APPD Fellowship Program Directors’ Session

March 2019

Fellowship Program Director Executive Committee
Kammy McGann (Chair), Pnina Weiss (Past Chair), Katherine Mason (Chair-Elect), Christine Barron, Jennifer Kesselheim, Jenny Duncan
10:15 - 10:20  Introductions
10:20 - 10:30  ABP Roadmap (Mental and Behavioral Health Initiative)- Carole Lannon
10:30 - 10:55  Accreditation Council for Graduate Medical Education (ACGME) - Caroline Fischer, MBA, Executive Director, Review Committee for Pediatrics
10:55 - 11:20  American Board of Pediatrics - Suzanne Woods, MD, Executive Vice President, Credentialing & Initial Certification
11:20 - 11:27  Subspecialty Pediatric Investigator Network (SPIN) - Richard Mink, MD, MACM
11:27 - 11:30  APPD LEAD and PAS Fellow Curriculum - Bruce Herman, MD
11:30 - 11:40  Council on Pediatric Subspecialties (CoPS) - Debra Boyer, MD, Chair of CoPS
11:40 - 11:45  AAP opportunities for Fellows & FPDs - Hilary Haftel, MD
11:45 - 12:15  Breakout/Interactive session
APPD Fellowship Program Director
Executive Committee

Chair, Kathleen McGann, MD
Past Chair, Pnina Weiss, MD
Chair-Elect, Katherine Mason, MD
Jennifer Kesselheim, MD, MEd, MBE - upcoming Chair-Elect
Christine Barron, MD
Jenny Duncan, MD
Meredith Bone, MD - new member, spring 2019
Programming for:

- APPD Forum for FPDs - May 2018, Toronto
- APPD Fall Meeting: FPD Session: Updates, Community Building, Small Groups on Hot topics
- APPD Spring Meeting 2019
- APPD Forum for FPDs - April 26, 2019 (before PAS)

APPD Fellowship Program Director Handbook

ACGME Pediatric Subspecialty Requirements - review and comments

APPD FPD Survey 2019 - Stakeholder questions, Future meeting topics, Exec Committee projects

Established Discussion Boards for FPDs & VC of Educ/Super FPDs

Quarterly Newsletter

Article on Funding of Fellowships
Table of Contents

PROGRAM ADMINISTRATION ................................................................................................................. 4
  Important Organizations .................................................................................................................... 4
  ACGME Program Requirements ...................................................................................................... 7
  Committees ....................................................................................................................................... 8
  FPD Year at a Glance ....................................................................................................................... 9
  Core Curriculum ............................................................................................................................. 12
  Assessment of Fellows .................................................................................................................... 15
  Program Assessment and Self Study ................................................................................................ 17

PROFESSIONAL DEVELOPMENT ..................................................................................................... 18
  Educational and Professional Development Opportunities .............................................................. 18
  APPD meetings ............................................................................................................................... 24
APPD FPD Exec Committee Plans

• FPDEC twitter account - disseminate information & resources
• Welcome new members annually
• Mental Health Training for Subspecialists
• Ongoing representation on CoPS and SPIN
• Define roles/responsibilities of Vice Chairs of Education and of SuperFPDs
• Milestones 2.0
ABP Roadmap (Mental and Behavioral Health Initiative)

Carole Lannon
American Board of Pediatrics
Updates from the Review Committee for Pediatrics

Caroline Fischer, MBA, Executive Director
I have no conflicts of interest to report.
Pediatric Subspecialty Program Requirement Revisions

- Revisions to Program Requirements approved by the ACGME Board of Directors in February 2019
- Effective date: July 1, 2019
Pediatric Subspecialty Program
Requirement Revisions: Major Changes

- One comprehensive document
- Background and Intent replaces FAQs
- Specify other faculty members and professional personnel
- Minimum 12 months clinical/12 months research (formerly in FAQs)
Mental health curriculum component

In order to promote emotional resilience in children, adolescents and their families; fellow must:

- provide care that is sensitive to the developmental stage of the patient with common behavioral and mental health issues, and the cultural context of the patient and family; and, (Core)

- demonstrate the ability to refer and/or comanage patients with common behavioral and mental health issues along with appropriate specialists when indicated. (Core)
Pediatric Subspecialty Application Forms

