SMART learning goals for a Happy Professional Journey

Peds ENDO 365 Career Development workshop-Part 1
11-12-2021
PedsENDO365 subcommittee of Education Council
Pediatric Endocrine Society
(Anshu Gupta, Amy Levenson, Patricia Vuguin, Sara Divall, Seema Kumar)
Educational Objectives

By end of this activity, participants will have

- Conducted an inventory of their Values, Interests and Skills and available career paths.
- Assessed whether their interests and skills align with their values.
- Drafted a short term (1-year) and a long-term (5-year) career goal.
- Created I-SMART (Important, Specific, Measurable, Accountable, Realistic, Time-limited) learning goals aligned with their career goals
Introduction: Know the session facilitators

Amy Levenson, MD, University of North Carolina School of Medicine, Chapel Hill, NC

Sara Divall, MD, University of Washington, Seattle, WA

Anshu Gupta, MD, MS, Children’s Hospital of Richmond, Virginia Commonwealth University, Richmond, VA

Patricia Vuguin, MD, Columbia University Medical Center, New York, NY

Seema Kumar, MD, Mayo Clinic College of Medicine, Rochester, MN

(All facilitators are in leadership roles at their institutions)
Career paths after Pediatric Endocrinology fellowship (current interest, potential interest)

- Faculty-bench research: 1
- Faculty-clinical research: 2
- Faculty-clinical educator: 14
- Faculty-academic clinical practice: 21
- Private practice/HMO: 0
- Public health/non-profit: 1
- Industry research/FDA/industry: 2

N=41, As of 11-10-21
Link to inventory for Skills, Interests and Values

https://forms.office.com/Pages/ResponsePage.aspx?id=4EPAu3WMOEae1Lbl36nk64-qJJyEKpRPv5vAZq0s2iNURDVODdNNUFIVURTQ0cxWFc0S0JYNlgwSC4u
Skills and Interests inventory

Clinical skills (8-11)

- Efficiency/speed in clinic
- Case management, effective coordination of healthcare team for individual patients.
- Consultant to other teams

Teaching skills (12-16)

- Teaching (small group/advising)
- Teaching (one-on-one)
- Curricula development
- Oral presentation skills for teaching

Clinical Activities and Tasks (86-88)

- Patient care – developing and carrying out care management plans
- Counseling patients and families
- Diagnosing/treating challenging clinical problems

Education Activities and Tasks (89-93)

- Teaching in a classroom setting
- Teaching in a clinical setting
- Mentoring (students, fellows; training others in lab or clinic, etc.)
- Developing curricula
- Teaching others how to be better teachers/educators
Skills and Interests inventory

**Research skills (17-26)**
- Creativity in developing novel research questions and ideas
- Ability to review the relevant literature
- Research design – experiments or studies or program evaluations
- Problem solving/troubleshooting during the research process
- Statistical analysis
- Interpretation of results and application to real-world
- Oral presentation skills for research
- Grant writing skills
- Manuscript writing skills

**Creative/Scholarly Activities and Tasks (94-97)**
- Reading papers in my field or other fields
- Thinking about my research
- Developing new research projects/directions
- Discussing research and science with others

**Research and Research Management Activities and Tasks (98-102)**
- Designing experiments or protocols
- Performing experiments, executing protocols, analyzing results
- Writing papers
- Securing research funding (example: writing grants, etc.)
- Creating and delivering presentations of my research
**Skills and Interests inventory**

**Leading and motivating others (30-35)**
Leading and motivating others (e.g. supervising)
Overall understanding of budgeting
Organizational skills for managing projects and time
Organizational skills for individual projects
Leading diverse groups
Decision making
Delegating responsibility

**Interpersonal skills (36-42)**
Getting along with others
Communicating clearly in writing
Communicating clearly in conversation
Awareness of your personal communication style and that of others
Networking/meeting new colleagues
Flexibility/multitasking
Interest in self-improvement, ability to give and receive effective and constructive criticism

**Leadership, Management and Service Activities and Tasks (103-106)**
___Administrative tasks (budgeting, organizing systems in the workplace)
___Networking within my professional group or environment
___Supervising others (delegating, hiring/staffing)
___Leading others (setting mission, communicating mission, coaching members of my group)
___Serving on committees; improving the organization through service
Values to be considered (43-85)

