



Tomorrow's Doctors, Tomorrow's Cures®

# **10 Years of Careers in Medicine: Fostering Innovation for the Future**

June 15-16, 2009  
Hilton Savannah DeSoto  
Savannah, Ga.

Association of  
American Medical Colleges

# Preliminary Agenda

## Monday June 15, 2009

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7:00 am – 6:00 pm    Registration/Information Desk open

7:30 – 8:00 am        Continental Breakfast

8:00 – 9:30 am        **General Session**  
**Opening Plenary**

### **Career Choices and Contradictions: Making Decisions in Changing Times**

Moderator:

**George V. Richard, Ph.D.**  
Director, Careers in Medicine Program  
Association of American Medical Colleges

Speaker:

**Susan D. Phillips, Ph.D.**  
Provost and Vice President for Academic Affairs  
University at Albany/SUNY

Few would argue that career decisions are not among the most important, and the most difficult, decisions faced by individuals today. Indeed, given the long-lasting implications of a career decision, we all hope to be able to provide the very best guidance and advice to the decider. While we have some honored traditions in the psychology of careers and career decisions, our knowledge about how career decisions are best made have changed considerably in recent times: Once thought of as a single event, focused solely on the paid workplace, and undertaken in the most rational manner and independent of others, career decisions are now seen as happening many times over the course of one's work life, spanning work and non-work domains, and occurring in processes that bear little resemblance to traditional "rational decision making." With these added complexities, how, then, do we offer the best guidance to our students and young colleagues? This session will explore the choices and contradictions faced by today's deciders, and pose some questions and strategies for counselors and advisors to consider as they seek to help the next generation choose their career paths.

9:30 – 10:00 am      Break

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**Monday, June 15 (continued)**

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10:00 – 11:30 am      **Concurrent Sessions A-C****Session A: Defining and Responding to "Lifestyle" as a Factor in Medical Student Career Choice**

Speakers:

**Brian J. Zink, M.D.**Professor and Chair, Department of Emergency Medicine  
Alpert Medical School of Brown University**Brian Clyne, M.D.**Director of Emergency Medicine Residency  
Alpert Medical School of Brown University**Alexandra Morang Jackson**Director, Medical Student Affairs  
Alpert Medical School of Brown University

While the career choices of graduating medical students have a profound impact on the physician workforce, the motivations and values that underlie these decisions remain incompletely understood. In 1989, Schwartz et al proposed a factor to account for some of the then recent trends in medical student specialty choice, the “controllable lifestyle” factor. Based on this classification, emergency medicine, along with radiology, ophthalmology, anesthesiology, neurology, otolaryngology, pathology, psychiatry, and dermatology, comprised a group of controllable lifestyle specialties in which practitioners are able to control their work hours in ways that other medical professionals are not able to do. We report on a study that utilized 2005-2006 AAMC GQ data to examine lifestyle and other factors in students who entered Emergency Medicine and other controllable lifestyle specialties, compared with students who chose surgical subspecialties. This session will attempt to define what is meant by "controllable lifestyle", and discuss implications for medical student career choice and career advising.

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## **Monday, June 15 (continued)**

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### **Session B: Bridging the Knowledge Gap: Five Approaches to Building, Implementing and Advancing a Comprehensive Career Development Program**

Speakers:

**George F. Blackall, Psy.D., M.B.A.**  
Director of Student Development  
Penn State University College of Medicine

**Anita D. Taylor, M.A. Ed.**  
Director of Student Advising, Office of Student Affairs  
Oregon Health & Science University School of Medicine

**Deana M. Wilbanks, M.S., LPC, NCC**  
Coordinator of Career Counseling & Development  
Michigan State University College of Human Medicine

**Patrick E. McBride, M.D., M.P.H.**  
Associate Dean for Students, Professor of Medicine and Family Medicine  
University of Wisconsin School of Medicine and Public Health

**Jennifer K. Brueckner, Ph.D.**  
Assistant Dean for Student Affairs  
University of Kentucky College of Medicine

Career development programs in medical schools operate under a wide array of different models. One of the struggles for the director of career development is that knowledge of how other medical schools develop and implement their career programs is hard to find. This workshop will remove barriers to this knowledge gap.

Models of career development at five different medical schools will be presented. The programs will range from minimally structured to highly structured and will include innovative uses of Careers in Medicine, new and established programs, including regional campuses in the program, and the inclusion of alumni in the career planning process. Strengths and weaknesses of each program will be presented, helping the participant to envision improvements to their own program. Attendees will be encouraged to introduce other models that were not presented in the session.

