Title: Academic Career Opportunities In The Rapidly Changing World Of Graduate Medical Education: Creating A Path To Success

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Submission role: Emerging Solutions and Workshops

Presentation type: Emerging Solution

Abstract Body:

Short Description: This interactive session aims to provide participants with an overview of the current landscape for academic educators in GME and provide them with tools and resources that facilitate career development in the direction of choice.

Abstract: Over the past decades, graduate medical education (GME) has changed dramatically in various ways. Competency-based education and assessment, duty hour regulations, electronic health records, clinical production pressure and expectations around the learning environment are just a few examples of major developments that have altered the landscape of GME. With ongoing changes in healthcare and changes in what the public expects from GME, other new developments are likely on the horizon. These changes come with new roles and responsibilities for educators involved in the execution of GME, and thus with new academic career opportunities that span the scope from leadership to curriculum development to scholarship.

In this session, we aim to give an overview of the current landscape for academic educators in GME and provide them with tools and resources that facilitate career development in the direction of choice. For example, the GME Leadership Competencies recently released by the Group on Resident Affairs will be shared for those aspiring for institutional leadership roles.[i] Utilizing exemplars from across different types of institutions and representing different focus areas, we will engage the audience in multiple exercises to identify opportunities, resources and tools at their own institution and beyond. The community-based model of faculty development will be used to frame the discussion.[ii]

Session Plan: The session will start with a brief introduction (10 minutes) of the presenters/facilitators and the overall topic of career development in GME. Participants can then choose from one of 4 case scenarios each describing a different academic career focus in GME: 1) institutional leadership (i.e., Director of GME, ACGME Designated Institutional Official (DIO), VA Designated Educational Official (DEO); 2) programmatic and school educational leadership positions (i.e., residency or fellowship program director; clerkship director); 3) alternative roles (i.e., curriculum development, evaluation, simulation, quality improvement, learning environment); or 4) scholarship (i.e., turning everyday work in GME into scholarship, publication venues, research communities).

Participants will discuss these cases in small groups (one case per group) and identify the skills they believe are needed to be successful in the career described in each case (20 minutes). In the large group we will create an inventory of these skills by case and identify commonalities and differences between different career trajectories (20 min). We will then introduce the community-based faculty development model as a framework to assist with identification of available resources and existing networks or communities to foster professional development (10 min).

Next, participants will individually complete a worksheet based on the expanded faculty development model, (10 minutes) which they subsequently discuss with their small group (20 minutes total), before reporting out to the large group. Specifically, the groups will consider how faculty develop expertise in GME and how they can become deliberate in their professional growth in the context of everyday practice. This last report-out will follow an iterative approach to ensure participants build on each other’s contribution to create a comprehensive list of resources and networks (20 minutes).

:10 Introduction & Case Selection
:20 Small Group Discussion of Success Factors
:20 Large Group Debrief
:10 Brief Introduction to Model of Faculty Development
:30 Individual Reflection (Worksheet) & Small Group Discussion of Integration of Success Factors with Model
:20 Large Group Plan & Resource List
:10 Wrap Up
Outcome: We will record the skills and the list of resources and networks generated during this session. Copies of action plans will be collected. We believe this will be an important resource for educators in GME and beyond. We plan to submit a white paper to a peer-reviewed journal such as Academic Medicine or JGME.

Level of Audience: Early-career

Focus of Presentation: GME

References:

[i] AAMC, Group on Resident Affairs. Institutional GME Leadership Competencies


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