



Special points of interest

- Interactive Lectures
- Residents' Scholarly Activities
- NCH Trainees Recognitions
- Flipped Classroom in CME
- CME News
- Medical Education Certification



From the Editor

As Summer Winds Down, Medical Education Gets Ready for the Winds of Recruitment & Fall Illnesses

This end of summer issue of *Milestones in Medical Education* Newsletter highlights some of the summer activities and achievements. As we on-boarded our new trainees, many of us snuck in few days of relaxing vacations before starting to prepare kids for school. Our new trainees hit the grounds running in busy clinical services. The past few months have been weeks of adjustment, adaptation to new roles and responsibilities, and setting expectations for self and for others.

Finally, as everyone is settling in their new roles, the Medical Education yearly cycle is restarting all over again. Several of the fellowships are in the middle of recruitment, and so are many PL3 who are applying and interviewing for fellowships. The Pediatric Residency Program opened up

its ERAS application windows, reviewing applications, setting up interviews, and getting ready to start a three months of interview season full of excitement. Here is some of the highlights from our summer activities and accomplishments to highlight:

- ◆ Our Annual Fellows Research Bootcamp was held on **September 5th; 2019** organized by the NCH Research Institute.
- ◆ Grand Round sessions came out of the summer hiatus on **September 13th; 2019**.
- ◆ An exciting selection of Faculty development sessions is in the works
- ◆ Our CME program continues to embark on

planning successful courses and activities.

- ◆ Practical Community Pediatrics (PCP) CME recurrent series started this year with Pediatric Neurosurgery and more to come to provide educational support to community Physicians
- ◆ The 2020 PPGC is being planned with exciting topics practical to the practicing Pediatricians

As we embark on a new academic year, we renew our commitment to excellence in education and our promise to provide the best Pediatric training to our residents and fellows and professional development to our faculty.

Rani S Gereige, MD, MPH,
FAAP - DIO

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Milestones in Faculty Development

Interactive Didactics: Tips & Tricks

Why Focus on Didactic Lecture Format?

- ◆ Most commonly used teaching format
- ◆ Used for all generations of learners (Gen X, Baby Boomers, & Gen Y)

Why Worry About Making Didactics Interactive?

Best educational strategies for adult learners:

- ◆ Autonomous
- ◆ Engaging
- ◆ Contextual
- ◆ Effortful
- ◆ Generative
- ◆ Social
- ◆ Practice
- ◆ Spaced

Adult learners remember:

- ◆ 10% of what they read
- ◆ 20% of what they hear
- ◆ 30% of what they see

- ◆ 50% of what they see and hear
- ◆ 70% of what they say
- ◆ 90% of what they do

Tips for Interactive Didactics

1. Understand your audience/ learners
2. Know that lectures usually have three parts (1) Beginning (2) Middle and (3) End. All three are needed to move the learner from listening/ reading to understanding to practice change
3. Don't talk more than 15-20 minutes before adding an activity/ learning pause/ time for discussion

The Three Parts of the Lecture

I- OPENING- Setting the Stage

- Start with a case scenario, clinical vignette, video, or news story to grab attention.
- Present a compelling reason on how they will use the learned information
- Let them know what is new, what's hot, and how it fits into their job

- Include learning objectives that are Active (be able to do...)
- Tricks include: Attention grabbers, Polls/ARS, case vignette, ice breaker, video, quizzes, compelling statistics, pre-session survey.

II- MIDDLE SECTION - Keeping Them Engaged

- Cover 3-5 objectives per hour
- Help learner understand the material
- Add short pauses to allow learners to reflect and process the information
- Use visual aids to enhance learning (Graphs, diagrams, slides, handouts, pictures, videos)
- Tricks include: Pause, question/reflection, think-pair-share, ARS, worksheets, stories.

III- END - Inspiring Practice Change

- Highlight QI opportunities
- Give pearls/ practice change ideas
- Provide resources, links, job aids, memory joggers
- Summarize takeaways
- Tricks include: Questions, practice activities, discussions/Q&A, written action plans.
- Example: "What is ONE thing you will do differently?"... "What is ONE thing that surprised you?"

Milestones in Staff Certification

NCH CME Specialist Receives International Certification



Mr. Ariel Llizo (CME Specialist) earned on July 16, 2019 the **NN/**

G UX Certification. The certification entails completing 30 hours or more of rigorous user experience training and

passing the related exams. This certification demonstrates a high level of dedication to UX education, and a strong commitment to the field of UX. Ariel was awarded the following specialty designation: **Interaction Design Specialty.** Congratulations!!!



