Handout:** Hospital Finance Definitions

### **Class 11 - High Value Care**

**Activity:** Generate examples of low cost/high cost and low outcome/high outcome care in your cohort

**Activity:** Case study work

### **Class 12 - The Future of Medicine**

**Prior to Class 12:** Read the Article: Turning Doctors into Leaders & When Clinicians Lead

**Video:** [http:// www.ozy.com/ fast-forward/the-fut ure-of-medicine-predicted-by-ozy/ 71641](http://www.ozy.com/fast-forward/the-future-of-medicine-predicted-by-ozy/71641) followed by pointing out what life was like for faculty only 20 years ago. No remote control, phones attached to wall, no cell phones (or even computers in some cases). Aske fellow, do they expect to be a physician in 20 years? Do they really think that medicine will be the same given how much life has changed in 20 years.

**Class Discussion:** How does what we have learned throughout this course, have anything to do with where future trends may take us?

**Video:** Drew Dudley Ted Talk [https:// www .ted.com/ talks/ drew dudley everyday leadership? language=en](https://www.ted.com/talks/drew_dudley_everyday_leadership?language=en)

Each class ends with the One Minute Reflection



## Core Curriculum Example

Location of Fellowships	University of Alabama - Birmingham
Contact	Ann Klasner, MD, MPH Pediatric Subspecialty Fellowship Director <a href="mailto:aklasner@peds.uab.edu">aklasner@peds.uab.edu</a>
# of Programs	16 ACGME Programs - 2 non-ACGME Programs
Total# of Fellows	60 fellows
Overall Structure	2 Year Curriculum  Year 1: Teaching, Leadership, Career Advice Year 2: Research, QI
Specific	1 hour monthly with lunch (10-12 hours/year)
Topics/Notes	see attached sheets for example schedules <ul style="list-style-type: none"><li>o All fellows attend separate Quality Academy</li></ul>
Target	All 3 years of fellows for all lectures
Challenges locally	-Not mandatory by all programs; some fellows do not attend
Successes locally	-Have established an attendance award for the fellows that attends most conferences in a year (\$2500 to attend a scientific conference)

# 2015-2016 UAB Pediatric Fellow Core Educational Conference Schedule

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<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Speaker</u></b>
8/14/2015	Negotiating for an Academic Job	Ann Klasner, MD, MPH
9/04/2015	Library Resources	Lee Vucovich
10/23/2015	Leadership Skills	Mike Warren
11/20/2015	Risk Management	Linda Mittleman
12/11/2015	Contracts	Lauren DeMoss
1/08/2016	Advocacy	Suzanne Respass
2/12/2016	COA Media/Social Media	Kathy Bowers/Amy Dabbs
3/11/2016	Presentation Skills	Nancy Tofil, MD
4/08/2016	Economics of Healthcare	Tony Fargason, MD
5/13/2016	Academic Careers	Sergio Stagno, MD

\*All Conferences will be held from 12:00 -1:00pm in the Bradley Lecture Center, 4th Floor Children's Harbor, unless noted otherwise. Lunch provided to the first 30 attendees.



# 2016-2017 UAB Pediatric Fellow Core Educational Conference Schedule

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<b>Date</b>	<b><u>Topic</u></b>	<b><u>Speaker</u></b>
6/10/2016	Bioethics/Authorship/Manipulation of Images	Jeff Engler, PhD
7/8/2016	EBM and Library Resources	Lee Vucovich
8/12/2016	Biostatistics/Epidemiology	George Howard, DrPH
9/9/2016	Study Design	Russell Griffin, PhD
10/14/2016	Presentation Skills (Abstract writing/ Oral and Poster Presentation)	David Chaplin, MD, PhD
11/11/2016	<i>Reschedule</i>	
12/9/2016	Research Team Research Oversight and IRB	David Kimberlin, MD Penny Jester, RN, MPH
1/13/2017	Wellness	Lauren Nassetta, MD
2/10/2017	Grants Overview	Melissa McBrayer
3/10/2017	Patient Safety and QI	Leslie Hayes, MD
4/14/2017	Creating a CV	J.R. Hartig, MD
	<ul style="list-style-type: none"> <li>Location Change: Surgery Commons, Lowder 3rd Floor, end of hall</li> </ul>	
5/12/2017	Risk Management	Claire Owens, JD
	<ul style="list-style-type: none"> <li>Location Change: Surgery Commons, Lowder 3rd Floor, end of hall</li> </ul>	
6/9/2017	Simulation in Fellowship	Marjorie Lee White, MD

\*All conferences will be held from 12:00-1:00pm in the Bradley Lecture Center, 4th Floor Children's Harbor, unless noted otherwise. Lunch provided to the first 30 attendees.

# 2017-2018 UAB Pediatric Fellow Core Educational Conference Schedule

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<b>Date</b>	<b><u>Topic</u></b>	<b><u>Speaker</u></b>
<b>7/14/2017</b>	EBM and library Resources	<b>Kay H. Smith, MLS, MPH</b> LHL, Senior Research librarian
<b>8/11/2017</b>	Creating a Cover letter and CV	<b>J.R. Hartig, MD</b> Med-Peds Residency Director
9/8/2017	COA Media and Social Media	Amy Dabbs, Jody Seal, Laura Gosney
10/13/2017	Contracts	Lauren DeMoss, JD Maynard Cooper Gale, PC
11/10/2017	Negotiating for an Academic Position	Ann Klasner, MD, MPH Pediatric Subspecialty Director
12/8/2017	Fellow Holiday Social	
1/12/2018	Advocacy	Suzanne Respass VP- Government Relations, COA
2/9/2018	Leadership	Mike Warren, JD Chief Executive Office, COA
3/9/2018	Mentorship	David Rogers, MD, MHPE UAB, Senior Associate Dean of Faculty Affairs and Professional Development
4/13/2018	Economics and Healthcare	Tony Fargason, MD, MBA Medical Director and VP - Clinical Affairs, COA Dawn Walton, CPA Chief Financial Officer, COA
5/11/2018	Financial Planning	Trey Novara, CFP Principal

\*All Conferences will be held from 12:00 -1:00pm in the Bradley Lecture Center, 4th Floor Children's Harbor, unless noted otherwise. Lunch provided to the first 30 attendees.