- All pediatric subspecialty application forms will be updated and should be available in May
Pediatric Hospital Medicine

- Development of Program Requirements began last year
- Posted for review and comment: Comments due April 10th
- Requirements should be approved in September 2019
- Application form will be available once requirements are finalized
- RC will probably begin to review applications in January 2020
ACGME Contacts

ADS: ads@acgme.org
- Tessa Banks (tbanks@acgme.org)
  312.755.7449

Site Visit:
- Linda Andrews, MD (landrews@acgme.org)
- Andrea Chow (achow@acgme.org)
  312.755.5009
- Penny Iverson-Lawrence (pil@acgme.org)
  312.755.5014

Requirements, Forms, or Notification Letters:
- Caroline Fischer (cfischer@acgme.org)
  312.755.5046
- Denise Braun-Hart (dbraun@acgme.org)
  312.755.7478
- Elizabeth Prendergast
  (eprendergast@acgme.org) 312.755.7054
ABP Updates

APPD Annual Meeting
Fellowship Session
March 27, 2019
New Orleans, LA

Suzanne K. Woods, MD
Executive Vice President
Credentialing and Initial Certification
Topics

- Scholarly Activity
- Certifying Exams
- EPAs
- Professionalism Guide
- MOCA Peds
- MOC Opportunities
- Hospital Medicine Update
- Online Tracking
- EPAs
- Workforce
- Duration of Training
- Behavioral/Mental Health
  Carol Lannon
Scholarly Activity

Work Product

- The substance of the work product must meet the ABP’s expectations.

- Fellows are expected to complete projects in which they:
  - develop hypotheses
  - projects of substantive scholarly exploration and analysis
  - are required to engage in critical thinking.

- Not expected to meet the requirement:
  - X abstracts, book chapters, case reports, and review articles
  - X a proposal of work to be completed unless it is a peer-reviewed grant that has been funded or favorably reviewed.

- Role of SOC
Tips from ABP....

** Accurate Data! **

- Timely return of roster/evaluations
- SOC members – careful mentoring / sign off
- Eligibility for Certifying Exams
  - All info submitted by applicant and PD
  - Successful completion of an ACGME accredited program
    - Osteopathic graduates education
GP Certification Fee
Actual vs. Consumer Price Index (CPI)

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<tr>
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<th>Fee</th>
<th>Fee with CPI Increase</th>
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<td>2018</td>
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<tr>
<td>2019</td>
<td>$2,430</td>
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</table>
Subspecialty Certification Fee
Actual vs. Consumer Price Index (CPI)
EPA’s

E-Books sent 2018

SPIN

STAY
TUNED for more…
Overview of MOCA-Peds

"What is MOCA-Peds?"
## Subspecialty Rollout Schedule – MOCA Peds

<table>
<thead>
<tr>
<th>Year</th>
<th>Subspecialties</th>
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<tbody>
<tr>
<td>2019</td>
<td>CHAB, GAST, IDIS (Gen Peds)</td>
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<td>2020</td>
<td>DBEH, NEON, NEPH, PULM</td>
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<td>2021</td>
<td>CRIT, ENDO, HMED, RHEU</td>
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<td>2022</td>
<td>ADOL, CARD, EMER, HEMO</td>
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</tbody>
</table>
Opportunities for MOC Points

- ACGME follow up from annual program eval
- The Journey of Improvement: Basics of QI
- Institutional QI leadership
- National Committee for Quality Assurance (NCQA) Patient-Centered Medical Home or Specialty Practice (PCMH/PCSP)
- Specialty self-assessment activities as group level projects
Hospital Medicine

• Applications Feb 1 – April 30, 2019
• ACGME – requirements posted for comment
• Pathways:
  o Training / Practice / Combined
• Practice pathway exams: 2019, 2021, 2023
• Eligibility criteria / FAQs on website
• Total received: 1070
Online Tracking

ABP Demo!
Thursday March 29
Carondelet Room
8:00 - 8:45 AM
Pediatric Workforce Data
Trends in First-Year Fellows in United States Programs by Subspecialty and Demographics from 2001 - 2017

Average Annual Growth Rate (2001 through 2017)

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10-Year Percent Change (Comparison of 2007 to 2017)

By the Numbers

In 2017, 1,416 first-year fellows were enrolled in one of 14 ABP subspecialties. Seven were in a dual or combined fellowship (not shown here).

