

ABSTRACT: 2019 Faculty Launch Faculty Leadership Impact Project

Project Title: Getting the Most Out of Your Year: A Structured Curriculum to Enhance Chief Resident Performance

Name and Institution:

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Topic Category (choose 1): Administration Clinical **Education** Faculty Development Research

Background, Significance of project:

Being selected as a fourth-year chief resident is a title that comes with great respect, but also several responsibilities. Chief residents must find a balance between educational, clinical, and administrative roles. Although all chief residents perform similar duties, literature is lacking on a standardized approach to help chiefs attain and assess their development of such duties. This curriculum grounded in reflective practice and leadership development, will provide chief residents with a framework to enhance their roles as medical educators, clinicians, peer advisors and managers.

Purpose/Objectives:

Purpose: To provide a structured method to mentor 4th year pediatric chief residents in their roles as educators, clinicians, peer advisors, and managers.

Objectives:

1. Record chief resident growth in educational leadership through the creation of an electronic educational portfolio.
2. Provide structured interval feedback for chief residents on educational content delivery, clinical practice, peer advising, and managerial skills.
3. Develop skills in reflective practice for chief resident self-evaluation.

Methods/Approach/Evaluation strategy:

Themes to identify best practices and curricular content will be extracted from focus groups. The participants for the focus group will include 5 years of current faculty who served in the role of chief resident at St. Christopher's Hospital for Children (SCHC). Perspectives of skills developed during the chief resident year will be ascertained from semi-structured interviews from the three pediatric chief residents currently serving for the 2018-2019 academic year at

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SCHC. An electronic survey guided by themes developed from the above focus groups and semi-structure interviews will be disseminated to pediatric chief residents at all US pediatric residency programs through the Pediatric Chief Resident Listserv.

Assessment tools for both formative and summative feedback will be created to evaluate the chief residents at SCHC in the areas of teaching, clinical care, and managerial service for the academic year 2019-2020. These assessment tools will be completed by faculty leaders that work directly with the chief residents and the chief residents themselves to aid in self-reflection. Delivery of feedback and performance review will be provided every two months with one of the four pediatric program directors at SCHC.

Outcomes/Results:

At the conclusion of the academic year, each pediatric chief resident will have completed an electronic educational portfolio which showcases their growth in the areas of education, clinical practice, peer advising, and manager. Faculty, peer, and self-evaluations will be reviewed to guide professional development plans for the next phases of their careers.

Discussion/Conclusion with Statement of Impact/Potential Impact:

Identifying best practices and skill acquisition necessary to complete a chief residency is of utmost importance because chief residents often go on to pursue roles as faculty educators and take on leadership positions. The professional development activities and skills that will be created and used in this curriculum have the potential to be adapted for chiefs in other disciplines, such as internal medicine, and can also be tailored to fit the needs of fellows and junior faculty of all disciplines.