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Setting Foundations for Pediatric Fellowship Core Curriculum Training

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SETTING FOUNDATIONS FOR PEDIATRIC FELLOWSHIP CORE CURRICULUM TRAINING

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BACKGROUND

American Board of Pediatrics (ABP) and Accreditation Council for Graduate Medical Education (ACGME) require pediatric subspecialty fellows to learn a core curriculum of scholarly topics

Traditionally, each fellowship would develop curricula for their own fellows

Now, nationally, many pediatric programs are working towards providing a common core curriculum which is available across disciplines to improve training and transitioning to academic careers\textsuperscript{1,2,3}
REQUIREMENTS

American Board of Pediatrics (ABP) – core curriculum of scholarly activities

- Research: biostatistics, research methodology, study design, funding applications/research protocols, ethics
- Evidence-based medicine
- Teaching: adult learning principles, skills to participate in curriculum development, feedback, feedback, assessment, effective teaching skills
- Quality Improvement (QI)
REQUIREMENTS

Accreditation Council for Graduate Medical Education (ACGME)

- Encourage departmental approach to common educational issues
- Research: biostatistics, research methodology, funding applications/research protocol approval, ethics
- Evidence-based medicine, critical literature review
- Proficiency in teaching: adult learning, curriculum development, feedback, assessment
- Leadership/administration
- Patient Safety/Quality Improvement (QI)/Systems-based improvement
PEDIATRIC SUBSPECIALTY FELLOWS

- Allergy/Immunology
- Cardiology
- Critical Care Medicine
- Endocrinology and Metabolism
- Hematology/Oncology
- Hospital Medicine
- Infectious Diseases
- Neonatal Medicine
- Nephrology
- Pulmonary
LEARNER OBJECTIVES

By completion of the Pediatric fellows core curriculum, pediatric fellows will be able to:

1. Recognize the requirements set out by the ABP and ACGME for fellowship training
2. Recognize principles of scholarly activity in research and quality improvement
3. Describe principles and skills for teaching learners in different settings
MONTHLY CORE CONFERENCE

Monthly core conferences from 3-5pm

- August 2018: introduction to conference, feedback from previous conferences, sharing of scholarly projects sharing of projects
- Officially started September 2018

DIVIDE BY YEAR OF TRAINING

- First year
- Upper level fellows: second and third year fellows
- All fellows

GOAL:

- Most first year topics to repeat every year
- Other topics repeat every two (or three) years
CORE CONFERENCE

First Year Topics
- Library resources/Literature search
- Study Design
- Research methodology
- Statistics
- Mentorship

Second/Third Year Topics
- Job Search Panel
- Publishing/Scholarly Activity in QI
- Quality Improvement – Displaying/Analyzing Data
- Leadership
CORE CONFERENCE

All fellows

- Scholarly approach to teaching strategies
- CV/Cover Letter Prep, Educator’s Portfolio
- Informatics/Research queries/REDCap
- Finding Funding and Grant Writing
- Conflict Negotiation
- Communication Simulation
- High-Value care/Healthcare economics, etc.
- CPC/Case Presentation – EBM, critical literature review
Look at overall satisfaction, format, and value, objectives and learning

- Based on the feedback format by the Council on Medical Student Education in Pediatrics (COMSEP) for use in educational workshops

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Range</th>
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<tbody>
<tr>
<td>Workshop was effective</td>
<td>4.55</td>
<td>3-5</td>
</tr>
<tr>
<td>Speakers were effective</td>
<td>4.58</td>
<td>2-5</td>
</tr>
<tr>
<td>Format of the activity was appropriate for its content</td>
<td>4.59</td>
<td>2-5</td>
</tr>
<tr>
<td>Activity was worthwhile for professional development</td>
<td>4.55</td>
<td>3-5</td>
</tr>
<tr>
<td>New knowledge and skills were learned</td>
<td>4.41</td>
<td>2-5</td>
</tr>
<tr>
<td>Will apply the knowledge and skills</td>
<td>4.55</td>
<td>3-5</td>
</tr>
<tr>
<td>Activity was relevant for their role</td>
<td>4.64</td>
<td>3-5</td>
</tr>
</tbody>
</table>

September 2018 to January 2019
Range 1-5:
1-strongly disagree
3-neutral
5-strongly agree

*Variable number of feedback responses per session
CHALLENGES

How to best balance year of training with topics covered
Different fellows with different levels of training/experience
Attendance/engagement
Obtaining feedback
Getting speakers/experts in the field/area
NEXT STEPS

Plan for second year of curriculum
- Incorporate other resources into curriculum
  - IHI, CITI training, R4RF

Curriculum study/evaluation
- Study curriculum as a whole at the one year interval and upon completion of two years
- Assessment of fellows on specific learning objectives (e.g. teaching, QI)
- Evaluate overall outcomes of conference and curriculum
  - Production of scholarship
  - Post-graduation career choices
REFERENCES


QUESTIONS?