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## Monday, June 15 (continued)

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### **Session C: Difficult Discussions without Destruction: Content of the Conversations**

Speakers:

**Jane Trask**

Program Coordinator, Student Affairs  
Ohio State University College of Medicine

**Linda C. Stone, M.D.**

Associate Dean for Student Affairs  
Ohio State University College of Medicine

Telling a student that a lifelong dream may not be feasible is never an easy or pleasant task. What kind of groundwork has to be laid for an associate dean to be able to say to a student "If you follow this plan you may end up with no residency position and be out of work for an entire year?", "Do you realize if you enter the match as a grad the match rate falls to 50% rather than 95%?", "With your credentials you have less than a fighting chance to match in this specialty", "Can you make a choice between specialty and living with your significant other for the next three years?"

At Ohio State we believe in creating safe spaces for our students to learn and make adult choices. We assume a student advocacy and support role from Med 1 and try to present as realistic a picture of the specialty world as possible. When the difficult conversations come; the content is professional not personal.

11:30 am – 1:00 pm **Lunch**

1:00 – 2:30 pm **Concurrent Sessions D-F**

### **Session D: Developing a Scholarship Agenda for Your Careers in Medicine Activities**

Speakers:

**Nicole J. Borges, Ph.D.**

Assistant Dean, Medical Education Research and Evaluation  
Wright State University Boonshoft School of Medicine

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## **Monday, June 15 (continued)**

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**George V. Richard, Ph.D.**

Director, Careers in Medicine  
Association of American Medical Colleges

This session will provide the opportunity for participants to identify common scholarship interests surrounding Careers in Medicine and medical student career development in general. Participants will be presented with the basics of designing and submitting research, work to identify their scholarship interests; translate their interests into hypothesis; develop research questions; identify strategies for data collection and analysis; and discuss outlets for presentation and publication.

This session will serve as an introduction to, and will be continued during, the Research Round Tables.

### **Session E: Implementing a Career Development Center in a Medical School Setting- A Unique Opportunity for Success**

Speakers:

**Marie Hartman**

Director, Career Development Center  
Drexel University College of Medicine

**Samuel K. Parrish, M.D.**

Associate Dean for Student Affairs  
Drexel University College of Medicine

Career Development Centers are common on the campuses of most undergraduate schools, but rarely exist in the medical school setting. This presentation will describe the experience of providing career services through the "Center" model in one medical school. The rationale, as well as the process of developing the program of services, and implementation of the Career Development Center will be described.

### **Session F: The Thinking Hats: Teaching Decision-Making Strategies to Students**

Speakers:

**Jeanette L. Calli, M.S.**

Program Manager, Careers in Medicine  
Association of American Medical Colleges

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**Monday, June 15 (continued)**

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**Anita M. Navarro, M.Ed.**

Assistant Professor/Curriculum Consultant  
Virginia Commonwealth University

Making a career decision, especially one as important as specialty choice can be difficult for many students. There is a lot of information to analyze and evaluate, and it is an area where students are often stuck. Likewise, advisors often struggle with teaching such an abstract concept to students. This session will give an overview and some hands-on demonstration of an innovative workshop to teach a paradigm of decision-making to medical students. Attendees will learn about the "thinking hats" concept, participate in a mini-version of the workshop activities, and get lessons-learned from an initial pilot of the workshop during an M2 elective course at Virginia Commonwealth University.

2:30 – 3:30 pm

**Research Round Tables**

During this period interested participants will continue to discuss and design research projects centered around areas of interests identified during Session D: Developing a Scholarship Agenda for Your Careers in Medicine Activities

2:30 – 6:00 pm

Free Time for those who do not wish to participate in the Research Round Tables

6:00 – 7:00 pm

Poster Session and Anniversary Celebration/Reception

7:00 pm

Dinner on your own

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## Tuesday June 16, 2009

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7:00 am – 4:00 pm Registration/Information Desk open

7:00 – 8:00 am Continental Breakfast

8:00 – 9:30 am **Concurrent Sessions G, I**

### **Session G: Clinical Advising and Residency Application Preparation: Using Quality Improvement Principles to Prioritize Activities**

Speakers:

**Alison Martin, M.Ed.**

Coordinator Recruitment and Career Advising, Office of Medical Education  
University of Missouri School of Medicine

**Jen Rachow**

Executive Staff Assistant  
University of Missouri School of Medicine

Most medical schools have numerous clinical advisors with varying experience who represent a wide range of specialties. This may lead variability in what information is shared, what is accomplished in a limited time and how prepared advisors are to support students. For medical schools who are interested in closing the student/clinical advisor information transfer gap, we anticipate that our quality improvement process model may assist with developing a tool applicable to additional student/advisor populations. This session will be particularly useful for participants who are interested in creating a clinical advising tool that quickly identifies and prioritizes for the student and the advisor the critical information needed for residency preparation.

