



Academic Pediatrics Fellowship Program

Program Description
and
Learning Objectives

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Hôpital de Montréal
pour enfants
Centre universitaire
de santé McGill



Montreal Children's
Hospital
McGill University
Health Centre

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Fellowship Introduction & Goal

The Pediatrics Residency Program of McGill University offers advanced training for pediatric fellows who aim to pursue an academic career in General Pediatrics.

Two primary concepts guide a career as an academic general pediatrician. The first concept is academic medicine. The working party of the International Campaign to Revitalise Academic Medicine (ICRAM) has articulated that it is “the ‘added value’ or the synergy that should exist between the three roles (teaching, research, and service) – when they are brought effectively together – that defines academic medicine.” (ICRAM, British Medical Journal, 2004). The second concept is general pediatrics. General pediatrics (as distinct from Pediatric subspecialties) has been described as “very broad in scope and eclectic in its knowledge base” with several unifying themes including: holistic approach that considers all of the factors that affect a child’s health and includes all organ systems; common and frequent problems that affect large numbers of children; disease prevention and health promotion; social, behavioral, and developmental problems; integration of services for children; advocacy for public policy change. (Haggerty RJ, Green M. History of academic general and ambulatory pediatrics. *Pediatric Research* 2003; 53:188-197).

The Academic Pediatrics Fellowship Program is a one year program primarily designed for candidates wishing to prepare to practice academic pediatrics in a university-based environment. The desired goal of this program is to equip the advanced pediatrics trainee with a specific set of skills required to pursue a career in an academic environment along the pediatric “hospitalist” model. This fellowship program aims to train “builders”, who will develop Pediatrics at the regional and national levels in the creation and evaluation of curricula, clinical care innovation, leadership and research domains.

Contact Information

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Program Entry Requirements

Candidates to this program are required to have completed a fourth year of training in General Pediatrics, which will have been preferably tailored to the candidate's further training plans in Academic Pediatrics. In addition, it is strongly recommended that candidates have planned or initiated a scholarly project, which will be completed as a requirement to this program. Ease in spoken French and English, and in written English are essential for maximal educational experience, due to the demographics of the MCH's patient population (~40% French, ~30% English, ~30% Other languages). Candidates unfamiliar with the MCH are encouraged to complete a clinical rotation at our institution to become familiar with its learning and clinical environment.

Training Requirements

In order to successfully complete the Academic Pediatrics fellowship program, the fellow will have to demonstrate:

- Satisfactory completion of all clinical rotations, including core rotations
- Completion of a scholarly project
- Regular attendance and active participation at fellows' protected teaching
- Regular attendance and active participation at CCHCSP (see p.9)
- Fulfilment of yearly call responsibilities (see p.10)
- Participation in at least one hospital or university-based committee (see p.12)

Application process

Application should be submitted through the McGill University PGME website (<https://mcgill.ca/pgme/programs/fellowship-programs>), with a deadline of September 1st of the previous academic year. For the logistical aspects of the application, please contact directly the McGill Faculty of Medicine Fellowship Administrator Mrs Dolly Rabbath (pgfellows.med@mcgill.ca). All completed application files will be reviewed. Selected candidates will be invited for face-to-face interviews. The usual fellowship training start date at McGill University is July 1st.

Governance and Oversight of Advanced Training in Pediatrics at McGill

The pedagogic needs of the fellows in Academic Pediatrics, like all other General Pediatrics advanced fellows, are under the responsibility of the **McGill Pediatric Residency Training Committee (RTC)**. The mandate of the RTC is to assist the Pediatrics Residency Program Director in overseeing the quality of the educational experience for all advanced pediatrics fellows as well as for general pediatric residents from PGY1- PGY4, and ensuring that the programs meet the training requirements of the RCPSC and the CMQ. As such the committee addresses training problems and assesses trainee performance and progress through the year.

The logistics of the Academic Pediatric fellowship program are under the oversight of the **General Pediatrics Fellowship Committee (GPFC)**, which supervises and coordinates the training of fellows in the various General Pediatrics Fellowships, which currently include Academic Pediatrics, Pediatric Complex Care, Social Pediatrics and Neonatal Follow-Up.

