

**Description of Education Positions
in the
Vanderbilt University Medical Center and the
Vanderbilt University School of Medicine
for
Faculty in the Department of Pediatrics**

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CASE Small Group Facilitators

Percent Effort: TBD

Dates: Approximately late October – January

Contact: Cathy Pettepher, PhD: cathy.pettepher@vanderbilt.edu

Appointment Description: The CASE Small Group Facilitators are responsible for educating students surrounding the critical appraisal of research studies. Course sessions incorporate the use of JAMA evidence as a systematic process used to identify the strengths and weakness of a research article in order to assess the usefulness and validity of research findings. This most important skill of critical appraisal is key not only in evaluating the validity and appropriateness of a study for patient care, but also in assisting students in designing their own research studies. This critical skill will be taught in the context of evidence-based medicine, taught in this class focused on the same clinical problems that students are learning about in the FMK block. The application of this skillset in Evidence Based Medicine is the explicit use of the current best evidence in making decisions about the diagnosis, investigation or management of individual patients.

Course Description

CASE is a part of a 4-year research curriculum thread. Year 1 focuses on enforcing the importance of biomedical research to the clinical enterprise and developing skills to help future MDs understand the scientific and research basis of all aspects of clinical practice. In order to understand the scientific basis of clinical practice, medical students are required to read and comprehend primary scientific literature. This skill is required because medical practice is increasingly based on sound research evidence. The course includes a combination of didactic lectures focused on concepts and the development of skills in evidence-based medicine and research. This approach is intertwined with stories of discovery linked to the clinical topic in the homeostasis block, as told by researchers themselves, to help demonstrate the relevance and importance of research to the skills they are developing. The students will work in the College environment for small group activities, breaking further into subgroups, of about three to six students, to complete a project encompassing the abstraction and in-depth evaluation of studies and their application to clinical practice. This project will allow students hands on practice with the skills discussed in the large group sessions as well as practice presenting their work to their peers. The students will spend a total of approximately 16 hours engaged in these activities during the first year.

This course commitment entails:

- (1) Assisting in the development, revision and updates of modular materials including any stand-alone handouts for small group sessions, and including development and assessment of in-class quizzes (8 sessions, 2 hours = 16 hours total)
- (2) Preparing to lead small group session discussions, and exercises, and review of in-class quizzes results (8 sessions, 2 hours = 16 hours total)
- (3) Guiding all class small group sessions (8, 2-hour sessions = 16 hours total),
- (4) Evaluating of cumulative research worksheets and presentations, including preparation of detailed written feedback (8 sessions, 2 hours = 16 hours total)
- (5) Availability of office hours outside of class time to assist students with their projects (8 hours total). †
- (6) Monthly meetings with the other Research Curriculum Faculty and Staff for reviews of student feedback, planning retreats, and course planning/modifications (12 hours total).

Estimated total number of hours per cycle: 84 hrs. †

† Office hours include responding to emails; not necessarily face-to-face meetings.

Foundations of Medical Knowledge Small Group Facilitators

Percent effort: 5% (12-week block), 2.5% (8-week block)

Dates: variable

Contacts: Rebecca Swan, MD (Rebecca.swan@vumc.org) and Emily Bird (emily.c.bird@vumc.org)

FMK small group facilitators help students through case-based learning applicable to their current block rotation. There are 6 blocks in the first-year curriculum (Human Blueprint and Architecture, Microbes and Immunity, Homeostasis, Renal and Digestion, Reproduction and Endocrine, and Brain, Behavior, and Movement). Faculty engage in small group learning M/W/F mornings with a group of students over the entirety of the block.

Pediatric Clerkship Leadership

Contact: Rebecca Swan, MD; Rebecca.swan@vumc.org

Dates: year-round. Clerkship blocks occur September-June

Percent Effort: 40% total (shared between 1 director and 2 associate directors)

The role of the Pediatric Clerkship Leadership is to oversee and manage all aspects of the core Pediatric Clerkship experience for all students completing the Foundations of Clinical Care (FCC phase) of the Vanderbilt University School of Medicine curriculum. This requires that there be clear objectives for the Pediatric Clerkship that are the responsibility of the Leadership to establish, align with the school of medicine, mesh with the other FCC phase clerkships, and convey to the students and faculty. The Pediatric Clerkship Director is responsible for monitoring the progress towards and achievement of these objectives and for the continual improvement towards these objectives and they are assisted by Pediatric Clerkship Associate Directors in that endeavor. One Associate Director will lead lectures series across the clerkship and the other will serve as the primary liaison for the Pediatric Interest Group.

