

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

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2020

PL 4 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: Observe and acquire proficiency in the care of infants, children, and adolescents with endocrine disorders. Practice the necessary skills for good patient care. Practice the necessary skills for good patient care with respect to cultural differences and family dynamics.

1A Goal: Observe and acquire proficiency to 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

- Proficiency with appropriate history and physical exam of patients referred with the following endocrine conditions
- Generate detailed problem lists and assess patients using up to date nomenclature
- Interpret appropriate laboratory tests and summarize pertinent positive and negative findings with a differential diagnosis.
- Demonstrate proficiency in developing a treatment plan based on the endocrine diagnosis
- Effectively 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
Participate in Pediatric Endocrine Inpatient Team/One on One Instruction	<ul style="list-style-type: none"> ➤ Faculty and 360 degree evaluations ➤ Immediate verbal feedback ➤ Impromptu review of cases with faculty ➤ Direct observation of history and PE ➤ Daily checkout of individual patients with Attending prior to rounds
Resident Teaching once basic assessment and plan reviewed with attending physician	<ul style="list-style-type: none"> ➤ 360 and Resident Evaluations
Role modeling-Attending	<ul style="list-style-type: none"> ➤ Annual Faculty Assessment
Obtain CITI course for Protecting Study Patients ICI coursework (SEE addendum curriculum)	<ul style="list-style-type: none"> ➤ On line test ➤ Human Subjects – IRB course at ICI- attendance required ➤ Case control, Cohort and Randomized Controlled Studies lectures at ICI course- attendance required
Participate in Endocrine Clinic/One on One Instruction	<ul style="list-style-type: none"> ➤ Faculty and 360 degree evaluations ➤ Immediate verbal feedback ➤ Impromptu review of cases with faculty ➤ Direct observation of history and PE ➤ Documentation of patients seen in clinic
Attend: <ul style="list-style-type: none"> ○ Endocrinology Grand Rounds ○ PL6 seminar on disclosing medical errors, delivering difficult news, crafting apologies ○ Pediatric Endocrine, Endocrine Journal Club ○ Pediatric Grand Rounds ○ Neuroendocrine MRI/Endocrine Case Management Conferences, Relevant Medicine GR and Diabetes J. Club ○ Friday Pediatric Endocrine Case Presentations and Discussions ○ Pediatric Endocrine Didactic Lectures ○ Annual PESTOLA Conference 	<ul style="list-style-type: none"> ➤ Attendance noted/ Certificate
Participate in Local, Regional and National Endocrine Conferences	<ul style="list-style-type: none"> ➤ Faculty evaluation and attendance noted

<p>Self Study: Cultural Diversity: Cross Cultural Health Care – Case Studies/HRSA-funded; http://support.mchtraining.net/national_ccce/info.html, www.emedicine.com/ped/ENDOCRINOLOGY.htm www.endotext.org/pediatrics/index.htm , Endocrine PREP ABP topics and Sperling Pediatric Endocrine Textbook</p>	<p>➤ Attendance noted / CME Certification</p>
<p>1B Goal: D Acquire proficiency performing an endocrine specific physical exam with informed decisions of ancillary investigations</p>	
<p style="text-align: center;">Objectives</p>	
<ol style="list-style-type: none"> 1. Learn and demonstrate proper technique in obtaining linear measurements including height, arm span and upper/lower segments 2. Demonstrate ability to calculate target heights including mid-parental heights and current height and bone age 3. Appropriately perform and teach Tanner staging of males and females and determination of testicular volume in males using the Prader orchidometer 4. Identify skin findings typical of endocrine disease (i.e. acanthosis nigricans, café au lait pigmentation, etc.) 5. Perform and teach proper examination of the thyroid gland 6. Recognize signs associated with hyperlipidemias (i.e. xanthomas, corneal arcus, etc.) 	
<p style="text-align: center;">Instructional Strategies</p>	<p style="text-align: center;">Learner Evaluation</p>
<p>Interaction/Instruction by Pediatric Endocrinology or Clinical Research Nursing Staff Observation</p>	<ul style="list-style-type: none"> ➤ Faculty and 360 degree evaluation ➤ Immediate verbal feedback ➤ Direct observation of history and PE, chart and dictation review
<p>Participate in Pediatric Endocrine Inpatient Team/One on One Instruction and teaching</p>	<ul style="list-style-type: none"> ➤ Faculty and 360 degree evaluations ➤ Immediate verbal feedback ➤ Direct observation of history and PE
<p>1C Goal: Review and discuss the rationale for stimulation testing and accurate interpretation to evaluation for endocrine disorders.</p>	
<p style="text-align: center;">Objectives</p>	

