

APPD Professional Development Handout for all Attendees

Session Objectives:

- Articulate the importance of personal and professional development planning including work life satisfaction
- Begin the process of professional development planning
- Discuss career planning with seasoned mentors and professional colleagues

Faculty Facilitators:

- Maria Ramundo, MD, Akron Children's Hospital, mramundo@akronchildrens.org
- Jay Homme, MD, Mayo Clinic, Homme.jason@mayo.edu
- Erin Giudice, MD, University of Maryland School of Medicine, egiudice@peds.umaryland.edu

Chief Resident Facilitator:

- Brian Reilly, MD, Akron Children's Hospital, breilly@akronchildrens.org

Colors associated with each group:

Primary Care		Fellowship	
Hospital Medicine	Ambulatory Medicine	Acute Care PICU, NICU, PEM, Hem/Onc, Cardiology	Non-acute Care

Mentors:

Primary Care			
Hospital Medicine		Ambulatory Medicine	
Erin Giudice, MD Hospitalist University of Maryland School of Medicine egiudice@peds.umaryland.edu	Glenn Rosenbluth, MD Hospitalist University of California – San Francisco (UCSF) Glenn.Rosenbluth@ucsf.edu	Laurie Albertini, MD Ambulatory Care Wake Forest Baptist Health laberti@wakehealth.edu	Jay Homme, MD Ambulatory Care & Hospitalist Mayo Clinic Homme.jason@mayo.edu

Fellowship				
Acute Care PICU, NICU, PEM, Hem/Onc, Cardiology			Non-acute Care	
Maria Ramundo, MD Pediatric Emergency Medicine Akron Children's Hospital mramundo@akronchildrens.org	Cheryl Taurassi, MD PICU Cohen Children's Medical Center - Northwell Health Ctaurassi@northwell.edu	Allison McBride, MD Pediatric Emergency Medicine Wake Forest Baptist Health almcbri@wakehealth.edu	Ross Myers, MD Pulmonologist University Hospitals Rainbow Babies & Children's Hospital Ross.Myers@UHhospitals.org	***

Timeline for the session:

- **1015-1030**
 - Graduating chief residents will sit at designated tables based on their chosen professional career (Primary Care: Hospital Medicine, Primary Care: Ambulatory Medicine, Fellowship: Acute Care, Fellowship: Non-acute Care)
 - They will be joined by mentors from the same professional career
 - Brief introduction of the session and introduction of the mentors (Reilly)
 - PowerPoint presentation (Ramundo)
 - Graduating chief residents will spend ~2 minutes starting to fill out the "APPD Professional Development Worksheet for Graduating Chief Residents"
- **1030-1105**
 - Small group discussion at tables between graduating chief residents and their mentors
 - Led by their mentors, each table will discuss the questions and fears the graduating chief residents have as they enter their first job or fellowship
- **1105-1115**
 - Facilitators announce 10-minute warning
 - Mentors should encourage graduating chief residents to make an action items
- **1115**
 - Session concludes

Table topic discussion suggestions:

1. Introduce yourself (name, role, institution, and your background/expertise in your table topic)
2. Ask the mentees to introduce themselves by name, role, institution, and what they hope to get from the session
3. Open discussion by inviting folks to ask any questions. Alternatively, begin discussion on topic raised by mentee during the introduction
4. Encourage all mentees to participate or provide feedback on each other's questions/ideas
5. Recommend APPD and other resources to support mentee's needs. Take this as an opportunity to direct them to APPD resources. Resources include Taskforces, APD and FPD Executive Committees, LEAD, Regional Chairs, LEARN, etc.
6. Encourage participants to share contact information with each other for long-term (post meeting) peer support.
7. Consider the following suggested questions to stimulate discussion:
 - a. Professional Development Planning
 - i. How can I get promoted based on my medical education related work?
 - ii. How can I make the most of my mentoring experiences?
 - iii. How can I find mentoring outside of my institution?
 - iv. How do I negotiate salary and protected time as I advance in my professional career?
 - b. Educational Scholarship
 - i. What types of medical education projects get published?
 - ii. What resources exist to teach me more about medical educational research?
 - iii. What are the different platforms for publication (journals, peer reviewed websites, etc)?
 - iv. Where can I get funding for medical education research?
 - v. How can I get involved in multi-institutional, regional, or national medical education research efforts?
 - c. Leadership Development
 - i. What leadership skills do you think are most critical for different jobs or career stages?
 - ii. How do you balance decisiveness with inclusivity and giving others space to grow?
 - iii. How do you handle situations where those above you are not demonstrating good leadership skills?
 - iv. What programs or resources do you suggest for developing leadership skills?
 - d. Work/Life Balance & Time Management
 - i. How can I support others while also taking care of myself and family?
 - ii. How do I set boundaries without adversely affecting my career advancement?
 - iii. How do I make decisions about when to say no?
 - iv. How do I say no respectfully?
 - v. If I set limits or decline opportunities, will people stop asking me to be involved?
 - vi. What suggestions do you have for managing email, appointments, keeping up with the literature, etc?

Table topic discussion suggestions (continued):

8. Consider the following suggested questions specific to your discipline to stimulate discussion:

a. Primary Care: Hospital Medicine

- i. What steps should I take now to prepare for a Hospital Medicine position (i.e. job specific skills, billing/coding education)?
- ii. How do I stay current in Hospital Medicine during my career?
- iii. How can I remain active in medical education if I am working as a community hospitalist?
- iv. How did you find your professional niche in your role as a Hospital Medicine physician?
- v. How do I lead evidence-based efforts amongst my colleagues (especially if senior physicians' management of patients is not consistent with national clinical guidelines)?
- vi. How do I respond to requests to take on projects that are not compatible with my professional development goals?
- vii. How do I maintain a fair and reasonable workload as the "new physician"?

b. Primary Care: Ambulatory Medicine

- i. What steps should I take to prepare for my job as a primary care provider (increasing patient volume, billing/coding education)?
- ii. What are the biggest challenges most new graduates face upon entering practice?
- iii. How do I remain active in medical education if I am working in a community-based practice with limited teaching opportunities?
- iv. How do I lead evidence-based efforts amongst my colleagues (especially if senior physicians' management of patients is not consistent with national clinical guidelines)?
- v. How do I maintain a fair and reasonable workload as the "new physician"?
- vi. How do I respond to requests to take on projects that are not compatible with my professional development goals?

c. Fellowship: Acute Care & Non-acute Care

- i. Between now and July 1, what steps should I take to prepare for a fellowship position?
- ii. What are the biggest challenges most fellows face upon entering fellowship?
- iii. Do you have any recommended strategies for preparing for the ABP exam during early fellowship?
- iv. How do I find a successful research mentor and project early on in fellowship?
- v. How do I navigate being paired with a research mentor whose research is not in alignment with my clinical interests?
- vi. How do I balance opportunities to participate in projects that are beneficial to my career but may overwhelm my workload?
- vii. How do I manage when I am overwhelmed by patient acuity and volume?
- viii. How do I manage when dealing with a patient's death/terminal illness or decline in a chronic patient's condition?