

Teaching Opportunities for Faculty

Department of Pediatrics

Residency

1. Noon Conference Presentation
Description: 12:30-1:30pm, Monday-Friday
Contact: Vy Ting (nvting@health.ucsd.edu; coordinator) or Chris Cannavino (ccannavino@health.ucsd.edu)
How to get involved: Coordinate with your division contact for allotted time that exists
2. Case Conference Presentation
Description: Interactive cases, morning report style. 12:30-1:30pm, Tuesday & Thursdays
Contact: Vy Ting (nvting@health.ucsd.edu; coordinator) or Chris Cannavino (ccannavino@health.ucsd.edu)
How to get involved: Coordinate with your division contact for allotted time that exists
3. EBM Presentation
Description: 12:30-1:30pm, Monday-Friday. The resident will choose a case and formulate a PICO question (Population, Intervention, Comparison, Outcome), choose a peer-reviewed original research article or meta-analysis that addresses this question, and prepare a 10-15 minute presentation. Resident will send PICO question and article and draft presentation to the Chiefs and faculty EBM Mentor to review.
Contact: Vy Ting (nvting@health.ucsd.edu; coordinator), Aarti Patel (aartipatel@rchsd.org, faculty mentor), Peds Chief Residents (pedschiefs@health.ucsd.edu)
How to get involved: If you would like to mentor the residents on structuring their EBM presentations/content, please contact Vy Ting, nvting@health.ucsd.edu
4. CPC Presentation
Description: 12:30-1:30pm, Monday-Friday. The resident will present case, differential and final diagnosis. Faculty mentors should meet with the resident a minimum of three times through the course of presentation development and develop a brief Power Point slide presentation to be presented at the conclusion of the resident presentation.
Contact: Vy Ting (nvting@health.ucsd.edu; coordinator), Aarti Patel (aartipatel@rchsd.org, faculty mentor), Peds Chief Residents (pedschiefs@health.ucsd.edu)
How to get involved: If you would like to mentor the residents on structuring their CPC presentation, please contact Vy Ting, nvting@health.ucsd.edu
5. International Morning Report
Description: Monthly case conference with Hospital Civil de Guadalajara. Occurs 2nd Thursday of each month from 7:30-8:30am. Relevant subspecialists invited to participate in discussion.
Contact: Vanessa Villo (vavillo@health.ucsd.edu) and Carlos Ramos (carlosramos@health.ucsd.edu)
How to get involved: Contact Vanessa Villo to send dates and case information
6. Resident Academic Project (RAP):
Description: All Pediatric Residents are required to complete an academic project during their residency. There are 6 major categories of RAP projects, allowing residents the freedom to individualize their project to match their interests: Scientific Research, Medical Education, Quality Improvement, Community Service/Advocacy, Global Health, and Diversity, Equity and Inclusion. For more information on RAP and the database of projects please visit <https://ucsdped.com/resident-academic-project-rap/> (password: mole227196)
Contact: Vy Ting (nvting@health.ucsd.edu; coordinator) or Chris Cannavino (ccannavino@health.ucsd.edu)
How to get involved: Send any appropriate projects to Vy Ting to update database (database updated annually in winter/spring)

7. Resident Mentorship:

Description: Each resident is matched with a faculty mentor during intern year to provide career counseling and support throughout residency. Mentors meet semi-annually at a minimum to provide guidance and oversight to the residents' career path.

Contact: Allison Reinhardt (areinhardt@health.ucsd.edu), Mamata Sivagnanam (mengineer@health.ucsd.edu)

How to get involved: reach out to Allison Reinhardt

8. Bezoar Pediatrics (BP): “Ingest It & Retain It” – Block Education Program:

Description: The Pediatric Residency Block Education Program is a resident curricular program that covers both core pediatric topics and clinical skill sets that are often not addressed during clinical training. Separate programs have been developed for both the intern and resident levels, taking into consideration their baseline knowledge, skills, and confidence. The program consists of a series of afternoon sessions on Fridays at RCHSD that deliver concise, high-yield medical curricula. These sessions provide residents with protected learning time so they may deliberately focus on their development as a physician. Each session employs an interactive learning environment with small-group, problem-based activities performed under the guidance of subject matter experts. For more information and the list of scheduled BP sessions please visit

<https://ucsdped.com/school-bezoar-pediatrics/> (password: mole227196)

Contact: Vy Ting (nvting@health.ucsd.edu; BP coordinator) or Chris Cannavino (ccannavino@health.ucsd.edu)

How to get involved: Coordinate with your division contact for allotted time that exists

9. Screening and Interviewing residency program applicants:

Description: The Pediatric Residency Program received over 1000 applications each year and interviews ~250 applicants.

Contact: Allison Reinhardt (areinhardt@health.ucsd.edu), Vy Ting (nvting@health.ucsd.edu), Mamata Sivagnanam (mengineer@health.ucsd.edu)

How to get involved: If you are interested in screening and/or interviewing applicants, please contact Vy Ting.