## Core Curriculum Example

Location of Fellowships	Duke University Medical Center, Durham, NC
Contact	Kathleen A. McGann, MD Vice Chair of Education Department of Pediatrics kathleen.mcgann@duke.edu
# of Programs	-12 ACGME Fellowship Programs+ 5-10 non-ACGME Fellowships -1 Residency (Child Neurology Residents also invited & some attend)
Total# of Fellows	55 - 60+ depending on year
Overall Structure	2-year curriculum, usually not held in July/August due to transitions
Specific	-Tuesday afternoons - one hour/week x 3 days a month (some sessions online) _3rd Tuesday of month - Fellows Research Conference instead, where senior fellows present their research in progress to faculty & fellows
Topics/Notes	see additional info below
Target	All 3 years of fellows, but repeats every 2yrs so only ask them to attend topics they missed previously during their 3rd year
Challenges locally	Not mandatory albeit highly encouraged (goal is overall attendance of 75% - agreed on by most FPDs): some programs do not require or encourage attendance but most do; we request faculty on service hold fellows' pagers while in fellows in sessions but not all faculty do; challenging to find a time that works for all to attend - send a survey every couple years to find best time but time for consult services not always best for critical care groups...
Successes locally	Fellows have opportunity to meet and exposed to experts in these fields; some great talks (and some not so great); in past gave gift card to fellow with best attendance...

## Duke Fellows Core Curriculum (FCC)

The Duke Office of Pediatric Education (OPE) coordinates a 2 year Fellows' Core Curriculum (FCC) to provide a foundation in the topics of importance to all trainees in academic subspecialty pediatrics. In particular, the FCC was designed to meet the American Board of Pediatrics (ABP) and the ACGME requirements for a *Core Curriculum in Scholarly Activities* for pediatric subspecialty fellows. The series repeats every two years and runs from September /October through June. Therefore, the audience for each session includes new fellows, as well as some 2nd & 3rd year fellows.

Topics include the **required** ABP/ ACGME topics:

Biostatistics/Epidemiology, Basic science and Clinical research methodology and study design, Manuscript preparation, Grant Writing, Evidence-based medicine, Ethics of research, and Proficiency in Teaching (including Adult Learning Theory, Curriculum Design and Development, Outlining expectations & Providing Feedback, Small Group Teaching and Large Group Presentation Skills). The ABP Subboard certification examinations include up to 7% of questions on these topics, although the % is changing depending on the Subboard.

Beyond the required topics, we have incorporated the following additional topics in this series: Professionalism, Cultural Competency, Quality Improvement, How to Find a Job, Billing and Coding, Doctor-Patient Communication, Career Panel, Fellows as Leaders, etc.

Speakers for this curriculum include the wealth of experts from within our Department, along with invited speakers from outside the Department, when needed. The FCC not only addresses key topics for all fellows but also affords our fellows a chance to meet and interact with one another, an added value. While the specific order of the sessions may vary, the curriculum is typically delivered 3x/mo. over 2 years, skipping the summer months. Fellows' Research Conference (in which senior fellows present their research in progress) is held once a month in lieu of the FCC session.

## Outline of Fellows Core Curriculum

Research & Scholarly Activities		
Topic	# of Sessions	Notes & Comments
Biostatistics	7-8	Pre & post-tests Online Modules x 6 In-person Sessions x 1-2 with Statistician, incl review of proposed stats in fellows' rsch projects
Epidemiology	1	
Health Services Delivery	1	
Clinical Research Methodology	2-3	

Study design PK studies Drug Development and Phase I - IV Clinical trials		
<b>Laboratory Research Methodology</b>	2	
<b>Grant Writing</b>	1	<ul style="list-style-type: none"> <li>• Didactic</li> <li>• Mock study session</li> </ul>
<b>Manuscript Preparation</b>	1	
<b>Critical Literature Review &amp; Principles of Evidence Based Medicine (EBM)</b> From Case to Question to Search: Acquiring the Evidence (Librarian) EBM Diagnosis and How to Teach it EBM Therapy EBM Harm EBM Meta-analyses/ Systematic Reviews EBM Practical Skills: Utilization of resources at Point of Care	6	
<b>Ethical Principles of Clinical Research</b>  History and Ethics of Human Subjects Research Conflicts of Interest in Human Subjects Research Research Involving Prisoners Research Involving Children Research Involving Pregnant Women, Fetuses and Neonates The IRB and the Protection of Human Subjects	5 online  2 live sessions	2 live session on IRB and Human Subject Research
<b>Communication</b> Doctor-Patient Communication	1	With facilitator and Actors
<b>Proficiency in Teaching</b> Learn (and Teach!) Smarter: Adult Learning Theory & Learning Preferences Outlining Expectations & Providing Effective Feedback Curriculum Development Clinical Preceptor Models (Small Group Teaching) Teaching & (hopefully) Learning in Large Group Presentations	5	
<b>Additional Topics</b>		
Quality Improvement Methodology & Designing a QI Project	1-2	
Identifying Potential Jobs/ Contract Negotiation	1	
Academic Tracks & Promotion Portfolios	1	
Mentor-Mentee Relationships	1	

Personal Finance 101	1	
Billing, Coding & Compliance	.5	
Cultural Competency and Implicit Bias	1-2	
Fellows as Leaders	1	
Professionalism Workshop	1	

