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Creation of a Cancer Survivorship Curriculum for Pediatric Resident Physicians

The purpose of this project is to implement and evaluate a formal cancer survivorship curriculum aimed at all UCLA pediatrics resident physicians that addresses perceived deficiencies in caring for pediatric cancer survivors in a variety of inpatient and outpatient general pediatrics and subspecialty environments. Because of the role that a pediatrics resident can serve as a primary care provider, the curriculum reflects the perspective of the primary pediatrician. It is hypothesized that residents' knowledge and clinical skills required to care for pediatric cancer survivors as well as their attitudes on the importance of training in cancer survivorship issues will be will be poor to moderate prior to initiation of the curriculum. The research team postulates these measurements will increase by a statistically significant degree following the intervention.

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Resident Academic Half Day: Perspectives of Faculty Teachers

The specific aim of this study is to gain a better understanding of the perspectives of faculty who teach at a newly implemented curriculum model, resident Academic Half Day (AHD). Although a growing body of literature describes the impact of AHD on residents, the experiences of AHD faculty teachers remain unclear. Teaching at AHD differs from noon conference in several important aspects. AHD is a longer block of time (reported duration varying from 90 minutes to 4 hours), which may present more challenges for faculty with other obligations. In addition, active resident learning is encouraged; this may require teaching methods that are different from the one-hour power point lecture traditionally given at noon conference. Furthermore, challenges exist with selection of included topics, as fewer total hours over the course of a year are dedicated to AHD compared to noon conference. Perspectives of faculty teachers at AHD are important to understand if AHD is going to be a successful long-term curriculum model for pediatric residents.

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Use of Local Guideline and Dynamic Educational Support to Optimize Housestaff Management of Inpatient Pediatric Infectious Disease

It is hypothesized that the distribution of local clinical practice guideline (CPG), alongside didactic sessions and targeted feedback from antimicrobial stewardship program (ASP) team, will improve appropriate inpatient antimicrobial management of pediatric pneumonia, urinary tract infections, cellulitis, and intra- abdominal infections. The research team will develop an educational bundle with comprehensive CPG and academic detailing comprised of antecedent didactics and focused case-based vignettes to improve appropriate antibiotic selection, dose, and duration for inpatient pediatric resident teaching services at Harbor-UCLA Medical Center.