Optimizing Teamwork in Medical Education
How PDs and APDs Most Effectively Work Together

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Joint PD/APD Session
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Disclosures

• We have no relevant financial disclosures or relationships regarding the subject of this program/activity
Overall Objectives

- Identity APD career development needs
- Articulate the importance of personal and professional development planning
- Describe the process of professional development planning
- Create an action plan to use professional development planning (of both yourself and your team) as a means of achieving program goals
What We Know About APD Needs

• Series of surveys identified need to further strengthen the APD Workforce

• Areas of need include
  – Young ages of APDs
  – Turnover concerns for APDs
  – Challenge in education vs. other roles balance
  – More professional development needed

Recommendations

• Program Level
  – Clarify role expectations
  – Career Development

• National level
  – Focus on Career Development
  – Train PDs and Department Chairs to Optimize the Professional Development of APDs
  – Focus on APD Leadership Development

The Plan

• APPD Faculty and Professional Development Taskforce identified subcommittee to:
  – Focus on Career Development
  – Train PDs and Department Chairs to Optimize the Professional Development of APDs

• Members include PDs and APDs
  – Clifton Yu and Ted Sectish (co-chairs), Aditee Narayan, Megan Aylor, Maneesh Batra, Nancy Spector
Job Structure Survey

• To better assess current structure of APD job and leadership to inform this session to help train PDs and APDs to optimize program

• IRB approved, APPD approved survey sent to APD listserv August 2015
Preliminary Survey Results

• 83/391, 21% response rate
• Most < 0.50 FTE
• 98% satisfied or very satisfied with
  – APD role
  – Program Director
  – “Valued as educator”
Preliminary Survey Results

• Niche based position
  – Most common
  – Most desired
Preliminary Survey Results

• Majority EXPECT to stay in same role
• 40% WANT TO LEAVE
  – Other educator role
Preliminary Survey Results

• What would help them stay? What could PD do differently?
  – Variable responses across the board
• Suggests need to individualize approach
  – Professional Development Plan
Finding Your Path

Professional Development Planning for Academic Faculty

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Program Director, St. Christopher’s Hospital for Children
Chair, I-PASS Executive Council, I-PASS Institute
Acknowledgments

Theodore C. Sectish, MD
Learning Objectives

• Articulate the importance of personal and professional development planning
• Describe the process of professional development planning
• Identify your network of mentors and professional colleagues
• List strategies for career advancement in academic medicine
Importance of Professional Development Planning

• Forces organization, clarity, and focus
• Allows you to prioritize goals in your busy life
  – Prevents you from getting lost in tasks and duties
• Provides colleagues with better insight and understanding of you and your professional goals

Professional Development Planning Process

• Articulate Mission, Vision, and Values
• Identify personal strengths and challenges
• Set goals, objectives, strategies, and timelines
• Engage mentors to enhance your plan
Reflection and Self-Assessment

- Reflection and self-assessment
  - Courage
  - Time
  - Humility
  - Willingness to confront
    - Weaknesses
    - Fears
    - Blind spots

Mission, Vision, and Values

- Mission → Why you exist
- Vision → Where you want to be
- Values → What is important
Professional Example

• Mission
  – Enhance quality improvement efforts within a pediatrics residency program

• Vision
  – Become an innovative leader of quality improvement in pediatric training programs

• Values
  – Practice evidence-based medicine
  – Focus on patient and family-centered care
  – Standardize practice
  – Enhance inter-professional teamwork
Mission, Vision, and Values Exercise

• Spend the next 5 minutes drafting your Mission, Vision, and Values on the worksheet
• Discuss with a partner
Self-Assessment

• Perform self-assessment
  – Strengths
  – Challenges

• Obtain feedback from others
  – Identify 5-7 colleagues, supervisors and subordinates
  – Ask them for feedback
  – Share your self-assessment
Strengths and Challenges

Domains

• Leadership skills
• Personnel management
• Personal professional development
• Financial management
• Educator development
• Quality improvement skills
• Research skills
• Professional and administrative skills
Self-Assessment

Homework Exercise

• Review the areas in each of the eight domains

• Indicate 2-4 strengths and 2-4 challenges for you to consider and prioritize in your PDP

• Circle 1 strength and 1 challenge as the highest priority in each area
Professional Development Planning

- Set goals
- Specify objectives for each goal
- Devise strategies for each objective
- Identify timelines
PDP Goal

Professional Example

• Create a quality improvement program to expose residents to a variety of projects
PDP Goal

Fellow Example

- Create a simulation-based procedure curriculum for residents in the ICU
Goals versus Objectives

• Goals
  – Big picture
  – Lofty
  – Not measurable

• Objectives
  – Specific
  – Action verbs (list, compare, describe, etc.)
  – Measurable
SMART Objectives and Strategies

- Specific
- Measurable
- Achievable
- Relevant
- Time-based

PDP Objectives

**Professional Example**

- Identify projects for the first year of the program
- Articulate the timeline and milestones for each project
- Describe resource needs for an effective program
PDP Strategies

Professional Example

Objective: Describe resource needs for an effective program

- Identify mentors
- Create a faculty development plan for mentors
- Determine existing patient safety program resources
Professional Development Planning