There must be both a short-term and long-term vision for the curriculum of the Pediatric Clerkship and ongoing effort must be put forth to not only maintain the efforts of the curriculum but strive for improvement and innovation.

The Director also serves as the liaison between the Department of Pediatrics, specifically the Vice Chair of Education, and VUSM, specifically the FCC Phase leadership team and the Deans. The Director also serves as the advocate for the students in ensuring a welcoming and open learning environment.

The role of the Pediatric Clerkship Director fulfills the role in pursuing Educational, Administrative, Mentoring, Leadership, and Scholarly activities as denoted below.

Educational:

1) Set the educational goals for the Pediatric Clerkship and ensure they are aligned with VUSM FCC Phase. The current goals for the Pediatric Clerkship are as follows:

- o Acquisition of basic knowledge of **growth and development** (physical, physiologic and psychosocial) and of its clinical application from birth through adolescence
- o Acquisition of the knowledge and clinical problem-solving skills necessary for the diagnosis and initial management of **common pediatric acute and chronic illnesses**
- o An understanding of the **approach** of pediatricians to the health care of children and adolescents
- o An understanding of the **influence of family, community and society** on the child in health and disease
- o Development of **communication skills** that will facilitate the clinical interaction with children, adolescents and their families and thus ensure that complete, accurate data are obtained

- o Development of competency in the **physical examination** of infants, children and adolescents
- o Development of strategies for **health promotion** as well as disease and injury **prevention**
- o Development of the attitudes and **professional behaviors** appropriate for clinical practice
- o Arranging and facilitating a mandatory Pediatric Emergency Medicine Simulation experience for all students and communicating with PEM faculty
- o Arranging and facilitating a mandatory NICU experience for all students and communicating with NICU faculty
- o Working closely with the Master Clinical Teacher program to promote individualized student learning

2) Design, arrange, facilitate, and lead orientation to the Pediatric Clerkship in a combination of didactics and hands-on activities to prepare the students for a successful clerkship

3) Arrange and facilitate student-led morning report every Monday, Wednesday, and Friday morning in case-based presentations provided by the students for the students covering high-yield pediatric topics. The Director is responsible for ensuring the students are assigned dates, reviewing and approving all cases ahead of time, working to facilitate the case preparation, facilitating case discussion, teaching, and ensuring the student generated reviews of the pertinent highlights of the case are uploaded onto an electronic platform.

4) Arranging and facilitating an optional PICU experience for the willing students and communicating with the PICU faculty.

5) Leading the student team in the monthly Chairman's Cup Competition by facilitating a case-based learning activity and guiding their decision making as appropriate.

6) Designing, arranging, and maintaining a core didactic lecture series for the students for every noon conference period daily. The Director may teach some of these lectures but is not responsible for delivering all of them. However, the Director is responsible for ensuring all lectures are accounted for and assigned for the entire year. Additionally, it is imperative that the Clerkship Director is mindful of the needs of the learners when designing these activities balancing both breadth and depth to adequately expose the students to necessary pediatric information and prepare the students for the NBME shelf examination and their future clinical activities.

7) Regularly review, revise, and innovate the Clerkship objectives, the educational material presented, and the method/modality of that education. This is accomplished by regularly receiving informal feedback from the students, hosting a formal feedback session at the end of each Clerkship block, meeting with the Medical Student Curriculum Committee, and a year-end evaluation and review with the Deans of VUSM.

8) Work closely with faculty to continue to promote educational innovation and sound learning theory in practice both in the classroom and in clinical activities.

9) Innovate and implement new educational activities on a regular basis to enhance and improve the educational experience. This should be done with a measured and scholarly approach to ensure that target needs are being met and the activity is successful and worthwhile.

Administrative:

1) Administrative duties will be aided by an Administrative Assistant. Frequent meetings, timely, clear communication, and a collaborative approach are required.

2) Oversees production and distribution of all schedules

3) Provides a full-time Pediatric clinical experience for every student in the FCC phase of VUSM.

4) Recruits house staff and faculty into teaching roles.

