



# **Career Planning as a Required Medical School Course: The MUSC Experience**

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# Medical Education in Perspective

- **“When it comes down to it, there are really only two tasks you must accomplish while you are here in medical school, but neither of them is very easy. The first is to learn how to become a physician. The second is to choose the proper medical career for you. Our job is to help you successfully accomplish both of these tasks.”**

**J.G. Reves, MD**

**Dean, MUSC College of Medicine**



# Structure of Session



- **Incorporating CiM into the curriculum – the MUSC Chronology**
  - **The present four-year curriculum – what’s working and what’s not**
  - **Programmatic evaluation and learner outcomes**
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# Learning Goals



- **Identify logistical details and barriers to overcome**
- **Formulate a list of possible curricular topics**
- **Compare and contrast evaluation methodologies to assess value**
- **Begin to formulate plans for enhancing career planning at home institution**





**From  
MedCareers to Curriculum:  
MUSC's History of Career  
Counseling**

**Candace F. Gillespie**

**Co-Director – Careers in Medicine Course**

**Director of Student Services and Career  
Development**



# A Look Back....



- **In 1998, voluntary sessions for:**
  - **Glaxo Pathways Program Meeting**
  - **MBTI**
  - **ERAS and NRMP Info Session**
  - **No Clinical Advising**
- **1999 – 2003**
  - **1st Year**
    - **Lunchtime session to introduce specialty choice resources (CiM, FREIDA, etc.)**
    - **Summer Opportunities Information Session**



# A Look Back.....



- **1999 – 2003 (cont.)**
  - **2<sup>nd</sup> Year**
    - **Mandatory workshop – exploring MBTI, revisit CiM, student panel of matched 4<sup>th</sup> years**
    - **Ward Tip Panel – COMSC sponsored**
  - **3<sup>rd</sup> Year**
    - **Residency Application Process meeting**
    - **Clinical Advising system**
  - **4<sup>th</sup> Year**
    - **Interviewing Workshop**



# Miscellaneous



- **Special Interest Groups**
- **Alumni Specialty Council Seminars**
- **CiM Manual**
- **Pfizer Guide to Careers for Physicians**
- **Iseron's Book**
- **Individualized Career Counseling**



# Beginning in 2003....



- **Committee for Clinical Advising and Career Planning (CACCP) formed**
- **8 clinicians and 2 students**
  - **Co-chaired with the Dean**
  - **Charges:**
    - **Develop a comprehensive career planning curriculum across all 4 years**
    - **Recruit and train clinicians for advising**
    - **Recruit departments to sponsor residency information sessions/workshops.**
    - **Ad Hoc**



# To Infinity and Beyond...

## FIRST YEAR

- **Fall Semester - Course:**

### **Careers in Medicine – Self Assessment I**

- Careers in Medicine Introduction
- Myers-Briggs Type Indicator (voluntary) and Further Discussion of CiM
- **Requirements: Completion and submission of the Physician Values in Practice Scale Results and attendance at 2 sessions**

- **Spring Semester - Course:**

### **Careers in Medicine – Self Assessment II**

- Summer Opportunities Meeting (voluntary)
- Specialty Seminars
- **Requirements: Attendance at all Specialty Seminars**



# 2<sup>nd</sup> Year



- **Fall Semester - Course:**  
**Careers in Medicine – Career Exploration**
  - **Careers in Medicine Luncheon**
  - **Realities of Getting into a Specialty**
  - **Requirements: Completion and submission of the Career Exploration exercise and attendance at luncheon**
- **Spring Semester - Course:**  
**Careers in Medicine – Clinical Visits**
  - **Clinical Visits – 3 visits to 3 different departments**
  - **Ward Tip Panel (voluntary)**
  - **Requirements: Completion of Clinical Experience Log and Informational Interview Questions Sheet**



# 3<sup>rd</sup> Year



- **Course Name:**

## **Careers in Medicine – Clinical Advising**

- **Clinical Advising – 1 visit with advisor per semester**
- **Planning Your 4th Year and Residency Information Meeting**
- **Requirements: Completion and certification of visits with advisor in E\*Value**



# 4<sup>th</sup> Year



- **Course Name:**

## **Careers in Medicine – ERAS and the NRMP**

- **Informational Meetings – all in the fall semester**

- NRMP and ERAS – what they are and how they work
- Interviewing Panel Discussion
- CV/Personal Statements
- **Requirements: Completion of a web-based knowledge test about ERAS and NRMP**



# The Inquisition..



- **Curricular Change**
  - Add CiM as part of the curriculum
  - Designate formal time in the curriculum for planned sessions and activities
  - Make it pass/fail
  - Obtain evaluations from students for CQI
  - Dean was 100% behind the approval of this
  - The verdict was...



