



**APCCMPD and CHEST Clinicians Educator Forum  
CHEST 2024**

**Sunday, October 6, 2024**

**1:30 PM – 5:00 PM; Convention Center 258 C**

**Description:**

This joint course is geared to both fellows-in-training who are interested in a career as a medical educator, and clinician educator faculty. Topics include learning to work in a team environment, managing misinformation, using narrative assessments, and integrating novel technologies to improve training.

**Course Learning Objectives**

1. Identify barriers to effective teaching in outpatient clinic and understand methods to improve ambulatory teaching in fellows' clinic.
2. Identify common tools and metrics used for procedural competence assessment in PCCM.
3. Discuss steps in creating a regional educational model.

**Moderator:**

James Frank, MD  
University of California, San Francisco

**Session 1-** 1:30 – 2:30 PM

**Title:** Graduated Responsibility: Effective Teaching in Fellows' Clinic

**Description:**

Although ambulatory clinic is a substantial component of subspecialty practice, trainees spend a relatively small amount of dedicated time in the outpatient setting, especially in procedural based fellowships like pulmonary and critical care medicine fellowships. In this interactive workshop, we will discuss barriers to effective teaching in the outpatient clinic and explore methods to improve ambulatory teaching in fellow continuity clinics. We will review learner-driven precepting models that allow for graduated responsibility for fellow-level learners. Attendees will practice these models and brainstorm ways to implement these strategies in their own fellowship programs to enhance their outpatient training.

**Learning Objectives:**

1. Identify barriers to effective teaching in outpatient clinic and understand methods to improve ambulatory teaching.
2. Explore and practice learner-driven precepting models.
3. Brainstorm ways to implement the precepting models and strategies discussed in the session in their own fellowship programs.

**Speakers:**

Janae Heath, MD, MSCE  
Michael Rey, MD  
University of Pennsylvania, Perelman School of Medicine

**Session 2-** 2:45 - 3:45 PM

**Title:** Making the Checklist Make Sense: Procedural Competency Assessments in the Age of Changing ACGME Requirements?

**Description:**

Procedural competence in Pulmonary and Critical Care Medicine (PCCM) is essential, yet training variability and exposure results in inconsistent preparation for independent practice. Programs use various methods and frameworks for providing feedback and assessing competence. Gaps in experiential learning may be bridged using simulation, however, adapting existing curricula to meet the needs of a program and understanding the landscape of various assessment tools is challenging. In this session, participants will move beyond relying on procedural volume as a surrogate for competence and explore different tools available that assess fellow competence across ACCME/ABIM procedural requirements. During breakouts, participants will work collaboratively to identify barriers and possible solutions when creating competency assessments and/or skills checklists for low-volume procedures that may be seen in their fellowships.

**Learning Objectives:**

1. Identify common tools and metrics used for procedural competence assessment in PCCM.
2. Discuss how simulation-based mastery learning can fill learning gaps for high-risk, low-volume procedures.
3. Identify barriers to creating successful competency assessments for PCCM procedures (e.g. bronchial blocker placement, EBUS).

**Speakers:**

Emily Olson, MD  
Clara J. Schroedl, MD  
Timothy J. Rowe, MD  
*Northwestern University Feinberg SOM*  
Kaitlyn Vitale, MD  
*University of Michigan*

**Session 3-** 4:00 – 5:00 PM

**Title:** Developing a Regional Virtual Critical Care Fellowship Core Curriculum

**Description:**

Clinical boot camps and longitudinal critical care curricula for fellows can be resource- and time-intensive. Creating a regional educational collaborative can optimize use of available facilities and effective educators. Although there are many benefits to a multi-institutional curriculum, there are also several challenges to implementing one. This session will address lessons learned in creating a regional educational model for pulmonary and critical care medicine fellows.

**Learning Objectives:**

1. Discuss steps in creating a regional educational model.
2. Identify three obstacles commonly encountered in developing a multi-institutional curriculum.
3. Generate solutions to the obstacles in small group activities.

**Speakers:**

Van Holden, MD  
Andrea Levine, MD  
*University of Maryland*  
Dan Jamieson, MD  
*MedStar Georgetown University Hospital*  
Christian Woods, MD  
*MedStar Washington Hospital Center*