

ONE LAST CHALLENGE: TRANSFORMING OUR RESIDENTS INTO LIFE-LONG LEARNERS

Valya E. Visser, MD and Suzette S. Caudle, MD, Carolinas Medical Center, 1000 Blythe Blvd., PO Box 32861, Charlotte, NC

Objectives:

1. To explore the attitudes and behaviors that characterize learning
2. To develop specific strategies for nurturing and evaluating those attitudes and behaviors in our residents (and ourselves).

The Professionalism section of the new ACGME General Competencies includes the following requirement: "Residents are expected to demonstrate ...a commitment to excellence and on-going professional development."

This workshop will begin with a group brainstorming-style discussion of the components of successful on-going professional development, with special attention to identification of the specific behaviors that characterize life-long learners.

We will then break into small groups to develop strategies for modification of our routine educational activities to better emphasize life-long learning skills. A variety of educational activities will be considered for potential modification.

1. Bedside teaching
2. Didactic teaching
3. Individual study
4. Assisting residents with preparation of presentations
5. Journal club
6. Feedback and evaluation

The final portion of the workshop will be devoted to designing a system to assess and document how well our residents have acquired the attitudes and skills of life-long learners.

SIGN ON THE DOTTED LM: USING LEARNING CONTRACTS TO ENHANCE TE4 ACH7NG AND LEARMNG IN CONTINUE CLINIC

A.E. Stuart and T.C. Sectish, Stanford University, Palo Alto, CA

Objectives:

1. Expose participants to the use of learning contracts
2. Enhance competencies of residents using this tool

Learning contracts are individualized learning plans, established through negotiation by the teacher and learner. Learning contracts promote active, self-directed learning and provide a foundation for feedback, and evaluation. The goal of this workshop is to familiarize participants with learning contracts and their application as a learning tool in contini4ity clinic.

After an introduction to the principles of contract learning, workshop participants will vise case scenarios based on actual residents' learning needs and goals to work through the steps of designing a contract. Specific skills to be covered include:

- Helping residents identify learning need
- Translating learning needs into specific goals
- Choosing strategies and resources to achieve learning goals
- Identifying methods to measure and document goal achievement

Written tools will be provided, including forms, sample learning contracts, and tips for implementation. By the end of the workshop, participants will be equipped to begin using learning contracts with residents at their home institutions.

DEVELOPMENTAL ASSESSMENT IN THE PEDIATRIC CONTINUITY CLINIC – A MODEL CURRICULUM FOR RESIDENT EDUCATION

Rolanda Maxim, MD, Sam Zinner, Monica Ultmann, Knights of Columbus, Developmental Center, Saint Louis University, 1465 S. Grand Blvd., St. Louis, MO

Objective:

To present a multi-modal, hands on teaching model for training pediatric residents to identify abnormal development in a timely manner in their continuity clinic.

Studies suggest that there is a high prevalence of undiagnosed developmental problems within the pediatric practice setting. While studies show that most pediatricians agree that early diagnosis may improve the outcome of children with developmental disabilities, pediatric primary care providers do not routinely use developmental screening tools in the primary care setting.

This workshop will present a multi-modal, hands on teaching model for training pediatric residents to better identify abnormal development in a timely manner in their continuity clinic. The workshop is divided into three components: Lecture, Videotape, and Workstations. The lecture summarizes basic concepts in developmental disabilities and presents several tools helpful in making a developmental diagnosis. Next, the videotape presents a developmental assessment of a child. Finally, participants apply the screening tools to different case scenarios presented at a series of workstations. We will also present an assessment model of basic concepts in child Development that can be used to test the pediatric residents before and after the workshop.

This workshop will teach the participant to differentiate normal from abnormal development, to determine the developmental age and quotient for social skills, self-help skills, fine motor skills, gross motor skills and language skills. It will also provide information necessary to identify children at risk for autism, cerebral palsy, mental retardation and language disorders.

BUILDING SKILLS IN SCHOLARSHIP: THE ROAD TO LIFELONG LEARNING

K. Hillenbrand MD; L. Basnight MD; D. Newton MD, Brody School of Medicine at East Carolina University, Greenville, North Carolina

Objectives:

1. Define the elements of scholarship necessary for a physician to be a high-level functioning resident, and ultimately an excellent practitioner or academic physician.
2. Identify potential strategies to teach these elements.
3. Identify measurable outcomes for resident physicians to demonstrate competency in areas of scholarship.

Background: The ACGME requires that training programs provide support for scholarly activity of residents. While medical trainees are often surrounded by faculty modeling scholarly activities such as teaching, critical literature review, and dissemination of new information, training programs may struggle to provide opportunities for residents to learn and practice such skills themselves.

Objectives of Scholarship Training for Residents: Upon completion of block and longitudinal experiences, the resident will be able to:

1. Effectively review the medical literature.
2. Employ an evidence-based approach to provision of medical care.
3. Identify methods for lifelong learning and for remaining current with medical practices.
4. Identify opportunities for research in the clinical setting.
5. Demonstrate effective teaching skills with learners in various settings.

Workshop Activities and Format: Participants will:

1. Develop a list of academic skills important for resident training (brainstorming, group discussion, and shared experiences).
2. Perform an individual diagnostic of their own residency program using the list of skills developed, to determine:
 - How important is each skill to our residents?
 - What are we doing now to promote each skill in our program?
 - What might we do to promote each skill in our program?
3. Identify ideas and tools useful for teaching and promoting skills, and identify methods to measure the outcomes of scholarship training within a residency program (presentation by group leaders, breakout into small groups).
4. Identify barriers and possible solutions to implementation of curricular components meant to enhance scholarship skills of residents (group discussion).

