

Professional Development

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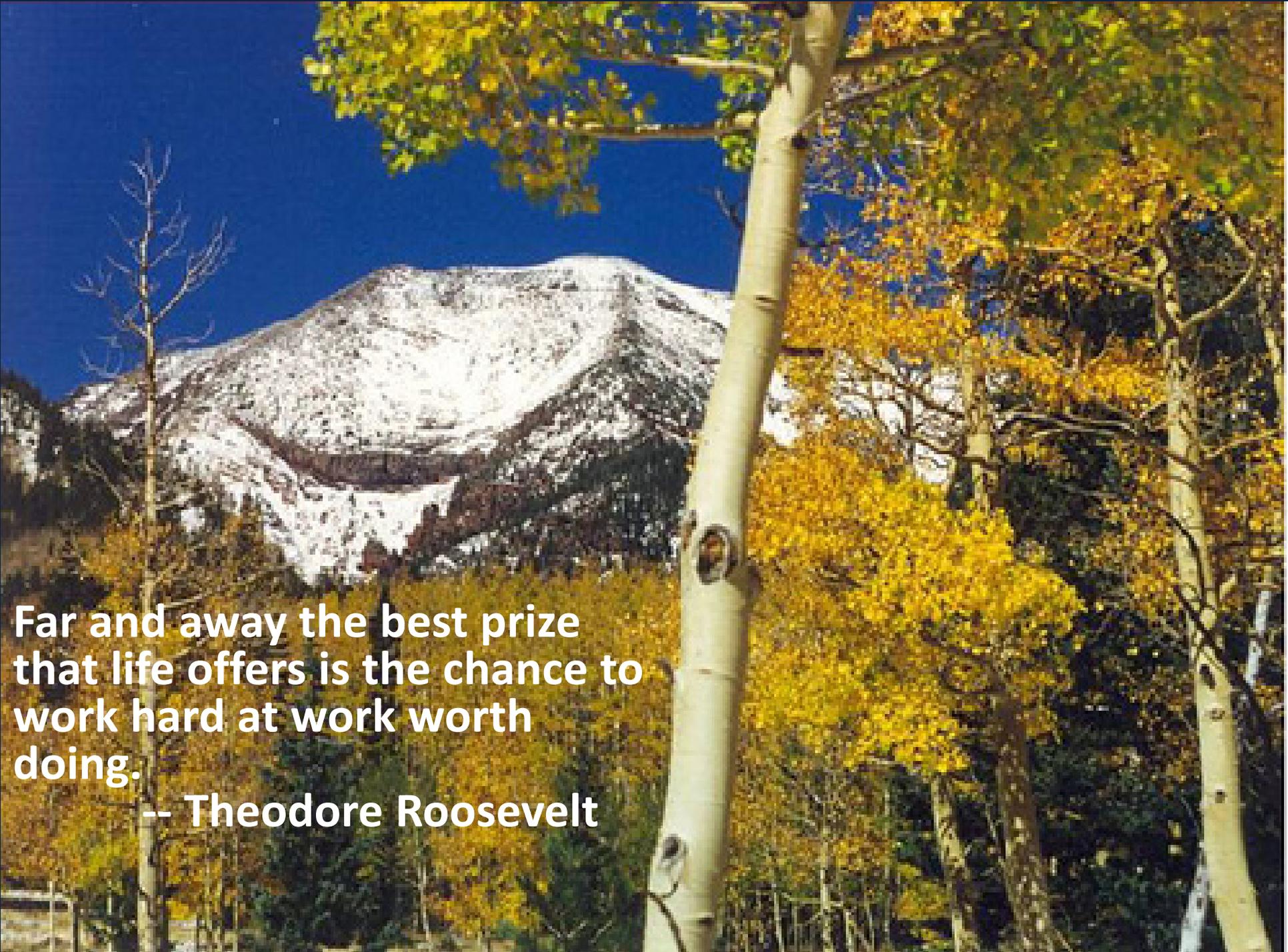
Session Objectives