5) Continually monitors the efficacy of all clinical learning environments, house staff, and faculty in achieving the clerkship objectives

6) Provides timely formative and summative feedback to the students. This occurs in three manners:

- o Immediate feedback that reinforces excellent behaviors or performances, corrects undesired behaviors or performance, or aids the student in dealing with moral, ethical, or clinical quandaries.
- o Formal, mid-course, formative feedback that occurs with every student going over their learner-set goals for the rotation and their progress, their performance to date via evaluations and verbal or written feedback, the students' self-assessments of the clerkship to date, and their plan for further success on the clerkship and studying for the Shelf Examination
- o Formal final formative and summative feedback with a determination of a Pass or Fail as set by VUSM, with reviewing of all data for the student including house staff and faculty evaluations, MCT evaluations, attendance and participation in learning activities, completion of assignments, and their evaluation in various domains as set forth by VUSM.

7) Regularly attends FCC Directors Monthly Meetings and other activities necessary to ensure alignment with the FCC phase and the overall VUSM vision (e.g. Curriculum Retreat).

8) Serve as a liaison between VUSM and the Department of Pediatrics.

9) Ensure compliance with LCME standards.

10) Serve on Promotions Committee for the FCC phase to provide insight into student performance and evaluation as needed for any corrective actions that VUSM may need to take.

11) Liaise and work closely with Meharry Medical College in hosting students for 2 weeks of inpatient care during their Pediatric Clerkship rotation.

12) Update, maintain, and revise the electronic educational platform for the students.

13) Work closely with the Cumberland Pediatric Foundation in monitoring, receiving feedback from and providing feedback to all outlying clinical sites.

Mentoring:

- 1) Foster professional and personal growth and development of the students
- 2) Engage with the students to explore career opportunities and provide guidance as appropriate both in terms of career selection and scheduling opportunities for future clinical activities.
- 3) Promote student engagement at local, regional, and national levels where appropriate, including committee service and scholarly activities.
- 4) Counsel and remediate students as needed by providing additional educational opportunities, formulating strategies and study opportunities, and communicating with the school of medicine as needed
- 5) Provide faculty and house staff with educational development as needed to enhance their skills and promote further educational excellence in experiences for the students.
- 6) Serve as a role model embodying openness to feedback, humility, willingness to serve, and the attitudes of a life-long learner.
- 7) Mentor all students selecting Pediatrics, Internal Medicine/Pediatrics, Family Medicine, and Child Neurology through the match process.
- 8) Write the Department of Pediatrics letter of recommendation of all of the students above for their match purposes.
- 9) Serve as the faculty lead for the Pediatric Interest Group including selection of student leadership, facilitating all events, and aiding with administrative aspects (e.g. funding) of activities.
- 10) Serve as an advocate for student well-being and foster an open and healthy learning environment for the students.
- 11) Mediate as needed between students, house staff, faculty, and other staff in disputes, unprofessional conduct, or other breaches of an optimal learning environment. This includes serving as a mandatory reporter and using the RISE system as well as close communication with the Dean of Students.

Leadership:

- 1) Provide overarching vision for the Pediatric Clerkship and its role within both the Department of Pediatrics and Vanderbilt University School of Medicine.
- 2) Motivate house staff and colleagues to teach.
- 3) Inspire students to learn, teach, and experience as much of the pediatric world as they can within the time frame. The Clerkship should provide an element of recruiting that leaves the students open to a career in pediatrics.
- 4) Demonstrate the skills of a pediatrician in all aspects and phases of the duty.

5) Serve in various leadership roles throughout the Department of Pediatrics and School of Medicine as appropriate.

Scholarship:

- 1) Demonstrate continued self-improvement by participation in faculty development workshops and conferences
- 2) Demonstrate innovation and scholarly research by production of posters/presentations, abstracts, manuscripts, workshops, and enduring materials at the local, regional, and national levels.
- 3) Employ a scholarly approach to all educational implementation and innovation to:
 - (a) ensure feasibility
 - (b) ensure efficacy
 - (c) allow for feedback for future changes, revisions, and innovations
 - (d) serve as a gateway for dissemination of scholarly work.
- 4) Work closely with students, house staff, and faculty to promote their scholarly work within the confines of the Pediatric Clerkship.
- 5) Collaborate with other institutions as appropriate to promote scholarly work and study for the benefit of all students and to inspire internal improvements as well.
- 6) Committee service at the local, regional, and national level as opportunities arise.

Immersion Phase Course Director

Contact: Phase directors Lourdes Estrada and Kendra Parekh at immersion.phase@vanderbilt.edu.

