




Advising Fellows who are interested in Academic Medicine




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Conflicts of Interest/Disclosures:


None

Is Academic Anesthesia Healthy?




Evers & Miller

Temple of Apollo at Delphi



The Oracle of Delphi



If you do not find within yourself that which you seek, neither will you find it outside.

Know thyself and you will know the universe

Fellows Must First Define Their Primary Area of Interest

What do you want your contribution to the institution's academic mission to be?

- Research
 - Basic science
 - Clinical science
 - Outcomes
- Education
- Clinical Care
- Leadership?

You must give talks and publish to succeed!

Some of the Requirements for Success (not rank ordered)

- Further education/experience
- Mentorship
- Departmental support
 - Non-clinical time (post-call only probably not adequate)
 - Adequate base salary (to avoid excessive moonlighting)
 - Administrative support (decrease administrative burden)
 - Research support (staff)
- Non-departmental support
 - Home institution
 - Gov't, foundation, etc.
- Time frame of departmental commitment?
- Expectations for new faculty?

Responsibilities of New Faculty

- Define professional goals and career path
Clinician researcher
Clinician education expert
Clinician teacher
- Develop a written plan to meet career goals
(ideally occurs with a mentor and department chair/their delegate)
- Be accountable for resources provided (non-clinical time, etc)
- Meet career goals within pre-defined time frame
- Meet general expectations of the department, hospital & institution
- Communicate developing resource and support gaps.

Data on Mentoring?

Mentoring in Academic Medicine: A Systematic Review

Background: Mentoring is a primary mechanism for professional growth and development, as well as a primary method for challenging to address career development issues and the development of leadership skills. There is limited data on the impact of mentoring on these outcomes.

Objective: To systematically review the evidence about the prevalence of mentoring and its relationship to career development.

Data Sources: MEDLINE, Current Contents, Evidence Database of Synthesis of Evidence, Cochrane Database of Systematic Reviews, HealthSTAR, and the Cochrane Database of Systematic Reviews.

Study Selection and Data Extraction: An identified 10 studies including 10,000 individuals were included in the review. The studies were selected based on the prevalence of mentoring and the relationship of mentoring to career development.

Data Synthesis: The literature search identified 10 studies. Seven of studies were included in the review. The studies were selected based on the prevalence of mentoring and the relationship of mentoring to career development. The studies were selected based on the prevalence of mentoring and the relationship of mentoring to career development.

Conclusions: Mentoring is a primary mechanism for professional growth and development, as well as a primary method for challenging to address career development issues and the development of leadership skills. There is limited data on the impact of mentoring on these outcomes.

JAMA 2006

Career Choice in Academic Medicine

Background: Career choice in academic medicine is a complex process that involves many factors, including personal interests, institutional needs, and the availability of resources. This review examines the factors that influence career choice in academic medicine.

Objective: To review the literature on career choice in academic medicine and to identify the factors that influence career choice.

Data Sources: MEDLINE, Current Contents, Evidence Database of Synthesis of Evidence, Cochrane Database of Systematic Reviews, HealthSTAR, and the Cochrane Database of Systematic Reviews.

Study Selection and Data Extraction: An identified 10 studies including 10,000 individuals were included in the review. The studies were selected based on the prevalence of career choice and the relationship of career choice to professional development.

Data Synthesis: The literature search identified 10 studies. Seven of studies were included in the review. The studies were selected based on the prevalence of career choice and the relationship of career choice to professional development.

Conclusions: Career choice in academic medicine is a complex process that involves many factors, including personal interests, institutional needs, and the availability of resources. This review examines the factors that influence career choice in academic medicine.

J Gen Int Med 2006

Some Traits of a Good Mentor

- Accessibility: an open door and an approachable attitude
- Empathy: personal insight into what the trainee is experiencing
- Open-mindedness: respect for each trainee's individuality and for working styles and career goals different from that of the mentor
- Patience: awareness that people make mistakes and that individuals progress at different rates
- Honesty: ability to communicate the hard truths about a trainee's chosen career path, work, progress
- Savvy: attention to the pragmatic, programmatic, and political aspects of career development

Advise fellows to be wary of mentors who exhibit the following characteristics:

- The avoider or the overcommitted: someone who is not available/accessible
- The criticizer: someone who criticizes freely but rarely makes positive comments
- The pushover: someone who compliments freely but rarely provides constructive criticism

When Looking for a Position

Advise trainees to:

First, articulate what they will contribute to the department then, secondly, discuss their needs for success.

Speak with current and past faculty prior to taking a position.

Don't be afraid to negotiate.

Careful attention to contracts is important; after-the-fact 'clarifying' emails can be very valuable.

Beware of "Privileged Practice."

Thank you