

**University of Texas San Antonio  
Pediatric Endocrinology Fellowship**

**Jane L. Lynch, MD, PD  
Elia Escaname MD, APD  
Fellowship Director**

**2020**

**PL 5 Year Pediatric Endocrinology Goals and Objectives for Clinical Service Months**

**The goals for the clinical rotations at the Texas Diabetes Institute are to develop the knowledge, attitudes and skills necessary to evaluate, diagnose and manage endocrine conditions in pediatric patients in a manner commensurate with level of training.**

## **COMPETENCIES:**

**PATIENT CARE:** Develop proficiency in the care of infants, children, and adolescents with endocrine disorders. Practice the necessary skills for good patient care

**1A Goal:** Develop proficiency in respectfully gathering essential information through review of pertinent records, interviewing patients and caregivers/family members with particular attention to relevant history, systematic medical assessment and physical exam on a patient with concerns of an endocrine disorder. These skills apply to outpatient, inpatient and research patients.

### **Objectives**

- Obtain appropriate history and perform a physical exam for patients referred with the following endocrine conditions
- Generate a problem list and create an assessment of the patient using up to date nomenclature
- Suggest and interpret appropriate laboratory tests and summarize pertinent positive and negative findings with a differential diagnosis.
- Develop proficiency in developing a treatment plan based on the endocrine diagnosis
- Carry out the care plan with follow-up clinic visits, lab study interpretation and timely review of the results with the attending endocrine physician

### **Endocrine Conditions:**

1. Short stature, including constitutional delay
2. Disorders of anterior pituitary hormone physiology, including growth hormone deficiency
3. Disorders of posterior pituitary hormone physiology, including diabetes insipidus
4. Disorders of hypothalamic hormonal regulation
5. Disorders of thyroid hormone physiology
6. Diagnosis and management of endocrine neoplasia
7. Disorders of the adrenal gland physiology
8. Disorders of androgen and estrogen metabolism, including adolescent reproductive endocrinology
9. Disorders of sexual differentiation and development
10. Disorders of calcium, phosphorus, and vitamin D metabolism
11. Disorders of parathyroid gland physiology
12. Disorders of fluid and electrolyte balance
13. Disorders of carbohydrate metabolism, including diabetes mellitus and hypoglycemia
14. Disorders of nutrition, including eating disorders

Instructional Strategies	Learner Evaluation
<b>Participate in Pediatric Endocrine Inpatient Team/One on One Instruction</b>	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluations</li> <li>➤ Immediate verbal feedback</li> <li>➤ Impromptu review of cases with faculty</li> <li>➤ Direct observation of history and PE</li> <li>➤ Daily checkout of individual patients with Attending prior to rounds</li> </ul>
<b>Resident Teaching once basis assessment and plan reviewed with attending physician</b>	<ul style="list-style-type: none"> <li>➤ 360 and Resident Evaluations</li> </ul>
<b>Role modeling-Attending</b>	<ul style="list-style-type: none"> <li>➤ Annual Faculty Assessment</li> </ul>
<b>Maintain CITI course for Protecting Study Patients</b>	<ul style="list-style-type: none"> <li>➤ On line test</li> </ul>
<b>Participate in Endocrine Clinic/One on One Instruction</b>	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluations</li> <li>➤ Immediate verbal feedback</li> <li>➤ Impromptu review of cases with faculty</li> <li>➤ Direct observation of history and PE</li> <li>➤ Documentation of patients seen in clinic</li> </ul>
<b>Pediatric Endocrinology Dictation Review</b>	<ul style="list-style-type: none"> <li>➤ Attending fills out letter evaluation and verbal feedback</li> </ul>
<b>Attend:</b> <ul style="list-style-type: none"> <li>○ Endocrinology Grand Rounds</li> <li>○ Pediatric Endocrine, Endocrine Journal Club</li> <li>○ Pediatric Grand Rounds</li> <li>○ Neuroendocrine MRI/Endocrine Case Management Conferences</li> <li>○ Relevant weekly Medicine GR and Diabetes Journal Club</li> <li>○ Friday Pediatric Endocrine Case Presentations and Discussions</li> <li>○ Pediatric Endocrine Didactic Lectures</li> <li>○ Annual PESTOLA Conference,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance noted</li> <li>➤ CME Certificate</li> </ul>
<b>Participate in Local, Regional and National Endocrine Conferences</b>	<ul style="list-style-type: none"> <li>➤ Faculty evaluation and attendance noted</li> </ul>
<b>Self Study:</b>	<ul style="list-style-type: none"> <li>➤ Attendance noted / CME Certification</li> </ul>

