Introduction/Explanation of Manual
On behalf of the faculty and staff, welcome to the Department of Pediatrics at the University of Minnesota. We hope that the time you spend in our Fellowship Program will be both educational and enjoyable.

This Fellowship Addendum outlines policies and procedures specific to your training program. Policies in this program manual have been developed in accordance with standards set by the American Board of Pediatrics (ABP) and the Accreditation Council for Graduate Medical Education (ACGME), and are subject to periodic review and change by the Faculty, Program Director, and Department Chair.

The Institution Manual is designed to be an umbrella policy manual. Some programs may have policies that are more rigid than the Institution Manual in which case the program policy would be followed. Should a policy in a Program Manual conflict with the Institution Manual, the Institution Manual would take precedence.

Institution Policy Manual:

Statement of inclusion of fellowship programs in Manual
This fellowship addendum outlines specific policies and procedures specific to your training program. Please refer to the Residency Program Manual for further departmental policies and procedures.

Department Mission Statement
The mission of the Department of Pediatrics is to generate new knowledge through research, to apply this new knowledge to the highest quality health care for the prevention and treatment of illness in children, and to provide the best possible education of the next generation of medical students, physicians, and other health professionals in childhood disease prevention, treatment, research, and advocacy. Through this mission the Department seeks to improve the lives of children in our community, nation, and the world.

The Department of Pediatrics at the University of Minnesota promotes excellence in academic subspecialty training with an emphasis on producing academic leaders who generate the new knowledge required to provide the best care for infants, children, and adolescents.

We will accomplish this through:
• Recruiting fellows with outstanding academic potential and commitment.
• Providing state-of-the-art clinical training.
• Providing exceptional training and mentorship in basic, translational, clinical, and epidemiologic research, medical education, academic leadership, and advocacy for pediatric health.
• Ensuring a scholarly work product during fellowship which serves to facilitate fellows’ professional transition into academic faculty positions.
Program Mission Statement

It is the mission of this fellowship program to educate and train pediatricians for academic careers as board-certified pediatric endocrinologists. In addition, the development of outstanding clinical and teaching skills, an important component of this training program is to prepare fellows for a career in clinical or laboratory bench research in a field relevant to pediatric endocrinology.
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SECTION 1 – STUDENT SERVICES

Institution Manual Policies

Administrative Information:
Please refer to Institution Policy Manual at:

Department of Pediatrics: Division of Pediatric Endocrinology
Program Director:
Brandon Nathan, MD
Riverside East, MB677
612-625-6738, natha039@umn.edu
Fellowship Coordinator:
Ellen Jeffery
Riverside East, M663
612-626-2958, sull0380@umn.edu

Division Head:
Antoinette Moran, MD
Riverside East, MB669
612-624-5409, moran001@umn.edu

Department of Pediatrics: Administration
Department Head: Joseph Neglia, M.D.
Riverside East MB665
612-626-3113/ jneglia@umn.edu

Associate Head for Education: John Andrews, M.D.
Riverside East M136 (West Bank)/Mayo M664 (East Bank)
612-626-4009/ andrews@umn.edu

Department Education Office (also called the Pediatric Education Office)
Riverside East M136
Telephone: 612-624-4477, #1
FAX: 612-626-7042
Internet: http://www.peds.umn.edu/education/education-office/index.htm

Central Fellowship Administrator: Valerie Cole
Riverside East M136
612-624-8788/ cole0430@umn.edu

Education Manager: Emily Gray
Riverside East M667
612-624-0410/ elgray@umn.edu

Department of Pediatrics: Payroll
Payroll Specialist: Deb Slavin
612-626-6910/ slavi002@umn.edu
Pediatrics, Ob/Gyn and Women's Health
Room 353-37
717 Delaware Street SE
Minneapolis, MN 55414
SECTION 2 – BENEFITS

Stipends

Please refer to Institution Policy Manual at:

Resident/Fellow Leave

An illness resulting in an absence from a rotation must be communicated to the Fellowship Program Director to assure adequate coverage. Any illness resulting in an absence in excess of forty-eight (48) hours requires a physician’s letter describing the medical condition, reason for absence, and anticipated length of the illness. This policy applies only to personal illness. These absences must be documented with a physician’s letter. This time may extend training.

All LOAs must be discussed with your Program Director and approved in writing at least three (3) months in advance of the start of the LOA. Exceptions may be made if the request falls within the definition of the Family Medical Leave Act (FMLA). The full Family Medical Leave Act policy can be found here in the Benefits section of the Institution Policy Manual:

Let your Program Director and Coordinator know as soon as possible when there may be a need for you to utilize any type of leave noted below. Time away for these absences may extend training if they cause you to miss more time away from the program than allowed by the ABP.

The insurance benefits noted previously in the Institution Manual may be continued at your own expense during any unpaid LOA. Please consult with the Deb Slavin (612-626-6910 or slavi002@umn.edu) and the Office of Student Benefits (612-624-0627 or umshbo@umn.edu) to arrange this.

Leave: Bereavement
Let your Program Director and Coordinator know as soon as possible when there may be a need for you to utilize this type of leave. Time away for these absences may extend training if they cause you to miss more time away from the program than allowed by the ABP.

Leave: Family medical leave act (FMLA)
Let your Program Director and Coordinator know as soon as possible when there may be a need for you to utilize this type of leave. Time away for these absences may extend training if they cause you to miss more time away from the program than allowed by the ABP.

Leave: Holidays
University of Minnesota, University of Minnesota Physicians, or other organizations’ official holidays are not program holidays. Fellows will be required to work on some holidays, based on the call and or clinic schedule, as determined by each site.
Leave: Medical
For a continuous absence due to personal illness or disability while under the care of a physician, see the disability policies outlined in Institution Policy Manual. Written confirmation by the fellow’s physician of the need for absence from the training program is required.

When it appears that a major illness will result in a continuous absence from service, it is essential that the trainee communicate with their Program Director, Fellowship Coordinator, the Department of Pediatrics’ Payroll Office, and the Office of Student Benefits.

Leave: Military
Let your Program Director and coordinator know as soon as possible when there may be a need for you to utilize this type of leave. Time away for these absences may extend training if they cause you to miss more time away from the program than allowed by the ABP.

Leave: Parental
The Departmental PTO policy can be found here via the last link under the Programmatic Information section: http://www.med.umn.edu/peds/education/fellowship-programs/fellowship-administration/index.htm

Let your Program Director and coordinator know as soon as possible when there may be a need for you to utilize this type of leave. Time away for parental leave may extend training if they cause you to miss more time away from the program than allowed by the ABP.

An LOA Form MUST be completed prior to the leave and is completed in collaboration with your Coordinator and Program Director. Additionally, you must notify the following people once your baby is born/adopted so we can insure we process the paperwork, payroll, etc correctly:

- Ellen Jeffery (sull0380@umn.edu)
- Deb Slavin (slavi002@umn.edu)
- Emily Gray (elgray@umn.edu)
- Office of Student Benefits (umshbo@umn.edu)

Leave: Personal
Only under UNUSUAL circumstances, such as a personal or family emergency, will a Personal LOA be considered. Such an LOA is subject to the general conditions noted above.

Requests for a personal LOA should be considered carefully as they create scheduling stress in the program and may extend your training. When time away is made up at the end of fellowship training, the additional rotation(s) will conform to the requirements of the American Board of Pediatrics and to program requirements. These rotations and sites may not be the same rotations or sites that were changed to accommodate the LOA. Individual preferences may be accommodated when possible.

Leave: Professional
The Departmental PTO policy can be found here via the last link under the Programmatic Information
Leave: Vacation and Sick
The Departmental PTO policy can be found here via the last link under the Programmatic Information section: http://www.med.umn.edu/peds/education/fellowship-programs/fellowship-administration/index.htm

Leave: Witness and Jury Duty
Let your Program Director and coordinator know as soon as possible when there may be a need for you to utilize this type of leave. Time away for these absences may extend training if they cause you to miss more time away from the program than allowed by the ABP.

Unauthorized Leave
A fellow taking unauthorized leave will be subject to disciplinary procedures, including probation and/or termination.

Professional liability insurance
On 7/1/14 the RUMINCO policy number will change to: RUM-1005-14.

Meal Tickets/Food Services
The UMCH policy for meals is outlined at: http://www.gme.umn.edu/residents/UniversityofMinnesotaMedicalCenterFairview-Resources/ummcresources.html. If you qualify for a meal allotment under this policy, contact your coordinator if you do not receive a meal card.

Laundry Services
Laundry is the responsibility of the individual fellow.

Workers' compensation benefits

Educational Expense Allowance
This allowance must be used for professional educational expenses, such as those incurred in attending professional meetings, payment of journal subscriptions, reimbursement for payment of board examination fees or purchase of medical books or medical equipment. Since payments and reimbursements under this allowance need to be made in accordance with University business practices, fellows should contact the Fellowship Director in advance to assure that the expense is eligible and complete the necessary paperwork. Funds may be used in the following increments: PL-4: $200; PL-5: $200; PL-6: $200. Your educational allowance ($200/year) must be spent within the year it is allotted. You may not “roll over” amounts into the next year. If the money is
not spent by June 15 of each year, you will lose it.

