

**Background**

- Medical educators are encouraged to foster humanism, the passion that drives professional practice.
- Teaching and evaluating humanism and professionalism have already been recognized and mandated by all national guidelines involved in PEM education.
- Despite this mandate, explicit training and formal curriculum remain underdeveloped in pediatric sub-specialty training.
- Little is known about current humanism education in PEM fellowships or how PEM fellows would want to learn more about humanism and professionalism content.

**Objectives**

- To identify the unique need for and gaps in humanism and professionalism education in PEM fellows (Phase I)
- To investigate preferred strategies for learning humanism and professionalism within a structured setting in PEM (Phase II)

**Methods**

Population

PEM fellows in all accredited programs of all tracks and postgraduate years

Study Design

Phase I: Online needs assessment survey to identify 4 target content areas for future improvement (what fellows want to learn about)

Phase II: Focus groups & individual interviews (how fellows want to learn this information)

Data Collection

Phase I:

- Survey instrument: Adapted validated tool using open-ended, multiple choice, and ordinal scale questions
- Survey distribution: REDCap, an electronic web-link from January to March 2021

Phase II: Remote interviews using interview guide based on target content areas identified in phase (audiotaped and transcribed)

Data Analysis

Phase I:

- Descriptive statistics, calculated as proportions of response
- For comparative tests, results were dichotomized with threshold for significance set as alpha of 0.05

Phase II:

- Coded to identify emergent themes and patterns of learning strategies within each target content area

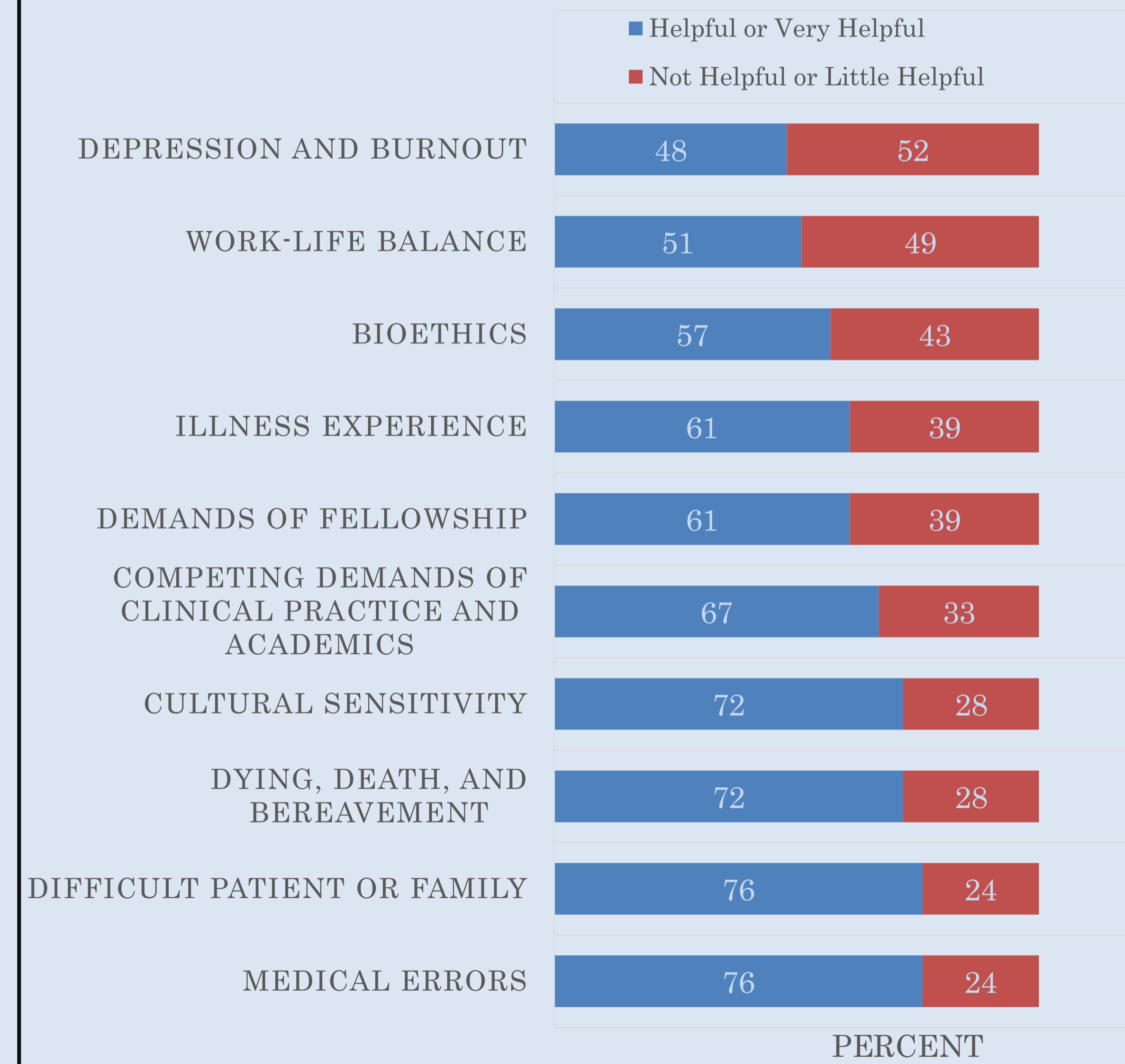
**Results**

**Figure 1. Trainee Perception of Formal Training in Humanism & Professionalism in PEM Fellowship**

Response	Percent (n)
Exists	29.3% (48)
Does Not Exist	16.5% (27)
Not sure	54.3% (89)
<i>Total responses: 164</i>	

**Figure 2.**

**FELLOWS' INTEREST IN FORMAL TRAINING ON HUMANISM SUBTOPICS**



**Results Continued**

**Figure 3 How PEM fellows want to learn (n=6)**

**Dying, death and bereavement:**

- Small group focus sessions led by professionals with expertise in discussing bereavement (ex. palliative care providers, social workers, and etc)
- Panel discussions with PEM faculty on own experiences, with participating faculty recommended by fellows
- Role-playing scenarios/simulation in peer group settings

**Competing demands of clinical practice and academic responsibilities:**

- Panel discussions with faculty of differing years of experience discussing personal experiences of promotion, work-life integration and practical skills
- Panel discussion with PEM providers who work in academic and non-academic settings outside of home institution

**Cultural sensitivity:**

- Reflection experiences acknowledging own biases and impact on health care delivery
- Session discussing beliefs and practices of 5-10 most common cultural groups with material reviewed and/or presented by representatives of identified groups
- Panel discussion with medical translators, social workers, and volunteering patients and families from patient advocacy groups

**Medical errors:**

- Session with attendings about prior experiences sharing own experiences of medical errors and/or lawsuits
- Session with medical legal representatives

**Conclusions**

- PEM fellows have unique preferences for target content areas in humanism and professionalism compared to other pediatric subspecialties
- Learners prefer interdisciplinary active engagement rather than mandatory online modules or formal lectures to learn content

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