

GME ON-CALL

Volume 10, Issue 2 Winter 2019

Message From the Co-Chairs

Alan Woolf, MD, MPH, Debra Boyer, MD

The winter season is always busy in graduate medical education here at Boston's Children's Hospital (BCH). The leadership curriculum for clinical fellows, Strategies for Academic Success (SAS), led by Dr. Sarah Pitts, is in full swing, offering sessions with topics covering such areas as grant-writing, career planning, and preparing research projects. The GME Committee continues to discuss important challenges within GME, such as physician wellness, work compression, and burnout. Hospital leadership continues to address ways to improve the clinical learning environment (CLE), prompted by recommendations from the ACGME's CLE Review team, which visited the hospital in August 2018. See BCH responses to the CLER visit elsewhere in this newsletter.



The Office of GME staff and other GME faculty members continue to work closely with officials at Harvard Medical School (HMS). New educational modules address how residents, fellows, and faculty should interact with Harvard medical students on the wards and in the clinics. Read more about this collaborative effort and how to access the teaching videos elsewhere in this issue.

The GME Office, in partnership with the BCH Academy, held its retreat for training program directors and Academy members on **November 16th, 2018**. The Dean of Education at HMS, Dean Edward Hundert, gave the afternoon's keynote address: Optimizing the Learning Environment for all Healthcare Learners. Participants then had one of two workshops to attend: Learner Entrustment – How to Trust Learners to Carry Out Patient Care on Their Own – presented by two facilitators: Dr. Ariel Winn, MD & Dennis Doherty, MSN, RN-BC, or they could attend the second workshop: You Can't Hide: The Hidden Curriculum in Health Professions Education, which was facilitated by Elizabeth Gaufberg, MD, MPH.

The GME Office recently announced the date of the **9th Annual Graduate Medical Education Day** to be celebrated at BCH on Wednesday, **April 24th, 2019**. Dr. Alan Woolf is the Chair of the Planning Committee. Tery Noseworthy and Kaytlyn Darling are staffing the committee from the Office of GME. Other members include Dr. Debra Boyer, Dr. Jean Emans, Dr. Alan Leichtner, Dr. Sarah Pitts, Dr. Amanda Gomez, Dr. Ariel Winn, Maxine Milstein, Lori Newman. The Planning Committee takes the lead in organizing the many events of the day. **Drs. Laurel Leslie and Carole Lannon**, nationally renowned medical educators, will be our visiting professors this year and will give Grand Rounds.

Comings & Goings

Dr. Ben Shore, is now the Associate Program Director for the Pediatric Orthopaedic Surgery fellowship. **Ms. Katelynn Axtman**, is transferring out of the GME office into the Fellowship Coordinator for the Pediatric Pathology fellowship at BCH. Katelynn has done outstanding work for the GME Office, while we are sorry to see her go, we are very pleased that she will continue to work at Children's.

(continued on page 2)

Inside this issue:

Harvard and BCH
Encourage Diversity &
Inclusion in recruitment

ACGME CLER site visit:
BCH response

Winter Wellness & Fun

Spotlight Feature:
Katie Krone, MD

Harvard releases new videos
on Teaching HMS Students

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GME ON-CALL

We wish her all the best in her transition to the new position. **Ms. Hillary Dearborn**, who has been working in Pediatric Surgery, has taken on the new role of being Fellowship Coordinator in Pediatric Pulmonology. We would like to welcome **Ms. Ashley Ocasio** to her new role as Program Coordinator for the Department of Orthopedic Surgery and the Division of Sports Medicine!

Calendar

The ACGME will hold its Annual Meeting in Orlando, Florida, from **March 7-10, 2019**. Registration for this important national GME event is now open. The Black History Month Grand Rounds will be held on **February 13th** in Folkman Auditorium. Dr. André L. Churchwell, Senior Associate Dean for Diversity Affairs, and Chief Diversity Officer at Vanderbilt U School of Medicine will be the highlighted speaker. The next meetings of the GME Committee will be held on **Wednesday, February 6th** from **4-5 pm** in the Byers Conference Rooms A&B and again on **March 11th** from **5-6 pm** in the same meeting rooms. All training program directors, associate directors, coordinators, and resident/fellow representatives are invited to attend. We hope to see you there!

