

McGill University

Academic Pediatrics Fellowship Program

Program Description
And
Learning Objectives

July 2011

Introduction:

The Pediatrics Residency Program of McGill University offers advanced training for Pediatric residents who aim to pursue an academic career in general Pediatrics. The Academic Pediatrics Fellowship Program is a one year program designed for the candidate wishing to practice along the model of a “hospitalist” in a university-based environment. The educational experiences include clinical training, medical education, administration and research opportunities.

Candidates to this program are required to have completed a fourth year of training in general Pediatrics, which will have been preferably tailored to the candidate's further training plans in Academic Pediatrics. In addition, candidates are expected to have initiated an academic project, which will be completed in this program.

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Governance and Oversight of Advanced Training in Pediatrics at McGill:

The pedagogic needs of fellows in Advanced Pediatric Training differ significantly from residents in core pediatric training. This program is overseen by the Advanced Pediatric Training Committee (APC), administratively functioning as a sub-committee of the Pediatric Residency Training Committee. The APC is also responsible for the coordination of the fourth year of Pediatrics, and for each of the other fellowships which may be offered to graduated Pediatrics trainees. The APC sub-committee is composed of the following members:

- Pediatric Residency Program Director (Chair)
- Coordinators of the fourth year of Pediatrics and of each fellowship
- Division Director of the Division of General Pediatrics
- Research Coordinator
- One Resident Representative for the fourth year of training and one per fellowship program
- Other Division of General Pediatrics Faculty may be invited to sit on the committee as appropriate

The Mandate of this committee is to assist the Pediatric Residency Program Director in overseeing the quality of the educational experiences of all advanced pediatrics fellows, and for the fourth year of residency, ensuring that the program meets the training requirements from the RCPSC and the CMQ. As such the committee addresses training problems and assesses resident's performance and progress through the advanced pediatric training.

In addition to the Pediatric Program Director, a staff representative and a resident representative from the APC also sit on the Pediatric Residency Training Committee and act a liaison to this committee.

The minimum frequency of meeting for the Advanced Pediatrics Training Committee is four times/year.

Training Components:

The desired goal of the Academic Pediatrics fellowship program is to equip the senior pediatric resident with a specific set of skills required to pursue a career in an academic environment along the pediatric “hospitalist” model. This fellowship program aims to train “builders”, who will develop Pediatrics at the regional and national levels in the creation and evaluation of curriculum, clinical care and research domains. Training components, described below, may be tailored to the unique needs of each candidate.

A. Clinical component

The clinical exposures are geared towards consultant pediatric care as experienced in an academic environment, and include inpatient and outpatient care on clinical teaching units as well as the care of children with complex needs (e.g. post-transplant or technology dependent) and other vulnerable populations. The academic fellow will develop the knowledge, skills and attitudes required by hospital-based practice involving collaborative models of care. Clinical training is expected to comprise approximately 5 of the 12 months of advanced pediatric training. For those trainees completing formal postgraduate degrees, clinical training will be adapted to allow for initiation of the degree.

Specific training activities may include:

- “Junior” ward attending
- Short stay unit “junior” attending
- Longitudinal exposure to children with complex conditions, for instance in the Intensive Ambulatory Care Service, Medical Day Hospital or in specialized clinics
- Supervision of a Residents Continuity Clinic group
- Medical Day Hospital “junior” attending

B. Academic component

Specific to this fellowship program, in keeping with the overall objective to prepare pediatricians for an academic career in a university centre, is the expectation that trainees will develop an expertise in one of the following three domains: 1. *Medical Education*, 2 *Administration and Leadership* or 3. *Clinical Research*. Exposure to the remaining two domains will be incorporated into training on an individual needs-determined basis.

1. Medical education

Direct training, curriculum development and evaluation are necessary skills for the academic pediatrician. For those candidates seeking to focus in this domain, a Masters degree in Medical Education is strongly recommended. A minimum requirement for those planning careers as Clinical Educators would be successful completion of a diploma course in Medical Education; for example, completion of the 1 year McGill Fellowship in Medical Education.

The academic fellow will be encouraged to get involved in the review and amelioration of the current hospital teaching activities.

All academic trainees will have opportunities for clinical, small and large group teaching. The Advanced Pediatrics Training Program will foster practice and feedback of scholarly teaching.

