As schools resume their session and welcome the students back, clinical areas will be preparing to get busier as germs are shared in schools and as weather changes bring new viral seasons. Looking forward to this exciting new academic year. Looking forward to share with you our Medical Education Milestones of successes, residents and fellows’ achievements, new programs and educational opportunities, and keeping you informed on GME, and CME news.

Finally, as the new academic year launches, I encourage you to take some time to reflect on last year, and set your goals for the upcoming year both personally and professionally. “One Way to Keep Momentum is to Have Constantly Greater Goals” - Michael Korda (Novelist)

Rani S Gereige, MD, MPH - DIO
Mentorship is an integral part of Medical Education. Mentors invest time, energy, and expertise to nurture the growth of another person and help others reach their potential. Mentors’ style can range from that of a persistent encourager (Boosts self-confidence) to a stern taskmaster (teaches to appreciate excellence in performance). Regardless of the style, it is the care that really matters. The mentor serves as a tutor, counselor, and friend, enabling the mentee to sharpen skills and increase knowledge.

Mentorship can take many shapes and forms and can be at all levels including:

1. **Sponsors:** These are typically senior/influential people who actively advance one’s career trajectory

2. **Step-Ahead Mentors:** Are colleagues one level ahead of the mentee or peers who have higher levels of skills or experience

3. **Reverse Mentors:** These are juniors in the same organization who possess knowledge, such as technical skills, that their mentors may lack

**Ten Reminders for Effective Mentoring**

1. Be helpful, interested and engaged when you talk with your mentee

2. Establish rapport by learning or remembering personal information about your mentee.

   (Write it down)

3. Follow up frequently. Even a short email or phone call can make a big difference.

4. Be available and keep your appointments.

5. Be firm and hold your mentee accountable for commitments and goals.


7. Be objective and talk about the pros and cons of ideas, people, etc.

8. Reevaluate the effectiveness of your mentoring and adjust your style as needed.

9. Be yourself and allow your mentee to do the same.

10. Be an active listener.

**Effective Mentor Strategies**

There are several strategies that you can employ to become a more effective mentor:

- **Inspirer**—Mentors are more effective when they inspire their mentees. By setting an example, you may be able to motivate your mentee towards future paths that are beyond his or her original dreams. Challenge your mentee to find importance in what he or she aspires to do. Help your mentee create a future vision.

- **Be an active listener**—A sign of good listening is that your mentee feels he or she has been clearly heard and understood. Your mentee feels accepted and more willing to place trust in the mentoring relationship. To demonstrate active listening, show interest in things your mentee has mentioned in the past.

- **Provide corrective feedback in an encouraging manner**—It is not easy to take feedback well. However, hearing it in a motivating and encouraging tone can help your mentee accept and apply feedback readily.

- **Speak of your mentee in positive or neutral ways**—Your mentee needs to trust that your discussions are confidential and that the mentoring relationship is mutually supportive. When speaking of your mentee to others, provide only positive or neutral comments.

**Effective Online Communication**

Communication is a two-way process. Poor communication can leave us feeling angry or worried.

In person or on the phone, you can use voice modulation, facial expressions, and hand gestures to convey meaning. Because those
Milestones in Faculty Development
Basic Tips for Mentors’ Success (Cont’ed)

• Meaningful subject line—A good subject line ensures that the recipient recognizes the importance of your message and doesn’t delete it accidentally. The subject line should also serve as a summary, providing a clear idea of the topic you want to discuss.

• Clear and concise messages—Take the time to write clear, concise messages. Correspondingly, if you receive messages that are not clear and concise, take the time to get clarification. Do you clearly understand your mentee’s message? If not, provide an opportunity to restate, elaborate or reconsider the intended message.

• Investigating assumptions—What assumptions may have been made, whether stated explicitly or not? To uncover assumptions and prevent misinterpretations, state your understanding of your mentee’s message or ask for clarification.

• Communicating about communication—It is very important to inform your mentee of your schedule well in advance. This prevents the unnecessary frustration of a communication breakdown. Online messaging has its challenges, but it also has advantages in many situations.

Adapted from:
AAP Mentor Handbook (AAP Mentorship Program)
Community of Mentors: Guidelines for Mentors. Boston Children’s Hospital. 2015

Milestones in Humanism and Professionalism
NCH Residents Compliments and Recognitions

Abdulsalam Alsulami, MD (PGY2)

Dr. Abdulsalam Alsulami received a special recognition from Pediatric ED attending Dr. Blumstein for going the extra mile in caring for a family in the ED. “He went WAY out of his way to help” says Dr. Blumstein. Congratulations Salam for a job well-done and for demonstrating the NCHWay!!

Maggie Seblani, DO (PGY2)

Dr. Maggie Seblani received a compliment from the mother of a patient she cared for in the Pediatric ED. She was recognized for her care and for explaining things in a clear and simple way. Congratulations Maggie on excellent display if the NCHWay.

Juan Mejia, MD (PGY3)

Trisha Kissoon, MD (PGY2)

Dominick Figueroa, MD (PGY3)

Kristen Chin, MD (PGY3)

Courtney Allen, DO (PGY3)

Camille Ortega, DO (PGY2)

Drs. Juan Mejia, Trisha Kissoon, Dominick Figueroa, Krysten Chin, Courtney Allen, and Camille Ortega were recognized by the Special Olympics on August 13th 2015 among other hospital volunteers for setting an example of advocacy and service to the community by volunteering to participate in the sports pre-participation clearance for the Special Olympics Med Fest. Congratulations!! Dr. Chin accepted the awards on behalf of her peers. Thank you for your advocacy and volunteerism.