Harvard & Children's Hospital Both Encourage Diversity and Inclusion in Recruiting Trainees & Faculty

Harvard Medical School recently established a **Task Force on Diversity and Inclusion**; chaired by Dean Joan Y. Reede. The task force appointed Dr. Valerie L. Ward as a member of the Diversity in Residency Training Subcommittee, she is also the founding medical director of Boston Children's new **Office of Health Equity and Inclusion** (Est. 2017). This Office of Health Equity and Inclusion is committed to advancing culturally effective pediatric care, addressing and reducing disparities of care, and increasing efforts at recruitment and retention of diverse faculty, trainees and staff. This Office also works with physician training programs at BCH to pursue strategies to increase the diversity of its house-staff, offering tailored electives, sub-internships, and other opportunities to attract students and trainees who are underrepresented in health care.

The Diversity in Residency Training Subcommittee convened a first-of-its-kind retreat for residency and fellowship directors across HMS affiliated-hospitals in April 2018. This provided a unique opportunity for program leadership to come together, the task force received valuable input from over 60 program directors with representation from each of the HMS clinical affiliates. One of the most resounding suggestions from the retreat was the need for a tool to assist with recruitment of underrepresented trainees. This fall at the Harvard Affiliated Residency Training Programs Showcase, several interviews were filmed with current trainees and program leaders who discussed their experiences with training at a Harvard-affiliated hospital, diversity, inclusion, and life in Boston.

The link to the online video is:

<https://hms.harvard.edu/news-events/multimedia/training-harvard-hospital-0>

The GME Office and Office of Health Equity and Inclusion have assisted in disseminating this video to BCH training program directors so that they may utilize it for trainee recruitment. We hope that this video will be an effective resource for communicating our shared priority of inclusion and for conveying the distinct value of training in the community of Harvard-affiliated hospitals.

The ACGME's CLER August Site Visit: BCH Response

Every 18-24 months, the ACGME conducts a site visit, a Clinical Learning Environment Review (CLER) to assess the hospital's progress in providing a supportive and beneficial clinical learning environment for its physician trainees. ACGME site visitors conducted this review for 3 days in August 2018. The site visit assesses our compliance with the ACGME's requirements related to the

(continued on page 3)

Strategies for Academic Success

1st year
workshops for
Spring 2019:

Monday
April 29th
1-5pm
in Byers B

Monday
May 20th
1-5pm
in Byers B

GME ON-CALL

Strategies for
Academic
Success

2nd year
workshops for
Spring 2019:

Tuesday
April 30th
1-5pm
In the Garden
Conference
rooms

Tuesday May
21st from
1-5pm
In the Garden
Conference
rooms

clinical learning environment.

Some of the initiatives that have been undertaken at Boston Children's include, establishing a new **Department of Medical Education (DME)** in 2016. This DME office has served to coalesce various educational programs into a more effective and efficient unit, encouraging innovation and creativity in medical education research, the provision of services such as faculty development, peer mentoring, coaching, and other activities impacting GME. In addition, BCH has trained more than 16,000 staff, including trainees, in its adoption of the principles and goals of a '**High Reliability Organization**' (HRO). It has pursued an enterprise-wide effort to sustain its status as an HRO. It leverages its innovative tools such as simulation training (**SimPeds**) and on-line resources (**NetLearning**, **OpenPediatrics**) to offer educational experiences of the highest caliber to house-staff.

