Pediatric Emergency Medicine Fellowship Training Program

Training PEDS EM Specialists since 1996

http://tinyurl.com/chkdEDfellowship
Welcome to Norfolk/Virginia Beach!

We are excited that you have chosen to learn more about our three-year Pediatric Emergency Medicine Fellowship. While there are many fine training programs in pediatric emergency medicine, we feel ours is among the best and we hope to introduce our faculty and our well-established program to you in detail when you visit us in Norfolk.

The enclosed information is designed to give you a flavor of our training program and to answer some commonly asked questions.

Please feel free to directly contact me at any time—I am proud of our program and I am always happy to discuss it with you. Should you choose to interview with us, as a thank-you, we will provide complimentary lodging at a local bed and breakfast (4 diamond rated) the night before your interview.

Our program coordinator, Kimberley Kelly, can be contacted at KellyK@chkd.org or (757) 668-9222. I can be contacted at Joel.Clingenpeel@chkd.org or (757) 668-922 and am happy to answer any questions you may have.

We look forward to meeting you.

Joel M. Clingenpeel, MD, MPH, MS.MEdL
Fellowship Director, PEM
Associate Professor of Pediatrics
Certified Healthcare Simulation Educator
joel.clingenpeel@chkd.org
757-668-9222
Look at the **number** of different reasons to do YOUR emergency medicine training with us...

- Fellows since **1996**
- **28** Pediatric ED beds
- **212** Inpatient beds
- **#1** Pediatric regional referral center
- **60,000** Adult ED annual census
- **6,190** Annual Admissions
- **27** Pediatric Specialties
- **50,000** Pediatric ED visits
- **17** Pediatric EM Sub-boarded/eligible Physicians
- **1,000** Annual PICU admissions
- **29** Attending Physicians
- **THE ONLY** free-standing full-service Pediatric hospital in the state of Virginia
- **1,000** Annual PICU admissions
- Region’s Only Pediatric Trauma & Burn Service

Serving a population of more than **2 Million**
in Southeastern Virginia and Northeastern North Carolina
Emergency Medicine Fellowship Overview

Clinical Facilities:

The fellowship is based at Children's Hospital of The King's Daughters in Norfolk, Virginia. Children's Hospital is the only pediatric tertiary care facility serving a referral population in excess of 2 million. The institution provides a broad range of primary, secondary and tertiary care services to a variety of medical and traumatized patients. The children’s hospital has 212 inpatient beds and receives an estimated 6100 admissions annually. It offers a full range of services including pediatric intensive care, neonatal intensive care, transport services, pediatric cardiac surgery, ECMO, and pediatric trauma/burn care.

Overview:

Our fellowship program offers four major kinds of experiences: clinical, teaching, administrative and research.

Curriculum

Clinical

Our state-of-the-art 13,000 square foot 28 bed Emergency Department serves approximately 50,000 patients each year. It is staffed primarily by pediatric and emergency medicine residents, supplemented by family practice and transitional residents on regular rotations. Supervision is provided by full-time Pediatric Emergency Medicine faculty and fellows 24 hours a day. Pediatric/ Trauma surgical attendings are in-house 24/7 and they, along with their upper level residents and the pediatric EM fellows/ attendings, comprise the trauma team for our highest level trauma activations. All other pediatric surgical sub-specialists are readily available for consultation.

Teaching Training and Experience

A major component involves supervising and teaching residents and students in the Emergency Department. Fellows receive specific instruction in lecture design and delivery, and participate as speakers in a variety of formal and informal settings. Multiple opportunities exist for improving teaching skills.

Administrative Training

Fellows learn the principles of administration in monthly administrative meetings and by involvement in the day-to-day operations of the emergency department. Fellows participate as active members on various hospital committees broadening their administrative exposure.

Research Training and Experience

During the first year of training all fellows attend a "boot camp" and receive formal teaching on principles of epidemiology, statistics, and study design and methodology. This provides fellows with a framework for understanding clinical research. With faculty supervision, fellows are expected to design and execute one or more independent research projects culminating in an original manuscript suitable for publication and presentation. Our department has a dedicated biostatistician who will aid with research design, data analysis, and IRB submission. In addition to the “research boot camp” all fellows participate in an asynchronous EBM/ research design course during year 1 and a biostatistics course during years 2 and 3.
State-of-the-Art Educational Curriculum

Educational Conferences/ Didactics

Our educational conferences are second to none! Utilizing web based technology as well as the expertise of our faculty, our fellows’ conference meets weekly for 3-4 hours to review a core curriculum of topics applicable to pediatric emergency medicine. In addition to the core curriculum (which repeats itself every 3 years), these conferences are also utilized to review interesting cases, discuss controversies within the field, review interesting EKG and radiology findings, discuss medical-legal issues, and practice board review questions.

The learning continues asynchronously throughout the week as well. Fellows receive clinical practice review articles each month via email and will listen to numerous downloadable audio/video lectures dedicated to pediatric emergency over the course of their 3 years. By the time you graduate from our program you have had a formal didactic on nearly every aspect of pediatric emergency medicine! We know of no other fellowship educational curricula which can compare to ours—it is intense, comprehensive, and fun.

Evidence Based Medicine

An integrated evidence based medicine curriculum is incorporated into the training program. Principles of study design and research methodology are taught throughout the three year program empowering fellows to carry out their own research projects as well as critically appraise published materials.

Fellows can attend formal lectures on biostatistics and epidemiology as part of an integrated program through the EVMS School of Public Health. Interested fellows will be able to complete course work and earn an MPH (tuition and fees fully covered by the division).
Simulation Laboratory:

We utilize high fidelity computerized mannequins in a state of the art pediatric simulation lab for our simulation experiences. Simulation training includes acute care, mock codes, difficult airway scenarios, and procedural training. Fellows and faculty run a procedure workshop for medical students every 8 weeks and fellows gain experience in teaching using simulation models and partial task trainers.

We offer a one year Simulation in Medical Education Fellowship. See the “So you like Options?” section of this document for more information on this very unique program.

“Make mistakes “here” to improve knowledge and skills used “out there.”

Ultrasound Training

Fellows receive a full morning of pediatric emergency ultrasound didactics with hands on bedside training every 6 weeks from faculty sub-credentialed in Emergency Ultrasound. We believe our pediatric emergency medicine ultrasound curriculum to be the most comprehensive in the nation for PEM trainees. Fellows also participate in several formal ultrasound courses throughout their three years starting with a basic ultrasound course during orientation. In addition, the division pays for fellows to attend a 3 day advanced EM procedural ultrasound course during the beginning of their second year to further refine their ultrasound skills. During the 2nd year all fellows will also complete a 2 week formal emergency ultrasound rotation where they can be credentialed to perform various bedside ultrasounds. Fellows also gain expertise in ultrasound (CAE VIMEDIX Ultrasound Simulator) during our bi-monthly simulation labs.
Journal Clubs

Journal clubs are utilized to review current literature and review principles of evidence based medicine. Divisional as well as joint journal clubs with the EVMS Department of Emergency Medicine are held throughout the year. Many of the past critically appraised topics (CATs) we have discussed can be found at www.emjournalclub.com.

Paid Participation at National Conferences

The division pays for all fellows to attend the national PEM Fellows’ Conference during either the first or second year of fellowship. Fellows also attend a Practical Emergency Airway course in Baltimore, MD which focuses on the mastery of the difficult airway utilizing a unique cadaveric setting. All fellows attend another cadaveric course in Critical EM Procedures during their PGY5 or PGY6 training year.

“Over-reliance on experience results in making the same mistakes with increasing levels of confidence.”
# Fellowship Schedule – Fellow A (revised)

## First Year Fellow:

<table>
<thead>
<tr>
<th>Month</th>
<th>Course/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>Peds ED/ Orientation*</td>
</tr>
<tr>
<td>August</td>
<td>Pediatrics ED- 2 wks</td>
</tr>
<tr>
<td>September</td>
<td>Peds Anesthesia</td>
</tr>
<tr>
<td>October</td>
<td>Peds ED</td>
</tr>
<tr>
<td>November</td>
<td>Research</td>
</tr>
<tr>
<td>December</td>
<td>Peds ED</td>
</tr>
</tbody>
</table>

*Note: Orientation includes introductory ER procedure course/ intro EM Ultrasound Course/Advanced Trauma Life Support/ PALS

## Second Year Fellow:

<table>
<thead>
<tr>
<th>Month</th>
<th>Course/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>Peds ED</td>
</tr>
<tr>
<td>August</td>
<td>Research</td>
</tr>
<tr>
<td>September</td>
<td>Research</td>
</tr>
<tr>
<td>October</td>
<td>Peds ED</td>
</tr>
<tr>
<td>November</td>
<td>Peds ED</td>
</tr>
<tr>
<td>December</td>
<td>Research</td>
</tr>
<tr>
<td>January</td>
<td>Research</td>
</tr>
</tbody>
</table>

### Other Yearly Courses/ Conferences Schedule:
- Advanced Emergency Procedures Course (PGY6)
- 2 day National Emergency Medicine Advanced Airway Course (PGY4)
- 3 day Emergency Ultrasound and Advanced EM Ultrasound Course (PGY5)
- National PEM Fellows Conference (PGY4 or PGY5 –usually in March)
- Pediatric Simulation Lab (Bi-Monthly)

## Third Year Fellow:

<table>
<thead>
<tr>
<th>Month</th>
<th>Course/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Peds ED</td>
</tr>
<tr>
<td>March</td>
<td>Peds ED</td>
</tr>
<tr>
<td>April</td>
<td>Peds ED</td>
</tr>
<tr>
<td>May</td>
<td>Peds ED</td>
</tr>
<tr>
<td>June</td>
<td>Research</td>
</tr>
</tbody>
</table>

**Note: Fellows participate in their research projects throughout the 3 years of training. In addition to the dedicated research blocks, ample time is given during electives and Peds ED months to work toward completion of a scholarly project.**

*Note: Community EMS can be done in lieu of Child Abuse*
### Fellowship Schedule – Fellow B (revised)

#### First Year Fellow:

<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Peds ED/ Orientation*</td>
<td>Peds ED</td>
<td>Peds ED</td>
<td>Peds Anesthesia</td>
<td>Peds ED</td>
<td>Research</td>
<td>Research 2 wks</td>
</tr>
<tr>
<td>February</td>
<td>Adult ED</td>
<td>Sports Med 2 wks</td>
<td>Peds EM - 2 wks</td>
<td>Peds ED</td>
<td>Ultrasound (2wks)</td>
<td>PICU-2wks</td>
<td>Peds ED</td>
</tr>
</tbody>
</table>

*Note: Orientation includes introductory ER procedure course/ intro EM Ultrasound Course/Advanced Trauma Life Support/ PALS*

#### Second Year Fellow:

<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research</td>
<td>Peds ED</td>
<td>Peds ED</td>
<td>Research</td>
<td>Research</td>
<td>Peds ED</td>
<td>Peds ED</td>
</tr>
<tr>
<td>February</td>
<td>Adult ED</td>
<td>March</td>
<td>April</td>
<td>May</td>
<td>June</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Peds ED</td>
<td>Ultrasound (2wks)</td>
<td>Peds ED</td>
<td>Trauma</td>
<td>Peds ED</td>
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#### Third Year Fellow:

<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research or Elective</td>
<td>Research</td>
<td>Research</td>
<td>Deep Sedation-2 wk Child Abuse-2 wks*</td>
<td>Peds ED</td>
<td>Research or Elective</td>
<td>Peds ED</td>
</tr>
<tr>
<td>February</td>
<td>Peds ED</td>
<td>March</td>
<td>April</td>
<td>May</td>
<td>June</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note: Fellows participate in their research projects throughout the 3 years of training. In addition to the dedicated research blocks, ample time is given during electives and Peds ED months to work toward completion of a scholarly project.**

#### Other Yearly Courses/ Conferences Schedule:

- Advanced Emergency Procedures Course (PGY6)
- 2 day National Emergency Medicine Advanced Airway Course (PGY4)
- 3 day Emergency Ultrasound and Advanced EM Ultrasound Course (PGY5)
- National PEM Fellows Conference (PGY4 or PGY5 –usually in March)
- Pediatric Simulation Lab (Bi-Monthly)
**Fellowship Schedule – for EM Graduates (2 year program)**

**First Year Schedule Example:**

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peds ED/Orientation*</td>
<td>Peds ED</td>
<td>Peds Sport Med &amp; Peds Transport 2 weeks each</td>
<td>PICU</td>
<td>Research**</td>
<td>Peds ED</td>
<td>Peds ED</td>
</tr>
</tbody>
</table>

**February**
- Peds ED

**March**
- Peds ED

**April**
- Peds In-patient

**May**
- Peds Anesthesia

**June**
- NICU

*Note: Orientation includes introductory ER procedure course/ intro EM Ultrasound Course/Advanced Trauma Life Support/ PALS

**Second Year Schedule Example:**

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Sedation (2 wks)</td>
<td>Peds Clinic Elective (ie ID, ENT, Cards)</td>
<td>Peds ED</td>
<td>Peds ED</td>
<td>Peds ED</td>
<td>Peds ED</td>
</tr>
</tbody>
</table>

**February**
- Peds ED

**March**
- Peds ED

**April**
- Ultrasound -2 wks Child Abuse -2 wks

**May**
- Toxicology

**June**
- Elective

**Note:** While there are no requisite scholarly activity requirements, we give our EM graduates time during the two years of training to write and submit an evidence based review article on a topic of their choosing and this is an expectation for program completion.

**Other Yearly Courses & Conferences Schedule:**
- Advanced Emergency Procedures Course (PGY5)
- 2 day National Emergency Medicine Advanced Airway Course (PGY4)
- National PEM Fellows Conference (PGY4 or PGY5 – usually in March)
- Pediatric Simulation Labs (Bi-Monthly)
Children's Hospital of the King’s Daughters  
Eastern Virginia Medical School Department of Pediatrics  
Division of Emergency Medicine  

Fellow Benefits

In addition to the warm, family environment our program offers, we strive to provide our fellows with an inviting benefit package. We believe our fellows are the fabric of our division and deserve to be treated as such.

Not only great training but also.........

Educational Benefits

- Paid DEA and state licensing  
- $750 annual stipend for Continuing Medical Education (CME) and books  
- Shared office space with personal computer/ desk  
- Full access to medical school library, online journals, and PubMed  
- FREE advanced degree opportunities including: Masters of Public Health / Masters of Health Administration/ Masters of Medical Education / Certificate in Global Health

Individual & Family Benefits

- 3 weeks of PAID annual leave/ vacation plus additional 5-6 day PAID Holiday Break during either Christmas or New Year’s.  
- Sick leave may be taken with full pay and benefits for up to 4 weeks. Maternity and paternity leave provisions are also provided.  
- Health/ Life/ Long term Disability/ Medical Liability Insurance provided  
- Dental Insurance available

Compensation

Guaranteed Base Salary**:

<table>
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<tr>
<th>PGY</th>
<th>Salary</th>
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<tbody>
<tr>
<td>4</td>
<td>$58,328</td>
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<tr>
<td>5</td>
<td>$59,813</td>
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<tr>
<td>6</td>
<td>$61,296</td>
</tr>
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</table>

**Please note that these salary rates reflect the 2016-2017 academic year and are periodically adjusted upward each June by the GME office.

*Fellows who are in good standing with the program and on track with their research project(s) will earn an additional $10,000-$12,000 dollars per year during these training years as merit pay or alternatively, fellows can elect to enroll in one of six advanced degree programs whereby tuition and fees are fully paid and merit pay is reduced based upon the cost of the chosen educational program. Additionally, moonlighting opportunities in our off site CHKD urgent care centers are available for fellows in all years of training.
Not only great training but also………

**Paid Conference & Course Participation**
- National Pediatric Emergency Medicine Fellows’ Conference (*location varies*)
- Two day Practical Emergency Airway Course (*Baltimore, MD*)
- Three day Advanced Emergency Ultrasound Course (*location varies*)
- Bi-monthly Emergency Simulation Conferences (*Sentara Center for Immersive Learning*)
- Critical Procedures in Emergency Medicine Cadaveric Course

**Paid Memberships**
- AAP membership and PREP subscription
- Virginia Chapter, AAP membership

**Paid Relocations**
- A matched fellow who moves to the Norfolk, Virginia area to begin fellowship will receive up to $500.00 to assist with relocation expenses.

**Other Benefits**
- Paid international medicine elective  
  *An immersion medical Spanish course is also available.*
- Free adjacent parking to the Children’s Hospital and our division’s office building
- Scrubs, pagers, & a generous allotment of meal vouchers provided at no cost
- Coffee/espresso/cappuccino available in the Pediatric Medical Education office
- Employee discounts on ATT and Verizon wireless services
- Discounted theme park tickets (*Ocean Breeze, Busch Gardens*)
- Yearly fellows retreat with program director
- Paid 2 or 3 bedroom furnished corporate housing while on toxicology rotation (for those fellows choosing to do the toxicology rotation at Blue Ridge Poison Control Center).

*Note: Blue Ridge Poison Control Center is a 3 hour drive from Norfolk (corporate housing is pictured below).*
Infinite Training Opportunities

International Experiences

Our fellows receive full funding to participate in the annual EVMS/CHKD medical mission trip to Honduras or Haiti. Fellows may choose instead to do an international elective in an alternative global location provided the cost to the division does not exceed $1500 and the location is approved by the EVMS Graduate Medical Education Committee. The division of emergency medicine has been very involved in international outreach over the last 5 years. Thanks to the involvement of our fellows, our division, in partnership with Norfolk based Physicians for Peace (physiciansforpeace.org) established a self-sustaining PALS curriculum within the largest pediatric hospital in the Dominican Republic. In addition, Norfolk is home to the international medical outreach Operational Smile (operationsmile.org). These numerous local resources will give a fellow with an interest in international medicine a variety of opportunities to participate.

Research Activities/Support

Research activities are present throughout the Department in many clinical divisions as well as in the Pediatric Research Facility at E. V. Williams Hall, which includes modern research laboratories and comfortable, child-friendly clinical facilities for children enrolled in research studies. Faculty and staff work closely with members of the national and international scientific community, local health departments, private practitioners, service organizations, teachers, and parents. A departmental on-site biostatistician/epidemiologist is readily available to help the fellow out with study design, IRB approval, and data analysis.
Meet our Current PEM Fellows

Kristin Herbert, DO
Third Year Fellow
Palm Beach Consortium for Graduate Medical Education/
Children's Hospital at Palms West

Melanie Weller, MD
Third Year Fellow
Geisinger Medical Center

Garima Sarda, MD
Second Year Fellow
Tufts University School of Medicine/
Baystate Children’s Hospital

James Luckey, MD
Second Year Fellow
Jersey Shore University Medical Center

Vipin Philip, MD
First Year Fellow
Geisinger Health System / Janet Weis Children’s Hospital

Byron Weaver, MD
First Year Fellow
University of Florida / Sacred Heart Health System
Pediatric Emergency Medicine Core Faculty

Dr. James Burhop

Special Interests
- Medical modeling and simulation
- Pediatric Airway

Medical School
- Eastern Virginia Medical School

Residency
- Maimonides Infants & Children’s Hospital

Fellowship
- Eastern Virginia Medical School/ CHKD

Dr. Joel Clingenpeel

Fellowship Director, Pediatric EM / iPEM / Simulation in Medical Education

Special Interests
- Graduate Medical Education
- Medical Simulation

Medical School
- Eastern Virginia Medical School

Residency
- University of Virginia

Fellowship
- Vanderbilt University

Dr. Meg Eason

Special Interests
- Clinical Resource utilization

Medical School
- Eastern Virginia Medical School

Residency
- Eastern Virginia Medical School/ CHKD

Fellowship
- Eastern Virginia Medical School/ CHKD

Dr. Sandip Godambe

Vice President, CHKD Quality & Patient Safety

Special Interests
- Patient Safety
- Quality Assurance

Medical School
- Washington University, St. Louis

Residency
- Children’s Hospital Boston

Fellowship
- Le Bonheur Children’s Hospital, Memphis, TN
Dr. Theresa Guins
Director, CHKD Urgent Care Centers

Special Interests
- Pediatric Urgent Care
- Pre-hospital care
- Wound management

Board Certifications
- American Board of Pediatrics
- Pediatric Emergency Medicine

Medical School
- New York University School of Medicine

Residency
- Montefiore Medical Center

Fellowship
- Children’s National Medical Center

Dr. Michelle Hughes

Special Interests
- Graduate Medical Education
- Healthcare Information Technology

Board Certifications
- American Board of Pediatrics
- Pediatric Emergency Medicine

Medical School
- NY College of Osteopathic Medicine

Residency
- Phoenix Children’s Hospital

Fellowship
- Children’s Mercy Hospital

Dr. Rupa Kapoor

Special Interests
- Pediatric International/Global Health Medicine

Board Certifications
- American Board of Pediatrics
- Pediatric Emergency Medicine

Medical School
- University of Texas Health Science Center

Residency
- Case Western Reserve Univ. School of Medicine

Fellowship
- Baylor College of Medicine
  *PEM and Global Health*

Dr. Alex Leader

Special Interests
- Pediatric International/Global Health Medicine

Board Certifications
- American Board of Pediatrics
- Pediatric Emergency Medicine (board eligible)

Medical School
- Icahn School of Medicine at Mount Sinai

Residency and Chief Year
- Mt. Sinai

Fellowship
- Eastern Virginia Medical School / CHKD
Pediatric Emergency Medicine Core Faculty

**Dr. Jill Miller**

- **Special Interests**
  - Quality Improvement Science
  - Patient safety, communication, teamwork, debriefing
  - Medical education

- **Board Certifications**
  - American Board of Pediatrics
  - Pediatric Emergency Medicine

- **Medical School**
  - University of Virginia

- **Residency**
  - Duke University Medical Center

- **Fellowship**
  - Children’s Hospital of Akron

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**Dr. Paul Mullan**

- **Special Interests**
  - Medical Education

- **Board Certifications**
  - American Board of Pediatrics
  - Pediatric Emergency Medicine