All course directors (CDs) are required to monitor and review course learning goals and objectives and ensure educational activities for the student(s) in the course are meeting these goals. Additionally, CDs oversee clinical scheduling for students in the course and are responsible for making sure students receive timely assessments. They provide mid-course feedback to the student at the end of week 2 and must provide a final grade to students within six weeks after the course ends. CDs are encouraged to actively participate in educational quality improvement initiatives to help ensure courses meet or exceed the School of Medicine's educational goals.

Below is a list of the CD positions in the Immersion Phase:

AI Director:

The Acting Internship (AI) is a four-week intensive, inpatient experience designed to provide third- and fourth-year medical students with increased responsibilities for the assessment and management of patients.

ACE Director:

Advanced Clinical Experiences (ACEs) are rigorous four-week clinical rotations designed to help third- and fourth-year medical students develop clinical and practice-based learning skills.

AE Director:

Advanced Electives (AEs) can be non-clinical or clinical in nature and are designed to expose students to a wide-range of topics and concepts in medicine distinct from traditional clinical rotations. Most are offered in 4-week rotations, although some are offered longitudinally, over the course of a semester or year.

ISC Director:

The Integrated Science Courses (ISCs) are designed to reinforce the foundational sciences that underpin clinical medicine for third- and fourth-year medical students. “Foundational science” includes traditional pre-clinical sciences as well as social and behavioral sciences, health services and population science, quantitative methods and informatics.

More information about the Immersion Phase can be found at <https://medschool.vanderbilt.edu/ume/academic-program/immersion-phase/>.

Master Clinical Teachers

Percent Effort: 40% (divided by 3 MCTs)

Dates: September-June when the Pediatrics clerkship is in session

The Master Clinical Teachers program will be repurposed to focus on the formative assessment of clinical skills, both in UME and GME, and in workplace as well as simulated settings.

Responsibilities include:

1. Direct observation and feedback for medical students on clerkships, focusing on core skills and diagnoses determined by the department and required clinical experiences. This will involve at least one observed encounter for each student on all clerkships, but responsibilities may be distributed to other faculty as assessment skills are disseminated. (See #6 below) *Responsible to SOM and clerkship directors.*
2. Participate in faculty development sessions that focus on the skills needed for delivering feedback based on direct observation that is helpful to students and residents. *Responsible to SOM.*
3. Assist with development and execution of simulated assessment events, such as the end-of-year clinical assessment. *Responsible to SOM.*
4. Work with other MCT's to develop standard and valid ways of documenting feedback in learning portfolios. *Responsible to SOM.*
5. Work with Program Directors and GME "Competency Committees" to review best methods of assessing and documenting resident achievement of milestones. *Responsible to SOM and departments.*
6. "Train the trainers" within the home department to increase the number of faculty who have the requisite workplace assessment skills. *Responsible to departments.*

SOM will provide salary support as well as faculty development for MCT's.

Please note that MCT funding cannot be used to cover effort devoted program or clerkship or program director administration. The responsibilities for each position must remain separate.

To nominate a faculty member for Master Clinical Teacher, please contact:

Rachel Apple, MD: rachel.apple@vumc.org and Rebecca Swan, MD: rebecca.swan@vumc.org

Mentors and Advisors

College Faculty Affiliate Advisors

Contact: Amy Fleming, MD: amy.e.fleming@vumc.org

Faculty are selected based on student recommendation and a competitive application process. There are 10 faculty affiliate advisors assigned to each of the 4 Colleges. These faculty provide mentoring as well as support and encouragement in maintaining wellness and balance. They are invited to attend college events (welcome parties, dinners, college cup), they are asked to participate as mentors in careers in medicine programming (mock interviews, specialty speed dating), they are encouraged to be available for one-on-one mentoring (shadowing, questions about specialty choice, questions about research, questions about additional training/other degrees).

College Mentors

Percent Effort: 30%

Dates: year-round

Contact: Amy Fleming, MD: amy.e.fleming@vumc.org

There are two faculty College Mentors for each of the four colleges who carry out all of the programming, advising, and teaching that happens within the college/ learning community. A College Mentor spends dedicated time each week (Monday mornings 9am-12pm, Monday afternoons 12-5pm and Friday mornings 9am-1pm) in the activities of the College. Mentors are responsible for teaching in the Learning Communities course, which emphasizes topics such as professionalism, ethics, cognition, and leadership. The College Mentors have significant responsibility in helping students define their career paths including participation in workshops/pathway to Match events and providing mock interviews for the fourth-year students to prepare for the residency application process. Mentors also participate in 4 annual wellness retreats, and additional wellness and college events.