We continue to foster faculty development and support faculty teaching through their participation in programs offered by its **Boston Children's Hospital Academy for Teaching and Educational Innovation & Scholarship ("BCH Academy")**. All training program directors and associate training program directors are invited to be members of the BCH Academy. The Academy is inter-professional: many of its members are nurses or nurse practitioners. Its activities include award presentations, sponsorship of research into medical education, and regular workshops of interest to GME educators.

In 2018, the BCH Medical Staff Executive Committee enacted a new, more detailed written **Statement of the Institution's Commitment to Physician Teaching**, with explicit expectations of the institution, its faculty, its medical students and house-staff.

BCH Response to CLER Focus Areas

Patient Safety

BCH continues to make progress in maximizing the integration of house-staff into the Hospital's systems devoted to insuring the safety of patients both in in-patient and ambulatory settings.

1. BCH has changed its hospital-wide Serious Event Reporting System (SERS) template to better identify when a trainee is involved in a SERS event.
2. BCH insures that all trainees, faculty, and nurses are oriented as to the definition of a SERS and their important role in documenting such events.
3. BCH has removed time and convenience barriers to SERS reporting by house-staff and is tracking more precisely how many SERS involve house-staff annually.
4. BCH has a hospital-wide effort to standardize M&M Conferences.
5. BCH has committed to providing house-staff and faculty with aggregate data regarding improvements prompted by outcomes of serious SERS investigations.
6. BCH has committed to providing all residents and clinical fellows with training on the disclosure of patient safety events to families.

Healthcare Quality

BCH disseminates widely its priorities for improving health care quality. BCH continues to mandate that all of its house-staff learn the essential principles of improving patient care through completion of on-line instruction using the Institute for Healthcare Improvement's (IHI) 8 modules on the fundamentals of QI.

1. BCH continues to integrate house-staff into the experiential aspects of improving the quality of health care.

(continued on page 4)

GME ON-CALL

- BCH continues to assist training programs in conveying personal clinical performance metrics to physician trainees.
- BCH will continue to encourage trainee innovation by offering support to pursue clinical projects in the improvement of clinical care.
- BCH continues to partner with Harvard in offering the "HMS fellowship in Patient Safety and Quality", 2-year fellowship dedicated to improving of patient care.

Health Care Disparities

*BCH continues to strive to address disparities of health among the population it serves through its long-standing support of a variety of community-based agencies. **Boston Children's Collaboration for Community Health** has committed more than \$53.4 million in funding support to community-based programs in its catchment area of Boston and surrounding communities over the next 10 years.*

*BCH established a new **Office of Health Equity and Inclusion** in 2017. This office is committed to addressing and reducing disparities of care, educating about cultural awareness, and increasing efforts at recruitment and retention of a diverse faculty. It will also work with physician training programs at BCH to pursue strategies to increase the diversity of its house-staff, offering tailored electives, sub-internships, and other opportunities to attract minority students.*

- BCH is committed to improving the patient experience in all its clinics and health care delivery programs.
- BCH continues to orient house-staff to the critical role of interpreter services and how they can be used effectively to improve communication in patient encounters.
- BCH continues to address the needs of house-staff and faculty by expanding its support services for the families of international patients.
- BCH continues to insure all house-staff are trained in cultural competency.

Transitions in Care

BCH continues to promote inter-professional, bedside rounding on patients with attending physicians as an essential part of the daily work flow of house-staff. BCH has initiated 'Family-centered I-Pass' to recruit families as partners in their child's care. Parents offer their insights into their child's care needs during bedside rounds; they monitor procedures and therapies and are encouraged to ask questions and speak up, insuring that their child's care is of the highest standard and error-free. BCH policies mandate timely attending-to-attending physician communications accompanying any transfers of patient care between provider types or services.

- BCH has committed itself to expanding the use of I-PASS and similar standardized tools to facilitate end-of-shift transitions of patient care.
- BCH has implemented inter-professional rounding so as to insure good patient-centered clinical communications.
- BCH will continue to insure excellent communications during the transfer of patients between services and providers.

Supervision

BCH considers the supervision of its trainees by attending physicians dedicated to delivering the highest quality of patient care as an institutional strength.