**PD and APD Exercise**

- Create your PDP
- Have program leaders complete their PDPs
- Arrange a meeting to share PDPs among PDs and APDs
My APDs

Sharon Calaman
- Clinical Area: Critical Care
- Scholarly Interests: Simulation, Educator development
- APPD Leadership Role: Co-Chair of Simulation PEG

Mario Cruz
- Clinical Area: General Pediatrics
- Scholarly Interests: Violence Prevention, Educator development
- APPD Leadership Role: Co-Chair of Mentoring Task Force

Blair Dickinson
- Clinical Area: Hospital Medicine
- Scholarly Interests: Smoking Cessation, Educator development
- APPD Leadership Role: Co-Chair of Chief Resident Forum
Mentors and Professional Colleagues

- Traditional dyadic
- Facilitated peer group
- Relationship to PDP

Definitions

• Mentor
  – A person who gives another person help and advice over a period of time and often also teaches them how to do their job

• Advisor
  – Someone whose job is to give advice

http://dictionary.cambridge.org
Differences: Advising and Mentoring

• Advisors
  – Provide specific instruction, information, or direction such as:
    • Thesis advisor
    • Research advisor
    • Faculty advisor
    • Section chief
  – May be assigned
  – Engage in short term relationships

• Mentors
  – Foster personal and professional growth of the mentee / protégé
  – Introduce the mentee/protégé to the field
  – Facilitate other professional collegial relationships
  – Engage in long term relationships
Identifying the Right Mentors

• Choose based on PDP objectives
• Determine mentors’
  – Availability
  – Expertise
• Discuss expectations
• Use mentors and peers to identify other mentors

Using Mentors to Enhance PDP

• Assist in refinement of PDP
• Work towards objectives that are realistic and achievable
• Ensure alignment with
  – Mission, vision, and values
  – Strengths and challenges
• Provide content expertise and resources
• Create opportunities for collaboration
Additional Considerations for Mentoring Relationships

- Mentees drive the relationship
- Multiple mentors may be needed
- Consider use of peer mentors

Mentors and Professional Colleagues

Homework Exercise

- Create a list of mentors, mentees, and professional colleagues
  - You are at center
  - Inner circle
    - Within your institution
  - Outer circle
    - Outside your institution
  - Include current and potentially helpful mentors and colleagues
Strategies for Career Advancement

• Review and revise your Professional Development Plan annually

• Develop an area of expertise within the program

• Acquire educator skills
  – Harvard Macy
  – Masters of Education (Health care professionals focus)
  – Institute for Healthcare Improvement
Strategies for Career Advancement

• Obtain leadership skills
  – APPD LEAD
  – AAMC
  – ELAM
  – APA Leadership Conference

• Associate with distinguished colleagues in your field
  – Build your reputation

• Participate in professional organizations
  – Seek leadership positions
Summary

• Professional development planning
  – Key to successful professional development

• Mentors and professional colleagues
  – Networking at many levels supports your success

• Strategies for career advancement
  – Become a leader in your professional organizations
Bringing it Home

An Action Plan for Your Program and Your Team
Better Alignment

• Meaningful work predicts job satisfaction
• Engaged workers are more productive
• Engagement
  – Opportunities for growth, autonomy and variety
  – Responsibilities fit talents

Image courtesy of: www.onpurpose.fr
Action Plan Activity

• For APD’s:
  – Think about your roles within the residency program
  – Think about your professional goals, MVV
  – Use provided worksheet to strategize
  – Facilitate planning a meeting with your team
# Next Steps for APD’s

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Timeline: Complete MVV, Self-Assessment, PDP Worksheets</th>
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<tbody>
<tr>
<td>Step 2</td>
<td>Timeline: Schedule a meeting with your mentor (if different than your PD) to review your PDP</td>
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<td>Step 3</td>
<td>Timeline: Craft a job description for your role (if not already done)</td>
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<td>Step 4</td>
<td>Timeline: Schedule a meeting with your PD to review strategic goals of the program, your job description, and your PDP</td>
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<td>Step 5</td>
<td>Timeline: Facilitate a meeting with PD, yourself, other team members to review PDP’s as a group</td>
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<td>Step 6</td>
<td>Timeline: Establish a follow up plan with both mentor and your team at least annually</td>
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Action Plan Activity

• For PD’s
  – Think about your goals for your residency program
  – Think about your team members and the different roles they play within the program
  – What do you know about your team members’ professional goals?
  – How well do they align?
  – Plan a meeting with your team
Next Steps for PD’s

Step 1
Timeline:
• Ask your team members (APD's, FPD's, coordinators) to complete their MVV, Self-Assessment, PDP Worksheets

Step 2
Timeline:
• Ask each team member to review these with their mentor (if other than you)

Step 3
Timeline:
• Schedule a meeting with your team to review PDP's and roles in the program

Step 4
Timeline:
• Ensure all members of your team have job descriptions that match their roles in the program and professional goals

Step 5
Timeline:
• Make a plan for follow up with team members at least annually to review PDP, program roles, and job descriptions
Overall Summary

• Professional Development Planning
  – Is a high priority for APD's
  – Is key to professional growth, networking, career advancement
  – Is an opportunity to align workforce interests with goals of the program
References