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



Each Career Stage Has Assets and Liabilities

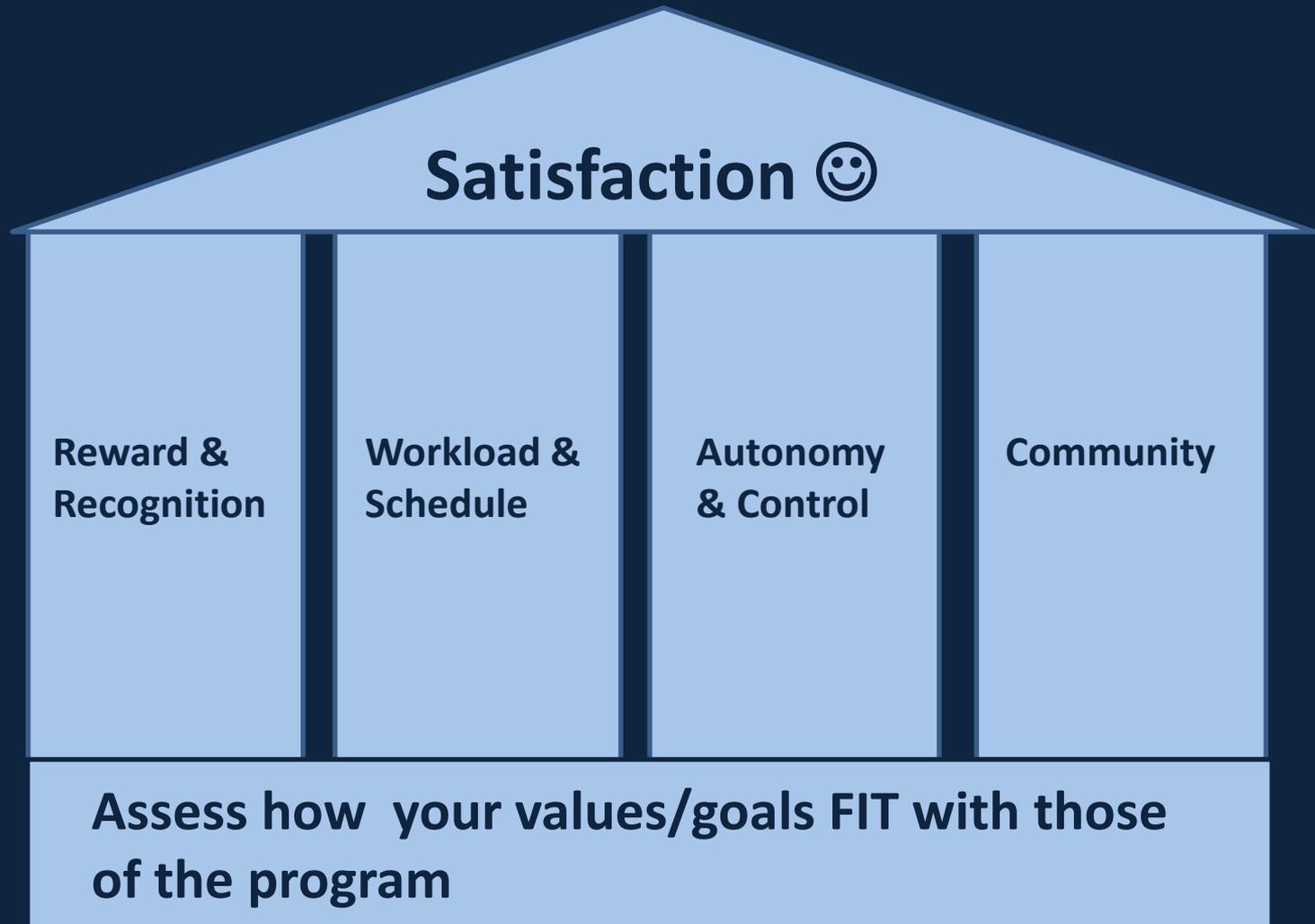
Career Stage	Assets	Liabilities
Early career	<ul style="list-style-type: none">• Energy and enthusiasm.• Willingness to learn new skills	<ul style="list-style-type: none">• Inexperience
Mid career	<ul style="list-style-type: none">• Experience.• Awareness of “how the game is played.”• Self-confidence 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• Declining energy.• Concern that abilities are becoming outdated