- **Medical School**
  - Weill Cornell Medical College

- **Residency**
  - Children’s Hospital of Philadelphia

- **Fellowship**
  - Texas Children's Hospital

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**Dr. Kelli Petronis**

- **Special Interests**
  - Parental Education
  - Sports Injuries

- **Board Certifications**
  - American Board of Pediatrics
  - Pediatric Emergency Medicine

- **Medical School**
  - University of Iowa College of Medicine

- **Residency**
  - Rainbow Babies/Children’s Hospital

- **Fellowship**
  - Eastern Virginia Medical School / CHKD

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**Dr. Michael Poirier**

- **Associate Medical Director, CHKD Emergency Department**

- **Special Interests**
  - Medical Education

- **Board Certifications**
  - American Board of Pediatrics
  - Pediatric Emergency Medicine

- **Medical School**
  - University of Alabama

- **Residency**
  - University of Alabama

- **Fellowship**
  - Cincinnati Children’s Medical Center
Dr. Faiqa Qureshi  
*Medical Director, CHKD Emergency Department*

**Special Interests**  
• Asthma  
• Deep Procedural Sedation  

**Board Certifications**  
• American Board of Pediatrics  
• Pediatric Emergency Medicine  

**Medical School**  
• King Edward Medical College  

**Residency**  
• Medical College of Virginia  

**Fellowship**  
• Medical College of Virginia

Dr. Dana Ramirez  
*Director, EVMS/CHKD Pediatric Residency Program*

**Special Interests**  
• Quality Assurance  
• Communication in Clinical Care  
• Medical Education  

**Board Certifications**  
• American Board of Pediatrics  
• Pediatric Emergency Medicine  

**Medical School**  
• Eastern Virginia Medical School  

**Residency**  
• Johns Hopkins Hospital  

**Fellowship**  
• Johns Hopkins Hospital

Dr. Nicole Schacherer

**Special Interests**  
• Pediatric Abdominal Trauma  
• Pediatric Analgesia  

**Board Certifications**  
• American Board of Pediatrics  
• Pediatric Emergency Medicine (board eligible)  

**Medical School**  
• Eastern Virginia Medical School  

**Residency**  
• Eastern Virginia Medical School  

**Fellowship**  
• Eastern Virginia Medical School

Dr. Jim Schmidt  
*Director, CHKD Pediatric Sedation Service*

**Special Interests**  
• Procedural Sedation  
• Electronic Health Informatics  

**Board Certifications**  
• American Board of Pediatrics  
• Pediatric Emergency Medicine  

**Medical School**  
• University of North Carolina  

**Residency**  
• Carolina Medical Center  

**Fellowship**  
• University of Alabama at Birmingham
Pediatric Emergency Medicine Core Faculty

Dr. Nicholas White

- Special Interests
  - Cardiac Emergencies

- Board Certifications
  - American Board of Pediatrics
  - Pediatric Emergency Medicine

Medical School
- Wayne State University School of Medicine

Residency
- Butterworth Hospital, Emergency Medicine

Fellowship
- Children’s Hospital Wisconsin

Dr. Chris Holstege
Medical Director, Blue Ridge Poison Control Center

- Associate Professor of Pediatrics
  (EVMS Adjunct Appointment)
- Director, Division of Medical Toxicology
  (University of Virginia)

Medical School
- Robert Wood Johnson Medical School

Residency
- Cooper Hospital

Fellowship
- Indiana University, Medical Toxicology

Dr. Don Byars
Director, ED Ultrasound Fellowship

- Associate Professor of Emergency Medicine

Medical School
- Eastern Virginia Medical School

Residency
- Eastern Virginia Medical School, Emergency Medicine
## Recent Alumni

<table>
<thead>
<tr>
<th>Name &amp; Title</th>
<th>Graduation Year</th>
<th>Post-Fellowship Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Meg Eason PEM Attending/Assistant Professor</td>
<td>2017</td>
<td>Eastern Virginia Medical School/ CHKD (Norfolk, VA)</td>
</tr>
<tr>
<td>Dr. Alex Leader PEM Attending/Assistant Professor</td>
<td>2017</td>
<td>Eastern Virginia Medical School/ CHKD</td>
</tr>
<tr>
<td>Dr. Nicole Schacherer PEM Attending/Assistant Professor</td>
<td>2016</td>
<td>Eastern Virginia Medical School/ CHKD</td>
</tr>
<tr>
<td>Dr. John Schneider PEM Attending/Assistant Professor</td>
<td>2016</td>
<td>Thomas Jefferson Medical School (Wilmington, DE)</td>
</tr>
<tr>
<td>Dr. James Burhop PEM Attending/Assistant Professor</td>
<td>2015</td>
<td>Eastern Virginia Medical School/ CHKD</td>
</tr>
<tr>
<td>Dr. Jen McCarthy PEM Attending</td>
<td>2015</td>
<td>Helen DeVos Children’s Hospital (Grand Rapids, MI)</td>
</tr>
<tr>
<td>Dr. Kellease Brown PEM Attending/Assistant Professor</td>
<td>2014</td>
<td>Wolfson Children’s Hospital (Jacksonville, FL)</td>
</tr>
<tr>
<td>Dr. Kelli Williams PEM Attending</td>
<td>2014</td>
<td>UT Health Sciences Center (San Antonio, TX)</td>
</tr>
<tr>
<td>Dr. Timothy Bradley PEM Attending</td>
<td>2013</td>
<td>Elliot Health System (Manchester, NH)</td>
</tr>
<tr>
<td>Dr. Hans Hartwig PEM Attending/Assistant Professor</td>
<td>2012</td>
<td>Wolfson Children’s Hospital (Jacksonville, FL)</td>
</tr>
<tr>
<td>Dr. Richard Brodsky PEM Attending/Assistant Professor</td>
<td>2011</td>
<td>St. Christopher’s Hospital for Children Drexel University</td>
</tr>
<tr>
<td>Dr. Jason Mounts PEM Attending</td>
<td>2010</td>
<td>Sacred Heart Children’s Hospital (Spokane, WA)</td>
</tr>
<tr>
<td>Dr. Jessica Sharry PEM Attending/Assistant Professor</td>
<td>2009</td>
<td>University of Texas Southwestern Medical School</td>
</tr>
<tr>
<td>Dr. Brian Sanders PEM Attending</td>
<td>2008</td>
<td>Children’s Healthcare of Atlanta</td>
</tr>
<tr>
<td>Dr. Erik Shobitz PEM Attending/ Medical Director</td>
<td>2007</td>
<td>Maryland-1 DMAT Shady Grove Adventist Hospital for Children</td>
</tr>
<tr>
<td>Dr. Delon Brennen PEM Attending/Assistant Professor</td>
<td>2006</td>
<td>Morehouse School of Medicine</td>
</tr>
<tr>
<td>Dr. Kelli Petronis PEM Attending/Assistant Professor</td>
<td>2005</td>
<td>Eastern Virginia Medical School/ CHKD</td>
</tr>
<tr>
<td>Dr. Melissa Peters PEM Attending/ Associate Professor</td>
<td>2004</td>
<td>University of Alabama at Birmingham</td>
</tr>
<tr>
<td>Dr. Amy Baxter Director, Emergency Research PEM Attending/ Associate Professor</td>
<td>2003</td>
<td>Children’s Healthcare of Atlanta</td>
</tr>
<tr>
<td>Dr. Craig Huang PEM Attending/ Associate Professor</td>
<td>2002</td>
<td>University of Texas Southwestern</td>
</tr>
<tr>
<td>Dr. Anita Maniktala PEM Attending</td>
<td>2001</td>
<td>Accent Urgent Care</td>
</tr>
<tr>
<td>Dr. Yoram Ben-Huda Director, Pediatric Emergency Medicine</td>
<td>2000</td>
<td>Hadassah Medical Center</td>
</tr>
<tr>
<td>Dr. Kathleen Doobin PEM Attending/Assistant Professor</td>
<td>1999</td>
<td>Hasbro Children’s Hospital/ Brown University</td>
</tr>
</tbody>
</table>
Who are we?

A Program dedicated to teaching excellence in emergent pediatric patient care.

- Training leaders in pediatric emergency medicine for over 20 years
- A Regional Leader

Who are we looking for?

People dedicated to achieving excellence in scholarly activity and patient care who are not afraid to laugh at themselves.

How do we teach?

We use as much hands on or interactive training as possible during all aspects of learning. We employ web based technologies, faculty didactics, simulation and cadaver labs, a core fellows’ lecture series, journal clubs, mid-week audio ipod lectures, airway courses and ultrasound courses (just to name a few!). Our fellows are exposed to every aspect of pediatric emergency medicine.

Can I pursue an advanced degree?

Yes, fellows can earn a MPH, a Masters of Science in Medical Education, or a Masters of Health Administration degree. A fellow can also opt to participate in a Certificate program in Global Health. All coursework is free of charge to the fellow and done online offering maximum flexibility.

What sort of scholarly resources are available?

Expert in-house biostatistics support is available as are faculty members with an interest in mentoring fellows with clinical research. Fellows will have access to our Summer Scholars Program where medical students and pre-medical students from around the country are available to help with ongoing scholarly projects.

Can I moonlight?

Yes. Moonlighting is merit based, available within the division, and available in all three years of training.
How many scholarly activity months will I have?

11-12 months can be dedicated toward scholarly activity. In addition, many other months (anesthesia, sedation/child abuse, sports medicine, critical care transport) also afford some additional time to work on scholarly projects.

How long are the ED shifts?

8 hours

How many shifts do I work during an ED month?

14 shifts per month

Who makes the schedule?

The fellows work together to make their own schedule with a senior fellow who takes requests and crafts the actual schedule.

Do you use the fellows to staff the ER during hours that the attendings prefer not to work?

Absolutely not! Our primary purpose in having a fellowship is not for extra staffing but because we all enjoy teaching. Fellows will never find themselves completely alone in the department and our fellows actually work less weekends and overnights than most of our faculty.

Will I have some autonomy to staff/ treat/ disposition patients on my own?

Absolutely! We think it is important that you leave our training program immediately ready to independently staff a high-volume chaotic ED anywhere in the country. During your second and third years of training you will be able to function independently within the department in staffing patients with the residents—a pediatric emergency medicine faculty member is always immediately available (and physically present in the department) for consultation when needed.

Can you tell me about the critical care rotations?

Fellows are exposed to critical care for two months during their first year. During the trauma month fellows participate in the care of traumatized patients in the trauma ICU, surgical ICU, and PICU. The other critical care month is spent with time equally split between dedicated time working in the PICU (2 wks) and time working as a member of our critical care transport team (2 wks).

Where do your fellows come from?

From all around the country including the mid-West and West Coast.
Can I do an out of hospital elective such as International Health?

Yes. Should you be interested, the division will pay for you to participate in one of several EVMS sponsored medical mission trips during your third year of training. Many other international electives are also available through either Physicians for Peace (headquartered in Norfolk) or Operation Smile (also headquartered in Norfolk). Fellows are also given the opportunity to participate in a 2 week wilderness medicine elective (offered through our good friends at Blue Ridge Poison Control). If none of this sounds exciting enough for you then you are also welcome to set something up on your own with a little advanced planning (must be approved by the EVMS GME office).

Will I learn emergency ultrasound?