# At Long Last....



- **CiM Curriculum was approved by the Curriculum Committee**
- **Began with the 2005-2006 year**
- **Each segment is a course and is graded pass/no pass**



# Since Then....



- **Dispersed the Faculty CiM Committee in favor of a Student Committee – 8 students, 2 from each year, chosen by Student Council to serve based on interest and Statement of Intent**
- **Many more changes....**



# Lessons Learned...



- **Many still think of it as a “fluff” course that is not necessary**
- **Students are the VERY best resource (next to the Dean’s support) for getting incorporated into curriculum**
- **Never give up**





# **The Present Four-Year MUSC Program**

**Kim A. Collins, MD**

**Co-Director – Careers in Medicine Course**

**Professor of Pathology and Laboratory  
Medicine**



# First Year



- **Myers-Briggs**
- **Faculty Mentors (2-year mentorship)**
- **Curriculum Vitae**
- **Specialty Seminars**
- **Summer Opportunities**
- **Nontraditional career paths**



# Work in Progress



## What worked?

- Personal contact
- Lunch
- Seminar template
- CiM student reps
- Anonymous feedback
- Advisors

## Problems?

- Attitude towards MBTI
- Choice of speakers
- Remediation
- Communication
- Failure to follow seminar template
- Advisors



# Second Year



- **Subspecialty Seminars**
- **Spring Clinical Visits**
- **Join a SIG**
- **AAMC website exercises**
- **USMLE Step 1 Board Review**



# Still Tweeking...



## What worked?

- Clinical visits
- ID at-risk students
- Board Review
- CiM committee

## Problems?

- AAMC website
- \$5 SIG membership
- Need more exposure
- “No time for CiM”
- Relevance



# Third Year



- **Specialty Advisor assigned**
- **'Selectives' chosen**
- **Meet with advisor**
- **Specialty/residency selection**



# Assessment



## What worked?

- Advisor
- Selectives

## Problems?

- Advisor
- Remediation
- Lack of community practice exposure
- MIA students
- Communication



# Fourth Year

- **Specialty/residency selection**
- **“The Residency Interview”**
- **Match Week Seminars**



# Assessment



## What worked?

- Advisor
- “The Residency Interview” panel
- Match week seminars

## Pitfalls?

- Poor timing
- Poor speaker choice



# “What We Want..”



- **More community practice experience**
- **Subspecialty seminars**
- **Global medicine**
- **Better advisors**
- **Board Prep**
- **Communication skills**
- **To hear from interns (what made a difference?)**
- **To hear negatives (malpractice insurance, hours)**



# On the Horizon



- **Website**
- **FAQ**
- **Subspecialty seminars**
- **Faculty advisor job description**
- **“Intern 101”**





# Assessing the Course, Evaluating Students and Measuring Outcomes

**Jeffrey G. Wong, MD**

**Senior Associate Dean for Medical Education**



# Course Evaluation



## Challenges

- Variety of different types of presentations
- Different aspects of the course
- Longitudinal Course
- Unclear what variable to measure in real-time
- No benchmarks or industry standards to compare\*
- **No validated instruments available**



# Post-experience surveys

- **Student Satisfaction**
  - Logistics (smooth operation)
  - Perceived value of activity
  - Likes and dislikes
- **Review by Careers in Medicine Committee**



# Survey results summary

- **Students were generally satisfied**
- **Logistical problems improved with annual re-assessment and revision**
- **Small proportion of class continues to view class as “busy work” and not helpful**
  - **Those who already “know” career choice**
  - **Time pressured students**



# Sample Comments



**“This idea is wonderful! There are so many specialties I am curious about, but wasn’t sure where to find the necessary information.”**

**“Very good idea to open up to what is out there. I am more unsure now than I was when I came.”**



# Evaluating Student Performance

- **Pass/No Pass Grading**
  - **Short-lived knowledge examination**
  - **Successful task completion as measure of achievement**
  - **Tie-in with USMLE Step examinations**
  - **Should a student “fail” if s/he doesn’t match or not get into his/her “Top 3 Choices”?**
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# Student Evaluations