**Far and away the best prize
that life offers is the chance to
work hard at work worth
doing.**

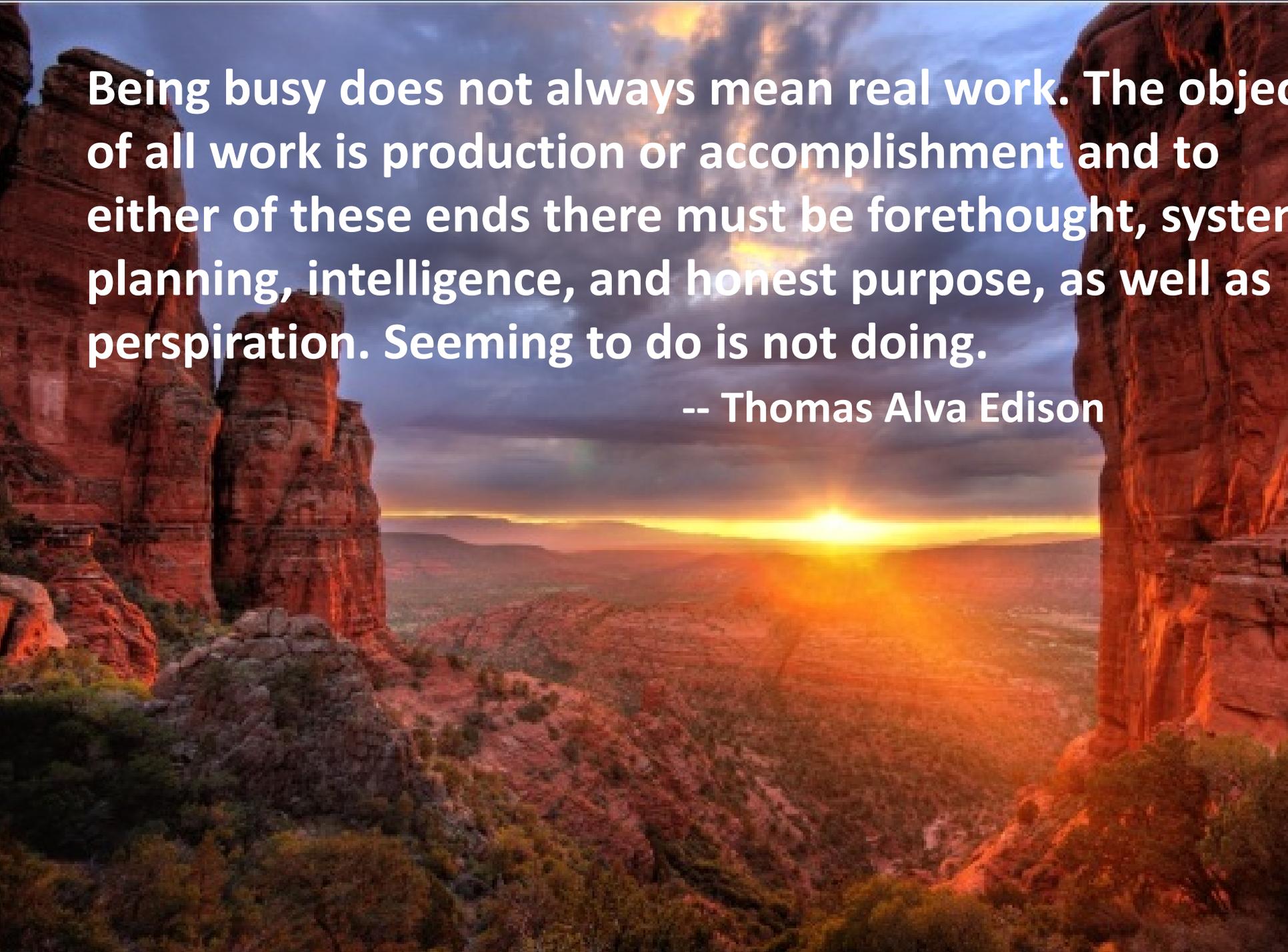
-- Theodore Roosevelt

Pillars of Career Satisfaction



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

**What does success look like to
you?**



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

RECAP: G & O

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

1. Set **SMART** Career 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 2013.

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 its goal.	Persons responsible	Timeframe for assessing progress	(Data/Evaluation= Learner Assessment (Miller) and program evaluation (Kirkpatrick))
	•			

Sample Workplan

Goal				
ACGME PBLI/Professionalism: Graduates will have the ability to improve patient care based on self reflection and system evaluation				
Objective	Activities	Persons responsible	Timeframe for assessing progress	Data/Evaluation (Kirkpatrick's pyramid)
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 &Os • 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 2012 Semiannual	<ol style="list-style-type: none"> 1. Number and quality of QI projects completed by residents 2. Graduate surveys

