Department of Pediatrics
Faculty Meeting
Date: January 31, 2019

- Leader as Coach *Carrie Rassbach*
- Hospital Census and Finances *Mike Propst*
- Chief Experience Officer: *Christy Sandborg*
• Asha Nair  
  Clinical Assistant Professor  
  Division of Cardiology  

• Alok Patel  
  Clinical Instructor  
  Division of Hospital Medicine
Pediatric Academic Societies Meeting
April 24 – May 1, 2019 | Baltimore, MD

April 24-26 • Pre-conference Events | April 27-30 • PAS 2019 Meeting | May 1 • Post-conference Events

Reception:  Saturday, April 27, 2019 @ 6:30 PM
Location:   Hyatt Regency Baltimore Inner Harbor
Research Infrastructure in a Healthcare Network: What are the Needs?
3rd Annual Conference | PCHA-UHA Research & Learning Collaborative

Save the Date

Wednesday, May 8, 2019
Frances C. Arrillaga Alumni Center

Presented by Department of Pediatrics and Medicine at the Stanford University School of Medicine. Full program details to follow.

Join the Interest List: cme.stanford.edu/pcha-uha
Basic & Translational Research Symposium on Sex Differences from Conception through Puberty

Monday, February 11, 2019 ● 12:00 – 5:00 pm ● SIEPR Koret Taube Room
Light lunch served at 12:00pm ● Please RSVP at http://tinyurl.com/B-T-2019-RSV

12:15-1:05 Keynote: Daniel Weinberger, MD Johns Hopkins University School of Medicine, Director and CEO, Lieber Institute for Brain Development
Convergence of Placenta Biology and Genetic Risk for Neuropsychiatric Illness

12:00 Marcia Stefaniak, PhD, Director, WHSDM Center and Mary Leonard, MD, MSCE, Aline and Pete Harman Professor and Chair, Department of Pediatrics Opening Remarks

1:15-1:45 Virginia Winn, MD, PhD, and Amy Braun, PhD, Stanford Medicine Fetal Sex and the Placenta

1:45-2:15 Gary Shaw, DrPh, and Brice Gaudilliere, PhD, Stanford Medicine Sex Differences in Premature Birth (CyTOF Research)

2:15-2:45 Michael Eisenberg, MD, Stanford Medicine Don’t Forget the Father: Paternal Factors and Birth Outcomes

3:00-3:30 Tamar Green, MD, Stanford Medicine Sex Differences in Psychiatric Disorders: What We Can Learn From Sex Chromosome Aneuploidies

3:30-4:00 David S. Hong, MD, Stanford Medicine Examining Sex Differences in Adolescence through the Lens of Transgender Health

4:00-4:30 Mary Leonard, MD, MSCE, Stanford Medicine Sexual Dimorphism in Skeletal Development

4:30-5:00 Neville Golden, MD, Stanford Medicine Sex Differences in Child and Adolescent Eating Disorders
SAVE THE DATE: Friday, April 19, 2019

The Department of Pediatrics invites you to the 10th Annual Pediatrics Research Retreat: Ten Years of Scientific Discovery and Innovation.

This is an opportunity for faculty, fellows, residents, postdocs, and students of all disciplines to share the latest research developments in their field.

For more information, please visit our website:
http://pediatrics.stanford.edu/research-retreat
2019 Stanford Global Health Seed Grant Recipients

Nicolas Cuttriss  Bonnie Maldonado  Jason Wang  Diana Naranjo

Project ECHO T1D Pilot and Feasibility Study in Ecuador
Development, Feasibility and Pilot Testing of a Digital Learning and Performance Assessment Platform for Healthcare Providers who care for Seriously Ill Children
Kara Furman
Association of Medical School Pediatric Department Chairs
Frontiers In Science Resident

Alyssa Honda
Academic Pediatric Association’s 2019 New Century Scholars
California Advocacy Update

New Gubernatorial Administration = Opportunities to Take Advantage of Momentum

Statewide Focus on Mental Health, ties to other issues including opioid addiction, telemedicine use

Ongoing Emphasis on California Children Services Reform

Office of Marc Berman, Assemblyman for California’s 24th

Advocacy Council Rapid Response Team: lpchadvocates@gmail.com
Governor Newsom Announces Two National Experts in Child Development will be Key Leaders in Administration’s Efforts to Help the Youngest Californians

Published: Jan 21, 2019

Dr. Nadine Burke Harris will be California’s first-ever Surgeon General

Kris Perry will be Deputy Secretary of the California Health and Human Services Agency for Early Childhood Development and Senior Advisor to the Governor on Implementation of Early Childhood Development Initiatives

SACRAMENTO — Governor Gavin Newsom today announced the appointment of two nationally-recognized experts in child development to be key leaders in his administration’s efforts to help the youngest Californians. Dr. Nadine Burke Harris, a national leader in pediatric medicine, will serve as California’s first-ever Surgeon General, and Kris Perry, a national leader in early childhood policy, will serve as Deputy Secretary of the California Health and Human Services Agency for Early Childhood Development and Senior Advisor to the Governor on Implementation of Early Childhood Development Initiatives.