<a href="http://www.emedicine.com/ped/ENDOCRINOLOGY.htm">www.emedicine.com/ped/ENDOCRINOLOGY.htm</a> <a href="http://www.endotext.org/pediatrics/index.htm">www.endotext.org/pediatrics/index.htm</a> , Endocrine PREP Focus on M. Sperling Pediatric Endocrine Textbook	
<b><u>PATIENT CARE:</u></b> Develop proficiency in the care of infants, children, and adolescents with endocrine disorders. Practice the necessary skills for good patient care.	
<b>1B Goal:</b> Develop proficiency performing an endocrine specific physical exam with informed decisions of ancillary investigations	
<b>Objectives</b>	
<ol style="list-style-type: none"> <li>1. Perform proper technique in obtaining linear measurements including height, arm span and upper/lower segments</li> <li>2. Calculate target heights including mid-parental heights and current height and bone age</li> <li>3. Perform appropriate Tanner staging of males and females and determination of testicular volume in males using the Prader orchidometer</li> <li>4. Identify skin findings typical of endocrine disease (i.e. acanthosis nigricans, café au lait pigmentation, etc.)</li> <li>5. Perform proper examination of the thyroid gland</li> <li>6. Recognize signs associated with hyperlipidemias (i.e. xanthomas, corneal arcus, etc.)</li> </ol>	
<b>Instructional Strategies</b>	<b>Learner Evaluation</b>
Instruction by Pediatric Endocrinology or Clinical Research Nursing Staff Observation	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluation</li> <li>➤ Immediate verbal feedback</li> <li>➤ Direct observation of history and PE, chart and dictation review</li> </ul>
Participate in Pediatric Endocrine Inpatient Team/One on One Instruction	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluations</li> <li>➤ Immediate verbal feedback</li> <li>➤ Direct observation of history and PE</li> </ul>
Participate in Endocrine Clinic/One on One Instruction	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluations</li> <li>➤ Immediate verbal feedback</li> <li>➤ Direct observation of history and PE</li> <li>➤ Faculty review of acanthosis, Hirsutism and Tanner scoring</li> </ul>

	➤
<b><u>PATIENT CARE:</u></b> Develop proficiency in the care of infants, children, and adolescents with endocrine disorders. Practice the necessary skills for good patient care.	
<b>IC Goal:</b> Perform and understand the rationale for stimulation testing and accurate interpretation to evaluation for endocrine disorders.	
<b>Objectives</b>	
<ol style="list-style-type: none"> <li>1. Order the appropriate ACTH stimulation testing criteria based on suspected diagnosis</li> <li>2. Perform reading a bone age using the Greulich and Pyle atlas in older children and ossification centers in infants/toddlers under the supervision of the attending endocrinologist in clinic</li> <li>3. Order appropriate GH stimulation testing including the selection of appropriate secretagogues to stimulate GH secretion, diagnostic procedures and stimulation testing importance</li> <li>4. Order and correctly dose GnRH agonists in diagnosis of disorders of puberty</li> <li>5. Participate in the interpretation imaging tests such as CT scans, MRIs, nuclear medicine tests</li> <li>6. Order and oversee water deprivation test when diagnosing diabetes insipidus</li> <li>7. Interpret continuous glucose monitoring testing</li> <li>8. Be familiar with the fasting study for the evaluation of hypoglycemia-understand the protocol for ordering a fasting study</li> </ol>	
<b>Instructional Strategies</b>	<b>Learner Evaluation</b>
Participate in Monday stimulation testing clinic, with physical exam at time of testing and review of chart	➤ Attending physician supervision of stimulation test orders prior to test
Participate in Pediatric Endocrine Inpatient Team/One on One Instruction	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluation</li> <li>➤ Immediate verbal feedback</li> </ul>
Participate in Endocrine Clinic/One on One Instruction	<ul style="list-style-type: none"> <li>➤ Bone age X-ray interpretation and Greulich and Pyle height prediction with comparison to attending physician results</li> <li>➤ Faculty and 360 degree evaluations</li> <li>➤ Immediate verbal feedback</li> </ul>
Observe and order Endocrine stimulation testing under supervision of faculty, interpret results	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluation</li> <li>➤ Immediate verbal feedback</li> </ul>
Be familiar with metabolic and dysmorphic genetics growth issues	➤ Clinic experience and Attending feedback
Attend monthly relevant MRI Neuroendocrine Conference	➤ Attendance noted and MRI evaluations discussed at Friday conferences

