Department of Pediatrics Faculty Meeting
June 24, 2020

Advocacy Update
• Lisa Chamberlain, MD, MPH
• Lahia Yemane, MD

Education Update:
• Hayley Gans, MD
• Carrie Rassbach, MD, MAEd
• Elizabeth Stuart, MD
• Becky Blankenburg, MD, MPH
Congratulations!

Jonathan Palma, MD       Natalie Pageler, MD

2019 Teaching Award for running the Clinical Informatics Fellowship Program
Congratulations!

Carmin Powell, MD  Lahia Yemane, MD

Leadership Education in Advancing Diversity Program
2020 President’s Awards for Excellence Through Diversity
Pediatric Grand Rounds on COVID-19

- **Confronting COVID-19 in Low-Resource Communities: Local, Migrant, and Global Settings**
- **Ethical Duties and Resources in a Pandemic**
- **Optimizing Education in the Time of COVID-19**

- **Telehealth in the Era of COVID-19**
- **Perinatal Care in the Context of COVID-19**
- **Using Covid Epidemiology to Understand When and How to Return to School**
- **What’s on Kids’ Minds: Addressing Mental Health Needs and Challenges during a Pandemic**
Please join us for the 1st Virtual Department of Pediatrics Awards Day on Friday, June 26 @ 8 – 9AM via Zoom

Awards for Faculty
Stanford Pediatrics DRIVE Award
Early Career Clinical Excellence Award
Basic Science Research Award
Laura Bachrach Mentor Award
Medical Education Scholarship Award
Resident Golden Apple Award
Advocacy Award
Mid-Career Clinical Excellence Award
Clinical Science Research Award
Postdoc Mentor Award
Fuji Apple Award
Resident Feedback Award

Awards for Staff
Donna Schurr Spirit Award
Innovation Award
Rising Star Award
Collaboration Award
FPO Ambulatory Reactivation

97% Pre-COVID Volume Last Week

Dashboard with specialty-specific volume data, referral and access information available to chiefs and practice managers

103% YOY of Prior Year Volume
Telehealth v In person FPO

Time Frame: Week 1 = Jan 1, 2020 – Jun 20

- Week 1 Holiday, Week 22 Holiday
Advocacy Update: COVID-19 Response & Confronting Racism

Department of Pediatrics
June 24, 2020
Advocacy Update

COVID Community Engagement & Advocacy

Department of Pediatrics Anti-Racist Initiative
COVID Internal Advocacy: Resource Guides

- Detailed guides of most high-need resources in the community
- 6 counties represented
  - San Mateo, Santa Clara, San Francisco, Monterey, Santa Cruz, Alameda
- Available online & via EPIC smart phrase
- Over 1500 downloads from website/paper (not including EPIC)
COVID Community Engagement

Relieve COVID-driven economic burden of families

Supplement needs of food service organizations

Provide diapers, formula, thermometers

Distribute family grocery bags for orgs serving children

To date: 1800+ lbs of food & 8200+ diapers distributed
COVID Community Engagement: Clinics

- Stanford nursery
- San Mateo County Clinic
- Fair Oaks Clinic
- Gardner Packard Clinic
- Ravenswood Clinic
- Mayview Clinic
Listening to Community Partners / Orgs

IHSD
Institute for Human and Social Development

Legal Aid Society
Of San Mateo County

Ravenswood City
School District

Samaritan House

San Mateo County Libraries

Second Harvest Food Bank

Ecumenical Hunger Program

Community Legal Services
In East Palo Alto

Stanford Medicine
Pediatric Advocacy Program
Ecumenical Hunger Program

800+ lbs of food for grocery distribution,
Serves 900 families/week
Sacred Heart

420 families received food
633 families received diapers
Mobilizing our local community to feed families

Feeding families of essential workers through Head Start Classrooms and providing emergency groceries for local clinics
COVID Political Advocacy

- Eviction moratorium support
- Protecting programs serving children from state budget cut proposals

**Don't Let History Repeat Itself: Safeguard CA Kids**

Add your Organization to the Letter Below

If you are new, welcome! Hit the blue button at the bottom of the page to continue and enter your organization's information.