PLAN Small Group Facilitators

Percent Effort: TBD

When: The PLAN course is offered twice an academic year during the September and March blocks during the Immersion Phase. The September offering tends to be the larger offering and approximately 10 small group facilitators are needed for this block.

Course Description

PLAN is a part of a 4-year research curriculum thread. Years 3 & 4 focus on tailoring of course work to further develop skills in a student's chosen specialty while enforcing the importance of biomedical research to the clinical enterprise and developing skills to help future MDs understand the scientific and research basis of all aspects of clinical practice. The PLAN Small Group Facilitators are responsible for educating students surrounding the various aspects of developing a research project including How to Ask a Testable Research Question and Develop a Testable Hypothesis; Study Design; Measurement; Analysis & Quantifying Evidence; and Scientific Communication. During the PLAN course, facilitators work with the students to instruct them and to help them apply this knowledge as they develop a complete research proposal that may then be implemented during the Immersion Phase. Each PLAN small group is diverse in the types of research areas, projects, and methodology (quantitative, qualitative, mixed method) that students pursue. PLAN Small Group Facilitators are skilled and equipped to lead this diverse group of learners.

This course commitment entails:

- (1) Development, revision and updates of modular materials including stand-alone handouts for small group sessions, and including development and assessment of in-class quizzes (4 sessions, 4 hours = 16 hours total) †
- (2) Preparation to lead small group session discussions, and exercises, and review of in-class quizzes results (4 sessions, 2 hours = 8 hours total)
- (3) Guidance all class small group sessions (4, 4-hour sessions = 16 hours total),
- (4) Evaluation of cumulative research templates, presentation and final written research proposal, including preparation of detailed written feedback (4 cycles, 4 hours = 16 hours total)
- (5) Availability of office hours outside of class time to assist students with their projects (20 hours total).
- (6) Bimonthly meetings with the other Research Curriculum Faculty and Staff for progress reviews on student projects, planning retreats, and course planning/modifications (12 hours total),

Estimated total number of hours per cycle: 88 hrs.

**Because this course is offered twice an academic year (September & March), faculty may participate in both offerings (contingent upon enrollment and Course Director and Program Leadership approval).*

Portfolio Coach

Vanderbilt University School of Medicine

Contact: Kendra Parekh, MD: kendra.parekh@vumc.org

Percent Effort: 10%

Dates: year-round, stay with cohort for 4 years

The Portfolio Coach advises individual students in the development of skills for informed self-assessment and life-long learning. The emphasis is on facilitating each student's ownership over their performance as well as upholding the performance standards of the School of Medicine. Each Portfolio Coach follows a panel of about 12 students throughout their MD training (at least a 4-year term).

The Portfolio Coach (PC) relationship with his/her students has an academic focus. The role of the Coach is to assist the student in developing the capacity to critically appraise data about his or her performance and to translate that assessment into an action plan for future learning. We expect the relationship between the PC and student to be a very positive one; however, individuals applying for this position should be comfortable in providing critical feedback and must be skilled in conducting challenging conversations. Compensated responsibilities include:

1. Consistent participation in faculty development programs and monthly meetings of the Portfolio Coach cohort. (Note: Meetings in the first 3 months of a new coach cohort are held twice monthly.) Consistent attendance at Promotions Committee meetings (held up to 3 times per year).
2. Routine monitoring of student assessment in each assigned learner's Portfolio via the VSTAR Portfolio system (training provided).
3. Regular communication with each student via the VSTAR Portfolio system and in face-to-face meetings.
4. Periodic formative reviews of each student's cumulative Portfolio, and coaching of students in the generation and revision of personalized learning goals. In addition to identifying personal goals, the student's Portfolio must proactively address any significant performance concerns. This will require communication between the student, the Portfolio Coach, and appropriate course directors, as well as the utilization of various campus support resources.
5. Assist each student in generating summative Portfolio reports two to three times per year. This report will be submitted as evidence for promotion decisions. The Portfolio Coach will verify to the Promotions Committee that the report provided is representative of the larger body of evidence in the Portfolio. To minimize conflict of interest, the Portfolio Coach does not make specific recommendations about promotion.
6. If a student on the Portfolio Coach's panel is identified by the Promotions Committee as a concern for advancement, the Portfolio Coach will assist the student in the development and execution of a remediation plan. This will require communication between the student, the

Portfolio Coach, appropriate course directors, and the utilization of various campus support resources.

The School of Medicine provides salary support as well as faculty development and technical tools for the Portfolio Coach group.

