

Professional Development

Cheryl W. O'Malley, MD, FACP, FHM



Session Objectives

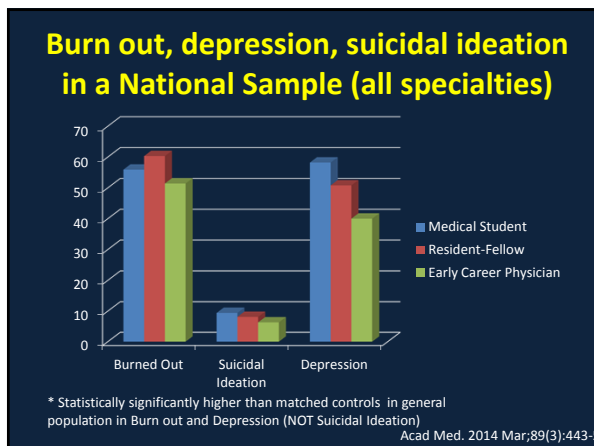
- Describe 10 professional development pearls
- Apply the SMART format to a professional objective.
- Describe novel methods to document your work.

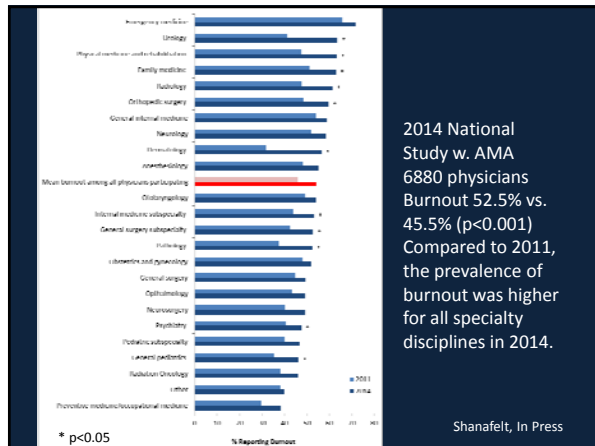


Work


- Clinical skills
- Teaching skills
- Scholarship and research skills
- Administrative skills
- Success skills

Taylor, Robert. Academic Medicine: A Guide for Clinicians. Springer Publishing, NY, 2006.



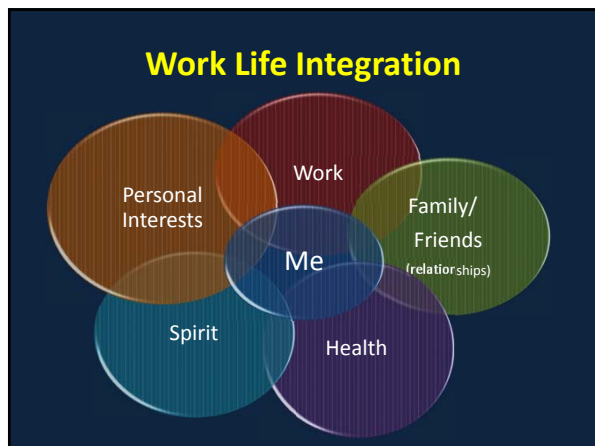


Health professional burnout leads to...



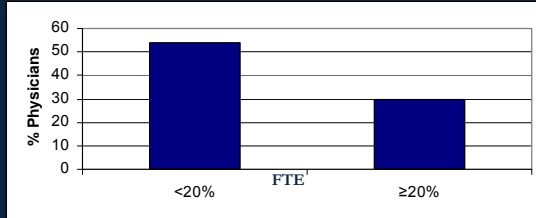
- Suboptimal patient care
- Poor professionalism
- Medical Error
- Suicidal ideation

Shanafelt, T., JAMA 302, 2009.



Work-interest mismatch

Prevalence of Burnout



Spending less than ~1 day/week on the most meaningful activity was associated with higher rates of burnout ($p=0.0006$).