If you are already in The Children's Movement, begin typing your organization's name in the box. Select your organization, then hit the blue button at the bottom of the page.

*If applicable, please type out the word "and" rather than using the "&" symbol.*

Dear Governor Newsom and California Legislature:

Thank you for your leadership on the health, our economy, our communities.

The spread of COVID-19 is an unprecedented and devastating crisis for California's children during its pandemic: families with young children who couldn't access essential supports, including sufficient nutrition and quality child care and preschool; children who were abused and neglected and/or witness to domestic violence; the majority of California students who lacked the educational supports they needed to meet basic

**Child Now Letter advocating to protect programs serving children from state budget cuts**

**Sent to 240+ on action alert**

**Letter in Support of Eviction Moratoriums from Amer Academy of Pediatrics**

**Sent to 240+ on action alert**
Want to stay up to date?

Join our Action Alert network of over 240 Faculty and Staff

Lchamberlain@stanford.edu
Taking Action to Confront Racism: We have a name!

SPAARC
Stanford Peds: Advancing Anti-Racism Coalition
SPAARCC: Timeline

June 24 & July 21
Listening Sessions
Report Back

August
Develop Action Plan
Report Back

Sept-April
Build teams to move forward Report Back

May 2021
Report Back to the Department

We are here
SPAARC Step 1: Listening Sessions

- Listening Sessions occurring this week
  - Thanks to Brian and Melanie for leading
- Small groups with max 10 ppl (mix of faculty, staff, trainees)
- Goal to answer two questions:
  - What are your experiences with racism within the Department?
  - What steps should the department take towards becoming anti-racist?
- Will provide qualitative themes to inform next step
SPAARC Step 2: Delphi Process, Action Plan

- Participants: All members of the Department (faculty, staff, residents/fellows)

- We will create the Action Plan by using a Delphi process led by Heidi Feldman
  - Method: Use of anonymous surveys issued to participants in 3 rounds
  - Responses from each round are fed back to the participant in a summarized form before the next round of the survey to move toward consensus

Heidi Feldman, MD, PhD
Developmental & Behavioral Peds
Finalizing Our Organizational Structure

- Advisory Board
- CORE Leadership Team (Faculty, Staff, Learners)
- Strategic Liaisons
- Everyone in the Department
CORE Leadership Team

- 5 Faculty Members
- 5 Staff Members
- Learner Reps (Post-Docs, Residents, Fellows)
Get Involved - COVID Resources, Confronting Racism Responses

COVID Resource Page

SPAARC Anti-Racism Anonymous Form
Any questions? Contact us!

Lahia Yemane
lyemane@stanford.edu

Lisa Chamberlain
lchamberlian@stanford.edu
Update on Education

Hayley Gans, MD (Director of Fellowship Education)
Carrie Rassbach, MD, MAEd (Director of Residency Education)
Elizabeth Stuart, MD, MSEd (Director of Medical Student Education)
Becky Blankenburg, MD, MPH (Associate Chair of Education)

June 24, 2020
Overview

• Educational Challenges due to COVID
• Educational Opportunities due to COVID
• Integration of Learners – Education is an essential service
• Preview of Learning Environment Issues
• Virtual Interviews for Residency/Fellowship Recruitment
Educational Challenges due to COVID

• Ambulatory Care:
  • Need to assure trainees and students acquire skills in physical exam and communication
  • Concern of exposure risk with in-person visits
    • For both faculty and trainees
    • Risk (perceived and real) of contagion in office visit with patient, staff, and trainee
  • Decreased number of ambulatory patients
  • Switch to telehealth (challenge and opportunity)
    • Capacity for clinical care and education on same telemedicine visit
    • Interpretive services
  • Decreased number of learners able to be accommodated
  • Inconsistency in experience (even within same rotation, due to attending variation)
  • Decreased sites (some satellite sites not taking learners)
Educational Challenges due to COVID

• Inpatients
  • Decreased number of procedures
  • Decreased hospitalized patients

• Conferences
  • Creating interactive teaching via videoconferences
Educational Opportunities Due to COVID

• Telehealth skills
• Emphasis on communication skills
• Opportunities for direct observation from faculty
• Opportunity to reflect on and optimize what we are teaching in each clinical setting
Integration of learners in the clinical environment