- BCH has implemented policies in every training program, and at the institutional level, that
(continued on page 5)

By the Numbers—ACGME

Nationally:

9,524
programs
(84.9%) had
a status of
continued
accreditation.

141
programs(1.3%)
had a status
of continued
accreditation
with warning.

17 programs
(0.2%) had
a status of
probationary
accreditation.

Remaining
programs
had either
status of initial
accreditation or
withdrawal.

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By the Numbers—
ACGME

Specialties
with highest
percentage
of programs
with continued
accreditation
with warning
status are:

Colon &
Rectal Surgery
16.1%

Plastic Surgery
9.8%

Thoracic
Surgery
6.9%

Obstetrics &
gynecology
5.8%

specify events requiring immediate notification of the attending physicians.

2. House-staff are oriented as to those clinical events requiring attending physician notification and are given name badge-sized reminder cards.
3. BCH will insure that a written statement of 'scope of responsibilities' of the house-staff is available to nurses and all hospital staff.

Well-Being

BCH initiated in 2018 an enterprise-wide effort to improve staff well-being and has made it a corporate strategic goal. The Office of GME captures metrics indicating the level of burnout, administering a survey to all trainees three times a year.

1. BCH has hired additional Advanced Practice Providers (APPs) to improve work-flow and allow trainees more time for educational pursuits and patient care.
2. BCH has trained its leadership regarding how to respond to staff reports of sexual harassment and how to insure a safe working and learning environment.

Professionalism

BCH continues to insure the highest standards of professionalism in all of its patient care activities and to maintain high expectations of its faculty to act as exemplars in modeling professional behavior to its house-staff at all times.

1. BCH will continue to remind house-staff and faculty of its policies pertaining to appropriate documentation of patient care activities in the electronic medical record.
2. BCH has a written policy that addresses the professional treatment of students and house-staff by attending physicians, other faculty, and other health care workers.

Winter Wellness and Fun

Katelynn Axtman, MS

Is this your first winter in Boston? Are you looking to see what the city has to offer during the colder winter months? Our city and the surrounding area are filled with lots of fun things to explore and do; in this article I will share a few of them!

Want to try something new that can be amusing and challenging? Grab a group of friends or family and head over to the Boda Borg in Malden, MA! Pick your quest of choice and try to solve the puzzle before your time is up! All you need is a team of 3-5 people to conquer your quest, comfy shoes and clothes so you can climb, crawl and move easily! Decide whether you want to go for a few hours or spend the entire day there, maybe you can become a quest master! Reservations are recommended especially for weekends, to learn more information visit their website at <http://bodaborg.com/usa/boston/>.

For those staying local to the area on the weekends who have young children head over to the Harvard COOP for Kids! This is located on 1400 Massachusetts Avenue in Cambridge, MA. On Saturdays at 11am children under the age of 7 can participate in the story and craft hour. This event is free and cookies and juice will be served to all kids. Any questions please call them directly at 617-499-2000.

Are the winter blues getting to you then why not get active and have fun?! Now located right in Boston is the Sky Zone Trampoline Park! Everyone needs to play sometimes; it is beneficial for both the body and mind. Located at 91-B Sprague Street in Boston, MA this fun establishment has

(continued on page 6)

activities for everyone. Whether you want a solo session, group session or even to host a party this place has it all. You can purchase tickets to the Sky Zone for toddlers, a jump session ranging from 1-2 hours, or plan a Friday night and jump with a DJ, black lights, lasers and glow shirts! To find out more or if you have questions please visit their website at <https://www.skyzone.com/> or call them directly at 857-345-9693.

Spotlight Feature: Katie Krone, MD

From the beginning: As a child growing up in northern California, my first exposure to medicine was somewhat unconventional but nonetheless inspiring. Our home served as an adjunct avian rehabilitation center. Late at night, my mother poured over avian physiology and parasitology texts and I would volunteer to be her assistant, securely holding a bird of prey, while she worked to diagnose and treat the condition.

