The Impact of an Academic Careers Symposium on Resident Career Choices: A Five Year Experience

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I have/had an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

- Abbott Nutrition Speaker Bureau

J’ai (ou j’ai eu) une affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
“I HAVE CHOSEN MY SPECIALTY, BUT WHAT ABOUT MY FINAL CAREER PATH/SCHOLARLY ROLE?”
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PEDIATRIC CAREER OPTIONS

Primary Care
- Academic
- Non-Academic Community-Based

Subspecialty Career
- Academic
- Non-Academic Community-Based
ACADEMIC CAREER OPTIONS

• Clinical primary care
• Clinical subspecialty care
• Basic science research
• Clinical research
• Education
• International medicine
• Others?
• Combination(s) of these
BACKGROUND: ACADEMIC CAREERS SYMPOSIUM

- Most residents feel career planning should be structured into the first year of curriculum.¹
- Training programs rarely have centralized resources or curricula to address career options beyond residency.¹
- As a result, little is known regarding the impact of formal career development when incorporated into residency training.

OBJECTIVE: ACADEMIC CAREERS SYMPOSIUM

• To assess the effect of an academic careers symposium on resident interest in careers in academic pediatrics versus non-academic community based pediatrics.
Over a five year period, participants included:

- 117 pediatric and combined internal medicine/pediatric house officers in the fall of their first year of training.

- Faculty included physicians in:
  - General Pediatrics
  - Emergency Medicine
  - Gastroenterology
  - Infectious diseases
  - Cardiology
  - Pediatric intensive care
  - Neonatal intensive care
  - Hospitalist
  - International medicine
Half-day format

Session 1: Academia: Is it right for you?

Session 2: Fellowships

Session 3: Academic/subspecialty/educator career options
SESSION 1:
ACADEMIA: IS IT RIGHT FOR YOU?

• What is an academic career?
• What is the role of an academician?
• How does an academic career differ from a non-academic career?
• Lifestyle considerations?
• Financial considerations?
• What does an academic career offer that a non-academic career may not? (e.g. teaching, mentoring, research, travel, colleague interaction, presentations, opportunities to define policy, etc.)
SESSION 2: FELLOWSHIPS

• How is a fellowship pursued?
• How does a fellowship prepare the physician for a subspecialty career?
• How are masters programs incorporated into training/research?
• What does a fellowship director look for in an applicant?
• What is the application timeline?
SESSION 3: ACADEMIC/SUBSPECIALTY/EDUCATOR OPTIONS

What it means to focus a career in:

- Clinical investigation
- Basic science research
- Health services, epidemiology and outcomes research
- Procedural/clinical
- Education/teaching
- Global medicine
Questionnaires (Likert scale format)

- Pre-symposium
- Post-symposium

Positive answer defined as “Strongly Agree” and “Agree”.
METHODS: ACADEMIC CAREERS SYMPOSIUM

• Pre-symposium Questionnaire
  • Three items around baseline career decisions and knowledge of the fellowship research process.

• Post-symposium Questionnaire
  • Same three items
  • Additional items to assess the impact of the symposium
RESULTS: ACADEMIC CAREERS SYMPOSIUM

• The number of residents expressing interest in an academic career increased from 49% to 63% (p=0.012).

• The level of knowledge regarding timelines for career paths increased by 65% (20%→85%) (p<0.001).

• There was an 82% increase in knowledge regarding fellowship research options (9%→91%) (p<0.001).

• Ninety-seven percent of residents felt the symposium should continue as an annual curricula education tool.
RESULTS: ACADEMIC CAREERS SYMPOSIUM

What about upon graduation?

- Sixty-one percent chose a career in academic pediatrics.
- Compares with 57% of these same residents reporting an interest in an academic career post-symposium \( (p=0.728) \).
- Thus, intern responses post-symposium remained consistent upon graduation.
CONCLUSION/IMPLICATION: ACADEMIC CAREERS SYMPOSIUM

• As a result, an increased interest in academic careers can be achieved.

• Formal career development can impact resident fund of knowledge with respect to career options and timelines.

• This newly reported interest in subspecialty training was sustained and predicted career choice upon graduation.
CONCLUSION/IMPLICATION: ACADEMIC CAREERS SYMPOSIUM

• This type of curriculum can lead the resident learner to having the greatest impact as a facilitator in the education of others by choosing their best scholarly role (CanMEDS framework).

• The curriculum can be easily adapted into other residency programs.
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