

# MacPeds LCC Curriculum

2019-2020

Editors: Drs. Stacey Marjerrison & Andrea Hunter



**MacPeds**

*Training the next generation of pediatricians*

**Faculty:**

Each group will be led by a pediatrician and social worker on staff

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## **Objectives:**

LCC: Longitudinal CanMEDS Curriculum. The Goal of the curriculum will be to learn non-medical expert CanMEDS competencies. Residents will gain exposure to the multi-faceted roles they will be called upon to play in their professional duties. The curriculum will cover the following 6 domains:

1. Communicator:
  - A. Interview skills
  - B. Written communication
  - C. Breaking bad news: end-of-life issues, disclosure of error or adverse event, etc
  - D. Informed consent and capacity assessment
2. Collaborator:
  - A. Effective teams: understanding roles/responsibilities, team dynamics
  - B. Conflict resolution, management and prevention
  - C. Collaboration with community agencies
3. Manager:
  - A. Leadership
  - B. Health care costs/utilization
4. Health Advocate:
  - A. Disease prevention & health promotion
  - B. Social determinants of health
  - C. Patient safety
  - D. Political & patient-level advocacy
5. Scholar:
  - A. Giving and receiving feedback
  - B. Resident as a teacher
  - C. Self-reflection & lifelong learning
6. Professional:
  - A. Bioethical principles and theories
  - B. Physician well being
  - C. Confidentiality and privacy
  - D. Administration of a medical practice

## **Format:**

The curriculum will be an evolving curriculum, to meet the changing needs of the learners. It will consist of pre-preparation, consolidated in one-hour sessions every third Tuesday of the month. Residents will be placed in small groups of 11-12 residents facilitated by two faculty members. The sessions will be prepared by staff members with expertise in the area. In advance of the session, residents will be provided with preparation materials. These may include evidence-based formal papers, but faculty are encouraged to also include informal materials such as videos (i.e. TED Talks), classical literature and personal narrative. Residents will be expected to review, digest and reflect on the material prior to the session. The group sessions will be an opportunity to discuss the residents' perspectives on what they reviewed in an open and judgement-free manner. The faculty are there to facilitate discussion, and ensure that interactions are respectful and balanced – they may not have

content expertise. The vision for LCC is to provide a forum to discuss approaches to some of the more challenging elements of careers in pediatrics with a supportive group of colleagues and mentors.

### **Reflections:**

Previously, the program had a separate expectation for written reflections by the residents. As many residents see the topics covered in LCC an opportunity to reflect, this year we will be shifting written reflections to a component of LCC. Some sessions may have formal reflective questions, or time for writing – other sessions may just inspire residents to jot down some reflective thoughts.

### **Attendance:**

Attendance: LCC attendance is mandatory. If a resident anticipates missing an LCC, there must be a valid reason pre-approved by their facilitators - you are required to advise your facilitator(s) in advance. Attendance and successful completion of the LCC curriculum is a requirement of the program. There should be no unexplained absences.

Staff attendance: There is two staff members assigned to each group. It is expected that every attempt will be made to have both staff in attendance, however clinical and administrative responsibilities may not allow for that. If both staff cannot attend a session they will recruit another member for the LCC faculty to facilitate their group.

### **Evaluation:**

Evaluation in the LCC will include formative and summative evaluations which are all designed to help the resident achieve medical competence. Formal written evaluations will be completed twice yearly by the Facilitators.

Residents will not be evaluated on the content of their participation, and are encouraged to participate freely and without concern for judgement of their thoughts and beliefs. However, residents will be expected to demonstrate the following:

1. Accountability: Consistently attends tutorial. Is on time for tutorials. Informs people of pending lateness or absence. Is prepared for sessions and able to contribute to group discussions beyond merely “uninformed opinion”.
2. Respectful Listening: During interactions with colleagues, guests and facilitators, able to demonstrate good eye contact, awareness of non-verbal cues. Does not interrupt, allows people to complete thoughts. Encourages others to participate, and openly considers alternate points of view presented.
3. Thoughtful Participation: Arrives prepared, having clearly reviewed the materials. Contributes actively to the discussion. Able to explore the perceptions of others, and consider new insights or understandings.

**Longitudinal CanMEDS Competencies (LCC)  
RESIDENT LEARNING EVALUATION**

**Student:** \_\_\_\_\_

**Facilitators:** \_\_\_\_\_

December

June

**Accountability**       Satisfactory    Provisional Satisfactory    Unsatisfactory

**Respectful Listening**       Satisfactory    Provisional Satisfactory    Unsatisfactory

**Thoughtful Participation**       Satisfactory    Provisional Satisfactory    Unsatisfactory

List 1-2 suggestions for the resident to consider as they progress to independent practice:

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Provide specific examples of excellence or concern for this resident, if applicable:

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**LF Signatures:** \_\_\_\_\_

## Groups for LCC 2019-2020

RED	GREEN	PURPLE	YELLOW
Stacey & Bethany	Rosheen & Jane	Alison & Sarah	Ania & Anna-Marie
CHOI, Elaine	MAZZE, Nina	MACBAIN, Elspeth	VAN MIL, Spencer
SINGH, Rasika	KRAICER-MELAMED, Hannah	ROYCHOUDHURY, Smita	SINGH, Gurdeep
BIHUN, Rosalind	HARRY, Bishal	ALSHAMMRI, Fahd	DUSHNICKY, Molly
BEHBEHANI, Dalal	Almatrafi, Omar	De Santis, Diana	ALTAMIMI, Sarah
Tabiah, Omar	Patel, Pinkal	Al-Bandari, Maria	Griffiths, Nathana
Schlorff, Megan	Charles, Steffany	Hassan-Ali, Mohammed	Boyo, Oritsemoyowa
Abdelhaq, Rawan	Kaur, Sharandeep	Norlund, Samantha	Laupacis, Megan
Arndt, Emily	Zahn, Kristen	Robinson, Cal	Selvakumar, Shamini
Woodward, Mary	Stoltz, Tasha	Aziz, Mohammad	Lue Tam, Sabrina
McConnery, Jason	McColl, Jeanine	Mungovan, Kal	Al Hashemi, Eiman
D'Alessandro, Michelle	AlHaddad, Muneera	Tannenbaum, Melanie	Malhi, Ranu
Brown, Lisa	Strikwerda, Arend	Bahrabi, Aban	Zorko, David
Howson-Jan, Brittany-Ann	Alrowshayed, Mohammed	Sumaiya Al-Hadhrami	Oyefeso, Oyin

Rooms for LCC 2019-2020

8-9am

	<b>RED</b>	<b>GREEN</b>	<b>PURPLE</b>	<b>YELLOW</b>
	Stacey & Bethany	Rosheen & Jane	Alison & Sarah	Ania & Anna-Marie
July 16 2019	All groups start together – then each to separate rooms (IJ9A, IK9, IJ9, IK10)			
Aug 20 2019	1J9A	1K9	1J9	1K10
Sept 17 2019	MDCL 2244	1K9	1J9	1K10
Oct 15, 2019	1J9A	MDCL 2248	MDCL 2242	MDCL 2246
Nov 19 2019	1J9A	1K9	1J9	1K10
Dec 17 2019	1J9A	1K9	1J9	1K10
Jan 21 2020	1J8	1K9	1J9	1K10
Feb 18 2020	1J9A	4N55A	1J10	4N52A
Mar 17 2020	1J9A	1K9	1J9	1K10
Apr 21 2020	1J9A	1K9	1J9	1K10
May 19 2020	1J9A	1K9	1J9	1K10
June 16 2020	1J9A	1K9	1J9	1K10