1. Understand the appropriate ACTH stimulation testing criteria based on suspected diagnosis
2. Observe and 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
3. Participate in deciding on appropriate GH stimulation testing including the selection of appropriate secretagogues to stimulate GH secretion, diagnostic procedures and stimulation testing importance
4. Correctly calculate the dose of GnRH agonists in diagnosis of disorders of puberty
5. Participate in the interpretation imaging tests such as CT scans, MRIs, nuclear medicine tests
6. Observe and discuss the intricacies of water deprivation test when diagnosing diabetes insipidus
7. Interpret continuous glucose monitoring testing and trial personal cgms experience with download
8. Be familiar with the fasting study for the evaluation of hypoglycemia-understand the protocol for ordering a fasting study

Instructional Strategies	Learner Evaluation
Participate in 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"> ➤ Faculty and 360 degree evaluation ➤ Immediate verbal feedback
Participate in Endocrine Clinic/One on One Instruction	<ul style="list-style-type: none"> ➤ Bone age X-ray interpretation and Greulich and Pyle height prediction with comparison to attending physician results ➤ Faculty and 360 degree evaluations ➤ Immediate verbal feedback
Observe and order Endocrine stimulation testing under supervision of faculty, interpret results	<ul style="list-style-type: none"> ➤ Faculty and 360 degree evaluation ➤ Immediate verbal feedback
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

1D Goal: Education: Educate and counsel families with chronic endocrine conditions.

Objectives

1. **Diabetes Education: Observe and be mentored to acquire skills 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. **Understand carbohydrate counting**
7. **Oversee and manage low blood sugar treatment and sick day protocols including urine ketone testing for diabetes patients**

Observe and understand the skills/resources needed for 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
Instruction by Pediatric Endocrinology Faculty, Certified Diabetes Educators and Nutritionists	<ul style="list-style-type: none"> ➤ Faculty and 360 degree evaluation ➤ Immediate verbal feedback
Participate in Pediatric Endocrine Inpatient Team/One on One Instruction	<ul style="list-style-type: none"> ➤ Faculty and 360 degree evaluation ➤ Immediate verbal feedback
Participate in Endocrine Clinic/One on One Instruction	<ul style="list-style-type: none"> ➤ Faculty and 360 degree evaluation ➤ Immediate verbal feedback
Attend summer diabetes camp and work daily managing diabetes during vigorous exercise and varied activities at camp	<ul style="list-style-type: none"> ➤ 360 degree camp staff evaluation forms and parent evaluation forms
Participate in Pediatrics Endocrine Inpatient Team/One on One Instruction. Observe these discussions with Pediatric Endocrine Attendings who meet with new families	<ul style="list-style-type: none"> ➤ Faculty and 360 degree evaluation ➤ Immediate verbal feedback
Document knowledge of cultural issues in health care and demonstrate respect for cultural diversity	<ul style="list-style-type: none"> ➤ Case Studies and core concept review in mandatory PL5 year didactics on Cross Cultural Health Care with certificates generated following course completion

<p>Proficient in delivering difficult news to families by participating in General Competency Sessions on delivering difficult news, cultural aspects of care, bedside teaching and communication across cultural differences</p>	<p>➤ Attendance noted</p>
<p><u>2 MEDICAL KNOWLEDGE:</u> 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 >50% of the targeted topics by PL6 year SITE exam with score review used to determine areas to focus on remainder of PL6 year.</p>	
<p>2A Endocrine Knowledge Goals: 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.</p>	
<p>Objectives</p>	
<p>Recognize and demonstrate in-depth knowledge of at least 50% of the following topics in Pediatric Endocrinology based on the Knowledge goals. (Specific objectives for each subject can be found in Appendix A).</p> <ol style="list-style-type: none"> 1. Pituitary/Hypothalamus 2. Reproductive Endocrine System 3. Thyroid 4. Available Genetic Testing for Endocrine Diseases 5. Adrenal Disorders 6. Bone and Mineral Metabolism 7. Carbohydrate Metabolism 8. Growth 9. Lipids 10. Obesity 	
<p>Instructional Strategies</p>	<p>Learner Evaluation</p>
<p>Pediatric Endocrinology Chart Review and Attending supervision. Participate in Endocrine Clinic/One on One Instruction</p>	<p>➤ Faculty Evaluation forms and immediate feedback on skills ➤ SITE Examination ➤ 360 Evaluation</p>
<p>Participate in Local, Regional and National Endocrine Conferences Participate in Pediatric Endocrine Inpatient Team/One on One Instruction and ABP topic review</p>	<p>➤ PESTOLA Certificate, Trainee program discussions ➤ SITE Examination</p>