Dr. Chin Accepted the Awards on Behalf of her Peers

“The City of Miami Proclaimed June 4th, 2014 Dr. Richard M. Zakheim Day for his Commitment to Serve Adult Patients with Congenital Heart Disease”
**Milestones in GMEC Peer-Representation**

Do You Know Your GMEC Reps? New Reps Elected to GMEC

The GME Committee is tasked with the provision of oversight over the training programs. As new residents and fellows started at NCH, the following Residents and Fellows were peer-selected to serve on the GMEC and represent their peers and join former GMEC members:

1. **Alejandro Martinez, MD**—Class of 2018 Rep
2. **Montserrat Corbera, MD**—Class of 2018 Rep
3. **Melissa Cardenas-Morales, MD**—Class of 2018 Rep
4. **Zara Nensey, DMD**—Pediatric Dental Residents
5. **Carolina Mendoza, MD**—Fellows Rep
6. **Marina Bishai, DO**—Fellows Rep

**Milestones in CME News**

**MCHS CME Virtual Learning Platform has a New Name**

The MCHS CME virtual library iLearn has been renamed. With the hospital changing from MCH to Nicklaus Children’s Hospital, it was important to change the Virtual Learning Platform URL from www.mch-ilearn to a new URL while preserving the “iLearn” well-recognized name. The “iLearn” name was coined by Adolescent Medicine fellow who recently graduated. The new URL for the learning platform is now:

ilearnpeds.com

**Milestones in Institutional ABP Recognition**

MCHS Gets Approved as a Portfolio Sponsor Institution for MOC Part 4

The application submitted to the American Board of Pediatrics (ABP) by the Department of Medical Education, in collaboration with the Quality, Safety and Innovations Department to request MCHS designation as a Portfolio Sponsoring Institution for MOC Part 4 has been approved.

**What Does this Mean to the Physicians?**

- Homegrown QI projects can now be approved internally by an internal committee against the ABP standards for MOC part 4
- Project Leaders submit their application to the Internal Review Committee for approval
- Once approved, individual physicians can apply to join an approved project and the Project Leader is responsible for monitoring their involvement and submitting an attestation on their behalf to obtain MOC part 4 Credits

**Future Plans for Implementation**

- Forms and documents are in the process of being created: Application forms, approval checklist, guidance documents, etc.
- Medical Education will post the forms on nicklauschildrens.org website specifically created for MOC Part 4 Portfolio Project
- Divisions will be asked to nominate a “QI Coach” for the division to the trained
- An internal Review Committee (IRC) is convened to work on the implementation
- Medical Education is planning a two-day training seminar (Grand Round, and Faculty Development sessions) for the IRC and for the QI Coaches by a national expert
- Educational material will be created for that purpose as well
- Define the process of record keeping and administration of the Portfolio project

**What Does this Mean to MCHS and NCH?**

- Improved physicians’ engagement in Institutional QI projects
- Residents and fellows QI faculty mentors can now get credit for their involvement
- This will help move and boost the institutional QI agendas
- Last but certainly not least, this is one of the USWNR high priorities

Stay tuned for more information. Dr. Gereige will be reaching out to Divisions for QI Coaches and will inform Division Chiefs in Chiefs and Heads meeting. He will also send a Save the Date for when the training sessions will occur.
Hanadys Ale, MD (PGY3) was notified that his abstract titled: “Bladder Rupture and Urinary Ascites Secondary to Posterior Urethral Valves in a Male Infant Newborn at 26 Weeks Gestation” was accepted for a poster presentation at the 3rd International Conference for Evidence-Based Neonatology sponsored by the Neonatology Division at the Children’s Hospital of Philadelphia to be held in September 2015 in Philadelphia, PA. Congratulations Hanadys for a job well-done.

Dr. Tuan Nguyen (Pediatric Cardiology Fellow) was notified that his abstract titled: “Dexmedetomidine Use in Patients Undergoing Electrophysiological Study for Atrial Tachyarrhythmias” was accepted for poster presentation at the 2015 ASA Annual Meeting in San Diego. Congratulations!!

Milestones in Alumni News
NCH Alumni Pursuing Fellowships in Houston Hold a Reunion

NCH Alumni in Fellowship Training in Houston, TX

Dr. Rani Gereige, MD, MPH (DIO) and collaborators’ manuscript titled: “Pediatric Residents’ Knowledge and Comfort With Oral Health Bright Futures Concepts: A CORNET Study” is now published in the September 2015 Issue of Academic Pediatrics.

**Milestones in Medical Education**

*is the NCH Medical Education Newsletter*

**We’re on the Web!**

http://www.nicklauschildrens.org/medicaleducation

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**Medical Education Birthdays**

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<td>Ajay Gupta</td>
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<td>Charles Suastegui</td>
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<td>Lynn Model</td>
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<td>Courtney Allen</td>
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<td>Raquel Olavarrieta</td>
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<td>Carla Perez</td>
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<td>Claudia Puerto</td>
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<td>Kristin Henley</td>
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<td>Hanadys Ale</td>
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<td>Steven Kass</td>
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<td>Alexander Ortega</td>
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<td>Carmen Bustamante Escobar</td>
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<td>Paul Kiely</td>
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<td>Julia Henry</td>
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<td>Carolina Mendoza</td>
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<td>CaAdrian Norman</td>
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<td>Prithvi Sendi</td>
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<td>Darline Santana</td>
<td>21</td>
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<td>Christina Puig</td>
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<td>Claudia Zapata</td>
<td>28</td>
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<td>Bassam Albassam</td>
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