Milestones in CME News



The NCH Pediatric Post Graduate Course (PPGC) Celebrates 55 years of Excellence in Pediatric Education

On **February 27th - March 1st; 2020**; Nicklaus Children's Hospital will hold the **55th Annual Pediatric Postgraduate Course (PPGC)** at the Diplomat Beach Resort on Hollywood Beach, Florida. The PPGC is the longest running General Pediatric CME Course aimed for the Primary Care Providers. The course is typically attended by over 500 live attendees and is transmitted virtually with an additional 300 virtual attendees. PPGC 2020 will feature high quality topics aimed at the practicing pediatrician. The 55th anniversary celebration will include the following topics:

- **Infectious Diseases updates with the RedBook Editors**
- **E-Cigarettes and Vaping**
- **Human Trafficking**
- **Top Published Articles**

that Might Change your Practice

- **New Pediatric Medications on the Horizon**
- **Caring for the Child with Special Needs: Provider and care Givers' Perspectives**
- **Plant-Based diets in children**
- **Interactions between foods and medications**
- **Interactive Workshops**

- **Motivational Interviewing**
- **Case-based Discussions**
- **Safely Doing Less**
- **Caring for Yourself and your Wellbeing**

Attendees can receive up to a maximum of **20 hours of CME Credits and 20 points of ABP Part 2 MOC**. Registration will open in October 2019. Go to www.ppgcpi.com for more information

February 27 - March 1, 2020
Diplomat Beach Resort
Hollywood, Florida

Nicklaus Children's Hospital

Approved by the ABP as a part 2 Activity for General Pediatrics Maintenance of Certification (MOC) - Up to a maximum of 20 points

Pediatric Postgraduate Course Perspectives in Pediatrics
Practical Updates and Cutting Edge Topics for Pediatricians
Founded by Dr. Donald H. Ataman

1-800-445-9340 | ppgcpi.com

Milestones in Publications

Hot off The Press - NCH Faculty & Trainees Contribute to the Published Literature

Drs. Alejandro Diaz & Metee Comkornruecha along with NCH Alumnus **Dr. Alfonso Hoyos-Martinez** were notified that their manuscript titled: **"Primary Ovarian Insufficiency in an Adolescent Population: Clinical Phenotype and Diagnostic Approach"** will be published in the October 2019 issue of the *J Pediatr Endocrinol Metab.* 2019; 32(9). Congratulations!!!

Dr. Manette Ness-Cochinwala (PICU Fellow) published the following two educational pieces:

- ◆ One article titled: **"Neuroprotective**

Strategies for Severe Traumatic Brain Injury". Published in *Paediatric FOAMed*. <https://www.paediatricfoam.com/2019/09/neuroprotective-strategies-in-tbi/>. Congratulations!!



- ◆ The second educational piece is titled: **"Mentorship - What Exactly Is It?"**. Published in the Newsletter of the *World Federation of Pediatric Intensive and Critical Care Societies (WFPICCS)*. <https://us4.campaign-archive.com/?u=ce803ef09f22dabdddc5ea8af7&id=73bdbbbdb2>

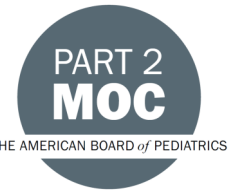
PROFESSIONAL DEVELOPMENT

Mentorship - What exactly is it?
Manette Ness-Cochinwala, MD



Mentorship - What exactly is it? Is it really that important? And how do I get a mentor? I remember these questions plaguing me when I first started my medical training. Everyone discusses the importance of a mentor but I felt that I needed practical advice on mentorship - how do I choose and establish a mentor and what exactly is the relationship between mentor and mentee?

The dictionary definition of a mentor is a wise and trusted counselor. For me, it is simply someone whose achievements I aspire to replicate or follow. Ideally, it is someone who is willing and able to share insight, experience and provide constructive criticism. A very important aspect to me is someone whom I feel comfortable having a close professional relationship with; I want to talk to, listen and provide encouragement and support me during difficult times; as these are sure to happen during my critical care training and career.



The 54th Annual Pediatric

Post Graduate Course

(PPGC) and e-PPGC

February 27-March 1st;

2020

The Diplomat Beach Resort,

Hollywood Beach Florida. (20

CME Credits & up to a

Maximum of 20 Points MOC2

Option)

Milestones in Humanism and Professionalism

NCH Trainees Compliments and e-Recognitions



Anas Abdul Kayoum, MD
(Peds Cardiology Fellow)

Dr. Anas Abdul Kayoum received three NCHS-way e-Recognitions:

- ◆ The first e-Recognition was from Emily Zubiria RN CICU for his **Excellent Performance**. Emily commented: *"I want to thank Anas for always being patient and willing to teach when he is on the unit/floor. He is a fantastic teacher and explains things in ways people can understand, especially our newer nurses. He never makes anyone feel stupid or silly for asking a question or calling him in the middle of the night and he is always patient and thorough in rounds. Thanks Anas for going above and beyond to help us learn so that we can provide better care for all of our patients!! :)"*. Congratulations Anas!

