Session Title: Lost in the Wilderness: What Wilderness Medicine can Teach us about Practicing Ethically and Maintaining Integrity in Pediatric Emergency Medicine

Format of Session (circle one):   Workshop   **Plenary**

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

    Professional Development   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and Improvement

    Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description: This session will focus on how ethical issues permeate the practice of pediatric emergency medicine, the nature of ethical dilemmas, the contents of the "ethical toolbox", the physician's responsibilities to the patient and the patient's family, and the importance of maintaining integrity throughout a career in pediatric emergency medicine. The approach will be a unique one, using the frame of lessons learned from wilderness mishaps and how those lessons can be applied in patient and professional encounters where ethical issues arise. Through the liberal use of stories, learners will engage in thinking creatively about how to approach ethical issues in their interactions with patients, families, and colleagues.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):

1. Recognize ethical issues in the practice of pediatric emergency medicine and identify tools for successfully approaching those issues.
2. Discuss strategies for maintaining ethical integrity in a career in pediatric emergency medicine
3. List examples of how physicians commonly avoid taking responsibility for ethical duties

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Douglas S. Diekema MD, MPH, FAAP, Seattle Children's Hospital and Research Institute/Seattle, WA, diek@uw.edu

2025 Pediatric Emergency Medicine Fellows Conference
Course Planning Worksheet
Seattle, WA

Session Title: From the Editors Desk: Manuscript Review and Revision

Format of Session (circle one):   <u>**Workshop**</u>   Plenary

Relevance to conference themes:

Circle the conference domain most relevant to this proposal: <u>**Research and Research Techniques**</u>   Education

Professional Development   Clinical Topics   Administration   Advocacy

Circle the competencies addressed by this proposal: Patient Care   <u>**Medical Knowledge**</u>   Practice-Based Learning and Improvement

Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description: What does it take to get your research project published? The manuscript peer review process can be foreign to most fellows. Understanding the process will give fellows the tools to become excellent peer reviewers. It can also help them understand the process when their manuscript is returned to them with the words "revise". During the workshop, there will be a brief didactic session, then fellows will be given an original manuscript and work in small groups to discuss and generate a peer review.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
1. Understand the process of manuscript review
2. Critique a manuscript
3. Develop a peer review

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Steven Green (Loma Linda, CA)
Lise Nigrovic (Boston Children's)
Mark Neuman (Boston Childrens)
Joseph Zorc (CHOP)

2025 Pediatric Emergency Medicine Fellows Conference
Course Planning Worksheet
Seattle, WA

Session Title: Sustaining positive change through quality improvement

Format of Session (circle one):   **Workshop**   Plenary

Relevance to conference themes:

Circle the conference domain most relevant to this proposal: **Research and Research Techniques**   **Education**

Professional Development   Clinical Topics   Administration   Advocacy

Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   **Practice-Based Learning and Improvement**

Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description: Most residents and all fellows are required to participate in QI activities. Many turn those activities into a QI project, and ultimately their scholarly activity. This workshop will briefly summarize implementation of QI projects and QI research methodology as the foundation on how to continue to measure and ensure that changes are sustained, and patients continue to benefit from the work being done. Examples of impactful QI projects that have led to sustained change will be detailed.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
1. Review QI methodology
2. Understand how to implement a QI project
3. Evaluate existing QI projects

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Lori Rutman Seattle Children's Hospital

Fuchs
2025 Pediatric Emergency Medicine Fellows Conference **(done in 2020)**
Course Planning Worksheet
Seattle, WA

Session Title: So you didn't get to go to Hawaii--Planning for Boston or Denver: Designing the perfect poster and making the perfect platform presentation

Format of Session (circle one):   **Workshop**   Plenary

Relevance to conference themes:

Circle the conference domain most relevant to this proposal: **Research and Research Techniques**   **Education**

Professional Development   Clinical Topics   Administration   Advocacy

Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   **Practice-Based Learning and Improvement**

Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description: Your research has been accepted for presentation at a national or regional meeting. Platform presentations maybe as short as 6 minutes, so how do you present your data? This workshop will present and easy to follow guide to creating successful and excellent posters and presentations. Facilitators will present examples of good and mediocre posters and slides. Working in groups, participants will have an opportunity to critique and improve them.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
1. Organize your research into required sections (Intro, methods, results, limitations, conclusion)
2. Prepare your project for a 6-minute or 10-minute platform presentation
3. Understand poster requirements (size, font, organization), including 3-minute summaries

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Lise Nigrovic (Boston Children's)
Suzan Mazor (Seattle Childrens)
Darya Caglar (Seattle Childrens)

**2025 Pediatric Emergency Medicine Fellows Conference
Course Planning Worksheet
Seattle, WA**

Session Title: The educator's portfolio: why and how to begin one now

Format of Session (circle one):   **Workshop**   Plenary

Relevance to conference themes:

Circle the conference domain most relevant to this proposal: Research and Research Techniques   **Education**

    Professional Development   Clinical Topics   Administration   Advocacy

Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and Improvement

    Interpersonal and Communication Skills   **Professionalism**   Systems-Based Practice

Session Description: An educator portfolio (EP) is a valuable supplement to the curriculum vitae, providing medical educators with a systematic and thorough way to both reflect upon and document their scholarly teaching and educational scholarship. Starting an EP and developing an approach to regularly updating it are activities that can help to promote professional identity and contribute to the career development of PEM fellows planning to pursue teaching as a component of their career. It is a great tool for preparing for faculty interviews. In this workshop, EM fellows will acquire the knowledge, attitudes, and skills necessary to create and maintain their own EPs.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
1. Describe the components of an educators portfolio
2. Organize your portfolio
3. Develop a review plan

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Eileen Klein, Seattle Children's
Jerri Rose Rainbow Babies, Cleveland

2025 Pediatric Emergency Medicine Fellows Conference
Course Planning Worksheet
Seattle, WA

Session Title: Whatever Javy wants

Format of Session (circle one):   **Workshop**   Plenary

Relevance to conference themes:

4. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

    Professional Development   Clinical Topics   Administration   Advocacy

5. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and Improvement

    Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description:

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Javier Gonzalez del Rey, Cincinnati Children's

2025 Pediatric Emergency Medicine Fellows Conference
Course Planning Worksheet
Seattle, WA

Session Title: Ethical Decisions In Pediatric Emergency Medicine

Format of Session (circle one):   Workshop   **Plenary**

Relevance to conference themes:

Circle the conference domain most relevant to this proposal: Research and Research Techniques   **Education**

Professional Development   Clinical Topics   Administration   Advocacy

Circle the competencies addressed by this proposal: **Patient Care**   Medical Knowledge   Practice-Based Learning and Improvement

Interpersonal and Communication Skills   **Professionalism**   Systems-Based Practice

Session Description: When working in the ED, one can be faced with ethical decisions. Some may seem mundane, while others are life-altering.
Do you admit a child for early cellulitis because the parent says the child will not take oral medication?
Do you continue CPR on a 1 month old with no ROSC in the field, do you then wonder whether abuse could be a cause?
Do you take custody of a patient with a hemoglobin of 4, when the parents do not want blood given?
Through the ethicist lens, areas such as these will be discussed.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
  1. Understand the importance of ethics in the ED everyday
  2. Develop a way to provide information to parents about ethical decisions
  3. Evaluate how you feel after making a difficult decision

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Douglas Diekema, Univ Washington, Seattle

2025 Pediatric Emergency Medicine Fellows Conference
Course Planning Worksheet
Seattle, WA

Session Title: How the new ACGME resident rules could affect you?

Format of Session (circle one):   Workshop   **Plenary**

Relevance to conference themes:

Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

Professional Development   Clinical Topics   **Administration**   Advocacy

Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and Improvement

Interpersonal and Communication Skills   Professionalism   **Systems-Based Practice**

Session Description: The new ACGME resident rules go into effect July 2025, but some programs have become "early adopters", starting this change July 2024. From a resident perspective, this provides more time in outpatient specialty clinics, and reduces time in the Emergency Department. As a fellow, how could this affect your schedule? How will it be to precept residents who have barely spent time in the ED-even as a 3rd year? Will some of your ED time be more direct patient care? Will you be precepting APNs or PAs? Using examples from early adopter programs, some of the changes made will be discussed.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to….."):
1. Describe the new ACGME resident plan
2. Provide potential changes for residents
3. Discuss potential changes in fellows' schedules and precepting

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Kate Michelson (Lurie Children's Hospital)
Karen Mangold (Lurie Children's Hospital)
Note: if Seattle is an early adopter, use local talent

2025 Pediatric Emergency Medicine Fellows Conference
Course Planning Worksheet
Seattle, WA

Session Title: Integrating Advocacy in Academic Pediatric Emergency Medicine

Format of Session (circle one):   Workshop

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Advocacy

2. Circle the competencies addressed by this proposal: Interpersonal and Communication Skills   Professionalism

Session Description:
As pediatricians, we are natural advocates for our patients and families. Advocacy in pediatric emergency medicine plays a vital role in ensuring the health and well-being of children. It involves a range of activities aimed at influencing policies, improving healthcare delivery, and addressing systemic issues that impact pediatric patients. The scope of advocacy work spans from our engagement with individual families to federal and legislative advocacy. Increasingly, academic institutions are recognizing advocacy as a pathway for promotion and scholarship.

Participants in this workshop will learn about advocacy in an academic PEM career and work on developing and refining an Advocacy Portfolio. The advocacy portfolio documents a scholarly approach to advocacy, which may help advance advocacy education and assist in academic promotion.

Workshop details:
- Brief didactic
- Small group
    - Advocacy portfolio
    - Advocacy brainstorming

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):

1. Understand and explore the role of advocacy in Pediatric Emergency Medicine

2. Describe potential scholarly advocacy projects and collaboration
3. Develop and/or refine an Advocacy Portfolio for professional development and promotion

Recommended Faculty Names, Locations (City/Hospital), e-mails:

Wee Chua, MD (Boston, MA- Massachusetts General Hospital), wchua@mgh.harvard.edu
Sheryl Yanger, MD (Austin, TX- Dell Children's) Sheryl.yanger@austin.utexas.edu
Megan Attridge, MD (Chicago, IL- Lurie Children's), mattridge@luriechildrens.org
Sabreen Akhter, DO (Seattle, WA- Seattle Children's), Sabreen.Akhter@seattlechildrens.org

Session Title: Novel Presentation Techniques

Format of Session (circle one):   ==<u>Workshop</u>==   **Plenary**

Relevance to conference themes:

1.   **Circle the conference domain most relevant to this proposal:**   **Research and Research Techniques**   ==<u>Education</u>==

        Professional Development   **Clinical Topics**   **Administration**   **Advocacy**

2.   **Circle the competencies addressed by this proposal:**   **Patient Care**   **Medical Knowledge**   **Practice-Based Learning and Improvement**

        ==**Interpersonal and Communication Skills**==   **Professionalism**   **Systems-Based Practice**

Session Description:

Are you tired of the same presentation styles--same Power Point Presentations, Traditional Formats? During this interactive workshop, attendees will discuss their presentation styles, and compare with novel presentation techniques which promote audience engagement and participation. These styles are used in non-medical settings with great success and, most importantly, great responses from audiences.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to….."):

1. Review most common presentations styles and design.

2. Discuss how to incorporate these techniques into participants styles.

3. Understand "Adult Learning" concepts related to presentation styles and techniques.

<u>Recommended Faculty Names, Locations (City/Hospital), e-mails:</u>

Javier Gonzalez del Rey

Session Title: Time Management & Personal Wellness Are They Related?

Format of Session (circle one):   Workshop   Plenary

Relevance to conference themes:

1.   Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

          Professional Development   Clinical Topics   Administration   Advocacy

2.   Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and

Improvement   Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description:

Time management is a paramount important aspect of career development. Technology if used incorrectly can actually make us more inefficient and "unfocused". During this workshop, participants will be able to understand different barriers and common mistakes incorporated in daily routines that affect productivity. Attendees will be able to walk through a "typical" day, identify distractions and personal barriers and then provide potential solutions which will then allow them to complete an action plan to take home to begin practicing early in their careers how to become effective faculty. During this session, the concept of wellness as a fellow and faculty will be introduced and linked to the time management concept. Participants will do in real time a proposed personal schedule to take back home and begin incorporating these concepts.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):

1. Review Wellness and Burnout – Differences and Personal Investment.

2. Discuss different Schedule and Time Management techniques and how to incorporate these techniques into participants life styles.