Participate in Metabolic Genetics Clinic and Visit Newborn Screening Center in Austin Texas (Optional), demonstrate understanding	➤ SITE Examination
Participate in Friday conference Pediatric Board Review assignments and didactic discussions, PREP Question reviews	➤ Attending discussions and feedback
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	➤ Attend noted or logged ➤ SITE Examination
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	
Objectives	
<ol style="list-style-type: none"> 1. Know the basic classes of hormones and hormone receptors 2. Understand the basics of signal transduction 3. Know the difference in the principles and methods involved in the various hormone assays (RIA, ELISA, IRMA, ICMS, etc.) 4. Know how a bioassay differs from other methods of assaying hormones. 5. Know basic statistical terms including mean, mode, median, standard deviation, standard error, etc. 6. Understand the basic appropriate statistical tests to analyze data 7. Understand the clinical responsibilities of investigators when seeing patients involved in a clinical research trial 	
Instructional Strategies	Lerner Evaluation
Attend and participate in the Introduction to Clinical Investigation (ICI) course http://gcr.uthscsa.edu/ICI/ici-overview.htm SEE attached curriculum addendum	➤ SITE exam scores ➤ Course feedback and observation by teaching faculty
Statistics Self Study Book at ICI	➤ SITE Examination
Annual Review of Topics covered to prepare for SITE exam and research project data analysis	➤ Annual meeting with Program Director
2C Faculty Education and Development: All faculty participate in on line competency based educational modules, continuing CME education and are required to attend Grand Rounds.	
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 visits tracked and billing records for review.	

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

3 PRACTICE-BASED LEARNING AND IMPROVEMENT: Goal: Observe 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"> ➤ Health Care Matrix Review ➤ Self evaluation of skills and patient outcomes
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"> ➤ Meetings with Program Director and Scholarship Oversight Committee ➤ Self evaluation ➤ Clinic and research staff feedback
Observe and review methods to best teach rotating Pediatric Residents and Medical Students	<ul style="list-style-type: none"> ➤ Attendance at Teaching Courses and observation in clinic ➤ Evaluations of presentations by faculty, students in attendance
Begin taking 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	<ul style="list-style-type: none"> ➤ Briscoe library coursework individualized to fellow needs to allow literature searching, Bibliography organization

locate/assimilate evidence from literature to optimize patient care. Demonstrate ability to organize of materials for presentation and study	➤ Presentation of literature for patient education, consult and clinic evaluation, patient presentations, faculty evaluations
3B Quality Improvement	
Objectives	
<ol style="list-style-type: none"> 1. Be familiar with requirements for the fellowship Division QI Projects 2. Learn to become Proficient with computerized Medical Record training skills 3. Attend and participate in Journal Club and Evidence Based Medicine Course 4. Participate in Pediatric Case Presentations and Discussions with review of options in management 	
Instructional Strategies	Learner Evaluation
Discuss and explore ideas with program director for a QI Project	<ul style="list-style-type: none"> ➤ Interaction and monthly progress meeting ➤ Pediatric Scholarship Oversight presentation ➤ Bi annual meeting update on progress with program director and immediate faculty feedback ➤ ICI coursework required, attendance noted
Participate in Formulating a Research Question, Design of Data Collection instruments, Data management courses at ICI	
EPIC medical records training	➤ Faculty evaluations
Demonstrate Evidence Based Medicine in patient care	<ul style="list-style-type: none"> ➤ Faculty evaluations and observation ➤ Attend Evidence-based Medicine course by Dr. Shawn Ralston, Associate Professor, Division of Inpatient Pediatrics
Participate in Diabetes Journal Club (optional), Pediatric Grand Rounds and Pediatric Endocrinology Case Conference. Supervision–Endocrine Attendings will mentor presentation at M&M Conference if relevant case arises	<ul style="list-style-type: none"> ➤ Evaluations of presentations by faculty in attendance ➤ 360 Evaluations
Friday Case Conferences include monthly Health Care Matrix Case and include aspects of risk management	➤ Health Care Matrix Review saved in portfolio and reviewed with program director