- ◆ The second e-Recognition was from Pediatric Resident Chloe Edinger for his display of the NCHS Values. Dr. Edinger commented: *"Anas was very helpful and provided insight in a quick manner aiding in timely management of a sick child. Thank you!"*. Congratulations Anas!!!

- ◆ The third e-Recognition was from Crystal Leguizamon, RN CICU for

his **Excellent Performance**. Ms Leguizamon commented: *"I would like to recognize a few members of my team! These people reacted quickly and jumped in immediately to help when my patient began to decline. Everyone communicated, knew what needed to be done/prepared and they made me feel confident that with my team by my side, we could help improve my patients' status. Thank you Night Shift Team, you guys rock!"*. Congratulations Anas!!

Kamalvir Gill, MD
(Peds Cardiology Fellow)



Dr. Kamalvir Gill received an NCHS e-Recognition was from Crystal Leguizamon, RN CICU for her **Excellent Performance**. Ms Leguizamon commented: *"I would like to recognize a few members of my team! These people reacted quickly and jumped in immediately to help when my patient began to decline. Everyone communicated, knew what needed to be done/prepared and they made me feel confident that with my team by my side, we could help improve my patients' status. Thank you Night Shift Team, you guys rock!"*. Congratulations Kamalvir!!



Niveditha Balakumar, MD
(PICU Fellow)

Dr. Niveditha Balakumar received an NCHS-Way e-Recognition from Nishika

Mistry; Child Life Specialist for her display of the **NCHS Values**. Ms Mistry commented: *"Thank you to Dr. Balakumar who I have been collaborating with for an end of life patient in the PICU. She has been a vital support for the family and has made it a priority to include me from Child Life in every part of this patient's plan of care during such a difficult time. We have worked together for weeks with this family, and she continues to advocate for their needs in communicating with the medical team. Thank you again!"*. Congratulations Niveditha!!!



Kathleen Murphy, DO
(Ped Hospital Medicine Fellow)

Dr. Kathleen Murphy received an NCHS e-Recognition from Danielle Romero, Employee Comm & Admin for her display of the **iCREATE NCHS Culture**. Congratulations Kathleen!!



Maria Lopez Gonzalez, MD
(PL2)

Dr. Maria Lopez Gonzalez received an NCHS e-Recognition from Danielle Romero, Employee Comm & Admin for her display of the **iCREATE NCHS Culture**. Congratulations Maria!!

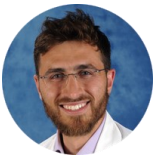


Pablo Napky, MD
(PL1)

Milestones in Humanism and Professionalism

NCH Trainees Compliments and e-Recognitions

Dr. Pablo Napky received an NCHS-way e-Recognition from Naiba Mercado, RN 5T for his display of the **NCHS Values**. Ms Mercado commented: *"I would like to recognize Pablo Napky for being such a caring doctor. I like the way he stayed in the room talking to my patient in a moment of crisis. He's very professional and loves to educate the families, patients and nurses. He's an admirable person. Thank you Pablo for all you do."* Congratulations Pablo on your display of the NCHS values!!!



Gabriel Mandel, MD (PL1)

Dr. Gabriel Mandel received an NCHS-Way e-Recognitions from Suset O'Neill-Santos, 3E Unit Coordinator for his **Excellent Performance**. Ms O'Neill-Santos commented: *"Gabriel is very respectful, always trying to do the right thing. When he doesn't understand a patient he always take the initiative to find one of the blue phone to help him translate and better serve the families. Gabriel is an example to be follow, we appreciate him in 3 south. Thank you"*. Congratulations Gabriel!!!

Eric Tano, MD (PL1)



Dr. Eric Tano received an NCHS e-Recognition from Luis Mendez Luaces,

Utilization Management RN, Case Management for his display of the **NCHS Values**. Mr. Mendez Luaces commented: *"I would like to recognized Dr Tano , PL1 for his excellent beginning on his training. I have been covering more than 2 units everyday as Utilization Management with a busy workload. He is being very professional and well-mannered, displaying NCH values every time I need to discuss a patient with him to determine appropriate Level of Care. Dr Tano makes himself available and communicate effectively with the senior resident and health team. What surprise me the most is how good is his documentation to justify medical necessity , great H&P and progress note. I think that this is just the beginning of an amazing journey fro Dr Tano at NCH. Thanks so much, I appreciate your help every day "*. Congratulations Eric!!!!



