

ENHANCED LEARNING SESSION II

THURSDAY, SEPTEMBER 18, 2025: 2:45pm-4:15pm

BELONGING, BECOMING, AND PROFESSING OUR IDENTITY: MEDICAL EDUCATORS AS SCHOLARS ACROSS THE PEDIATRIC CONTINUUM

Amy Creel, MD, MEd; Hayley Gans, MD, Stanford Health Care-Sponsored Stanford University; Michael Dell, MD, Case Western Reserve Univ/Univ Hosps Cleveland Med Ctr/Rainbow Babies and Children's Hospital; Jamie Sutherell, MD, MEd, SSM Health/St. Louis University School of Medicine; Amanda Messer, MD, LSU Health/Children's Hospital New Orleans

The Association of American Medical Colleges and the American Board of Pediatrics recognize medical education scholarship as vital for educational innovation and advancement, and thus should be core to a medical educator's identity. Importantly, scholarly activity is a source of career fulfillment and a means of advancing in the academic world.

This interactive workshop will provide participants with opportunities to reflect on their identities as scholars within pediatric medical education and to develop strategies to expand and elevate their scholarship. Using the framework of Belonging, Becoming, and Professing, participants will engage in self-reflection, small-group discussions, and practical exercises to support their growth and mentor others, including students, residents, fellows, and faculty, in achieving meaningful scholarly engagement.

At the foundation is Belonging. Participants will reflect on their identity as pediatric educators within the broader landscape of academic medicine and examine how this aligns with, or diverges from, institutional expectations. Leveraging this, participants will identify strategies to elevate the visibility and value of educational scholarship, often under recognized in academia, at both local and national levels.

In the Becoming segment, we will examine diverse forms of medical education scholarship, including curriculum design, program evaluation, educational research, and advocacy, and highlight the distinction between teaching and scholarly activities. Participants will consider how routine teaching and leadership activities can be reframed as scholarship, using practical frameworks to transform everyday tasks into recognized, impactful contributions.

Finally, in Professing, the focus is on strategies to promote the role of pediatric medical educators as scholars and as mentors in building scholarly identities. Against the backdrop of pediatric workforce challenges, participants will explore how strengthening scholarly identity can enhance educator retention, attract future pediatricians, and foster a culture that values education as a driver of the field's vitality. By elevating the visibility of education scholarship, we strengthen both individual careers and the broader pediatric academic community.

Participants will leave with a personalized action plan for embracing their scholarly identity, enhancing their contributions to academic medicine, and fostering a thriving community of pediatric medical education scholars by mentoring the next generation of pediatric educators.

FROM RESIDENT TO FELLOW-SHIP: NAVIGATING THE CURRICULUM SEA! CHARTING A COURSE FOR SUCCESSFUL TRANSITIONS IN PEDIATRIC TRAINING

Kelsey M. Thetford, MD; Jordan W. Newman, MD; David Taylor, MD, MPH; Michele Nicholas, MD, University of Alabama at Birmingham; Tara J. Minor, PhD, MA, MAT; Christine M. Smith, MD; Rebecca Swan, MD; Devang Pastakia, MD, Vanderbilt University Medical Center

Residency leadership recognize a responsibility to prepare residents for post-graduate positions, either as clinicians or advanced trainees. However, residency training may not intentionally address skills needed for successful entry into fellowship. While literature exists examining the clinical preparedness of resident trainees entering fellowship, there is a lack of literature focused on training residents for important non-clinical aspects of the transition to fellowship (1, 2, 3). These additional competencies include conducting scholarship, teaching, and professionalism, among others (1, 2, 3). A lack of preparedness for a training transition can place emotional and mental stress, financial burdens, and professional challenges on trainees. Two residency programs independently identified the need to fill this gap and created curricula within their local institutions to address these and other topics.

During this workshop, each institution will share their experience identifying trainee needs and developing unique fellowship preparation programs for pediatric residents going on to subspecialty training. Workshop participants will actively work through identifying key topics appropriate for their trainees, how to best deliver the curriculum, and how to evaluate the curriculum in a scholarly way through small group discussion and report outs. Participants will leave with tools and ideas to implement programs at their institutions.

MEETING IN THE MIDDLE: FACULTY AND TRAINEE MODELS OF PROFESSIONAL IDENTITY FORMATION (PIF) IN MEDICAL EDUCATION

Nicola Orlov, MD, MPH; Ingrid Walker-Descartes, MD, MPH, MBA, Maimonides Medical Center/Infants and Children's Hospital of Brooklyn; Alan Chin, MD, UCLA David Geffen School of Medicine/UCLA Medical Center; Daniel Sklansky, MD, University of Wisconsin Hospitals and Clinics; Caren Gellin, MD, University of Rochester; Caroline Rassbach, MD, MEd, Stanford Health Care-Sponsored Stanford University; Sydney Reyes, University of Chicago Pritzker School of Medicine; Courtney Sniffen, MD, Comer Children's Hospital; Kellie Barsotti, MD, Oregon Health and Science University

Professional identity formation (PIF) in medical education is a crucial process where medical students, residents, and fellows internalize the values, beliefs, behaviors, and roles needed to become a physician. While some medical schools incorporate formalized curricula to address this work, it is often left to the hidden curriculum and is rarely addressed formally, particularly at the GME level. APPD's Program Director Executive Committee is bringing this ELS proposal to address evolving gaps in professional identity definition and to allow for learners and faculty at all levels to find a shared mental model of PIF.

Attendees of this workshop will apply evidence based approaches of PIF as they consider training the next generation of physicians in a culture of professionalism and accountability to patients, to colleagues, and medical teams.

