



Forum for Fellowship Directors

Friday, April 30, 2010

Mackenzie Ballroom

Fairmont Waterfront Hotel, Vancouver, BC

- 8:00-8:15 Welcome/Breakfast
- 8:15-8:45 NRMP Update - *Mona M. Signer, Executive Director, National Resident Matching Program*
- 8:45-9:30 ABP Update - *Gail McGuinness, MD, Executive Vice-President, American Board of Pediatrics*
- 9:30-9:45 Break
- 9:45-10:30 ACGME Update - *Stephen Ludwig, MD, Chair, RC for Pediatrics*
- 10:30-11:00 CoPS Update - (includes ERAS discussion) *Vicky Norwood, MD, Chair, Council of Pediatric Subspecialties*
- 11:00-11:15 Break
- 11:15-12:45 Workshop I
Developing Leadership Skills in Pediatric Subspecialty Fellows: Curriculum for Future Physician Leaders
Rebekah Brown, MD, Pediatric Pulmonary Fellow – third year, Vanderbilt University Medical Center; Christopher Kennedy, MD, Fellowship Director Pediatric Emergency Medicine, Children’s Mercy Hospital
Upon completion of this workshop, an individual will be familiar with methods for providing leadership curriculum to pediatric subspecialty fellows and residents and be able to apply these to an individual institution’s core curriculum.
Background: The CoPS Taskforce on Core Fellowship Curriculum performed a survey of ‘super’fellowship directors of pediatric subspecialty programs in 2009. Leadership was identified by 63% of institutions as an area of need in the pediatric subspecialty fellowship core curriculum.
Goals of workshop:
- Identify key components of leadership curriculum (leadership communication and styles, competencies which have been identified in successful physician leaders including: People Skills and Conflict Resolution, Emotional Intelligence, Vision and Change Management, Organizational Altruism and Communication¹⁻³)
 - Share and evaluate current curriculum and formats--didactic and small group exercises
 - Develop nationally shared exercises and resources as a model for leadership curriculum to be developed and implemented on an institutional level
- Description of workshop:** The workshop will open with brief introductions with discussion of leadership curricula currently utilized at the participants’ institutions. This will be followed by a 20 to 30 minute didactic overview of leadership in medicine including evaluation of leadership behavior and competencies. Specific challenges to fellow leadership development geared toward program development will be presented to the group and focus on incorporating leadership education into training using practical scenarios. Each challenge will be centered on a topic area including communication and self-awareness, building relationships, initiation and change, and ethos. The group will then form small teams with each team asked to develop a curriculum for their specific assigned challenge. Teams will reconvene as a group and revise the proposed curriculum resources by alternating presentation of the proposed solutions.
- 12:45-1:00 Break
- 1:00-1:45 Lessons Learned from our ACGME Site Visit
Panel Lunch Discussion with Folks who have completed Site Visits

1:45-2:00 Break

2:00-3:30 Workshop II

Measuring what Counts: Defining the Evidence for Assessing Pediatric Fellows in Clinical Settings and Developing Useful Competency Assessments for Fellowship Trainees

John D Mahan, MD, Professor of Pediatrics, Vice Chairman for Education, Pediatric and Pediatric Nephrology Fellowship Program Director, Nationwide Children's Hospital/The Ohio State University; Diane Kittredge, MD, Professor of Pediatrics, Pediatric Program Director, Dartmouth Hitchcock Medical Center; Kristina M Reber, MD, Associate Professor of Pediatrics, Neonatology Fellowship Program Director, Nationwide Children's Hospital/The Ohio State University

By the end of the workshop, participants will be able to:

1. Describe basic principles of learner assessment in clinical settings.
2. Identify competency-based learner assessment strategies that apply to fellows in training.
3. List three examples of evidence-based assessment tools that can be applied in their own fellowship teaching environments.

Description: The workshop will start by asking participants to identify the top challenges they face in assessing fellowship trainee performance. Common themes around the issues that pediatric fellowship program directors face in the assessment of pediatric fellows in training will be identified. Leaders will then review the principles of competency-based assessment applicable to various clinical settings, and current evidence for formative and summative methods that have particular value in pediatric fellow training. Small group sessions will then be utilized provide opportunities for participants to discuss and develop competency assessment strategies and tools they might adapt and implement in their own fellowship programs in their own institutions. Finally, the groups will reconvene to share ideas and discuss opportunities for implementation of these competency assessment tools in their own programs and for future collaborative studies of effectiveness of these methods in developing pediatric fellows. Participants, on completion of this workshop, should be better informed about effective methods for competency assessment for pediatric fellows and be equipped to improve the format and value of competency assessment methods in their own programs.

3:30-3:45 Break

3:45-5:15 Workshop III

Successful Recruitment

Patrick Leavey, MD, Fellowship Program Director, Pediatric Hematology/Oncology, UT Southwestern Medical Center; Jeffrey McKinney, MD, PhD, Program Director, UT Southwestern Medical School; and Robert McGregor, MD, Program Director, St. Christopher's Hospital for Children

Objective

1. Participate in a pre-forum survey to determine skills likely to be useful for successful fellows
2. Discuss the concepts of behavioral interviews and recognize how specific interview strategies may be valuable in selecting future fellows. Design interview questions pertaining to previously described skills.
3. Recognize limitations and value of Letters of Recommendation and Personal Statements
4. Review interview and post-interview communication etiquette.

Rationale for program: The exhaustive list of fellowship PD responsibilities outlined by the ACGME might be summarized as the supervision of the academic rigor, clinical training and myriad opportunities for fellows in their program. Successful fellows are expected to meet the minimum criteria of competence in 6 core competencies, generate scholarly work and participate in a core curriculum and various activities such as quality improvement. Perhaps most PD's can describe what they are looking for in future fellows but descriptors for fellowship success are not well defined and are not available to residents in training who are making the decision for fellowship training within 18 months of starting their specialty residency programs. Leadership, creativity, initiative, imagination, etc are among the many skills sets not measured by 6 competencies but are among the skills explored during selection cycles for fellowship training. In the absence of established and somewhat intangible characteristics, and with little interview training fellowship program directors assume another responsibility – successful recruitment. **Program description:** This session will depend of the completion of a pre-forum survey to identify skills valuable in fellowship training and likely necessary for success. Participants will then discuss some components of behavioral interview strategies with an opportunity to develop questions aimed at pre-defined skills. Participants will discuss the values and limitations of personal statements and recommendation letters, and briefly review the benefits and pitfalls of the electronic application systems and the match. Participants will review the etiquette of interviewing and post-interview communication. Participants will also review the benefits of post-interview surveys and how to implement them into quality improvement activities necessary for their program.