Learn it? You’ll be teaching it by the time you leave. We challenge you to find a PEM fellowship with a better pediatric emergency ultrasound curriculum. In addition to regularly scheduled US didactics, you will take 2 formal emergency medicine ultrasound courses during your first 18 months with us and you will have a dedicated emergency medicine ultrasound rotation in the Spring of your second year. On your 2 wk rotation, supervised by the EM ultrasound fellows and director, you will have the opportunity to perform well over 100 exams and even become certified in specific POCUS exams applicable to our field.

Can I really live in Norfolk/ Virginia Beach?

Yes, are you kidding me? Some of our current and many of our past fellows live down at the beach to take advantage of their time in our coastal community. Many residents and fellows prefer the eclectic and pedestrian friendly neighborhoods of Ghent/ West Ghent surrounding the hospital. Those interested in commuting from Suburbia or interested in top rated public schools will find an easy commute from both Chesapeake and Virginia Beach.

This area is consistently rated one of the best places to live and raise a family. Want sun and sand? We’ve got that with a couple of world class beaches 20 minutes from the hospital. Want mild winters and four seasons? We’ve got that too—summer is great but the fall and the spring bring some of the best days at the beach if you are a local. Want easy access to places elsewhere? No problem—our central location along the East Coast and active international airport make getting from here to wherever you need to go easy.
So you Like options?

Our Fellows have LOTS of options!

Our fellows have the option to choose from one of three advanced degree tracks and three certificate programs during fellowship. Upon fellow acceptance into one of these advanced educational programs, the department is pleased to be able to offer all of these degree/certificate options without any fellow incurred personal expenses. All advanced degree and certificate tracks are completed online (with no physical on campus time required) which allows the PEM fellow the necessary flexibility to be successful. Additionally, all degree and certificate tracks can be completed within two years. Fellows will typically apply to the advanced educational program of their choosing during the first year of fellowship and begin coursework at the beginning of the second year of fellowship. As most of the degrees require a research project or “capstone experience” at the end of the degree program, fellows are encouraged to choose a fellowship scholarly/research project which also satisfies the requirements of the chosen degree program.

The fellow who chooses one of these tracks will leave fellowship with a unique skill set in medical education, public/global health, or health care administration. The advanced degree and skills attained as part of our fellowship will allow the graduating fellow to immediately begin assuming a leadership role as a junior faculty member in an academic department.

See the following pages for detailed information on each track; remember these tracks are OPTIONS made available to you—they are in no way requirements of the PEM fellowship.

Before we talk tracks let’s talk, “Will I have to take the GRE to get accepted?”

…..the answer is a resounding NO.

Now let’s talk, “How much time do these things take?”
Between 15-20 hours per week for the degrees and around 10 hours per week for the certificate program.

“Is this time included in my ACGME duty hours calculations?”
YES. Fortunately, our fellows live such a nice lifestyle in years 2 and 3 (average just over 3 eight hour ER shifts per week) that even if these degrees consume 20 hours of your time weekly you will still fall well below duty hour requirements as laid out by the ACGME.
Optional Degree Track #1

Masters of Science (MSc.) in Medical and Health Professions Education

Who might consider?
The fellow who envisions him/herself as a future leader of graduate or undergraduate medical education within an academic setting or who aspires to one day become a residency or fellowship director.

The purpose of the master’s in medical and health professions education program is to prepare individuals to assume or enhance their educational leadership roles in a variety of medical and health care training programs. This program is designed to provide advanced education in the areas of curriculum and instruction, leadership and administration, and educational research and evaluation with opportunities for immediate and on-going application to the pediatric emergency professional's environment.

The 31 credit Medical and Health Professions’ masters degree is a two-year web-based program offered through Eastern Virginia Medical School that is designed especially for working professionals. Fellow will share and gain expertise in academic medicine within a web-based instructional setting that provides flexibility of time.

More specifics of the program are outlined later in this document and can be found at: https://www.evms.edu/education/masters_programs/medical_and_health_professions_education/

Please note: The Division also has a one or two year fellowship program in Simulation Medical Education for graduates of PEM fellowships. Fellows in that program are typically enrolled in the Masters of Medical Education program and work part time in the Simulation Center gaining expertise in Simulation education. More information on this unique program can be found on our website and on page 31 of this brochure.
Optional Degree Track #2

Masters of Public Health (MPH) in Public Health Practice

Who might consider?
The fellow interested in global health, population based health, or who desires formal teaching in clinical research methodology.

The Public Health Practice MPH program accommodates individual interests and strengthens each learner’s skills, just as the traditional MPH program can, but with an inherent recognition that individuals in the MPH Program have prior and current experience working in the health arena.

The MPH in Public Health Practice Program offered through our partnership with UMass Amherst makes use of online Internet-based technology, an online library, and e-mail to deliver the course content to enrolled learners. Fellows will have available to them online tutorials so that they may maximize the effectiveness of their distance learning experience and learn the policies different faculty employ for e-mail and phone communications, assignments, group projects, examinations, and grading. It is possible for a fellow to complete the entire program without ever going to the UMass Amherst campus. Academic advising is available through the program office.

The 42 credit Public Health Practice MPH program is designed to provide a superb grounding in public health and accommodates the demanding schedule of the working PEM fellow. The Capstone Experience is the final course and represents the degree program’s “exit competency,” allowing individuals to demonstrate their proficiency and mastery of the program competencies in a real-world application. The Capstone Experience is taken after other course work is completed.

More specifics of the program are outlined later in this document.

Please Note: The Division also has both one and two year fellowships in Pediatric International Emergency Medicine which we offer to graduates of PEM fellowships. Fellows in that program typically are enrolled in either the MPH program or opt to attain a Certificate in Global Health and split their clinical time between working in our ED and working abroad. More information on this unique program can be found on our website and on page 29 of this brochure.
Optional Degree Track #3

Masters of Health Administration (MHA)

Who might consider?
The fellow who is interested in the business side of medicine or who one day would be interested in becoming a health care or hospital administrator.

The Master of Health Administration program is a comprehensive program designed to give the fellow the confidence and insight to become not just a health care manager, but a leader in the business of health delivery.

Unlike more general degrees, like an MBA, a master's in health administration offers specific objectives for the fellow interested in health administration. PEM fellows will learn to:

- Effectively communicate and know when, how and with whom to communicate important organizational information.
- Include recognition of stakeholder interests and corporate responsibility in all organizational deliberations.
- Demonstrate leadership thinking in financial, legal, marketing, human resource, evaluation, quality assurance issues to meet organizational goals.
- Think creatively to propose innovative solutions to organizational problems and develop strategy to meet organizational goals.
- Recommend and use technology appropriately.
- Demonstrate use of systems thinking.
- Create, participate in, and lead effective and efficient teams

Coursework is comprised of a series of learning activities. Some are completed independently but many are done in collaboration with instructors and fellow professionals. These collegial activities enrich and expand the learning experience beyond ordinary textbook and lecture formats. All coursework is completed online.

The 60 credit Master of Health Administration program offered through Ohio University is organized into 8 ten week modules accessible anywhere Internet service is available. The flexibility of choosing where and when you study makes it possible to attain the MHA degree in 2 years. Typically 15 hours of coursework per week will be required.

More specifics of the program are outlined later in this document.
Optional Degree Track #4

Certificate in Global Health (Johns Hopkins Bloomberg School of Public Health)

Who might consider?
The fellow with an interest in health care in developing countries and who is interested in assuming a leadership role in developing future humanitarian health efforts abroad. Coursework will provide fellows who plan to practice part time in developing countries with an invaluable knowledge base.

The Global Health Certificate is a fully online certificate designed for working professionals. Courses are not for degree credit and intended for professional growth only. They are graded as Pass/ Fail. 18 credits are required to receive the Certificate in Global Health.

More specifics of the program are outlined later in this document.

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Intrigued and looking for more information on one of these programs? See page 43 of this document for specifics of each program.

Please remember, these tracks are OPTIONS. PEM fellows can choose NOT to participate in any track.
Want even MORE options?

Our Fellows have that too!!

The division of Pediatric Emergency Medicine has two additional Fellowships for graduates of ACGME accredited Pediatric Emergency Medicine Fellowships. While we always first look to fill these unique fellowship opportunities with our own graduating third year PEM fellows (prior to opening them up to graduates of other programs), CHKD/EVMS Pediatric Emergency Medicine fellows are in no way expected to participate in either of these fellowships. CHKD PEM fellows need not even express interest in doing the iPEM or SimED Fellowship until the beginning of their third year of PEM fellowship training.

International Pediatric Emergency Medicine (iPEM) Fellowship

Mission

This one or two year fellowship is intended to educate future experts and leaders in the field of Pediatric International Medicine. Both fellowship tracks allow a broad educational foundation in international health with additional exposure to wilderness medicine.

Goals

Graduating fellows will have the necessary skills to work in cooperation with local health care providers and government officials to assess international health care systems and identify pertinent emergency medical health issues.

Specific goals for fellows completing the fellowship are:

- To acquire the skills necessary to implement emergency medicine programs abroad and integrate them into existing health systems providing pediatric care.
- To achieve the ability to evaluate the quality and effectiveness of global health programs.
- To gain the ability to assess global health systems to identify pertinent emergency health issues.
- To achieve the ability to design sustainable, cost effective, culturally acceptable emergency health programs that address identified needs.

Objectives (Coded by ACGME core competencies: MK (medical knowledge), ICS (interpersonal/communication skills, PC (patient care), PBL (practice based learning), SBP (systems based practice), P (professionalism).

Objectives for the iPEM fellow include:

- To develop a strong knowledge base in global public health and medical practice in resource limited environments (MK, PBL, SBP).
- To obtain a working knowledge of governmental, non-governmental, and university global health organizations (SBP)
- To learn to develop, sustain, and fund international programs (SBP)
- To learn to navigate the field of international medicine through experiential field experience (PC, MK, P, ICS, SBP)
- To begin to develop the relationships necessary for a successful career in international medicine.

**Abroad Experience and Advanced Degrees**

While the Department of Pediatrics has ongoing projects in the Caribbean (St. Damien’s Hospital in Port-au-Prince and Robert Reed Cabrel Children’s Hospital in Santo Domingo), the iPEM fellow’s specific areas of global interest will dictate the core activities abroad.

iPEM fellows enrolled in the one year program will have the opportunity to earn a Global Health Certificate while those enrolled in the two year program can choose to pursue coursework leading to a MPH in Public Health Practice. Both educational programs are distance learning/web based allowing the fellow significant flexibility in order to complete coursework. The fellowship is pleased to be able to fully cover the tuition and fees costs for both the Certificate program and the MPH degree.