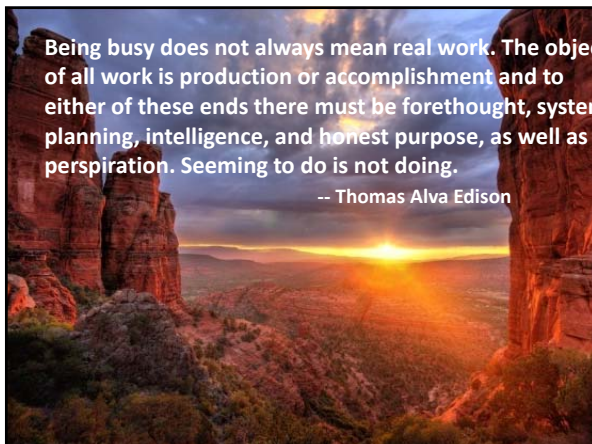
Shanafelt Arch Intern Med 2009

How will I find the time to add this?

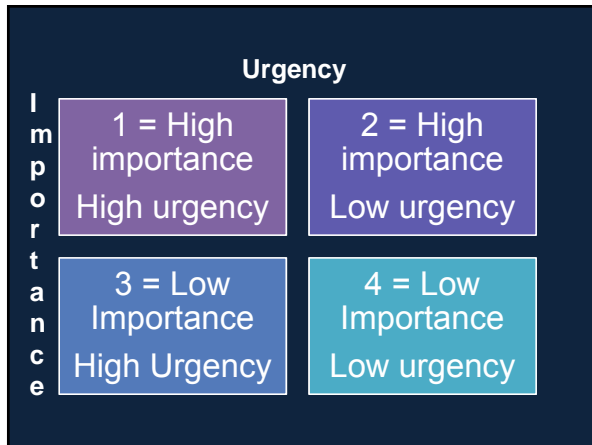
1. Encroach on other areas of your life
2. Add more total hours to your day
3. Make it count for more than one thing
4. Eliminate unnecessary things

Being busy does not always mean real work. The object of all work is production or accomplishment and to either of these ends there must be forethought, system, planning, intelligence, and honest purpose, as well as perspiration. Seeming to do is not doing.

-- Thomas Alva Edison







Saying no ... saying yes		
	Say no to...	Say yes to...
Work	Micromanaging Things that are not important to your supervisor AND you don't like doing	Mentoring Listen to your patients Taking on projects that align with your passions
Family/ Friends	Overscheduling	Scheduling time with friends/family
Health	Thinking you need to exercise for 60 minutes EVERY DAY	10-15 minute exercises Nutritional snacks
Spirit	Negativity	Expressing gratitude
Personal Interests	Putting things that interest you off to another day	Taking a class Reading a book

RECAP: G & O

- **Goals (global AIM):** Overall purpose. Short, descriptive, communication tool
- **Objective (Specific AIM):** Specific, measurable actions

What are your career Goals & Objectives for the next 1 & 5 y ?

1. Set SMART Objectives

- S- Specific
- M- Measurable
- A- Attainable (though Aggressive)
- R- Relevant ← **2. Aligned with your organization**
- T- Time- delimited



SMART OBJECTIVES

- **Typical "goal":** "I will add components of a QI/PS curriculum to our existing research rotation"
- **Goal:** Improve the quality of patient care for patients cared for by residents now and in the future.
- **SMART objective:** We will modify the existing research rotation in order to engage and teach QI principles through completion of a project as measured by the number of resident projects to be completed by July 2016.

Your SMART Objective

- I will <some action I will take>,
- in order to <some outcome of my action>
- as measured by <how will it be measured>
- To be completed by <timeline for completion>.
- With a stretch goal of <insert stretch goal>

Sample Workplan

Goal- The general, "big picture" statements of outcomes a program intends to accomplish to fulfill its mission.				
SMART Objective	Activities: Specific tasks, to meet the objective and ultimately fulfill to goal.	Persons responsible	Timeframe for assessing progress	Data/Evaluation- Learner Assessment (Miller) and program evaluation Kirkpatrick's
	•			

