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# Forum for Fellowship Directors

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Friday, April 29, 2011  
Sheraton Denver Downtown, Denver, CO  
Governor's Square 15

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## Program Planning Committee

**Debra Boyer, MD**, Pediatric Pulmonology Fellowship Program Director, Assistant Professor of Pediatrics, Children's Hospital Boston

**Joseph Gilhooly, MD**, Vice Chair for Education and Director of Fellowship Education, Department of Pediatrics, Doernbecher Neonatal Care Center at Oregon Health & Science University

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## Program Schedule

8:00-8:15am	Welcome / Continental Breakfast
8:15-9:00am	Update from American Board of Pediatrics (ABP) <i>Dr. Gail McGuinness, Executive Vice President</i>
9:00-9:45am	News from the Accreditation Council for Graduate Medical Education (ACGME) <i>Caroline Fischer, MBA, Executive Director</i>
9:45-10:00am	Break
10:00-10:30am	Report from the Council of Pediatric Subspecialties (CoPS) <i>Dr. Jim Bale, President</i>
10:30-11:00am	Update from the National Residency Matching Program (NRMP) <i>Susan A. Levy, Director, Specialties Matching Service</i>
11:00-11:15am	Break
11:15am-12:45pm	Workshop # 1: COMMUNICATION, TEACHING AND EVALUATION OF PROFESSIONALISM THROUGHOUT FELLOWSHIP TRAINING <i>Amber Hoffman, MD and Angela L. Myers, MD, MPH, Children's Mercy Hospital &amp; Clinics/ University of Missouri-Kansas City School of Medicine, Kansas City, MO; Christine Sullivan, MD, University of Missouri-Kansas City School of Medicine/Truman Medical Center, Kansas City, MO</i>

This workshop will identify strategies for incorporating:

- Professionalism curriculum into the training of subspecialty fellows
- Developing a program which allows for formal and informal professionalism discussion and evaluation
- Guidance for the program director as to when and how to have critical conversations re: substandard professionalism

Eight components of professionalism will be provided in overview. Discussion will center around the context of incorporating professionalism into the fellowship core curriculum through formal didactics and an innovative case based approach. An approach to defining expectations, goals and objectives regarding professionalism of fellows will be discussed. Examples of suitable vignettes for the fellow level of training will also be provided for discussion. Evaluation tools which incorporate professionalism and which are utilized in our programs will be highlighted. A discussion regarding barriers that might be present to prevent the crucial conversation and the approach to the conversation itself will be led. This will be a case based presentation with illustrative examples and will allow for audience participation. Finally, the necessity of follow up after a crucial conversation occurs will be covered, as well as the approach to this process as an ongoing educational tool.

12:45-1:00pm Break

1:00-1:45pm Working Lunch (courtesy of APPD)

1:00-1:10 Update from the American Academy of Pediatrics (AAP) / PediaLink  
*Charlette Nunnery, Manager, E-Learning Content*

1:10-1:45 Facilitated discussion on Duty Hours

1:45-2:00pm Break

2:00-3:30pm Workshop # 2: REFLECTIVE PRACTICE & LEADERSHIP: AN EVIDENCE BASED APPROACH TO EDUCATING FELLOWS IN THE "NEW CORE COMPETENCIES"

*Ernest Frugé, PhD, Texas Children's Cancer Center / Baylor College of Medicine Pediatric Hematology/Oncology Fellowship, Houston, TX; John A. Widness, MD, Neonatology Fellowship Program Roy J. and Lucille A. Carver College of Medicine University of Iowa, Iowa City, IA*

After attending this session, it is expected that the learner will be able to:

- Define the concepts of Reflective Practice and Leadership (RP&L) as applied to pediatrics and pediatric fellowship education
- Describe RP&L seminar methods and how these methods can be applied to address ACGME core competencies in pediatric fellowship programs
- Describe how RP&L seminar methods can be tailored to fit various program/learner needs and resources

Background: The young, talented pediatricians who commit to fellowship training do so with the hopes of attaining the highest levels of competence in clinical care, education and research. They are inspired by pivotal encounters both with patients that touch them personally and with expert role models who embody their ideals of being a physician. However, the pathway to their goal from residency through fellowship often presents more professional and personal challenges than fellows are prepared for. For example, fellows are expected to master a daunting amount of specialized knowledge while simultaneously taking a significant step up in responsibility for patient care – often in the context of a new institution. Then the abrupt emersion into research can be completely bewildering, frustrating and, at times, brutal. Finally there is the negotiation for your first faculty position, suddenly a "free agent" after decades as a dutiful student. Learning to meet and successfully manage these and other challenges while balancing personal and professional life in fellowship can prepare the person for a successful career. The proposed workshop provides fellowship programs an evidence-based educational strategy to help fellows develop the skills to navigate, learn from and lead others through such challenging situations.