Freddy Martin, MD (PL2)

Dr. Freddy Martin received an NCHS-Way e-Recognitions from Vanessa Vera, RN BMT for his **Excellent Performance**. Ms Vera commented: *"On the floor today we had several incidents, including an anaphylaxis. Dr. Martin showed exceptional leadership and bedside manners. He showed compassion and patience towards patients and*

parents, he maintained calm and composure. He listened to parents concerns and took the time to explain and made sure they felt confident. Nurses appreciate his knowledge and leadership. Thank you!". Congratulations Freddy!!



Adam Stathas, MD (PL3)

Dr. Adam Stathas received an outstanding recognition from our Emergency Department patients & Families for advocating for patients and families first. The following comments were mentioned: *"Big thank you to the doctor Adam Stathas". "5 Stars to the doctor Adam Stathas"*. Congratulations Adam!!



Patricia Jimenez, DO (PL1)

Dr. Patricia Jimenez received an NCHS-Way e-Recognitions from Riley Savercool, RN 5T for her **Excellent Performance**. Ms Savercool commented: *"I'd like to recognize Dr. Jimenez for hearing the nurses/parents concerns, being timely, and keeping an awesome attitude! It's always a pleasure working with her and she always has a smile on her face! Thank you!!!"*. Congratulations Patricia!!!

Milestones in Medical Education Article Review

Implementation of Flipped Classroom in CME

Article citation:

Komarraju A; Bartel TB; Dickinson LA; Grant FD; Yarbrough TL. Implementation of a Flipped Classroom for Nuclear Medicine Physician CME. *JCEHP*. Summer 2018; 38 (3): 198-204.

Summary

The “flipped classroom” teaching method, while already widely used in undergraduate medical education, the feasibility of its use in continuing medical education (CME) has not been fully explored. The authors aimed at prospectively studying the feasibility, perceived benefits and barriers of successfully implementing the flipped classroom method in a CME program for Nuclear Medicine physicians. The flipped classroom method employed an online session material (15-item online case-based questions posted 2 weeks before to 4 weeks after the conference) to be completed by attendees prior to the meeting, and a live case-based session at the meeting that used audience response system. Participants completed a survey regarding their experience. In addition, three 60-minutes focus group interviews were conducted with a subgroup of session attendees (6 participants).

Results: Study participants identified three benefits and three barriers for the flipped classroom method in CME. The benefits included: (1)

Encouragement of self-directedness (2) Increased focus during the live session, and (3) Increased engagement and motivation during the live session. The barriers included (1) time maximization prior to live session, (2) necessity of timely feedback and robust explanations, and (3) impact of pre-session material format and difficulty level.

Discussion

Why are the concepts represented in the article important?

The concepts presented in the article, which include **interactive learning methods**, increasing learner **engagement**, and improving learning and retention, are all important concepts that enhance the CME mission for the following reasons:

- ◆ Serves as one of the tools that allow CME providers to increase the interactivity of CME offerings and improve learners’ engagement.
- ◆ Allows for interactive, self-directed learning; a feature highly popular amongst the new generation of learners and proven to lead to better retention.
- ◆ The flipped classroom method allows to combine online CME (which is correlated with higher flexibility, less cost, and less time away from work) with the social and interactive benefits of live CME

How can the topic(s) be applied to CME/CPD and activity development and delivery, in various learning formats (live, online, journal, etc.)?

The flipped classroom method can be applied to CME/CPD as one of the tools to increase active learning and learners’ engagement. It is possible to use this method in combination with other interactive techniques e.g. Audience response system, small group case-based sessions...

For this method to be successful, CME providers should take into account the following considerations:

- ◆ The audience/ attendees need to be known/defined before the activity occurs in order to receive the pre-conference work materials
- ◆ This method is more likely to be successful if the audience is homogeneous in terms of professional background (i.e. harder to do with interprofessional attendees)
- ◆ Faculty development on the flipped classroom must be provided to the faculty
- ◆ Applicable learning formats might include:
 - ◆ Online learning (webinars) – Pre-work sent to webinar registrants
 - ◆ Hands-on Workshops
 - ◆ Interactive sessions
 - ◆ Audience Response Sessions

Reviewed by Rani S Gereige, MD, MPH



Medical Education Birthdays

September	
Melanie Suaris	4
Anas Abdul Kayoum	5
Seth Iskowitz	6
Patricia Jimenez	7
Kalpana Singh	12
Pablo Napky	18
Lauren Chiriboga	24

October	
Julee Sunny	6
Maria Lopez Garcia	7
Jerry Chery	11
Liliam Aquino Crisanto	12
Jennifer Thompson	13
Abdulmajeed Alruwaili	19
Claudia Riera Canales	25
Sobia Naeem	26
Rose Mathews	28
Reema Kashif	30
J. Simon Ivey	30
Chioma Duru	31



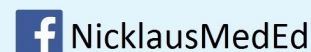
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