There is overwhelming consensus in the scientific community around early warning signs and childhood determinants of serious health outcomes. As Surgeon General, Dr. Burke Harris will urge policymakers at every level of government and leaders across the state to consider the social determinants of health, especially for children. Her work will focus on combating the root causes of serious health conditions — like adverse childhood experiences and toxic stress — and using the platform of Surgeon General to reach young families across the state.

Kris Perry will help lead efforts to implement Governor Newsom’s early childhood policy agenda, one of the key components of his California for All agenda. Governor Newsom’s budget proposed more than $1.7 billion in funding for expanded early childhood education and early interventions. Studies have shown that nearly 85 percent of brain development occurs within the first three years of a child’s life — with 90 percent of life brain capacity complete by the age of 5. Other research shows the disparities between low and high-income children show up as early as 6 months into a child’s life.

As a pediatrician, entrepreneur and nonprofit CEO, Dr. Burke Harris has dedicated her professional career to understanding the link between adverse childhood experiences and toxic stress in children, and the effect both have on future health outcomes. She is the founder and CEO of the Center for Youth Well-Being, a national leader in evidence-based youth mental health care and recognition of adverse childhood experiences.
Advocacy Request from our Adolescent Colleagues: Due Feb 1!


Or google “FDA regulation youth comment”
### TABLE 1. Items Evaluating Physician Opinion of the Leadership Qualities of Their Immediate Physician Supervisor

**To what extent do you agree or disagree with each of the following statements about (name of immediate supervisor)?**

- Holds career development conversations with me
- Inspires me to do my best
- Empowers me to do my job
- Is interested in my opinion
- Encourages employees to suggest ideas for improvement
- Treats me with respect and dignity
- Provides helpful feedback and coaching on my performance
- Recognizes me for a job well done
- Keeps me informed about changes taking place at Mayo Clinic
- Encourages me to develop my talents and skills
- I would recommend working for (name of immediate supervisor)
- Overall, how satisfied are you with (name of immediate supervisor)

**← 79% agree or strongly agree**

**← 61% agree or strongly agree**

---

*a Response options: 5=strongly agree, 4=agree, 3=neither agree nor disagree, 2=disagree, 1=strongly disagree; NA=do not know/not applicable.

*b Response options: 5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, 1=very dissatisfied.*
Leader As Coach

Carrie Rassbach, MD
Incoming Program Director (2019), Pediatrics Residency Program
Associate Residency Program Director, Coaching and Advising
Fellowship Director, Pediatric Hospital Medicine

January 31, 2019
Faculty as Leaders

- Faculty are leaders deeply committed to academic medicine
- Great pride in helping develop trainees and colleagues alike
- Individual goals and interests, strengths and weaknesses
- Balance of wanting to provide advice and needing to listen
- Role of Division Chiefs and other leaders
3 Learning points

1) What is coaching and when should you use it?

2) Effective coaching questions

3) Characteristics of effective coaching
What is Coaching?

“What Coaching philosophy adheres to the notion that learning is never finished and to reach one’s maximum potential requires an external viewpoint to correct or enhance performance.”

Schwellnus H, Carnahan H. Peer-coaching with health care professionals: What is the current status of the literature and what are the key components necessary for peer-coaching? A scoping review. *Med Teach.* 2014

Typically a combination of asking Coaching questions to stimulate self-assessment, goal-setting and reflection on feedback.
Benefits of Coaching

Improves physicians’:
• Career satisfaction
• Burnout
• Patient satisfaction scores
• Confidence
• Communication skills
The Coaching Impact Model

The Talent

The Leader

The Agenda

Directing  Advising  Teaching  Mentoring  Coaching

The Leadership Continuum

LASTING IMPACT
Effective Coaching Questions

- Simple and clear
- Open-ended, non-leading
- Usually "What" and "How" questions
- Not usually "Why" questions
THE 60 BIG COACHING QUESTIONS