3. Understand barriers and pitfalls affecting personal time management.

Recommended Faculty Names, Locations (City/Hospital), e-mails:

Javier Gonzalez del Rey

Session Title: **Difficult Conversations: How not to Avoid Them and how to Handle!**

Format of Session (circle one):   Workshop   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

   Professional Development   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and Improvement

   Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description:

In previous workshops we have covered how to give feedback, communication skills, problem learner, however, as faculty and fellows find themselves in the process of having these conversations, lack of structure / process may not allow to deliver the information in a productive way. These skills also extend to difficult conversations with staff and families in our clinical settings. This workshop will provide 3 step approach to achieve delivery of information in a goal driven approach.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):

1. Review basic techniques for effective communication and conflict resolution.

2. Discuss and Review goal steps approach for organizing difficult conversations.

3. Practice and Run "simulated " conversations with staff, trainees and families to apply knowledge and skills gained during workshop.
Recommended Faculty Names, Locations (City/Hospital), e-mails:

Javier Gonzalez del Rey

Title: "The Art of Negotiations: Win – Win vs. Compromise – at work and with patients!"

Format of Session (circle one):   **Workshop**   Plenary

Relevance to conference themes:

1.   Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

         Professional Development   **Clinical Topics   Administration**   **Advocacy**

2.   Circle the competencies addressed by this proposal: **Patient Care**   Medical Knowledge   Practice-Based Learning and Improvement

         Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description: During this interactive workshop, participants will be introduced to basic concepts in communication, conflict management, PEACE and LEAPS techniques as the first step prior to introduction of Win-Win Concept.   Using real clinical, administrative, and educational cases, attendees will be then introduced to concept such as BATNA (Best Alternative to Negotiate Agreement) and the Meeting Objective / Goal Approach. At the end of this workshop, participants should have a clear understanding of the difference between Win Win vs Compromise applied to all aspects of PEM practice (education, advocacy, leadership, research, etc).

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):

1.   At the end of this session, participants will have an understanding of basic communication (verbal / non verbal) concepts and conflict management.
2.   At the end of this session, participants will be able to understand the differences between Win-Win vs Compromise and apply techniques to lead groups or individual interactions to a win win outcome.
3.   At the end of the workshop, participants will have understood negotiations techniques / BATNA and specific rules for coming to agreement (we will mention different references and future resources such as Barbara Braham and other available reading material).

Recommended Faculty Names, Locations (City/Hospital), e-mails:
 Javier Gonzalez del Rey, MD, MEd

Session Title: We're All in the Same Boat: Aligning Mentor/Mentee Expectations for Mutual Success
Ground Rules:

Format of Session (circle one):   **Workshop**   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: **Research and Research Techniques**   Education

   Professional Development   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   **Practice-Based Learning and Improvement**

   Interpersonal and Communication Skills   **Professionalism**   Systems-Based Practice

Session Description:

Effective mentorship is critical to success, yet how does one find that perfect person? We will review the characteristics of a good potential mentor, as well as explore the concept of mentorship teams to harness the strengths of different faculty members. Participants will take time to reflect on their personal mentor/mentee experiences, share successes as well as strategize on overcoming challenges.

In addition, we plan to introduce the concept of mentorship agreements. These contracts can be used to help outline goals, expectations, and other aspects of collaborative work. Mentorship contracts have helped define common expectations, develop a shared mental model, and avoid potential miscommunications. After reviewing the basics of a mentorship agreement, we plan to explore several templates and spend time developing individual mentorship contracts to bring back to their home institution.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
At the end of the session the learner will be able to:
1. Understand the importance of a good mentoring relationship.
2. Explore the concept of mentorship teams.
3. Reflect on their own mentee experiences.
4. Create an individual mentor contract to use at their home institution.

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Dr. Elizabeth Jacobs (Providence, RI) Elizabeth_Jacobs@brown.edu

Session Title: <u>Pay it Forward: Mentorship in Pediatric Emergency Medicine</u>

Format of Session (circle one):   (Workshop)   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

    (Professional Development)   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and Improvement

    (Interpersonal and Communication Skills)   (Professionalism)   Systems-Based Practice

Session Description:

This interactive workshop will focus of importance of mentorship in achieving success in pediatric emergency medicine. The success of a mentor-mentee pairing is highly dependent on both parties cultivating the relationship. The mentor must be available, supportive, and generous; however the mentee must also be an active participant, and excel on "managing up". The session will commence with a brief introduction by participating faculty, who will discuss the importance of mentorship in overall development as clinicians and academicians, and acquisition of mentorship skills to mentor others. Attendees will then be engaged in discussion to identify the qualities of successful mentors and mentees. In addition, case vignettes will be used to identify characteristics conducive to successful mentor-mentee relationship, and to overcome challenges of less effective mentor-mentee pairings. Finally, attendees will be encouraged to self-reflect and develop strategies to optimize their roles as mentees.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to….."):
1. At the end of this session the attendee will be able to understand the role of mentorship in their professional development as pediatric emergency medicine clinician and academician
2. At the end of this session the attendee will be able to identify the understand the qualities of a good mentor, and the responsibilities of a good mentee
3. At the end of this session the attendee will be able to develop strategies form an effective mentor-mentee relationship, as well as resolve difficulties that may arise between mentors and mentees.
Recommended Faculty Names, Locations (City/Hospital), e-mails:

<u>Rakesh D. Mistry, MD, MS</u>   Child Yale-New Haven Children's Hospital/Yale School of Medicine (New Haven, CT) rakesh.mistry@yale.edu
<u>Eileen Klein, MD, MPH</u>   Seattle Children's Hospital/University of Washington School of Medicine (Seattle, WA) Eileen.Klein@seattlechildrens.org

Session Title: Behavioral Economics: Understanding Influences on Our Thinking and Decision Making

Format of Session (circle one):   <u>**Workshop**</u>   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

   <u>**Professional Development**</u>   Clinical Topics   <u>**Administration**</u>   Advocacy

2. Circle the competencies addressed by this proposal: <u>**Patient Care**</u>   Medical Knowledge   <u>**Practice-Based Learning and Improvement**</u>

   <u>**Interpersonal and Communication Skills**</u>   Professionalism   <u>**Systems-Based Practice**</u>

Session Description:
Behavioral economics is much more about behavior (and thinking) and very little about economics. Building on principles my nobel prize winning psychologists, this session will focus on understanding how human factors impact our professional lives framed specifically for pediatric emergency medicine providers. We will utilize a series of interactive exercises to highlight how different systems of thinking can influence our decision making and behavior. These ideas will be reinforced through exploration of key principles and theories from the social science literature and discussions of representative examples from the practice of medicine. Participants will consider strategies for harnessing these principles in their own practice, both individually and as program-wide initiatives.