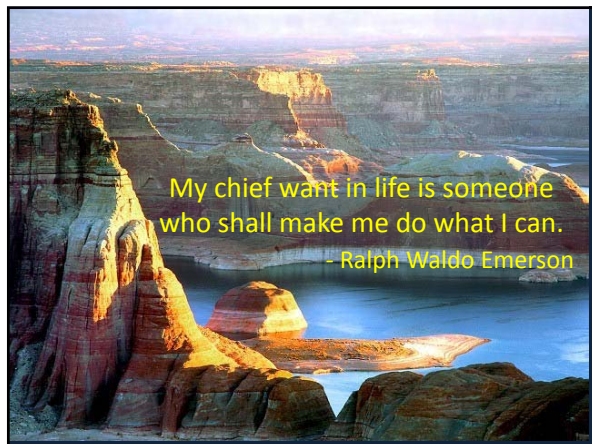
Sample Workplan

Goal				
ACGME PBL/Professionalism: Graduates will have the ability to improve patient care based on self and system self-evaluation				
Objective	Activities	Persons responsible	Timeframe for assessing progress	Data/Evaluation (Kirkpatrick's)
We will modify the existing research rotation in order to engage and teach QI principles through completion of a project as measured by the number of resident projects to be completed by July 2013.	<ul style="list-style-type: none"> Finalize switch days schedule and curricular weeks. Develop the curriculum with G &Gs. Map curriculum to dates and assign presenters Develop list of projects for residents to be involved with and post on the website Faculty development session of the mentors 2 months prior to the first session and then during each curricular week. Etc. 		July 2015 Semiannual	1. Number and quality of QI projects completed by residents 2. Graduate surveys

Tip for making your work plan useful

- Modify it electronically when you are meeting to track action items and keep it “living”
- Make a calendar appointment
- Work on it with others so that you hold each other accountable

3. Find a mentor/be a mentor



Each Career Stage Has Assets and Liabilities

Career Stage	Assets	Liabilities
Early career	<ul style="list-style-type: none"> • Energy and enthusiasm. • Willingness to learn new skills 	<ul style="list-style-type: none"> • Inexperience
Mid career	<ul style="list-style-type: none"> • Experience. • Awareness of "how the game is played." • Self-confidence in academic role. 	<ul style="list-style-type: none"> • Conflicting obligations. • Held to higher performance standards • Concern that career may be hitting a plateau
Late career	<ul style="list-style-type: none"> • Wisdom and respect. • Permission to cut back on activities seen as less fulfilling • More time for thoughtful reflection. • Opportunity to develop new areas of expertise 	<ul style="list-style-type: none"> • Declining energy. • Concern that abilities are becoming outdated

Academic Medicine: A guide for Clinicians- Robert Taylor, MD

3. Find a mentor/be a mentor

- Finding a mentor
 - Important first step is knowing what you want
 - Generally > 1 as each fill a different role
- Becoming a mentee
 - Follow up and follow through with products, not subsequent meetings
 - Keep setting goals
 - Reflect and ask questions
- Becoming a mentor
 - Never too early- residents, chiefs, other faculty
 - A good way is to involve them in your projects

4. Find a Niche Topic/Career Focus

- Ask questions and seek answers in a systematic fashion
- Reflect and evaluate the results
- Disseminate what you learn/know
- Make it count twice

Boyer's Categories of Scholarship

- Scholarship of Discovery
- Scholarship of Teaching
- Scholarship of Integration
- Scholarship of Application

Glassick's Criteria for Excellence in Educational Scholarship

Criteria and Definitions

Clear Goals: stated purpose, realistic objectives, important questions

Adequate preparation: understanding of literature, appropriate skills, needed resources

Appropriate methods: choice of methods match goals, effective use and application of methods

Significant results: goals are achieved, results (*outcomes on PSO or RESULTS on Kirkpatrick's) are important, field is advanced

Effective presentation: presentation well organized, message clear and sound

Reflective critique: work critically evaluated, supported with good evidence.

Glassick CE. Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching. Acad Med. 2000;75(9):877-880.

Venues for dissemination

- SHM Research/Innovations/Vignettes (RIV) Competition
- SHM Quality Improvement NeTwork (SQUINT)
- APDIM poster sessions/workshops
- Med Ed portal
- Toolkit resources

5. Document your work

- Dissemination/Publication
- Updated CV
- Educator's portfolio
 - Promotions EP
 - Developmental
- Quality Portfolio

Why an Educator's portfolio?