4 INTERPERSONAL SKILLS AND COMMUNICATION SKILLS: Goal: Observe and acquire the skills that lead to effective information exchange and teaming with patients, their families, and other health professionals.	
4A Oral Skills	
Objectives	
<ol style="list-style-type: none"> 1. Observe and become familiar with best practices to teach and communicate information effectively to audiences of varying backgrounds (i.e. lay public, medical students, residents/fellows, pediatric endocrinology colleagues). 2. Effectively function as part of an interdisciplinary team member in both the inpatient and outpatient setting 3. Demonstrate an understanding and empathy for patients with chronic endocrine diseases 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. 	
Instructional Strategies	Learner Evaluation
Participate in Pediatric Endocrine Inpatient Team/One on One Instruction	<ul style="list-style-type: none"> ➤ Faculty and 360 degree evaluations ➤ Immediate verbal feedback
Participate in Endocrine Clinic/One on One Instruction	<ul style="list-style-type: none"> ➤ Faculty and 360 degree evaluations ➤ Immediate verbal feedback
Contribute to 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"> ➤ Evaluations of presentations by faculty in attendance ➤ Medical student and resident evaluations
Give presentation at Annual Pediatric Research Day if selected for poster or formal talk	<ul style="list-style-type: none"> ➤ Evaluations of presentations by faculty in attendance
Prepare and demonstrate effective delivery of lectures to Pediatric Residents and Medical Students	<ul style="list-style-type: none"> ➤ Faculty observation, feedback and 360 degree evaluations ➤ Medical student and resident rotation evaluations
Demonstrate Institutional General Competency	<ul style="list-style-type: none"> ➤ Faculty observation
Meet with potential mentors to decide on meaningful research progress and prepare/present background data and information as options explored	<ul style="list-style-type: none"> ➤ Verbal feedback and written notes following the meetings ➤ Program director attends when necessary ➤ PSOC presentation of most likely project in January PL4 yr ➤ Attend ICI conference on Mentoring: A key aspect for successful research training- attendance required ➤
Demonstrate skills for appropriate and respectful bedside teaching and patient discussion	<ul style="list-style-type: none"> ➤ Formal Didactics and practice presentations at PL5 Practice Management Conference

4B Written Communication Skills	
Objectives	
<ol style="list-style-type: none"> 1. Dictate concise and accurate endocrine summaries 2. Appropriately complete charting and documentation 3. Develop written communication skills to appropriately convey to patients and staff the management recommendations 4. Develop skills and resource knowledge to provide educational information in English and Spanish for patient's families and multidisciplinary staff regarding endocrine disorders, and with other professionals 	
Instructional Strategies	Learner Evaluation
Dictation Review	➤ Faculty evaluations
Clinical encounters with direct observation and staff feedback regarding educational materials chosen, and clarity of written recommendations	➤ Staff and faculty evaluations, immediate feedback and mentoring
Develop and implement teaching materials appropriate for use with residents or medical students as well as families to educate them about specific endocrine disorders Attend Teaching Skills course by Dr. Robert Nolan and <ul style="list-style-type: none"> ➤ Principles of Adult Learning ➤ Curriculum Development & Writing Goals and Objectives ➤ Delivery of Information & Teaching Methods ➤ Small Group Teaching Skills ➤ Reinforcement/ modifying difficult behavior 	<ul style="list-style-type: none"> ➤ Medical student and resident evaluations ➤ Attending and staff observation and feedback ➤ Evaluations from Teaching Skills course by Dr. Robert Nolan and Dr. Jennifer Peel, Office of Graduate Medical With Completed Practice Teaching Procedures and Assessment of Educational Outcomes, Evaluation and Feedback to Learners
Participate in ICI writing skills courses and reading the Literature cohort studies course	➤ Attendance required, faculty evaluation
Participate in division QI projects for emr improvements	<ul style="list-style-type: none"> ➤ mentorship with research mentor, faculty ➤ Faculty evaluations
Knowledge Center Compliance Training On-line / Clinical demonstration of respect for patient privacy and confidentiality in the context of HIPPA regulations	➤ Post test and certificate

