Forum for Fellowship Directors

Friday, April 27, 2012
Boston Marriott Copley Place
Salon F

Program Planning Committee

Christopher Kennedy, MD, Director, Emergency Medicine Fellowship, University of Missouri at Kansas City, Children’s Mercy Hospital, Kansas City, MO

Christine Barron, MD, Fellowship Director, Child Abuse, Brown Medical School, Providence, RI

Tonya Thompson, MD, MA, FAAP, Assistant Director, Pediatric Emergency Medicine Fellowship Program, University of Arkansas for Medical Sciences, Little Rock, AR

Program Schedule

8:00-8:15am Welcome / Continental Breakfast

8:15-9:00am Update from American Board of Pediatrics (ABP)
Gail McGuinness, MD, Executive Vice President

9:00-9:45am News from the Accreditation Council for Graduate Medical Education (ACGME)
Caroline Fischer, MBA, Executive Director, Pediatric RRC

9:45-10:00am Break

10:00-10:30am Update from the National Residency Matching Program (NRMP)
Laurie S. Curtin, PhD, Director, Match Policy

10:30-11:00am Report from the Council of Pediatric Subspecialties (CoPS)
Jim Bale, MD, Chairman

11:00-11:15am Break

11:15am-12:45pm Workshop # 1: FELLOWSHIP CURRICULAR DEVELOPMENT: NEW WAYS TO SOLVE NEW AND OLD PROBLEMS
Debra Boyer, MD, Fellowship Program Director, Children’s Hospital Boston, Pediatric Pulmonary, Boston, MA, Jennifer Kesselheim, MD, Med, Associate Fellowship Program Director, Pediatric Hematology-Oncology, Dana-Farber/Children’s Hospital Cancer Center, Boston, MA, Katharine Garvey, MD, Pediatric Endocrinologist, Children’s Hospital Boston, Pediatric Endocrinology, Boston, MA

Curriculum development remains a challenge for all fellowship program directors. As educational policies, put forth by the ACGME and others, continue to change, so too must fellowship program directors constantly work to improve their training curriculum. This 90-minute workshop will give participants the opportunity to identify curricular gaps in their own programs and engage in an interactive exercise to address those gaps.
Participants will engage in a “brainstorming” session to highlight areas in which their programs’ curricula are in need of improvement. Workshop leaders will identify themes emerging from this discussion for use in a small group exercise to follow.

A. Briefly, leaders will present two examples of curricular innovations that filled specific needs in their programs.
   a. Fellowship boot camp development
   b. Humanism and professionalism training for fellows

B. Participants will be divided into small groups and each group will be assigned a curricular challenge that was identified in part A above. Using a worksheet, the group will:
   a. plan a needs assessment to better define their curricular gap
   b. identify needed resources
   c. articulate learning objectives
   d. propose a curricular enhancement
   e. identify evaluation tools to assess the impact of the intervention

C. Representatives from each small group will report their group’s findings to the larger group for discussion and feedback. Leaders will facilitate a discussion of how to gain academic credit for these curricular innovations.

12:45-1:00pm  Break

1:00-1:45pm  Working Lunch (courtesy of APPD) with facilitated discussion

1:45-2:00pm  Break

2:00-3:30pm  Workshop # 2: COMPETENCY BASED EDUCATION IN SCHOLARSHIP AND RESEARCH: A MONTESSORI APPROACH TO SCHOLARSHIP EDUCATION FROM THE PEDIATRIC EMERGENCY MEDICINE FELLOWSHIP EXPERIENCE

Stacy Reynolds, MD, Assistant Professor, Emergency Medicine, Program Director, Pediatric Emergency Medicine Fellowship, Alice Mitchell, MD, Associate Professor, Emergency Medicine, Interim Research Director, Department of Emergency Medicine, Emily MacNeill, MD, Assistant Professor, Emergency Medicine, Assistant Residency Director, EM Residency, Medical Student Clerkship Coordinator, Carolinas Medical Center and Levine Children’s Hospital, UNC School of Medicine, Charlotte, NC

Scholarship education varies in training programs. Mandatory scholarly projects dominate residency and fellowship research training experiences. These projects, while valuable, provide inconsistent opportunities for the acquisition of skills. Trainees begin scholarly work with different prerequisite experiences in research and highly individual needs. Learners, frustrated by limited supervision and inconsistent skill acquisition, often underestimate their potential for academic careers.

The ACGME’s campaign for competency based education offers an opportunity for educators to clarify the definition of learners’ competence, or minimum skill set, in scholarship and research. In this 90 minute panel discussion, we discuss this common problem and share our program’s innovations to close this educational gap. We hope to provide a networking opportunity for educators to share and develop these types of ideas.

Panelist A will introduce the history of scholarship education and the ACGME proposal for competency based education. Panelist A will discuss our approach to drafting competency standards and creating a “minimum” skill set for scholarship training. Panelist A will introduce the Montessori (experience-based) model of scholarship education we implemented.