USE OF MODIFIED ESSAY QUESTIONNAIRE (MEQ) TO EVALUATE RESIDENT CLINICAL COMPETENCIES

Marcia B. Guzzardo, MD & Stuart Levi, MD, Mercer Univ. School of Medicine/Medical Center of Central GA, 777 Hemlock Street Hospital, Box #42, Macon, GA

Objectives:

1. Discuss the use of the MEO as a clinical evaluation tool
2. Gain skill in the design and implementation of the MEQ

The MFQ is a serially structured question and short answer test that takes the form of clinical cases presented in a chronological sequence within a booklet questionnaire. The resident is initially presented with a limited amount of clinical information about a particular case and is then asked to answer specific questions about the case. The resident, after answering the initial questions in writing, is then given additional information and is asked more questions. Examination questions are open-ended and test the resident's ability to manage clinical data.

The examination is scored by comparison to predetermined responses expected for each level of trainee. This method of testing provides an added dimension in determining a resident's readiness for advancement to the next level of training, specifically to a supervisory role, by assessing residents' clinical competencies in an objective manner. The test is less labor than an OSCI and more objective than an oral exam.

The workshop will include discussion of test design, implementation, and results within the context of one pediatric residency program. In the context of resident evaluation, the examination is given annually in January for all level of trainees. The exam is made up of three cases and is given in a half-day period. Skills such as clinical problem solving, communication with parents, triage to appropriate level of service, teaching, order writing, common pediatric management issues, and recognition and management of life threatening situations are assessed. A summary sheet with comments regarding the resident's demonstration of competency in these skill areas is given to each resident. This information is also used by the Evaluation Committee to both identify and correlate with other evaluative data individual resident skills that need improvement or remediation before advancement to the next training level.

AN ETHICS COURSE FOR PEDIATRIC RESIDENCY

Jim Sherman, MD, University of Florida, Box 100296, Gainesville, FL

Objectives:

To provide participants with everything they need to present an ethics course geared to a pediatric residency.

Pediatric residencies are expected to teach ethics. Although the specifics of this effort are not spelled out, there seems to be an expectation that the instruction will be more formal than "discussing ethical issues as we see patients". There are no textbooks that are specifically designed for pediatric residents, and only one description of a program on ethics designed for pediatric residents. At the University of Florida, an ethics "course" has been developed for residents. There are twelve topics that are covered in quarterly meetings. The meetings have a variety of formats, but all involve the residents in active participation. The residents have evaluated the ethics meetings as highly informative and more focused on practical daily issues than the ethics training they received in medical school.

During the APPD workshop the participants will review the materials used in the U F pediatric residents ethics course and will be given all the materials necessary to institute the course for their own residents. These materials will include PowerPoint presentations for each session, handouts, workshop scenarios, supplemental readings, and web site addresses. Participants will work through some of the learning exercises to gain familiarity with the formats used.

PEDIATRIC LITERACY PROMOTION IN A RESIDENCY SETTING: HELPING RESIDENTS USE BOOKS TO UNDERSTAND, ASSESS, AND PROMOTE CHILD DEVELOPMENT

Barry Zuckerman, MD; Perri Klass, MD, Boston Medical Center; Trude Haecker, MD, Children's Hospital of Philadelphia (Haecker)

Objectives:

1. Participants will understand how to implement a Reach Out and Read model pediatric literacy promotion program, with particular attention to the special opportunities and challenges offered by the residency program setting.
2. Participants will acquire strategies for incorporating books into the developmental curriculum of a residency program, and into the primary care curriculum, helping residents to use books to enhance their skills as pediatric clinicians.
3. Participants will be familiar with the literature on pediatrics-based literacy promotion and its efficacy, and with the connections between early literary and language development, and later school success.

This workshop will present strategies for the successful implementation of a pediatric-based literacy promotion program in a pediatric residents' clinic setting. The Reach Out and Read model of primary care based literacy promotion targeted at children from six months to five years of age has been widely successful in clinics, hospitals, neighborhood health centers, and practices, with close to 1000 programs now operating around the country. A growing body of literature demonstrates that anticipatory guidance and books given by pediatric primary care providers can markedly increase parental reading aloud and enhance language skills in young children. Residents, as they learn primary care skills, can easily incorporate literacy promotion into their practice styles, and books offer them very effective tools for both assessing and promoting language and development. In addition, residents are usually very enthusiastic about the opportunities that books offer them to strengthen their relationship with their primary care patients and their families.

Participants in this workshop will develop skills and strategies for using books to reinforce and enhance the developmental curriculum for residents, so that residents are able to use books with young children in their primary care encounters, understanding and assessing child development, including motor skills, language abilities, and cognitive development, through watching how children respond to age-appropriate books. The workshop will also focus on how residents can learn to incorporate books and literacy promotion into their own developing primary care skills and styles in ways which do not add additional time to the patient encounter, but instead increase the potential to provide parents with anticipatory guidance of proven efficacy around issues of language, parent-child interactions, literacy developments and school readiness. The workshop will stress ways in which the literacy promotion information and the patient-encounter skills can be easily incorporated into an existing residency curriculum, supporting and enhancing other efforts to help residents acquire necessary skills in understanding and assessing speech and development in a primary care visit, developing relationships with primary care patients and their families, and promoting healthy development.

Participants will understand the Reach Out and Read literacy promotion model, as officially endorsed by the American Academy of Pediatrics, including receiving full information on how to obtain initial books and funding. Through a variety of training models and an interactive workshop, participants will develop a range of techniques useful for training residents in the techniques of literacy promotion, while supporting faculty members and helping them serve as role models and mentors. The workshop will also address the logistic and organizational issues of keeping a successful literacy promotion program operating in a residency program, with experience and best practices from teaching hospitals and residents' clinics around the country.