**PATIENT CARE:** Develop proficiency in the care of infants, children, and adolescents with endocrine disorders. Practice the necessary skills for good patient care with respect to cultural differences and family dynamics.

**1D Goal: Education:** Observe and learn how to educate and counsel families with chronic endocrine conditions.

### Objectives

1. **Diabetes Education:** Review the knowledge and skills necessary to teach patients with diabetes and their families to effectively manage diabetes at home
2. Perform proper technique for both subcutaneous and intramuscular injections
3. Perform proper technique for blood glucose monitoring
4. Be comfortable using commonly available glucose monitors and sensors
5. Oversee and order insulin using commonly available insulin pumps
6. Have a basic understanding of carbohydrate counting
7. Oversee and manage low blood sugar treatment and sick day protocols including urine ketone testing for diabetes patients

**Develop proficiency counseling the parents and families with children who have:**

- 1) New presentation of ambiguous genitalia
- 2) Congenital adrenal hyperplasia
- 3) Hypopituitarism
- 4) Brain tumors with endocrine consequences
- 5) Unstable Graves Disease
- 6) Serious or life threatening medical conditions
- 7) Poor ability to comprehend complicated medical conditions

Instructional Strategies	Learner Evaluation
<b>Instruction by Pediatric Endocrinology Faculty, Certified Diabetes Educators and Nutritionists</b>	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluation</li> <li>➤ Immediate verbal feedback</li> </ul>
<b>Participate in Pediatric Endocrine Inpatient Team/One on One Instruction</b>	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluation</li> <li>➤ Immediate verbal feedback</li> </ul>
<b>Participate in Endocrine Clinic/One on One Instruction</b>	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluation</li> <li>➤ Immediate verbal feedback</li> </ul>
<b>Attend summer diabetes camp and work daily managing diabetes during vigorous exercise and varied activities at camp</b>	<ul style="list-style-type: none"> <li>➤ 360 degree camp staff evaluation forms and parent evaluation forms</li> </ul>
<b>Participate in Pediatrics Endocrine Inpatient Team/One on One Instruction. Observe these discussions with Pediatric Endocrine Attendings who meet with new families</b>	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluation</li> <li>➤ Immediate verbal feedback</li> </ul>
<b>Document knowledge of cultural issues in health care and demonstrate respect for cultural diversity</b>	<ul style="list-style-type: none"> <li>➤ Case Studies and core concept review in mandatory PL5 year didactics on Cross Cultural Health Care with certificates generated following course completion</li> </ul>
<b>Learn the basics of delivering difficult new to families by participating in General Competency Sessions on delivering difficult news, cultural aspects of care, bedside teaching and communication across cultural differences</b>	<ul style="list-style-type: none"> <li>➤ Attendance noted, CME</li> </ul>