### **Session I: Integrative Career Assessment**

Speakers:

**George V. Richard, Ph.D.**

Director, Careers in Medicine  
Association of American Medical Colleges

**Erik J. Porfeli, Ph.D.**

Assistant Professor, Department of Behavioral Sciences  
Northeastern Ohio Universities College of Medicine and Pharmacy

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**Tuesday, June 16 (continued)**

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**Paul J. Hartung, Ph.D.**

Associate Professor, Department of Behavioral Sciences  
Northeastern Ohio Universities College of Medicine and Pharmacy

Significant progress has been made in the development and expansion of the Medical Specialty Preference Inventory and the Physician Values in Practice Scale. These instruments have served as centerpieces in the assessment phase of the Careers in Medicine Program but their use and interpretation are not always self-evident. At the same time there are others who find that objective measures of career assessment do not always result in clear understanding of one's career direction. This session will present the results of our recent research to expand and improve these assessments, present an approach to interpreting their results, and describe other more interpersonal, narrative approaches to achieve self-understanding during the Careers in Medicine Program.

9:30 – 10:00 am      Break

10:00 – 11:30 am      Concurrent Sessions J-L

**Session J: Maximizing CiM Potential: A Look at the Contributions of Students as Leaders at the Vanderbilt School of Medicine**

Speakers:

**Scott M. Rodgers, M.D.**

Associate Dean for Medical Student Affairs  
Vanderbilt School of Medicine

**Evan Silverstein**

VMS III  
Vanderbilt School of Medicine

**Kyle Sweeney**

VMS II  
Vanderbilt School of Medicine

At the Vanderbilt School of Medicine, we have created significant leadership roles for students within our local Careers in Medicine Program. These are elected positions for which there is sometimes rather intense competition. Once our students are selected as CiM leaders, the real work begins and extends throughout the year. With such a team of leaders in place, we are able

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**Tuesday, June 16 (continued)**

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to have a very real sense of the needs of our student population, and the level of "buy-in" from students in our school is very high according to our survey data. Additionally, our student leaders bring creativity and innovation to the program that energizes the work and makes it more appealing and interesting to the target audience - the student body. In addition to student leadership, we are also guided by the faculty advisor for the group, the Associate Dean for Students, and we have the help and support of our relatively new Advisory College Directors, each of whom has become familiar with the Careers in Medicine Program.

In our session for this conference, we will present the Vanderbilt CiM model with an emphasis on how our students contribute to the organization. There will be brief presentations by the Associate Dean for Students, the current student President, and the current student Vice-President. We will have small group work following the presentations and then a Report Out and final summary. The presenters are very interested in the ideas generated by this session, and we will distribute a summary report via email to anyone with interest.

**Session K: Using the Myers-Briggs Type Indicator in your Careers in Medicine Program: Models from Four Schools**

Speakers:

**Anita D. Taylor, M.A. Ed.**

Director of Career Advising, Office of Student Affairs  
Associate Professor of Family Medicine  
Oregon Health & Science University School of Medicine

**Beverly Vidaurreta, Ph.D.**

Clinical Assistant Professor and Program Director  
University of Florida College of Medicine

**Anita Pokorny, M.Ed.**

Director, Career Development and Advising  
Northeastern Ohio Universities College of Medicine

**Alison Martin, M.Ed.**

Coordinator Recruitment and Career Advising, Office of Medical Education  
University of Missouri School of Medicine

Conference participants who are using or would like to use the Myers-Briggs Type Indicator (MBTI) in their Careers in Medicine programs are encouraged to attend this session. Models of how four different medical schools have

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**Tuesday, June 16 (continued)**

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incorporated the MBTI into their career advising will be presented. The group will be divided on the basis of experience in the use of the MBTI so that individual needs will be met. A goal for this session is to establish a research network for MBTI data from multiple medical schools.

A bibliography on the MBTI and medical specialty choice will be available.

