

Career Advising at the Pritzker School of Medicine:

*A longitudinal experience with
layered mentoring and advising*

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Outline of Workshop

- Overview of career advising programs at the Pritzker School of Medicine
 - Curriculum
 - Advisors
 - Administrative tools and structure
- Break out sessions (case vignettes)
- Group review & debrief
- Lessons learned and next steps

Goals

- Share one institution's strategies for implementing a career advising program, maximizing limited resources, and lessons learned
- Review basic guiding principles for addressing common issues in career advising
- Apply guiding principles to case-based scenarios

Overview of Pritzker's Career Advising Program

- Rooted in the principles developed by the AAMC CIM Program
- Adapted to our institution's specific strengths & challenges
- Multi-tiered, layered structure, including:
 - Formal four-year curriculum & informal opportunities for networking
 - Dedicated advisors
 - Specialty expertise from the clinical departments
 - Dedicated administrative team & resources
 - Intended redundancies and overlap of content/roles

Career Planning Curriculum

Elements include:

- Understanding Yourself (U)
- Exploring Options (E)
- Choosing A Specialty (C)
- Getting into Residency (R)

Careers in Medicine Website:

<http://www.aamc.org/students/cim/about.htm>

Evolution of Career Planning Curriculum at the Pritzker School of Medicine

- 2003-04
 - *LCME Institutional Self-Study and Accreditation Survey*
- 2004-05
 - *October 2004 LCME Accreditation Site Visit*
- 2005-06
- 2006-07

Application to Residency:

The advising process intensifies in the 3rd year and continues throughout the 4th

- One on One Meetings with Career Advisors and Specialty Advisors
- Class Meetings and Symposia
- Regular Electronic Communications, Updates, and Reminders

Career and Specialty Advisors

- A **Career Advisor** is a Match Counselor
 - Experienced, dedicated faculty drawn from program directors, institutional leaders, student mentors
- A **Specialty/Departmental Advisor** is a Match Consultant

There are intended redundancies between these roles

Career Advising Resources

- Four Career Advisors (10% FTE each) or 1 Adviser per 25-30 students
 - 2 internal medicine
 - 1 emergency medicine
 - 1 pediatrics
- Drawn from ranks of program directors, institutional leaders, active student mentors

Career Advising Resources

- Two Dedicated Administrative Staff (50% FTE each)
 - 1 Administrator/Writer
 - Prepares MSPE drafts
 - Reviews CVs & Personal Statements
 - Oversees student progress/ensures deadlines are met
 - Provides oversight for entire administrative process
 - 1 Dean's Work Station Administrative Assistant
 - Oversees document organization and scanning
 - Assists with MSPE draft preparation

Career Advising Resources

Administrative Tools and Structures

- Shared, password protected drive
 - Database of grades
 - Individual student folders
 - Advisor notes, CVs, personal statements
- MSPE survey & database
 - Online survey tool to collect information from students for advising & MSPE preparation
 - Searchable database
- Communication strategy
 - Regular electronic announcements to provide information, maintain adherence to timelines, & drown out misinformation or rumor
- Tracking & monitoring to identify “at risk” students

Case Vignettes for Break Out Sessions

Feedback from Students

Feedback from Students: AAMC Graduation Questionnaire

- Overall satisfaction with career planning services

	Very satisfied	Satisfied	No opinion	Dissatisfied	Very dissatisfied
2004	10.0	23.8	33.8	26.3	6.3
2005	17.9	28.6	22.6	26.2	4.8
2006	34.3	34.3	23.2	8.1	0.0
2007*	28.1	43.8	18.0	7.9	2.2

*Preliminary data

Feedback from Students: 2006 PSoM Career Advising Survey

Quantitative Results:

- Please tell us to which degree you agree or disagree with the following statement (5=strongly agree):
 - I felt well prepared to make decisions re my residency choice: 4.2
 - I felt well prepared to choose the programs I applied to: 4.0
 - I felt well prepared to create my rank list: 4.3
 - I received good, balanced advice: 4.2
- Please rate how your career advisor met your expectations:
 - Exceeded expectations: 42%
 - Met expectations: 44%
 - Fell short of expectations: 14%

Feedback from Students: 2006 PSoM Career Advising Survey

Qualitative Results:

- What were the expectations you had for your advisor?
 - 52% - general career advice (perspective & advocacy, career selection, nurturing & support, etc.)
 - 20% - application process (roadmapping, application review, mock interviews, etc.)
 - 20% - specialty specific advice (program selection, rank list, etc.)

Feedback from Students: 2006 PSoM Career Advising Survey

Student Comments:

- What were the expectations you had for your advisor?
 - *“To be a balanced source of information on the process as well as its various parts.”*
 - *“Someone who would be realistic and push me but also support me 100%.”*
 - *“A good understanding of the application process as it related to my specialty, basic knowledge regarding different specialties, and some insight into personality types as well as benefits/challenges in various specialties.”*
 - *“Would have been nice for them to make personal phone call to number one program”*

Feedback from Students: 2006 PSoM Career Advising Survey

Qualitative Results:

- What did you use your career advisor for most?
 - 63% - Application process
 - 31% - Advice
 - 6% - Support

Feedback from Students: 2006 PSoM Career Advising Survey

Student Comments:

- What did you use your career advisor for most?
 - *“Reading my personal statement, telling me how to cancel interviews, the wording of my thank you letters, away rotation decisions, and creating a rank list.”*
 - *“Exploring my interests so that I could find the field best suited to me.”*
 - *“Support and encouragement in how to achieve life-long goals.”*
 - *“Help with my personal statement and keeping me on schedule. My advisor and I created a battle plan early in the match process. He also told me who to contact for more advice.”*

Feedback from Students: 2006 PSoM Career Advising Survey

Qualitative Results:

- In what ways do you think advising can be improved?
 - 39% - Earlier timing
 - 14% - Expanded advisor knowledge
 - 10% - Structural changes (advisor selection, office hours, etc.)

Feedback from Students: 2006 PSoM Career Advising Survey

Student Comments:

- In what ways do you think advising can be improved?
 - *“I really think there needs to be a more extensive network available earlier on about different career directions in medicine. It's too much to sort through in the 4th year.”*
 - *“I think that faculty at U of C could be more knowledgeable about programs throughout the country, not just the “Big Name” programs and hospitals.”*
 - *“Scheduled appointments to avoid feeling intrusive/demanding.”*

Wrap up...