10. Diversity, Equity, Inclusion (DEI)

Description: The UCSD Pediatric Residency Program is committed to building a diverse workforce and to promoting a culture of antiracism and inclusion in medicine. During interview season, the residency program hosts a series of diversity day interviews, faculty mixers and applicant socials. Other DEI activities include Health Equity Rounds, Journal Clubs and an annual resident block education session.

Contact: Atim Ekpenyong auya@ucsd.edu

How to get involved: contact Dr. Atim Ekpenyong

For more information about the Pediatric Residency Program, please visit <https://ucsdped.com> (password: mole227196)

Medical Student Education

1. Master Clinician Program

Description: The UCSD Pediatric Master Clinician Program (MCP) at Rady Children's Hospital San Diego (RHCS) is comprised of some of the most experienced clinical educators in the UCSD Department of Pediatrics. Each RCHSD ward team is assigned a Master Clinician who attends Pediatric Hospital Medicine and Subspecialty Rounds with the medical students during their inpatient rotation. The Master Clinician observes medical students and provides formative feedback on their data gathering, physical examination, presentation, interpersonal, and clinical reasoning skills. In addition to rounds and individualized feedback, Master Clinicians conduct weekly teaching sessions with the medical students, focused on communication, compassion and empathy.

Contact: Shannon Kadlec (sbodonnell@health.ucsd.edu; coordinator), Chris Cannavino (ccannavino@health.ucsd.edu; director)

How to get involved: Open call for applications on a rotating basis

2. 3rd Year Medical Student Clerkship

Contact: Clerkship Director, Dr. Chris Cannavino, ccannavino@health.ucsd.edu; Clerkship Coordinator: Vanessa Villo, vavillo@health.ucsd.edu

UCSD School of Medicine

1. Pediatric Practicums

Description: Pediatric Practicums for the first and second year medical students are the only exposure that pre-clerkship medical students have to pediatrics prior to starting their third year pediatric clerkships. Faculty will receive a faculty guide and will observe and provide feedback on medical students' pediatric history taking and physical exam skills. Pay is \$120/hr.

Duration: First year practicums (2 sessions) occur late Feb or early Mar. Second year practicums (2 sessions) occur late Sept or early Oct. Faculty can facilitate anywhere between 2-4 hrs, for as many sessions as they wish.

Contact: Kara Ayala (k9ayala@health.ucsd.edu; course administrator for the first years), Anabel Soto (asoto@health.ucsd.edu; course administrator for the second years), Helen Wang, MD (Practicum director; hew004@health.ucsd.edu)

2. Equity in Systems Science (ESS)

Description: ESS involves leading a small group of first or second-year students (~ 8-10) in a case-based learning activity. Faculty are paid for direct teaching time (\$120/h) by the medical school. Faculty do not need to be content experts.

Duration: Each case is a 5-hour commitment over one week. Although faculty are welcome to commit to just a single case, those who commit to facilitating a total of 20 hours of ESS content over the course of an academic year, will be supported by the Dean's Office with a payment of \$2400 + \$120/hr beyond the initial 20 hours. The request for interested faculty usually goes out in June, with decisions for the next academic year made by July/August. There are usually opportunities every year for new faculty to participate. Sign-up for the upcoming year occurs in June.

Contact: esscourse@health.ucsd.edu or Weena Joshi, MD, course co-director (wjoshi@health.ucsd.edu), Audra Meadows, MD, MPH, course co-director (a2meadows@health.ucsd.edu)

3. Practice of Medicine (POM)

Description: POM involves leading a small group of first or second-year students (~8-10) in a series of activities designed to teach about physical exam, communication, professionalism, etc. The session design is determined by course leadership and the faculty are provided with robust tutor guides. Year 1 groups are led by 2 faculty, one of which has a background in behavioral medicine (Psychiatrist or Psychologist). The behavioralist does not continue on for the MS2 year. The request for interested faculty usually goes out in June, with decisions for the next academic year made by July/August. Salary support for MS1 year is \$120/hr. For MS2 year it's somewhat less, as there are fewer sessions. The number of slots available for new faculty each year is typically 2-5.

Duration: Groups meet every other week, for 4 hours (Wednesday afternoon). The course runs over the entire course of the school year (September thru June).

Contact information: Sarah Dovi (course administrator): sdovi@health.ucsd.edu

4. Ultrasound Training Thread for MS1s and MS2s

Description: There is a 10-session ultrasound course that extends over the first 2 years (10 session). Focus is on anatomy, physiology and learning core principles related to the use of Ultrasound. Taught in small group format (1 faculty to 5 students), using machines in the Simulation Center. https://mededportal.ucsd.edu/core_cure/index_isc.cfm?isc&course=61&p=welcoming_isc&qtr=95

Contacts: Anthony Medak (amedak@health.ucsd.edu), Catherine Doran (cdoran@health.ucsd.edu).

