

**Course Summary**

Academic physicians who function as clinician educators face career challenges unique to their career path. This course will provide the future clinician educator information about these challenges so that the physician is better prepared when starting his or her career. In addition, the course will provide specific skills to enhance the clinician educator's ability to set goals, demonstrate their suitability for promotion, manage time effectively, and function in leadership roles.

**Teaching objectives**

**Table of Objective**

<b>Topic</b>	<b>Students will be able to</b>
Career path and promotion	describe the promotion process for clinician educators and list the criteria by which promotions committees evaluate candidates for promotion
Goal Setting	set realistic career goals with a timeline for achieving goals
Demonstrating Excellence	list useful tactics to ensure the clinician educator's work is valued by more senior physicians, division chiefs, department chairs, and promotions committees. This includes the skill to write a teaching portfolio and curriculum vitae.
Leadership Skills	list common characteristics of effective leaders, run an effective meeting, function as an effective mentor, and manage conflict
Time Management	manage time at work effectively and balance career and personal life
Negotiating a Job	effectively negotiate a job description and salary from the perspective of an employee and employer.
Organizational Skill	Develop skills to organize their paper and electronic information so that it is immediately accessible

**Course mechanics:** 1 credit; two hour sessions conducted twice weekly for 8 weeks. The course should be taken optimally at a point in the student's career when they are beginning to apply for faculty positions but existing faculty can benefit from most sessions.

**Course type:** Seminar

**Grading:** - per University of Pittsburgh policy

**Location:** Parkvale Building

**Prerequisites:** Current career tract or planned career tract as a clinician educator within an academic medical center

**Cross-listing information:** None known

## Class sessions

<b>SESSION NUMBER</b>	<b>TOPIC</b>	<b>SESSION LEADER</b>	<b>HOMEWORK FOR SUBSEQUENT SESSION</b>
1	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Career Paths</li> <li>• Barriers and Challenges</li> </ul>	Macpherson	Read promotion guidelines for University of Pittsburgh, Harvard, and one other institution
2	<ul style="list-style-type: none"> <li>• Promotion criteria and promotion process.</li> <li>• Review of results of national surveys of department chairs and promotions committees and review of University of Pittsburgh School of Medicine Criteria.</li> <li>• Definitions of scholarship.</li> </ul>	Macpherson and Steven Kantor, Vice Dean University of Pittsburgh School of Medicine or Dean's office representative.	Judge merit for promotion for 3-4 hypothetical faculty on the basis of their curriculum vitae.
3	<ul style="list-style-type: none"> <li>• Review of homework assignment and group decisions about promotion for sample candidates.</li> <li>• Teaching portfolios</li> <li>• Curriculum vitae.</li> </ul>	Macpherson	Draft future curriculum vitae as the student would want it to be in 5 years.
4	<ul style="list-style-type: none"> <li>• Goal setting.</li> </ul>	Joan Lakoski, Phd, Associate Vice Chancellor for Academic Career Development	Describe 10 good and bad characteristics of leaders the student has encountered in the past.
5	<ul style="list-style-type: none"> <li>• Leadership skills.</li> <li>• How to run an effective meeting</li> </ul>	Macpherson	None
6	<ul style="list-style-type: none"> <li>• Identifying and working effectively with a mentor.</li> <li>• Functioning as a mentor.</li> <li>• Tactics to demonstrate excellence.</li> </ul>	Joan Lakoski, Phd	Self reflect in writing on how student manages time.
7	<ul style="list-style-type: none"> <li>• Time management.</li> <li>• How to balance career and family. How to say no.</li> <li>• Burn out.</li> </ul>	Macpherson	Self reflect how student organizes paper and electronic records
8	<ul style="list-style-type: none"> <li>• Negotiating a job from writing a introductory letter through signing a contract. Organizational skills to enhance achievement of career goals.</li> <li>• Email</li> <li>• Course wrap up and feedback.</li> </ul>	Macpherson and Adam Gordon, MD	None

### **Session 1    *Clinician Educators-History and Challenges***

1. Levinson W, Branch W, Kroenke K. Clinician-educators in academic medical centers: a two-part challenge. *Ann Int Med* 1998; 129: 59-64.
2. Levinson W, Rubenstein A. Mission Critical-integrating clinician-educators into academic medical centers. *N Eng J Med* 1999; 341: 840-843
3. Fleming VM, Schindler M, Martin CJ, DaRosa DA. Separate and Equitable Promotion Tracts for Clinician Educators. *JAMA* 2005; 294: 1101-1104