- Help society
- Help others
- People contact
- Teamwork
- Affiliation
- Friendships
- Competition
- Make decisions
- Work under pressure
- Power and authority
- Influence people
- Work alone
- Knowledge
- Intellectual or expert status
- Creativity
- Aesthetics
- Supervision
- Stability
- Change and variety
- Precision work
- Security
- Fast pace
- Recognition
- Excitement
- Adventure
- High earnings anticipated
- Profit-gain
- Independence
- Moral fulfillment
- Location
- Community involvement
- Physical challenge
- Time freedom
- Status
- Advancement
- Challenging problems
- Creative expression
- Job tranquility
- Work/life balance
- Family friendly
- Work on the frontiers of knowledge
- Exercise competence
- Sense of community
Each module 20 minutes approx.

Module 1: Determine alignment of values/interests and skills (breakout room/general discussion)

Module 2: Create/describe a learning goal related to clinical/research/educator interests and skills. (breakout room)

Module 3: Create/describe a learning goal related to Mentoring/interpersonal skills, leadership and management skills and interests. (breakout room)
Module 1: Determine alignment of values/interests and skills
Module 1: Case 1 - Determine alignment of values/interests and skills

Case 1: When Betty completed her values assessment, she identified that it is important for her to be able to direct or control the work of others (“the power/authority” value). Also, when she completed interests assessment, “leading/supervising others” was listed as one of the tasks she would like to do more of in the future. Betty’s self-identified “getting along with others” as an area where she needed much improvement in her skills assessment.
Skills and Interests inventory

**Leadership, Management and Service Activities and Tasks (103-106)**

- Administrative tasks (budgeting, organizing systems in the workplace)
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**Mentoring skills (27-29)**
- Identifying mentors and utilizing them effectively
- Identifying opportunities to mentor other trainees and provide effective guidance

**Leading and motivating others (30-35)**
- Leading and motivating others (e.g. supervising)
- Overall understanding of budgeting
- Organizational skills for managing projects and time
- Organizational skills for individual projects
- Leading diverse groups
- Decision making
- Delegating responsibility

**Interpersonal skills (36-42)**

**Getting along with others**
- Communicating clearly in writing
- Communicating clearly in conversation
- Awareness of your personal communication style and that of others
- Networking/meeting new colleagues
- Flexibility/multitasking
- Interest in self-improvement, ability to give and receive effective and constructive criticism
Case 2: George describes ‘family friendly’ as his most important value, allowing him to balance his future work with his obligations to family/friends. But he also observes that all of his top-rated skills (“designing experiments”, “creating new research ideas”, “grant writing”, “leading others”) are consistent with the skills required for success in a research-priority position, a job known to require sacrifice of personal time during the early years.
Career goals and learning goals

- **Career goal** is a career path or category you CURRENTLY see yourself pursuing based on
  - what will be most satisfying (tasks and contributions INTEREST you),
  - allows you to make the best use of your SKILLS in a position
  - that is consistent with your most important VALUES.

- **Learning goals** are the steps you take, ideally with the guidance of a mentoring team, to progress towards your career goals
- Eg, If you want to be a clinician-educator, your learning goal may be to increase your content knowledge in your specific field as well as teaching/scholarship skills.
Learning goals and learning plan

- Learning goals may be related to
  - A technical skill specific to the career you are interested in.
    - Eg writing a manuscript (academic/research), clinical decision making (clinical)
  - A non-technical skill that is relevant to success irrespective of the career path one chooses
    - Eg time management, working with others

- Learning plan
  - A collective self-assessment
  - A learning contract containing multiple learning goals
  - A self-reflection (initially by the learner)
  - Guided by a mentor/coach (focus on learner’s need)
  - ACGME requirement
What is an individualized learning plan?

- An ongoing cycle
  - Self-assessment of areas of strengths and weaknesses
    - Personal attributes/values/interests
    - Clinical/research/educator/QI competencies
  - Define goals (reflect on short and long-term goals)
  - Define learning objectives and strategies to accomplish them
    - Develop plans/strategies to achieve the goals
  - Revise goals based on achievement/evolution of career goals
    - Assess the progress on goals
I-Important: Reflect on career goals. Self-assess areas of weakness and areas of strength needed to build on to achieve career goals. Match goals to self-assessed (and externally assessed) areas of weakness, interests, and career goals. Include different types of goals (eg, wellness goal, rotation-specific goal, career-oriented goal)

S-Specific: Clearly define terms of goal statement (eg, what does it mean to improve or learn something?). Break down larger goals into smaller steps.