### EXAMPLE: Fellows Core Curriculum

Title
Teaching Series: Learn (and Teach!) Smarter
Teaching Series: How to Provide Effective Feedback
Teaching Series: Curriculum Development
Teaching Series: Clinical Preceptor Models (Small Group Teaching)
Teaching Series: Teaching and (hopefully) Learning in Large Group Presentations
Making the Transition from Fellow to Faculty
No session m given onger Cu1tura1 Competency sess10n
Improving Health Outcomes through Cultural Proficiency
Biostatistics Online Modules
"Facebook, Twitter? Using Social Media without Getting in Trouble"?
Biostatistics Online Modules
Biostatistics Online Modules
Biostatistics Online Modules
Biostatistics Online Modules
Biostatistics Online Modules
Biostatistics: Review
Improving Health Outcomes through Cultural Proficiency- (3 hr session)
Fellows Town Hall Meeting
Biostatistics: Designing a Clinical Study (Hands-on Approach w/Review of Proposals)
EBM Series: Getting the Most Out of Pubmed
EBM Series: Therapy
EBM Series: Harm/Odds Ratios
EBM Series: Evidence-Based Diagnosis - Diagnosis/Likelihood ratios
EBM Series: Systematic Reviews (aka Let Someone Else Do Some of the Work)
A Practical Approach to Doctor-Patient Communication - (1.5 hrs)

Quality Improvement in Clinical Settings
Pediatric Education Day: Mentoring and Advocacy Education Workshops
CORE (Curriculum Online for Resident Education) & You: The Fellows' Role in Resident Teaching
Clinical Research Methodology: "Safety/PK trials"
Panel Discussion: Career Options, Live Paths after Fellowship (BRING YOUR QUESTIONS)
How to Find an Academic Job
How to Find an Academic Job (continued)
Savvy about Science: Common Molecular Laboratory Techniques (Parts 1)
Savvy about Science: Common Molecular Laboratory Techniques (Parts 2)
CITI Modules: Ethics of Research
CITI Modules: Ethics of Research
CITI Modules: Ethics of Research
Educating Physicians: A Call for Reform of Medical Education: Medical Schools and Residency
CITI Modules: Ethics of Research
CITI Modules: Ethics of Research
Grant Writing
CITI Modules: Ethics of Research
CITI Modules: Ethics of Research
Ethics of Research/IRB
CITI Modules: Ethics of Research
Manuscript Preparation
The Revenue Cycle and Basic Coding Overview
Cultural Competency
Cultural Competency





## Core Curriculum Example

Location of Fellowships Stanford University Medical Center

Contact	Hayley Gans, MD	<a href="mailto:hagans@stanford.edu">hagans@stanford.edu</a>
	Bonnie Halpern-Felsher	<a href="mailto:bonnieh@stanford.edu">bonnieh@stanford.edu</a>

# of Programs 20

Total# of Fellows 105

Overall Structure

- Core Curricula is divided into general topics and scholarship.
- 48 hours of core curricula for general topics delivered in a longitudinal format in quarterly 4 hour blocks that are PGY specific. Curriculum is mapped to ACGME core requirements and subcompetencies.
- Scholarly topics delivered in 1-hour bimonthly sessions that include ABP mapped curriculum and directed scholarship topics.

Specific: The curricula developed for the fellow's college is meant to be experienced in a progressive manner as it builds on previous topics and is structured to align with trainees skill maturation over fellowship.

Topics/Notes: All the ACGME core requirement and ABP scholarship content specifics are covered in addition to career development.

Target All fellows in the department of pediatrics including post-doctoral students for the scholarship piece.

Challenges locally :

1. Buy in of all programs, most challenging are clinically intensive such as Cardiology, critical care and neonatology.
2. Finding experts to present who can tailor non-medical topics to physicians
3. Measuring outcomes

Successes locally

1. Early adapters are spreading the word and attendance is increasing.
2. Programs appreciating the value and have committed to building protective time for trainees to attend session into the schedules for 2018-2019
3. Session feedback in very positive for all programs
4. Has served as a social networking opportunity and sessions have added community to the fellowship
5. Non-pediatric programs have requested to join

## Core curriculum:

The Department of Pediatrics has developed a comprehensive, longitudinal curriculum which will be presented during 48 hours of Fellow's college and 72 hours in research club over a three-year fellowship. The content builds on previous material and skills and is meant to be experienced in a progressive manner, but all sessions are open to all fellows allowing for fellows who have shorter fellowships to access all material and to allow fellows to repeat sessions if desired. In addition, all Fellow's college sessions are taped and the video and materials are made available to all fellows so that if fellows are unable to attend the session the information is available.

## 2017-2018 Schedule for Fellow's College

Dates	Audience	Time
August 15, 2017	First	12-4pm
August 22, 2017	Second	12-4pm
August 29, 2017	Third	12-4pm
October 25, 2017	First	12-4pm
November 1, 2017	Second	12-4pm
November 15, 2017	Third	12-4pm
February 8, 2018	First	12-4pm
February 15, 2018	Second	12-4pm
February 22, 2018	Third	12-4pm
May 15, 2018	First	12-4pm
May 22, 2018	Second	12-4pm
May 29, 2018	Third	12-4pm

The format is designed to promote attendance by allowing for blocked time off from fellowship, and to allow for more in-depth learning by utilizing more than one hour blocks for more complicated and hands-on concepts.

