

Mentorship: Using Milestones As a Guide for Academic Career Development

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Educational
Enhancement for
Academic Physicians
Course Series



Disclosures

- Dr. Kemmet: None
- Dr. Blake: None
- Dr. Wilson: None

Background



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Background



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How do we grow young faculty

- Good Mentorship
- Clear career trajectory



WHY MENTORSHIP?

- Productivity \neq satisfaction
- Informal mentorship associated with satisfaction
- Formal mentorship associated with productivity
- Most benefit comes from having multiple mentors
- Key: Mentee satisfaction with relationship itself

Lynn, S. *et al.* Academic Medicine. 2014; 89(9); 1267-1275.



A Wise One Once Said...

Apprenticeship vs mentorship

Mentorship

- We “know” medicine
- Academic process is not taught in medical school
- More on our own/autonomy
- Adult learning theory



Why Mentorship?

Associated with academic productivity and promotion

Junior faculty are more dissatisfied without a mentor

Mixed results on job satisfaction

Riley M., et al. Fam Med 2014;46(10):792-796.



Outlining our development Model

Identified need for successful seasoned faculty to mentor new academic clinicians

Established experiences to build academic career foundations (Trajectory)

Developed milestones



- Instructional skills
 - Lecturing
 - Curriculum development
 - Precepting

Roberts, LW. The Academic Medicine Handbook: A Guide to Achievement and Fulfillment for Academic Faculty. Springer, 2013.

- Scholarly activity
 - Finding a research-worthy clinical question
 - Navigating the IRB process
 - Performing literature search
 - Research design
 - Identify presentation/publication opportunities



Roberts, LW. The Academic Medicine Handbook: A Guide to Achievement and Fulfillment for Academic Faculty. Springer, 2013.



- Leadership
 - Local department
 - Graduate medical education
 - Hospital
 - University
 - Community

Roberts, LW. The Academic Medicine Handbook: A Guide to Achievement and Fulfillment for Academic Faculty. Springer, 2013.



Roberts, LW. The Academic Medicine Handbook: A Guide to Achievement and Fulfillment for Academic Faculty. Springer, 2013.

Career Trajectory Planning

- Networking
 - Local contacts
 - Faculty
 - Hospital
 - Parent university
 - Outside institutions
 - National meetings
 - Collaborative efforts



Career Trajectory Planning

- Navigating the promotion process
 - Requirements for academic promotion
 - Timeline



Building academic clinicians

- Established importance of mentorship
- Laid out career trajectory
- Developed rubric and guide for progression



Milestone Development

- Based on six areas of core competence
- Established by ACGME for medical students, then residents
- Translated model for faculty

Development Criteria	Level 1	Level 2	Level 3	Level 4
Goals for Growth	<input type="checkbox"/> Solidify clinical skill sets <input type="checkbox"/> Develop teaching skill sets	<input type="checkbox"/> Establish niche in program <input type="checkbox"/> Develop skill sets in research/other scholarly activities	<input type="checkbox"/> Hone leadership skills	<input type="checkbox"/> Network/Influence <input type="checkbox"/> Clinical medicine <input type="checkbox"/> Academic medicine
Academic Rank	<input type="checkbox"/> Assistant Professor	<input type="checkbox"/> Assistant/early Associate Professor	<input type="checkbox"/> Associate Professor/early Professor	<input type="checkbox"/> Professor
Time Devoted to Academics (years)	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-7	<input type="checkbox"/> 8-15+	<input type="checkbox"/> 16+



Goals for Milestones

- Outline tasks for each core competence based on level of academic progress
- Help identify appropriate roles and goals for points in academic career

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Core Competency: Patient Care

Level 1	Level 2	Level 3	Level 4
<input type="checkbox"/> Recognize situations requiring urgent/emergent medical care <input type="checkbox"/> Apply clinical guidelines in the treatment of patients with chronic conditions <input type="checkbox"/> Use shared decision-making in explaining health promotion and disease prevention recommendations to patients/families <input type="checkbox"/> Link patients with community resources to achieve health promotion goals <input type="checkbox"/> Address psychosocial implications on acute and chronic medical problems	<input type="checkbox"/> Teach learners to coordinate the care of acutely ill patients with consulting services <input type="checkbox"/> Lead clinical care teams in ambulatory and inpatient settings <input type="checkbox"/> Teach learners to manage patients with chronic disease and comorbidities <input type="checkbox"/> Teach learners disease prevention and health promotion <input type="checkbox"/> Write a case report for publication <input type="checkbox"/> Learn new procedural/clinical skill <input type="checkbox"/> Present/lead a workshop at a medical conference	<input type="checkbox"/> Teach learners through role modeling the integration of the clinical practice with community data to improve population health <input type="checkbox"/> Expand medical acumen into new arenas filling voids in learners knowledge <input type="checkbox"/> Expand skills and teach others <input type="checkbox"/> Present podium presentation/workshop in national/ international venue	<input type="checkbox"/> Lead patient care teams into rural, mission field, inner city arenas to improve care for patients lacking access <input type="checkbox"/> Present a keynote podium presentation or workshop in national or international venue



Medical Knowledge

Level 1	Level 2	Level 3	Level 4
<input type="checkbox"/> Achieve ABFM board certification	<input type="checkbox"/> Maintain ABFM certification <input type="checkbox"/> Write a review article for publication or a book chapter <input type="checkbox"/> Demonstrate ability to effectively convey medical knowledge to learners <input type="checkbox"/> Present a poster at a conference <input type="checkbox"/> Present a topic at a conference	<input type="checkbox"/> Develop local practice guidelines <input type="checkbox"/> Serve as a reviewer for medical journals <input type="checkbox"/> Serve on national educational committee	<input type="checkbox"/> Author a medical book <input type="checkbox"/> Serve as editor of textbook <input type="checkbox"/> Participate in national guideline setting panels <input type="checkbox"/> Be invited to comment in national press on areas of expertise <input type="checkbox"/> Lead a national medical organization <input type="checkbox"/> Direct national meetings or conferences