*Note: The graduating CHKD PEM fellow can enroll in the one year iPEM fellowship and finish up MPH coursework begun during the PEM fellowship (allowing the MPH workload to be spread over three years—PGY5, PGY6, and PGY7). iPEM fellows coming from other PEM fellowship programs will need to enroll in the two year iPEM fellowship in order to receive the MPH degree (the certificate in Global Health can, however, be completed in one year’s time.)*

**Clinical work**

The iPEM Fellow's salary is partially covered by working in the Children's Hospital of the King’s Daughters’ Emergency Department and Pediatric Sedation service providing Attending physician care. Fellows will receive an appointment as Clinical Instructor from Eastern Virginia Medical School and work 1100 clinical hours per year (approximately 3 shifts weekly while not abroad) as an employee of Children's Specialty Group. This limited clinical workload leaves ample time to devote to International Medicine activities and advanced degree work. **A very competitive salary plus benefits is offered in addition to monetary international travel support.** The CHKD Pediatric Emergency Department is a high volume (48,000 annual) tertiary care children’s facility allowing the iPEM fellow to keep their PEM clinical skills sharp during this time of further study and training. Clinical shifts will be scheduled to allow fellows to have 2 months of continuous time annually to participate in an overseas medical experience. iPEM fellows additionally receive 3 weeks of vacation yearly and may choose to use vacation time to extend the abroad experience(s) to up to 11 wks. The iPEM Fellowship begins on July 1 and runs for 12 or 24 months, depending on the track selected by the Fellow.

*Want to learn more about the iPEM fellowship? Visit...*

http://www.evms.edu/education/centers_institutes_departments/pediatrics/fellowships/international_pediatric_emergency_medicine/*
Simulation in Medical Education (SimED) Fellowship

Mission

This fellowship in medical education and simulation will, through experiential, didactic, and formalized graduate education, provide the participant with the skills necessary to conceive, design, develop, implement, manage, and assess medical education programs utilizing medical simulation in their curricula. The goal of the fellowship, sponsored by the EVMS department of Pediatrics, is to prepare the participant to enter the next phase of his or her academic career at a leadership level in medical education with expertise in simulation methodology. Skills attained during the fellowship will allow the graduate to assume a role as medical director, co-director, or associate director of a simulation program or attain a similar leadership position within a medical undergraduate, residency, or fellowship program.

Elements of Simulation and Medical Education Fellowship

This one or two year mentored fellowship offers advanced training in simulation teaching, standardized patient teaching, curriculum design, and research. The fellow develops skills in the newly opened Sentara Center for Simulation and Immersive Learning and the Theresa A. Thomas Professional Skills Center, both at Eastern Virginia Medical School in a building adjacent to the Children’s Hospital of the King’s Daughters. Specifically fellows will receive:

- Instruction in the operation and programming of a variety of medical simulation technologies, including:
  - High-Fidelity Human Patient Simulators
  - Partial Task Simulators
  - Computerized Simulation Technologies
  - Virtual Reality Simulators
  - Simulation Audio-Visuals
  - Learning Management Systems
  - Data Management Systems

- A mentored participation in the conception, design, development, implementation (including scenario building, programming, and debriefing), and assessment of simulation and standardized patient programs offered to a wide variety of participants at multiple levels of training including medical students, residents, fellows, attending physicians, nurses, and allied health professionals. It is anticipated that the Simulation and Education fellow will, with the assistance of faculty mentors, conceive, design, develop, implement, and assess at least one novel simulation educational program during the fellowship. Fellows will develop a portfolio of simulation cases that shall be submitted for evaluation.

- The opportunity to participate in a formalized educational didactic curriculum in Medical Education leading to a Masters of Science in Medical Education (two year program, 31 credit hours). Fellows choosing the one year fellowship will be able to pursue coursework leading to either a

- Funded travel to at least one scientific meeting annually in North America, as approved by the Fellowship Director.
Clinical work

The SimED Fellow's salary is partially covered by working in the Children's Hospital of the King’s Daughters’ Emergency Department and Pediatric Sedation service providing Attending physician care. Fellows will receive an appointment as Clinical Instructor from Eastern Virginia Medical School and the expected work obligation is 9 clinical shifts per month (approximately 20 hours per week) leaving ample time to devote to Simulation and Educational activities/projects and advanced degree work. A very competitive salary plus benefits is offered. The CHKD pediatric Emergency Department is a high volume (48,000 annual) tertiary care children’s facility allowing the SimED fellow to keep their PEM clinical skills sharp during this time of further study and training. Fellows will spend 2 days each week at the Simulation Lab working directly with the Directors for Simulation Technology and Research. The recently opened and state of the art Sentara Center for Immersive learning is a multidisciplinary simulation center that provides training for a wide variety of medical and allied health practitioners at all levels of training. Additional opportunities to moonlight within the Department of Pediatric Emergency Medicine will also be available. The SimED Fellowship begins on July 1 and runs for 12 or 24 months. (Note: CHKD PEM fellows with plans to do the SimED fellowship can choose to receive an additional 6 months of mentored simulation training during their third PEM fellowship year. The PEM fellow choosing this option will receive additional monetary compensation from the Simulation Center during the last six months of their third year of PEM fellowship training. See block diagram schedule for PEM Fellow Transitioning into SimED Fellowship).

Want to learn more about the SimED fellowship?
Visit http://www.evms.edu/education/centers_institutes_departments/pediatrics/fellowships/simulation_in_medical_education/

Please note: We would never expect any of our PEM fellows to commit to doing either of these additional fellowships prior to their third year of PEM training. Furthermore, we do NOT recruit nor rank PEM fellow applicants based upon their interest in doing one of these additional training fellowships. Just like the degree programs we offer, these fellowships are intended to be purely optional for the interested PEM fellow.
# Fellowship Schedule – For PEM Fellow Transitioning into SimED Fellowship

**First Year Schedule Example:**

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November **</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peds ED/</td>
<td>Ortho-2wks</td>
<td>Peds ED</td>
<td>Peds ED</td>
<td>Research**</td>
<td>Peds ED</td>
<td>Peds ED</td>
</tr>
<tr>
<td>Orientation*</td>
<td>Sports Med–2wks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- February: Adult ED
- March: Transport-2wks PICU-2wks

*Note: Orientation includes introductory ER procedure course/ intro EM Ultrasound Course/Advanced Trauma Life Support/ PALS*

**Second Year Schedule Example:**

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Research</td>
<td>Research</td>
<td>Peds ED</td>
<td>Peds ED</td>
<td>Peds ED</td>
<td>Peds ED</td>
</tr>
</tbody>
</table>

- February: Peds ED
- March: Ultrasound (2wks)

**Third Year Schedule Example:**

- **Note: Fellows participate in their research projects throughout the 3 years of training. In addition to the dedicated research blocks, ample time is given during electives and Peds ED months to work toward completion of a scholarly project.**

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peds ED</td>
<td>Deep Sedation-2 wks Child Abuse-2 wks</td>
<td>Peds ED</td>
<td>Peds ED</td>
<td>Peds ED</td>
<td>Peds ED</td>
<td>Research/Simulation</td>
</tr>
</tbody>
</table>

- February: Research/Simulation
- March: Research/Simulation
- April: Research/ Sim or Elective/Sim
- May: Research/ Simulation
- June: Research/ Simulation

**Other Yearly Courses/ Conferences Schedule:**
- Advanced Emergency Procedures Course (Yearly)
- 2 day National Emergency Medicine Advanced Airway Course (Winter of 3rd year)
- 3 day Emergency Ultrasound and Advanced Emergency Ultrasound Course (Summer of 2nd year)
- National PEM Fellows Conference (Yearly in March)
- Pediatric Simulation Lab (6 times yearly)

Simulation = two days / week mentored experience at Sentara Center for Immersive Learning.
Children’s Hospital of the King’s Daughters
What’s with that weird name?

The children’s hospital part is self-explanatory, but who are The King’s Daughters? Long before there was a hospital, there was the Norfolk City Union of The King’s Daughters, formed in 1896. It, in turn, was part of an international group started in New York City in 1886.

“My mother and grandmother were both members, I joined when I was in junior high in 1949 and I’ve been a member ever since,” said Eleanor Bradshaw, a past president of the group. Since it began the group focused on giving health care to poor people.

In 1897 it hired Edith Nason, its first director who served as a visiting nurse to needy families. That first year, according to a hospital timeline, Nason made 1771 visits on foot. Then someone donated a bicycle and she made thousands more. “She wore the bicycle out,” Bradshaw said. “Then someone was kind enough to donate a Model T.”

In 1901, the first King’s Daughters Clinic opened on Charlotte Street. A Baby Clinic at their headquarters on Duke Street would follow in 1913. By 1935, King’s Daughters’ health stations had been established in schools and churches, a Maternity Clinic associated with the University of Virginia opened and the visiting nurses were making tens of thousands of visits yearly.

By the 1950s, the dream of opening a hospital started to take shape. Bradshaw said some doctors were skeptical that the women could pull it off, but by 1961 the group had built and opened The King’s Daughters Children’s Hospital, the first of its kind in Virginia.

In 1970, the order of the name was flipped to put emphasis on pediatrics. It became the Children’s Hospital of the King’s Daughters that we know today.

Norfolk’s King’s Daughters started out as a Christian group – the king refers to Jesus – but the group is now “nondenominational and has been for years,” Bradshaw said. “Our children and our parents come from all backgrounds. We want people to feel that everyone is welcome.”

Nancy Young (Article from Virginian Pilot, Sept 2007)
Living in – Hampton Roads

Located approximately 90 miles southeast of Richmond (the state capital), the region of “Hampton Roads” includes seven major cities: Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, Suffolk, and Virginia Beach.

The region’s total population exceeds two million people. Winters are mild, while the autumn and spring seasons are delightful. Summers are warm but tempered by ocean and bay breezes.

……a region rich in History……..

The community takes its name from the central harbor that has shaped the region's history and culture. The largest natural harbor in the world, Hampton Roads has played a prominent role in American history ever since Captain John Smith and 100 other settlers arrived here in 1607, establishing at Jamestown the oldest permanent English settlement in the New World. The harbor was originally named in honor of the 17th century English Earl of Southampton (Henry Wriothesley) by the first royal governor, Lord de la Ware.

The region abounds in history. During the Revolutionary War, many battles were fought here, ending with Cornwallis' surrender at Yorktown. In addition, the harbor was the site of the famous Civil War battle between the ironclads, the Union Monitor and the Confederate Virginia, commonly known as the Merrimac. In more modern times, the region's large military presence and shipbuilding industries have continued to play a major role in American history and defense.

……..a great place to work and play……..

Consistently earning high ranks in various "quality of life" surveys, Hampton Roads abounds in cultural, educational, and economic opportunity. Educational opportunities in the area are enriched by seven colleges and universities as well as two community college systems. International trade, shipbuilding, healthcare, tourism, military bases, and agriculture provide a diverse economic base with a wide range of employment possibilities.

State and city parks, public beaches, and other recreational facilities are open to the public for camping, boating, surfing, fishing, hiking, swimming, tennis, and golf. University sports, professional hockey, professional soccer, and AAA minor league baseball are available, and Hampton Roads is one of the most active yachting areas in the nation. History buffs can visit the restored villages of Colonial Williamsburg, Jamestown, and Yorktown. Foodies will enjoy the many fine and casual restaurants and cafes throughout the area that offer a wide variety of local and ethnic cuisines.
Many seasonal festivals are available, including the Virginia Arts Festival (along the entire Virginia waterfront), Virginia Beach Boardwalk Art Show, Hampton Bay Days, the Virginia Beach Neptune Festival, the Norfolk Azalea Festival, the Suffolk Peanut Festival, Chesapeake's Jubilee, Portsmouth's Todi Music Fest, Norfolk's Harborfest, Octoberfest, holiday Grand Illumination in Norfolk/Portsmouth and in Williamsburg, and the Portsmouth Seawall Arts Festival. Near the EVMS campus, on the downtown waterfront, special events are presented most weekends, sometimes including fireworks and boat parades. Several tour boats set sail nightly throughout the year, providing tours of the waterfront.