1. Set **SMART** Career Objectives

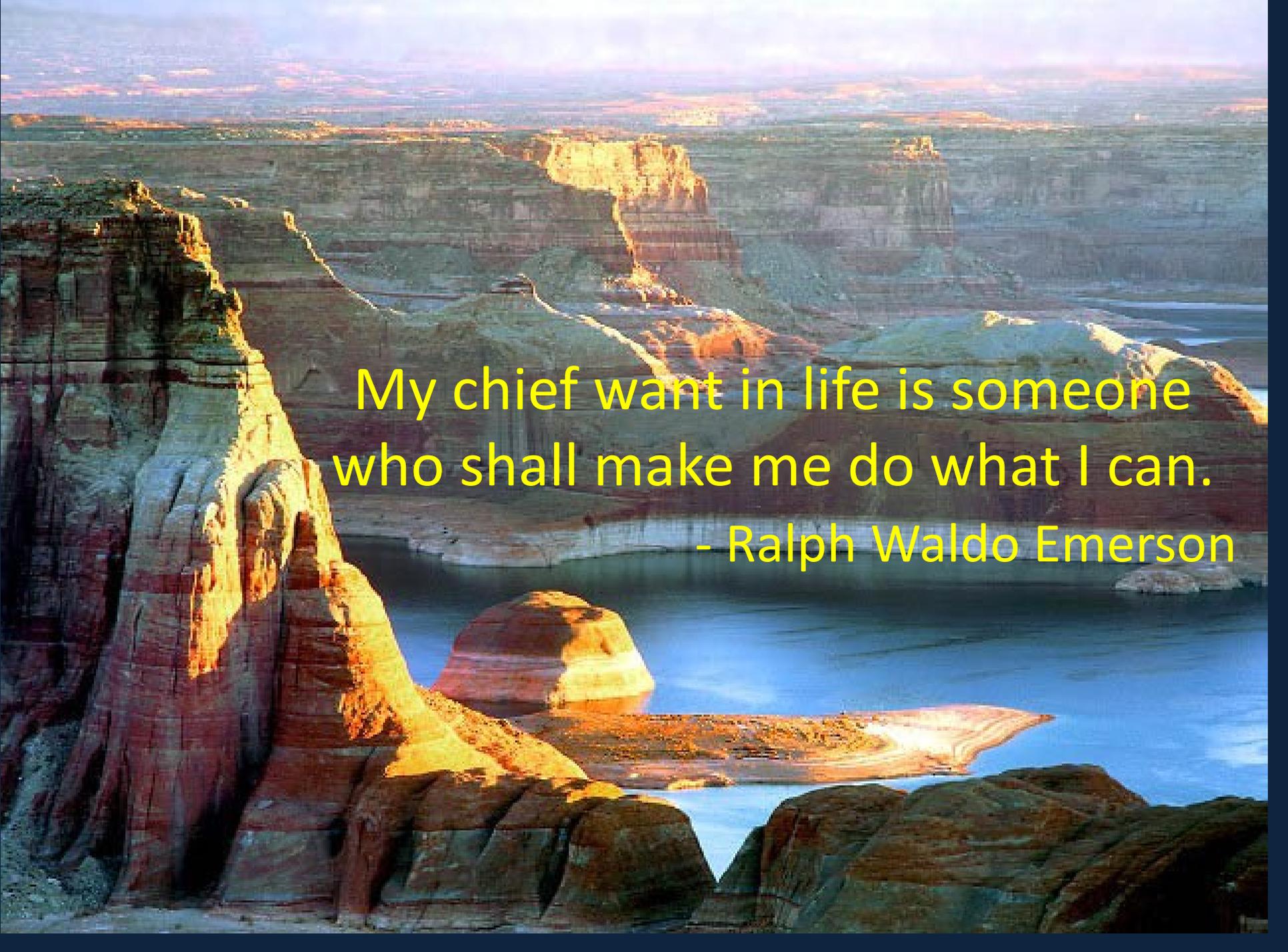
S- Specific

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A wide-angle photograph of a canyon landscape. The foreground shows a large, layered rock formation on the left, with a river flowing through the canyon below. The background features more distant canyon walls and a hazy sky. The text is overlaid in the center of the image.

My chief want in life is someone
who shall make me do what I can.
- Ralph Waldo Emerson

3. Find a mentor/be a mentor

- Finding a mentor
 - Important first step is knowing what you want
 - You should probably have more than one mentor, with specific roles for each
- Becoming a mentee
 - Actively managed by both parties
 - Follow up and follow through with products, not subsequent meetings
- Becoming a mentor

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 SPO or RESULTS on Kirkpatrick's) are important, field is advanced