Individual faculty members serving as Portfolio Coaches may not hold the roles of College Mentor or Medical Student Promotions Committee member at the same time. Portfolio Coaches serving as a director of a required course or clerkship, a residency program director, a Master Clinical Teacher or a small-group facilitator for the MD degree program will be required to submit a Potential Role Conflict Management Plan.

Research Director

Percent Effort: TBD

Research Directors: Research Directors are content experts who bring the perspective of a career as a physician, scientist or that of a physician-scientist.

Contact: Joey Barnett, PhD: joey.barnett@vanderbilt.edu

Background: As a part of the Inquiry Program, all medical students complete a 3-6 month mentored research project during the Immersion Phase, continuing the plans they laid out as part of the “Developing a Research Project” portion of the PLAN course. The research experience need not be in the students’ area of clinical interest as the skills developed through the mentored research project are highly transferable. During their Research Immersion, it is expected that students participate full-time in their research project, attend Research Immersion meetings (OMSR Meetings & Research Area Meetings), provide updates both to the research mentor and the Research Area Team and engage in co-curricular activities related to their research projects. Each Research Area may set forth additional expectations for scholarly activity and outcomes.

Time Commitment and Compensation: This commitment supports a percentage of each Research Director’s salary and requires overseeing individual projects with medical students. The time commitment entails meeting students at the conclusion of Clinical Applications of Scientific Evidence (C.A.S.E.), participation in scheduled sessions and individual meetings during the Discovery Phase as students identify a research interest, project and mentor. Research Directors approve the selection of a mentor and the feasibility of the proposed project prior to PLAN. (PLAN faculty oversee the detailed development of students’ project plans – reviewing and assessing/grading progress during PLAN.) During the Immersion, Research Directors participate in monitoring and supporting students and holding monthly area and 1-1 meetings with students.

In addition to direct student contact, Research Directors provide invaluable assistance to the program by identifying, recruiting, and evaluating mentors within their content areas. Research Directors also act as liaisons between students and mentors, helping to support both during the research experience. Attendance at bimonthly meetings, which may include subcommittee meetings involving policy, assessment, technology, etc., and quarterly retreats is expected.

Responsibilities and the Research Curriculum:

Clinical Applications of Scientific Evidence (C.A.S.E.): During the first year of medical school, CASE students work closely with faculty in understanding critical aspects of research and enforcing the importance of biomedical research to the clinical enterprise. The goal is to aid students in developing the necessary skills to understand the scientific and research basis of clinical practice, which will help them as future physicians. In order to understand the scientific basis of clinical practice, medical students are required to read and comprehend primary scientific literature. This skill is required because medical practice is increasingly based on sound research evidence.

The course includes a combination of didactic lectures focused on concepts and the development of skills in evidence-based medicine and research as applied to clinical cases. This is intertwined with stories of discovery and paths to the diverse array of

research careers as told by faculty members, fellows, and senior medical students to help demonstrate the relevance and importance of research to physicians.

Research Directors are formally introduced to students at the conclusion of this course. This interaction is helpful in a number of ways including increasing student understanding of the upcoming research curriculum, identifying possible areas of research interest, and supporting inquiry and discovery for students as they continue medical training.

Discovery: During the second year of the medical school curriculum, students engage in a “Discovery” period. This is an exploratory year where students are introduced to several areas of research, informed of various research opportunities both at Vanderbilt University and abroad, research fellowships, dual degrees, and year-out programs. Additionally, these Discovery seminars help students identify a research area, mentor, and project to focus on during PLAN and the Research Immersion. (Students must have attended all Discovery sessions, identified a research area, mentor, project, and developed specific aims, which can be assessed for project feasibility prior to enrolling in PLAN.)

Research Directors are involved in advising students based upon their research interests and helping them to identify potential researchers and projects that align with those interests and support their career aspirations. During this phase, Research Directors are expected to be in contact with the Office of Medical Student Research to confirm that students have met the prerequisite requirements for PLAN: the identification of a suitable mentor and a feasible project.

PLAN: Prior to beginning the PLAN course, students must have identified a research area, mentor, project, and developed specific aims, which are assessed for project feasibility and approved by Research Directors.