Learning Objective:
At the end of this session, participants will understand influences on our thinking and decision making as they apply to health care delivery in pediatric emergency medicine.

Recommended Faculty Names, Locations (City/Hospital), e-mails:

Nagler
Cho

Session Title: Creative Confidence! How to reawaken your capacity to brainstorm and innovate

Format of Session (circle one): (Workshop)   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

    (Professional Development)   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   (Practice-Based Learning and Improvement)

    (Interpersonal and Communication Skills) Professionalism (Systems-Based Practice)

Session Description:

There is a misconception that one is either creative or not, but creative confidence is about believing everyone is creative and adopting a growth mindset that creativity can be strengthened through experience and practice. In learning clinical medicine, we may have an internalized fear of mistakes which can lead to feeling stifled and blocked in our ability to brainstorm and innovate. This is a hands-on, multi-media, fun session that relies on self-reflection, interaction, and embraces vulnerability to empower fellows to adopt a growth mindset and adopt new tools. These skills will support their brainstorming and idea generation encouraging creativity that will solve problems in medicine and beyond.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):

At the end of this session, fellows will be able to:
- (Re)discover their inherent creativity and use design thinking to spark innovative solutions.
- Apply the "Brainstorming for Questions" technique to unlock discussion and ideas in whatever problems they are looking to solve.
- Learn how creativity can support achieving flow state—an optimal state of consciousness where we feel and perform our best and the 5 main neurotransmitters are circulating.
- Develop self-efficacy and adopt a growth mindset around innovation (and other areas) in their lives.

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Christine Cho, Children's Hospital Los Angeles, christine.cho@chla.usc.edu
Josh Nagler, Boston Children's Hospital, joshua.nagler@childrens.harvard.edu

Session Title: We're Baaaack. Building an Immersive In-Person Teaching Environment in the Post-COVID Era

Format of Session (circle one):   (Workshop)   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   (Education)

   (Professional Development)   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   (Medical Knowledge)   Practice-Based Learning and Improvement

   (Interpersonal and Communication Skills)   Professionalism   Systems-Based Practice

Session Description:

After years of learning over virtual platforms, many programs are returning to in-person educational sessions or using hybrid models. Traditional Powerpoint and didactic lectures may not be the optimal way to capture learners. Now, more than ever, there is an imperative to build an immersive learning environment through the use of dynamic educational strategies and creative approaches to in-person learning. This workshop will help participants understand educational principles around adult learning and utilize interactive and dynamic techniques to engage learners. Using a 'choose your own adventure' format, participants will learn how to incorporate approaches around creating relevance, promoting desirable difficulties, mastering time management during teaching, integrating audience response, mastering the flipped classroom model and others.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to….":)

At the end of the sessions, participants should be able to:
- Apply adult learning theory when creating in-person learning sessions
- Utilize innovative and interactive approaches to engaging learners
- Demonstrate the use of several specific strategies to enhance in-person educational efforts

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Josh Nagler, Boston Children's Hospital, joshua.nagler@childrens.harvard.edu
Christine Cho, Children's Hospital Los Angeles, christine.cho@chla.usc.edu
Michael Goldman, Yale New Haven Childrens michael.goldman@yale.edu

Session Title: Tips to survive and thrive: integrating career and home life?

Format of Session (circle one):   **Workshop**   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

   Professional Development   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and Improvement

   Interpersonal and Communication Skills   **Professionalism**   Systems-Based Practice

Session Description:

A career in pediatric emergency medicine can be challenging to balance with your home life. Professional and home demands frequently change over time. Using small group break-outs, we will explore strategies to address these challenges.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to….."):

1. To understand the challenges of balancing a successful academic career with demands from home
2. To brainstorm strategies to improve your chances for success

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Kathy Shaw: SHAW@chop.edu
Lise Nigrovic: lise.nigrovic@childrens.harvard.edu

Session Title: The Power of Collaboration to Answer Important Questions

Format of Session (circle one):   Workshop   **Plenary**

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: **Research and Research Techniques**   Education

     Professional Development   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   **Medical Knowledge**   Practice-Based Learning and Improvement

          Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description:
Serious diseases and outcomes are uncommon in children. Multicenter collaborations are needed to generate high quality evidence and to influence clinical care. In this plenary, the speaker will explore the power of collaboration in research and the importance in developing a fulfilling career in pediatric emergency medicine. By using personal vignettes, the speaker will tell the story behind a practice-changing study and impact on a fulfilling career.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
After this session, attendee will be able to
1. Understand the journey to become a clinical researcher
2. Consider the potential impact of research on long-term career satisfaction

Recommended Faculty Names, Locations (City/Hospital), e-mails: one of the following
Fran Balamuth, MD PhD (CHOP) BALAMUTHF@chop.edu
Monika Goyal MD MPH (Children's National) MGoyal@childrensnational.org
David Schnadower MD MPH (Cincinnati) david.schnadower@cchmc.org

Session Title: How to write a write a grant to support your fellowship research project and have fun doing it!

Format of Session (circle one):   **Workshop**   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: **Research and Research Techniques**   Education

   Professional Development   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   **Medical Knowledge**   Practice-Based Learning and Improvement

   Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description:
You have designed your fellowship scholarly project. Now it's time to apply for funding to support your project. We will discuss why applying for funding is important, even when your project can be completed without support. Then we will review the nuts and bolts of typical grant applications including the new format NIH biosketch. After discussing grant review criteria, you will have the opportunity to work in small groups to score actual grant applications. Finally, we will review available small grant mechanisms.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
At the end of the session, participants will be able to
  1. Identify small grant mechanisms relevant to fellowship research project
  2. Have the tools to prepare a competitive grant application
  3. Understand grant review process

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Todd Florin, Lurie: todd.florin@cchmc.org
Lise Nigrovic, Boston: lise.nigrovic@childrens.harvard.edu

Session Title: Powerful Precepting!