5. Electives during MS1 & MS2 years

Description: There is a robust array of elective offered during the pre-clinical years. Interested faculty can join pre-existing electives or create their own. Current electives are posted here: <https://mededoasis.ucsd.edu/public/courses/>

Contact: Wossene Bayisa-Lewallen (wbayisa@health.ucsd.edu)

6. Independent Study Project (ISP)

Description: Medical students are expected to complete a scholarly project over the course of medical school. Faculty serve as mentors, guiding the students as they progress thru their work. Projects may include: bench or clinical research, curriculum development or an array of other topics.

Contact: Catherine Doran (course administrator) ispinfo@health.ucsd.edu

7. Principles to Practice (P2P – SOM 410)

Description: This course includes a number of small group, case based learning activities. The actual cases are provided to the faculty, along with robust tutor guides. Faculty interested in teaching within this course are (in general) clinically active and enjoy small group (~8-10 students) work. The material covered spans an array of topics, including all areas of clinical care and communication.

Duration: The course occurs in the Winter of 4th year (~February), and is required for all medical students. Cases sessions occur in the morning, usually spanning 2 or 3 days.

Contact: Catherine Dora (course administrator) cdoran@health.ucsd.edu or Ian Jenkins, MD ihjenkins@health.ucsd.edu

8. Residency Transition Course (SOM 415 - aka “Residency Boot Camp”)

Description: This course, which began in 2019, is designed to prepare graduating medical students for intern year through simulated sessions, seminars, and hands-on skill sessions. Objectives include procedural competency, management of common clinical scenarios, and development of professional skills required to succeed as an intern. The course is taught in varying modalities, including hands-on procedure labs, simulated patient scenarios, standardized patient encounters, seminars, small groups, journal clubs, and lectures. Material will vary based on a student’s respective track (Surgery, Reproductive Medicine, General and Acute Care Medicine, Pediatrics and Psychiatry), but will also include foundational material that will be relevant to all participating MS4s. Faculty participants can guide small group activities related to IM (or other areas where you have expertise).

Duration: The course occurs during of March 4th year, and is required for all medical students. Activities typically occur in the morning.

Contact: Rachna Subramony (course director)

9. Observed Structured Clinical Exams (OSCE) or Group Observed Structured Clinical Exams (GOSCE).

Description: Faculty participating in this activity observe students in the clinical skills center as they perform specific history and physical exam skills. Faculty are given a check list to aid them in evaluating student performance. Stations focus on different aspects of the clinical exam (e.g.

pulmonary, cardiac, neuro, etc). Efforts are made to place faculty in stations that match with their clinical interest. Faculty should be interested in giving focused feedback to students following each skills rotation.

Duration: These sessions occur throughout the year. Each one lasts ~ 4 hours. Faculty can sign up for as many sessions as they wish.

Contact: Kara Ayala (k9ayala@health.ucsd.edu) or Anabel Soto (a1soto@health.ucsd.edu)

10. MS4 Electives:

Description: There is a robust array of elective offered during the MS4 year. In order to see the range of possibilities, look on the UCSD Med Ed portal. Opportunities also exist to create your own elective.

Contact: Ari Mueller (course administrator) anmueller@health.ucsd.edu

UCSD School of Medicine - Office of Student Affairs and Wellness Initiatives

If you are interested, please reach out to Kendall Cwik at k1cwik@health.ucsd.edu

MedConnect:

To encourage better connection between our medical students and our faculty, please consider hosting one of five (maximum 8) small get-togethers with students this fall quarter as part of our MedConnect Initiative. This could be a meal at your home or at a restaurant, a local sporting event, or another activity that allows you to communicate with and get to know students in a relaxed, informal setting. A few of the deans and I piloted this program last spring. The students really enjoyed the opportunities to connect.

Meaning in Medicine (M in M):

This is a play on "M&M"—morbidity and mortality—and will occur 1-2 times per quarter. In this series, we invite you (faculty) to share recollections of times in which you were connected with the meaning-making in medicine -- touching, connection-filled, inspiring moments with patients. Invited faculty will highlight moments in which they were personally inspired by their work and connected back to the whole concept of "why I am a physician."

The series will connect students with what meaning, purpose, and engagement can look like in medical careers, and, ideally, also in life. **Each Meaning in Medicine lunch (provided for all) will have a faculty member** from a different medical specialty or sub-specialty, allowing for this series to also expose you to different career and specialty paths during medical school.

Film Nights:

Faculty film nights are intimate settings focused on the arts and medicine. They will be hosted by a faculty member at their home and will be focused on a medical-themed film. This includes a budget for dinner that will be given to you, to host the students in your home. The faculty and/or an invited film expert will guide a discussion after the film. This is another way to make connections both with your fellow students and faculty, while connecting you to the art of medicine. We're hoping to have one offered this spring quarter.