**Parking**
All fellows will have parking contract in the Purple Ramp on the West Bank, Riverside Campus.

Parking on the East Bank of Campus is paid by the fellow if desired. More information on obtaining a University Parking Contract can be found on the Parking & Transportation Website here: [http://www1.umn.edu/pts/park/contract/index.html](http://www1.umn.edu/pts/park/contract/index.html)

**Photocopying Privileges**
All Pediatric Endocrinology fellows are allowed photocopying privileges near the Pediatric Endocrinology Office. There is a sign-on code specifically for fellows' use for the photocopy machine. Please ask for assistance when first using the copier, or if you experience difficulties while using it. There will be no limit placed on this privilege as long as it is not abused.

Fellows may also photocopy articles using the photocopy machine in the biomedical library in Diehl Hall. Please contact the Fellowship Coordinator for the budget number to use for this.

**Scrub Suits, Lab coats, and ID Badges**
Hospital badges must be worn for clear identification. Lost/broken badges are replaced by the institution (i.e. contact UMMC/UMCH security desk for Fairview badges). Fellows should contact their fellowship coordinator to arrange for their badges.

Professional attire is expected for clinical care and is the responsibility of the fellow. Labcoats are not required for routine clinical care. Scrubsuits are provided on-site and are not to be worn expect for certain procedures. For fellows pursuing basic research, the laboratory in which the research is performed will be responsible for providing appropriate safety wear, including a labcoat.

**Paychecks/Direct Deposit**
Your check may be deposited directly into your checking or savings account if your banking institution accepts direct deposit transactions. Most financial institutions in the area accept direct deposit. Checks or direct deposit receipts will be automatically mailed to your home address. If you wish to pick up your check on payday, you must make prior arrangements with Deb Slavin in Payroll at (612) 626-6910.

Report lost checks to the payroll office IMMEDIATELY. Issuance of a duplicate check may take up to two (2) months. Therefore, always handle your paycheck carefully and deposit it promptly.

**Tax Information**
Other than providing the standard W-4 deduction claim forms, the Department of Pediatrics does not provide information or advice on tax matters.
SECTION 3 – INSTITUTION RESPONSIBILITIES
Please refer to Institution Policy Manual at:

SECTION 4 – DISCIPLINARY/GRIEVANCE PROCEDURES

Institution Manual Policies
Please refer to Institution Policy Manual at:

Grievance Procedure and Due Process
Refer to the department policy at:
http://www.peds.umn.edu/education/fellowship-programs/current-fellows/index.htm

Substance Use/Abuse
Refer to the department policy at:
http://www.peds.umn.edu/education/fellowship-programs/current-fellows/index.htm

Resident Review Committee
The Fellowship Program Director may involve the Resident Review Committee (RRC) for guidance on potential disciplinary situations for academic or non-academic reasons. In accord with the fellow contract, if at any time the Evaluator, the Fellowship Program Director and/or the Chairperson of the RRC determines that patient care or safety is jeopardized they may bring that information immediately to an emergency meeting of the RRC and/or to the head of the Division or Department of Pediatrics who may suspend the fellow from patient care responsibilities.

The RRC may recommend one or more of the following as courses of action for the Fellowship Program Director to pursue:

1. Normal advancement with commendation
2. Normal advancement within the training program.
3. Medical and/or psychiatric appraisal as to suitability for continuation of fellowship training.
4. Probation with continuation of normal rotations, but with more detailed and frequent evaluation. The fellow and his/her mentor are invited to appear before the RRC before an individual is placed on probation.
5. Probation with loss of credit for a specified rotation or rotations deemed unsatisfactory by the RRC. The RRC may recommend that such non-credited rotations be satisfactorily repeated or that the fellow be assigned to a comparable remedial service or rotation.
6. Immediate suspension with pay. The fellow is relieved of all duties relative to the fellowship training program. This action is temporary until one of the following is implemented.
7. Probation with certain rotations or services to be repeated.
8. Modification of the fellow's assigned program to provide remedial training in a special setting with a special assigned tutor(s).
9. Dismissal from the program.
10. Final written summary review on completion, of or departure from the program, to be entered into the fellow's permanent file.
Actions 5, 6, or 7 above will automatically require extension of the minimum training time necessary to become eligible for the examinations of the American Board of Pediatrics.

SECTION 5 - GENERAL POLICIES AND PROCEDURES

Institution Manual Policies

Department Academic Expectations for Pediatric Fellows
The Department has identified a core list of academic expectations for all pediatric fellows in order to support our mission. This list includes, but is not limited to, completion of ABP requirements (including eventual generation of an acceptable work product), development of an individualized learning plan (ILP), scheduling Scholarship Oversight Committee meetings, identification of an academic mentor, completion of Core Curriculum series, attendance and presentation of scholarly work at the annual Pediatric Research, Education, and Scholarship Symposium (PRESS).

The current list of Academic Expectations for Fellows is located at: http://www.peds.umn.edu/education/fellowship-programs/fellowship-administration/index.htm

Goals and Objectives
Refer to the independent program document, Goals and Objectives, for this information. This document is located at: http://www.peds.umn.edu/education/fellowship-programs/current-fellows/addenda-goals-objectives/index.htm

Conferences
The fellow is required to attend the following conferences throughout fellowship training:
1. Weekly Division meeting.
   At the beginning of each meeting, the fellows may present patient cases for discussion and chart review. Subsequently, the fellow, resident, visiting speaker or pediatric endocrine faculty will present a clinically relevant topic with literature review, progress in their research, review of a recently published article, etc.
2. At least one of the following conferences each week. The fellow may choose which conference to attend, based upon weekly content and availability:
   a) Pediatric Grand Rounds covers a broad range of general pediatric clinical and research topics.
   b) Pediatric Morbidity and Mortality: Weekly case discussion with chart review and critique, and risk management and cost effectiveness discussion.
3. In addition, it is anticipated that the research team the fellow is involved with will schedule regular meetings and seminars.
**A variety of other optional clinic and research conferences are also available for the fellow to attend on an elective basis
Core Curriculum

All fellowship programs participate in a core curriculum in scholarly activities. This curriculum provides experiences that lead to an in-depth understanding of biostatistics, clinical and laboratory research methodology, study design, preparation of applications for funding and/or approval of clinical or research protocols, critical literature review, principles of evidence-based medicine, ethical principles involving clinical research, and the achievement of proficiency in teaching. Participation in the core curriculum should lead to an understanding of the principles of adult learning and provide skills to participate effectively in curriculum development, delivery of information, provision of feedback to learners, and assessment of educational outcomes. We anticipate graduates will be effective in teaching both individual and group learners in clinical settings, classrooms, lectures and seminars, and also by electronic and print modalities.

The Department Education Office offers an annual department-wide core curriculum series for pediatric subspecialty programs. The core curriculum is managed at the Department level to optimize training, while minimizing duplication of effort across the various subspecialty programs participating. Current attendance requirements and schedule are located at: [http://www.peds.umn.edu/education/fellowship-programs/current-fellows/core-curriculum/index.htm](http://www.peds.umn.edu/education/fellowship-programs/current-fellows/core-curriculum/index.htm)

Scholarly Activities

In addition to participating in a core curriculum in scholarly activities, all fellows are expected to engage in projects in which they develop hypotheses or in projects of substantive scholarly exploration and analysis that require critical thinking. Areas in which scholarly activity may be pursued include, but are not limited to: basic, clinical, or translational biomedicine; health services; quality improvement; bioethics; education; and public policy. In addition to biomedical research, examples of acceptable activities might include a critical meta-analysis of the literature, a systematic review of clinical practice, a critical analysis of public policy, or a curriculum development project with an assessment component.

Work Product of Scholarly Activity

Involvement in scholarly activities must result in the generation of a specific written "work product" as outlined by the ABP (www.abp.org). Examples of include, but are not limited to:

- A peer-reviewed publication in which a fellow played a substantial role
- An in-depth manuscript describing a completed project
- A thesis or dissertation written in connection with the pursuit of an advanced degree
- An extramural grant application that has either been accepted or favorably reviewed
- A progress report for projects of exceptional complexity, such as a multi-year clinical trial

The fellow’s Scholarship Oversight Committee (SOC) is instrumental in guiding the fellow’s activity towards an acceptable product. The SOC will be arranged by each fellow in collaboration with the Program Director. In addition to the work of the SOC, the department will provide all subspecialty fellows with the opportunity to participate in a departmental research, education, and scholarship forum to present their work product and receive feedback from department faculty.
Scholarship Oversight Committee (SOC)
The SOC, in conjunction with the trainee, the mentor, and the Program Director will determine whether a specific activity is appropriate to meet the ABP guidelines for scholarly activities (www.abp.org). These activities require active participation by the fellow and must be mentored. The mentor(s) will be responsible for providing the continuous ongoing feedback essential to the trainee’s development.

Review of scholarly activity and the written work product will occur at the local level with each fellow having a SOC responsible for overseeing and assessing the progress of each fellow and verifying for the ABP that the requirement has been met. The SOC must consist of three or more individuals, at least one of whom is based outside the subspecialty discipline; the fellowship Program Director may serve as a trainee’s mentor and participate in the activities of the oversight committee, but should not be a standing (i.e. voting) member. Particular emphasis will be placed on encouraging identification of committee members whose professional and research responsibilities encompass elements of the trainee’s scholarly interest, but who do not necessarily have a primary appointment in the Department of Pediatrics. Examples of such individuals include faculty in clinical departments in the University of Minnesota Academic Health Center (AHC), faculty in basic science departments, or faculty in the Schools of Public Health or Education.