Format of Session (circle one): **Workshop**   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   **Education**

      Professional Development   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: **Patient Care**   Medical Knowledge   Practice-Based Learning and Improvement

      Interpersonal and Communication Skills   **Professionalism**   Systems-Based Practice

Session Description: Pediatric Emergency Medicine preceptors have the important challenge and opportunity to connect with multiple learners (at various stages of training) to teach essential acute care concepts and skills in a dynamic clinical setting—without compromising team function or clinical care. During this interactive workshop, fellow participants will learn and practice evidence-based strategies to connect with and engage learners, efficiently precept while teaching high-yield clinical pearls, manage common precepting challenges and provide timely and effective feedback to learners. This session will include practice with evidence-based precepting frameworks for acute care settings and practical tips for cultivating a supportive and stimulating clinical learning environment.

Learning Objectives:
At the end of this session attendees will be able to:
1) Apply practical and efficient strategies for orienting new learners in the acute care setting and setting clear expectations
2) Discuss and practice evidence-based frameworks for precepting and teaching high-yield clinical "pearls" in the pediatric emergency department
3) Effectively provide learners with specific, timely, actionable and observation-based feedback in the pediatric ED setting

Recommended Faculty Names, Locations (City/Hospital), e-mails:

Jerri A. Rose, UH Rainbow Babies & Children's Hospital/Cleveland, OH; jerri.rose@uhhospitals.org
Leslie Dingeldein, UH Rainbow Babies & Children's Hospital/Cleveland, OH; leslie.dingeldein@uhhospitals.org

Session Title: Introduction to Statistical Process Control (SPC)

Format of Session (circle one):   (Workshop)   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: (Research and Research Techniques)   Education

   Professional Development   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   (Practice-Based Learning and Improvement)

   Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description:

This session will cover the fundamentals of statistical process control (SPC) in QI Research. First, we will discuss the concept of variation. This will be followed by an exercise to illustrate how process variation inherent in the system can result in poor decisions. Next, we will discuss the principles of statistical process control (SPC) and how control charts are used to describe variation in healthcare quality measures and the application of SPC in research. This discussion will include how to select the right control chart and will be followed by small group exercises regarding selection of SPC charts for different study designs and data types.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to….."):

1. Describe differences in common cause vs special cause variation
2. Identify the correct SPC chart to use given the data available for a particular improvement project
3. Create a basic SPC chart with data provided

Recommended Faculty Names, Locations (City/Hospital), e-mails:

Lori Rutman, Seattle Children's, lori.rutman@seattlechildrens.org

Session Title: SQUIRE 2.0: How to write about (and publish!) your QI project

Format of Session (circle one):   (Workshop)   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

   (Professional Development)   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   (Practice-Based Learning and Improvement)

   Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description:

PEM fellows work to improve care at the patietn and system level each day. Unfortunately, the majority of improvements are not shared in literature leading to missed opportunities to learn, repeating of the same mistakes, and too little academic credit for improvers. In this workshop, we will take a deep dive into the Standards for Quality Improvement Reporting Excellence (SQUIRE 2.0). Critically assess the SQUIRE 2.0 guidelines with a specific focus on *rationale* and *context;* unique elements that are key to writing and successfully publishing QI manuscripts. Fellows will directly apply these guidelines in a novel "Write, Pair, Share" exercise based on participants own QI projects or from an example QI project provided.
At the conclusion of the workshop, we will discuss common errors and pitfalls of QI manuscripts and apply advice in an interactive question and answer session.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):

1. Identify appropriate use of SQUIRE 2.0
2. Describe specific SQUIRE 2.0 elements, including *rationale* and *context*
3. Apply SQUIRE 2.0 to a current QI project

Recommended Faculty Names, Locations (City/Hospital), e-mails:

Lori Rutman, Seattle Children's, lori.rutman@seattlechildrens.org

Session Title: Scholarly Quality Improvement: Building an academic career from the work you already do

Format of Session (circle one):   Workshop   (Plenary)

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

    (Professional Development)   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   (Practice-Based Learning and Improvement)

    Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description:

This plenary will briefly describe the history of quality improvement (QI) in medicine with a focus on pediatrics. The breadth of current QI publciations in pediatrics will be highlighted as a segue to understanding how to turn the improvement work that many fellows do as part of their training (and eventual careers) into scholarly publication – and ultimately a path to promotion.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):

1. Review the role of quality improvement (QI) in pediatric health care
2. Apply rigorous QI methods to a current project
3. Describe frameworks for scholarly publication and advanced training to support an academic career in QI

Recommended Faculty Names, Locations (City/Hospital), e-mails:

Lori Rutman, Seattle Children's, lori.rutman@seattlechildrens.org

Session Title: . "I'd get there quicker if I was a **MAN"** - Gender equity in Pediatrics—Why we still need progress and how to study it

Format of Session (circle one):   Workshop   <mark>Plenary</mark>

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

   Professional Development   Clinical Topics   Administration   <mark>Advocacy</mark>

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and Improvement

   Interpersonal and Communication Skills   <mark>Professionalism</mark>   Systems-Based Practice

Session Description:

Pediatrics is full of women, but we still have a gender-equity problem, that is not discussed and even less understood. This session will explore what strides we have made, but where we are still held back. We will discuss how Seattle Children's was able to discover the problem of gender equity with surveys and how utilizing the data with a focus on system improvements can help change. We will also discuss the ramifications of NOT exploring these topics and how we are at risk of women leaving the workforce.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):

At the end of this session the attendee will be able to… Acknowledge that gender bias exists even in Pediatrics
                        Recognize bias more readily and how it manifests
                        Create your own institutional or divisional survey to assess the problem
                        Start a movment at your own hospital focused on improving the status quo

Recommended Faculty Names, Locations (City/Hospital), e-mails:Anne Slater, MD, Seattle/Seattle Children's Hospital,
anne.slater@seattlechildrens.org

Session Title: "Not down with downtime": preparing the ED for a cybersecurity event / extended downtime

Format of Session (circle one):   <mark>Workshop</mark>   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

   Professional Development   Clinical Topics   <mark>Administration</mark>   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and Improvement

   Interpersonal and Communication Skills   Professionalism   <mark>Systems-Based Practice</mark>

Session Description:

Laying out an approach for Pediatric ED electronic health record downtimes.
Preparing for a cybersecurity event which may result in an extended downtime.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to….."):

At the end of this session the attendee will be able to recognize necessary components for continuity of operations for a downtime of the electronic health record.
At the end of this session the attendee will have tools to identify components required to respond to a cybersecurity event or extended downtime.