### **Session 2    *Curriculum vitae and Teaching Portfolios***

1. Goe LC, Herrera AM, Mower WR. Misrepresentation of research citations among medical school faculty applicants. *Academic Medicine* 1998; 1183-1186
2. Mallon WT, Jones RF. How do medical schools use measurement systems to track faculty activity and productivity in teaching. *Academic Medicine*. 2002; 77: 115-123.
3. Lindermann JC, Beecher AC, Morzinski JA, Simpson DE. Translating family medicine's educational expertise into academic success. *Family Medicine* 1995; 27: 306-9.
4. Simpson DE, Beecher C, Lindemann JC, Morzinski JA. The educator's portfolio. *Medical College of Wisconsin*. 1992.
5. Pitts J, Coles C, Thomas P. Educational portfolios in the assessment of general practice trainers: reliability of assessors. *Medical Education* 1999; 33: 515-520.
6. Roth LM. Teaching portfolios; reflecting upon and improving teaching. *J Cancer Educ*. 1998; 13: 194-196

### **Session 3    *Academic Promotion***

1. University of Pittsburgh School of Medicine Guidelines for Faculty Appointment and Promotion-Associate Professor and Professor without Tenure  
<http://www.medfaculty.pitt.edu/documents/SOMGuidelines-08.pdf>
2. University of Kentucky Faculty Appointments: Academic Medical Educator  
<http://www.mc.uky.edu/medicine/faculty/promotion.asp#Promotion%20Criteria> and  
<http://www.mc.uky.edu/medicine/faculty/table%20D.asp>
3. Harvard Medical School Clinician Teacher Criteria for Assistant Professor, Associate Professor, and Professor  
<http://facultypromotions.hms.harvard.edu/promotions.pdf>
4. Beasley BW, Wright SM, Cofrancesco J, Babbott SF, Thomas PA, Bass EB. Promotion criteria for clinician-educators in the United States and Canada. *JAMA* 1997; 278: 723-728
5. Atasoylu A, Wright SM, Beasley BW, Cofrancesco J, Macpherson DS, Partridge T, Thomas PA, Bass EB. Promotion criteria for clinician educators. *Journal of General Internal Medicine* 2003; 18(9): 711-716
6. Jones RF, Gold JS. Faculty appointment and tenure policies in medical schools: A 1997 status report. *Academic Medicine*. 1998; 73: 211-219.
7. Lubitz RM Guidelines for promotion of clinician-educators. *JGIM* 1997; 12 (supp 2): S71-S78.
8. Lovejoy FH, Clark MB. A promotion ladder for teachers at Harvard Medical School: experience and challenges. *Academic Medicine* 1995; 70: 1079-1086.

#### **Session 4 Leadership**

1. "The Leadership Challenge." Authors: Kouzes, Posner. Jossey-Bass. 2002. Chapter 1. Pages 3-21.
2. "Leading Quietly; An Unorthodox Guide to Doing the Right Thing." Author: Badaracco, Joseph Jr. Harvard Business School Press. 2002 pages 1-32.
3. "Encouraging the Heart; A Leaders Guide to Rewarding and Recognizing Others." Authors: Kouzes, Posner. Jossey-Bass. 1999. Pages 15-31.
4. "Primal Leadership; Realizing the Power of Emotional Intelligence." Authors: Goleman D, Boyatzis R, McKee A. HBS Press. 2002. Pages 3-52, 53-69.

#### **Session 5 Goal Setting**

#### **Session 6 Mentoring**

#### **Session 7 Time Management and Negotiation**

1. Linzer M, Mechteld V, Frans O, Smets EM, McMurray JE, et al. Predicting and Preventing Physician Burnout: Results from the United States and the Netherlands. *The American Journal of Medicine*. 2001; 111(2):170-175.
2. Linzer M, Konrad TR, Douglas J, McMurray JE, Pathman DE, et al. Managed Care, Time Pressure, and Physician Job Sat. *Journal of General Internal Medicine*. 2000; 15(7): 441-450.
3. Getting to Yes Negotiating Agreement Without Giving In." Authors: Fisher R, Ury, W. Penguin Books. 1991.
4. Bandy KG. How to Negotiate: A Guide for Women in Medicine . American Medical Women's Association 2004
5. American Association of Medical Colleges Report on Medical School Salaries 2007-8

#### **Session 8 Job Searching and Demonstrating Excellence**

1. Gordon A. How to find an academic job after fellowship (and other useful pointers)-outline. University of Pittsburgh Department of Medicine Division of General Internal Medicine 2002
2. Saha S, Christakis DA, Sanint S, Whooley MA, Simon SR. Survival Guide for generalist physicians in academic fellowships. Part 1. Getting Started. *JGIM* 1999; 14: 745-749
3. Saha S, Christakis DA, Sanint S, Whooley MA, Simon SR, Fihn SD. Survival Guide for generalist physicians in academic fellowships. Part 2 Preparing for the transition to junior faculty. *JGIM* 1999; 14: 750-755.