M-Measurable: Use measurable metrics to define goal success/progress (eg, number of intubations, improvement on patient evaluations)

A-accountable: Build in internal accountability for goal completion (checklists, tracking system, intermittent electronic reminders). Build in external accountability for goal completion (scheduled goal follow-up with advisor/program director with report-out of goal progress and barriers, share goals with faculty/staff/peers/learners with opportunity for feedback on goal progress).

R-Realistic: Match goals to available opportunities (eg, intubations on upcoming anesthesia rotation). Design individualized rotations to meet learning goals or choose electives that would allow completion of learning goal.

T-time-limited: Include steps to achieve goal, resources needed for goal completion, and timeline to goal completion.
Module 2: Create a learning goal related to clinical/research/educator interests and skills.
Module 2: Revise a learning goal related to clinical/research/educator interests and skills to make it I-SMART.

<table>
<thead>
<tr>
<th>Learning Goal (better understand, learn, become more proficient)</th>
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<th>Learning Strategy (specific, measurable, accountability, realistic)</th>
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Module 2: Case 1 - Create a learning goal related to clinical/research/educator interests and skills to make it I-SMART.

Sam is a first year pediatric endocrinology fellow broadly interested in the field of diabetes and/or transgender medicine as a clinician/researcher. The team has a robust clinical and research program for diabetes. There are strong collaborations with adult endocrinology for both diabetes and transgender medicine. The fellow has struggled with time management and has novice research skills.

Below are Sam’s self described goals and actions Sam would want to pursue to accomplish those.
Module 2: Case 1-Create a learning goal related to clinical/research/educator interests and skills to make it I-SMART.

Sam is a first year pediatric endocrinology fellow broadly interested in the field of diabetes and/or transgender medicine as a clinician/researcher. The team has a robust clinical and research program for diabetes. There are strong collaborations with adult endocrinology for both diabetes and transgender medicine. The fellow has struggled with time management and has novice research skills.
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<td>To develop expertise in my preferred niches of endocrinology to build towards a reputation of excellence in holistic diabetes and transgender management, including the ability to investigate basic science and clinical questions pertaining to these subjects to promote refined management from the pediatric endocrinology community as a whole.</td>
<td>Continue to read all available material in my niches to establish the frontiers of knowledge. Maintain communication with colleagues to exploit opportunities to develop future studies, including as organic followups to previously conducted research</td>
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| To increase proficiency in diabetes management | Plan management of children with diabetes with and without comorbidities independently. | Read ADA standards of care  
Assess 10-15 children with diabetes in next _ weeks  
Have a preceptor provide feedback on my management mid way and at the end. | 1-3 months |
| To learn how to critically evaluate a diabetes clinical trial | Describe basic trial designs | Analyze 5 clinical trials related to diabetes in children and present in journal club. | 1-3 months |
Module 3: Create a learning goal related to Mentoring/interpersonal skills, leadership and management skills and interests.
Module 3

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<td>To become more proficient with time spent in clinical documentation</td>
<td>Identify ways to make a clinical note for EMR time-efficient and concise.</td>
<td>Talk to a senior fellow to learn their strategies. Ask an attending for feedback on most recent notes thoroughness and timeliness. Use a timetracker for amount of time it takes.</td>
<td>1-2 weeks</td>
</tr>
<tr>
<td>To Become more proficient with time spent in searching literature</td>
<td>Define methods available in the library to help with literature searches</td>
<td>Schedule a meeting with librarian and ask for assistance for literature search for next journal club.</td>
<td>1-3 months</td>
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References

ACGME Program Requirements for Graduate Medical Education in Pediatrics, effective July 1, 2007 [http://www.acgme.org/acWebsite/downloads/RRC_progReq/320_pediatrics_07012007.pdf]

American Board of Medical Specialties’ Maintenance of Certification [http://www.abms.org/Maintenance_of_Certification/MOC_competencies.aspx]

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