Fellows Increasing

Over the last 15 years, the number of first-year fellows in ABP subspecialties increased from 656 to 1,416, a 65.4% increase.

IMF Representation

International medical graduates have comprised an average of 28.6% first-year fellows in ABP subspecialties over the last 15 years.

First-Year Fellows by Gender

- Male
- Female

First-Year Fellows by Medical School Graduate Type

- American Medical School
- International Medical School

The straight line indicates trends over time.
Pediatric Fellowship Match Trends: 2014 vs. 2018
(National Resident Matching Program, Results and Data: Specialties Matching Service 2018)
## Match Data vs ABP Data 2017

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<tr>
<th>ABP pediatric subspecialty trainees</th>
<th>ABP Fellowship Tracking 2017 Count</th>
<th>2017 Match Data Count</th>
<th>Difference In Counts</th>
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<td><strong>Total</strong></td>
<td><strong>1416</strong></td>
<td><strong>1263</strong></td>
<td><strong>153</strong></td>
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<tr>
<td>General Pediatrics</td>
<td>3161</td>
<td>2693</td>
<td>468</td>
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Considerations

• Why are training programs and positions expanding despite being underfilled?
• What are the implications of designing fellowship training pathways that shorten the overall duration of training?
• What will be the impact on research/scholarly output/advancing the science of the discipline with shorted training?
• What is the data on EPA’s and level of competence at the end of year 2 vs year 3?
• What is the possible impact on funding if training duration is shortened and then an individual needs to/wants to extend a year?
Considerations

• Given all current subspecialties are 3 yrs. in duration, trainees are preferentially entering some and not others, why?
• What role does compensation play in a given discipline, affecting one’s choice to enter a given fellowship? How should this be addressed?
• What is the actual need for a given specialty to provide quality care to children?
• What does the current subspecialty workforce look like?
• How do we address the problems of specialty shortages in some parts of the US and not in others?
ABP Professionalism Guide

Teaching, Promoting and Assessing Professionalism Across the Continuum:
A MEDICAL EDUCATOR’S GUIDE

New Chapter Available Soon!

https://www.abp.org/professionalism-guide
Contents include:

- Anatomy of an Exam
- Why MOCA-Peds?
- Cultivating a Culture of QI
- Data Visualization
- Highlights Disparities
- Public Volunteers
- 2018 Publications
Contact ABP

Pediatric Subspecialties
In-Training examinations: site@abpeds.org
Initial Certification examinations: sscert@abpeds.org
Maintenance of Certification: moc@abpeds.org

support@abpeds.org
919 929-0461
Subspecialty Pediatrics Investigator Network (SPIN)
### SPIN is a Collaboration

<table>
<thead>
<tr>
<th>CoPS</th>
<th>APPD LEARN</th>
<th>Subspecialty Representatives</th>
<th>ABP</th>
<th>APPD Fellowship Committee</th>
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</table>
| • Provide overall supervision of recruitment of programs  
• Maintain list of participating programs  
• Coordinate IRB application within institutions  
• Serve as point of contact for subspecialties  
• Organize calls and meetings  
• Prepare data for presentations  
• Supervise manuscript & abstract submission | • Provide template and guidance for IRB application  
• Instruct how to create subject LEARN identifiers  
• Create web-based data collection tools  
• Serve as a database repository  
• Manage and “cleanup” data  
• Perform data analysis | • Provide instruction to programs about the study at organizational meetings  
• Recruit programs within their subspecialty  
• Provide input into data collection tools  
• Assist with IRB submission  
• Assist with program compliance in submitting data | • Provide expertise regarding study question(s) and design  
• Assist with obtaining MOC credit for participation | • Assist with subspecialty and program recruitment  
• Provide a forum for discussion about the project  
• Disseminate information about the project |
### SPIN Steering Committee