## Curriculum Areas Overview;

Professional	3 hours	1 hour annually
Well-being	7 hours	3 hours year 1 2 hours annually
Quality Improvement	2 hours	2 hours in first year only
Leadership	14 hours	4 first year and 5 hours 2/3
Teaching	6 hours	2 hours annually
Mentorship	1 hour	1 hour first year only
Health economics	2 hours	2 hours third year only
Health Disparities/Advocacy	3 hours	1 hour annually
Scholarship	3 hours	1 hour year 1, 2 hours year 2

Career/Job	7 hours	2 1/2 and 4 hours 3
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## Curriculum Topics overview:

### Professionalism: 3 hours

Introduction to Professionalism	Year 1
Maintaining Professionalism	Year 2
Modeling Professionalism	Year 3

### Well-being: 7 hours

Fatigue Mitigation	Year 1
Physician Self-Care	Year 1
Resiliency	Year 2
Stress Management	Year 3

WellSteps	1 hour, years 1, 2, 3
Breathing	
Movement	
Stress reduction	
Compassion	

### Quality Improvement: 2 hours

Quality Science Basics and PQMS	Year 1
Quality Improvement: How to do it	Year 1

### Leadership: 14 hours

Providing and receiving feedback	Year 1
Leadership skills 101	Year 2
Implicit-Explicit Bias	Year 2
Negotiations	Year 3
Increasing your visibility	Year 3
Conflict management	Year 3
LIFO: strengths and team leadership	2 hours, years 1, 2, 3
Diversity	1 hour, years 2, 3

### Teaching: 6 hours

Precepting a team	Year 1
Small-Large group teaching	Year 2
How to develop a curriculum	Year 3
Fellow presentations (scholarship)	1 hour, years 1, 2, 3

### Mentorship: 1 hour

How to pick a career/research mentor	Year 1
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**Health Economics: 2 hours**

High Value Care	Year 3
Health Economics	Year 3

**Health Disparities/ Advocacy: 3 hours**

Health disparities in clinical care	Year 1
Health disparities in research	Year 2
Advocacy	Year 3

**Scholarship: 3 hours**

How to do an effective lit search	Year 1
Writing a successful manuscript	Year 2
Effective Presenting at meetings	Year 2

**Career Development/Job skills: 7 hours**

Alumni panel	1 hour, years 1,2,3
How to write a CV/CL	Year 2
How to search for a job	Year 2
Interview Process	Year 3
Billing advice	Year 3

**Professionalism: 3 hours: 1 hour annually**

The core curriculum will include longitudinal content targeting ACGME core program requirements and subcompetencies. The curriculum will include 3 hours over the three years presented as one hour annually in each fellowship year. The content will build on the previous content.

**Fellowship Scholarship Curriculum  
3-year Longitudinal Plan  
Stanford University  
Bonnie Halpern-Felsher, PhD  
Director of Fellowship Research**

**1st Year Fellows' Boot Camp:**

**Goals:** To provide first year fellows with an **overview** of research methods, statistics, and study design to enable them to be well-poised to identify and begin their scholarly project and write an internal grant. Then, fellows will get more detailed research didactics during the bi-monthly research club in their 2<sup>nd</sup> and 3<sup>rd</sup> years.

**Workshop/Seminar Topics:**

- Identifying and "scoping" a research project and question(s); elements of a good research question - 1.5 hours
- Conducting a literature search - 1.5 hours
- General research design - 1.5 hours
- Sample size and power concepts/calculation - 1 hour
- Stride/Redap, Qualtrics primer - 1 hour
- Basic epidemiology - 2.0 hours
- Subject recruitment, IRB, consent process
- Grant writing principles, research pitch, CHRI grant basics and the application process, aims, and biosketches.
- Break out groups to refine research study and start the aims and biosketches.

	9:00am-12:00 m	12:00-1:00 m	1:00-5:00 m	Homework
Monday	Research Didactics (topics above)	Lunch and Networking	Breakouts	Work on research ideas, literature review, mentors
Tuesday	Research Didactics (topics above)	Lunch and Networking	Breakouts	Work on research ideas, literature review, mentors
Wednesday	Research Didactics to ics above	Lunch and Networkin	Breakouts	Draft aims
Thursday	Grant Didactics - grant writing principles, research pitch, CHRI basics and application rocess, aims	Lunch and Networking	Breakouts - Pitch and aims	Draft aims
Friday	Grant Didactics - NIH-style biosketches	Lunch and Networking	Breakouts - Aims and biosketches; present aims and rough plan <u>in groups</u>	

### **Fellows' Grant Writing Club - Predominately 1<sup>st</sup> Year Fellows**

The Grant Writing club is designed to teach basic fundamentals of grant writing, including learning about all components of a grant submission, with the club culminating in participants having a complete CHRI grant ready for the February 1<sup>st</sup> submission. Ideally fellows will begin the writing club with an identified mentor and research project and project ideas, developed in part through the Boot Camp week.

Topics, Readings, & Assignments
CHRI details, outline/review club, work on aims
Finalize aims; Begin application; Discuss research plan
Research plan
Research plan
Research plan; full grant
Personal statements
Personal statements; mentoring plans; finalize all components
Mock Review
Mock Review
Mock Review
Discuss mock reviews; do grant revisions from mock reviews; address final questions; submit!
Revise grants based on Reviews
Revise grants based on Reviews

### **Fellows' Research Club - 2<sup>nd</sup> and 3<sup>rd</sup> Year Fellows**

The club is an interactive and dynamic research seminar designed for **ALL fellows** in the Department of Pediatrics. We will discuss a variety of topics including, but not limited to, identifying research mentors and scholarly projects, study design, statistics, survey development, statistical software, grant writing, research-related resources and networking, works in progress, and so on.

