



Forum for Fellowship Directors

Friday, April 26, 2019

Baltimore Convention Center | Meeting Rooms 321-323
1 W. Pratt Street | Baltimore | Maryland | 21201
(just prior to PAS)

The Association of Pediatric Program Directors serves pediatric programs by leading the advancement of education to ensure the health and well-being of children.

APPD Educational Objectives

- Develop and share materials that can be used to prepare fellows for the transition from trainee to faculty in critical areas not addressed directly in the six core competencies of the ACGME
- Perform an assessment of the learning environment and create actionable plans to enhance and optimize a positive learning climate.
- Explore the opportunities and challenges of Flipped Classroom methodologies and the Educator as Coach model for the advanced medical learner.
- Incorporate Design Thinking Processes as an innovative method for faculty development

Program Planning Committee

Katherine Mason, MD, Chair, APPD FPD Executive Committee, Vice Chair of Education, Department of Pediatrics, Hasbro Children's Hospital/Brown University, Providence, RI

Christine Barron, MD, Fellowship Director, Hasbro Children's Hospital/Brown University, Providence, RI

Meredith Bone, MD, Fellowship Director, Ann & Robert H. Lurie Children's Hospital of Chicago, Chicago, IL

Jennifer Duncan, MD, Fellowship Director, Washington University/B-JH/SLCH Consortium, St. Louis, MO

Jennifer Kesselheim, MD, MEd, MBE, Associate Fellowship Program Director, Children's Hospital/Boston Medical Center, Boston, MA

Kathleen McGann, MD, Past Chair, APPD FPD Executive Committee, Vice Chair of Education, Duke University Medical Center, Durham, NC

Program Schedule

7:45–8:00am Registration Open / Breakfast Served

8:00–8:25am Welcome / Opening Remarks / Community Building

8:25–9:40am Workshop 1: INNOVATIVE DESIGN THINKING APPROACH TO FACULTY DEVELOPMENT

Meredith Bone, MD, MS, McGaw at Northwestern Feinberg School of Medicine, Chicago, IL; Erika Friebling, MD, Children's Hospital of Pittsburgh, Pittsburgh, PA

The ACGME requires faculty to participate in regular faculty development (FD). This creates challenges for fellowship leaders to create FD programs that address learning needs of a wide range of faculty. Design Thinking (DT) is a structured process of innovation that focuses on understanding people's real experiences and then identifying and testing a variety of potential solutions. DT can be used in medical education as a novel process that complements traditional methods of curriculum development. In this workshop participants will apply dynamic DT approach to FD. DT structure has 4 main steps: 1) Discovery 2) Define the problem 3) Ideation 4) Prototype. Prior to the conference, registered participants will begin step 1 through a survey to identify specific problems in FD. In step 2 participants will work in groups to define common problems in faculty development. Groups will then practice ideation and prototyping to generate innovative solutions to FD. The top solutions will be shared with the large group and participants will leave with ideas for their home programs. Participants will gain practical knowledge and skills in DT to be applied to other contexts of GME.

9:40–9:50am

Break

9:50–11:20am	<p>Workshop 2: ENHANCING THE EUREKA EFFECT: CREATING A POSITIVE LEARNING CLIMATE ACROSS THE CONTINUUM OF PEDIATRIC RESIDENCY AND SUBSPECIALTY FELLOWSHIPS</p> <p><i>Hayley Gans, MD, Caroline Rassbach, MD, Allison Guerin, EdD, Carmin Powell, MD, Lahlia Yemane, MD, Michelle Brooks, Carrie Johnson, Charlene Rotandi, Sara Salem, Rebecca Blankenburg, MD, Stanford University, Stanford, CA; Betty Staples, MD, Kathleen McGann, MD, Duke University, Durham, NC; Pat Poitevien, MD, Katherine Mason, MD, Brown University Medical Center, Providence, RI; Keith Ponitz, MD, Jerri Rose, MD, Case Western, Cleveland, OH</i></p> <p>The ACGME has expanded requirements specifying that programs must provide a supportive, educational environment that is free of mistreatment. Despite these goals, data show that medical learning environments are not consistently providing an optimal learning climate. In this interactive learning session participants will identify the value of a positive learning climate and the impact that suboptimal environments have on trainees. Small and large group discussions will allow participants to explore key drivers resulting in substandard environments within their institutions. Participants will develop ways to measure the learning climates in their institutions and propose solutions to identified issues. Participants will leave the workshop with concrete, actionable plans and tools to improve and enhance the learning environment.</p>
11:20–11:30am	<p>SPIN Update</p> <p><i>Bruce Herman, MD, Vice Chair Education, Program Director, University of Utah</i></p>
11:30–11:55am	<p>Pick Up Lunch / Networking</p>
11:55am–1:25pm	<p>GRASSROOTS SESSION – Updates from ABP, ACGME, NRMP (includes lunch courtesy of APPD)</p> <p>Update from the American Board of Pediatrics (ABP) <i>Suzanne Woods, MD, Executive Vice President for Credentialing and Initial Certification, The American Board of Pediatrics</i></p> <p>Update from the Accreditation Council for Graduate Medical Education (ACGME) <i>Caroline Fischer, MBA, Executive Director, Review Committee for Pediatrics and for Physical Medicine and Rehabilitation, ACGME</i></p> <p>Update from NRMP <i>Laurie Curtin, PhD, Chief Policy Officer, National Resident Match Program</i></p>
1:25–1:45am	<p>Break</p>
1:45–3:15pm	<p>Workshop 3: LET’S FLIP THE CLASSROOM!</p> <p><i>Elizabeth M. Bonachea, MD, Nationwide Children’s Hospital, Columbus, OH; Margarita M. Vassquez, MD, University of Texas Health San Antonio, San Antonio, TX; Maria Gillam- Krakauer, MD, Vanderbilt University, Nashville, TN; Melissa M. Carbajal, MD, Baylor College of Medicine, Houston, TX</i></p> <p>Flipped Classrooms (FC) are an educational strategy that requires pre-class preparation by the learner and is then paired with faculty facilitated classroom discussions. This educational strategy promotes deeper understanding of new concepts and fosters learners’ critical thinking skills by aligning with adult learning theory. FCs are associated with improved learner acceptance, satisfaction, engagement, and knowledge acquisition. One of the ways FCs are unique is by requiring educators to engage in “coaching,” rather than lecturing, during the classroom discussion. Developing flipped curricula can allow fellowship directors (PDs) to promote self-directed and active learning among their trainees, but these methods may be unfamiliar to many directors and their faculty.</p>
3:15–3:30pm	<p>CoPS Update</p> <p><i>Tandy Aye, Associate Professor Pediatric Endocrinology, Stanford University</i></p>
3:30–4:45pm	<p>Workshop 4: TURNING EDUCATION INTO SCHOLARSHIP: SEEKING CREDIT FOR WHAT YOU ARE ALREADY DOING</p> <p><i>Christine Barron, MD, Hasbro Children’s Hospital/Brown University, Providence, RI; Jennifer Kesselheim, MD, MEd, MBE, Children’s Hospital/Boston Medical Center, Boston, MA</i></p> <p>You work hard at teaching, developing curriculum and scholarship; so let’s make it count! This session is an interactive workshop focusing on turning your educational work into meaningful scholarship. The workshop will provide resources and tips for development and dissemination of educational scholarship.</p>
4:45–5:00pm	<p>Wrap Up / Evaluations</p>

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