- **Three “Failures” in the first year of implementation**
  - Failure to log clinical visit evaluations
  - Failure to go on clinical visits
- **Subsequent “Failures” this year**
  - Failure to attend subspeciality seminars
  - Failure to keep mandatory meeting with advisors



# Outcomes

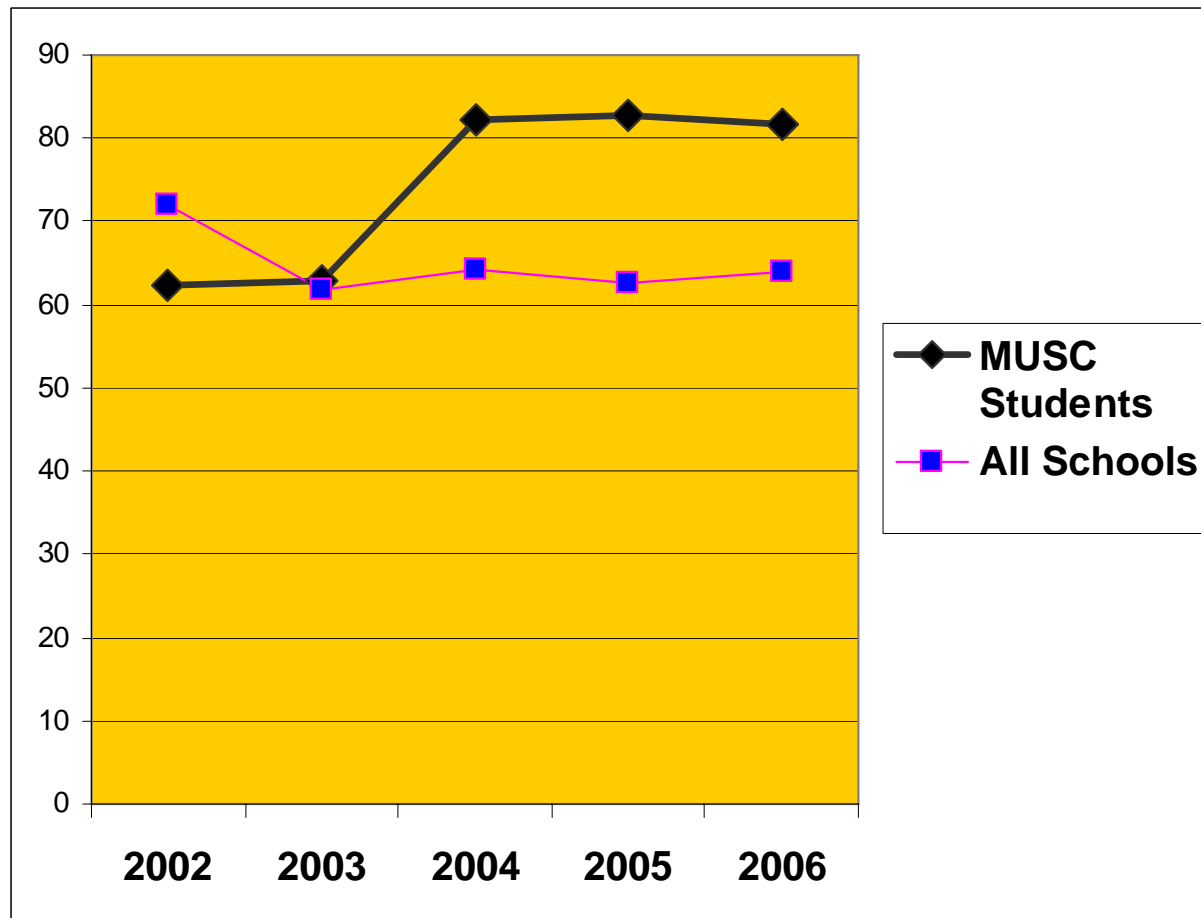