This committee will:
1. Determine whether a specific activity is appropriate to meet the ABP guidelines for scholarly activity.
2. Provide guidance in charting a course of preparation beyond the core fellowship curriculum to ensure successful completion of the project.
3. Evaluate the fellow's progress as related to scholarly activity.
4. Meet with the fellow early in the training period (within 6 months of initiation of fellowship training) and regularly thereafter.
5. Require the fellow to present/defend the project related to his/her scholarly activity.
6. Advise the Program Director on the fellow’s progress and assess whether the fellow has satisfactorily met the guidelines associated with the requirement for active participation in scholarly activities.

The fellow, in conjunction with the Program Director or designee and research mentor, should identify the direction for the scholarly activity. At the first SOC meeting, the purpose will be to hear the general path the fellow has chosen, to help further outline the path, and determine the specific steps for the fellow to meet the outlined path. The SOC should meet again within 4-6 months of the first meeting and at least semi-annually thereafter to further update and guide the fellow on developing their scholarly path.

A written report by the chair of each trainee's SOC should be completed twice a year and forwarded to the fellowship Program Director. The Department Education Office will provide the subspecialty training programs with standard forms for documenting each SOC meeting. The Program Director and the head of the fellow's SOC are expected to monitor whether additional SOC meetings are necessary for fellows who need more help or may be changing their scholarly activity.

The final responsibility of the SOC is to review and approve the final scholarly “work product” of the applicant prior to submission to the ABP.
A list of potential SOC members and their research interests are available from the Department Education Office. Fellows are encouraged to recruit their own SOC members with guidance from their Program Director.

**External Oversight**

A program’s ability to provide a satisfactory scholarly experience for all trainees will be evaluated periodically, as described below.

- For ACGME-accredited programs, the Pediatric Residency Review Committee (RRC) of the ACGME reviews the training program’s structure as it relates to the ACGME clinical, administrative, and scholarly activity requirements.
- Periodic peer review of the quality of the training environment related to scholarly activity, in addition to that undertaken by the RRC, occurs. Currently, the Department of Pediatrics’ Associate Head for Education serves in this peer review role.

**Responsibilities of the Training Program Director**

In addition to meeting the requirements of the ACGME related to the six general competencies, the responsibilities of the training Program Director shall include the creation of a core curriculum in scholarly activities, the identification of a mentor, the creation of the Scholarship Oversight Committee responsible for overseeing and assessing the progress of each trainee, and providing verification to the ABP of the successful completion of training. Additional duties are as assigned by the Department of Pediatrics’ Department Head and the University of Minnesota Medical School.

It is the responsibility of the training director to review the SOC documentation and clarify the responsibilities and outcomes for each fellow. The SOC and the Fellowship Program Director are both accountable for scholarly progress of individual fellows and will share their recommendations with the Department Chair.

**PROGRAM CURRICULUM**

**Overall Goal**

The overall goal of the fellowship program is to educate and train pediatricians for academic careers as board-certified pediatric endocrinologists. In addition to the development of outstanding clinical and teaching skills, an important component of this training program is to prepare fellows for a career in clinical or laboratory bench research in a field relevant to pediatric endocrinology.

**Table: Overview of University of Minnesota Fellowship training Program**

<table>
<thead>
<tr>
<th>1a. Clinical Training-Inpatient</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>frequency of night call (telephone call from home)</td>
<td>M-F while on service, otherwise none</td>
<td>M-F while on service, otherwise none</td>
<td>M-F while on service, otherwise none</td>
</tr>
<tr>
<td>number of inpatient rounds</td>
<td>5-6x/week while on inpatient service, otherwise none</td>
<td>5-6x/week while on inpatient service, otherwise none</td>
<td>5-6x/week while on inpatient service, otherwise none</td>
</tr>
<tr>
<td>Weekend Call</td>
<td>Average of every other weekend on inpatient service, otherwise none</td>
<td>Average of every other weekend on inpatient service, otherwise none</td>
<td>Average of every other weekend on inpatient service, otherwise none</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>1b. Clinical Training - Outpatient Continuity Clinic</td>
<td>1/2 day / week endocrine / diabetes</td>
<td>1/2 day / week endocrine / diabetes</td>
<td>1/2 day / week endocrine / diabetes</td>
</tr>
<tr>
<td>1c. Clinical Training – Outpatient Specialty Clinics – CAH center, brain tumor, bone, outreach</td>
<td>4 weeks (6 half-days per week)</td>
<td>4 weeks (6 half-days per week)</td>
<td>4 weeks (6 half-days per week)</td>
</tr>
<tr>
<td>1c. Clinical Training - Diabetes Camp</td>
<td>1 week</td>
<td>1 week</td>
<td>None</td>
</tr>
<tr>
<td>2a. Research-Clinical Track</td>
<td>10-30 credits</td>
<td>10-30 credits</td>
<td>0-10 (minimum of 38 credits total)</td>
</tr>
<tr>
<td>Master’s Degree - Clinical Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b. Research-Basic Track</td>
<td>Variable</td>
<td>Variable</td>
<td>Variable</td>
</tr>
<tr>
<td>Courses for individual program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional Didactic Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cytogenetics Laboratory</td>
<td>1 week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychosocial Training</td>
<td>1 seminar/year</td>
<td>1 seminar/year</td>
<td>1 seminar/year</td>
</tr>
<tr>
<td>Endocrine Laboratory</td>
<td>1 seminar, 1X /yr</td>
<td>1 seminar, 1X / yr</td>
<td>1 seminar, 1X / yr</td>
</tr>
<tr>
<td>Nuclear Medicine</td>
<td>1 conference 1X per year</td>
<td>1 conference 1X per year</td>
<td>1 conference 1X per year</td>
</tr>
<tr>
<td>Diabetes Case Conference</td>
<td>1x/month</td>
<td>1x/month</td>
<td>1x/month</td>
</tr>
<tr>
<td>Joint Oncology Conference</td>
<td>1x/yr</td>
<td>1x/yr</td>
<td>1x/yr</td>
</tr>
<tr>
<td>Gynendocrinology Conference</td>
<td>1x / yr</td>
<td>1x / yr</td>
<td>1x / yr</td>
</tr>
<tr>
<td>Radiology Conference</td>
<td>1x / yr</td>
<td>1x / yr</td>
<td>1x / yr</td>
</tr>
<tr>
<td>Adult Endocrinology Joint Conference</td>
<td>2x / year</td>
<td>2x / year</td>
<td>2x / year</td>
</tr>
<tr>
<td>Faculty-fellow didactic meetings</td>
<td>1-2 x / month</td>
<td>1-2 x / month</td>
<td>1-2 x / month</td>
</tr>
<tr>
<td>Departmental fellows curriculum</td>
<td>9 hours / year plus independent study</td>
<td>9 hours / year plus independent study</td>
<td>3 hours / year plus independent study</td>
</tr>
<tr>
<td>Ethics Conference</td>
<td>1x / year</td>
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<td>Journal Club</td>
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<td>Fellow Research Presentation</td>
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<td>Leading Various Resident Conferences</td>
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<td>M and M conference</td>
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<td>4. Mandatory Conferences</td>
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<td>Peds Endo Division Conference</td>
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<td>At least 1 of the following, weekly: Peds Grand Rounds or Peds</td>
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Clinical Program
The Division of Pediatric Endocrinology at the University of Minnesota has seven University-based faculty members who participate in patient care as well as clinical or basic research: Dr. Antoinette Moran, Division Head; Dr. Brandon Nathan, Fellowship Director; Dr. Anna Petryk, Dr. Kyriakie Sarafoglou, Dr. Bradley Miller, Dr. Melena Bellin, and Dr. Muna Sunni. These individuals share inpatient attending duties throughout the year as well as attend the outpatient clinics.

The University of Minnesota Pediatric Endocrinology Fellowship is an accredited program that provides comprehensive training in all aspects of inpatient and outpatient endocrinology and diabetes care. As training progresses, the fellow is given increasing responsibility for patient care.

Inpatient Clinical Responsibilities
Year one: 3 months on service
Year two: 3 months on service
Year three: 3 months on service

All patients admitted on the Endocrinology Consultation Service will be assigned to the fellow when he or she is covering the inpatient clinical service. The average number of inpatients is 4-8 ongoing management patients and 4-10 new consults per week. The fellow is a consultant; the daily care of these patients is entrusted to the house staff. Patients are regularly admitted to University of Minnesota Children’s Hospital Medical/Surgical Care Units 5 and 6, the Pediatric Intensive Care Unit 3, the Bone Marrow Transplant Unit 4, the Neonatal Intensive Care Unit, the Child and Adolescent Psychiatry Units. Occasional consults originate from the Pediatric Infusion Center, Children’s Rehabilitation, Obstetrics, or Hennepin County Medical Center.

While the attending faculty member is ultimately responsible for all inpatients, the fellow acts as the first-line consultant. A medical student or second year pediatric resident on the Endocrine rotation may accompany the fellow. The fellow’s responsibilities include the primary interactions with the patient/family/nursing staff, with the support and supervision of the attending faculty member. The fellow is responsible for providing a plan for diagnosis and treatment, and arranges for needed consultations and special testing procedures. The fellow is the primary contact with parents of hospitalized children. This includes education of parents, and any needed work with social services and psychological services. The fellow is teacher to the medical students and house officers who are also assigned to the patient through the ward assignment mechanism.