Topics, mapped to ACGME and ABP:

- Epidemiology and biostatistics (2-3 sessions)
- Subject recruitment, IRB, consent process
- Measurement Development, validity and reliability, Promis Measures, Qualtrics, RedCap
- Publishing, Revising, Reviewing Scientific Manuscripts
- Publishing case studies
- Qualitative research and Community-based participatory research
- Clinical trials; RCTs
- Program development and evaluation
- Elevator pitch
- Stanford core facilities (basic research)
- Research ethics
- Systematic reviews
- Stats:
  - Types of variables and data (nominal, ordinal, interval, ratio, continuous, categorical)
  - Distribution of data; descriptive statistics
  - Hypothesis testing (including Type I and Type II errors, p-values, alpha)
  - Basic stats (ANOVA, chi-square, non-parametrics)
  - Tests of association (regression, relative risk, odds ratio) and regression analyses
  - Diagnostic testing (ROC, sensitivity...)
  - Incidence and prevalence
- Cost benefit, cost effectiveness, and outcomes
- Study Design





## Core Curriculum Example

Location of Fellowships	Yale University School of Medicine
Contact	Pnina Weiss, MD; Vice Chair of Education, Department of Peds
# of Programs	11 ACGME programs
Total# of Fellows	45
Overall Structure	3 year curriculum; some sessions are designated by year of training  2 <sup>nd</sup> year fellows attend courses in the Investigative Medicine Program (Biostats, Clinical research methods)  Specialized Med Ed program for 6 months with didactic, experiential components
Specific	1 hr weekly with lunch (30 hrs/year)
Topics/Notes	See attached
Target	All 3 yrs for most lectures; some are stratified by year of training
Challenges locally	Conflicts with clinical duties
Successes locally	Have live stream capability, Med Ed program

## **Yale University**

### **Fellowship Core Combined Curriculum**

A Core Curriculum has been devised jointly by the core pediatric program and the subspecialty program directors. Oversight is provided by the Director of Subspecialty Resident Education. The curriculum is reviewed in joint fellowship program director meetings. It is primarily given in the Departmental Fellows conference, but it is also supplemented by selected Pediatric Grand Rounds, Investigative Medicine courses (Biostatistics and Principles of Clinical Research), Yale University sessions, courses at the School of Public Health and on-line modules.

### ***Departmental Fellows Conference***

#### ***Mon 12-1***

This weekly interactive seminar has two components: research and clinical core curriculum. It focuses on the development of laboratory and clinical research plans and study design. Third year fellows present their research yearly. Their research plans and results are actively analyzed, critiqued and discussed by faculty and fellows. The curriculum includes didactic presentations, discussions and workshops on:

- A. Scientific presentation & teaching
- B. Scientific writing: paper, abstract, grant
- C. Biostatistics
- D. Principles of clinical research
- E. Molecular and laboratory techniques
- F. Qualitative research methodology
- G. HIC process
  - a. IRB protocol
- H. Research ethics
  - a. Confidentiality
  - b. Informed consent
  - c. Conflicts of interest
- I. Grant process
  - a. NIH structure and peer review
- J. Career development

In addition, the conference covers core curricular topics that are required by the ACGME. The series is introduced with a day-long, first year fellows orientation and "college," followed by more advanced conferences for all fellows. There are case-based discussions in pediatric ethics, evidence-based medicine, teaching skills, system-error analysis, quality improvement, economics of health care and cultural competency. Curriculum is organized in a two year cycle to include the topics:

- A. Pediatric ethics:
  - Principles of pediatric medical ethics
  - Professionalism (including virtue-based ethics, cultural competency and issues of physician impairment and fatigue)
  - End of life issues
  - Conflicts of interest (interactions with vendors, hospitals, insurers, employers)
  - Parent (or patient)/physician conflict
  - Physician/physician conflict
- B. Evidence based medicine

- Asking the question and finding the evidence
  - Advanced searching techniques (Interactive seminar at the library)
  - Critical appraisal:
  - Therapy/harm, diagnosis and prognosis studies
    - Therapy and harm studies (bias, intention-to-treat, confidence intervals)
    - Systematic reviews/meta-analyses, clinical practice guidelines, and economic analysis
- C. Teaching skills
- Principles of adult learning
  - Curriculum development
  - Giving talks/delivery of information
  - Provision of feedback
  - How to assess educational outcomes
- D. Identification and analysis of system errors
- E. Cultural competency
- Community resources
  - Social determinants of disease
- F. Quality improvement (PDSA cycles)
- G. Patient Safety
- H. Economics of health care
- Billing and coding
- I. Communication/Sign out
- J. Physician fatigue and impairment
- K. Leadership skills

### ***Pediatric Grand Rounds***

#### ***Wed 12-1***

Grand rounds are presented weekly and all fellows are encouraged to attend to continue to gain exposure to general pediatric issues. Fellows are expected to attend when there is a lecture in the area of subspecialty. Some of the lectures are considered part of the core curriculum and include issues such as end-of-life, cultural competency, medicolegal issues and communication, evidence-based medicine methodology, medical economics, medical education and identification of systematic error. Fellows are notified in advance of core curricular lectures.

### ***Billing Compliance Meeting***

Fellows need to complete a billing compliance modules yearly. Fellows can attend a yearly meeting on how to document and bill for services provided for patient care. The landscape of the insurance payers is also addressed. Alternatively, fellows can attend a billing compliance meeting in their section or complete an on-line module.

### **Courses**

Fellows participate in courses offered by the **Investigative Medicine, Clinical Scholars Programs**, the **School of Public Health** and **Yale University School of Medicine**. Specific coursework requirements are outlined by each individual fellowship. Descriptions of the courses are outlined below.

Fellows should take courses in the Investigative Medicine Program: ***Introduction to Biostatistics*** and ***Principles of Clinical Research*** during the summer of their second year. In addition, fellows undertaking laboratory research may take ***Clinical and Translational Informatics***. Fellows pursuing a clinical research project may take ***Seminars in Clinical Investigation*** and ***Ethical and Practical Issues in Clinical Investigation*** during the Fall of their second or third year. Fellows may attend courses at the Yale School of Public Health such as ***Introduction to Evidence-based Health Care***.

