Five Key Elements to Self-Monitor and/or Coach Clinician Educators To Career Success

Deborah Simpson PhD
Aurora Health Care, deb.simpson@aah.org

Karen Marcdante MD
Medical College of Wisconsin, kwendel@mcw.edu

Kjersti Knox MD
Aurora Health Care, kjersti.knox@aah.org

Follow this and additional works at: https://institutionalrepository.aah.org/faculty

Recommended Citation

This Abstract is brought to you for free and open access by the Aurora Faculty at Advocate Aurora Health Institutional Repository. It has been accepted for inclusion in Aurora UW Family Medicine Faculty – Milwaukee by an authorized administrator of Advocate Aurora Health Institutional Repository. For more information, please contact AAH-Library@aah.org.
FIVE KEY ELEMENTS TO SELF-MONITOR AND/OR COACH CLINICIAN EDUCATORS TO CAREER SUCCESS
Deborah Simpson, PhD, Karen Marcadante, MD, Kjersti Knox, MD - Milwaukee, Wisconsin

BACKGROUND

• CONTEXT: Clinician Educators (CEs) face multiple and often competing accountabilities and performance metrics.1-3
  o Clinical Service, Clinical Teacher, Clinical Educator, Scholar

• NEED: Developing and sustaining CEs expertise as resilient educators is vital to Graduate Medical Education [GME]4,5
  o Early CE career development support through formal programs
  o Limited programs to sustain CE career development
  o Paucity of local Senior Educators who can advise on key CE career success elements

• CHALLENGE: Limited U.S. specific literature on CE career success keys beyond research, scholarship, academic promotion
  o 2001 – Understanding the Careers of Physician Educators...[U.S.]6
  o 2004 – Outcomes Results from...Faculty Scholars Program [U.S.]7
  o 2015 – “It was serendipity”...[Australian / New Zealand]8
  o 2016 – Twelve tips for early career medical educators [Canada]9

OBJECTIVE

To identify the key elements to having a successful career as a clinician educator in the U.S.

METHODS

• CROWDSOURCING DISTINGUISHED MEDICAL EDUCATORS (MEs)
  Authors e-mailed 42 senior U.S. based ME
  o AOA and specialty society teaching award recipients
  o Medical education journal editors/board members
  o Clinical department chairs, deans/associate deans for education, faculty development leaders, Society of Directors of Research in Medical Education, CGEA Medical Education Laureates
  o Gender: About evenly distributed
  o Geography: Representative of regions across U.S.

• THE ASK: List your top 5 “keys to having a successful career as a CE” that provide as guidance to your colleagues

• ANALYSIS:
  o Results were independently reviewed by authors
  o Cross-cutting themes identified and linked to existing literature
  o Findings presented to clinical education leaders in longitudinal faculty development programs
  o Themes were condensed, refined and refined to be “action” oriented

RESULTS: 5 KEYS TO HAVING A SUCCESSFUL CAREER AS A CLINICIAN EDUCATOR IN U.S.

• It begins with YOU!
  o What brings you meaning? When are you most absorbed?
  o What kind of a career do you want to have?
  o Define what “success” means to you. Dream!
  o What are your “drivers”? Your risk tolerances? Aversions?

#1 LEARN AT YOURSELF

AOA Robert J. Glaser Distinguished Teacher Award Recipient

• Keep your priorities straight. When balancing family and work life issues, family comes first – you can always find another job

AOA Robert J. Glaser Distinguished Teacher Award Recipient & Past President National Physicians Society

• When I talk to residents or jr faculty members, I regularly disclose that I have never had a 5 year plan – the visible and audible relief when I say this never ceases to impress me...
  o Of course, this is not a strategic approach to a career in AM...times when it has been unclear where my salary would be coming from 4 months hence but it has allowed me to over & over again engage with work that has felt meaningful to me.

#2 FIND YOUR “FIT”

HOW DO YOU “FIT” WITHIN YOUR SETTING

• What were you hired to do?
• What do your bosses need/expect?
• What are they “driven” to do?
• What are their “deliverables”?
• “Follow the money” – what types of things get funded?

Renowned Author/AoME Fellow & NBME Hubbard Award Recipient

• Be sure the work and institutional environment is a good “fit.” [Read] “First Break All the Rules”

#3 SET GOALS ACT NOW

SET YOUR GOALS AND THEN DO SOMETHING!

• Find the Convergence between: 1. “What you’ve learned about yourself” and 2. “How you “fit” within your setting/organization”
• Set Your Goals & Do something - Aim HIGH but start small

AOA Robert J. Glaser Distinguished Teacher Award Recipient

• “Create a Strategic Plan for Yourself” [soft or formal 5 yr]
• Cultivate relationships – peers, mentors – be a team player
• Join/form a community of educators -> relationships -> friends

#4 TAKE CHARGE SELF MANAGE

ITS YOUR CAREER – TAKE CHARGE & COLLABORATE

• HAVE THE COURAGE to “say no nicely”
• Create a Strategic Plan for Yourself (”soft” or formal 5 yr)
• Cultivate relationships – peers, mentors – be a team player
• Join/form a community of educators -> relationships -> friends

AOA Robert J. Glaser Distinguished Teacher Award Recipient

• Clinicians too quickly agree to help others out and sacrifice their own time and goals.

#5 GROW AS A MED EDUCATOR

TEACHING, LEARNING, GROWING AS CE

• Medical education is not a hobby – GET SERIOUS NOW!
• Read widely in and outside of medical education – tell a few others what you’ve read
• Be active - go to conferences to learn, meet colleagues volunteer
• Take risks – Stretch yourself – Volunteer
• Engage learners in your questions

SIGNIFICANCE/IMPLICATIONS

• NURTURING CE SUCCESS IS VITAL TO:
  o Continuously improving quality of our GME programs
  o Proactively preparing our graduates for the 2035 practice scenarios emerging from the ACGME’s work
  o Nurturing and sustaining their vitality and well-being

• The 5 Keys to CE success can be used to frame development efforts - be it from the lens of an individual faculty, a coach/chair, and/or program perspective

SELECTED REFERENCES

do-you-wish-Medical-Education-2035-look-like