It is policy that all consultation requests are answered and completed within 24 hours of receipt. Completion includes staff supervision, including examination of the patient by faculty and review and signing of the consultation note written by the fellow. One-on-one teaching is done at this time, including initiation of
literature searches. Rounds are conducted daily. The fellow is instructed by the attending faculty member on an ongoing basis centered on patient care.

During the inpatient rotation, the fellow takes home-call every night Monday through Friday, unless prior arrangements have been made with the attending physician (on average, the fellow and attending need to come in to the hospital at night once every two months). The fellow is off service on the weekends so that they have a minimum of 4 full days off every 28 days. There is no night call or weekend call when the fellow is not on the inpatient service.

**Outpatient Clinical Responsibilities**

The fellow will attend one half day of endocrinology clinic alternating with one half day of diabetes clinic per week each week during the three year fellowship. In addition to general endocrine and diabetes clinics, fellows will attend a one month intensive outpatient rotation consisting of the CAH clinic, brain tumor clinic, bone metabolism clinic, BMT follow-up clinic, Turner syndrome clinic, and community general endocrinology clinic each of the three years of their fellowship. Year-specific goals objectives for each clinic should be followed and the fellows will be evaluated on how well they meet these objectives.

A description of the outpatient clinics is as follows:

- **The Leo Fung Center for Congenital Adrenal Hyperplasia (CAH) and Disorders of Sex Development (DSD):** A multidisciplinary clinical care and research facility that is built upon a unique collaboration between healthcare professionals at the University of Minnesota Medical Center - Fairview and the Minnesota Department of Health Newborn Screening program (MDH-NBS), headed by Dr. Kiki Sarafoglou. The Center addresses the varied and long-term spectrum of clinical needs for patients with CAH and other rare disorders of sex development. Clinics are held monthly and staffed by a pediatric endocrinologist, a pediatric urologist, a genetic counselor, and faculty from the Program in Human Sexuality.
- **Brain Tumor Clinic:** A multidisciplinary clinic that provides comprehensive evaluation, therapy, and follow-up of pediatric patients with brain tumors and associated endocrine sequelae. Clinic is held monthly and is staffed by Dr. Miller from Endocrinology, a pediatric neurologist, a neurosurgeon, and neuropsychologists.
- **Metabolism Clinic:** A multidisciplinary clinic that provides high quality, compassionate, and thoughtful diagnostic evaluations and follow up care of patients and families at risk for or affected by inborn errors of metabolism, staffed by Dr. Sarafoglou and genetic counselors.
- **Bone Metabolism:** Specialty clinic providing care for children with disorders of bone metabolism. This clinic is staffed by Dr. Anna Petryk. Fellows may see patients with genetic diseases having bone disorders as part of the spectrum of disease or healthy children with multiple fractures or osteopenia/osteoporosis.
- **Follow-up BMT Clinic:** Dr. Anna Petryk staffs the BMT follow-up clinic which serves the post transplant population and associated endocrine problems that may occur.
- **Community general endocrinology:** General endocrinology clinic is available at both the Ridges site (staffed by Drs. Nathan and Sunni) and the Maple Grove site (staffed by Dr. Bellin).
- **Lipid Clinic:** Dr. Julia Steinberger in the division of Cardiology holds a pediatric lipid clinic in the Discovery Clinic.
• Cystic Fibrosis Related Diabetes Clinic: Dr. Moran staffs this clinic on the University campus that cares for primarily adult patients with cystic fibrosis related diabetes.

The fellow is assigned one or more new patients at each clinic. In addition, the fellow is assigned several return patients each week. An attempt is made to provide a breadth of experience for each fellow by regulating which patients are seen. Assignment of each clinical patient to the appropriate trainee is monitored by a faculty member. The fellow is the first physician to see the patient. He or she then narrates the history and physical to a member of the faculty on completion of this work-up. The faculty member uses this time for teaching and review of the work-up done by the fellow. Each patient is then seen by the faculty member, and the pertinent parts of the work-up are personally checked. The fellow is then responsible for that patient’s continuing care while attending that clinic. In addition to reviewing the further studies that might be done with the faculty member, the fellow dictates a summary letter to the referring physician or agency. This letter is reviewed, corrected and signed by the faculty member.

During the first year of fellowship, the fellow will not have routine continuity clinic scheduled due to the potential interference of Master’s classes. However, it is a requirement that the fellow continue to attend ½ day of clinic per week. The first year fellow is encouraged to attend as many different clinics as possible to get the greatest breadth of experience in terms of both patients and care providers during this year. If the first year fellow is not involved in taking Master’s courses, a scheduled ½ day continuity clinic will occur. During the second year and the third year, the fellow will have continuity clinics alternating in endocrinology and diabetes, except for any 5th Thursdays in which they will attend a clinic of their choice.

Diabetes Camp

The first and second year fellows will spend one week each summer at Camp Needlepoint (diabetes camp), where, under the supervision of a pediatric endocrinologist, they will supervise the insulin dosing of campers with diabetes both in camp and on trail.

Research Program

All full-time faculty of the Division participate actively in research programs. This provides the fellows with an environment in which intellectual inquiry is intrinsic to all patient care and education experiences. The Pediatric Endocrinology Fellowship program consists of two separate tracks, clinical research or basic laboratory bench research. It is intended that each fellow be sufficiently well grounded in the fundamental underpinnings of their respective track to be able to undertake original research under their own direction by completion of the fellowship.

Regardless of the track chosen, each first-year fellow must select a faculty research mentor from a list of mentors listed on the T32 training grant near the start of the fellowship. Dr. Moran, in her role as Fellowship Research Director, will assist the fellow in selecting a mentor and suitable research project and the role of the fellow in that project will be defined. The Fellowship Director must approve of the choice of project and mentor, based on the likelihood of success in achieving fellowship goals. The fellow may be involved at this stage in acquiring funding for the project. The project chosen will allow the fellow to learn the broad fundamental concepts of development of scientific hypotheses and specific aims, pertinent background literature review, formation of a research plan, statistical evaluation, a variety of methodologies, and data interpretation and presentation. They will be expected to prepare a peer-reviewed manuscript resulting from
this research project and present the data at a national meeting. For fellows on the clinical track, this work will also form the basis for the required master’s research thesis. The preliminary success of the research project, the quality of the performance of the fellow, and the quality of the mentor are assessed annually. See Evaluation Process, page 36. If necessary, adjustments are made. Appropriate library and office facilities and computer equipment will be available to each fellow. In addition to their own research projects, each fellow will have exposure to multi-center clinical research trials that other faculty members are participating in and the opportunity to learn specialized techniques such as euglycemic clamp, mixed meal tolerance tests, and frequent sample IVGTT.

Clinical Research Track
The clinical track involves completion of a Master’s Degree in Clinical Research. The University of Medical School in conjunction with the School of Public Health has established an innovative Master’s Degree program in the education and training of individuals in the conceptualization, design and implementation of clinical research. This program is designed to be compatible with a clinical fellowship training program. 38 credits are required over a three year period, with the following course content:
Fundamentals of Clinical Research (3 credits)
Ethics (1 credit) (includes IRB certification)
Biostatistics I (4 credits)
Biostatistics II (4 credits)
Epidemiology (4 credits)
Epidemiology Methods (2 credits)
Clinical Trials (3 credits)
Grant Writing (2 credits)
Research Seminar (2 credits)
Elective (4 credits)
Master’s Thesis (10 credits) (fellowship research project)

Basic Laboratory Research Track
Each fellow who chooses the basic laboratory track will enroll in appropriate advanced basic science courses to assist them in learning and applying fundamental laboratory based disciplines. Formal courses, in addition to basic discipline courses, will include, but not be limited to:
Ethics (1 credit) (includes IRB certification even if the fellow’s primary research does not involve human subjects)
Biostatistics I (4 credits)
Biostatistics II (4 credits)
Human Genetics (4)
Grant Writing (2 credits)

Laboratory space will be provided for each fellow within the space allotted to the faculty mentor. It is expected that the fellow will become an integral part of that laboratory team, and that the major portion of the fellow’s instruction will occur in that setting. Regularly scheduled laboratory research meetings and seminars will be required.