Composition of the GPFC Committee

1. The General Pediatrics Fellowship Coordinator chairs the committee.
2. The committee is composed of the Fellowship Directors from each General Pediatrics Fellowship (Academic Pediatrics, Pediatric Complex Care, Social Pediatrics and Neonatal Follow-up), the Pediatrics Residency Program Director, and 1 – 2 fellow representatives.
3. Fellowship Directors remain on the committee for the duration of their term. The fellowship representative(s) is selected by the General Pediatrics fellows each year.
4. The committee has a designated administrator who will be responsible for: booking the meetings, circulating and printing all relevant documents, and drafting minutes.
5. The committee meets a minimum of three times per year.
6. The General Pediatrics Fellowship Committee reports to the Pediatrics Residency Program Committee.

Responsibilities of the GPFC Committee

1. Address crosscutting pedagogical, administrative and scheduling issues (i.e. call requirements for fellows, common protected teaching sessions and recruitment of new trainees) shared by all the General Pediatrics fellowships.
2. Review the academic progress of General Pediatrics fellows in training.
3. Review individual Fellowship Reports, including program descriptions and learning objectives, prior to submission to the Pediatrics Residency Program and McGill University every 2 years (as required by McGill University).
4. Review requests for new General Pediatrics Fellowships as they arise and advise on strategies to help build new fellowship programs.
5. Address work and union issues, as they relate to fellowship education and training.

Academic Pediatrics Fellowship Training Objectives

These competencies complement the Objectives of Training in Pediatrics published by the Royal College of Physicians and Surgeons of Canada in 2008.

Medical Expert

The fellow will

- Develop expertise in the assessment and management of specific health problems and models of care for tertiary care pediatrics populations, including children with complex needs (both inpatients and outpatients)
- Develop expertise in the assessment and management of specific health problems for socially disadvantaged populations, including models of care that are community sensitive and community empowering
- Consolidate a broad base of general pediatrics knowledge to allow for autonomous function as a consultant in pediatrics
- Develop enhanced knowledge of the importance of medical expertise in a legal environment (re: expert witness in court for child protection).

Communicator

The fellow will

- Develop a know-how of communications with written and electronic medias.
- Become an expert in communicating complex medical concepts to the patient and his family in lay terms.
- Refine skills in communicating effectively across a diverse patient population, including socially vulnerable populations and diverse population in terms of life experience, culture, national origin, marginalization, and socio-economic status:

Collaborator

The fellow will refine the following competencies:

- Ability to work in “case-manager” role in a multidisciplinary team for children with complex needs and problems
- Skills in conflict negotiation and resolution; interprofessional and interdisciplinary communication including, but not limited to (effective consultation, liaison with community organizations and schools, telephone consultation, etc.)
- To be a resource-person for institutional and community organisms devoted to children development and well-being.
- Know well the environment’s contributors to allow integrated services: CSSS (hospital, CLSC, CHSLD...), palliative care services, community organizations, youth protection (“Centre jeunesse”), schools, medical and/or adapted transportation, rehabilitation centers...
- Master the principles of teamwork, acquired through curriculum training, self-learning and outside training (for example, the Canadian Medical Association’s Physician Manager Institute, or McGill University Continuing Education Career and Management Studies).

Leader

Attendance and involvement of the fellows in the General Pediatrics Divisional meetings is expected, which provide a great opportunity to gain experience in the Collaborator and Manager roles involved in the practice of Pediatrics.

The academic fellow will:

- Develop expertise in assuming roles of leadership within organizations and interprofessional health care, including: principles of change and change management, leading vs. managing, basic organization of the health care system, management of time and resources, practice management
- To gain familiarity with the CPDP committees, as well as the responsibilities of the Department Chair (legal context, etc...);
- Develop an understanding of management principles relating to independent practice and inpatient and ambulatory care services
- Develop knowledge of the principles ruling the relationship between the clinician and the RAMQ (medication insurance, billing, non-insured medical services)
- Develop an understanding of the existing mechanisms for Quality Assurance and the development of practice guidelines and protocols.
- Balanced management of career and family life.
- Be able to find collaborative solutions when conflicts arise in team work.

A list of suggested Leader Competencies training opportunities can be found in Annex of this document.

Health Advocate

The fellow is expected to:

- Display an advanced understanding of health advocacy at the institutional and community level
- Through his/her own example and direct teaching to children and their parents, promote primary prevention in the aspects of nutrition, regular practice of physical activity, and accident prevention.
- Promote of healthy use of the environment.