Examples of specific training activities

- Development of a teaching dossier
- Access to workshops, seminars on improving teaching skills
- Opportunities to teach at all levels (patient/family, community, medical students, postgraduate trainees and colleagues)

2. Administration and Leadership

Administrative and managerial roles are an integral part of a hospital-based practice and as such, the program will provide opportunities to develop the required related skills. Themes of teamwork, collaboration, conflict resolution, and negotiation will be highlighted. For those trainees seeking to focus in this domain, aiming at a career as a Medical Administrator, a Masters Degree in Business, Management or Health Administration is strongly recommended. A minimum requirement would be a diploma course or equivalent if this is the trainee's focus for academic development.

All trainees will have opportunities to participate in team and administrative tasks and to manage and lead group work.

Examples of specific training opportunities

- Participation in established hospital committees
- Access to interactive lectures, workshops and seminars

3. *Clinical Research*

Clinical research is central to the activities of a university-based center. If research is selected as the domain of focus, the academic resident will be strongly encouraged to complete a Masters in Epidemiology. A minimum requirement would be a diploma course.

For the residents having chosen one of the other streams, a 8-weeks course in basic epidemiology will be possible. All academic residents are also expected to undertake, either in the context of their advanced degree or otherwise, a major scholarly research project. Potential areas for this research project include:

- Clinical or Basic Research
- Medical Ethics
- Health Administration
- Medical Education
- Quality Assurance/Risk Management

All academic residents will also be expected to join the Fellows Research Epidemiology Statistics Curricula (FRESCA), which covers the following topics:

1. INTRODUCTION TO EPIDEMIOLOGY AND STUDY DESIGN
2. SEARCHING AND MANAGING MEDICAL LITERATURE
3. DEVELOPING A RESEARCH QUESTION/DESIGNING A STUDY
4. INTRODUCTION TO STATISTICS
5. RANDOMIZED CONTROLLED TRIALS
6. COHORT STUDIES
7. CASE CONTROL STUDIES
8. CROSS-SECTIONAL STUDIES
9. RESEARCH WRITING SKILLS
10. PRESENTATION SKILLS
11. RESEARCH ETHICS
12. CURRICULUM VITAE PREPARATION (Common CV)
13. TIME MANAGEMENT WORKSHOP
14. CAREER PLANNING

C. General principles

- a. Some of the exposures may be arranged to run longitudinally, rather than block by block
- b. All Residents will have teaching duties within the division of General Pediatrics, as a scholar role expectation
- c. Residents' schedule will be adapted to allow for the undertaking of an advanced degree

Sample Rotation Training Grid (12 months):

Academic Pediatrics Rotations	
Block	Rotation
1	Medical Day Hospital <u>or</u> Short Stay Unit
2	Junior ward attending I
3	Complex Care I
4	Complex Care II
5	Junior ward attending II
6	Research or specialized academic training
7	
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General Principles:

- Fellows will act as junior supervisors for the Pediatric Residents' Continuity Clinic throughout the 12 months of fellowship
- Some of the clinical or academic experience may benefit from being arranged to run longitudinally, rather than block by block
- All Residents will have teaching duties within the division of General Pediatrics, as a scholar role expectation

CanMEDS COMPETENCIES SPECIFIC TO ACADEMIC PEDIATRICS FELLOWS

This set of competencies complement the Objectives of Training in Pediatrics published by the Royal College of Physicians and Surgeons of Canada in 2008.

MEDICAL EXPERT

The fellow will

- develop expertise in the assessment and management of specific health problems and models of care for tertiary care pediatrics populations, including children with complex needs (both inpatients and outpatients)
- develop expertise in the assessment and management of specific health problems for socially disadvantaged populations, including models of care that are community sensitive and community empowering
- Consolidate a broad base of general pediatrics knowledge to allow for autonomous function as a consultant in pediatrics
- Develop enhanced knowledge of the importance of medical expertise in a legal environment (re: expert witness in court for child protection).