Didactic Learning
All endocrinology fellows will have formal training in the following:

- Each year all of the fellows also meet with Dr. Petryk or Dr. Sarafoglou for 1-2 hours at the time the second year fellow is doing the cytogenetics week to review the basics of molecular biology.
- Annual day long seminar in the Endocrine Laboratory and a meeting with the endocrine Laboratory Director, once a year. Emphasis is placed upon the proper use of laboratory techniques for measurement of hormones in body fluids, the general principles of ELISA, ICMA, IRMA, and RIA assays, actual performance of specific peptide and steroid assays, evaluation of sensitivity and specificity of results, use of varying immunologic detection procedures, organic extractions, and principles of varying endpoint detection systems. Limitations and pitfalls of interpretation of laboratory results will be reviewed. In addition, the fellows present clinical cases to discuss the use of endocrine tests in the context of patient care.
- The goals of the nuclear medicine and radiology curriculum are to understand fundamental aspects of nuclear medicine particularly as they relate to endocrine disorders (thyroid and parathyroid imaging, I131 treatment, diagnosis of neuroendocrine tumors, CNS irradiation). The curriculum includes the following:
  a) Monthly thyroid cancer rounds with adult endocrinology fellows, surgeons and nuclear medicine physicians led by Dr. Lynn Burmeister from the Department of Medicine. Fellows take turns and present cases and lead the discussion related to a focused area of thyroid cancer. Pediatric endocrine fellows present the cases 1X/year.
  b) One-day rotation / year in the Nuclear Medicine Division under direction of Dr. Froelich.
  c) Participation in nuclear medicine procedures in pediatric patients with endocrine or neuroendocrine disorders on an ongoing basis.
  d) Consultations with radiology staff and residents to discuss ultrasonography, CT scanning, and MRI results of their patients.
  e) Yearly interactive presentation by Radiology faculty during the weekly pediatric endocrine conference, focusing on radiologic diagnostic modalities in pediatric endocrine disease including ultrasound, CT scans, MRI, and specialized nuclear medicine studies.
- Combined meetings between pediatric endocrinology and obstetrics and gynecology training programs under the supervision of Dr. Carrie Ann Terrell. The goal of these yearly sessions is to discuss issues related to women’s health and adolescent reproductive endocrinology, present cases and discuss management options in adolescent females with e.g. premature ovarian failure, hypogonadotropic hypogonadism, hirsutism, and polycystic ovarian syndrome
- Didactic reviews: Once a month the fellows will meet with Drs. Petryk, Nathan, Sunni, Sarafoglou, Moran, Bellin, or Miller to review endocrine physiology, pathology, and biochemistry, including embryology of endocrine systems. The monthly topics include lipid metabolism/hyperlipidemia, adrenal steroidogenesis/CAH/sexual differentiation, fluid and electrolyte metabolism/disorders of posterior pituitary, delayed and precocious puberty, hypoglycemia, growth failure/growth, hormone axis, ovarian failure/PCOS, thyroid disease, MEN/ and autoimmune polyglandular syndromes, disorders of calcium and bone and mineral metabolism, testicular failure and cryptorchidism, Cushing’s syndrome/adrenal insufficiency. Fellows are required to read corresponding chapters in the textbook Pediatric Endocrinology and Inborn Errors of Metabolism edited by Kiki Sarafoglou. Corresponding chapters from Pediatric Endocrinology, 3rd ed. edited by Mark Sperling along with supplementary reading materials as designated by individual faculty should be reviewed prior to these sessions. The goals for each review session are as follows:
1) Address fundamental basic science and or physiologic principles related to a particular endocrine system or disease area
2) Stimulate fellows to review most recent literature to enhance their knowledge about recent cellular, molecular, genetic, and clinical advances pertaining to that subject area
3) Reflect the content outline for the ABP subspecialty certification exam in pediatric endocrinology
4) Stimulate fellow’s critical thinking skills using patient scenarios and sample board exam questions.

Fellows Core Curriculum: A revised fellowship core curriculum was implemented in 2010 based on the individualized learning concept. The new curriculum incorporates critical topics as outlined by the ACGME in addition to important educational and academic development areas that fellows and faculty believed were important to include as a department wide opportunity. The principles of the new curriculum are as follows:

- Each fellow in the Pediatrics department is responsible for completing a core curriculum that meets ACGME and ABP guidelines for their individual specialty in addition to or in support of topics determined by the Fellowship Oversight Committee as critical for academic development at the University of Minnesota.
- The core curriculum guide is a tool designed to allow flexibility for each individual fellow to meet these requirements in order to limit redundancy, enhance camaraderie, promote attendance and self-learning, and take advantage of university programs and faculty expertise in specific areas.
- The core curriculum guide will be completed at the beginning of each trainee’s fellowship and adjusted on a yearly basis to reflect changes in each individual’s schedule, interests, and progress.
- There will be a 2 year rotation of core topics within the broad categories of ACADEMIC DEVELOPMENT, CLINICAL EXCELLENCE, and RESEARCH EXPERTISE. Over two years, there will be a total of 6 “core” days where all fellows will be required to attend. Each core day will be focused on one of the areas outlined above. Each core day will include 3-4 presentations lasting 45 minutes each. The core days will be held in the months of October, January and March.
- Each fellow will also be responsible for attending core curricula offered yearly through various University based mechanisms. These areas will include biostatistics, teaching development, and grant writing. A schedule will be posted on a site yet to be determined outlining dates and times to attend these opportunities.
- A third year fellow core day will be held each summer, focused on job search, interviewing, and contract negotiation.
- All fellows are required to attend the annual PRESS meeting as part of their curriculum.
- All first year fellows will be required to attend the University/Fairview GME orientation which will include a number of ACGME based core curriculum (sleep medicine, drugs/alcohol impairment, work hour restrictions, ethics in medicine).

National Meetings
Fellows will attend the annual Pediatric Endocrine Society meeting and may attend another scientific meeting associated with their area of scientific research annually.

Other Aspects of Training
Genetic Counseling
This is taught in conjunction with the faculty of the Genetics Division of the Department of Pediatrics and occurs chiefly through the Disorders of Sexual Development clinic. Specific emphasis is placed upon teaching in conjunction with specific patient care so as to emphasize and experience the application of the principles of genetics to actual patient care problems. This experience is obtained through clinic attendance.

Psychosocial Training
All pediatric endocrine fellows and staff participate actively in psychosocial aspects of patient care in close association with child psychology and pediatric neuropsychology. In all instances, each fellow is expected to relate specific problems and solutions regarding patient evaluation, compliance and/or factors which influence the causes(s), course(s), and treatment(s) of disease. As related specifically to endocrinology, these include but are not limited to: school performance and behavior evaluations, primary behavioral abnormalities with potential endocrinologic components and initiation of and compliance with care programs (e.g., diabetes and diet, blood glucose determinations, insulin treatment). In each patient interaction of the pediatric endocrinology fellow, the fellow-staff review includes both psychological and social aspects. These include ethical considerations regarding diagnostic and therapeutic modalities, examples including gender assignment, growth and development, human sexuality, chronic disease, mental retardation, learning disorders, child-parent interactions and various aspects of child care.

A child psychologist is present and actively involved in diabetes clinic. Endocrine fellows learn methods of psychological testing under the aegis of Dr. Chris Boys, Division of General Pediatrics and Adolescent Health, with the goal of understanding the use and interpretation of intelligence testing, executive function tests, personality and behavior tests and presentation of test results.

Adolescent Medicine and Gynecology
The Division of General Pediatrics and Adolescent Medicine has an extensive research program in adolescent medicine. Opportunities exist for the endocrine fellow to undertake research with the faculty of that division. The major research themes of that division are at-risk behaviors and intervention programs to minimize those risks. Consultants in gynecology include Dr. Carrie Terrell of Obstetrics and Gynecology, who will give an annual lecture to the fellows and staff on adolescent gynecologic issues.

Ethics
All fellows are required to take a one-credit course in the ethics of research. This course, conducted by the Academic Health Center, emphasizes the principles and application of the ethical conduct of human and animal research, and results in IRB certification. One session on ethical issues in clinical practice will be held yearly as part of the divisional conference schedule.

Administration Training
During daily inpatient rounds and outpatient clinic experiences, emphasis is placed on all aspects of marketplace-dependent patient care including cost control, efficacy of diagnostic and therapeutic modalities, capitation payments for health care, patient care billing and research budgets. Billing regulations are reviewed annually with the entire Pediatric Endocrinology Division, by members of the business office. All of these issues are particularly relevant to the Minnesota health care marketplace where the competitive health care
model is developed and mature. Participation in Department of Pediatrics Fellowship Programs Open House for residents is viewed as administrative experience.

Committees
The fellow will be assigned to at least one committee of their choice to meet systems based practice requirement as outlined above in scholarly activities. Examples of potential committee assignments include but are not limited to: The Pediatric Education Council, the Residency Selection Committee, the Diabetes Advisory Board, Mothers and Infants Line, the Pharmacy and Therapeutics Committee, the Patient Safety Committee, the Ethics Committee, the Child Abuse Committee, the Joint Practice Committee any Pediatric Endocrine Society committee.

Quality Assurance, Risk Management, Cost effectiveness
Patient case reviews and chart audits are regularly performed by the fellows, residents and faculty at the weekly Division meetings. Quality of care, risk management and cost effectiveness are discussed. Fellows are required to identify and complete one quality improvement project per year. At the end of and during each academic year, Dr. Bellin runs reports using the RedCap database to document the rates of hemoglobin Alc measurement, blood pressure measurement, and laboratory assessment of co-morbidities on all patients with diabetes. The fellow participates in this process.

Conferences
The fellow is required to attend the following conferences throughout fellowship training:
1. Weekly Division meeting.
   At the beginning of each meeting, the fellows may present patient cases for discussion and chart review. Subsequently, the fellow, resident, visiting speaker or pediatric endocrine faculty will present a clinically relevant topic with literature review, progress in their research, review of a recently published article, etc.
2. One of the following conferences each week. The fellow may choose which conference to attend, based upon weekly content:
   c) Pediatric Grand Rounds covers a broad range of general pediatric clinical and research topics.
   d) Pediatric Morbidity and Mortality: Weekly case discussion with chart review and critique, and risk management and cost effectiveness discussion.
3. In addition, it is anticipated that the research team the fellow is involved with will schedule regular meetings and seminars.