- Compliments CV
- Tracks educational contributions across a career
- Documents scope, quantity and quality
- Encourages reflection about work
- Permits judgment about institutional value of your work

Types of Portfolios

Developmental Educator Portfolio		Promotional Educator Portfolio	
Uses	Provides a broad perspective on educational activities Helps strategic planning through goal identification and setting Tracks activities and achievements over time Aids in reflection and improvement of educational activities over time Serves as a communication tool with a mentor or advisor Provides organized, written, specific information to develop a promotional educator portfolio	Highlights, showcases, and summarizes key educational achievements for promotion or advancement Assists in attaining status and visibility among academic peers, leaders or administrators	
Who needs it?	Any faculty members involved in education, starting with new appointees and continuing throughout a career in academic medicine	More senior faculty members applying for promotion or advancement	
Type	Formative	Summative	
Scope	Comprehensive	Focused	
Length	Long (e.g., 25 pages) or unlimited	Short (e.g., 5-8 pages) and limited	
Timing	Annual updates	When eligible for promotion or advancement	

https://www.aamc.org/members/gfa/faculty_vitae/148574/educator_portfolio.html

Quality Portfolio

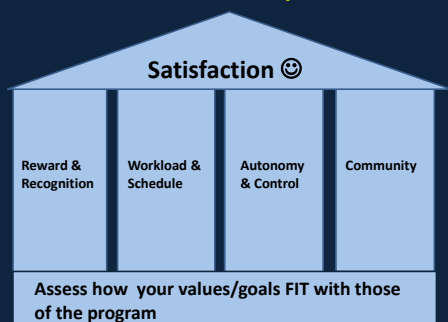
- QI Leadership / Administrative Activity
- QI Project Activity
- QI Education / Curricula
- QI Research
- QI Honors / Awards / Recognition
- QI Training / Certification.

<http://www.sgim.org/aclgim-tools--programs/quality-portfolio> Accessed on April 2015

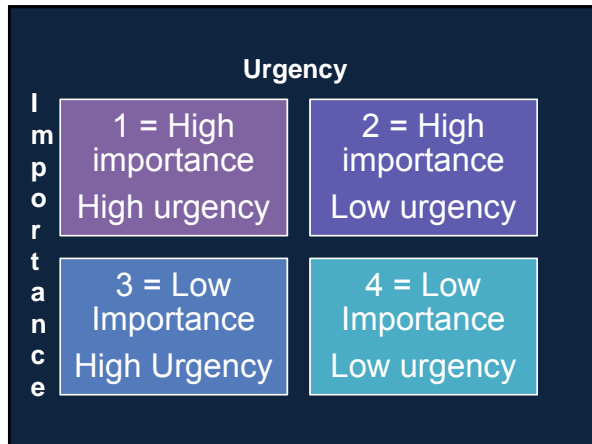
Portfolio examples

- Your institution
- Gusic M, et al. Educator Portfolio Template of the Academic Pediatric Association's Educational Scholars Program.
 - MedEdPORTAL; 2007. Available from: www.mededportal.org/publication/626
 - Website: http://www.academicpeds.org/education/educator_portfolio_template.cfm
- QI: <http://www.sgim.org/File%20Library/ACLGIM/Tools%20and%20Resources/QualityPortfolioSample.pdf>

6. Ask for what you need



Adapted from: A Challenge for a New Specialty: A White Paper on Hospitalist Career Satisfaction,



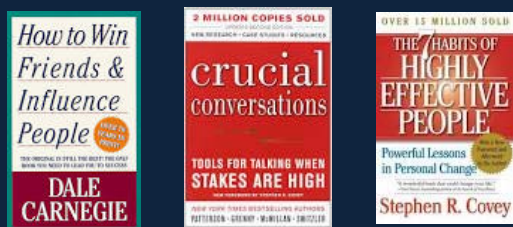
10 Professional Development Pearls

1. Set 1 and 5 year SMART goals
2. Align your goals to those of the organization
3. Find a mentor/be a mentor
4. Find a niche/career topic
5. Document and show your work
6. Ask for what you need-promotion, time, etc.
7. **Pay close attention to what you say and how**
8. Collaborate and get involved with professional organizations
9. Take chances (nominate yourself, apply for positions funding, submit to dream journals, etc.)
10. Continually improve your skills