COMMUNICATOR

The fellow will

- Develop a know-how of communications with written and electronic medias.
- Become an expert in communicating complex medical concepts to the patient and his family in lay terms.
- Refine skills in communicating effectively across a diverse patient population, including socially vulnerable populations and diverse population in terms of life experience, culture, national origin, marginalization, and socio-economic status:

COLLABORATOR

The fellow will refine the following competencies:

- Ability to work in “case-manager” role in a multidisciplinary team for children with complex needs and problems
- Skills in conflict negotiation and resolution; interprofessional and interdisciplinary communication including, but not limited to (effective consultation, liaison with community organizations and schools, telephone consultation, etc.)
- To be a resource-person for institutional and community organisms devoted to children development and well-being.
- Know well the environment's contributors to allow integrated services: CSSS (hospital, CLSC, CHSLD...), palliative care services, community organizations, youth protection (“Centre jeunesse”), schools, medical and/or adapted transportation, rehabilitation centers...
- Master the principles of teamwork, acquired through curriculum training, self-learning and outside training (for example, the Canadian Medical Association’s Physician Manager Institute, or McGill University Continuing Education Career and Management Studies).

MANAGER:

Attendance and involvement of the residents in the General Pediatrics Divisional meetings is expected, which provide a great opportunity to gain experience in the Collaborator and Manager roles involved in the practice of Pediatrics.

The academic fellow will:

- develop expertise in assuming roles of leadership within organizations and interprofessional health care, including: principles of change and change management, leading vs. managing, basic organization of the health care system, management of time and resources, practice management
- To gain familiarity with the CPDP committees, as well as the responsibilities of the Department Chair (legal context, etc...);
- Develop an understanding of management principles relating to independent practice and inpatient and ambulatory care services
- Develop knowledge of the principles ruling the relationship between the clinician and the RAMQ (medication insurance, billing, non-insured medical services)

- Develop an understanding of the existing mechanisms for Quality Assurance and the development of practice guidelines and protocols.
- Balanced management of career and family life.
- Be able to find collaborative solutions when conflicts arise in team work.

HEALTH ADVOCATE

The fellow is expected to:

- Display an advanced understanding of health advocacy at the institutional and community level
- Through his/her own example and direct teaching to children and their parents, promote primary prevention in the aspects of nutrition, regular practice of physical activity, and accident prevention.
- Promote of healthy use of the environment.

SCHOLAR

Fellows are expected to contribute to the learning of peers and junior trainees as part of their training. The following activities are examples of opportunities for this purpose:

- In-training OSCE for pediatrics residents
- Chief of service rounds
- Teaching to medical students and junior pediatrics residents: wards, PCC, RCC (put full terms for abbreviations)
- Case-based discussions, including bioethics cases
- NRP and/or PALS instructor certification
- Outreach education

A list of suggested Scholar Competencies training opportunities can be found in Annex of this document.

In addition, fellows will develop:

- Advanced academic skills to contribute to knowledge growth in pediatrics
- Advanced research skills in either or epidemiology, bioethics, medical education, medical anthropology
- Advanced mastery of principles of adult learning
- The ability to undertake a scholarly project from start to finish under

supervision, including literature review, protocol design, data collection, analysis, and dissemination of results; effective teaching at multiple levels and interprofessionally

- Academic skills to develop as an expert appraiser of the pediatric literature, and as an effective teacher.
- Skills and habits to assure the maintenance of competencies.

PROFESSIONAL

The fellow must

- Operate within the highest standards of professionalism
- Develop ethical analysis of clinical situations
- Display 'professional' behaviours and develop a practice ruled by clear ethical values in conformity with the regulations and social norms.

ANNEX

Suggested list of Scholar Competencies Training Opportunities (Dr E. Constantine – Dec 2008)

Advanced Pediatrics Trainee as Learners:

- Faculty Development Workshop, Fac. of Medicine, McGill Conferences
- Fellows weekly teaching
- General Pediatrics Rounds (and all other Rounds at the hospital)
- Research oriented learning i.e. Canadian Child Health Clinician Scientist Program Curriculum (once monthly)
- Clinical Research Rounds (Friday morning, twice monthly)
- Graduate level courses

Advanced Pediatrics Trainee as Teachers:

- Interprofessional opportunities (allied health professional rounds within and outside the hospital)
- Medical student curriculum
- Resident teaching (didactic and/or bedside)
- Physical exam teaching
- General Pediatrics Evidence Based Rounds
- Clinical Research Rounds
- CPS - presentations or workshops
- Resident retreat (?workshop)
- Practical Problems in Pediatrics (course organized by Dr. MacGillivray)
- PALS/NRP
- Elementary/high schools
- Family medicine or pediatric community practices
- Community Pediatricians evening rounds
- Mini-Med school (community audience) – Dr. Schloss is the organizer