## AAMC Graduation Questionnaire

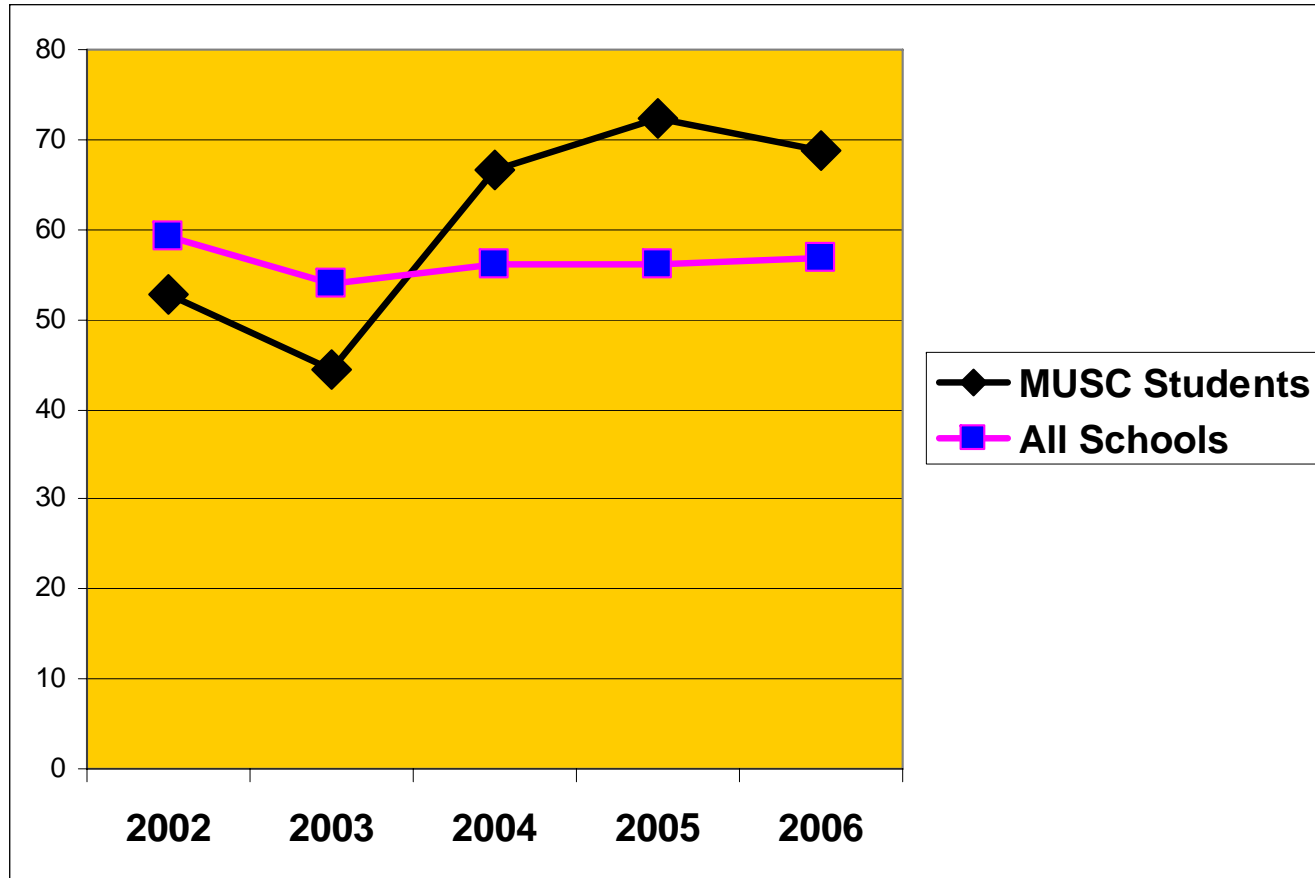
- **Academic Counseling**
- **Personal Counseling**
- **Faculty Mentoring**
- **Career Assessment**
- **Information about specialties**
- **Availability of Personal career planning**
- **Overall Satisfaction for career planning**



