

MacPeds LCC Curriculum

2020-2021

Editors: Drs. Stacey Marjerrison, Andrea Hunter & Rasika Singh



MacPeds

Training the next generation of pediatricians

Faculty:

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

Dr. Stacey Marjerrison	mariersl@mcmaster.ca
Bethany Sproul	sprowlb@HHSC.CA
Dr. Rosheen Grady	gradyr@mcmaster.ca
Jane Cassano	cassanoj@HHSC.CA
Dr. Katie McKenzie	katelyn.mackenzie@medportal.ca
Sarah Anderson	andersonsa@hhsc.ca
Dr. Kathleen Nolan	nolank2@mcmaster.ca
Anna-Marie Pietrantonio	pietrantonio@HHSC.CA

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:

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

LF Signatures: _____

Groups for LCC 2020-2021

<u>RED</u>	<u>GREEN</u>	<u>PURPLE</u>	<u>YELLOW</u>
Stacey & Bethany	Rosheen & Jane	Alison & Sarah	Kathleen & Anna-Marie
FAJARDO, Andres	ALHOUMOUD, Farah	KARIVELIL, Kevin	FONG, Emily
WANG, Christine	YOUNG, Claire	SALENA, Kristen	NAYMAN, Candace
HENNINGAN, Kerrie	MIRZA, Maaz	KAYE, Meagan	AHMADI, Bilal
SINGH, Rasika	MAZZE, Nina	MACBAIN, Elspeth	VAN MIL, Spencer
BIHUN, Rosalind	KRAICER-MELAMED, Hannah	ROYCHOUDHURY, Smita	SINGH, Gurdeep
BEHBEHANI, Dalal	HARRY, Bishal	ALSHAMMARI, Fahd	DUSHNICKY, Molly
Tabiah, Omar	Almatrafi, Omar	De Santis, Diana	ALTAMIMI, Sarah
Schlorff, Megan	Patel, Pinkal	Al-Bandari, Maria	Griffiths, Nathana
Abdelhaq, Rawan	Charles, Steffany	Hassan-Ali, Mohammed	Boyo, Oritsemoyowa
Arndt, Emily	Zahn, Kristen	Norlund, Samantha	Laupacis, Megan
D'Alessandro, Michelle	Stoltz, Tasha	Aziz, Mohammad	Al Hashemi, Eiman
Jaafar, Ahmad (Aug)	AlHaddad, Muneera		Selvakumar, Shamini (CIP)
	Alrowshayed, Mohammed (Aug)		Zorko, David (CIP)
	Kaur, Sharandeep (Sept)		

* Months in brackets are the expected completion date for these residents. The residents in their CIP years may join if they wish, but may also prioritize their research work and only attend sporadically.

Dates & Rooms for LCC 2020-2021: 8-9am

	RED	GREEN	PURPLE	YELLOW
	Stacey & Bethany	Rosheen & Jane	Katie & Sarah	Kathleen & Anna-Marie
July 21, 2020	Zoom	Zoom	Zoom	Zoom
Aug 18, 2020	Zoom	Zoom	Zoom	Zoom
Sept 15, 2020	Zoom	Zoom	Zoom	Zoom
Oct 20, 2020	Zoom	Zoom	Zoom	Zoom
Nov 17, 2020	Zoom	Zoom	Zoom	Zoom
NO LCC IN DECEMBER				
Jan 19, 2021	Zoom	Zoom	Zoom	Zoom
Feb 16, 2021	Zoom	Zoom	Zoom	Zoom
Mar 16, 2021	Zoom	Zoom	Zoom	Zoom
Apr 20, 2021	Zoom	Zoom	Zoom	Zoom
May 18, 2021	Zoom	Zoom	Zoom	Zoom
June 15, 2021	Zoom	Zoom	Zoom	Zoom

* Currently all meetings are organized via Zoom to permit physical distancing. Once the recommendations change, rooms will be allotted for these meetings. It is recommended to continue to host the meetings on Zoom as well, to permit best participation.