Recommended Faculty Names, Locations (City/Hospital), e-mails:

Brianna Enriquez, MD: Medical Director of Emergency Management, Seattle Children's, Brianna.enriquez@seattlechildrens.org
Mark Lo, MD, Seattle Children's, mark.lo@seattlechildrens.org

Session Title: "A Necessary Evil": optimizing the ED electronic health record for efficiency, safety, quality, and revenue

Format of Session (circle one):   Workshop   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

   Professional Development   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and Improvement

   Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description:

Ideas for optimization of the electronic health record for Pediatric ED providers and their patients.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):

At the end of this session the attendee will be able to recognize areas of the electronic health record which can improve provider efficiencies and patient safety/quality of care.

Recommended Faculty Names, Locations (City/Hospital), e-mails:

Mark Lo, MD, Seattle Children's, mark.lo@seattlechildrens.org

2025 Pediatric Emergency Medicine Fellows Conference
Course Planning Worksheet
Seattle, WA

Session Title: Career Opportunities in Medical Education: From Course Director to Program Director and Everything in Between

Format of Session (circle one):   Workshop   ==Plenary==

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   ==Education==

    ==Professional Development==   Clinical Topics   ==Administration==   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and Improvement

    ==Interpersonal and Communication Skills==   ==Professionalism==   ==Systems-Based Practice==

Session Description:
Do you love to teach? As a resident and junior fellow, I was excited about a career in "medical education" because I loved teaching on shift and providing mentorship. However, a career in medical education is so, so much more and, just like the clinical side of things, involves layers of rules and regulations as well as scholarship and innovation.

In this session, I'll share how I grew my passion for teaching and mentoring while simultaneously learning how to run a rotation (as rotation director) and then a residency program (as an associate program director) and now a fellowship (as a program director). We will discuss some medical education governing bodies and how these impact day-to-day medical education decisions. I will also share how you can get involved with medical education in fellowship and develop skills that will prime you for a career in medical education administration.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):

1. Understand national medical education governing bodies and how these bodies affect medical training.
2. Discuss opportunities for medical education leadership that may be best suited for junior, mid-career, and senior faculty.
3. Identify a mentor(s) within their institution who can provide local context.
4. List three ideas of how to get involved in medical education at their own institutions during the next 12 months.

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Abby Schuh, Medical College of Wisconsin/Children's Wisconsin in Milwaukee, WI; aschuh@mcw.edu

Title: Redefining Failure: Using Your Imposter Syndrome to Find Your Niche   Shah

Format of Session (circle one):   <u>Workshop</u>   **Plenary**

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   **Education**

   Professional Development   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and Improvement

   Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description:
Failure in medicine is inevitable. These failures come in all shapes and sizes from poor test score to a missed diagnosis. These failures open a highway directly to experiencing imposter syndrome. In a 2022 study assessing imposter syndrome in physicians by Shanafelt et al, pediatric subspecialties and pediatrics were 1 and 2 in fields of medicine in which imposter syndrome scores were highest. In Pediatric Emergency Medicine, we are placed in an environment where being comfortable with failure and personal feelings of imposter syndrome is a necessity. This plenary discusses different failures in medicine and illuminates a light on how frequent imposter syndrome is experienced. It also discusses the concept of Ikigai and how gaining a sharing your own imposter syndrome and failure can help guide professional growth and satisfaction by finding one's Ikigai.

Learning Objectives:
1. Describe several types of failures in medicine and how commonplace they are in PEM.
2. Define imposter phenomenon/syndrome and understand how common the risk is in pediatric subspecialty fields.
3. Identify their current level of imposter syndrome.
4. Formulate a method to guide early career and professional development using the Ikigai framework.

Recommended Faculty Names, Locations (City/Hospital), e-mails:

Ashish Shah MD. MEd, Medical College of Wisconsin, Milwaukee WI, Shah0133@gmail.com

How to give an effective virtual presentation   Sobolewski

Format of Session (circle one):   <u>Workshop</u>   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   <u>Education</u>

    <u>Professional Development</u>   <u>Clinical Topics</u>   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   <u>Medical Knowledge</u>   <u>Practice-Based Learning and Improvement</u>

    <u>Interpersonal and Communication Skills</u>   <u>Professionalism</u>   Systems-Based Practice

Session Description:
Whether we like it, or not virtual meetings and educational conferences are here to stay. Whether locally, in hybrid conferences, or via invited presentations it is anticipated that we will be giving virtual presentations going forward. This workshop will discuss techniques and best practices for presenting live in a virtual format, for creating compelling recorded presentations, and for engaging with the audience over video conferencing.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
1. Adapt your style and content to give a compelling virtual presentation.
2. Develop a plan and learn techniques to record a virtual presentation designed for online streaming.
3. Formulate a plan to engage meaningfully with the online audience during your virtual presentation.

Recommended Faculty Names, Locations (City/Hospital), e-mails:

Brad Sobolewski, MD, MEd brad.sobolewski@cchmc.org (Cincinnati Children's)

Practical applications for Artificial Intelligence in Pediatric Emergency Medicine Sobolewski

Format of Session (circle one):   <u>Workshop</u>   Plenary

Relevance to conference themes:

3.   Circle the conference domain most relevant to this proposal: Research and Research Techniques   <u>Education</u>

   <u>Professional Development</u>   <u>Clinical Topics</u>   Administration   Advocacy

4.   Circle the competencies addressed by this proposal: Patient Care   <u>Medical Knowledge</u>   <u>Practice-Based Learning and Improvement</u>

   <u>Interpersonal and Communication Skills</u>   <u>Professionalism</u>   Systems-Based Practice

