

ENHANCED LEARNING SESSION I

THURSDAY, SEPTEMBER 18, 2025: 11:00AM-12:30PM

BUILDING BRIDGES: ENHANCING NETWORKING SKILLS FOR TRAINEES & EARLY CAREER PEDIATRICIANS IN ACADEMIC MEDICINE

Michael Petrus-Jones, DO, MPH, MS; Ovini Rodrigo, MD, MEd, Boston Children's Hospital; Tyree Winters, DO, Sidney Kimmel Medical College at Thomas Jefferson University/duPont Hospital for Children; Andria Tatem, MD, MEd, Eastern Virginia Medical School; Paola Brana-Rivera, MD, University of Florida

Career development is essential to success in academic medicine but is often overlooked and inadequately emphasized when training physicians. There are skills within career development domains that can be honed and perfected to optimize advancement in academic careers, including creating and maintaining professional relationships. Networking is one such skill that many successful academic physicians do well, but there is little training or skill building to hone this skill. Professional relationships with established physicians such as mentors, coaches, and sponsors can help to open doors to early career academic physicians, can nurture career success, and can be mutually beneficial. These relationships can also provide much needed representation to underrepresented groups and women, who are still striving for career equity in all sectors, including academic medicine. It is imperative that time is spent to nurture communication and networking skills to develop such relationships. This session is designed to provide a theoretical framework and basis for networking and professional relationships on which participants can build skills to utilize in their own careers. The session offers several practical applications and participation to practice the skills that will be introduced. We hope that the skills introduced and developed in this session will be easily translated to real-world career scenarios and ultimately help participants to move forward successfully in their academic medicine careers. Although the skills developed in this session are tailored to early career physicians, they are applicable to any phase of careers in academics.

CHANGES ARE COMING, ARE YOU READY? USING IMPLEMENTATION SCIENCE TO SUPPORT ADOPTION OF PROGRAMMATIC CHANGE

Anna Weiss, MD, MEd, Children's Hospital of Philadelphia; Danielle Cullen, MD MPH MSHP, Children's Hospital of Philadelphia/Perelman School of Medicine at the University of Pennsylvania; Meghan O'Connor, MD, University of Utah; Laura Lockwood, MD, MEd, University of Colorado; Rachel Poeppelman, MD MHPE; Patricia Hobday, MD, University of Minnesota; Kathleen Timme, MD MEd, University of Utah; Johannah Scheurer, MD, University of Minnesota; Jennifer K. Sun, MD, PhD, Children's Hospital of Philadelphia; Hannah Kakara Anderson, MBA, PhD, Children's Hospital of Philadelphia/Perelman School of Medicine at the University of Pennsylvania; Pricilla Cabral, Children's Hospital of Philadelphia; Erin Fuchs, MD; Matt Pearce, MD MSCI; Bruce Herman, MD, University of Utah; Emily Borman-Shoap, MD, University of Minnesota; Duncan Henry, MD, University of California (San Francisco); Daniel C. West, MD, Children's Hospital of Philadelphia/Perelman School of Medicine at the University of Pennsylvania

Educators and training programs must nimbly adjust programmatic offerings to meet new guidelines, mandates, and best practices from accrediting bodies, governing boards, and the primary literature-- all while adapting these changes to their local contexts. However, there is rarely centralized or standard guidance for how to do this. Implementation science (IS) provides tools for enacting change that centers the

understanding of determinants (barriers and facilitators) to support adoption of evidence-based practices across contexts. While it is historically unused in the medical education context, IS has potential to bring practical solutions to complex problems across the spectrum of UME-to-CME education, using a systematic and generalizable format -- all while addressing the unique needs of the local educational ecosystem.

In this workshop, we will describe IS and its application to problems in medical education. Participants will gain practical experience applying implementation mapping- a systematic approach for defining strategies to support changes in practice- to challenges in medical education, including adoption of EPAs and new ACGME training guidelines. Participants will be given time to consider real-world educational problems in their local contexts and apply implementation mapping as a means to addressing them. They will have the opportunity to discuss how IS frameworks and methods can be used to address common barriers and facilitators to adoption of recent new guidelines from the ACGME and the ABP. Participants will leave with IS tools they can bring back to their own training programs to support programmatic change.

FROM PASSION TO PROFESSION: SUPPORTING PEDIATRIC EDUCATOR DEVELOPMENT

Catherine Shubkin, MD, Dartmouth-Hitchcock/Mary Hitchcock Memorial Hospital; Pnina Weiss, MD, MHPE, Yale-New Haven Medical Center; Jennifer Maniscalco, MD, MPH, MAcM, Johns Hopkins All Children's Hospital; Megan E. McCabe, MD, Hackensack University Medical Center; Katherine Mason, MD, Brown University; Rebecca Swan, MD, Vanderbilt University Medical Center

Careers in pediatric medical education span the spectrum from undergraduate medical education through graduate medical education to faculty development. As robust, yet diverse, clinician educator tracks become more widely available in academic settings, it is important for faculty to align their passions with their career goals. However, it can be challenging for academic pediatricians to advance their careers when they do not define their own career goals and aspirations or develop a roadmap. Mentorship is a critical part of the process to help achieve career goals, yet it is too often underappreciated and underutilized.