#### ***Introduction to Biostatistics in Clinical Investigation***

This two week course provides an introduction to statistical concepts and techniques commonly encountered in medical research. Topics which are covered include: study design, probability, comparing sample means and proportions, survival analysis, and sample size/power calculations. The computer lab will incorporate lecture content into practical application by introducing the statistical software package SPSS to describe and analyze data.

#### ***Principles of Clinical Research***

This two week course provides an overview of the objectives, research strategies and methods of patient-orientated research. Topics include: competing objectives of clinical research; principles of observational studies; principles of clinical trials; principles of meta-analysis; interpretation of diagnostic tests; prognostic studies, causal inference, qualitative research methods, and decision analysis. Sessions include lectures and discussion of readings distributed in advance.

#### ***Clinical and Translational Informatics***

In this two week course, students learn how genomics is influencing both medical research and health care delivery and illuminating the genomic discoveries being translated into diagnostic and therapeutic medical applications. This course takes an integrated approach exploring how genomes are mapped and sequenced, how various computational methods convert this raw data into information about biology and how new experimental methods can provide comprehensive information about the behavior and function of genes and their products. Lectures are supplemented with computer laboratory sessions to reinforce ideas of bioinformatics tools. The course is designed to provide practical training in bioinformatics methods, including accessing the major public sequence data bases, use of the BLAST tools to find sequences, protein sequences from genomic DNA, detection of exons and finding intron-exon boundaries, aligning sequences (Clustal W), making phylogenetic trees and comparative genomics. Lectures are supplemented w/ computer laboratory sessions to reinforce ideas and to provide practical experience.

#### ***Ethical and Practical Issues in Clinical Investigation***

This semester-long weekly course addresses topics which are central to the conduct of clinical investigation including ethics of clinical investigation, scientific fraud, technology transfer, and interfacing with the pharmaceutical industry. Practical sessions include: scientific presentations and teaching, NIH peer review guidelines and a framework for the clinical investigator to obtain funding for, conduct and present a clinical study. The course also provides instruction in Responsible Conduct of Research required by the NIH. Format consists of didactic presentation followed by discussion.

#### ***Seminars in Clinical Investigation***

In this term-long seminar course a range of topics are covered in the format of an interactive seminar. Topics include detailed evaluation of study designs (cohort studies, case-controlled studies, and clinical trials), development and validation of indices, review of approaches to methodology and issues related to the implementation of the methodology (assuring quality of the data, qualitative research methods, estimation of sample size and statistical power), and introduction of finding sources to fund grant proposals. The format for most of the seminars consists of a didactic presentation followed by intensive discussion of research articles and research protocols. Students lead the discussion in the critical analysis and evaluation of the articles.

### ***Introduction to Evidence-based Health Care***

Evidence-based health care uses best current evidence in addressing clinical or public health questions. This course introduces principles of evidence-based health care in formulating clinical or public health questions, systematically searching for evidence, and applying it to the question. Types of questions asked include treatment/prevention of disease, etiology, diagnostic testing and prognosis. Particular attention is given to the methodology of synthesizing evidence in systematic review. The role of evidence in informing economic analysis of health care programs, clinical decision analysis and clinical practice guidelines is also addressed. Students complete a systematic review in their own field of interest using Cochrane Collaboration methodology.

### **Advanced Degrees**

Some fellows may elect to pursue advanced degrees.

### **Ph.D Degree/MA in Health Sciences**

The Investigative Medicine Program grants the Ph.D.-degree and is directed exclusively to physicians serving as fellows in clinical departments. A new Masters in Health Sciences degree is now being offered. The Investigative Medicine Program's parallel paths of training emphasize either disease-oriented or patient-oriented research. Dr. Eugene Shapiro of the Department of Pediatrics, Associate Director of the Investigative Medicine Program, supervises curriculum and training for patient-oriented investigation.

### **MPH Degree**

Trainees may enroll as degree candidates in the MPH program at the Yale School of Public Health. The standard curriculum is intensive and requires 60 credits which are obtained during 2 years of full-time course work. A special 48 credit curriculum is designed for Yale postdoctoral fellows. There is a 1 year course leading to a Masters degree in Epidemiology, specifically directed at trainees who wish to focus on epidemiology.

Pnina Weiss, MD

Director of Subspecialty Resident Education

[pnina.weiss@yale.edu](mailto:pnina.weiss@yale.edu)

785-2480



## Core Curriculum Example

Location of Fellowships

Hasbro Children's Hospital and Brown University

Contact

Katherine Mason, MD  
Vice Chair of Education  
Hasbro Children's Hospital and Brown University  
593 Eddy St.  
Providence, RI, 02903  
Office: (401) 444-4201  
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Email: [Katherine.Mason@Lifespan.org](mailto:Katherine.Mason@Lifespan.org)

## 2016-2017 Fellowship Core Curriculum

Click on the link to any past Course Title to access presentations, supporting articles, and other resources.

Date and Time	Course Title	Location	Director	Fellows	Speakers
Friday July 1, 2016	<b>New Fellow's Orientation</b>	RBC Community Room	Kathy Mason, MD	All New Fellows	Kathy Mason, MD Claudia Hoyen, MD
Thursday September 8, 2016 8:00 am - 12:00 pm	Due to Grand Rounds this has been Cancelled				
Tuesday September 13, 2016 8:30am - 1:00 pm	<b><u>Teaching Symposium</u></b>	RBC Community Room	Kathy Mason, MD Martha Wright, MD	All PGY1-Fellows & PGY2 & 3 Fellows who have not attended previously	Kathy Mason, MD Martha Wright, MD Anne Bacevice, MD Michael Dell, MD
Thursday November 10, 2016 8:30 am - 12:00 pm	<b><u>Grant Writing</u></b>	RSC Amphitheater Room 123	Anna Maria Hibbs, MD, MSCE,FAAP	All PGY-1 Fellows & PGY- 2 & 3 Fellows who haven't attended previously must attend	Benjamin Gaston, MD Anna Maria Hibbs, MD, MSCE,FAAP Alex Huang, MD, PhD Michiko Watanabe, PhD