<table>
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<tr>
<th>Organization</th>
<th>Representative(s)</th>
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<tr>
<td>CoPS</td>
<td>Richard Mink</td>
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<table>
<thead>
<tr>
<th>Subspecialty</th>
<th>Representative(s)</th>
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<tbody>
<tr>
<td>Adolescent</td>
<td>Sarah Pitts</td>
</tr>
<tr>
<td>Cardiology</td>
<td>Gina Baffa &amp; Shubhika Srivastava</td>
</tr>
<tr>
<td>Child Abuse</td>
<td>Bruce Herman &amp; Mary Moffat</td>
</tr>
<tr>
<td>Critical Care</td>
<td>David Turner &amp; Angela Czaja</td>
</tr>
<tr>
<td>DBP</td>
<td>Jill Fussell &amp; Pam High</td>
</tr>
<tr>
<td>EM</td>
<td>Deborah Hsu &amp; Melissa Langhan</td>
</tr>
<tr>
<td>Endocrinology</td>
<td>Diane Stafford &amp; Tandy Aye</td>
</tr>
<tr>
<td>GI</td>
<td>Cary Sauer</td>
</tr>
<tr>
<td>Heme-Onc</td>
<td>Jennifer Kesselheim</td>
</tr>
<tr>
<td>ID</td>
<td>Angela Myers &amp; Kammy McGann</td>
</tr>
<tr>
<td>Neonatology</td>
<td>Christiane Dammann &amp; Patricia Chess</td>
</tr>
<tr>
<td>Nephrology</td>
<td>John Mahan &amp; Susan Halbach</td>
</tr>
<tr>
<td>Pulmonary</td>
<td>Pnina Weiss</td>
</tr>
<tr>
<td>Rheumatology</td>
<td>Meghan Curran</td>
</tr>
</tbody>
</table>

**Other Personnel**
- Alma Ramirez, BS
- Beth King, MPP
Assessing the Association between EPAs, Competencies and Milestones in the Pediatric Subspecialties

- Rating of fellow performance for 6/7 common EPAs
- Scale validity
- Relationship between milestones and level of supervision
- Only two rounds
Determining the Minimum Level of Supervision Required for Graduating Fellows

• Survey of all pediatric fellowship program directors (FPDs)
• For all common and subspecialty EPAs, the survey asked FPDs to identify the minimum level of supervision a fellow must achieve to successfully complete fellowship
• 82% response rate
  • All subs except one meet the goal of 75%
### Minimum Level of Supervision At Graduation Per FPDs

<table>
<thead>
<tr>
<th>EPA</th>
<th>Apply QI Methods</th>
<th>Provide Consultation</th>
<th>Practice Management</th>
<th>Facilitate Handovers</th>
<th>Lead Healthcare Team</th>
<th>Lead within the Profession</th>
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</thead>
<tbody>
<tr>
<td>Minimum Level at Graduation</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Description</td>
<td>Trusted to contribute with direct supervision and coaching as a member of a collaborative effort to improve care at the institutional level</td>
<td>Trusted to execute with indirect supervision and may require discussion of information conveyed but only for selected complex cases</td>
<td>Trusted to perform with direct supervision and coaching with supervisor verifying work product for accuracy</td>
<td>Trusted to execute with indirect supervision with verification of information after the handover for selected complex cases</td>
<td>Trusted to lead with supervisor occasionally present to provide advice</td>
<td>Trusted to contribute to advocacy and public education activities for the subspecialty profession with direct supervision and coaching at the institutional level</td>
</tr>
</tbody>
</table>
Are Fellows Meeting These Levels?

- 331 graduating fellows (total~1275)
  - 91% (302) met all 6
  - 5% (16) met 5
  - 4% (13) met 4 or less

- Consultation and Handover EPAs (min level =4)
  - 7% (23) did not meet levels for both

- Differences across the subspecialties

- Poster at APPD
Longitudinal Evaluation of the Required Level of Supervision for Pediatric Fellows

• Several objectives
  1. Validity evidence
  2. Determine if graduating pediatric fellows are meeting the previously defined minimum levels of supervision
  3. Determine if the time in training at which pediatric fellows meet the previously defined minimum levels of supervision differ among the subspecialties
  4. Compare level of supervision assessments made by the CCC with those of the pediatric fellow
5. Compare the level of supervision assigned to a resident at graduation to the level assigned at first assessment as a fellow for the 5 EPAs that cross