The Vice Chairs of Education Executive Committee brings expertise and skills in mentoring faculty along many different career trajectories. This workshop provides activities around developing a mission and vision statement, constructing a mentorship team, and navigating potential career pitfalls. Participants will leave the session with tools for personal use as well as future use as mentors.

GATEWAY TO A CAREER IN PEDIATRICS: ENGAGING LEARNERS THROUGH ADVOCACY

Corinne Lehmann; Jonathan Gold, MD, Michigan State University College of Human Medicine; Kristine Gibson, MD, Western Michigan University Homer Stryker School of Medicine; Chris Peltier, MD, University of Cincinnati College of Medicine; Nicole Johnson, MD, University of Calgary Cumming School of Medicine

Many educators are increasingly concerned about the future of the pediatric workforce (NASEM report). The drivers of medical students' career choice are complex and multifactorial, (Azok, 2024) as are the strategies to influence them. One potential driver not often emphasized is students' interest in advocacy. Several studies have identified advocacy as a strong motivator in the general student population, particularly in underrepresented students. (Chimonas, 2021; Pasquantonio, 2024). Advocacy has long been a central tenet of pediatrics and core for many pediatricians' professional identities. By intentionally incorporating

advocacy training in pediatric undergraduate and graduate medical education, we have an opportunity to activate this driver. Instilling advocacy skills may attract service-minded learners into Pediatrics while equipping them with enduring, transferable skills that can be applicable to a broad range of experiences.

In this workshop, participants will explore data and share firsthand experiences about learner engagement in advocacy experiences and their potential influence on career choice, with an emphasis on pediatrics. They will identify barriers that hinder learner experiences in advocacy. Following a brief didactic on core principles of advocacy, they will write a 'one-pager' proposal with solutions to enhance learner advocacy experiences. With facilitators' guidance, participants will research key stakeholders and potential partners at their home institutions, keeping in mind their values, perspectives, and motivations for a learner experience in advocacy. Drawing on group wisdom, participants will identify potential allies, both within and beyond their institution, and share examples of learner-led advocacy efforts. The session will conclude with a discussion of effective messaging strategies to build support for existing or new advocacy programming. Participants will leave with a written advocacy plan to implement or expand advocacy opportunities for their learners.

RESIDENCY READY: EMPOWERING INTERNATIONAL GRADUATES FOR US SUCCESS

Monique Naifeh, MD, MPH; Renuka Verma, MD, RWJBH Medical Group; Gray Rivera, University of Oklahoma Health Sciences Center; Sania Saood, MD, RWJBH Medical Group; Monica Sagdeo, MD; Nabil Alhayek, MD, University of Oklahoma Health Sciences Center

International medical graduates make up about 25% of the physician workforce often practicing primary care in rural and underserved areas. Unfortunately, even after overcoming the barriers of testing, residency application and interviews which may take place at all hours of the day and night, IMG residents often continue to face barriers even after they match. Between completing the required tasks to successfully obtain a visa, locating a place to live and moving across the world to an unfamiliar place, often with different cultural norms the time after the match happens can also be quite challenging. IMG residents often also have a more difficult transition to residency than their American medical graduate classmates. Given the decreased number of American graduates applying for residency in pediatrics, IMG residents and (IMG) practicing pediatricians will continue to make up a significant part of the pediatrics workforce. Pediatric Residency programs must work to smooth IMG transition to residency to make sure our environments are as welcoming as possible.

SCAFFOLDING SMARTER: LEVERAGING AI TO TEACH CLINICAL REASONING FROM UME THROUGH GME

Stacy Cooper, MD; Daniel Sklansky, MD, University of Wisconsin Hospitals and Clinics; Melissa Sacco, MD, University of Virginia Medical Center; Julia Ashworth, MD, Inova Fairfax Medical Campus/Inova Children's Hospital

This interactive workshop for medical education leaders provides a blueprint for using artificial intelligence (AI) to teach clinical reasoning skills. Participants will learn how trainees already use this technology, how to ensure appropriate use, and how to leverage AI for clinical reasoning instruction. The session will involve short didactics reviewing AI in medicine and clinical reasoning and interactive sessions applying these concepts to clinical teaching scenarios. Small groups will define current gaps in clinical reasoning

education and synthesize AI-integrated solutions to enhance clinical reasoning instruction for their trainees. Participants will take home materials/references from the session and plans created with their groups.