**Session L: "Does This Count for a Grade?":  
Ways to Engage Students in CiM**

Speakers:

**Christopher Pelic, M.D.**

Associate Dean for Students, Assistant Professor of Psychiatry  
Medical University of South Carolina

**Barbara Bozarth**

Director of Clinical Coordination & Medical Student Career Advising  
Medical University of South Carolina

**Jeffrey G. Wong, M.D.**

Senior Assoc Dean of Medical Education  
Medical University of South Carolina

**Lynn Manfred, M.D.**

Associate Dean for Curriculum & Evaluation  
Medical University of South Carolina

**Suzanne Lewis**

Student  
Medical University of South Carolina

Choosing a specialty remains one of the two most important things students will do during medical school. Historically students do not spend sufficient time engaged in career planning until well into their third year of school. Students often cite the need to focus on more traditional basic science courses as one of the main reasons for putting off this important task. The Careers in Medicine program established through the AAMC provides a set of resources for medical schools to use with its own learners. However, a large number of students will not utilize these tools without CiM being woven into the curriculum and even then students question the importance of such activities. When talking about CiM, first and second year students often ask "Does this count for a grade?" This question can be quite telling. Schools vary as to the extent in which they have been successful in engaging students in CiM and

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**Tuesday, June 16 (continued)**

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getting them to realize the full benefits of career planning particularly in the first two years. This session will ask and begin to answer two very important questions. How do you engage students early in medical school in career planning? How do you get students to see the value of a CiM program? We will use our experiences at the Medical University of South Carolina to begin to answer these questions.

During the initial portion of this session, we will present MUSC's Career in Medicine program and our lessons learned over the last six years. In the second portion of the session, we will present some ways we have attempted to involve the students and increase the the "buy in" with career planning. Specifically, we will discuss: our student driven CiM curriculum committee, the use of small groups in the first two years ("MEDCOM groups"), the importance of timing CiM activities, the need to engage administration, specialty and subspecialty lunches, and other small ways we have tried to engage the learners. We will present MUSC specific data about students' perceptions of these interventions as well as how they have impacted AAMC website usage. At the end, the audience will be asked to participate in a discussion of things that have worked and not worked at their individual schools. We will ask the group to help each other begin to problem solve. Audience participants should leave the presentation with some additional tools to engage students and reduce the number of times they will hear "Does this count for a grade?"

11:30 am – 12:45 pm **Group Lunch and Plenary Session**

**Specialty Choice as Biographicity**

Speaker:

**Mark L. Savickas, Ph.D., M.A.**

Chair, Department of Behavioral Sciences

Northeastern Ohio Universities College of Medicine

In making medical specialty choices, student-physicians rely on autobiographical reasoning. Thus increasing students' ability to narrate their life stories fosters identity development and clarifies how they may use different specialties to advance and enhance their stories. Practical techniques for engaging students and yourself in identity work will be demonstrated.

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**Tuesday, June 16 (continued)**

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12:45 – 2:15 pm      **Concurrent Sessions M-O****Session M: Study of Student Career Decisions: What We've Learned and Applied to Two Careers in Medicine Courses**

Speaker:

**Anita M. Navarro, M.Ed.**Assistant Professor/Curriculum Consultant  
Virginia Commonwealth University

Since 2004, the Virginia Commonwealth University School of Medicine (VCU SOM) has sponsored an M-2 Careers in Medicine (CiM) elective course. Topics typically have included self-assessment, CV writing, information interviewing, specialty exploration, matching in a residency program, balancing life's choices and career choice decision-making. Based on the demand for the elective, a required course was implemented in fall 2006. Integration in the curriculum lead to questions about how students make their decisions and the role that required and elective courses may play. An IRB-approved study was launched to further determine factors that impact these students' career choices and how the Careers in Medicine elective might impact their decisions. Findings from four years of survey data will be presented to offer participants an understanding of how one medical school has begun to examine the ways in which our students choose specialties and the implications for integrating career development in the formal curriculum.

**Session N: Specialty Selection Advising: A Longitudinal and Multifaceted Approach**

Speakers:

**Christine M. Peterson, M.D.**Assistant Dean for Medical Education; Associate Professor of Obstetrics and Gynecology  
University of Virginia School of Medicine**Meg Keeley, M.D.**Associate Professor of Pediatrics  
University of Virginia School of Medicine

Ideally, helping medical students with decisions about specialty selection begins early in medical school and continues until each student is well-informed and ready to make a choice. At each stage of personal and

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**Tuesday, June 16 (continued)**

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professional development, a student will have different interests, questions, and goals. Early first year students may need basic information about the differences between primary care and specialty and sub-specialty practice. Later, they will need to explore their own level of interest in and talent for the interpersonal, cognitive, and procedural aspects of various types of medical practice. Eventually, they will need to face issues related to length of training, expected income, compatibility with parenting, and other lifestyle concerns.

At the University of Virginia School of Medicine (UVa SoM), we have developed and supported a sequence of activities that take students along a developmental pathway toward specialty selection and other aspects of career planning. In this presentation we will use our experience with a multifaceted and longitudinal career planning program to provide interactive workshop sessions in which participants share their own experiences, solve common problems, and develop ideas for new programs for their students. We hope to stimulate conversations about practical and effective programs and reliable evaluation strategies and methods.