Hampton Roads also offers many opportunities for weekend getaways. The cultural attractions of Washington, D.C., the windswept beaches of North Carolina's Outer Banks, and the scenic beauty and ski resorts of the Blue Ridge Mountains are only a few hours' drive away. In addition, several cruise lines depart port Norfolk for 3, 5, and 7 day cruises to both destinations within the Caribbean and points north along the eastern seaboard.

The serene beauty of North Carolina’s Outer Banks makes for a great day trip.

The Shenandoah Valley & Virginia’s majestic Blue Ridge Mountains are just a 3 hours’ drive from Norfolk.

Harbor Park
Home of the Norfolk Tides
Not enough detail in the other material for you?
(hmmm…are you always this retentive?)

No problem…
The following pages contain a more detailed outline of our three year fellowship.

Do not hesitate to contact me should you need any clarifications

Thanks again for visiting!

Joel Clingenpeel, MD, MPH, MS.MEdL
Fellowship Director
joel.clingenpeel@chkd.org
Our well established fellowship training program is one of the finest in the nation and has been fully accredited by the ACGME since 1999. The curriculum is designed to take advantage of the opportunities within the Eastern Virginia Medical School community and to meet the needs of the individual. Our Pediatric Emergency Medicine attendings are enthusiastic about teaching and dedicated to life-long learning.

Our fellows are exposed to a broad clinical experience, an innovative didactic curriculum and are given numerous teaching opportunities throughout the training program. Numerous international medicine experiences are available within our institution and many of our fellows have chosen to participate in these opportunities.

We utilize web based learning technology, patient simulation/high fidelity mannequin experiences, and procedure labs throughout each training year to ensure an exceptional learning experience. Early exposure to research methodology and ready access to research support staff ensures the ability to successfully complete one or more scholarly projects during the training period. Fellows receive ample clinical autonomy during the course of their training assuring the ability to independently staff a high volume pediatric emergency department immediately after graduation.

Our program accepts two fellows per year. Below outlines experience for Pediatric graduates.

YEAR 1
The goals of the first year of fellowship training are
1. to solidify the core clinical skills required of a pediatric emergency specialist,
2. to begin the process of learning to teach in a variety of settings, and
3. to provide the fellow with a didactic background in research methodology and design.

During the summer of the first year, the fellow will begin by attending an introduction to emergency medicine course. This two week course will begin the transition toward thinking like an EM physician and includes introduction to emergency ultrasound, an EM procedures course, and training in advanced trauma procedures. Initially ED clinical work will be limited to providing double-coverage during day and evening shifts to allow the fellow to 1) get comfortable with the role of preceptor and 2) acclimate to the new surroundings and study for their general pediatric boards (if applicable). As the fellow gains comfort in the new role of preceptor, autonomy will be gradually extended.

With the help and guidance of the fellowship directors, the fellow will be expected to have chosen a research project that he or she would like to pursue by the middle of the first year. A goal for this year is to have the fellow complete a literature review related to the protocol and to complete and submit a protocol to the Institutional Review Board.

The core off-service clinical rotations of the first year are listed below. Each rotation has been planned to give the fellow a responsible role on the team. Pediatric ED clinical responsibilities during these rotations will be markedly reduced (1 shift/week) or none at all. Fellows are urged to become involved in the clinical service during the rotation. Unless specified, each rotation lasts one month:

1. Trauma (No ED time during this rotation)
2. Pediatric ICU/ Critical Care Transport (2 wks each service w/ No ED time during this
Adult Emergency Medicine (No Peds ED time during this rotation)
3. Anesthesia
4. Orthopedic Surgery/Sports Medicine (2 wks each service)

Six months during the first year will be spent working primarily in the ED. During this time, the fellow will work approximately 28 clinical hours per week and will co-attend with ED faculty. All cases will be supervised by the ED attending. One month during the first year is dedicated to research. Three weeks during the first year are reserved for vacation and one week is allotted for attending a medical conference relevant to Pediatric Emergency Medicine training.

To coach the fellow about the art of educating residents, faculty will give regular feedback regarding bedside teaching. The fellow will gain didactic experience via participation in lecture series provided to both pediatric and emergency medicine residents, in PALS teaching courses, and in mock-code scenarios that are scheduled for the housestaff. The fellow will participate in the regularly scheduled nursing staff in-services and will lecture at fellows’ conference 4 times yearly. Didactic talks will be attended and critiqued by the fellowship director.

Throughout all years of training fellows will gain exposure to administrative issues by attending all ED administrative meetings (currently held monthly). In addition to faculty administrative meetings, a weekly fellows conference will be held where a core educational curriculum (repeated every 3 years) is utilized to ensure a comprehensive educational experience. The fellowship director, along with rotating faculty moderators will partake in these 3-4 hour sessions. In addition to the core curriculum, these conferences are also utilized to review interesting cases, discuss controversies within the field, review interesting EKG and radiology findings, discuss medical-legal issues, and practice board review questions. Periodically these sessions are used to allow the fellow(s) to discuss research ideas and progress in conjunction with the scholarship oversight committee. Journal clubs are held regularly which allow faculty and fellows to critically appraise new research as it relates to the field.

First year fellows attend a 2 day cadaveric airway course focusing on the mastery of the difficult airway.

**YEAR 2**

The goal of the second year will be to complete all core clinical skill rotations while expanding the fellow’s proficiency at teaching and research. Over the course of the second and third years of fellowship, 10 months are utilized as primary research months allowing the fellow ample time to complete one or more research endeavors. During the second year, fellows will be expected to begin the patient enrollment/data collection phases of their research project. It is expected that fellows will begin to learn the art of supervising other residents during this time. During all shifts, fellows will work alongside the ED faculty who will supervise their care as appropriate with ample autonomy extended to facilitate a sense of independence. During the second and third years, fellows work approximately 26 clinical hours per week during their ED months. Fellows will continue to expand their teaching skills by participating as instructors in PALS, lecturing to housestaff, and participating as an invited lecturer at two community conferences.

Required clinical rotations in the second year include:
1. Adult Emergency Medicine (No Peds ED time during this rotation)
2. Toxicology* (No Peds ED time during this rotation)
3. Ultrasound (No Peds ED time during this 2 wk rotation)

*This clinical rotation is done at Blue Ridge Poison Center (affiliated with the University of Virginia) in Charlottesville, VA. Housing expenses for the fellow and his/her family are provided by the EVMS Department of Pediatrics. For more information on this elective please visit the website listed below.

http://www.healthsystem.virginia.edu/internet/medtox/education/MedtoxRotationForDocs.cfm

*A separate local toxicology experience is also available for those fellows who are unable to do the elective in Charlottesville.
Second year fellows will expand their administrative exposure by participating as a member of the hospital’s resuscitation outcomes committee.

Our second year fellows participate in a 3 day national ultrasound course to refine their bedside ultrasound skills.

**YEAR 3**

The third year of the fellowship allows ample time to complete a research project. A goal for this year is to have the project ready for submission for presentation at a national meeting by the middle of the year. Fellows are also expected to present their research at the department’s research consortium.

Required clinical rotations in the third year include:

1. **Choice of either:** Child Abuse and Maltreatment (2 wks) or Community EMS (2 wks)
2. **Procedural/Deep Sedation (2 wks)**

Fellows will have 2 months to cover areas requiring additional emphasis (see elective options below) or to continue their work on their research projects.

*Administrative exposure continues* during the third-year as the fellow serves on the hospital’s morbidity and mortality committee.

Our third year fellows participate in an emergency procedures cadaveric course and also receive full funding to participate in a week long campus sponsored medical mission trip.

**Electives**

Options include:

<table>
<thead>
<tr>
<th>Transport/EMS</th>
<th>International Medicine</th>
<th>Ultrasound</th>
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</thead>
<tbody>
<tr>
<td>ENT</td>
<td>Pulmonology</td>
<td></td>
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<tr>
<td>OB/GYN</td>
<td>Dermatology</td>
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<tr>
<td>Neurosurgery</td>
<td>Neurology</td>
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<tr>
<td>Cardiology</td>
<td>Ophthalmology</td>
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<tr>
<td>Dentistry</td>
<td>Pediatric Surgery</td>
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<tr>
<td>Plastic Surgery</td>
<td>Adolescent Medicine</td>
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<tr>
<td>Infectious Disease</td>
<td>Wilderness Medicine (Blue Ridge Poison Control)</td>
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</tbody>
</table>

During these electives the fellow usually spends a small portion of their time (8-12 hours/week) working clinically in the ED. Fellows choosing to do an international elective or out of town elective will be able to take the necessary time off to do so if planned in advance. Electives not listed can be easily added with the consent of the fellowship director.

**Certification to be Completed During the Fellowship**

All fellows are to maintain a log of all procedures completed during the fellowship including the date and time of the procedure, the patient’s name and their medical record number. Certification in Basic Life Support, Pediatric Advanced Life Support, and Advanced Trauma Life Support will be required. Opportunity to become **certified in various EM ultrasound exams will be offered during the ultrasound rotation.**
Monitoring Progress

Fellows are encouraged to express any concerns they have regarding their educational program with the fellowship director who will relay any concerns to the faculty at the regularly scheduled division meeting. Fellows will meet with the program director once every six months to monitor progress and receive feedback. At this meeting problems related to the fellowship will be discussed and clarified. Evaluations of the fellows’ performance on rotations occurring during the preceding six month interval will be reviewed. Fellows are encouraged to bring any day-to-day problems to the attention of the fellowship director and/or chief of the Division of Pediatric Emergency Medicine. The fellowship director maintains an open door policy with regard to any and all concerns of the fellows.

Achievement of educational goals throughout the fellowship will be compared to the fellowship curriculum statement to ensure appropriate acquisition of necessary skills.

SUMMARY

This outline is intended to give the applicant an overview of our pediatric emergency medicine fellowship. Our program will offer the trainee a closely supervised experience with gradual autonomy preparing him/her as an expert and future leader within our exciting field.

As this is an outline and not a comprehensive syllabus, we anticipate that questions may surface. Please direct any questions to:

Joel M. Clingenpeel, MD, MPH, MS. MEdl
Fellowship Director, Pediatric Emergency Medicine
joel.clingenpeel@chkd.org

Revised: March, 2017
Looking for more specifics on our fellowship’s unique advanced degree track offerings?

Medical and Health Professions Education

The Medical and Health Professions Education master's degree program is designed to prepare educational leaders in various medical and health professions organizational settings. The program will provide advanced education in the areas of learning, assessment, curriculum, instruction, research, evaluation, leadership and professionalism with an emphasis on real-world, practical applications. The curriculum incorporates the use of cutting edge instructional methods and technology throughout.

This two-year 31-credit hour distance learning program is designed for working professionals who require flexibility as they pursue an advanced degree in education, as well as for less experienced individuals seeking a long-term role in medical and health professions higher education.