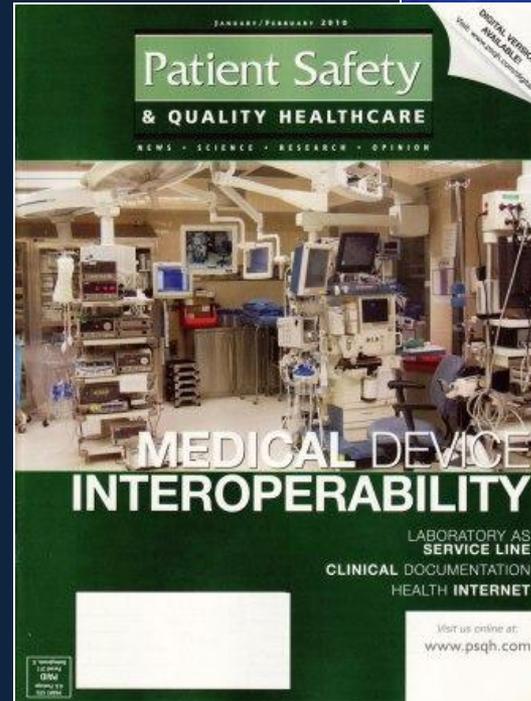
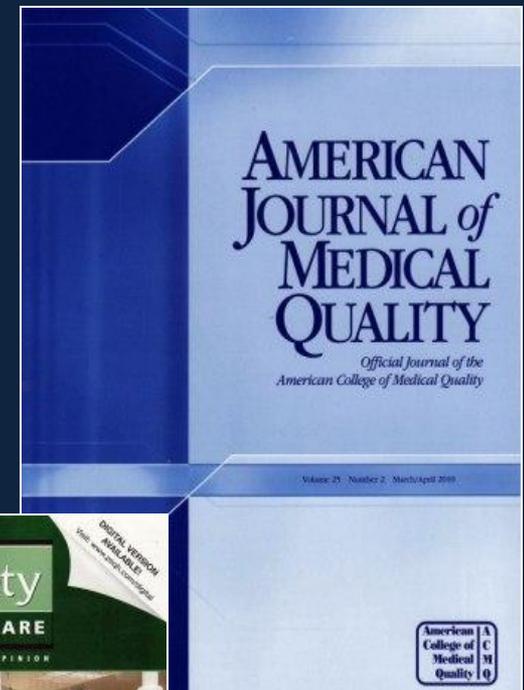
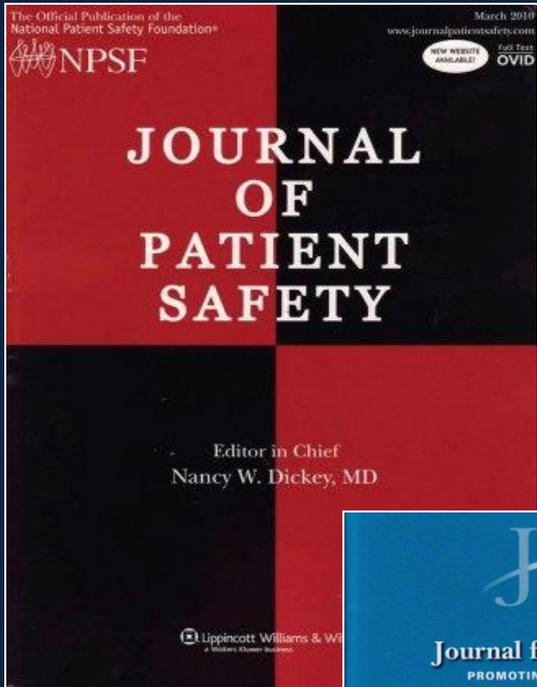
Effective presentation: presentation well organized, message clear and sound