Discovery
- Exploration & learning
1. How can we make this conversation most useful to you?
2. When you are at your very best, what are you doing?
3. What excites you most about your future?
4. For what are you most grateful?
5. For what do you want to be known?
6. What can you do better than most everyone else?
7. Are you currently doing your best work?
8. Where have you achieved your greatest success?
9. On what do you waste your time and energy?
10. What are your most ambitious aspirations?
11. If you do not change, what is likely to happen?
12. What distractions are impeding your best work?
13. Who do you most frequently blame for your problems at work?
14. What is the most important unanswered question facing you right now?
15. What relationships are most important to you?
16. What talents do you know you have but are not using?
17. Whom do you serve?
18. What kind of person or leader do you want to be?
19. What did you do yesterday that is worth talking about today?
20. Is your best work ahead of you or behind you?

Creation
- Possibilities & opportunities
21. What is the most exciting outcome you can imagine?
22. How can you do more of the work you love?
23. What will happen if you take your foot off the brake?
24. What is an entirely different way of looking at your situation?
25. How would others describe your performance and your potential?
26. To shift to a new level of performance, what skills and competencies do you need to master?
27. What would need to happen for you to feel powerful and in control?
28. What thoughts, attitudes, and habits no longer serve you well?
29. What would you do if you had unlimited resources?
30. How can you use more of your natural talents every day?

31. What future do those who care about you most want for you?
32. What is the riskiest, scariest option?
33. What do you do very well, love to do, but no longer need to do?
34. If failure had minor consequences, what would you do?
35. In what ways can you shine a brighter light into the work and lives of others?
36. What would it take to shift your performance to a whole new level?
37. What is the most important thing you have learned about yourself recently?
38. How can you become more mindful of the people around you?
39. How can you have a more positive impact on those you care about most?
40. What will make you happy?

Commitment
- Action & execution
41. What specific outcomes are you expecting?
42. How important are these outcomes to you and others?
43. What is the most potent first step you can take?
44. What milestones will you use to measure your progress?
45. What difficult conversation needs to happen?
46. Whose support is most valuable?
47. To whom will you be accountable?
48. What promises will you make to yourself and others?
49. What actions do you need to take but are avoiding?
50. What will you do when you encounter unexpected obstacles?
51. What personal change will result in the biggest benefit?
52. What do you need to learn to accomplish your goal?
53. What are you prepared to invest, risk and sacrifice?
54. What short-term breakthroughs will energize your undertakings?
55. What new practices will you put in place to make sure the changes are enduring?
56. How can you get others eager to partner with you?
57. How will you know when you are on the new road?
58. What are your best sources of feedback to measure your progress?
59. What do you need to do so that you will have no regret?
60. How will you celebrate your success?
Characteristics of Effective Coaching

- Nonjudgmental
- Positive and respectful
- Build connections—allow others to get to know you
- Fully present. Set everything else aside to focus on coachee
- Listen carefully. Coach should talk no more than 25% of the time
- See big picture, reframe things
- See the best in others, help them see that vision
- Unveil blind spots
- Create options
PERSONAL BEST COACH

Saw something in me
Encouraged me
Really listened to me
Told me the hard truth
Took a chance on me
Confronted me
Cared about me
Gave new perspective
Invested in me
Challenged me
COACHING BEYOND THE QUESTION

1. Reframe the situation.
   Can you help the Talent see their situation differently?

2. Paraphrase the conversation.
   How can you succinctly recap what the Talent has told you?

3. Propose a contrary perspective.
   Can you help the Talent see through a completely different lens?

4. Suggest a daring possibility.
   How can you help the Talent remove potentially self-limiting barriers?

5. Challenge beliefs and assumptions.
   How can you test what the Talent is assuming?

OTHER COACHING PATHWAYS & INTERVENTIONS
Summary of 3 Learning Points

1) What is coaching and when should you use it?

2) Effective coaching questions

3) Characteristics of effective coaching
Questions?
My Coaching Experience
LPCH Census and Finances

Referring ED Outreach & Transfer Improvement Project

[Bar chart showing # of calls from April to December 2018]

[Bar chart showing average time to acceptance in minutes for various dates]
Weekly Volume Summary (LPCH entire hospital)

- IP Billings up 12.1% year-over-year
- OP Billings up 15.4% year-over-year
- Total Billings up 12.7% year-over-year
- Billings essentially on budget for FY19 so far