<b>2 MEDICAL KNOWLEDGE:</b> Understand the scope of established and evolving clinical and basic science knowledge of the endocrine system. Acquire the necessary information regarding the physiology and pathophysiology of endocrine systems to effectively care for infants and children with endocrine disorders. Goal of reviewing 70% of the targeted topics by the end of PL5 year with annual SITE exam score review used to determine areas to focus on during PL6 year.	
<b>2A Endocrine Knowledge Goals:</b> Demonstrate knowledge of established and evolving clinical and basic sciences as it applies to endocrine physiology and pathophysiology necessary for patient care and basic science and clinically based Pediatric Endocrinology research.	
<b>Objectives</b>	
Recognize and demonstrate in-depth knowledge of at least 60% of the following topics in Pediatric Endocrinology based on the Knowledge goals. (Specific objectives for each subject can be found in Appendix A).	
<ol style="list-style-type: none"> <li>1. Pituitary/Hypothalamus</li> <li>2. Reproductive Endocrine System</li> <li>3. Thyroid</li> <li>4. Available Genetic Testing for Endocrine Diseases</li> <li>5. Adrenal Disorders</li> <li>6. Bone and Mineral Metabolism</li> <li>7. Carbohydrate Metabolism</li> <li>8. Growth</li> <li>9. Lipids</li> <li>10. Obesity</li> </ol>	
<b>Instructional Strategies</b>	<b>Learner Evaluation</b>
Pediatric Endocrinology Chart Review and Attending supervision. Participate in Endocrine Clinic/One on One Instruction	<ul style="list-style-type: none"> <li>➤ Faculty Evaluation forms and immediate feedback on skills</li> <li>➤ SITE Examination</li> <li>➤ 360 Evaluation</li> </ul>
Participate in Local, Regional and National Endocrine Conferences	<ul style="list-style-type: none"> <li>➤ PESTOLA Certificate, Trainee program discussions</li> </ul>
Participate in Pediatric Endocrine Inpatient Team/One on One Instruction	<ul style="list-style-type: none"> <li>➤ SITE Examination</li> </ul>
Participate in Metabolic Genetics Clinic and Visit Newborn Screening Center in Austin Texas (Optional), demonstrate understanding	<ul style="list-style-type: none"> <li>➤ SITE Examination</li> </ul>
Participate in Friday conference Pediatric Board Review assignments and didactic discussions, PREP Question reviews	<ul style="list-style-type: none"> <li>➤ Attending discussions and feedback</li> </ul>



<p>Attend and participate in UT conferences including Pediatric Case Conferences and Friday Didactics, Endocrine, Endocrine and Diabetes Journal Club, Endocrinology Grand Rounds, Pediatric Grand Rounds, nuclear medicine and Endocrine Case Conference with clinical literature review</p>	<ul style="list-style-type: none"> <li>➤ Attend noted or logged</li> <li>➤ SITE Examination</li> </ul>
<p><b>2B Molecular Biology/Statistics Goal: Obtain the knowledge and skills necessary to interpret Journal article data and clinical endocrine assay techniques for application to patient care and lab interpretation</b></p>	
<p style="text-align: center;"><b>Objectives</b></p>	
<ol style="list-style-type: none"> <li>1. Know the basic classes of hormones and hormone receptors</li> <li>2. Understand the basics of signal transduction</li> <li>3. Know the difference in the principles and methods involved in the various hormone assays (RIA, ELISA, IRMA, ICMS, etc.)</li> <li>4. Know how a bioassay differs from other methods of assaying hormones.</li> <li>5. Know basic statistical terms including mean, mode, median, standard deviation, standard error, etc.</li> <li>6. Understand the basic appropriate statistical tests to analyze data</li> <li>7. Understand the clinical responsibilities of investigators when seeing patients involved in a clinical research trial</li> </ol>	
<p style="text-align: center;"><b>Instructional Strategies</b></p>	<p style="text-align: center;"><b>Lerner Evaluation</b></p>
<p>Complete and review information from the Introduction to Clinical Investigation (ICI) course <a href="http://gcrc.uthscsa.edu/ICI/ici-overview.htm">http://gcrc.uthscsa.edu/ICI/ici-overview.htm</a></p>	<ul style="list-style-type: none"> <li>➤ SITE exam scores</li> </ul>
<p>Statistics Self Study Book</p>	<ul style="list-style-type: none"> <li>➤ SITE Examination</li> </ul>
<p>Annual Review of Topics covered to prepare for SITE exam and research project data analysis</p>	<ul style="list-style-type: none"> <li>➤ Annual meeting with Program Director</li> </ul>
<p><b>2C Faculty Education and Development: All faculty participate in online competency based educational modules, continuing CME education and are required to attend Grand Rounds.</b></p>	<ul style="list-style-type: none"> <li>➤ Faculty development requirements</li> </ul>
<p>Annual meeting with minutes – Program Goals and Effectiveness assessed by Program Review, duty hours monitored twice yearly with Institutional survey. Inpatient/admission census and clinic documented and billing records for review.</p>	

Faculty participate in the online “FAST” Courses (<http://www.uthscsa.edu/acet/FoodforThought.asp>) which include ACGME Competencies, Bedside Teaching, Constructive Feedback, PATH for adult teaching, Presentation skills, QI, Sleep and Fatigue, Teaching Psychomotor skills, Writing Instructional Objectives, Conflict Management as required topics.

