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

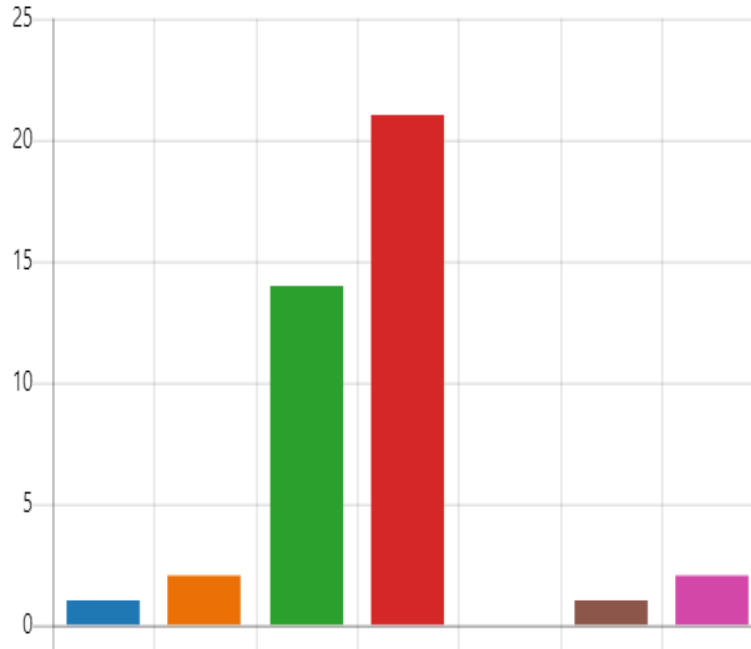Seema Kumar, MD, Mayo Clinic College of Medicine, Rochester, MN

(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 pract...	21	
🟣 Private practice/HMO	0	7
🟤 Public health/non-profit	1	
🩷 Industry research/FDA/industr...	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-qJJyEKpRPv5vAZq0s2iNURDVOVDdNNUFIVURTQ0cxWFc0S0JYNlgwSC4u

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

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

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

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.

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Module 1: Case 2- Determine alignment of values/interests and skills

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.
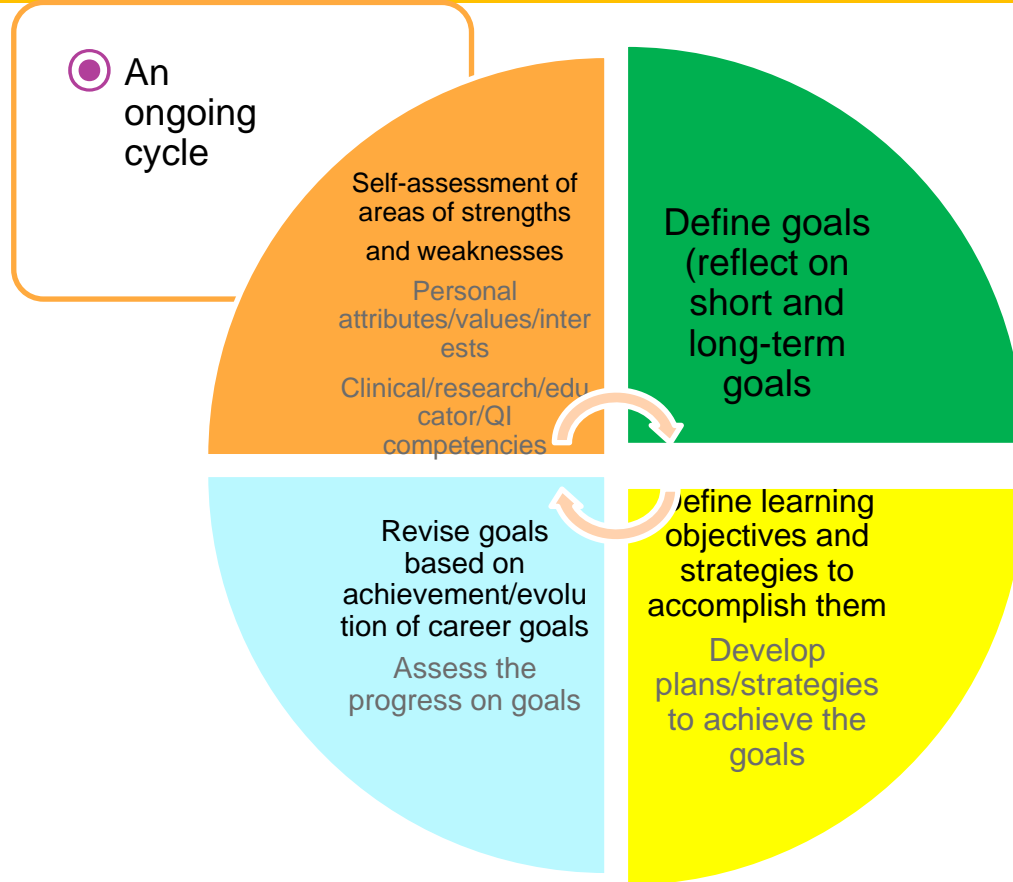
Career goals and learning goals

- **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

o Learning goals may be related to

- A technical skill specific to the career you are interested in.

  o 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

  o Eg time management, working with others

o 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

Revise goals based on achievement/evolution of career goals
Assess the progress on goals

Define learning objectives and strategies to accomplish them
Develop plans/strategies to achieve the goals

I-SMART 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.

Learning Goal (better understand, learn, become more proficient)	Learning Objective (start with action-verbs)	Learning Strategy (specific, measurable, accountability, realistic)	Timeline

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.

Learning Goal (better understand, learn, become more proficient)	Learning Objective (start with action-verbs)	Learning Strategy (specific, measurable, accountability, realistic)	Timeline
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.	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		

Learning Goal (better understand, learn, become more proficient)	Learning Objective (start with action-verbs)	Learning Strategy (specific, measurable, accountability, realistic)	Timeline
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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Module 3: Create a learning goal related to mentoring/interpersonal skills, leadership and management skills and interests.

Learning Goal (better understand, learn, become more proficient)	Learning Objective (start with action-verbs)	Learning Strategy (specific, measurable, accountability, realistic)	Timeline
To become more proficient with time spent in clinical documentation and searching literature			

Module 3: Create a learning goal related to mentoring/interpersonal skills, leadership and management skills and interests.

Learning Goal (better understand, learn, become more proficient)	Learning Objective (start with action-verbs)	Learning Strategy (specific, measurable, accountability, realistic)	Timeline
To become more proficient with time spent in clinical documentation	Identify ways to make a clinical note for EMR time-efficient and concise .	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.	1-2 weeks
To Become more proficient with time spent in searching literature	Define methods available in the library to help with literature searches	Schedule a meeting with librarian and ask for assistance for literature search for next journal club.	1-3 months

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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Acknowledgements

PES board leadership

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