Workshop Content: The ACGME core competencies of practice-based learning, interpersonal/communication skills, professionalism, and systems-based practice all share common elements that are related to reflective practice and leadership (e.g., critical self-appraisal, strategic thinking, guiding families and colleagues through difficult circumstances). Our research indicates that fellows can acquire these fundamental skills through participation in a case-based, interactive seminar design that employs the same form of disciplined reasoning used in working through complicated biomedical cases. This workshop will review the theoretical framework, methods and outcomes for a leadership-focused educational seminar originally developed for pediatric hematology-oncology fellows. In these confidential seminars, fellows are invited to discuss any challenging circumstance encountered in role. Each case is conceptualized as a sample of the situations fellows will face throughout their career. Typical topics include difficult patient encounters, ethical dilemmas in clinical research or end-of-life care, academic politics, balancing career and personal life, etc. The workshop will also review adaptations and elaborations of the basic design for other learner groups, objectives and institutional constraints.

Retrospective pre/post evaluations by fellows indicate significant improvement in self-rated ability for all 24 dimensions assessed, including a variety of items drawn from the roster of the ACGME Core Competencies.<sup>1</sup> The basic methods have been refined over the past 15 years and successfully translated to other institutions and learner groups including residents, adult medicine training programs and continuing education for practicing community physicians.<sup>2</sup> A compre-

hensive description of the methods and outcome measures is available at [www.reflectivepracticeleadership.org](http://www.reflectivepracticeleadership.org).<sup>3</sup> The site also offers 4 hours of free category 1 CME credit.

**Structure:** The workshop has three sections. The first entails a review of the basic theory, methods and outcome measures developed in the context of a single large pediatric sub-specialty fellowship program. Example challenges from clinical, research, educational and personal domains will be reviewed along with examples of how these challenges were managed in the seminar discussions. The second section describes the translation of the method into a design that provided a seminar for first year fellows from multiple, diverse pediatric subspecialty programs within one institution. In the third section, workshop participants will discuss how the basic methods could be applied to their specific institutional contexts and objectives.

**Conclusion:** Our findings indicate that this evidence-based seminar design is flexible and cost-effective in promoting crucial leadership skills that enhance personal/professional development and are congruent with ACGME core competencies. We have also found that RP&L-based seminars provide programs an important tool to support fellows in the challenging transition to a new level of professional responsibility and autonomy.

3:30-3:45pm                      Break

3:45-5:15pm                      Workshop # 3: FELLOWS AS TEACHERS: METHODS TO UTILIZE FELLOWS TO ENHANCE PEDIATRIC RESIDENT EDUCATION

*John D. Mahan, MD, Nationwide Children's Hospital/The Ohio State University, Columbus, OH; Carl Backes, Jr., MD, Kris M. Reber, MD, Nationwide Children's Hospital/The Ohio State University, Center for Perinatal Research, Columbus, OH*

This workshop will help attendees:

- Understand the value for fellows and residents of incorporating pediatric fellows into the formal education of pediatric residents
- Define 5 potential methods to incorporate fellows into pediatric resident education
- Detail 2 methods that can be implemented in your program to effectively incorporate fellows into pediatric resident education

**Introduction:** Pressure on academic faculty beyond their role as teachers continues to drive interest in the development of innovative models of resident education. The role of post-graduate clinical fellows as a positive force in pediatric resident education offers many advantages for residents, fellows and faculty. The best methods to organize and accomplish this process have received little attention until now. Such programs offer effective approaches to developing fellow teaching skills and, with proper evaluation and feedback, promote assessment of teaching competencies, academic skills and ACGME Practice Based Learning and Improvement Competencies and fellow development.

We have had a very positive experience with formal involvement of a fellow-led education program on general pediatric resident learning and experience during one of our Neonatology rotations and have subsequently organized a number of fellow-led education programs in other areas of our pediatric residency program. While such programs require significant cooperation and coordination between residency and fellowship program personnel in design and implementation, the benefit for all involved can be substantial.

This workshop is designed to help program directors, faculty and fellows understand, develop and integrate fellow-led education programs into general pediatric residency training experiences in their own programs. After a review of the key concepts and multiple examples of how pediatric fellows have been incorporated into the formal education of pediatric residents, a variety of practical applications will be identified by the attendees. Program directors, faculty and fellows will then break out in groups of 4-8 members based on mutual interest and will explore potential applications of fellow-led education programs for pediatric residents at their own institutions and possible challenges to implementation. Each group will present their work to the larger group of attendees followed by general discussion and summation by the workshop leaders.

# ASSOCIATION OF PEDIATRIC PROGRAM DIRECTORS

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15TH ANNUAL FALL MEETING  
SEPTEMBER 7 - 9, 2011

RENAISSANCE ARLINGTON  
CAPITAL VIEW HOTEL  
ARLINGTON, VA

Keynote Address and Dinner  
Wednesday evening, September 7

Sessions for PDs, FDs, APDs, PCs, FCs  
Thursday and Friday, September 8-9

Followed immediately, at the same hotel, by the  
Pediatric Educational Excellence Across the Continuum (PEEAC) Meeting  
September 9-10

2nd Biennial Meeting Sponsored by:  
APA, APPD, COMSEP and CoPS



## APPD 2012 ANNUAL MEETING

**March 28-31, 2012**  
**San Antonio, TX**

*Visit [www.APPD.org](http://www.APPD.org) for details as they become available.*