Core Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MHPE 500</td>
<td>Applied Learning Theories</td>
<td>3</td>
</tr>
<tr>
<td>MHPE 501</td>
<td>Instructional Methods</td>
<td>3</td>
</tr>
<tr>
<td>MHPE 502</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>MHPE 503</td>
<td>Assessment of Learning</td>
<td>3</td>
</tr>
<tr>
<td>MHPE 504</td>
<td>Leadership and Professionalism</td>
<td>3</td>
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<tr>
<td>MHPE 505</td>
<td>Research in Medical and Health Professions Education</td>
<td>3</td>
</tr>
<tr>
<td>MHPE 506</td>
<td>Program Evaluation</td>
<td>3</td>
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Graduate Medical Education (GME) Concentration

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MHPE 507</td>
<td>Introduction to Practicum</td>
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<tr>
<td>MHPE 508</td>
<td>GME Practicum I</td>
<td>1.5</td>
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<tr>
<td>MHPE 509</td>
<td>GME Practicum II</td>
<td>1.5</td>
</tr>
<tr>
<td>MHPE 512</td>
<td>Introduction to GME</td>
<td>3</td>
</tr>
<tr>
<td>MHPE 513</td>
<td>Advanced Principles in GME</td>
<td>3</td>
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<td><strong>Total</strong></td>
<td><strong>10</strong></td>
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Medical and Health Professions Education (MHPE) Concentration

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</tr>
<tr>
<td>MHPE 511</td>
<td>MHPE Practicum II</td>
<td>1.5</td>
</tr>
<tr>
<td>MHPE 514</td>
<td>Simulation in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>MHPE 515</td>
<td>Clinical &amp; Community-based Teaching</td>
<td>3</td>
</tr>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

**Course Descriptions:**

**Applied Learning Theories**

This course is an introduction to adult learning theory applied to medical and health professions education settings. Learners successfully completing this course will explore major contributors in behaviorism, cognitivism, and constructivism to the field of adult learning to create an educational philosophy. Learners will create artifacts in an electronic portfolio to exemplify the application of seven areas of learning theory: assessment of prior knowledge, encoding and retrieval and knowledge, motivation for learning, mastery of learning, feedback and practice, course climate, and self-directed learning.

**Instructional Methods**

This course prepares students with theoretic foundations and practical techniques to plan, apply and design appropriate instructional methods to enhance learner achievement. It introduces a wide range of
instructional methods including, team-based, problem-based, interprofessional, outcome-based, experiential, and indirect and interactive learning in various medical and health professions education settings. These educational settings may include small- and large-groups, clinical, bedside, ambulatory, community, rural and distance. This course also explores best practices surrounding the planning, implementation and evaluation of various instructional methods.

Curriculum Development

This course will introduce learners to the principles of a systematic curriculum development approach. Educators and curriculum leaders will be provided with knowledge, skills, and experiences in multiple facets of curriculum development including curricula planning, design, development, implementation, evaluation, and improvement/revision. This course will also explore the benefits and challenges related to the collaborative nature of curriculum development through practical examples and application of curricular planning models.

Assessment of Learning

Assessment drives learning, whether through the effectiveness of instruction or the assessment of individual learners. This course will describe how effective assessment can be employed to improve instructional effectiveness for learners, faculties, and institutions. A wide array of formative and summative assessment instruments and techniques will be explored and applied through practical application.

Leadership & Professionalism

This course will expose learners to effective leadership approaches and skill sets, particularly those geared to medical and health professions educational leaders. Topics will include fundamentals of academic leadership, leadership and professionalism self-assessment, leadership philosophy, professionalism, essential academic leadership and professionalism skills, modeling best academic leadership and behaviors, ethics in leadership, institutional and program accreditation, handling conflict, and emerging issues. Learners will apply this learning to their professional life through a series of practical exercises.

Research in Medical & Health Professions Education

This course will provide the knowledge necessary to understand the purposes and processes of education research and help learners to become informed consumers of research literature in the field of medical and health professions education. It will survey major types of educational research in this area including qualitative and quantitative forms of analysis to better answer questions which cannot be studied in laboratory settings, particularly in the social sciences and in education. This course will also examine criteria for evaluating empirical studies to ensure academic rigor.

Program Evaluation

With a focus on satisfying accreditation bodies as well as satisfying institutional initiatives, students will design and develop a plan for program evaluation to include a needs analysis, process evaluation, impact assessment and development and analysis of indicators. Learners will apply this learning to their actual working environment through a series of practical exercises.
Clinical Community Based Teaching

This course will prepare medical and health professions educators to teach in a clinical setting and community-based learning environment. It will identify unique conditions associated with such learning environments and characteristics of these groups of adult learners. Research-based needs analysis practices, instructional strategies and formative assessment methods that will enhance student learning outcomes will be explored. Criteria to evaluate educational outcomes will also be analyzed. Students will apply these approaches to their specific learning environment.

Simulation in Healthcare

As the educational environment introduces and implements greater amounts of technology, faculties must be prepared to maximize these tools to promote effective learning. This course will explore the application of simulation and distance (distributed) learning as instructional and assessment tools of the modern educator.

Practicum in Medical and Health Professions Education

The practicum experience provides the learner with real-life exposure to various experiences related to medical and health professions education. Learners will work closely with the course instructor and their designated faculty mentor on developing an individualized practicum experience.

Introduction to Graduate Medical Education

This course will provide learners with an introduction to graduate medical education. Topics will include the culture of academic medicine, GME leadership, mentoring highly effective professionals to become change agents, and other contemporary aspects of GME.

Advanced Principles in Graduate Medical Education

This course will explore several topics related to advanced principles of graduate medical education. Topics will include evaluation methods and procedures utilized in GME, preparing for a Clinical Learning Environment Review site visit by the ACGME and other current topics in GME.

Practicum in Graduate Medical Education

The practicum provides the learner with real-life exposure to various experiences related to GME. Learners will work closely with the course instructor and their designated faculty mentor on developing a learner-centered practicum experience.
Masters of Public Health in Public Health Practice Degree Track (Umass Amherst)

Curriculum for the Public Health Practice MPH – 42 Credits

Each course is worth three graduate credits in the 42-credit MPH in PHP.

Core Courses (15 credits)

- PUBHLTH 540* Introductory Biostatistics
- PUBHLTH 565* Environmental Health Practices
- PUBHLTH 601* Application of Social and Behavior Theories in Public Health Interventions
- PUBHLTH 620* Introduction to the U.S. Health Care System
- PUBHLTH 630* Principles of Epidemiology

Additional Required Courses (9 Credits)

- PUBHLTH 624* Research Methods in Public Health
- PUBHLTH 691S* Capstone Experience
- PUBHLTH 698P* PHP Practicum

*Required courses

All core and required courses are offered every Spring and Fall semester. The PHP Practicum is additionally offered every Summer. Electives are offered approximately once every three semesters.

**PUBHLTH 540 Introductory Biostatistics Required Core Course**

*Course Description:* Application of statistical methods to problems in public health and medical research. Topics include: descriptive statistics, sampling distributions, confidence interval estimation, hypothesis testing, contingency table analysis, and linear regression analysis. Statistical software packages used extensively.

**PUBHLTH 565 Environmental Health Practices Required Core Course**

*Course Description:* Concepts of control methods used by environmental health and engineering practitioners. Topics include water, wastewater, solid wastes, food sanitation, vector control, housing, and accident control measures.

**PUBHLTH 620 Introduction to the U.S. Health Care System Required Core Course**

*Course Description:* Introduction to the philosophy, nature, and scope of health organizations; administration and organization of governmental health programs, economic and political forces and their effects on health services.

**PUBHLTH 624 Research Methods in Public Health Additional Required Course**

*Course Description:* Major methodologies useful in health research. Topics include philosophy of scientific investigation, field research, participant, survey research, experimental design, construction of questionnaires, and attitudes scales; the format for writing a research prospectus.
**PUBHLTH 630 Principles of Epidemiology** Required Core Course  
*Course Description:* An epidemiological perspective on health. General approaches for describing patterns of disease in groups of people, and elucidating various processes involved in creating differing levels of health in human groups.

**PUBHLTH 601 Application of Social and Behavioral Theories in Public Health Interventions** Required Core Course  
*Course Description:* Survey of socio-behavioral theories commonly used in public health education interventions at the individual, group, and community levels.

**PUBHLTH 691S Capstone Experience** Additional Required Course  
*Course Description:* The accrediting committees of the schools of public health require that students complete a capstone, or culminating experience, prior to graduation. A capstone experience is defined as one that requires a student to synthesize and integrate knowledge acquired in course work and to his/her learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. This course provides an opportunity to study a practical and current public health problem selected by the students. Students will apply critical thinking, analytical abilities, and communication skills that integrate the core academic areas of public health including biostatistics, epidemiology, health education, health policy, and environmental health. The final course report acts as the official written comprehensive examination, the fulfillment of the culminating experience requirement and is expected to meet specific publishing guidelines.

**PUBHLTH 698P PHP Practicum** Additional Required Course  
*Course Description:* Opportunity for supervised field observation to gain practice experience in selected public health agencies.

**Practicum Guidelines for Online Public Health Practice Students**

All M.P.H students who matriculated in the fall semester 2007 and thereafter are required to complete a practicum as part of their degree requirement, and will receive three credits for the practicum. Online students must complete all 5 core course before signing up for a practicum. The minimum time for a practice experience is 200 hours. However, individuals with evidence of 3 years of experience and currently employed fulltime in a public health or health care setting practice would be given 80 hours credit toward the practicum. This credit would reduce the minimum practice requirement to 120 hours. Practice experiences may be paid or unpaid. Placements are found by the student and approved by the Practicum instructor. You need to sign up for PUBHLTH 698P PHP Practicum for 3 credits. Please note that the practicum will be graded as pass/fail. The following guidelines will provide you with more information regarding your practicum.
Site Selection and Site Supervisor:

For your practicum, you need to identify a site and a site supervisor. As Online MPH Public Health Practice students you have the options of implementing your Practicum at the organization you work for as long as the following guidelines are followed:

- A practicum at an organization where you are already employed usually means you will implement a public health project within this organization. You can do this by working on a public health project that already exists or design your own small project and implement it. The major learning theme for the practicum is to receive practical work experience in public health and utilize your classroom knowledge.
- The practicum cannot be part of your job description at present. It has to be something new that will help you achieve the goals you identified.
- It can be accomplished during your normal working hours but again it has to be something new.
- You will need to find someone in the organization to supervise (or more likely) advise you.