My inspiration: Growing up, my childhood pediatrician had been very influential in modeling the doctor that I hoped to become. I was fortunate to spend a few summers shadowing her as well as working as a counselor for Easter Seals camps, providing programs for children and adults with disabilities.



On becoming a doctor: I studied chemistry (and played soccer!) at a small liberal arts college in Pennsylvania. After college, I headed to the NIH as a postbaccalaureate fellow to join a lab working on understanding the role of cyclopurine lesions in diseases with defective nucleotide-excision repair, such as xeroderma pigmentosum (XP). While the research was interesting and challenging, it was the opportunity to interact with individuals affected by XP that made the experience so impactful. I was captivated by patient experiences driving research questions and scientific discovery, which led me to complete an MD with special qualification in biomedical research at the Cleveland Clinic. I was enamored of the idea of becoming a physician-scientist.

Why pediatric pulmonology? In short, the lungs are fascinating — 500 million alveoli, such a delicate blood-gas exchange barrier, ventilation-perfusion relationships, respiratory mechanics and immunologic defense mechanisms! As a medical student and resident, I appreciated how the application of lung physiology allowed me to think critically about clinical scenarios, and there was such a multitude of diseases with pulmonary complications. And, last but not least, there is a procedure component; we have the opportunity to perform bronchoscopies.

My interest in advocacy: During residency, I was an Advocacy and Policy intern with the American Academy of Pediatrics. Activities included lobbying legislators on Capitol Hill to fund global vaccination efforts and drafting recommendations for prevention of adverse drug events affecting children. During fellowship, I have served as a fellowship trainee member of the AAP Section on Pediatric Pulmonary and Sleep Medicine Executive Committee. This has allowed me to engage fellowship trainee members in our section's activities, and attend the AAP Annual Leadership Forum as well as the AAP Legislative Conference Fly-In as a Section representative.

My work: I was thrilled to match at Boston Children's for Pediatric Pulmonology and the training has far exceeded my expectations — it's such an INCREDIBLE place to train and work. The opportunity to learn from such brilliant outside-the-box thinkers while caring for such medical complexity is deeply rewarding. While working within multidisciplinary care teams and interfacing between clinical care and patient research, I truly feel that anything is possible when it comes to taking care of patients here.

My research: Within pulmonary medicine, I have found a special interest in interstitial lung disease. My research focuses on characterizing lung disease in patients with immune dysregulation syndromes. I am currently working with a subset of patients with CTLA4 haploinsufficiency and LRBA deficiency to correlate symptoms, radiologic abnormalities, functional status and biopsy

(continued on page 7)

ACGME Facts

There have been 14 newly ACGME accredited subspecialties in the past 5 years!

New programs in these 14 specialties account for 22.1% of all new subspecialty programs. subspecialties in the past 5 years!

GME ON-CALL

ACGME Facts

Majority of core programs take 3 or 4 years to complete training

Neurological Surgery programs take 7 years to complete training.

Among subspecialty programs 51% are 1 year in length for training with remaining programs requiring 2 or more years to complete.

findings. I am mentored by an outstanding group, including Drs. Alicia Casey, Martha Fishman, Craig Platt, Lisa Bartnikas and Sara Vargas. I have also been fortunate to work on a medical education project, which received a BCH Academy grant, to create an innovative high-fidelity bronchoscopy simulation trainer with Dr. Debra Boyer, Dr. Ken Haver and SIMPeds Engineering.

Finding work-life balance: Work-life balance is tremendously important. Boston's close proximity to the White Mountains in New Hampshire has been a blessing in this regard. I try to get outdoors as much as possible to hike and rock and ice climb. For longer excursions, I love the rugged and remote Pacific Northwest. In addition to being restorative, mountaineering has helped me to redefine failure, in the sense that summiting is not always possible, but the lessons learned are always applicable to the next goal — not altogether different from academic successes and failures.