6. Investigate the thought process of the CCC in deciding what constitutes a simple versus complex case
## Study Participation: Round 1

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Number</th>
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<tbody>
<tr>
<td>CCC</td>
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<tr>
<td>FPD</td>
<td>1700</td>
</tr>
<tr>
<td>Fellow</td>
<td>1096</td>
</tr>
<tr>
<td>CCC Case Complexity</td>
<td>316</td>
</tr>
<tr>
<td>Fellows also in GP EPA study</td>
<td>161</td>
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</table>
## Subspecialty Participation

<table>
<thead>
<tr>
<th>SUBSPECIALTY</th>
<th>ACGME PROGRAMS</th>
<th>Submitted Data</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Adolescent Medicine</td>
<td>29</td>
<td>11</td>
<td>37.9</td>
</tr>
<tr>
<td>Cardiology</td>
<td>60</td>
<td>17</td>
<td>31.7</td>
</tr>
<tr>
<td>Child Abuse Pediatrics</td>
<td>31</td>
<td>15</td>
<td>51.6</td>
</tr>
<tr>
<td>Critical Care Medicine</td>
<td>67</td>
<td>24</td>
<td>38.8</td>
</tr>
<tr>
<td>Developmental &amp; Behavioral Peds</td>
<td>41</td>
<td>18</td>
<td>53.7</td>
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<tr>
<td>Emergency Medicine</td>
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<tr>
<td>Endocrinology</td>
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<tr>
<td>Gastroenterology</td>
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<td>25</td>
<td>39.1</td>
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<tr>
<td>Hematology-Oncology</td>
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<td>31.1</td>
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<tr>
<td>Infectious Diseases</td>
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<tr>
<td>Neonatology</td>
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<tr>
<td>Nephrology</td>
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<td>10</td>
<td>31.8</td>
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<td>Pulmonary Medicine</td>
<td>54</td>
<td>16</td>
<td>33.3</td>
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<tr>
<td>Rheumatology</td>
<td>36</td>
<td>13</td>
<td>38.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>815</strong></td>
<td><strong>281</strong></td>
<td><strong>37.2</strong></td>
</tr>
</tbody>
</table>


MOC/Collaboration

• All FPDs who submit data are collaborators
• MOC Part 4 for FPDs (and APDs) if submit data for 3 cycles (potential for 50 points)
  • 6 rounds of data collection
Scholarly Activity Training During Fellowship: A National Survey of Pediatric Fellowship Directors

• SPIN sponsored study
• PI: Erika Abramson
• Survey of FPDs
• Goals
  • Examine resources available for fellow scholarly activity
  • Understand FPD attitudes about fellow scholarly activity
  • Identify factors associated with scholarly productivity and FPD satisfaction.
• Please complete the survey!
APPD LEAD

- Leadership in Educational Academic Development
- Over 50% of LEAD graduates took on new leadership positions and 40% chosen to lead national committees within 3 years of completing the program
- 9-month educational program
- Three educational conferences (July, Fall and Spring APPD)
- Applications due April 19th
- “Ask me about LEAD”
APPD/PAS
Fellows Core Curriculum

- Friday April 26th 1-6:30p Baltimore, MD

- Getting your papers published
- Fundamentals of QI
- Effective Teaching
- Grant writing
- Research ethics
- Biostatistics
- Career development
- Conflict resolution
- Negotiation
CoPS Updates

March 26, 2019
CoPS structure

- Representation from most pediatric subspecialties (generally 2 reps per sub)

- Allied Members
  - ABP
  - AMSPDC
  - APPD
  - APA
  - AAP
CoPS Past Activities

- ERAS
- Fall Match
- Fellowship Readiness
- SCTC (Initiative on Subspecialty Clinical Training and Certification)
- Fellowship funding
Workforce Action Teams- 1

- **Workforce Surveys Action Team** -
  - Developed a base workforce survey along with the AAP
  - Also a guide for development of your own subspecialty survey

- **Early Exposure of Pediatric Subspecialties Action Team** -
  - Creating a toolbox to increase visibility of pediatric subspecialties
  - Exploring other early exposure areas
  - Working to catalog early career offerings
Exploring the length of training Action Team-
- Working with the AAP and ABP to develop a checklist of considerations for shortening length of training
- Developing a survey to explore a particular subspecialties interest in shortening length of training