**Session O: Career Planning Programs: Collaborative and Timely Approaches**

Speakers:

**Keith F. Muccino, S.J., M.D.**

Assistant Dean for Education, Director of Academic Advising and Career Counseling Program  
Loyola University of Chicago - Stritch School of Medicine

**Beth A. Sonntag, M.Ed.**

Director, Teaching and Learning Center  
Loyola University of Chicago - Stritch School of Medicine

**Kathleen Connors, L.M.S.W.**

University Counselor and Careers in Medicine Liaison  
Wayne State University School of Medicine

Career decision-making is a daunting challenge for medical students and a bigger challenge for medical schools seeking to provide the needed resources and process. We identified several common challenges faced by two different schools: timely and accessible delivery, increasing student population (without an increase in staff), and enhancing collaboration with faculty

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**Tuesday, June 16 (continued)**

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advisors, alumni and peer resources to assist with career planning. In this session we will each present how we addressed these issues: Loyola Chicago – Stritch School of Medicine will discuss its recently transformed Academic Advising and Career Counseling program which has been incorporated within the longitudinal curriculum of its Patient Centered Medicine course.

Wayne State University School of Medicine conducted a needs assessment of medical students and will discuss its results and the programs that have been initiated based on these findings.

2:15 – 2:30 pm Break

2:30 – 4:00 pm Concurrent Sessions P-R

**Session P: Expanding Access of Medical Students to Career Specialty Options: Use of Podcasts to Describe “Typical Day in the Life Of..” Community-based Practitioners and Alternative Career Physicians**

Speaker:

**James F Peggs, M.D.**

Professor, Family Medicine and Assistant Dean, Student Programs  
University of Michigan Medical School

Provision of adequate exposure to the vast array of medical specialty choices available to medical students is a challenging task. Current methods include student interest group meetings, informational luncheon seminars, and shadowing programs. Students often regret the limitations of such programs in providing useful information about non-academic center styles of practice as well as non-traditional career options for medical school graduates.

The University of Michigan has undertaken an effort to complement the existing career selection resources with an on-line library of voice podcasts created by medical center alumni volunteers from a wide variety of specialties including “non-traditional” careers, eg corporate medicine, health policy, preventive medicine, etc. Letters of invitation and instructions for volunteer physician recorders will be displayed. The basic structure of the program as well as options for funding will be discussed. Preliminary results will be shared with attendees in the form of “hits” to the sites as well as student comments.

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## Tuesday, June 16 (continued)

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### **Session Q: A Career Counseling Program Start-up: "Starting on the Run - Challenges and Successes"**

Speaker:

**William G. Marshall, Jr., M.D., M.B.A.**

Associate Dean, Clinical Affairs and Associate Professor, Surgery  
University of South Florida College of Medicine

Career Counseling Programs for medical students are necessary for optimal outcomes in the residency match process and to optimize longer-term physician career selection and satisfaction. Further, the programs are mandated by the LCME. Many schools are just beginning to initiate these programs and there are significant challenges involved in the start-up due to timing requirements by the LCME and demands by the students for assistance to optimize their residency application process and career selection requirements. This presentation will illustrate the challenges and outcomes (positive and negative) from a recent start-up at the University Of South Florida College Of Medicine.

### **Session R: Faculty as Front-Line Career Advisors or "No (Wo)man is an Island: Developing Clinical Faculty Career Advisors"**

Speaker:

**Anita Pokorny, M.Ed.**

Director, Career Development and Advising  
Northeastern Ohio Universities College of Medicine

Recruiting and training clinical faculty as career advisors is a challenge for many medical schools. The Northeastern Ohio Universities College of Medicine has developed a successful longitudinal career advising program using volunteer clinical faculty as career advisors. One of the key strengths of the NEOUCOM advising curriculum is a faculty development program designed to provide students with a consistent advising experience both vertically and horizontally. The faculty development process begins with the careful selection of faculty advisors via connections with the institution's alumni and faculty development offices and with clerkship and residency program directors. New faculty advisors attend a comprehensive orientation session that includes a review of the clinical advisor "job description", goals and objectives for career advising and for advising meetings and an overview of advisor resources. In subsequent years, advisors attend training sessions

related to elective planning and the residency match process. This session describes clinical faculty recruitment and training methods, and provides attendees with training materials and ideas for overcoming challenges that will allow them to recruit and training faculty career advisors at their own institutions.

4:00 pm

Conference Adjourns