Session Description:
This hands-on workshop is designed for Pediatric Emergency Medicine fellows to explore practical applications of artificial intelligence (AI) in their field. Participants will gain experience using AI tools to enhance their productivity and efficiency in various tasks. The workshop will cover how to use AI for text editing, image generation, presentation creation, theme summarization in documents, and audio transcription. Through interactive exercises and real-world examples, fellows will learn how to integrate AI into their daily practice to improve patient care and streamline administrative duties.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
  1.   **Utilize AI for Text Editing and Summarizing Themes**
  •   By the end of this workshop, participants will be able to use AI tools to edit and enhance documents, and other materials, ensuring clarity, accuracy, and professionalism. An example would be summarizing medical jargon into text for a lay audience or summarizing the main themes in a set of qualitative data.
  2.   **Generate and Incorporate AI-Produced Visuals in Medical Presentations**
  •   Participants will learn to create high-quality, relevant images using AI and seamlessly integrate these visuals into presentations, thereby improving the engagement and educational value of their teaching and reporting sessions.
  3.   **Leverage AI for Transcribing Audio**
       •   Fellows will practice using AI to transcribe audio files accurately, allowing for efficient extraction of critical information and enhancing their ability to provide accessible educational materials

Recommended Faculty Names, Locations (City/Hospital), e-mails:

Brad Sobolewski, MD, MEd brad.sobolewski@cchmc.org (Cincinnati Children's)
Kelsey Miller - Boston Children's
Stephen Gradwohl - Vanderbilt

  •   Note – I used AI to write the description and learning objectives. Presenters and applications will be dictated based on currently available tools

Session Title: Dissemination of Scholarly Work: QI as an Illustrative Case

Format of Session (circle one):   <mark>Workshop</mark>   <mark>(Also could present as pre-conference meeting)</mark>   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: <mark>Research and Research Techniques</mark>   Education

   <mark>Professional Development</mark>   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   <mark>Practice-Based Learning and Improvement</mark>

   Interpersonal and Communication Skills   Professionalism   <mark>Systems-Based Practice</mark>

Session Description:
This session is designed to help fellows develop scholarly outputs in the form of abstracts and posters. Participants will learn to approach the dissemination of their work through a scholarly lens. We will utilize the SQUIRE 2.0 Guidelines for quality improvement (QI) publishing as our guide. Participants will edit and revise an abstract, either their own or one provided, utilizing the SQUIRE 2.0 Guidelines. They will also outline the content for other main manuscript components (Introduction, Methods, Results, and Discussion). Participants will also use a template to create a high-quality QI poster. Although we use QI templates as an example, these skills are beneficial for dissemination of any type of scholarly work. The workshop will include two small group working sessions using "pair and share" where faculty with QI expertise will facilitate generating a draft abstract and poster from participants' actual QI work or example provided.
1. Introduction to Scholarly Dissemination of QI work and SQUIRE 2.0 Guidelines: (15 minutes) PowerPoint presentation
2. Small group session 1 (20 min)
   a. Facilitated abstract draft writing
   b. Pair and share with feedback
   c. Next steps for manuscript writing: Introduction, Methods, Results, Discussion
3. Development of QI project posters templates & examples: (10 minutes) PowerPoint presentation
4. Small group session 2 (20 min)
   a. Facilitated poster draft creation
   b. Pair and share with feedback
5. Wrap up and Resources (5 mins)

- NOTE: If this session was done as a preconference meeting, we would expand the agenda to include times for independent writing and feedback on manuscript drafts (beyond simply discussion of next steps for manuscript writing as stated in the workshop agenda option). There would also be a mid-point break included and towards the end of the session participants would share their progress within small groups for additional feedback on their work.

<u>Small groups</u> will be led by facilitators who can be flexible to needs of the group. Session will start with hand out on each section for reference, followed by two "pair and share" sessions for participants. Facilitators will be available for any questions the pairs are unable to resolve. All facilitators will be capable of doing each session so that if the entire group wants to participate in an introduction session, they can.

Learning Objectives:
At the end of this session, the attendee will be able to:
1. Utilize the key reference (SQUIRE 2.0) for future writing
2. Improve and edit their own abstract draft
3. Perform a peer review of a fellow participant's abstract
4. Utilize a QI poster template format for future posters
5. Develop their own QI poster draft
6. Perform a peer review of a fellow participant's poster

Recommended Faculty Names, Locations (City/Hospital), e-mails:

Tracy McCallin; Rainbow Babies and Children's Hospital; Cleveland, OH: Tracy.McCallin@UHhospitals.org
Sandra P. Spencer; Childrens Hospital Colorado; Denver, CO: sandra.spencer@childrenscolorado.org
Lori Rutman, Seattle Childrens Hospital, Seattle, WA. Lori.rutman@seattlechildrens.org
*Additional Seattle Childrens Hospital PEM/QI colleagues could be recruited as members.

Session Title: Ethical Dilemmas: Using a framework for making those tough decisions in the ED

Format of Session (circle one):   Workshop   Plenary

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

    Professional Development   Clinical Topics   Administration   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and Improvement

    Interpersonal and Communication Skills   Professionalism   Systems-Based Practice

Session Description:
Ethical dilemmas occur frequently in the pediatric emergency department. In the moment, we often look for concrete ways to support us through difficult decisions. In this workshop, we will introduce participants to a proven framework, the "Four Box Method" which can be used quickly and efficiently in the PED. Participants with apply the "Four Box Method" to an ethics case involving assent and consent using a team based learning approach.

0900-0915: Introduction to Assent vs Consent and the "Four Box Method"
0915-0925: Individual Readiness Assurance Test
0925-0935: Group Readiness Assurance Test
0935-1030: Team Application Exercise (please see attached example)

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
At the end of this TBL, the participants should be able to:

1. Integrate key concepts of assent and consent, the difference between emancipated minors and mature minors, and the limits to parental autonomy into clinical practice.
2. Identify the elements of the Four Method of ethical analysis and be able to use the method(s) to solve an ethical dilemma.
3. Describe key elements of confidentiality in pediatric bioethics including: the purpose of confidentiality in the physician-patient relationship in adolescent medicine, exceptions to confidentiality, and the purpose and meaning of the HIPPA law.
4. Describe the elements of informed consent and exceptions to the requirement for informed consent.