Recruiting and Sustaining Fellows and Junior Faculty in their Research Paths Action Team-
- APPD workshop on physician scientist training
- Hot Topics session at PAS
- Developing a survey to define resources for trainees and PDs
Workforce- Virtual Pediatric Workforce Network (CoPS/ABP)

- CHA
- APPD
- APA
- AAP
- AMSPDC

- SPR
- CoPS
- ABP
- Gary Freed
Workforce - Virtual Pediatric Workforce Network

- Improve research and advocacy efforts around the Pediatric Workforce
- Propose and conduct collaborative projects
- Topics covered to date
  - GME funding
  - Capacity of current workforce/Access to care
- Future potential topics
  - Future pipeline
  - Physician Scientist pipeline
- Consideration of work force summit
ABP’s Roadmap to Resilience, Behavioral and Emotional Health

- Working to improve screening for mental health issues in patients/families with children with chronic medical conditions

- Survey of CoPS Council to understand their efforts/resources to teach these areas to their subspecialty trainees

- An active partner in the Behavioral/Mental Health Network, lead by ABP
Updates to CoPS Website

www.pedsubs.org

MISSION
The Council of Pediatric Subspecialties advances child health through communication and collaboration within its network of pediatric subspecialties and liaison organizations.

VISION
All pediatric subspecialties working together for optimal child health.

VALUES
As an organization, we embrace:

- Collaboration
- Responsiveness
- Diversity
- Transparency
Milestones 2.0

- ACGME undertaking revisions to current Milestones

- General Pediatrics Milestones are under revision

- Pediatric subspecialties will have the option to develop cohesive or subspecialty specific Milestones
  - CoPS recommendation- Wait until Gen Peds revisions are complete prior to moving forward
Additional CoPS Efforts

- Delayed fellowship start date
- Transition Action Team
- Fellowship funding paper published in J Peds
Questions?
Update from the AAP

Hilary Haftel, MD, MHPE, FAAP
March 26, 2019
AGENDA

- Expanded benefits for fellowship trainees
- Expanded benefits for fellowship directors
- Current opportunities at the AAP
PRT (Fellowship) Membership Benefits

• All member benefits at a significantly reduced cost
• Full access to Pedialink, including all educational product and EQIPP (QI) modules as a member benefit
• Reduced cost for participation in the Annual Legislative Conference
• Leadership opportunities through AAP and section participation, Federal Advocacy Action Network
Fellowship Director Benefits

• Opportunities to promote lifelong learning for trainees:
  – Full access to subspecialty PREP products as a trainee member benefit; can be monitored FD

• Opportunities for trainee scholarship
  – Presenting abstracts at NCE
  – Writing news articles

• Ability to craft and follow ILPs (upgrade in progress)
WHAT’S NEW? OPPORTUNITIES AT

• Participation in the Section on Pediatric Trainees (SOPT) and Subspecialty Sections

• Pedialink Fellowship Lens
  – Fellowship Directors
  – Fellows (incoming, 1st, or 2nd years)

• New programs for 1st + years
  – Continued access to PREP SA through December
  – Board PREP conference
hhaftel@aap.org
<table>
<thead>
<tr>
<th>Subspecialty</th>
<th># Applicants</th>
<th>% Filled</th>
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<tbody>
<tr>
<td></td>
<td>US Grads</td>
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<tr>
<td>Pediatric Nephrology</td>
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<td>Positions Offered</td>
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<td>96</td>
</tr>
<tr>
<td>Pediatric Emergency Medicine</td>
<td>196</td>
<td>77</td>
</tr>
</tbody>
</table>
DISCUSSION TOPICS
(Break up into Groups - Brainstorm solutions - Report back key solutions)

- Fellowship funding overall and for research years
- Fellow career development/job search support
- How to implement the ACGME requirements for:
  - Faculty wellness
  - Faculty Development (related to education)
- How to handle home call, as part of 80hr work week
- Recruitment for fellowships with low applicant numbers
  Ideas re: increasing the pipeline and enhancing recruitment