**A variety of other optional clinic and research conferences are also available for the fellow to attend on an elective basis including monthly thyroid tumor board held by adult endocrinology service.

Teaching Responsibilities

Teaching
Fellows are expected to teach pediatric residents and medical students when they are on the inpatient service and residents when they are in clinic. They will give a series of didactic lectures each month to the second year residents and medical students who rotate onto the service. They will give one formal didactic lecture each year to residents at the resident weekly teaching conference, and lead one medical student small group class on growth. The second year fellow leads one Morbidity, Mortality, and Management conference each year. Twelve times a year the second and third year fellows will alternate leading journal club at the
Division meeting. All of the Pediatric Endocrinology faculty will be involved in evaluating the fellow’s teaching performance, with regular feedback and suggestions given to both the fellow and the Program Director. Additional 1-2 hour sessions on developing effective teaching techniques are available through the University and will be required as part of the Departmental Fellow Curriculum. Fellows will meet with the Fellowship Program Director in the spring of each year to discuss scheduling options based on educational considerations.

Scheduling

Scheduling policy for fellows and inpatient call is as follows:

1. Each fellow completing fellowship must complete 9 months of inpatient consultation call (37 weeks)
   a. Weeks on call should be allocated to the following:
      i. Year 1: 3 months
      ii. Year 2: 3 months
      iii. Year 3: 3 months
   b. Some additional time may be moved from year 2 to year 1 and/or year 3 to focus on research.
      A minimum of 1 month of inpatient service must be taken for the third year fellow during the last 6 months of fellowship.

2. Each fellow will complete 3 months on intensive outpatient block rotation. Schedules should be done at the time call schedules are created to minimize overlap between fellows to ensure the best possible fellow experience. Schedules of faculty specialty clinics are available in divisional office.

3. Call weeks may be split into 1-4 week blocks, depending on individual fellow preferences

4. Days off must be factored into call weeks so that 1 day off per week is averaged into a 4 week block.

5. Call schedules should be completed with Doreen by the end of May and the end of November
   a. The incoming fellow should be contacted at the beginning of May to allow for them to also be involved in setting the call schedule, specifically to allow for known vacations, trips, conflicts for the upcoming 6 months.

6. Special Circumstances
   a. Diabetes Camp: The third year fellow will take call during diabetes camp each year with faculty
   b. Fellow’s first week: The third year fellow will take call with the first year fellow during their first week to help assist with the transition to inpatient service.
   c. First Year Fellow During Master’s Program: The first year fellow is expected to take call while taking courses during his/her first year. Effort should be made to try and schedule call weeks during periods where coursework is limited. This will be set up with templated weeks on service based on previous year’s Masters courses. Class schedules should be reviewed with the attending physician the day of or before call begins in order to schedule appropriate rounding times. When on service and in class, pagers may be turned over to the faculty on call and the fellow’s pager should be changed to “not available”.

7. Holidays
   a. A rotation on the holiday schedule should be set at the beginning of the year so that the first, second, and third year fellows cover the same holidays each year. Trades can be made for special circumstances among the fellows each year.
Verification of Scholarly Activity
Upon completion of training, the ABP will require:

- Verification from the training Program Director that the clinical and scholarly skills requirements have been met
- A personal statement: a comprehensive document written by the fellow, describing the scholarly activity. It should include a description of his/her role in each aspect of research and how the scholarly activity relates to the trainee’s own career development plan
- The actual “work product” as described above
- Signature of the fellow, Program Director, and members of the Scholarship Oversight Committee on both the personal statement and work product of the fellow as described above

The fellow will need to produce the work product and personal statement, as well as obtain approval from the SOC to be eligible to sit for the Subspecialty Board Examination. The decision about the adequacy of the work product is the responsibility of the SOC and the Program Director.

ACGME Core Competencies
All University of Minnesota Medical School Fellowship training programs define the specific knowledge, skills, attitudes, and educational experiences required by the RRC to ensure its residents/fellows demonstrate the following:

**Patient Care** - Fellows must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

**Medical Knowledge** - Fellows must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.

**Practice-based Learning and Improvement** – Fellows must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning. Fellows are expected to develop skills and habits to be able to meet the following goals:

- identify strengths, deficiencies, and limits in one’s knowledge and expertise;
- set learning and improvement goals;
- identify and perform appropriate learning activities;
- systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement;
- incorporate formative evaluation feedback into daily practice;
- locate, appraise, and assimilate evidence from scientific studies related to their patients’ health problems;
- use information technology to optimize learning; and,
- participate in the education of patients, families, students, residents and other health professionals.
Interpersonal and Communication Skills - Fellows must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Fellows are expected to:

- communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;
- communicate effectively with physicians, other health professionals, and health related agencies;
- work effectively as a member or leader of a health care team or other professional group;
- act in a consultative role to other physicians and health professionals; and,
- maintain comprehensive, timely, and legible medical records, if applicable.

Professionalism - Fellows must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Fellows are expected to demonstrate:

- compassion, integrity, and respect for others;
- responsiveness to patient needs that supersedes self-interest;
- respect for patient privacy and autonomy;
- accountability to patients, society and the profession; and,
- sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.

Systems-based Practice - Fellows must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. Fellows are expected to:

- work effectively in various health care delivery settings and systems relevant to their clinical specialty;
- coordinate patient care within the health care system relevant to their clinical specialty;
- incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;
- advocate for quality patient care and optimal patient care systems;
- work in inter-professional teams to enhance patient safety and improve patient care quality; and participate in identifying system errors and implementing potential systems solutions.

Evaluation and Advancement
Evaluation is an essential component of the educational process and should contribute to the professional growth of each fellow. Problems with expected performance or progress on the part of a fellow should be identified and reported early. The evaluations of all fellows should be subject to regular and frequent review. Mentors should be central to the review process. Evaluation shall extend to the fellow notice of all information which is pertinent to the evaluation and an opportunity for concerns to be communicated and heard.

Steps in the Evaluation Process
Appropriate faculty evaluator and evaluation setting are identified. The evaluation format and instrument is defined. The evaluator determines and reviews sources of information pertinent to the evaluation. Written evaluations are completed by the evaluator, using either the standard evaluation form found in our online tool or, in exceptional circumstances, an ad hoc evaluation. Evaluations are to be discussed with the fellow by the
evaluator. The Fellowship Program Director can involve the Resident Review Committee (RRC) for guidance on potential remediation situations. In accord with the fellow contract, if at any time the Evaluator, the Fellowship Program Director and/or the Chairperson of the RRC determines that patient care or safety is jeopardized they may bring that information immediately to an emergency meeting of the RRC and/or to the head of the Department of Pediatrics who may suspend the fellow from patient care responsibilities. Copies of the written evaluations are readily available to the fellow and his or her mentor via our online tool, or sent upon request.

Fellows meet twice a year with the Program Director for evaluation, and the Program Director provides a final evaluation for each fellow completing the program. Records of the evaluations on each resident and fellow are accessible to them.

Types of Evaluations
In accordance with ACGME requirements, all UMN pediatric fellowship programs are required to collect multiple types of evaluations. The evaluations required to be collected via RMS include:

- Program Director Eval of Fellow (2X per year at minimum) - completed semiannually before progression meeting with Program Director
- Fellow Self-Eval (2X per year at minimum)-completed semiannually before progression meeting with Program Director
- Fellow Eval of Program (2X per year at minimum)-completed before semiannual progression meeting with Program Director
- Faculty Eval of Fellow (2X per year at minimum)-completed quarterly during clinical year (CHMS-SP) or end of monthly rotation
- Faculty Eval of Program (1X per year at minimum)
- Fellow Eval of Rotation (2X per year at minimum)
- Fellow Eval of Core Curriculum (after each attended session)
- Fellow Eval of Faculty (1X per year at minimum)
- Fellow Eval of Didactic Session (1X per month)
- For patient/family evaluation and nurse evaluation, standard department forms are available from Fellowship Coordinator. At least 2x/year (or more if the PD prefers), the coordinator will give the fellow 5-10 of each of these evaluations to distribute. After distribution, the coordinator will collate the responses for the fellow file.

These evaluations, along with SITE scores, patient logs, conference attendance, CV, will be reviewed during Core Curriculum Committee reviews twice year. Written reports will be provided to the program director and will then be reviewed by the fellow with the program director prior to submission to ACGME.

Evaluation Confidentiality
Evaluation confidentiality is of high importance in the department. A grid outlining evaluation confidentiality is available at: [http://www.peds.umn.edu/education/fellowship-programs/current-fellows/index.htm](http://www.peds.umn.edu/education/fellowship-programs/current-fellows/index.htm)

In order to maintain a confidential feedback system, there are several mechanisms in place:
• Only the program coordinator and Department Education Office have access to view the fellow identity for evaluations the fellow has completed on faculty.
• Evaluation of faculty teaching performance is included in all annual faculty performance evaluations. These evaluations are completed either by the Department Chair or Division Chair.
• In cases where there are few evaluators and evaluation results are inaccessible to the subject, summary results can be obtained from the coordinator or the Department Education Office.
• Coordinators receive annual guidance on how to collate evaluations to promote confidentiality.