Other online required courses at the Knowledge Center include required completion of modules regarding Compliance, Performance Management, Clinical Trial Billing, Protecting Digital Research Data, Safety training regarding Blood borne pathogens, sexual harassment and Americans With Disability seminar and the annual General Compliance Awareness training. Institutional Teaching Faculty Course “GOFAR Mentoring” taught by Jennifer Peel, PhD is available for the Program Director to use for online individual modules at Friday conferences.

**3 PRACTICE-BASED LEARNING AND IMPROVEMENT:** Goal: Acquire and practice the skills that lead to investigation and self-evaluation of patient care, appraisal and assimilation of scientific evidence, and improvements in patient care. Demonstrate ongoing effort to maintain and expand knowledge and skills of endocrine disorders and therapy

**3A Life Long Learning and Self Adjustment**

**Objectives**

1. Identify personal learning needs, systematically organize relevant information resources for future reference, and plan for continuing acquisition of knowledge and skills.
2. Acquire knowledge, skills and attitudes needed for continuous self-assessment and improvement for life long learning
3. Use available evidence to investigate, evaluate and improve the care of patients with endocrine disorders

Instructional Strategies	Learner Evaluation
Friday case conferences include bi-monthly Health Care Matrix Case and include aspects of risk management	<ul style="list-style-type: none"> <li>➤ Health Care Matrix Review</li> <li>➤ Self evaluation of skills and patient outcomes</li> </ul>
Individual Learning Plan with Annual Review and quarterly progress meeting. Be receptive to feedback from other physicians and health care providers to further identify limitations in knowledge and skills	<ul style="list-style-type: none"> <li>➤ Meetings with Program Director and Scholarship Oversight Committee</li> <li>➤ Self evaluation</li> <li>➤ Clinic and research staff feedback</li> </ul>
Learn methods to best teach rotating Pediatric Residents and Medical Students	<ul style="list-style-type: none"> <li>➤ Attendance at Teaching Courses and observation in clinic</li> <li>➤ Evaluations of presentations by faculty, students in attendance</li> </ul>

<p>Take library coursework for clinical care research using OVID, refworks, and demonstrate ability for obtaining up-to-date information from basic science, translate to clinical practice and locate/assimilate evidence from literature to optimize patient care. Demonstrate ability to organize of materials for presentation and study</p>	<ul style="list-style-type: none"> <li>➤ Briscoe library coursework individualized to fellow needs to allow literature searching, Bibliography organization</li> <li>➤ Presentation of literature for patient education, consult and clinic evaluation, patient presentations, faculty evaluations</li> </ul>
	<ul style="list-style-type: none"> <li>➤</li> </ul>
<p><b>3 PRACTICE-BASED LEARNING AND IMPROVEMENT:</b> Goal: Acquire the skills that lead to investigation and self-evaluation of patient care, appraisal and assimilation of scientific evidence, and improvements in patient care.</p>	
<p><b>3B Quality Improvement</b></p>	
<p><b>Objectives</b></p>	
<ol style="list-style-type: none"> <li>1. Develop ideas and plan for Division QI Project</li> <li>2. Use computerized Medical Record training skills</li> <li>3. Attend Journal Club and Evidence Based Medicine Course</li> <li>4. Participate in Pediatric Case Presentations and Discussions with review of options in management</li> </ol>	
<p><b>Instructional Strategies</b></p>	<p><b>Learner Evaluation</b></p>
<p>Develop ideas with program director for a QI Project</p>	<ul style="list-style-type: none"> <li>➤ Interaction and monthly progress meeting</li> </ul>
<p>Attend and participate in didactic workshop on Continuous Quality Improvement Mentoring Course for PL5 fellows</p>	<ul style="list-style-type: none"> <li>➤ Pediatric Scholarship Oversight presentation</li> <li>➤ Semi annual meeting update on progress with program director and immediate faculty feedback</li> </ul>
<p>EPID medical records training</p>	<ul style="list-style-type: none"> <li>➤ Faculty evaluations</li> </ul>
<p>Take Evidence Based Medicine Course</p>	<ul style="list-style-type: none"> <li>➤ Faculty evaluations and observation</li> </ul>
<p>Participate in Diabetes Journal Club (optional), Pediatric Grand Rounds and Pediatric Endocrinology Case Conference. Supervision–Endocrine Attendings will mentor presentation at M&amp;M Conference if relevant case arises</p>	<ul style="list-style-type: none"> <li>➤ Evaluations of presentations by faculty in attendance</li> <li>➤ 360 Evaluations</li> </ul>
<p>Friday Case Conferences include monthly Health Care Matrix Case and include aspects of risk management</p>	<ul style="list-style-type: none"> <li>➤ Health Care Matrix Review saved in portfolio and reviewed with program director</li> </ul>