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Sandra P. Spencer (Denver, Children's Hospital Colorado); sandra.spencer@childrenscolorado.org
Ashely Fernandes (Columbus, Nationwide Children's Hospital); Ashley.Fernandes@nationwidechildrens.org
Douglas Diekema (Seattle, Seattle Childrens Hospital); Douglas.diekema@seattlechildrens.org (local, not yet contacted)

Session Title: Managing Teams, Meetings, and Change: Concrete tools to help you achieve your goals

Format of Session (circle one):   Workshop

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

    ==Professional Development==   Clinical Topics   ==Administration==   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   ==Practice-Based Learning and Improvement==

    ==Interpersonal and Communication Skills==   ==Professionalism==   ==Systems-Based Practice==

Session Description:

We work in teams every day: trauma teams, resuscitation teams, simulation teams, quality improvement teams… The list goes on and on. We've all been part of highly functioning teams that make the work a joy. But we've also all been a part of ineffective teams that struggle to achieve their objectives. How do you avoid poor team dynamics and become a successful team leader? Managing highly functional teams both at the bedside and in meeting rooms is an essential skill not always taught in standard curricula. Understanding change management and ability to guide teams through change marks an effective team leader. Using quality improvement as a model, we will discuss how team dynamics, meeting management, and preparing our team for change leads to success.

Draft Agenda:
9:15-9:30: Introduction to change management: Lecture with PowerPoint
9:30-9:45: What makes a good team: small group work with brainstorming and sharing
9:45-10:00: Identifying your "style": Guided individual work to identify how your and other team members styles effect how a team functions.
10:00-10:15: Tips and tricks for leading effective meetings: Lecture with PowerPoint
10:15-10:30: Putting it all together: Lecture to describe a successful QI project focusing on Change Management, Teamwork, and Meeting management.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
At the end of this session the attendee will be able to:
1. Define change management
2. Describe ways to encourage acceptance of change and break through barriers.

3. Discuss features of highly functioning teams and how to infuse these features into your teams
4. Recognize your own "team member" personality and how it effects team dynamics
5. Explore concrete and proven methods for conducting a successful meeting.

Recommended Faculty Names, Locations (City/Hospital), e-mails:

Chisom Agbim. Lucile Packard Children's Hospital, Palo Alto, CA. cagbim@stanford.edu
Sandra P. Spencer. Children's Hospital Colorado, Denver, CO. Sandra.spencer@childrenscolorado.org
Irina Topoz. Children's Hospital Colorado, Denver, CO. Irina.topoz@childrenscolorado.org
Alexandria Wiersma. Children's Hospital Colorado, Denver, CO. Alexandria.Wiersma@childrenscolorado.org

Session Title: Teamsmanship 100, 200 and 300

Format of Session (circle one):   Workshop – 1-2 hours.

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Professional Development- teamwork and communication skills
2. Circle the competencies addressed by this proposal: Practice-Based Learning and Improvement

Interpersonal and Communication Skills

Session Description:

This workshop focuses on identifying and developing critical teamwork and communication skills. At the 100 level- particants will be introduced to core teamwork and communication skills, based on TeamSTEPPS. At the 200 level- Participants will then have the opportunity to simulate, implementing these skills and debriefing a non-medical event. At the 300 level- Participants will have the opportunity to simulate and implement these skills and debrief a medical event. To keep the focus on teamsmanship- all participants will be given a primer during the course on key medical knowledge and management decsions needed for the medical scenario.

Our goal is that every participant leave with a better understanding of and ability to incorporate critical teamwork and communication skills- at home, in the office and in the resuscitation room.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
1. Describe 7 critical teamwork and communication skills
2. Demonstrate use of these 7 skills, in both non-clinical and clincal teams
3. Provide constructive feedback to other participants on these skills

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Anita Thomas   Lauren Kinneman
Jennifer Reid   Ayush Sidde Gowada
Rebekah Burns   Evins Clauther
Ashley Keilman
Neil Uspal   Recommended location: conference room or mock clinical space
Kate Wolpert

Session Title: Practical Tools for Time and Task Management

Format of Session (circle one):   **Workshop**   ~~Plenary~~

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   Education

    Professional Development   Clinical Topics   **Administration**   Advocacy

2. Circle the competencies addressed by this proposal: Patient Care   Medical Knowledge   Practice-Based Learning and Improvement

    Interpersonal and Communication Skills   **Professionalism**   Systems-Based Practice

Session Description:
The ongoing advancement of digital technologies continues to create many opportunities to improve "productivity", but also have made separation of work and personal time more difficult. Constant intrusions from our devices can make mindfulness difficult and can contribute to burnout. However, the use of devices and digital tools for our work is not likely to diminish as time advances and it is necessary to use tools and system to both improve our work efficiency and preserve our personal time.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
-   Demonstrate the use of several time and task management tools including
    o   Task management services such as Asana, Trello, Reminders, Microsoft products
    o   Use of note taking and "second brain" tools such as Craft, Notion, OneNote
    o   Meeting scheduling tools such as Doodle
    o   Integration of the above into calendar apps to create a wraparound system for time and task management
-   Discuss the benefits of each of the above listed tools in work life integration and their general application to productivity and organization
-   Discuss the ability for these tools to improve wellness by allowing compartmentalization of work-related tasks while still ensure that deadlines are met, and necessary tasks are completed
-
Recommended Faculty Names, Locations (City/Hospital), e-mails:
Jason Woods, Children's Hospital Colorado, jason.woods@cuanschutz.edu
Shannon Flood, Children's Hospital Colorado, Shannon.flood@childrenscolorado.org
Brad Sobolewski, Cincinnati Children's Hospital, Brad.Sobolewski@cchmc.org

Title: Your first job out of fellowship, what is your new division chief looking for?

Format of Session (circle one):   Workshop   <u>Plenary</u>

Relevance to conference themes:

1. Circle the conference domain most relevant to this proposal: Research and Research Techniques   **Education**

    Professional Development   Clinical Topics   **Administration**   Advocacy

2. Circle the competencies addressed by this proposal: **Patient Care**   Medical Knowledge   Practice-Based Learning and Improvement

      Interpersonal and Communication Skills   **Professionalism**   Systems-Based Practice

Session Description:
During this panel discussion we will find out what seasoned division chiefs are looking for when you interview for your first job. What can you get out of job interviews and how to make yourself attractive to your future division chief.

Learning Objectives: (begin each objective with an action verb and complete the sentence, "At the end of this session the attendee will be able to…."):
1. Understand the first job interview from the perspective of your future division chief
2. Learn how to weight the pros and cons of different institutions
3. Learn negotiation tactics to land the best job possible

Recommended Faculty Names, Locations (City/Hospital), e-mails:
Rachel Stanley Division Chief EM Nationwide Children's Hospital
Tony Woodward Chief EM Seattle Children's Hospital
Vincent Wang Chief EM Rady Children's Hospital – if available
Charles Macias Chief EM Rainbow Babies