Scholar

Fellows are expected to contribute to the learning of peers and junior trainees as part of their training. The following activities are examples of opportunities for this purpose:

In-training OSCE for pediatrics residents

- Chief of service rounds
- Teaching to medical students and junior pediatrics residents: wards, PCC, RCC (put full terms for abbreviations)
- Case-based discussions, including bioethics cases
- NRP and/or PALS instructor certification
- Outreach education

A list of suggested Scholar Competencies training opportunities can be found in Annex of this document.

In addition, fellows will develop:

- Advanced academic skills to contribute to knowledge growth in pediatrics
- Advanced research skills in either or epidemiology, bioethics, medical education, medical anthropology
- Advanced mastery of principles of adult learning
- The ability to undertake a scholarly project from start to finish under supervision, including literature review, protocol design, data collection, analysis, and dissemination of results; effective teaching at multiple levels and interprofessionally
- Academic skills to develop as an expert appraiser of the pediatric literature, and as an effective teacher.
- Skills and habits to assure the maintenance of competencies.

Professional

The fellow must

- Operate within the highest standards of professionalism
- Develop ethical analysis of clinical situations
- Display ‘professional’ behaviours and develop a practice ruled by clear ethical values in conformity with the regulations and social norms.

Training Components

The educational experiences of this fellowship will include advanced general pediatrics clinical training, as well as medical education, research and administration/leadership opportunities. The fellow will be primarily based at the Montreal Children’s Hospital (MCH), a tertiary care center in Montreal, Qc. The training components will be tailored to the unique needs of each candidate.

A. Clinical Component

The clinical exposures are geared towards consultant pediatric care as experienced in an academic environment, and include inpatient and outpatient care on clinical teaching units as well as the care of children with complex needs (e.g. post-transplant or technology dependent) and other vulnerable populations. The academic fellow will develop the knowledge, skills and attitudes required by hospital-based practice involving collaborative models of care. Clinical training is expected to comprise approximately 5 of the 12 months of advanced pediatric training. For those trainees completing formal postgraduate degrees, clinical training will be adapted to allow for initiation of the degree.

Specific training activities may include:

- “Junior” ward attending
- Longitudinal exposure to children with complex conditions, for instance in the Complex Care Service, Medical Day Hospital or in specialized clinics
- Supervision of a Residents Continuity Clinic group
- Medical Day Hospital “junior” attending

B. Academic Component

Specific to this fellowship program, in keeping with the overall objective to prepare pediatricians for an academic career in a university centre, is the expectation that trainees will develop an expertise in one of the following three domains: 1. *Medical Education*, 2.

Administration and Leadership or 3. Clinical Research & Innovation. Exposure to the remaining two domains will be incorporated into training on an individual needs-determined basis.

1. Medical Education: In addition to pedagogical skills development, direct training in curriculum development and program evaluation are essential skills for the academic pediatrician.

If focus area

For those candidates seeking to focus in this domain, a Master's degree in Medical Education is strongly recommended. A minimum requirement for those planning careers as Clinical Educators would be successful completion of a diploma course in Medical Education; for example, completion of the 1 year McGill Fellowship in Medical Education.

All fellows

All academic fellows will have opportunities for clinical, small and large group teaching within the division of General Pediatrics. The Advanced Pediatrics Training Program will foster practice and feedback of scholarly teaching. The academic fellow will be encouraged to get involved in the review and amelioration of the current hospital teaching activities.

Examples of specific medical education training activities

- Development of a teaching dossier
- Access to workshops, seminars on improving teaching skills
- Opportunities to teach at all levels (patient/family, community, medical students, postgraduate trainees and colleagues)

2. Administration and Leadership: Administrative and managerial roles are an integral part of a hospital-based practice and as such, the program will provide opportunities to develop the required related skills. Themes of teamwork, collaboration, conflict resolution, and negotiation will be highlighted.

If focus area

For those trainees seeking to focus in this domain, aiming at a career as a Medical Administrator, a Master's Degree in Business, Management or Health Administration is strongly recommended. A minimum requirement would be a diploma course or equivalent if this is the trainee's focus for academic development.

All fellows

All trainees will have opportunities to participate in team and administrative tasks and to manage and lead group work. All trainees will also be required to actively participate in at least one university or hospital-based committee.

Examples of specific training opportunities

- Participation in established hospital committees
- Access to leadership workshops and seminars
- Suggested attendance at the Academic Fellows activities at the Pediatric Academic Societies Annual Meeting

3. Clinical Research & Innovation: Clinical research towards innovation is central to the activities of a university-based center.

