

## Neonatology Fellowship Training at Stony Brook Hospital

The goal of the neonatology fellowship training program at Stony Brook University Hospital is to advance the health of children by preparing graduates who are competent in clinical care, education, and research. We believe that this goal is best achieved by fellowship training that fosters the development of future academic pediatricians, recognizing the diverse roles they now play. This requires that graduates of our training program have a keen curiosity about issues in the field of newborn medicine, a healthy skepticism of their own experience (and the published experience of others), and a working understanding of the analytic tools relevant to exercising critical judgment. We believe that training is best provided in this environment in which there are faculty role models committed to scholarly activities. Our neonatology staff and other subspecialists serve as expert clinicians providing direct and consultative care to patients based on our collective experience and critical evaluation of scientific evidence and research. We serve as educators helping to guide and facilitate life-long learning of medical students, residents, fellows, and others who provide care for children. We are also investigators adding to the body of knowledge in the field of neonatal-perinatal medicine. We know that your career may involve one or more of these roles to varying degrees. Therefore, our training programs will provide you with experiences that will allow you to develop competence for each of these roles. Indeed, we choose our trainees based upon their potential to achieve appropriate skills in each of these domains.

The following are guidelines for our fellowship program and goals for our trainees:

1. Our fellowship training will educate trainees to develop and maintain life-long learning skills for themselves, especially the ability to critically evaluate new knowledge to determine its appropriate use in caring for patients.
2. Our fellowship training program provides the opportunity for our trainees to acquire appropriate clinical skills and to incorporate into the curriculum mastery of each of the six general competencies identified by the Accreditation Council of Graduate Medical Education (ACGME) and the American Board of Pediatrics (ABP). These competencies include medical knowledge, patient care, communication, professionalism, practice-based learning and improvement, and systems-based practice. Relevant benchmarks and thresholds have been developed to ensure that competency in each area can be verified by our graduates by the conclusion of their training program.
3. To achieve and maintain the goal of subspecialty training, in addition to acquiring appropriate clinical skills and competencies during the period of training, our subspecialty trainees acquire skills that will enable them to provide quality care throughout their professional lifetimes. These skills include the ability to critically analyze and evaluate their own observations and the observations of others; assimilate new knowledge, concepts, and technology; formulate clear and testable questions (hypotheses) from a body of information; and communicate ideas verbally and in writing. Our program provides opportunities for our trainees to acquire these skills. These opportunities for scholarship include a variety of activities, and they will result in the acquisition of the skills referred to in the preceding paragraph, and the trainee's participation must be guided by one or more mentors. Scholarly activities, including but not limited to basic, clinical, or translational biomedical research, must be undertaken and successfully completed by trainees. These activities are integrated into the training experience along with the core curriculum for the subspecialty as well as our formal coursework that is part of the training experience. Obtaining a graduate degree is not a substitute, per se, for such scholarly activities.
4. Our fellowship training program is structured to provide a scholarly experience for every trainee, because we know that this is essential to a successful subspecialty career in clinical care, education, research, or a combination of these activities. Our subspecialty

training program has an oversight committee run by the Department of Pediatrics. This committee must assess and confirm the presence of an adequate scholarly experience for each of our trainees and evaluates the product of the individual's scholarly experience.

5. Our fellowship training program provides training and experience to ensure that our graduates will be effective teachers for all learners in need of understanding and collaboration in the area of neonatology. Our training program includes the ability to participate effectively in all aspects of the educational process including curriculum development, delivery of information, and assessment of educational outcomes. We expect our graduates to be scholarly and effective in teaching both individuals and groups of learners in clinical settings, classrooms, lectures, and seminars and through electronic and print modalities.
6. Our fellowship training program does provide for a career mentor for each trainee who assists the trainee in developing an individualized learning plan for the entire training period. Our mentors are responsible for providing the ongoing formative feedback that is essential to the trainee's attainment of competence in clinical care, teaching, and scholarship. The mentor may come from a division or department outside of neonatology.
7. Our fellowship training program is periodically reviewed and evaluated to improve the quality of the trainee's experiences in clinical care, education, and investigation. The reports of these evaluations are available to our trainee applicants and trainees.
8. Specifically, our three-year fellowship training program entails 18 months of clinical service time, which includes NICU service, cardiology, teaching/consults, and maternal-fetal medicine; and 18 months of research time.

### **Expectations:**

#### *Year I*

Satisfactory evaluations from faculty  
Satisfactory evaluations from "360" evaluations  
Satisfactory presentations at conferences  
Portfolio and ILP  
SOC acceptance of research project

#### *Year II*

Progression of evaluations to "accomplished"  
Progression of conference presentations  
Advancement of Portfolio and ILP  
SOC acceptance of progress of research project

#### *Year III*

Progression of evaluations to "competent"  
Skilled at conference presentation  
Excellent Portfolio and ILP  
SOC sign-off on work product

These goals and guidelines were adapted from the Federation of Pediatric Organizations, Ambulatory Pediatric Association, American Academy of Pediatrics, American Board of Pediatrics, American Pediatric Society, Association of Medical School Pediatric Department Chairs, Association of Pediatric Program Directors, and Society of Pediatric Research.