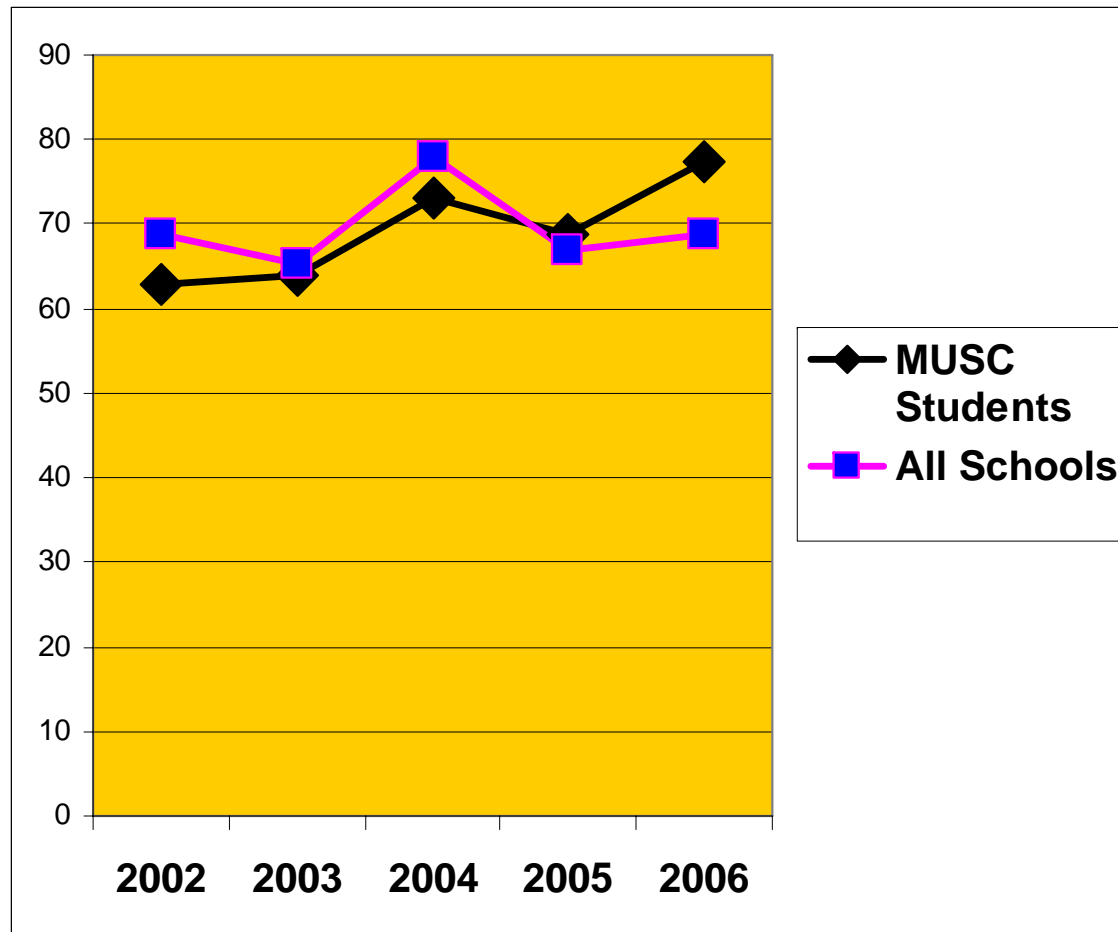
# Academic Counseling



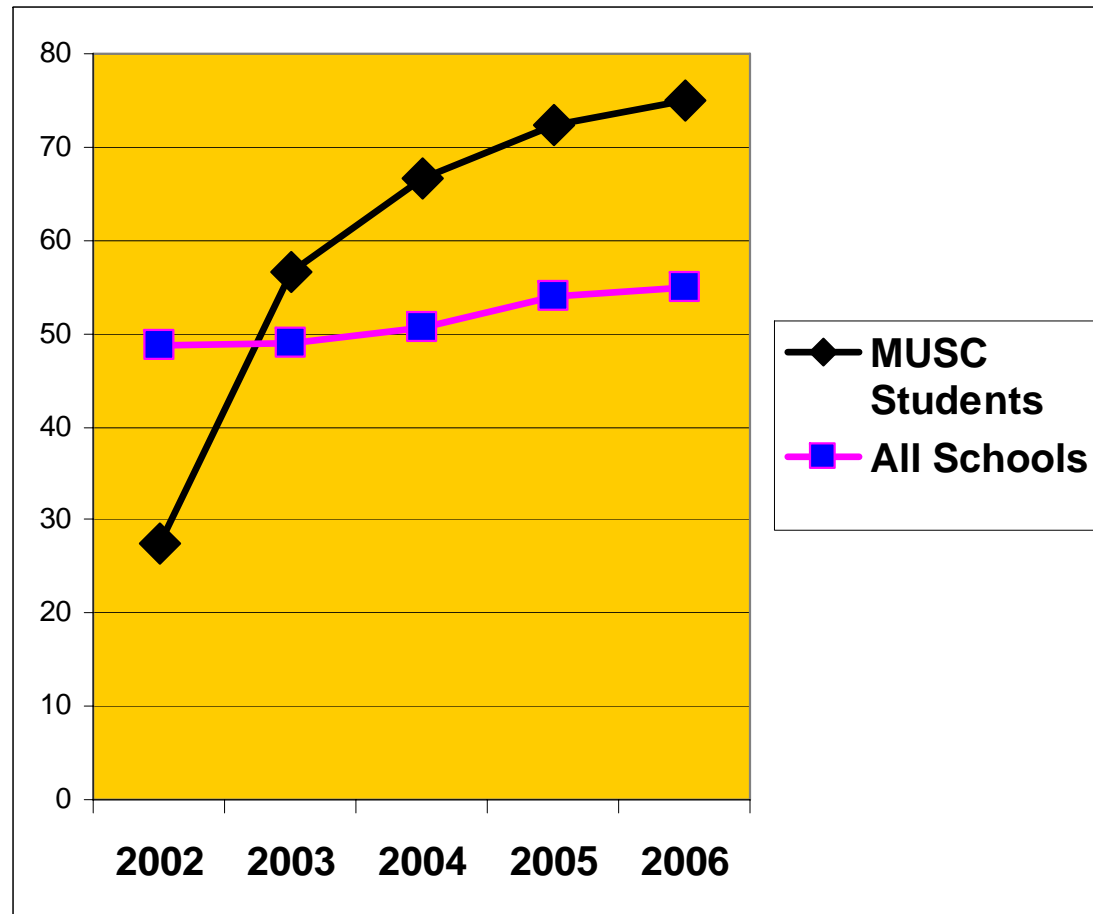
# Personal Counseling



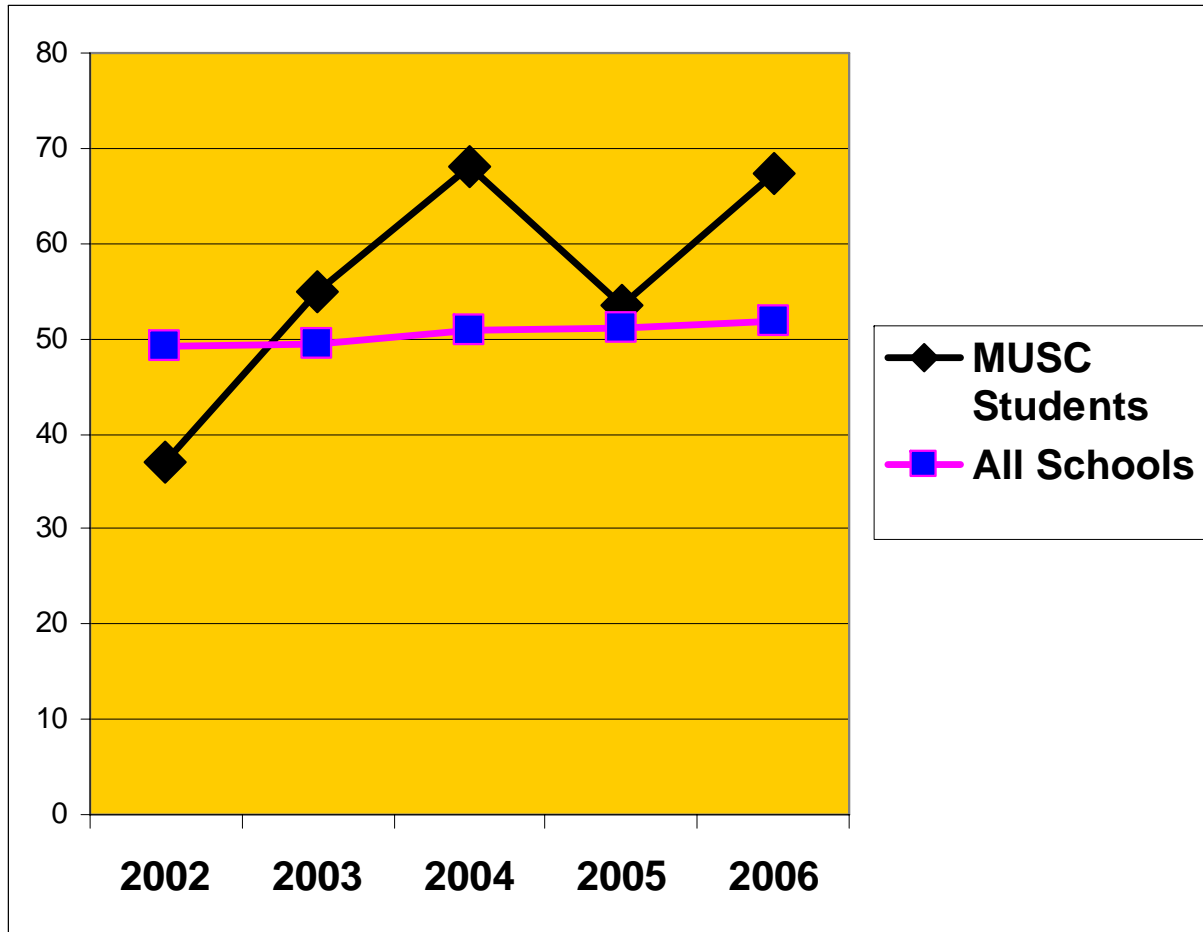