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

Quality Portfolio

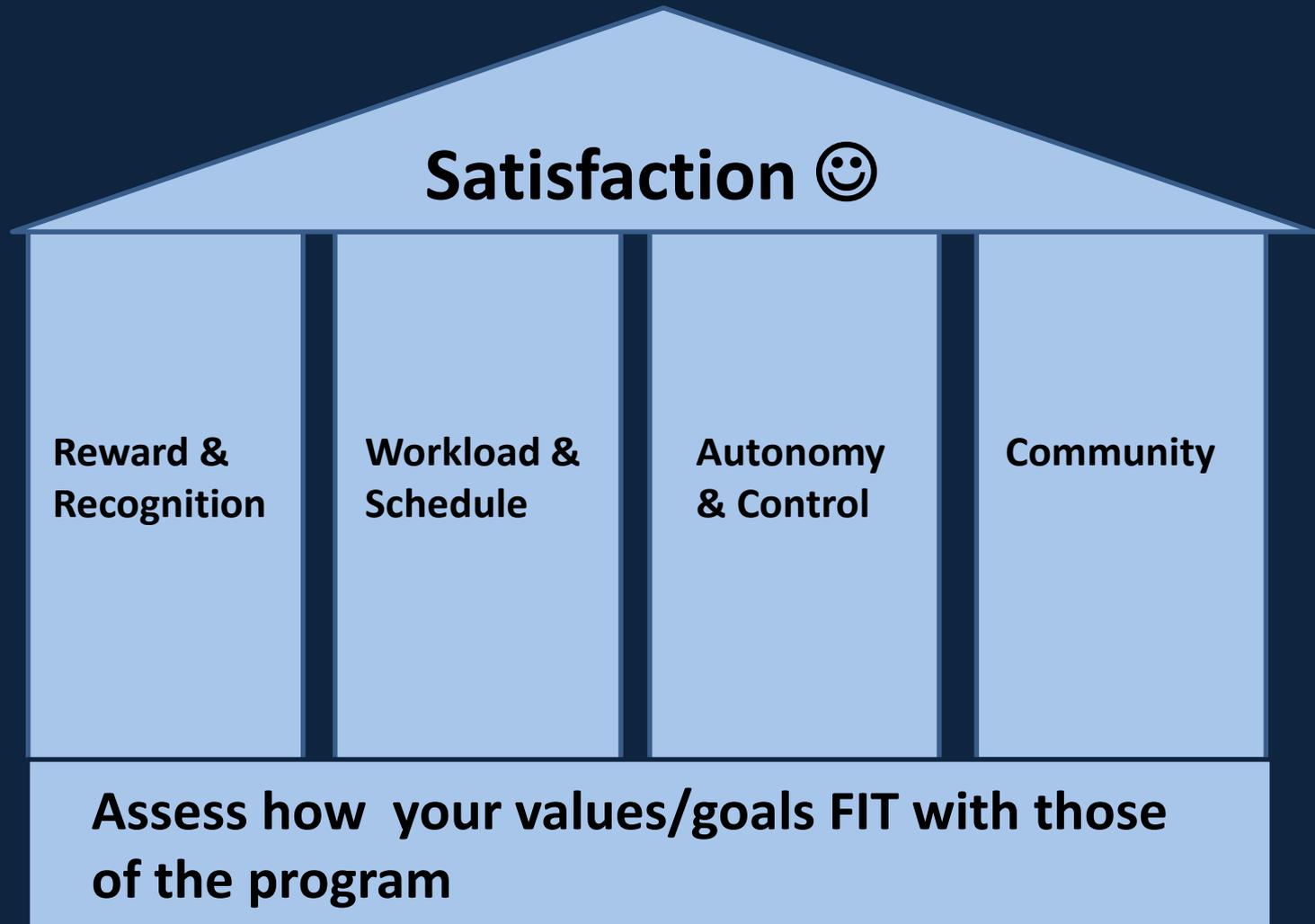
- QI Leadership / Administrative Activity
- QI Project Activity
- QI Education / Curricula
- QI Research
- QI Honors / Awards / Recognition
- QI Training / Certification.

- <http://www.sgim.org/file%20library/aclgim/tools%20and%20resources/qualityportfoliotemplate.pdf> accessed March 2013

Portfolio examples

- Educator's 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
- QI:
<http://www.sgim.org/file%20library/aclgim/tools%20and%20resources/qualityportfoliotemplate.pdf>