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

Attending mentoring and discussions at Program Director meetings, research meetings and staff meetings	➤ Attendance and faculty evaluation
Complete HIPAA and IRB training	➤ HIPAA and IRB course certificate
Complete mandatory Resident Sleep and Fatigue Lecture video,	➤ Attendance noted ➤ Annual Duty hour survey
Critical Incidents Discussions	➤ Critical Incidents documentation with director
Remediation for events if relevant	➤ Remediation documentation if relevant
6 SYSTEMS- BASED PRACTICE: Goals: Develop an appreciation and 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.	
Objectives	
<ol style="list-style-type: none"> 1. Observe and understand value of high-quality fiscally responsible health care 2. Learn techniques for proper documentation and coding for billing purposes using ICD and CPT coding 3. Function effectively as part of an interdisciplinary team 4. Participate in continuing educational responsibilities 5. Participate in administrative responsibilities of the Pediatric Endocrine Physician in the context of providing health care 6. Know the limitations of newborn screening in detecting congenital diseases such as adrenal hyperplasia and congenital hypothyroidism 7. Observe the role of the Pediatric Endocrinologist in advocating for newborn screening programs 8. Practice appropriate and affordable endocrine testing/lab and drug therapy for patients with insurance restrictions 9. Develop Quality Improvement Project idea in the Pediatric Endocrine Division 	
Instructional Strategies	Learner Evaluation
Review current Billing and Coding with Attendings , carry out practice management administrative responsibilities	➤ Billing meeting discussions and observed practices ➤ Health Care Economics awareness observed
Demonstrate understanding of multiple Clinic models within University settings with ability to use Sunrise, Epic emr systems as they evolve, billing paperwork	➤ Business/Staff meeting attendance ➤ Participation in medical record development with feedback as ideas implemented
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
Participate with 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"> ➤ Immediate verbal feedback ➤ Faculty and 360 degree evaluations
Patient transition to adult care advocacy	<ul style="list-style-type: none"> ➤ Patient care feedback and staff evaluations
Learn and then initiate Medicaid, CHIP, Carelink referrals with Social Work guidance	<ul style="list-style-type: none"> ➤ Faculty evaluations, direct observation ➤ Grand Rounds and didactics on Project Support
Mentorship in Endocrine Continuity Clinic with One on One Faculty Instruction to learn administrative aspects of patient care	<ul style="list-style-type: none"> ➤ Immediate verbal feedback ➤ Faculty and 360 degree evaluations ➤ Attendance at division and committee meetings documented
Optional participation in Metabolic Genetic Clinic/ Austin Newborn Screening Center visit	<ul style="list-style-type: none"> ➤ verbal feedback regarding newborn error management ➤ Faculty evaluations
Participate and teach triage and initial management for patient referrals depending on medical needs for consult	<ul style="list-style-type: none"> ➤ Faculty evaluation monthly ➤ Faculty oversight of consult triage paperwork
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"> ➤ Staff and faculty evaluations ➤ Self assessment ➤ Patient satisfaction and school communication feedback
Quality Improvement Project	<ul style="list-style-type: none"> ➤ Program director meetings and Program director discussion
Begin AAP Professional requirements for maintenance of certification	<ul style="list-style-type: none"> ➤ ABP Maintenance of Certification requirements begun on Pedialink ➤ Attend orientation to Fellowship Training; ABP Maintenance of Certification conference ➤ Attend Charting the Course - Career Development Dr. John Mangos, Vice Chair, Academic Affairs; Dr. Anthony Infante, Associate Chairman for Research ➤

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) Establish timeline for accomplishing acceptable Scholarly project by mid PL4 year 4) Understand the steps for career development in an academic setting, funding support options	
Instructional Strategies	Learner Evaluation
Prepare for discussions one on one with Program Director	<ul style="list-style-type: none"> ➤ Report from Scholarship Advisory Committee, verbal feedback with Program Director attending ➤ Attend Finding a Mentor & Overview of Laboratory Research by Dr. Shamim Mustafa
Present organized and concise summary of research to Scholarship Oversight Committee bi-annually with immediate feedback	<ul style="list-style-type: none"> ➤ Report to Program Director discussed
One on one Instruction from Research mentor and other Pediatric Endocrine Faculty	<ul style="list-style-type: none"> ➤ Portfolio Review – including Fellow Research Presentation, Posters/Presentations, all meeting documentation