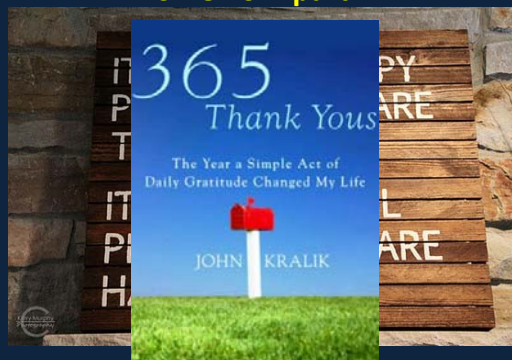
Communication 101

- Use Email effectively
 - Think before you write
 - Present a professional image
 - Do NOT use for EMOTIONAL impact
 - Manage your messages
- Don't forget the value of phone call
- Listen, Listen, Listen in meetings and Speak purposefully
- Become a conflict management "master"

Resources



Acknowledge those around you: Homework part 1



8. Collaborate and get involved with professional organizations/meetings

- New mentors/colleagues
- New ideas
- Multi-institutional collaboration
- Future network for your next position
- Vitality/community
- Further training/development
- Leadership roles and volunteerism







10. Continuous reflection and adjustment

- Learn to recognize distress and activate strategies to reduce
- Minimize work home conflict
- Establish and live according to your priorities
- Re-align your work with your interests
- How is your health?



Resources

- Taylor, Robert. Academic Medicine: A Guide for Clinicians. Springer Publishing, NY. 2006.
- Levinson WJ, Linzer M. What Is an Academic General Internist? Career Options and Training Pathways. JAMA. 2002;288:2049-2048
- 1. Boyer, EL Scholarship reconsidered: Priorities of the Professoriate. Carnegie Foundation for the Advancement of Teaching. 1990. Jossey-Bass
- 2. Fincher, RME, Simpson DE, Mennin SP et al. Scholarship in teaching: an imperative for the 21st century Academic Medicine: September 2000 - Volume 75 - Issue 9 - p 887-894
- 3. Sojania, K, Levinson, W. Clinicians In Quality Improvement: A New Career Pathway in Academic Medicine. JAMA 2009-Volume 301- Issue 7-p 766-68.
- 4. Educator career tools <http://www.sgim.org/index.cfm?pageid=814>
- 5. Academic hospitalist tools <http://www.sgim.org/index.cfm?pageid=846>

y Affairs just released a document that includes examples of teachers and clinicians portfolios for promotion:
<http://www.ucdenver.edu/academics/colleges/medicalschooll/facultyAffairs/Documents/DossierBuildingGuide2010.pdf>

Resources

- ◊ Nattlinger AS Promoting the Career Development of Women in Academic Medicine. *Arch Intern Med*. 2007;167:323-324
- ◊ Alpert J. Leadership in Academic Medicine: A Personal Perspective. *Current Cardiology Reports* 2001, 3:255-257.
- ◊ Bickel J. Role of Professional Societies in Career Development in Academic Medicine. *Academic Psychiatry*. 2007; 31:91-94
- ◊ Zachary L: *The Mentor's Guide: Facilitating Effective Learning Relationships*. San Francisco, Jossey-Bass, 2000
- ◊ Bickel J, Wara D, Atkinson BF, et al: Increasing women's leadership in academic medicine: report of the AAMC project implementation committee. *Acad Med* 2002; 77:1043-1061
- ◊ Bickel J, Brown A: Generation X: Implications for faculty recruitment and development in academic health centers. *Acad Medicine* 2005; 80:205-210
- ◊ Duda R. Mentorship in academic medicine: a critical component for all faculty and academic advancement. *Curr Surgery*. 2004;61(3):325-327.
- ◊ Glassick C. Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching. *Acad Med*. 2000;75(9): 877-880.
- ◊ https://www.aamc.org/members/gfa/faculty_vitae/148574/educator_portfolio.html
