Alternative Pathways in Fellowship Training and Education

Education Pathway

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Education Pathway

• Nothing to disclose

• American Society of Pediatric Hematology/Oncology. (2010). 2010 Fellow Study: Results [unpublished]. Glenview, IL

ABP replaced *meaningful accomplishment in research* with *scholarship*

- Basic, clinical, or translational biomedicine
- Health services
- Quality improvements
- Bioethics
- Education
- Public policy
Training Requirements for Subspecialty Certification – American Board of Pediatrics

Scholarship Oversight Committee

• Determine if scholarship meets ABP guidelines
• Determine a course of preparation to ensure successful completion of a project
• Evaluate progress
• Meet regularly
• Require fellows to defend activity
• Advise Program Director
ASPHO Survey of Fellow Members
(35% Response Rate)

• 69% reported intention to be a clinician at an academic institution

• 33% of 1st year fellows indicated their interest in non-standard scholarship

• 50% reported their interest in pursuing non-standard scholarship as faculty
Verification of Competence Forms

- $\leq 6\%$ of pediatric hematology/oncology fellows have completed scholarship in any of the non-standard pathways (last 4 years)

- None has been in education
“My team has created a very innovative solution, but we’re still looking for a problem to go with it.”
So What’s the Problem?

- 25% of fellow respondents reported that their program does not support non-standard projects.
- Only 45% of fellow respondents reported that their programs have the necessary mentors and resources.
Education as Scholarship

Scholarship Reconsidered

(Boyer and Rice; 1990)

- Discovery
- Integration
- Application
- Teaching
Education as Scholarship

Standards in scholarship (Glassick; 2000)

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results
- Effective presentation
- Reflective critique
The Elusive Scholarship of Teaching

• Work must be made public

• Work must be available for peer review and critique according to accepted standards

• Work must be reproducible and built on by others
Effective Communication Course (2nd Year Fellow Project – UTSW)

Challenges

• Very little reported in PHO literature
• New language – Adult learning therapy
• Mentorship/Experts
  • Survey writing for needs assessment
  • Curriculum design strategies
• IRB
• Evaluation
Evaluation of Program – Kirkpatrick’s Triangle

Level 4: Evaluation of Results (impact on society)

Level 3: Evaluation of Behavior (transfer learning to workplace)

Level 2: Evaluation of Learning (knowledge of skills acquired)

Level 1: Evaluation of Reaction (satisfaction or happiness)
Effective Communication Course

Challenges (contd.)

• Preceptor training for small group sessions

• Overcome bias: this is not clinical research
Ensuring an Effective Physician Workforce for the United States: Recommendations For Reforming Graduate Medical Education to Meet the Needs of the Public

Macy Foundation Conference 2011

• Multiple recommendations but 3 essential elements
  • *Faculty development* to promote cultural change in GME
  • Regulation of GME including a call to reduce administrative burden on program directors
  • Revision of GME financing
“We’ve found a mass. The good news is we have weapons of mass destruction.”