Types of Assessments
Program Director and Fellows complete an ILP (Individualized Learning Plan) at the beginning of each academic year to target individual clinical, research, and teaching goals for the upcoming year. Progress in these ILPs is reviewed semi-annually during review of the fellows’ evaluations. In addition, the Program Director has frequent interactions with the fellow’s research mentors to permit the evaluation of the fellow’s research program. The fellows are asked to comment on their progress clinically and in research as well as on the quality of the educational experience they are receiving. Every year, the Fellowship Review Committee, which includes all full-time Pediatric Endocrinology faculty, meets to discuss the fellow’s progress. For those fellows on the clinical research track, an academic faculty advisor is also appointed as part of the Master’s Degree program in order to ensure that program requirements are satisfactorily being met.

The program director will provide a written final evaluation for each fellow who completes the program, including a written statement if he or she deems the fellow is now competent to practice as a pediatric endocrinologist. This information is submitted to the ACGME.

Annual Program Review
Guidance on completing the Annual Program Review is provided at: http://www.gme.umn.edu/eduresources/programevaluation/index.htm. The program is evaluated in detail at least once per year. Minutes of the program review are to include five key areas of performance. These five areas are:

• Program Evaluation Committee will attend the annual program review and create a written report on a yearly basis. Topics that will be covered at this meeting will include:
  • Faculty development (development opportunities including new clinical skills, admin skills, and teaching, scholarly activity, statement that performance has been reviewed)
  • Graduate performance (board results)
  • Overall program evaluation (discussion of fellow and faculty evals)
  • Action plan (any follow-up, address deficiencies)

Subspecialty In-Training Examination (SITE)
Every fellow is required to be assessed annually through their SITE. Fellows will be notified by email when SITE registration opens in the fall. Follow up with your fellowship coordinator to complete the 2 step process to register and reserve a seat at the desired testing site.

The results are discussed between the Program Director and fellow at their semi-annual review.
ACLS/BLS/PALS/NRP Certification
Individual hospitals will provide training for required certifications. The policy for certification requirements at UMCH is outlined at: http://www.gme.umn.edu/residents/UniversityofMinnesotaMedicalCenterFairview-Resources/ummcresources.html.

AMA Policy for Accepting Gifts
The program supports the AMA Opinion 8.061: Gifts to Physicians from Industry. This opinion as well as clarification is at http://www.ama-assn.org/ama/pub/physician-resources/medical-ethics/code-medical-ethics/opinion8061.shtml.

Please keep these guidelines in mind when dealing with pharmaceutical representatives. The program will not distribute information on any events or promotions that we feel violate these guidelines. A commonsense approach to acceptance of gifts is to think about whether you would want your patients, professors or mentors to know of the gift. Contact any of us or visit the AMA website for further information (www.ama-assn.org).

Back-Up Policy
Resident and fellow well-being will be closely monitored by the training program and supervising faculty. Faculty and fellows are educated to recognize the signs of fatigue and will adopt and apply policies to prevent and counteract the potential negative effects. If a trainee feels they cannot provide safe patient care, they should immediately contact the supervising faculty, who will excuse the trainee from patient care responsibilities until the trainee is rested and able to provide safe patient care again. Once the trainee is excused, their patient care duties will become the responsibility of the supervising physician, utilizing any additional identified back-up systems as needed. Any other faculty member, fellow or member of the health care team who identifies a fellow as being fatigued should also contact the supervising faculty to suggest removal of the fellow until safe patient care can once again be provided.

Continuity of Care
Fellows are responsible for ensuring good communication and provision of continuity of care for all patients on their service. This is particularly important at times of care transition, such as finishing a rotation or patient discharge.

Program Responsibility:
• Must design clinical assignments to minimize the number of transitions in patient care.
• Programs must ensure that trainees are competent in communication with team members in handover process.
• Attending physicians and trainees must inform patients and family members of their roles in their care.

Fellows are expected to provide off-service notes for all patients who have been in the hospital more than 24 hours.

At time of discharge, fellows are responsible for identifying an attending physician to provide ongoing management.
Do not list the education office as a contact number for patient-related issues. Pharmacy refills and other patient-related requests that are faxed to the education office violate HIPAA confidentiality rules and will be shredded upon receipt.

Demonstration of English Language Proficiency by Non-Native Speakers Of English
Recognizing the critical role that communication plays in medicine, we wish to assure that everyone in the fellowship program is comfortable and effective in spoken and written English.

Non-native speakers of English may be required to consult with the University of Minnesota Medical School Director of Learner Development for assistance and referral for ESL development for proficient language skills. Fellows may also choose to consult with Scott Slattery if they feel they would like language assistance.
Contact: Scott Slattery, PhD, LP, B-609 Mayo, slatt008@umn.edu, (612) 626-7196

Medical Licensure (COORDINATOR TO UPDATE IF NEEDED)
You are not required to have a state license to participate in UMN Pediatric Fellowship Programs although state law mandates that each fellow have a training permit (aka residency permit). The Department of Pediatrics will issue a permit application form to you for completion. This must be done BEFORE starting any rotations. This is a one-time application and is valid throughout your fellowship.

You are responsible for COMPLETION, AND COORDINATION of all licensing activities! Send a copy of your Minnesota license to the Department Education Office for your file. If you wish to obtain a license (remember, this is an option NOT a requirement) or you have questions regarding licensing, you may contact the state board directly at:

Minnesota Board of Medical Practice
University Park Plaza
2829 University Avenue SE, Suite 500
Minneapolis, Minnesota  55414-3246
(612) 617-2130   (612) 617-2166 (fax)

You MUST send a copy of your Minnesota license to your fellowship coordinator. You may contact the state board directly at:
Minnesota Board of Medical Practice
University Park Plaza
2829 University Avenue SE, Suite 500
Minneapolis, Minnesota  55414-3246
(612) 617-2130   (612) 617-2166 (fax)

Medical Records/Dictation Completion
All UMCH and UMP clinic patient records can be accessed either via EPIC, or by calling the Health Information Management (HIM) offices at 612-626-3535. For instructions on medical record retrieval at additional sites, direct inquiries to the appropriate site.
Charts should be dictated within twenty-four (24) hours of patient discharge at all hospitals. At UMCH, the dictation should be in the form of a letter addressed to the referring physician. If applicable, a copy of the dictation should also be sent to any consulting physicians as well as any subspecialty physician involved in the patient’s care.

**Monitoring of Fellow Well-Being**
The Program Director is responsible for monitoring resident stress, including mental or emotional conditions inhibiting performance or learning, and drug-related or alcohol-related dysfunction. Both the Program Director and faculty should be sensitive to the need for timely provision of confidential counseling and psychological support services to residents. Situations that demand excessive service or that consistently produce undesirable stress on residents must be evaluated and modified. Refer to the Back-Up Policy for instruction on what to do if a fellow is fatigued or stressed, especially if unable to provide safe patient care.

Educational resources on Fatigue, Stress and Deprivation, Burnout, and other well-being topics are available at: [http://www.gme.umn.edu/residents/orientation/home.html](http://www.gme.umn.edu/residents/orientation/home.html)

**Moonlighting Policy**
Moonlighting activities are not included in fellowship programs. Trainees are not required to engage in moonlighting activities. Those who elect to participate in moonlighting activities must assure they do not conflict with the scheduled and unscheduled time demands of the educational program and its faculty. All moonlighting, regardless of where it occurs, must be logged in RMS and will be counted towards the trainees’ weekly 80 hour duty limit in accordance with the revised ACGME Duty Hour Requirements.

Written Permission Required
Trainees who wish to moonlight are required to obtain prospective permission, in writing, from their Program Director. Failure to provide this information is grounds for discipline under Section VII of the Residency/Fellowship Agreement.

Program Directors must approve in writing a trainee’s moonlighting schedule. This information will be kept in their training file. Program Directors may withdraw permission to moonlight for any trainee if those activities have been shown to interfere with their performance or violate duty hours.

Visa Requirements
Trainees on J-1 visas are not permitted to be employed outside the residency/fellowship program. Therefore they are not allowed to moonlight.

A trainee on an H-1B visa wishing to moonlight must obtain a separate H1-B visa for each facility where the trainee works outside the training program.

Professional Liability
Moonlighting activities and any activities that are not part of the formal education program are not covered under the University of Minnesota professional liability policy.
On Call Rooms, Support Services, Laboratory/Pathology/Radiology Services

On-Call Rooms
Medical students, residents and fellows that must remain at UMMC/UMCH on call overnight are guaranteed a room. For access to a room at UMCH contact the nursing supervisor: 612-613-8497

Support Services
A full range of patient support services are provided in a manner appropriate to and consistent with education objectives and patient care. These include but are not limited to Care Management Services, Employee Health Service, Health Information Management, Infection Control, Laboratory Medicine and Pathology, Nursing Administration, Nutrition Services, Patient Relations, Patient Transport, Pharmacy Services, Radiology Film File Services, Rehabilitation Services, Security Services, Social Services, Spiritual Health Services, and Shuttle Service between the Riverside and University campuses. Similar patient support services are provided by all major participating hospitals.