<b>4 INTERPERSONAL SKILLS AND COMMUNICATION SKILLS:</b> Goal: Develop the skills that lead to effective information exchange and teaming with patients, their families, and other health professionals.	
<b>4A Oral Skills</b>	
<b>Objectives</b>	
<ol style="list-style-type: none"> <li>1. Demonstrate best practices to teach and communicate information effectively to audiences of varying backgrounds (i.e. lay public, medical students, residents/fellows, pediatric endocrinology colleagues).</li> <li>2. Effectively function as part of an interdisciplinary team member in both the inpatient and outpatient setting</li> <li>3. Demonstrate an understanding and empathy for patients with chronic endocrine diseases</li> <li>4. Use good communication skills to assess, assist patients and triage as necessary phone calls received while on call by discussing the calls with the attending endocrine physician available for mentoring and discussing calls.</li> </ol>	
<b>Instructional Strategies</b>	<b>Learner Evaluation</b>
Participate in Pediatric Endocrine Inpatient Team/One on One Instruction	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluations</li> <li>➤ Immediate verbal feedback</li> </ul>
Participate in Endocrine Clinic/One on One Instruction	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluations</li> <li>➤ Immediate verbal feedback</li> </ul>
Observe Diabetes Journal Club, Pediatric Grand Rounds and Pediatric Endocrinology Case Conference and give Pediatric Grand Rounds during PL5 or PL6 year	<ul style="list-style-type: none"> <li>➤ Evaluations of presentations by faculty in attendance</li> <li>➤ Medical student and resident evaluations</li> </ul>
Give presentation at Annual Pediatric Research Day if selected for poster or formal talk	<ul style="list-style-type: none"> <li>➤ Evaluations of presentations by faculty in attendance</li> </ul>
Prepare and demonstrate effective delivery of lectures to Pediatric Residents and Medical Students	<ul style="list-style-type: none"> <li>➤ Faculty observation, feedback and 360 degree evaluations</li> <li>➤ Medical student and resident rotation evaluations</li> </ul>
Institutional General Competency Course by Dr. Peel	<ul style="list-style-type: none"> <li>➤ Attendance noted</li> </ul>
Scholarship Oversight Presentation of research and progress of scholarly requirements	<ul style="list-style-type: none"> <li>➤ Verbal feedback and written notes following the meetings</li> <li>➤ Program director attends</li> </ul>

<p>Demonstrate skills for appropriate and respectful bedside teaching and patient discussions</p>	<p>➤ Formal Didactics and practice presentations at PL5 Practice Management Conference</p>
<p><b>4 INTERPERSONAL SKILLS AND COMMUNICATION SKILLS:</b> Goal: Develop the skills that lead to effective information exchange and teaming with patients, their families, and other health professionals.</p>	
<p><b>4B Written Communication Skills</b></p>	
<p style="text-align: center;"><b>Objectives</b></p>	
<ol style="list-style-type: none"> <li>1. Learn to dictate concise and accurate endocrine summaries</li> <li>2. Appropriate charting and documentation</li> <li>3. Develop written communication skills to appropriately convey to patients and staff the management recommendations</li> <li>4. Develop skills and resource knowledge to provide educational information in English and Spanish for patient’s families and multidisciplinary staff regarding endocrine disorders</li> </ol>	
<p style="text-align: center;"><b>Instructional Strategies</b></p>	<p style="text-align: center;"><b>Learner Evaluation</b></p>
<p><b>Dictation Review</b></p>	<p>➤ Faculty evaluations</p>
<p><b>Clinical encounters with direct observation and staff feedback regarding educational materials chosen, and clarity of written recommendations</b></p>	<p>➤ Staff and faculty evaluations, immediate feedback and mentoring</p>
<p><b>Develop teaching materials appropriate for use with residents or medical students as well as families to educate them about specific endocrine disorders</b></p>	<p>➤ Medical student and resident evaluations ➤ Attending and staff observation and feedback</p>
<p><b>Knowledge Center Compliance Training On-line / Clinical demonstration of respect for patient privacy and confidentiality in the context of HIPPA regulations</b></p>	<p>➤ Post test and certificate</p>
	<p>➤</p>