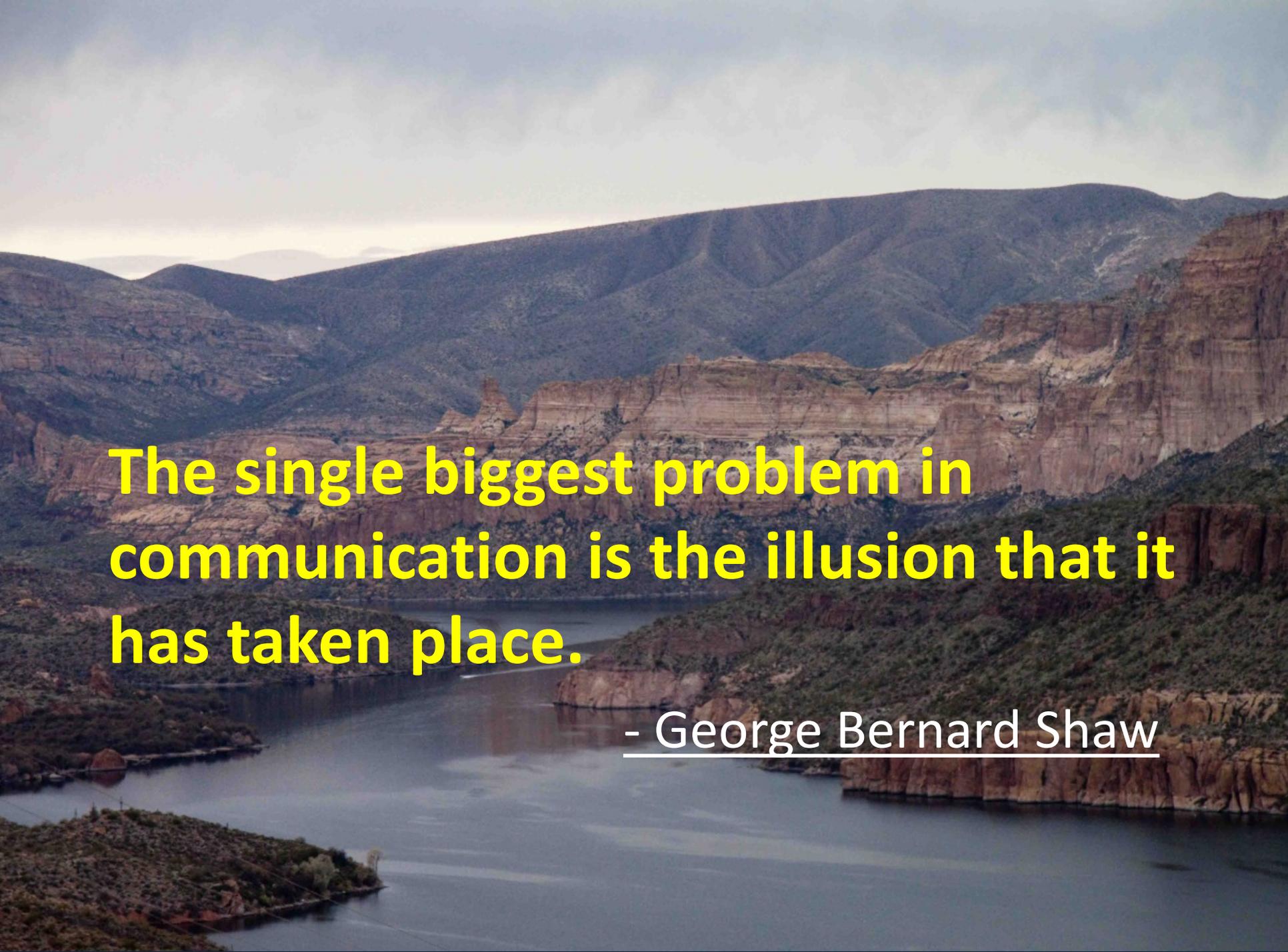
6. Ask for what you need



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



The single biggest problem in communication is the illusion that it has taken place.

- George Bernard Shaw

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”

Acknowledge those around you: Homework part 1

365 *Thank You's*

The Year a Simple Act of
Daily Gratitude Changed My Life

JOHN KRALIK



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

A scenic waterfall cascading over a rocky cliff into a series of stone steps. The water is white and frothy as it falls, creating a misty spray at the base. The surrounding rocks are reddish-brown and textured, with some green moss and small plants growing on them. The overall scene is lush and natural.

9. Take chances (nominate yourself, apply for positions funding, submit to dream journals, etc.)

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?

10 Professional Development Pearls

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Pleasure in the job puts perfection in the work. -- Aristotle

Homework

1. Select the 3 most important topics from your list on the yellow cardstock.
2. Write 3 SMART Objectives from these 3

Sample Workplan

Goal: The general, "big picture" statements of outcomes a program intends to accomplish to fulfill its mission.

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Resources

- ❖ Taylor, Robert. *Academic Medicine: A Guide for Clinicians*. Springer Publishing, NY. 2006.
- ❖ Levinson W, Linzer M. What Is an Academic General Internist? Career Options and Training Pathways *JAMA*. 2002;288:2045-2048

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/medicalschool/facultyAffairs/Documents/DossierBuildingGuide2010.pdf>

Resources

- ❖ Nattinger AB 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