Laboratory/Pathology/Radiology Services
Federal and state regulation and regulatory agencies mandate competency validation for testing personnel (including physicians), documentation, quality assurance, quality control, etc. The regulations cover hospitals, clinics, physicians’ offices, nursing homes, and any site where testing is performed. Testing performed by physicians, practitioners, nursing staff, and laboratory technicians must meet regularly guidelines. Failure to comply with the mandates can lead to suspension, revocation, or limitation of certification and denial of reimbursement. Laboratory, pathology, and radiology services are readily available through all the major participating hospitals.

Professional Dress Guidelines
A set of goals and standards was developed to improve the service we provide to patients and their families. In addition to professional and respectful behavior, it is important that our work habits include proper dress and personal appearance when interacting with patients. In addition, we are role models for future physicians; it is important to set a good example when supervising medical students. To help meet these goals a list of guidelines has been outlined. These guidelines serve as recommendations; they are not mandated. Our goal is to provide the best patient care in all areas.

- Appropriate scrubs include those provided by the program.
- Both patients and families appreciate having ways to identify the physicians; white coats serve this purpose. Additionally, they have not been found to be threatening to children.
- It is not appropriate to wear scrubs, even with a white coat, to continuity clinic.
- Dressing more comfortably on weekends is not an excuse to wear jeans, sweat pants, etc.
- Shoes should be clean, in good condition, and closed toe - no beat-up sneakers or sandals.

Professional Introduction Guidelines
When introducing yourself to a patient/family be sure to be clear about your role on the medical team. It is recommended that you do these introductions at all times and in all experiences throughout your pediatric fellowship. (Example: "Hello! I’m Dr. ______, a Pediatric <Subspecialty> Fellow. I’ll be working with the attending physician Dr. _____.")
Residency Management Suite (RMS)
All residency and fellowship programs in the University of Minnesota Medical School utilize a web-based system called New Innovations’ Residency Management Suite (RMS) to manage training programs. All accredited training programs in Pediatrics use RMS for evaluations and Medicare reporting/duty hour reporting. For RMS questions, contact your fellowship coordinator. You may also e-mail pedsrms@umn.edu with questions about use of RMS or login assistance. Our department RMS website with helpful information is located at http://www.peds.umn.edu/education/fellowship-programs/current-fellows/index.htm

Scheduling/Absence Coverage
Fellows will meet with the Fellowship Program Director in the spring of each year to discuss scheduling options based on educational considerations.

Security/Safety
The Security Monitor Program, a branch of the UMPD, offers free walking and biking security escorts to and from University campus locations and nearby adjacent neighborhoods for all students, staff, faculty and visitors. All Security Monitors are given training in First Aid, CPR, and Body Substance Isolation. All Security Monitors are equipped with a First Aid Kit and a portable police radio in the event of an emergency. To request an escort from a trained student security monitor, please call 612-624-WALK, or 4-WALK from any campus phone, shortly before your desired departure time.

Each hospital has its own security/safety policy and process. Contact the site coordinator for more information.

University of Minnesota Security Office
UMMC/UMCH Security: (612) 273-7275
Fairview Privacy Office by e-mail: privacy1@fairview.org or telephone: (612) 672-5647
Fairview Internal Reporting Hot Line at (612) 672-2300 or (800) 530-4694

Supervision of Fellows
All patient care must be supervised by qualified faculty. The program director will ensure, direct, and document adequate supervision of residents and fellows at all times. Fellows are provided with rapid, reliable systems for communication with supervising faculty. On-call schedules for attending faculty are structured to ensure that supervision is readily available to residents and fellows on duty. The attending faculty must determine the level of responsibility given to each fellow, according to their level of training and experience. A fellow may request the physical presence of an attending at any time and is never to be refused. Faculty and fellows are educated to recognize the signs of fatigue and will apply institutional policies to prevent and counteract the potential negative effects.

Teaching Responsibilities
Teaching of Medical Students, Refer to Pediatric Program Manual at: http://www.peds.umn.edu/education/fellowship-programs/current-fellows/index.htm
Training/Graduation Requirements
Upon successful completion of all program requirements, the Program Director will provide a final summative evaluation for each fellow who completes the program. The program requirements are in accordance with the requirements outlined by the ABP and ACGME. This evaluation will include a review of the fellow’s performance during the final period of training and will include verification that the fellow has demonstrated sufficient professional ability to practice competently and independently. This final evaluation will be part of the fellow’s permanent record.
SECTION 5- INSTITUTION RESPONSIBILITIES

Institution Manual Policies
Please refer to Institution Policy Manual at:

SECTION 6 - STUDENT SERVICES

Institution Manual Policies
Please refer to Institution Policy Manual at:

Medical School Registration
Our pediatric fellowship program is a professional graduate program leading to professional qualification, but not an advanced degree. All fellows are formally enrolled as graduate-level students in the Medical School of the University of Minnesota, and are automatically registered each semester for their Medical School training course by the Department Education Office. Trainees are not involved in registration for Medical School courses.

Fellows are registered for 6 credits in the Medical School course PED 7930 Pediatric Medical Fellowship each semester during their fellowship. If a registration "Hold" is placed on a student account due to library fines, dues, immunizations etc., the fellow is responsible for taking IMMEDIATE action to eliminate those holds or the program may pursue disciplinary action until the hold is resolved. Certificates of completion and training verifications will not be released until all holds are resolved on fellow student accounts.

Tuition and Fees/Additional Courses
The tuition and ordinary fees for registration in the Medical School GME training, for fellowship training, are waived at this time. Although trainees are paid through UMN, their student classification as a professional-in-training disqualifies them from receiving employee tuition benefits for additional courses e.g. Regent’s Scholarship.

Enrollment into other colleges (e.g. School of Public Health, Graduate School) may affect the trainee’s student classification status. It is imperative that your program, Pediatric Education, and Payroll Office are aware of any courses you are taking or planning on taking, regardless if you are seeking an advanced degree. Permission in writing from the Fellowship Program Director is required to register for additional courses or seek an advanced degree.

When a fellow seeks an advanced degree, it is their responsibility to notify the Fellowship Coordinator at least THREE MONTHS PRIOR to the beginning of the semester. Any expenses incurred as a result of non-disclosure (late fees, etc.) are the responsibility of the trainee.
In order for nonresident fellows to receive in-state tuition rates, they must **complete the Verification of Appointment for Resident Tuition form.** To access this form, go to: [http://policy.umn.edu/forms](http://policy.umn.edu/forms) and search form #1502. This form must be completed and delivered to your program coordinator two months prior to the beginning of the academic semester.

Course enrollment outside of medical fellowship training, including graduate programs, will incur tuition and fees. Your Program Director will determine whether or not the Division will financially support your course work.

**Late Fees**
Any late fees incurred due to holds on registration because of library fines, delinquent student loans, etc. are the responsibility of the trainee incurring the fees.

**Campus Mail**
Any personal or professional mail, journals, etc. must be forwarded to your home address. University-related mail addressed to fellows is available in each fellow's postal box located in Riverside East MB671.

**Career Search Resources**
To assist fellows with their post-fellowship career search, Pediatric Gastroenterology Faculty are available for questions and advice.

**E-Mail**
As a University student, you automatically have an x500 account. This account provides access to electronic resources within the University community, including the BioMedical Library. Your x500 account is also a University e-mail account. The program requires the use of your UMN e-mail, as it is our primary method of communication.

**Privacy and Data Security Training**
You are required to be HIPAA compliant in order to participate in program rotations and activities. The Department of Pediatrics’ Privacy Coordinator will contact you if you are noncompliant. If you remain noncompliant, the Program Director will contact you directly to resolve the situation; clinical sites can remove you from patient care activities due to noncompliance. More information on privacy and data security training is available at: [http://www.privacysecurity.umn.edu/training/home.html](http://www.privacysecurity.umn.edu/training/home.html).

Each hospital has its own data security policy and process. Contact the GME education coordinator on site if you have questions.

University of Minnesota:
UMCH/Fairview Privacy Office by e-mail: privacy1@fairview.org or telephone: (612) 672-5647
Fairview Internal Reporting Hot Line at (612) 672-2300 or (800) 530-4694

Children’s Hospitals and Clinics – St. Paul and Minneapolis – GME Site Coordinator
Pagers
University alphanumeric pagers are required at all times (the only exceptions are during a leave of absence or vacation). You will be assigned one pager number to be used throughout your fellowship. Should you lose your pager, a temporary or permanent replacement can be obtained at the University of Minnesota Medical Center (UMMC/UMCH) Information Desk. Notify your Fellowship Coordinator immediately of the loss. Please note: Once you locate your lost pager, please return the replacement to Communications and notify the Coordinator, or you may be billed by the department. Pagers are the property of Fairview and must be returned no later than 30 days after leaving/completing the program. If you lose your pager, do not return your pager or if your pager becomes damaged beyond repair, you may be charged the replacement pager fee.

For those residents entering a UMN fellowship, your residency pager number can be transferred into fellowship by having your Fellowship Program Coordinator contact the Education Manager at elgray@umn.edu.

Resident Assistance Program (RAP)
RAP offers expertise in dealing with unique needs of individuals in residency training programs. It is a free service available to all residents, fellows and immediate family members. The program is confidential and designed to be flexible to accommodate a resident’s busy schedule. RAP’s contact number is (651) 430-3383 or 1 (800) 632-7643.