During PLAN, students are engaged in how to develop a research question, evaluate articles, understand statistical methodology used in various research, and develop scientific communication skills. Through a series of sessions, students engage actively in the process of developing their own research project that will be carried out during the Immersion Phase. This includes learning about all aspects of research as well as learning how to perform different elements of research studies. Students are then guided through the elements of a research study while they continue to progress in their preparation of a project plan. A viable, completed research plan must include: suitable for the timeframe for the work proposed by the student, access to the appropriate resources needed to complete the work, and effective mentoring by a dedicated faculty member.

These plans are reviewed, critiqued, and evaluated by the students’ respective Research Director at the conclusion of the PLAN course, prior to starting their Research Immersion experience, in order to ensure quality and feasibility for project execution during the Research Immersion. (PLAN faculty are responsible for overseeing the detailed development of students’ project plans – reviewing and assessing/grading progress during PLAN. Research Directors are responsible for approving feasibility of the execution of the project plan.)

The Research Immersion: During the third and fourth years Research Directors are involved as one of a select group overseeing the research project component of the Inquiry Program. During the Research Immersion, Research Directors are engaged with the student during monthly meetings and various related activities.

Research Directors are responsible for evaluating students' revised project plans, journals, research abstracts, poster/oral presentations and recommendation of honors/high pass/pass/fail for the Research Immersion course. It is expected that each Research Director be responsible for participating in various committees including the Research Immersion Committee for Honors (RICH), which helps to identify 'honors' for the Research Immersion.

Research Immersion Small Group Facilitator

Percent Effort: volunteer

When: These one-hour sessions are typically held on Wednesdays from 3:00pm – 4:00pm in Eskind Biomedical Library and Learning Center.

Contact: Joey Barnett, PhD: joey.barnett@vanderbilt.edu

Background/Description: During the Research Immersion, students are engaged in executing a mentored research experience over a three to six block time period. In addition to this full-time research experience, students engage in programming hosted by the Office of Medical Student Research. This programming includes skill-building sessions such as statistical analysis, grant writing, scientific writing, and journal clubs.

Prior to the journal club session, Small Group Facilitators select a peer-reviewed article of their choice. The Office then provides students the opportunity to identify which of the journal club sessions they would like to attend. During Journal Club sessions, Small Group Facilitators have the flexibility to dictate structure, but these sessions are typically informal in nature - focused on discussion, not presentation or lectures, of the faculty-selected articles.

The benefits for faculty members are numerous including the opportunity to interact with budding investigators, exposure to a pool of students who can help promote your research opportunities to fellow medical students, and rich discussion related to investigation and discovery.

This course commitment entails:

- (1) Volunteering for at least one of the available journal club sessions
- (2) Selecting a peer-reviewed article and providing a pdf copy to the Office of Medical Student Research upon request
- (3) Preparing to lead an interactive, dynamic small group session discussion
- (4) Guiding small group journal session (each session is approximately one hour)
- (5) Providing a brief evaluation of student engagement (engaged, not engaged)

Pediatric Residency Program

Faculty Interviewer

Pediatric Residency Recruitment

Contact: Whitney Browning, whitney.browning@vumc.org

The Vanderbilt Pediatric Residency Program conducts recruitment on approximately 30 dates from mid-October-January on Mondays, Wednesdays, and Fridays. The faculty member interviews the residency applicant for 30 minutes in the time frame of 9:30 a.m.- 11:30 a.m. The faculty receives the ERAS application to review in advance and completes their evaluation / feedback via a RedCap link within two days of the interview to the residency program coordinator. Prior to the start of recruitment season, faculty interviewers receive a summary or “Fast Facts” about the residency program and a list of “Do’s and Don’ts for Interviewing” provided by the Residency Program Director. It is recommended that faculty participate at least annually in an organized activity to increase competency in creating a culture of belonging.

Rotation Director

Vanderbilt Pediatrics Residency Program

Contact:

Rebecca Swan, MD: Rebecca.swan@vumc.org

Rotation Directors are core faculty and are responsible for overseeing the educational aspects of the core and elective resident rotations in the Department of Pediatrics.

Responsibilities include:

- Working with a resident rotation co-director to develop rotation curriculum and keep it updated on the Teams Channel
- Working with resident rotation co-director to develop and follow up on annual goals and action items for the rotation
- Completing Evaluations: Assessing residents using the ACGME's milestone-based assessment AND writing and/or collecting written comments about residents' performance on the rotation
- Working closely with residency leadership to identify concerns regarding resident performance and developing any necessary remediation plans.
- Assist with Scheduling residents on their rotation if indicated
- Attending regular meetings of the Core Faculty
- Attending at least two faculty development sessions related to education throughout the year

Academic Community Leaders

Vanderbilt Pediatrics Residency Program

Contact: Rebecca Swan, MD: Rebecca.swan@vumc.org

The Pediatric Residency Program houses five Academic Communities, which are open to Peds and Med/Peds residents and fellows: Medical Education, Global Health, Physician-Scientist, Quality Improvement, and Child Advocacy and Community Engagement.