Panelist B will discuss the approach in more detail. In short, fellows identify an area of expertise and then engage in a series of 4-6 hour workshops to develop a series of work-products: 1) a structured literature overview 2) draft of a systematic review 3) a strong hypothesis and set of specific aims, 4) a faculty reviewed project protocol, 5) data collection instruments, 5) a ghost abstract with projected results, 6) an updated CV and 5 and 10 year career goals and 7) mock chair interviews to discuss their scholarly work and goals. The workshops are designed to break scholarly inertia and impose a same day deadline for each work-product. The curriculum engages fellows to “begin with the end in mind”. Fellows then present their work to faculty and reflect on their individual hurdles for each task.

Panelist C will then discuss how the faculty observe and evaluate these work-products to develop individual mentoring plans for each fellow. Fellows enter the curriculum with different baseline skill sets and different obstacles emerge for each trainee. Learners experiment with mock activities to visualize their scholarship project at completion and reflect on the skills required for their early career in academics. Faculty assists each fellow in creating a mentoring plan and scholarly project timeline. Panelist C will also demonstrate the use of web-based tools that enable the faculty to monitor the progress of projects on-line.
Finally, a panel discussion will engage the audience to discuss educators’ hurdles in teaching scholarship to residents and fellows. The audience will be encouraged to share their institutions’ strategies for success. At the conclusion of the panel discussion, the panelists will create a list serve to allow interested educators to continue to network in this challenging area after the meeting.

3:30-3:45pm Break

3:45-5:15pm Workshop # 3: A WORKING MODEL OF A SCHOLARLY OVERSIGHT COMMITTEE: COMPOSITION AND OPERATIONS THAT FACILITATE SUCCESS IN DEVELOPING ACADEMIC FELLOWS AND FACULTY MENTORING

Michele Nypaver, MD, Rachel Stanley, MD, University of Michigan Health System, Pediatric Emergency Medicine Fellowship, Ann Arbor, MI

All Pediatric EM Fellows are required to participate in scholarly activities monitored by a scholarly oversight committee. Challenges to the academic development of fellows and completion of a scholarly product include availability of appropriate mentors as well as an efficient process that identifies barriers early, anticipates opportunities to facilitate forward movement of projects and is enables all participants to track the process. Barriers may include balancing fellows’ clinical responsibilities (including time limitations), organizational skill, and poor understanding of their role in working with mentors/mentoring relationships. Mentors may be junior faculty still developing their own scholarly area or new to the expectations of mentoring at the fellow level. Anticipating opportunities is a key function of a nimble scholarly oversight committee staffed by skilled faculty who may be able to assist both fellows and mentors in streamlining topic areas, refining hypotheses, guiding overall direction of work and recognizing when projects may not be feasible. Finally, engagement and forward movement of projects requires ongoing feedback to the fellows, mentors and overall process; a solid operational structure facilitates tracking of the committee’s work including improvements to the operations. In this workshop, we will discuss lessons learned from our model of scholarly oversight employing a larger SOC core faculty group that reviews work of all fellows, supplemented by individual mentors for each individual trainee. We will utilize small group discussion with activities and samples from our own program. The focus of this workshop will include construction of the SOC, factors important to faculty mentor selection, use of project & process evaluation tools, project timelines, tracking tools, and roles/responsibility contracts to both identify and solve common problems (using case studies) in fellow level scholarly project development. This model has proved an efficient process that supports both successful fellow scholarly achievement as well as faculty mentor development.

Fellowship Directors and the APPD

Fellowship Program Directors will find many resources on www.APPD.org to help in your day-to-day job, program development, and personal career growth. For face-to-face information and networking, the APPD Fall Meeting is especially geared for new directors. In addition, subspecialty-specific sessions and the Grassroots Forum for Fellowship Directors are offered at the APPD Annual Spring Meeting.

If you are interested in APPD leadership opportunities, one good first step may begin with involvement in APPD Task Force or Regional activities. Please do not hesitate to contact Dr. Chris Kennedy for more information: c.kennedy@cmh.edu

To stay connected to other Fellowship Directors and share in group resources, use the APPD Discussion Board and other site resources to build connections. Annual Meetings are a great time to come together and learn from each other and work with many different members. Another great resource for Fellowship Program Directors is the Council for Pediatric Subspecialties (CoPS). http://www.pedsubs.org/ For a list of Subspecialty descriptions on the CoPS site, please go to http://www.pedsubs.org/SubDes/index.cfm

Association of Pediatric Program Directors
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703-556-9222 ~ info@appd.org ~ www.appd.org
16th Annual Fall Meeting
October 3 - 5, 2012

Renaissance Arlington Capital View Hotel
Arlington, VA

Keynote Address and Dinner
Wednesday evening, October 3

Sessions for PDs, FDs, APDs, PCs, FCs
Thursday and Friday, October 4-5

Visit www.APPD.org for more details!

APPD/COMSEP 2013 Combined Annual Meeting

April 10-13, 2013
Nashville, TN

Visit www.APPD.org for details as they become available.

(Also includes MPPDA Annual Meeting)