Harvard Releases New Videos on Teaching HMS Students

Katie O'Donnell, MD

Director, HMS Pediatrics Core Clerkship at BCH

Educators at Harvard Medical School released new informative teaching videos entitled *"HMS Resident and Fellow as Teacher Program: Videos"* as an e-[learning module in October 2018. The four videos total about 22 minutes in length and are intended as an introduction to prepare residents, fellows, and faculty as mentors and educators of Harvard medical students. Any resident that will interact with HMS HD students should have completed this training experience prior to teaching or assessing MD students. All Residents and Fellows in the departments that host HMS Core Rotations (Medicine, Surgery, OB/GYN, Pediatrics, Neurology, Radiology, Psychiatry, Primary Care) must complete the online module. Ideally all Residents and Fellows in ALL departments will do so.

The videos provide critical information to enhance their effectiveness in these important roles. The online module addresses the following topics:

- The HMS MD Curriculum
- The HMS Learning Environment
- The HMS Core Competencies for the MD Degree
- The HMS Student Assessment System

Dean Edward Hundert spearheaded this effort; he encouraged leadership of the Harvard-affiliated teaching hospitals to make it required viewing for all physicians who engage in teaching HMS students. Dr. Barbara A. Cockrill, HMS Director of Faculty Development in the MD Program and Ms. Carolyn Wood, Director of the HMS Office of Educational Quality Improvement (OEQI) developed the module. All 505 residents and fellows currently in training at Boston Children's Hospital attested to having viewed the videos by December 1st of 2018.

All core teaching faculty at BCH are also being encouraged to view the videos themselves some time during January and February of 2019. This activity will enhance their own prowess as medical educators: the content will inform their approach to teaching Harvard medical students.

Here are links to the four training videos:

1) Clerkship Learning Goals Objectives for the MD Degree (duration: 3:30 minutes)
<https://hms.mediasite.video.harvard.edu/Mediasite/Play/319b89afec66463faebfc6263a9bda0f1d>

2) HMS Student Assessment: An Introduction for Residents and Fellows (duration: 5:41 minutes)
<https://hms.mediasite.video.harvard.edu/Mediasite/Play/9f10729a2d924b1e841e95fa72cd97ec1d>

(continued on page 8)

GME ON-CALL

3) Creating a Positive Learning Environment (duration: 6:28 minutes)

<https://hms.mediasite.video.harvard.edu/Mediasite/Play/623abc5c2f964dbd9dd60826850495af1d>

4) Harvard Medical School MD Program, Curricular Overview (duration: 10:35 minutes)

<https://hms.mediasite.video.harvard.edu/Mediasite/Play/7c3ca0ef65d84db2af536036d77476301d>

The videos are also available in two places at the BCH Department of Medical Education's website:

Undergraduate Medical Education, resources for educators:

<https://dme.childrenshospital.org/undergraduate-medical-education/resources/>

Professional Development resources

<https://dme.childrenshospital.org/professional-development/research/>

We in the Office of GME encourage all of our medical educators at BCH to enhance their effectiveness as teachers by watching the videos as soon as they can. Thank you for your partnership in launching this effort, to equip our medical educators with the tools and information they will need to effectively teach and mentor the next generation of MDs. For questions about these videos, please contact your Residency Director or Carolyn Wood at HMS (Carolyn_Wood@hms.harvard.edu).

ACGME Facts

2017-2018 is the 3rd year that the ACGME has recognized training in osteopathic principles and practice in ACGME-accredited programs.

Of the 157 programs with Osteopathic recognition, 101 or 64.3% are family medicine programs. 22 or 14% are internal medicine programs.

Alan Woolf, MD, MPH,
Boston Children's DIO, was recently
awarded the Career Achievement
Award by the American Academy of
Clinical Toxicology for all of his hard
work on October 26th, 2018! Please
join us on celebrating this outstanding
accomplishment!



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