<b>5 PROFESSIONALISM: Goal: Demonstrate a commitment to carrying out professional responsibilities for patient care. Develop skills for adherence to ethical principles, and sensitivity diverse patient populations in a clinical research and subspecialty clinic environment.</b>	
<b>Objectives</b>	
<ol style="list-style-type: none"> <li>1. Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles</li> <li>2. Provide emotional, social and culturally sensitive support to patients and families with endocrine disorders</li> <li>3. Participate in community programs that enhance the lives of our patients</li> <li>4. Use community resources available to children and adolescents with diabetes</li> <li>5. Advocate for children with endocrine disorders such as diabetes, obesity, short stature, intersex, etc.</li> <li>6. Be familiar with the ethical and medico legal considerations of care of infants with intersex conditions</li> <li>7. Demonstrate good practices related to patient confidentiality</li> <li>8. Recognize fatigue and medical mistakes if made and review solutions with program director</li> </ol>	
<b>Instructional Strategies</b>	<b>Learner Evaluation</b>
Participate in Pediatric Endocrine Inpatient Team/One on One Instruction	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluations</li> <li>➤ Immediate verbal feedback</li> </ul>
Demonstrate respect to patients, families, colleagues and staff while in Endocrine Clinic	<ul style="list-style-type: none"> <li>➤ Faculty and 360 degree evaluations</li> <li>➤ Immediate verbal feedback</li> </ul>
Complete Cultural Diversity Course, clinical encounters requiring interactions with families using staff interpreters and Spanish skills if applicable	<ul style="list-style-type: none"> <li>➤ Mentorship with Attendings and nurses fluent in Spanish</li> <li>➤ Course certificate</li> <li>➤ Clinic translation/advocacy observation</li> </ul>
Demonstrate responsibility for patient care and timely communication to family and other health professionals	<ul style="list-style-type: none"> <li>➤ Faculty and staff evaluations, observation</li> </ul>
Demonstrate Professionalism and Ethics skills reviewed in PL4 ICI and Ethics Seminars	<ul style="list-style-type: none"> <li>➤ Faculty discussion/evaluation</li> <li>➤ 360 evaluations, Camp staff evaluations</li> </ul>
Participation as Volunteer Camp Physician at Camp Independence for Children with Diabetes	<ul style="list-style-type: none"> <li>➤ Acknowledge from Camp Board of Directors for participation at camp and camp evaluations and 360 evaluation</li> </ul>
Attending mentoring and discussion	<ul style="list-style-type: none"> <li>➤ Attendance and faculty evaluation</li> </ul>
HIPAA and IRB training	<ul style="list-style-type: none"> <li>➤ HIPAA and IRB course certificate</li> </ul>