Thursday January 12, 2017 10:00 am - 11:00 am	<b>Annual Department Fellowship Program Evaluation and Review</b>	RBC Community Room	Kathy Mason, MD	All Fellows	Kathy Mason, MD
Wednesday February 8, 2017 12:00 pm - 4:00 pm	<b><u>High Value Care and High Reliability: Medicine</u></b>	RBC Amphitheater Room 123	Jerri Rose, MD	All PGY1& PGY2 Fellows PGY3 Fellows who have not attended previously	Jerri Rose, MD Joan Zoltanski, MD Brendan Kilbane, MD
Tuesday March 21, 2017 12:00 pm - 4:00 pm	<b><u>Fundamentals of IRB , FRAP Award and Research Worksho</u></b>	RBC Amphitheater Room 123	Kathy Mason,MD	All PGY1-Fellows & PGY2 & 3 Fellows who have not attended previously	Carie O'Neill Mitch Drumm, MD Rachel Egler, MD
Thursday June 1, 2017 8:00 am - 4:30 pm	<b><u>Fellows Science Day:</u></b>	RBC Amphitheater Room 123	Kathy Mason, MD	All Fellows	Moderators: Angela Robinson Frank Esper Tasa Seibert

Subpages (1): [2016-2017 Core Curriculum Documents](#)

## 2015 - 2016 Fellowship Core Curriculum

Click on the link to any past Course Title to access presentations, supporting articles, and other resources.

Date and Time	Course Title	Location	Director	Fellows	Speakers
Wednesday July 1, 2015 10:30 am - 12:00 pm	New Fellow's Orientation	RBC Community Room	Kathy Mason, MD	AJI New Fellows	Kathy Mason, MD Claudia Hoyen, MD
Tuesday October 27, 2015 8:30 am - 11:30 am	<b><u>The Foundations of Clinical Research and Amroaching the IRB</u></b>	RBC Community Room	Kathy Mason, MD	All PGY-1 Fellows & <b>highly recommended</b> for all PGY- 2 & 3 Fellows	Lydia Furman, MD Carrie O'Neill
Wednesday February 10, 2016 10:00 am - 11:00 am	<b><u>Annual Department Fellowship Program Evaluation and Review</u></b>	RBC Amphitheater Room 123	Kathy Mason, MD	All Fellows	Kathy Mason, MD
Thursday February 25, 2016 3:00 PM - 4:00 PM QI Monday	<b><u>"Introduction to QI" Webinar</u></b>	RBC 3101	Mary Nock, MD	All PGY-1 Fellows & <b>highly recommended</b> for all PGY- 2 & 3 Fellows	N/A

April 18, 2016 2:00 PM - 3:00 PM					
Thursday April 21, 2016 9:00 AM - 12:00 PM	<u>Global UM Medical Writing Workshop</u>	RBC Amphitheater Room 123	Anna Maria Hibbs, MD, MSCE,FAAP	All PGY-1 Fellows & PGY- 2 & 3 Fellows who haven't attended previously must attend	Benjamin Gaston, MD  Anna Maria Hibbs, MD, MSCE,FAAP  Alex Huang, MD, PhD  Michiko Watanabe, PhD
Thursday June 2, 2016 8:00 am - 4:00 pm	<u>Fellows Science Day</u>	RBC Amphitheater Room 123	Kathy Mason, MD	All Fellows	Moderators: Sanjay Ahuja, MD Steve Shein, MD Michiko Watanabe, PhD

Subpages (1): [2015 - 2016 Core Curriculum Documents](#)

## 2014 - 2015 Fellowship Core Curriculum

Click on the link to any past Course Title to access presentations, supporting articles, and other resources.

<i>Date and Time</i>	<i>Course Title</i>	<i>Location</i>	<i>Director</i>	<i>Fellows</i>	<i>Speakers</i>
Wednesday July 2, 2014 1:30 pm - 4:00 pm	<b>New Fellow's Orientation</b>	Kulas Auditorium 5121 5th floor Lakeside	Kathy Mason, MD	All New Fellows	Kathy Mason, MD Claudia Hoyen, MD Kasia Rubin, MD
Wednesday September 24, 2014 9:00 am - 12:00 pm	<b><u>Quality Measures and Output in Fellowship Training</u></b>	RBC Amphitheater Room 123	Mary Nock, MD	All Fellows	Ethan Leonard, MD Ankita Desai, MD Claudia Hoyen, MD David Speicher, MD
Thursday November 6, 2014 8:45 am - 12:00 pm	<b><u>Medical Legal Documentation and Difficult Conversations</u></b>	RBC Amphitheater Room 123	Kathy Mason, MD	All Fellows	Kathy Mason, MD Joan Zoltanski, MD, MBA Katherine Slaughter, RN, <b>MSN</b> Marcie Manson, Esq
Monday November 24, 2014 12:00 pm - 4:00 pm	<b>Contract Negotiations</b>	RBC Amphitheater Room 123	Ravi Ashwath, MD	All Fellows	Ravi Ashwath, MD