If focus area

If research is selected as the domain of focus, the academic fellow will be strongly encouraged to complete a Masters in Epidemiology or in Quality Improvement. A minimum requirement would be diploma courses.

All fellows

For the fellows having chosen one of the other streams, an 8-week course in basic epidemiology will be possible. All fellows will also be given the opportunity of obtaining Yellow Belt certification in Lean Six Sigma methodology. All academic fellows are also expected to undertake, either in the context of their advanced degree or otherwise, a major scholarly research or innovation project.

Potential areas for scholarly work include:

- Clinical or Basic Research
- Medical Ethics
- Health Administration and Leadership
- Medical Education
- Quality Assurance/Risk Management

Canadian Child Health Scientist Program (CCHCSP)

All Academic Pediatrics fellows will also be expected to participate in local activities of the Canadian Child Health Scientist Program (CCHCSP; www.cchcsp.ca). CCHCSP is a transdisciplinary training program for the next generation of clinician-scientists in child and youth health research in Canada. CCHCSP provides support for these highly qualified child health clinician candidates to develop their requisite knowledge and skills for a career as an independent scientist in child health research. Trainees engage in research training and a core curriculum that delivers a common multidisciplinary language of research, while imparting professional skills and values. Topics covered in the CCHCSP curriculum include:

- Research Ethics and Integrity
- Research Design and Analytic Methods
- Intellectual Property, Commercialization, Contracts and Conflicts of Interest
- Mentoring/Supervising Research Trainees
- Oral and Written Communication Skills
- Tools of Research
- Management of People, Time and Resources
- Child Health Policy Development

C. General Principles

- Some of the clinical exposures may be arranged to run longitudinally, rather than by block
- Fellows' schedules will be adapted to allow for the undertaking of an advanced degree

Sample Rotation Training Grid (12 months/13 training blocks)

Academic Pediatrics Rotations	
Block	Rotation
1	Medical Day Hospital
2	Junior ward attending I
3	Complex Care I
4	Selected subspecialty rotation
5	Junior ward attending II
6	Research or specialized academic training
7	
8	Complex Care II
9	Selected subspecialty rotation
10	Selected subspecialty rotation
11	Research or specialized academic training
12	
13	Selected subspecialty rotation

D. Call Responsibilities

The call responsibilities of the academic pediatric fellows will take in consideration their career path as well as the coverage needs of the institution during their training year. The fellow should expect to provide up to 20 in-house nights per academic year, most likely in blocks of 5 days as senior night float on the inpatient wards. During the training blocks where no in-house nights are provided, the fellow should expect to cover up to two weekend days per block. If a clinical rotation involves call coverage (e.g. PICU, NICU, ED, MDH, wards, child protection), the fellow will be expected to participate to that service's call roster. Any in-house night calls during these rotations will count towards the yearly expectation. Call responsibilities will respect the FMRQ Collective Agreement (<http://www.fmrq.qc.ca/en/working-conditions/call-schedule-duty/in-an-establishment>)

Annex 1. Suggested List of Medical Education Competencies Training Opportunities

Advanced Pediatrics Trainee as Learners:

- Faculty Development Workshop, Faculty of Medicine, McGill Conferences
- Fellows weekly teaching
- Evidence-Based General Pediatrics Rounds (and all other Rounds at the hospital)
- Clinical Research Rounds (Friday morning, twice monthly)
- Graduate level courses

Advanced Pediatrics Trainee as Teachers:

- Interprofessional opportunities (allied health professional rounds within and outside the hospital)
- Medical student curriculum
- Resident teaching (didactic and/or bedside)
- Physical exam teaching
- General Pediatrics Evidence Based Rounds
- Clinical Research Rounds
- CPS - presentations or workshops
- Resident retreat (?workshop)
- Practical Problems in Pediatrics
- PALS/NRP
- Elementary/high schools
- Family medicine or pediatric community practices
- Community Pediatricians evening rounds
- Mini-Med school (community audience) –

Annex 2. Suggested List of Administration/Leadership Competencies Training Opportunities (*in progress*)

Hospital-based committees

- Patient flow committee (QI)
- B09 Ward Safety committee (QI)
- MDH quality improvement committee (QI)
- General Pediatrics Fellowship Committee (medical education)
- Vascular Access committee (QI)
- Code blue committee (QI)
- Research organizing committee (research)

University- based

- **TBD**