<table>
<thead>
<tr>
<th></th>
<th>Week 19</th>
<th>Week 20</th>
<th>Week 21</th>
<th>Week 22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/5-1-11</td>
<td>1/12-18</td>
<td>1/19-25</td>
<td>1/26-2/1</td>
</tr>
<tr>
<td><strong>Gross IP Billing (in $millions)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Period</td>
<td>$77.1</td>
<td>$74.1</td>
<td>$70.3</td>
<td>$29.0</td>
</tr>
<tr>
<td>Prior Period</td>
<td>$63.1</td>
<td>$59.3</td>
<td>$63.4</td>
<td>$26.2</td>
</tr>
<tr>
<td>% Change</td>
<td>22.2%</td>
<td>25.0%</td>
<td>10.9%</td>
<td>10.7%</td>
</tr>
<tr>
<td><strong>Gross OP Billing (in $millions)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Period</td>
<td>$19.9</td>
<td>$21.0</td>
<td>$15.6</td>
<td>$5.0</td>
</tr>
<tr>
<td>Prior Period</td>
<td>$16.4</td>
<td>$14.2</td>
<td>$16.0</td>
<td>$6.1</td>
</tr>
<tr>
<td>% Change</td>
<td>21.3%</td>
<td>47.9%</td>
<td>-2.5%</td>
<td>-18.0%</td>
</tr>
<tr>
<td><strong>Gross Total Billing (in $millions)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Period</td>
<td>$97.0</td>
<td>$95.1</td>
<td>$85.9</td>
<td>$34.0</td>
</tr>
<tr>
<td>Prior Period</td>
<td>$79.5</td>
<td>$73.5</td>
<td>$79.4</td>
<td>$32.3</td>
</tr>
<tr>
<td>% Change</td>
<td>22.0%</td>
<td>29.4%</td>
<td>8.2%</td>
<td>5.3%</td>
</tr>
<tr>
<td><strong>Patient Days</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Period</td>
<td>1,771</td>
<td>1,788</td>
<td>1,645</td>
<td>724</td>
</tr>
<tr>
<td>Prior Period</td>
<td>1,525</td>
<td>1,546</td>
<td>1,581</td>
<td>686</td>
</tr>
<tr>
<td>% Change</td>
<td>16.1%</td>
<td>15.7%</td>
<td>4.0%</td>
<td>5.5%</td>
</tr>
<tr>
<td><strong>Discharges/Admits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Period</td>
<td>279</td>
<td>269</td>
<td>257</td>
<td>85</td>
</tr>
<tr>
<td>Prior Period</td>
<td>230</td>
<td>215</td>
<td>254</td>
<td>83</td>
</tr>
<tr>
<td>% Change</td>
<td>21.3%</td>
<td>25.1%</td>
<td>1.2%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>
Inpatient Census

YTD Trending Compared to Predicted “Ideal” and “Breakeven” Census
Christy Sandborg MD---Chief Experience Officer (CXO)

Focus on the critical interface between the experiences and well-being of families and patients, physicians, APPs, and clinical and non-clinical staff.

The role of CXO means embracing the experience of everyone involved in the enterprise with the realization that we provide the best care when we are happy in our jobs and able to engage and empower patients and parents to partner with us.
CXO Programs and Collaborations

• Develop a SCH Center for Professional Fulfillment and Resilience—a hands-on program
  • Address burn-out, work environment challenges, moral distress
  • Assist in managing challenging families “extra grace required” to preserve therapeutic alliances
  • Bring back the joy in medicine and the ability to provide the level of care we as clinicians aspire to deliver to our patients—our core values and intrinsic motivation

• Family and Patient Centered Care
  • Continue to leverage our commitment to partnering with patients and families in their care, ensuring shared-making, and respecting and supporting their needs and values
  • Further enhance our parent mentor program (currently 50), family advisory councils (9), and new parent health educator program

• Human Experience Concept and Collaborations
  • Center for Pediatric and Maternal Value (cpmV) (Quality, Safety, PI, Office of Patient Experience)
  • Just Culture—a fair and just values-based response to error balancing institutional and personal accountability. Non-punitive response to human error
  • Human Resources’ multiple programs and resources
  • Nursing leadership and patient care services
  • SCH Resilience Website  [https://stanfordchildrens.sharepoint.com/sites/ConnectAnywhere/TLC/Pages/Resilience/resilience.aspx](https://stanfordchildrens.sharepoint.com/sites/ConnectAnywhere/TLC/Pages/Resilience/resilience.aspx)

• Stanford Medicine WellMD Center
  • Participate as a leading member of the WellMD Center, which is spearheading and coordinating efforts to promote well-being and professional fulfillment across all of Stanford Medicine.
  • WellMD Website  [https://wellmd.stanford.edu/](https://wellmd.stanford.edu/)