# Faculty Mentoring



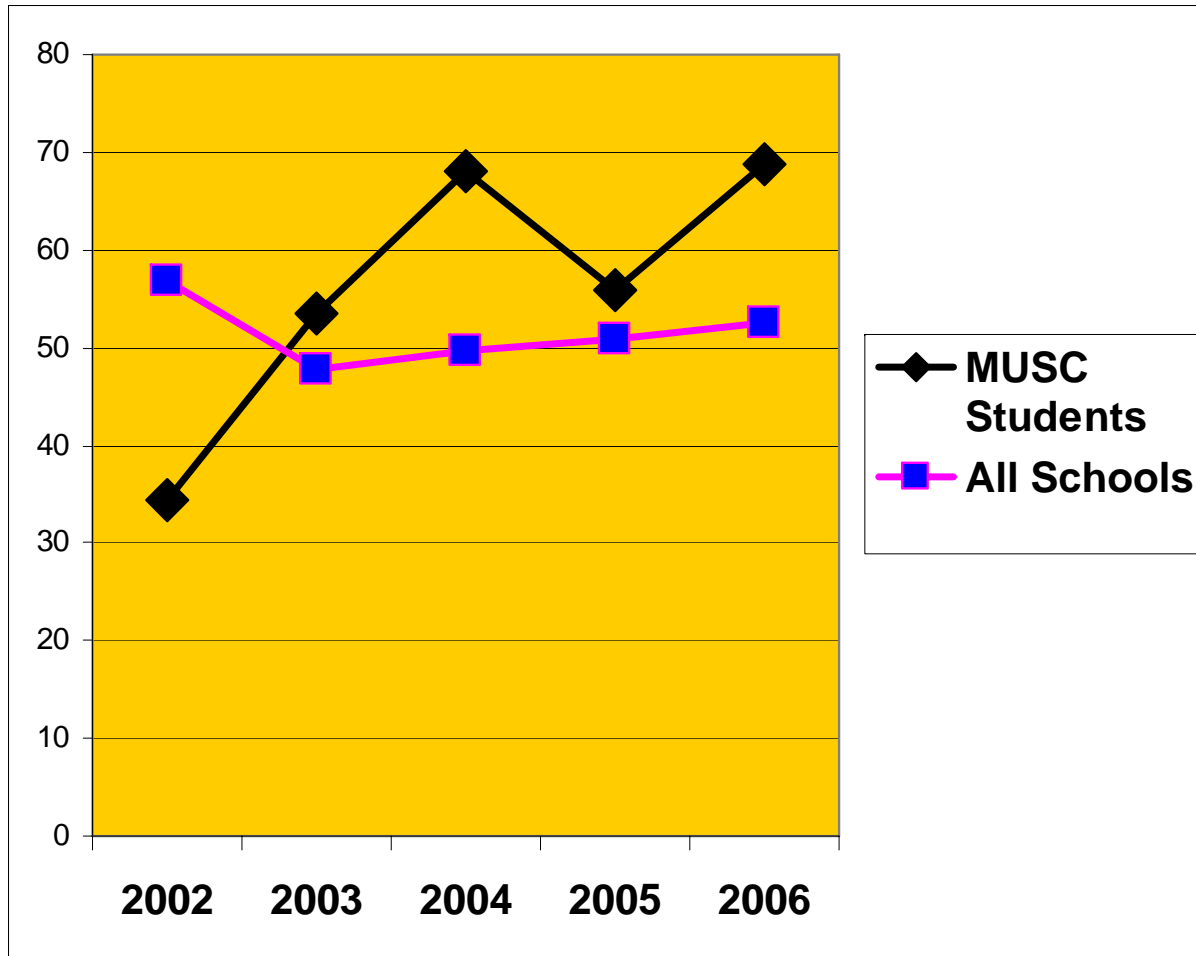
# Career Assessment



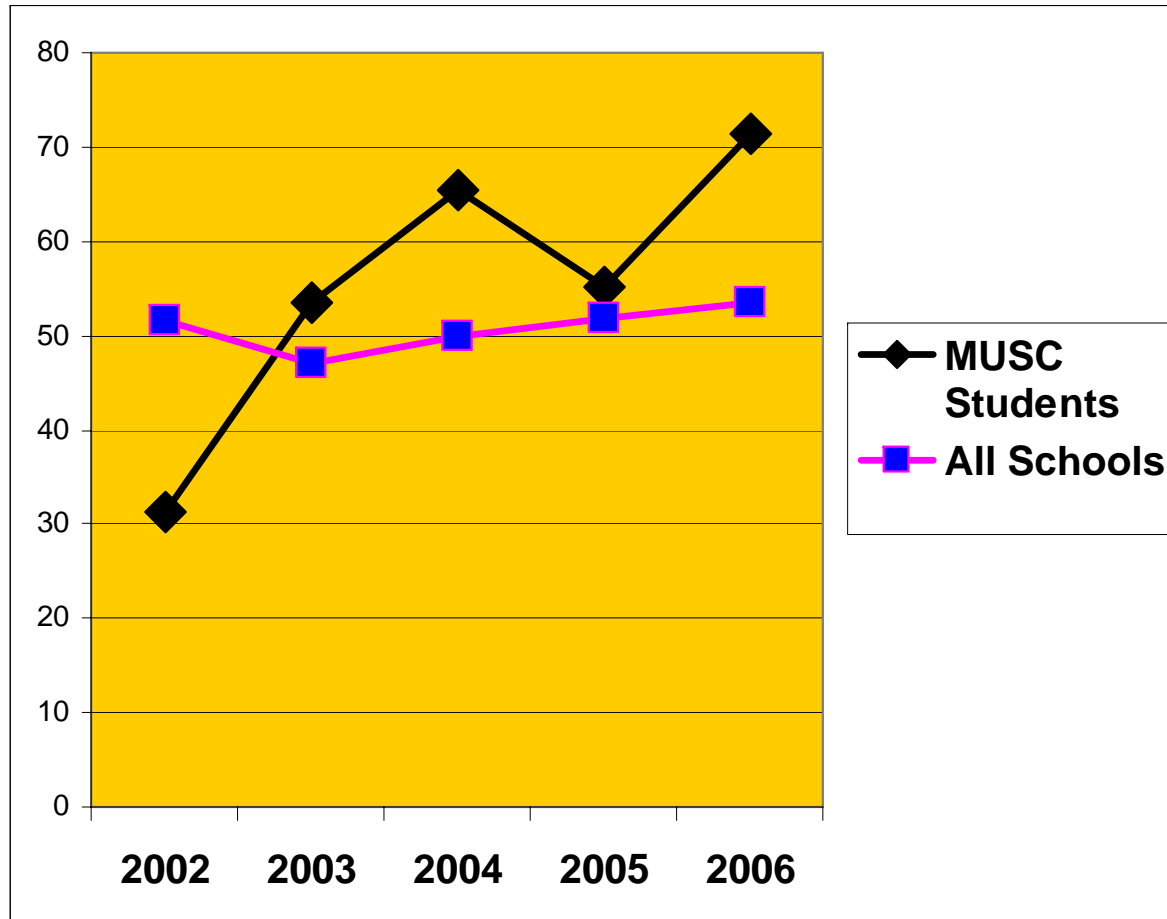
# Information about specialties



# Career Planning Availability



# Career Planning Overall Satisfaction



# Summary



- **Students were generally satisfied with Careers in Medicine activities**
- **GQ questionnaire has definitely shown improvement**
- **LCME review – special commendation for career planning activities**



# Questions?

