

## **APPD March 2018**

### **Title: Building bridges: Developing a core curriculum for pediatric subspecialty fellowships**

Partners: Brown, Duke, Children's Mercy, Stanford, U of Alabama, U of Utah, Yale

Authors: Bonnie Halpern-Felsher, Bruce Herman, Ann Klasner, Kathleen McGann, Angela Myers, Katherine Mason, Pnina Weiss, Hayley Gans

#### **Packet Contents:**

1. Objectives
2. ACGME Core curriculum requirements and ABP content specifications
3. SWOT analysis template
4. Models of fellowship core curriculum from the presenting institutions (separate document)
5. Action Plan Template
6. List of Possible Outcomes
7. Contact information of presenters

#### **Objectives**

- Describe the requirements for and value of a common core curriculum for fellows.
- Identify different institutional approaches for a core curriculum.
- Determine potential barriers to initiating and maintaining a core curriculum.
- Create an action plan for implementing a core curriculum or components of the core curriculum
- Introduce outcomes to foster the study of a fellows' core curriculum program.



## **ACGME Core curriculum requirements and ABP content specifications for Pediatric Subspecialty Programs**

**Teaching:** The curriculum should lead to an understanding of the principles of adult learning. Graduates should be effective in teaching both individuals and groups of learners in clinical settings, classrooms, lectures, and seminars, and also by electronic and print modalities. Training must provide skills to participate effectively in curriculum development, delivery of information, provision of feedback to learners, assessment of educational outcomes. Trainees must learn to be competent in the education of patients, families, students, fellows and other health professionals

**Quality Improvement:** Trainees must systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement and they must participate in identifying system errors and implementing potential systems solutions.

**Leadership:** Trainees must acquire leadership skills that enhance team function, the learning environment, and/or the health care delivery system/environment with the ultimate intent of improving care of patients. They must be provided education in sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation. Trainees must incorporate formative evaluation feedback into daily practice.

**Health Care practice:** Trainee education must include instruction in the economics of health care and current health care management issues, such as cost-effective patient care, practice management, preventive care, quality improvement, resource allocation, and clinical outcomes. They must contribute to the fiscally sound and ethical management of a practice (e.g., through billing, scheduling, coding, and record-keeping practices) and they must apply public health principles and improvement methodology to improve care for populations, communities, and systems

**Professionalism:** Trainees must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles

**Scholarship:** All trainees must participate in a core curriculum in scholarly activities, that should provide skills that lead to an in-depth understanding of: biostatistics, clinical and laboratory research methodology, study design, preparation of applications for funding and/or approval of clinical or research protocols, critical literature review, principles of evidence-based medicine, ethical principles involving clinical research, achievement of proficiency in teaching.

### **Resources:**

[http://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/CPRs\\_Section%20VI\\_with-Background-and-Intent\\_2017-01.pdf](http://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/CPRs_Section%20VI_with-Background-and-Intent_2017-01.pdf)

[https://www.acgme.org/Portals/0/PDFs/Specialty-specific%20Requirement%20Topics/DIO-Scholarly\\_Activity\\_Resident-Fellow.pdf](https://www.acgme.org/Portals/0/PDFs/Specialty-specific%20Requirement%20Topics/DIO-Scholarly_Activity_Resident-Fellow.pdf)

<https://www.abp.org/content/scholarly-activity>

## SWOT ANALYSIS



## Strengths

### *Internal Factors – Program achievements*

[illegible]

## Weaknesses

### *Internal Factors – Areas for improvements*

[illegible]

**External Factors** – Take advantage of potential opportunities

[illegible]

### *External Factors – Mitigating threats to the program*

[illegible]

**Models of Fellowship Core Curriculum from the Presenting Insitutions**  
 (see separate document)

**Action Plan Template**

**ACTION PLAN TEMPLATE/** Core curriculum Workshop 2018

	<b>S.M.A.R.T. Goal:</b>	Who is responsible ? Who else is needed?	What resources are required?	SWOT Highlights <i>Consider Barriers and Strategies to Overcome them</i>	Timeline for Completion?	How will you evaluate and refine?
1	Short Term Objective 1					
2	Short Term Objective 2					
3	Short Term Objective 3					
4	Short Term Objective 4					