Tuesday December 16 , 2014 3:30 pm - 5:00 pm	<u>Fellows' Meeting</u>	Kulas Auditorium 5121 5th floor Lakeside	Kathy Mason, MD	All Fellows	Kathy Mason, MD
Thursday January 8, 2015 8:00 am - 12:00 pm	<u>Grant/Medical Writing Workshop!</u>	RBC Amphitheater Room 123	Anna Maria Hibbs, MD	All PGY-1 Fellows & PGY- 2 & 3 Fellows who haven't attended previously	Benjamin Gaston, MD <b>Anna Maria Hibbs, MD,</b> <b>MSCE, FMP</b> Alex Huang, MD, PhD Michiko Watanabe, PhD
Thursday February 19, 2015 12:00 pm - 4:00 pm	<u>Value Added Care</u>	Bolwell A	Nancy Bass, MD Jerri Rose, MD	All Fellows	Nancy Bass, MD Brendan Kilbane, MD Jerri Rose, MD Anne Stormorken , MD
Wednesday April 22, 2015 8:00 am - 12:00 pm	<u>Teaching Symposium</u> (Mandatory for 1st year Fellows)	Bolwell B	Kathy Mason, MD Kristie Ross, MD Martha Wright, MD	All PGY-1 Fellows & PGY- 2 & 3 Fellows who haven't attended previously	Kathy Mason, MD Kristie Ross, MD Martha Wright, MD
Thursday June 4, 2015 8:00 am - 3:00 pm	Fellows Science Day	RBC Amphitheater Room 123	Kathy Mason, MD	All Fellows	Moderators Steven Shein, MD Michiko Watanabe, PhD



## Core Curriculum Example

Location of Fellowships

Primary Children's Hospital, Utah

Contact

Bruce E. Herman, MD  
Professor  
University of Utah  
Primary Children's Hospital  
100 N Mario Capecchi Drive  
**Salt Lake City, UT 84113**  
**801-662-1000**  
Bruce.Herman@hsc.utah.edu

# 2017 2018 Fellow School Schedule

## Thursdays

11/2/17 - Introduction/Milestones and EPA's *Bruce Herman, MD (Grandeur Conference Room)*

11/9/17- Conflict Resolution with Negotiation *Howard Kadish, MD, MBA (Grandeur Conference Room)*

11/30/17 - Physician Well-Being in Training & Beyond *Rob Davies, GME Wellness Director & Dr. Caitlin Weston, Sir Winston Churchill Travelling Fellow (Timpanogos Conference Room)*

12/07/17-True Colors *Bruce Herman, MD & Pamela Carpenter, M.Ed. (Grandeur Conference Room)*

[True Colors 2017.pdf](https://utah.instructure.com/courses/178601/files/72472705/download?wrap=1) (<https://utah.instructure.com/courses/178601/files/72472705/download?wrap=1>)  
(<https://utah.instructure.com/courses/178601/files/72472705/download?wrap=1>)

12/14/17- FARA and your CV *Nanette Dudley, MD (Mt. Olympus Conference Room)*

[UnderstandingFARAFellow2017.pdf](https://utah.instructure.com/courses/178601/files/72713834/download?wrap=1) (<https://utah.instructure.com/courses/178601/files/72713834/download?wrap=1>)  
(<https://utah.instructure.com/courses/178601/files/72713834/download?wrap=1>)

1/4/18- Clinical Teaching Workshop *Wendy Hobson-Rohrer, MD, MSPH, FAAP (Grandeur Conference Room)*

[Clinical Teaching for peds fellows.pptx](https://utah.instructure.com/courses/178601/files/73568640/download?wrap=1) (<https://utah.instructure.com/courses/178601/files/73568640/download?wrap=1>)  
(<https://utah.instructure.com/courses/178601/files/73568640/download?wrap=1>)

1/11/18 - Principles of Medical/Scientific Writing *Kurt Albertine, PhD (Timpanogos Conference Room)*

1/18/18 - REDCap Survey Tool *Bernie LaSalle, BS (Grandeur Conference Room)*

1/25/18 - Mentoring *Harriet Hopf, MD (Grandeur Conference Room)*

[Mentoring Peds 2017.pdf](https://utah.instructure.com/courses/178601/files/74456171/download?wrap=1) (<https://utah.instructure.com/courses/178601/files/74456171/download?wrap=1>)  
(<https://utah.instructure.com/courses/178601/files/74456171/download?wrap=1>)

2/8/18 - Research Ethics and IRB *Jeffrey Botkin, MD, MPH (Grandeur Conference Room)*

2/15/18- Financial Planning *Howard Kadish, MD, MBA (Grandeur Conference Room)*

2/22/18- Quality Improvement & Project Design *Gitte Larsen, MD, MPH (Grandeur Conference Room)*

[QI Fellows lecture 2018.pdf](https://utah.instructure.com/courses/178601/files/352530/download?wrap=1) (<https://utah.instructure.com/courses/178601/files/352530/download?wrap=1>)  
(<https://utah.instructure.com/courses/178601/files/352530/download?wrap=1>)

3/1/18 - Professionalism *Dedee Caplin, PhD, MS (Grandeur Conference Room)*



**3/8/18 • Medical Ethics** Jeffrey Botkin, MD, MPH (Grandeur Conference Room)

**3/15/18 • Creating an Effective Lecture** Harriet Hopf, MD (Grandeur Conference Room)

**Creating an effective talk O117.pdf** (<https://utah.instructure.com/courses/178601/files/64371539/download?wrap=1>) (<https://utah.instructure.com/courses/178601/files/64371539/download?wrap=1>)  
(<https://utah.instructure.com/courses/178601/files/64371539/download?wrap=1>)

**3/22/18 • Grant Funding** J. Michael Dean, MD, MBA (Grandeur Conference Room)

**3/29/18 - Finding Your Niche** Jeff Schunk, MD (Grandeur Conference Room)

**4/5/18 - Maintenance of Certification** Bruce Herman, MD (Grandeur Conference Room)

**4/12/18 - Healthcare Economics** Brad Poss, MD, FACHE (Grandeur Conference Room)

**4/19/18 • Breaking Bad News** Dominic Moore, MD, FAAP (Grandeur Conference Room)

**4/26/18 • Strategic Planning and Program Development for Children's Hospitals** Erin Donnelly (Grandeur Conference Room)

**5/3/18 - Fellow School Wrap Up** Bruce Herman, MD (Grandeur Conference Room)