MORE THAN ANOTHER MEETING: MEANINGFUL USE OF CLINICAL COMPETENCY COMMITTEES TO DRIVE CBME ACROSS THE CONTINUUM OF PEDIATRIC EDUCATION

Meghan O'Connor, MD; Joanna Lewis, MD, Advocate Health Care (Advocate Children's Hospital/Park Ridge); Sara Multerer, University of Louisville; Patricia Poitevien, MD, MSc, Brown University; Oriaku Kas-Osoka, MD, MEd, University of Arkansas for Medical Sciences; Daniel Schumacher, MD, PhD, MEd, Cincinnati Children's Hospital Medical Center; David A. Turner, MD, The American Board of Pediatrics; Ariel Winn, MD, Children's Hospital/Boston Medical Center

Clinical competency committees (CCCs) should provide insights to support learner-centered education and assessment efforts and ensure graduates are truly prepared to practice unsupervised and meet the needs of their patients.

This session will begin with a deep dive into CCC practices and how they can be utilized to support all five core components of competency-based medical education (CBME), including the integration of an outcomes-based framework such as Entrustable Professional Activities (EPAs) and the development of a robust approach to assessment that integrates multiple data points from a variety of sources to support learner development. We will build on this foundation to focus on practical implementation strategies and advice. Participants will be guided through a reflection of their own program's current CCC structures and processes and how they align with efforts to promote CBME. This interactive and individualized exercise will be followed by an expert panel discussion where participants will have an opportunity to ask questions and receive advice from experts who are actively engaged in leading CBME efforts at the undergraduate (UME) and graduate medical education (GME) levels, including leaders from the American Board of Pediatrics (ABP) and APPD. Through the process of delivering background information and providing an opportunity to reflect and engage with experts, this workshop supports programs in making incremental improvements in their approach to CCCs.

In the second part of the session, we will discuss entrustment decision-making in CCCs, beginning with theoretical foundations and moving into practical advice to address and overcome common barriers to successful decision-making. Entrustment-supervision scales will be presented and reviewed, as well as resources to support faculty development to promote a shared understanding of what the entrustment levels signify and how to differentiate learners along the developmental continuum. Participants will then be given an opportunity to practice using learner scenarios, engaging first in a small group activity followed by a large group discussion. In the activity, groups will be presented with a trainee's assessment data and asked to serve as a CCC to make prospective entrustment decisions using the information presented in the workshop and the resources provided to guide them.

Throughout this interactive session, participants will have the opportunity to engage in discussion with other program leaders in pediatric UME and GME, as well as experts from the APPD community and ABP.

SOLVING THE COMMUNITY PRECEPTOR CRISIS: HOW TO SUCCESSFULLY RECRUIT, DEVELOP AND RETAIN YOUR COMMUNITY PRECEPTORS.

Chris B. Peltier, MD, FAAP; Joseph Gigante, MD, Monroe Carell Jr. Children's Hospital at Vanderbilt.; Hilary Haftel, MD, MHPE, University of Michigan

Community preceptors play a valuable role in pediatric learner education and can serve as role models to increase interest in Pediatrics as a career. It has become increasingly difficult to recruit and retain community preceptors coinciding with a time when the Pediatrics is experiencing a workforce crisis. This ELS session, led by senior pediatric educators with extensive experience in recruiting community preceptors at both the UME and GME level, will facilitate an interactive discussion to explore strategies to recruit, develop, and retain these preceptors.

After introductions we will present challenges and barriers to the recruitment of community-based preceptors in today's work environment. Following a think-pair-share discussion we will have a large group report out where participants will share challenges as well as incentives that have worked for them.

Next, recognizing that educator development is vital for successful preceptors, participants will examine the multiple aspects involved in the creation and implementation of a teaching skills program including performing a needs assessment, evaluating resources, developing a curriculum, and comparing potential venues and delivery methods in small group work and large group discussions.

The session will then turn to a discussion of why preceptors stop having learners in their office and how to overcome these barriers. Strategies for retaining preceptors, both monetary and non-monetary, will be discussed. Attendees will share their own program efforts in small groups and explore creative ideas for the future, which will be discussed with the larger group. Attendees will leave the session with an action plan to bring back to their home institutions. All contributions will be collated and shared with the group and additional resources will be provided.

U + ME + GME: NAVIGATING COMMUNICATION BETWEEN STUDENTS, MEDICAL SCHOOL REPRESENTATIVES, AND PROSPECTIVE RESIDENCY PROGRAMS DURING THE APPLICATION PROCESS

Jennifer Soep, MD; Jennifer DeCoste, MD, Duke University School of Medicine; Kristen Sandgren, MD, University of Iowa Stead Family Children's Hospital; Lindsay Koressel, MD MEd, Northwestern University Feinberg School of Medicine; Kanika Gupta, MD, Delaware/Sidney Kimmel Medical College at Thomas Jefferson University; Maya Neeley, MD MA, Vanderbilt University Medical Center; Gwenevere McIntosh, MD, MPH, University of Wisconsin School of Medicine and Public Health; Michael Dell, MD, Case Western Reserve University School of Medicine; Elisabeth Conser, MD, Texas Tech University Health Sciences Center; Daniel Sklansky, MD, University of Wisconsin Hospitals and Clinics; Erin Pete Devon, MD, Children's Hospital of Philadelphia; Rachel Thompson, MD, Boston University Chobanian & Avedisian School of Medicine

Outreach from students or their medical schools' representatives to prospective residency programs outside of the formal application is widespread. The impact of these communications on student outcomes is context-dependent, and raises concerns regarding equity, transparency, and fairness. This session, facilitated by program directors, student affairs leaders, and pediatric UME educators from multiple

institutions, will promote discussion and collaboration amongst participants, and lead us to the development of best practices for UME/GME communication, so we can more effectively and ethically advocate for students.