## **List of Possible Outcomes**

### **Surveys; qualitative and quantitative (use validated tools/questions)**

- immediately following sessions to assess reaction/satisfaction/knowledge/change in practice
- before and after sessions/each year: assess gain in knowledge

### **Test results**

- In-service exams, boards

### **Evaluations**

- competencies in relevant areas, communication, professionalism, quality improvement

### **Work products**

- number of grants/publications (submitted and accepted/funded)
- presentations local/national (research, quality improvement, teaching)

## Contact information of presenters

### **Hayley Gans, MD**

Director of Pediatric Fellowship Education  
Stanford University Medical Center  
300 Pasteur Drive  
Stanford, CA 94306  
Cell: 650-823-2032  
hagans@stanford.edu

### **Bonnie Halpern-Felsher, PhD**

Director of Pediatric Fellowship Scholarship  
Stanford University  
770 Welch Road, Suite 100  
Palo Alto, CA 94304  
650-724-1981 (W  
bonnie.halpernfelsher@stanford.edu)

### **Bruce E. Herman, MD**

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

### **Ann E. Klasner, MD, MPH**

Pediatric Subspecialty Fellowship Director  
University of Alabama at Birmingham  
Pediatric Emergency Medicine  
1600 7th Avenue South  
Children's Park Place, Suite #110  
Birmingham, AL 35233  
(205) 638-9587  
AKlasner@peds.uab.edu

### **Katherine Mason, MD**

Vice Chair of Education  
Hasbro Children's Hospital and Brown University  
593 Eddy St.  
Providence, RI, 02903  
Office: (401) 444-4201  
Cell: (216) 965-1247  
Katherine.Mason@Lifespan.org

### **Kathleen A. McGann, MD**

Vice Chair of Education  
Department of Pediatrics and Division of Infectious Diseases  
Dr. Glen and Muriel Kiser Professor of Pediatrics  
Duke University Medical Center  
Phone: (919) 668-4838  
Email: kathleen.mcgann@duke.edu

### **Angela Myers MD, MPH**

Pediatric Infectious Diseases Fellowship Director  
Children's Mercy, Kansas City  
2401 Gillham Rd.  
Kansas City, MO 64108  
Office: 816-234-3061  
Cell: 913-406-3026  
amyers@cmh.edu

### **Pnina Weiss, MD**

Vice Chair of Education  
Department of Pediatrics  
Yale University School of Medicine  
333 Cedar Street  
New Haven, CT 06520  
Phone: 203-785-2480  
pnina.weiss@yale.edu



EVALUATION SHEET:  
Workshop on Core Curriculum Development and Implementation  
APPD Spring 2018

OBJECTIVES: *At the completion of this workshop, the participant will be able to:*

- Discuss the requirements for and the value of a core curriculum
- Consider different institutional approaches to running a core curriculum
- Identify potential barriers to initiation and maintenance of a core curriculum
- Start to create an action plan for implementing a core curriculum
- Understand outcomes to foster the study and improvement of a core curriculum

Please indicate how much you agree or disagree with each of the following statements:

This workshop helped me:

Understand the requirements for having a core curriculum for our programs.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree or agree
- ☐ Agree
- ☐ Strongly agree

Understand the value for having a core curriculum for our programs.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree or agree
- ☐ Agree
- ☐ Strongly agree

Understand different institutional approaches to having a core curriculum for our programs.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree or agree
- ☐ Agree
- ☐ Strongly agree

Develop an action plan for having a core curriculum for our programs at my institution.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree or agree
- ☐ Agree
- ☐ Strongly agree

Identify outcomes to foster the study of a core curriculum for our programs at my institution.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither disagree or agree
- ☐ Agree
- ☐ Strongly agree

**Please list 2-3 suggestions for improving this workshop**

- 1.
- 2.
- 3.

**Please comment on 2-3 things you learned at this workshop**

- 1.
- 2.
- 3.

**Please comment on 2-3 things that you found particularly useful or enjoyable about this workshop**

- 1.
- 2.
- 3.