Leaders of the Academic Communities design and organize the annual curriculum, which includes a final project related to the focus of the academy. The curriculum is then presented to the curriculum committee for approval. Leaders are also responsible for holding monthly meetings of the academic community and monitoring resident progress in the completion of the required curriculum. Leaders provide direct supervision of third- and fourth-year residents' final scholarly project or identify mentors to do so. They also provide feedback to the residents on completion of products of their scholarship, including dissemination as appropriate. In their leadership roles, the AC leaders are encouraged to develop a life-long learning approach to inclusion and belonging to foster knowledge and skills in working with and mentoring learners from a variety of backgrounds.

Program Director Leadership

Vanderbilt Pediatric Residency Program

Contact: Rebecca Swan, MD: Rebecca.swan@vumc.org

Program Director

The program director has the main administrative responsibility for the program, including accreditation, human resource matters and legal issues; this includes chairing the Leadership Committee and Program Evaluation Committee. Additionally, he/she is the lead for recruitment, including selection of interviewees, interviews with each candidate and running the ranking meetings. With the chief residents, he/she oversees Intern Orientation and conference scheduling. The program director serves as a professional mentor for the chief residents, meeting regularly with them to provide feedback and career guidance. The program director divides resident semi-annual evaluation responsibilities with the other residency program leadership.

FTE requirement is based on ACGME RC requirements.

Associate Program Directors

Associate program directors serve valuable roles in program oversight and innovation, semi-annual evaluation meetings with residents as well as in recruitment (each doing a significant portion of interviews during the season based on their FTE devoted to residency leadership). Below is a list of common expectations for all APDs:

- Committee Membership and Participation: Leadership Committee, Program Evaluation Committee, Clinical Competency Committee
- Semi-Annual Reviews and related summative assessments
- Recruitment Responsibilities-
 - Application Review
 - Interviews
 - Ranking
- Conference Attendance
- Annual Faculty Development
- Additional responsibilities are divided based on interest/need

Appendix A

Mentors for Faculty Educational Projects

Whitney Browning, MD

- **Academic Appointment:** Associate Professor of Pediatrics
- **Title:** Director, Pediatric Residency Program
- **Email:** whitney.browning@vumc.org
- **Areas of Interest:** Teaching in the Clinic Setting, Curriculum Development, Mentor/Sponsorship, Developing a Growth Mindset

Joe Gigante, MD

- **Academic Appointment:** Professor of Pediatrics
- **Title:** Director of Education, Office of Faculty Development; Director of Education, Division of General Pediatrics; Director-Elect, Academy for Excellence in Education VUMC; President, COMSEP
- **Email:** joseph.gigante@vumc.org
- **Areas of Interest:** Feedback, Direct Observation, Clinical Reasoning, Faculty Development, Mentoring

Jen King, MD, PharmD

- **Academic Appointment:** Assistant Professor, Pediatric Critical Care
- **Title:** Resident PICU Course Director; ISC Critical Illness Course Director
- **Email:** Jennifer.c.king@vumc.org
- **Areas of Interest:** Curriculum Development, Simulation, Debriefing as Teaching Tool, and IPE

Sandi Moutsios, MD

- **Academic Appointment:** Assistant Professor, Internal Medicine and Pediatrics
- **Title:** Director, Internal Medicine-Pediatrics Residency Program
- **Email:** sandi.moutsios@vumc.org
- **Areas of Interest:** Assessment Feedback

Devang Pastakia, MD

- **Academic Appointment:** Associate Clinical Professor of Pediatrics
- **Title:** Associate Director, Pediatric Residency Program; Associate Director, Heme/Onc Fellowship Program
- **Email:** devang.pastakia@vumc.org
- **Areas of Interest:** Feedback, Curriculum Development

Rebecca Swan, MD

- **Academic Appointment:** Professor of Pediatrics
- **Title:** Vice Chair of Education, Department of Pediatrics
- **Email:** Rebecca.swan@vumc.org
- **Areas of Interest:** Approaches to Faculty Development, Mentorship Programs for Junior Faculty, Innovations in Curricular Design and Feedback