Systems-based Practice

Level 1	Level 2	Level 3	Level 4
<input type="checkbox"/> Analyze personal and systemic causes of medical errors common to family medicine <input type="checkbox"/> Strive to increase efficiency and effectiveness in patient care being conscious of resource use and cost in your practice <input type="checkbox"/> Use team-based care to provide accountable and coordinated care to meet patient needs <input type="checkbox"/> Be familiar with billing and health insurance system and effect on patients <input type="checkbox"/> Participate in a roots cause analysis	<input type="checkbox"/> Lead ambulatory and inpatient teams in using resources efficiently and cost conscientiously in complex cases <input type="checkbox"/> Serve on a hospital committee <input type="checkbox"/> Serve on an academic committee at own facility <input type="checkbox"/> Lead a QI project in your program <input type="checkbox"/> Know ACGME and/or LCMC standards for academic programs <input type="checkbox"/> Lead a roots cause analysis	<input type="checkbox"/> Serve as a director of a division (PreDoc, Residency, Research, Clinical) within department <input type="checkbox"/> Serve as officer or delegate to local or state professional organization <input type="checkbox"/> Serve as chairman of committee within educational system or medical center <input type="checkbox"/> Serve as a member of clinical/ multidisciplinary national committees academically or clinically	<input type="checkbox"/> Serve as delegate, officer, or chairman of a national or international organization <input type="checkbox"/> Serve as consultant to international committees <input type="checkbox"/> Serve as program/project director, department head



Professionalism

Level 1	Level 2	Level 3	Level 4
<input type="checkbox"/> Fulfill the professional obligations/responsibilities of a family physician <input type="checkbox"/> Model professional personal behavior exhibiting self-awareness, self-management, social awareness and relationship management <input type="checkbox"/> Demonstrate value for a patient's beliefs, mores, and cultural practices in patient care plans <input type="checkbox"/> Recognize problems and seek to find solutions	<input type="checkbox"/> Develop a shared appreciation of learner and works in partnership to meet their personal and professional goals <input type="checkbox"/> Demonstrate ability to work effectively with faculty in meeting department/residency/ institutional goals <input type="checkbox"/> Serve as a mentor for learners	<input type="checkbox"/> Demonstrate a high-level of ethics and understanding in work with the media, representatives of regulatory bodies, and the government <input type="checkbox"/> Demonstrate a high-level of ethics and understanding in professional/personal relationships with colleagues <input type="checkbox"/> Serve as mentor for faculty	<input type="checkbox"/> Exemplify and role models leadership, scholarship, and professionalism in all aspects of interaction <input type="checkbox"/> Receive recognition for outstanding service and dedication in field of practice in state, national or international arena



Practice-based Learning and Improvement

Level 1	Level 2	Level 3	Level 4
<input type="checkbox"/> Demonstrate critical appraisal of research using set criteria <input type="checkbox"/> Analyze personal development as a physician and uses a learning plan to advance skills <input type="checkbox"/> Initiate quality improvement project in clinical endeavor	<input type="checkbox"/> Design, perform, and analyze a case-control study <input type="checkbox"/> Design/lead a journal club on critical appraisal of medical literature <input type="checkbox"/> Manage quality improvement for a clinical entity <input type="checkbox"/> Supervise/direct quality improvement initiatives for learners	<input type="checkbox"/> Design, perform, and analyze prospective studies (double-blind, controlled) <input type="checkbox"/> Create protocols for continuous review of practice procedures and outcomes in department or medical community <input type="checkbox"/> Strive through clinical systemic activities to improve the patient experience of care, improve the health of populations, and reduce the cost of health care <input type="checkbox"/> Submit proposals for funding a project <input type="checkbox"/> Construct a faculty development curriculum/seminar	<input type="checkbox"/> Design, perform, and analyze meta-analyses on medical topics <input type="checkbox"/> Maintain R01-like grant funding <input type="checkbox"/> Manage quality improvement for multiple clinical entities in an organization



Communication

Level 1	Level 2	Level 3	Level 4
<input type="checkbox"/> Demonstrate respect for a patient's autonomy in their health decisions <input type="checkbox"/> Deliver difficult information regarding personal health issues empathetically and effectively <input type="checkbox"/> Use Electronic Health Record in communicating with health care team <input type="checkbox"/> Demonstrate effective and ethical use of communication systems <input type="checkbox"/> Deliver information to fellow members of the academic community empathetically and effectively	<input type="checkbox"/> Build effectively rapport with learners in a clinical environment <input type="checkbox"/> Present didactic information in small group and lecture formats demonstrating recognition of learning style of students/residents/ clinicians <input type="checkbox"/> Demonstrate ability to lead a team in ambulatory or inpatient settings that fosters trust, respect, and understanding	<input type="checkbox"/> Work well with difficult learners and develop remediation plans which may accomplish learner and institutional goals <input type="checkbox"/> Recognize and utilize the principles of conflict management in difficult situations	<input type="checkbox"/> Demonstrate leadership in cultural proficiency, understanding of health disparities, and social determinants of health in national/international situations <input type="checkbox"/> Demonstrate success in managing change at the department/ institutional level <input type="checkbox"/> Excel in conflict management and in de-escalating difficult situations



Questions?

Let's Try It!

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Take what
you've learned:

2

Blank milestone
sheet with core
competencies

3

Discuss with
group



Suggestions
and
feedback

Questions?

Please share
with us
your
milestones!

Submitted
for
publication

**Bring it
back
together**