Complete mandatory Resident Sleep and Fatigue Lecture video, attend Disclosing Medical Errors and Crafting Apologies Lecture	<ul style="list-style-type: none"> <li>➤ Attendance noted</li> <li>➤ Annual Duty hour survey</li> </ul>
Critical Incidents Discussions	➤ Critical Incidents documentation with director
Remediation for events if relevant	➤ Remediation documentation if relevant
<b>6 SYSTEMS- BASED PRACTICE: Goals: Demonstrate awareness of the larger context and system of health care and develop the ability to effectively call on system resources to provide care that is of optimal value, safe and cost effective.</b>	
<b>Objectives</b>	
<ol style="list-style-type: none"> <li>1. Practice high-quality fiscally responsible health care</li> <li>2. Properly document and code for billing purposes using ICD and CPT coding</li> <li>3. Function effectively as part of an interdisciplinary team</li> <li>4. Participate in continuing educational responsibilities</li> <li>5. Continue to learn the administrative responsibilities of the Pediatric Endocrine Physician in the context of providing health care</li> <li>6. Practice knowing the limitations of newborn screening in detecting congenital diseases such as adrenal hyperplasia and congenital hypothyroidism</li> <li>7. Observe the role of the Pediatric Endocrinologist in advocating for newborn screening programs</li> <li>8. Practice appropriate and affordable endocrine testing/lab and drug therapy for patients with insurance restrictions</li> <li>9. Develop Quality Improvement Project idea in the Pediatric Endocrine Division</li> </ol>	
<b>Instructional Strategies</b>	<b>Learner Evaluation</b>
Participate in Health Care Economics and Practice Management one day seminar to review current Billing and Coding , contract management, practice management	<ul style="list-style-type: none"> <li>➤ Billing meeting discussions and observed practices</li> <li>➤ Practice Management seminar interactions, attendance</li> <li>➤ Health Care Economics lecture interaction</li> </ul>
Demonstrate understanding of multiple Clinic models within University settings with ability to use emr systems as they evolve, billing paperwork	<ul style="list-style-type: none"> <li>➤ Business/Staff meeting attendance</li> <li>➤ Participation in medical record development with feedback as ideas implemented</li> </ul>
M & M Conference and Case presentations of complex cases	➤ Attendance noted, observed discussions
Monthly Healthcare Matrix application at Case Conferences	➤ Store copy of Matrix discussion in portfolio/log book
Observe Chromosome 18 Team Studies, Project Support and Clinical research team interactions	➤ Faculty evaluations, feedback
Participate in Pediatric Endocrine Inpatient Team/One on One Instruction with discussion of billing, coding and referral practices	<ul style="list-style-type: none"> <li>➤ Immediate verbal feedback</li> <li>➤ Faculty and 360 degree evaluations</li> </ul>
Patient transition to adult care advocacy	➤ Patient care feedback and staff evaluations

Initiate Medicaid, CHIP, Carelink referrals with Social Work guidance	<ul style="list-style-type: none"> <li>➤ Faculty evaluations, direct observation</li> <li>➤ Grand Rounds and didactics on Project Support</li> </ul>
Mentorship in Endocrine Continuity Clinic with One on One Faculty Instruction to learn administrative aspects of patient care	<ul style="list-style-type: none"> <li>➤ Immediate verbal feedback</li> <li>➤ Faculty and 360 degree evaluations</li> <li>➤ Attendance at division and committee meetings documented</li> </ul>
Optional participation in Metabolic Genetic Clinic/ Austin Newborn Screening Center visit	<ul style="list-style-type: none"> <li>➤ verbal feedback regarding newborn error management</li> <li>➤ Faculty evaluations</li> </ul>
Mentoring and Observation of triage and initial management for patient referrals depending on medical needs for consult	<ul style="list-style-type: none"> <li>➤ Faculty evaluation monthly</li> <li>➤ Faculty oversight of consult triage paperwork</li> </ul>
Coordinate treatment planning with school nurse and staff Review and adjust diabetes care depending on school schedule Adjust other endocrine medications to patient lifestyle needs	<ul style="list-style-type: none"> <li>➤ Staff and faculty evaluations</li> <li>➤ Self assessment</li> <li>➤ Patient satisfaction and school communication feedback</li> </ul>
Quality Improvement Project	<ul style="list-style-type: none"> <li>➤ Program director meetings and Program director discussion</li> </ul>

**SCHOLARLY ACTIVITIES:**

**Objectives**

- 1) Prepare and present required quarterly updates to Scholarship Oversight Committee to demonstrate meaningful and independent research and academic progress
- 2) Outline schedule to complete institutional required coursework at beginning of each fellowship year
- 3) Understand the steps for career development in an academic setting

Instructional Strategies	Learner Evaluation
Prepare for discussions one on one with Program Director	<ul style="list-style-type: none"> <li>➤ Report from Scholarship Advisory Committee, verbal feedback with Program Director attending</li> </ul>
Present organized and concise summary of research to Scholarship Oversight Committee bi-annually with immediate feedback	<ul style="list-style-type: none"> <li>➤ Report to Program Director discussed</li> </ul>
One on one Instruction from Research mentor and other Pediatric Endocrine Faculty	<ul style="list-style-type: none"> <li>➤ Portfolio Review – including Fellow Research Presentation, Posters/Presentations, all meeting documentation</li> </ul>