- Learners of all levels need to be integrated into patient care visits and are critical as front line caregivers
- Attending supervision still needed for all patients (ACGME-rule)
- To maintain safe working conditions
  - Ideally mask + social distance, but many clinical activities cannot be achieved in a socially distanced way, thus mask and handwashing are key
    - Should not exclude learners just because can’t socially distance
  - Keep washing hands and surfaces (remember COWS/WOWS and other workstations)
Curriculum in the era of COVID

• Local clinical rotations should be maintained

• Away rotations must be approved by GME

• Clinical conferences, divisional meetings and didactics should continue according to regular schedule and offered in person and virtual to allow continued distance learning and sheltering in place when not on clinical service

• Gatherings limited to size of the room and ability to social distance

• Optimizing self-directed learning resources
Integration of Learners in Telehealth

• Initially with COVID:
  • Inpatient telehealth (WebEx)
  • Outpatient telehealth with some integration (Zoom)
• Currently:
  • Many rotations now using in-person rounding
  • Outpatient includes both telehealth and in-person visits.
    • Learners significantly integrated in primary care; variably with subspecialties.
• Developing Best Practices for Outpatient Telehealth that can be shared
Integration of Learners in Telehealth

• Telehealth advantages:
  – Faculty being able to observe learners gather history and provide information
  – Being able to share images with patients
  – Faculty being able to help learners understand what decisions need to be made and what information is needed to make that decision
    • What information needs to be gathered through telehealth?
    • Does the patient need to be seen in-person?
    • Does a decision need to be made today?
Medical Students in the Era of COVID

Logistics

Integrating students in the context of COVID

• Philosophy, principles: Doctoring Now!
• Practical strategies
  • Adjust and communicate expectations
  • Priming: what information to gather and why
  • It’s not scut if a doctor would do it
  • Residents as supervisors
Learning Environment – What is it and why does it matter?

• Learning environment:
  • Supportive environment required for learning and growth (Kirkpatrick 1994)
  • Environment supports or impedes physician wellness, ability to learn, and quality of care
  • Each team member contributes to it

• Social learning:
  • Learning occurs from and with others and is influenced by the learning environment (Bandura 1986)
Learning Environment – What can you do?

• Build connections with learners
• Foster respect, inclusivity and teamwork
• Balance support and autonomy
• Set clear expectations
• Combat implicit biases to make positive learning environment
• Respond to microaggressions and macroaggressions
• Purposefully strive to eliminate healthcare disparities

Simon Fraser University, 2015
Virtual Interviews for Residency/Fellowship Recruitment

• Virtual interviews this season for residency and fellowship recruitment

• Making videos to represent Stanford programs

• Continuing to work on decreasing bias in the process
  • Remove photos from initial review
  • Implicit bias training at start of interview season
  • Standardized questions
  • Limit interviewer access to only CV and personal statement
  • Great APPD Session on 6/18 re: Mitigating Bias in Recruitment
Recommendations

• **Education** of students, residents, fellows is an **essential operation**

• **Bring learners back** into the in-person clinical environment to the extent possible -- important for learning, and also for professional identity formation, community, and wellness
Recommendations

• Recommend optimizing the visit type based on what is best for the patient (in-person vs. telehealth).

• To the extent possible, provide consistency of clinical experience (predictable which patients are telehealth and which are in-person), so we can predict what learners are learning in different settings.

• As educators, we can analyze opportunities and pivot as needed to optimize education. We may need to supplement with additional sites, simulation, and other learning opportunities.
Questions?
Department Faculty Meeting Cadence and Topics

• Finance stabilization and mitigation
• Plans and strategies to re-open clinics and resume elective procedures
  o Ambulatory Transformation Team (ATT)
  o Respond, Recover and Re-open Team (R3)
• Telehealth
• LPCH Operations
• Advocacy, Policy and Community Engagement
• Education
• Plans to reactivate clinical and basic science research
• Scientific developments and lessons learned
• New clinical research and trials underway
• Wellness
• Academic Affairs and HR
• Real and potential Impact of COVID on patient safety and quality of care
Next Meeting:
July 7 @ 1PM