Electives (choose 6 courses-18 credits)

- PUBHLTH 524 Introduction to Health Politics and Policy
- PUBHLTH 525 Ethical Issues in Public Health
- PUBHLTH 567 Environmental Regulation and Compliance
- PUBHLTH 580 Comparative Health Care Systems
- PUBHLTH 590D International Organizations and Population Health
- PUBHLTH 590E Emerging Diseases
- PUBHLTH 590Q Globalization and Health
- PUBHLTH 608 Communication Theory
- PUBHLTH 614 International Health, Population and Development
- PUBHLTH 621 Health Care Organization and Administration
- PUBHLTH 628 Financial Management of Health Institutions
- PUBHLTH 632 Applied Epidemiology
- PUBHLTH 690AA Public Health, Aging and Health Policy
- PUBHLTH 690DS Health Disparities
- PUBHLTH 690E Evidence-Based Policy: An Evaluative Scientist's Tool Box
- PUBHLTH 690SJ Social Justice and Public Health
- PUBHLTH 691F Data Management and Statistical Computation
- PUBHLTH 704 Health Program Planning
- PUBHLTH 726 Health Economics and Reimbursement
- PUBHLTH 750 Public Health Emergency Management
- PUBHLTH 757 Public Health Informatics
- PUBHLTH 780 Public Health Law
Masters of Health Administration (MHA) Degree Track (Ohio University)

Courses are packaged in pairs as “modules”. For example Module 1 has 2 courses within.

Module 1 – Context of Leadership in the US Health Care System (8 credits)
Panoramic view of the U.S. health care system structure, interaction with government and financing, with special attention to the impacts of managed care on the system.

HLTH601 Introduction to the U.S. Health Care Delivery System
Overview and analysis of the U.S. health services system, including an in-depth examination of how the system is organized, how services are delivered, and the mechanisms by which health care services are financed.

HLTH653 Managed Care
Overview and analysis of managed care, including an in-depth examination of contemporary managed care organizations and the relationship between such entities and providers. Designed to help students recognize and understand the key issues confronting administrators and managers working for and with managed care organizations.

Module 2 – Financial Dimensions of Health Care Leadership (8 credits)
Instruction on the selection and use financial of management concepts and tools that can sustain organizational viability and effectiveness under various financing and reimbursement structures.

HLTH621 Health Care Finance
Exploration of financial administration processes within the various delivery systems and permits construction of the many financial reports.

HLTH622 Health Care Reimbursement
Examination of each of the payment systems in effect within each of the major groups of health care delivery systems. e.g., hospitals, nursing homes, home health programs, and so forth.

Module 3 – Quantitative and Scientific Leadership Skills (8 credits)
Student demonstration of statistical, research and epidemiological skills needed for health care leadership.

HLTH604 Research and Quantitative Method for Health Services
Examination of research and investigative methods in health and health care systems. Topics and problems focus on the application of quantitative methods from the perspective of the health services manager attempting to maximize efficiency and effectiveness.
HLTH630 Epidemiology in Health Planning
Exploration of a rational basis for setting priorities and allocating scarce health care resources. Examines ways in which methodologically sound health statistics can be introduced into practical arena of planning health services. Covers natural history of disease, classification of disease, levels of prevention, measurement of morbidity and mortality, causal inference, sources of health care data, description of epidemiology, and application of epidemiology to disease and injury.

Module 4 – Health Care Law and Ethics (8 credits)
Exploration of the impact of law and ethics on leadership of health care organizations.

HLTH 628 DL1 Health Law
Introduction to health care law. Examines the interface between the legal system and the health care delivery system. Considers the roles and rights of the key players in the U.S. health care system: patients, administration, governing boards, state and federal government, thirdparty payers, and health care providers.

HLTH 648 DL1 Ethical Issues in Health Care
Examines the dominant ethical theories and applicable principles with respect to the current significant clinical and managerial issues in health care.

Module 5 – Leadership and Maximizing Human Capital (8 credits)
Examination of the application of principles of organizational behavior and organizational development to identify problems and propose solutions; manage change and conflict; lead stakeholders to a common vision that manages quality of care and supports strategic goals; and optimize the performance of a diverse workforce through leadership of human resource policies, processes, and practices.

HLTH603 Administration of Health Organizations and Systems
Exploration of the structure, organization, and function of contemporary health care delivery organizations and systems with emphasis on managerial concepts and issues such as control, communication, leadership, and decision making.

HLTH635 Human Resource Management within Health Care
Overview of the practical aspects of human resource management within various health care settings. Helps prepare students to handle human resource management and development issues.

Module 6 – Evaluation and Technology in Health Care Administration (8 credits)
Study of how to assess administrative and clinical information technology structures and design evaluation methods to assess health and organizational outcomes, assess progress toward goals, and translate findings into improvement possibilities.
HLTH 602 DL1 Information Systems for Health Services
Overview and analysis of the technology, planning, and management issues associated with health care information systems, including the challenges of implementing information systems for managed care, integrated delivery systems, community health networks, and other applications.

HLTH 610 DL1 Program Evaluation and Assessment in Health Care
Introduces students to the activities of collecting, analyzing, and interpreting information so that they understand the program evaluation process. Includes a study of the resources needed to make assessments of and determine the need for, implementation of, and effectiveness/efficiency of intervention efforts in improving health care services.

Module 7 – Strategic Planning and Health Policy (8 credits)
Exploration of strategic planning; market analysis; and the formulation, analysis, and influence of health policy.

HLTH608 Health Policy
Review of the development of public policy in the health care arena. Integrates political institutions and levels of government in terms of health policy development and implementation.

HLTH638 Strategic Planning and Marketing for Health Services
Overview of the process of health services strategic planning and marketing. Explores community and health care program specific needs assessment, planning and marketing design, business scenarios, decision analysis, feasibility studies, implementation strategies and evaluation methods.

Module 8 – Leadership Applications (4 credits)
Student application of leadership skills learned during MHA program to current or anticipated job activities by applying program learning. Peer –advisory groups will encourage continued collaborative learning.

HLTH660 Management Applications in Health Care
Student application of administrative skills and concepts learned during the MHA program to solve problems within health care organizations and systems.
Global Health Certificate Track  (Johns Hopkins Bloomberg School of Public Health)

REQUIRED COURSES
Fellows must take all four required courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Name</th>
<th>Term Offered Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>220.601</td>
<td>Introduction to International Health (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>221.688</td>
<td>Social and Behavioral Foundations of Primary Health Care (4 credits)</td>
<td>S, 3</td>
</tr>
<tr>
<td>223.680</td>
<td>Global Disease Control Programs and Policies (4 credits)</td>
<td>2</td>
</tr>
</tbody>
</table>

Introduction to Online Learning (http://distance.jhsphs.edu/iol)
Note: This class must be taken prior to the first class taken by the newly enrolled student. It must be taken a month before the term starts.

ELECTIVE COURSES
Fellows must complete at least six credits from the following courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Name</th>
<th>Term Offered Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>221.606</td>
<td>Training Methods and Continuing Education for Health Workers (4 credits)</td>
<td>S</td>
</tr>
<tr>
<td>221.612</td>
<td>Confronting the burden of Injuries: A Global Perspective (3 credits)</td>
<td>2</td>
</tr>
<tr>
<td>221.620</td>
<td>Using Summary Measures for Population Health to Improve Health Systems (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>221.624</td>
<td>Urban Health in Developing Countries (3 credits)</td>
<td>4</td>
</tr>
<tr>
<td>221.635</td>
<td>Case Studies in Primary Health Care (4 credits)</td>
<td>2</td>
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<tr>
<td>221.639</td>
<td>Refugee Health Care (3 credits)</td>
<td>1</td>
</tr>
<tr>
<td>221.645</td>
<td>Large-Scale Effectiveness Evaluations of Health Programs (3 credits)</td>
<td>4</td>
</tr>
<tr>
<td>221.646</td>
<td>Health Systems in Low and Middle Income Countries (3 credits)</td>
<td>2</td>
</tr>
<tr>
<td>221.722</td>
<td>Quality Assurance Management Methods for Developing Countries (4 credits)</td>
<td>1</td>
</tr>
</tbody>
</table>
Introduction to International Health (4 credits)

Description:

Introduces approaches used by various countries in solving their health and medical care problems, and the role of major international health organizations. Analyzes some of the current important issues in international health.

Learning Objective:

By the end of the course students should be able to 1) Locate and correctly cite information on demography, health conditions, health programs and health research for a country from multiple sources including websites maintained by international health organizations and scientific journals; 2) Characterize the demographic situation in a country using standard fertility and mortality indicators and the concept of demographic transition; 3) Describe the pattern of burden of disease in a country using standard fertility and mortality indicators, estimates of disease burden measured in Disability-Adjusted Life Years (DALYs), data on disease incidence, prevalence, risk factors and geographic distribution and the concept of epidemiologic transition; 4) Describe the pattern of nutritional well-being and under or over-nutrition in a country using standard indicators, and discuss how the concept of nutrition transition applies to the country; 5) List various criteria that can be used to define the health priorities of a country; 6) Explain the strengths and weaknesses of different criteria for setting health priorities in terms of defining a plan for action and building partnerships to address a health problem; 7) Select an appropriate model or framework to define alternative actions to address a health problem. Describe and understand the strengths and weaknesses of the following frameworks for defining possible actions: problem-solving framework, multi-level models of disease, mortality or fertility determinants, intervention development and evaluation framework, and health systems framework; 8) Describe the different categories of partner organizations that should be considered when determining responsibilities for implementing actions to address a health problem, and the strengths and weaknesses of each category of organization; 9) Select and define appropriate indicators for reporting to a funding organization on progress in implementing a health program or intervention; and 10) Identify topical interests in international public health to pursue in further courses.
Social and Behavioral Foundations of Primary Health Care (4 credits)

Description:

Provides students with the knowledge and skills needed to understand individual, community, and organizational behaviors and change processes in cross-cultural and developing countries settings as a foundation for planning appropriate Primary Health Care (PHC) programs. Students learn to outline the contributions of social and behavioral science theory in the planning and implementation of culturally relevant PHC programs; will utilize social and behavioral theories to understand individual, social network, organizational, community, and policy maker health related behaviors; and identify the factors that promote and inhibit community involvement in PHC program development and implementation.

Learning Objective:

1. Outline the contributions of social and behavioral science theory in the planning and implementation of PHC programs
2. Apply relevant social and behavioral theories to diagnose and understand individual, social network, organizational, community, and policy-maker behaviors associated with the planning, implementation, evaluation, and maintenance of community-based primary health care programs
3. Identify the factors that promote and inhibit community involvement in PHC program development and implementation, and outline indigenous management strategies to sustain PHC at the community level

Global Disease Control Programs and Policies (4 credits)

Description:

Presents the history, development, organization, technical content and basis, social and political context, evaluation, and funding of current, major, global initiatives for disease control. Emphasis is on programs focused on health problems of the developing world and includes, initiatives for vaccines and immunization, the Integrated Management of Childhood Illness, safe motherhood and reproductive health, neonatal health, malaria, onchocerciasis, STDs, tobacco control, nutritional interventions and injury control. The course also examines the process of policy formulation and resource allocation to international health and disease control.

Learning Objective:

After successfully completing this course, students will be able to do the following: 1) explain the development, organization and funding of global disease control programs; 2) describe programmatic approaches for controlling selected major causes of death and disability in developing countries; 3) discuss program and policy implementation obstacles and approaches to overcoming them; and 4) critically evaluate the strengths, weaknesses and the sustainability of disease control programs and policies.
Well, if you made it this far in this informational brochure then you might not have as much ADHD as your friends and family would have you believe.

Please send any and all program related questions to: joel.clingenpeel@chkd.org

Many thanks for your interest in our program!

Joel Clingenpeel, MD, MPH, MS. MEdL
Fellowship Director