



# The Evolution of a Comprehensive Career Development Program: A Guide for Survival

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# Presentation Overview

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- History of the Feinberg School of Medicine Career Development Program
- Assessment and Planning Phase
- Curricular/Administrative Support
- Positioning Resources



## Presentation Overview (cont.)

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- Identifying Needs and Developing the Program
- First Three Years of Implementation
- Action Research Plan
- Brainstorming and Mapping a Plan for Your Program



# History of the Feinberg School of Medicine Career Development Program

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## Program Dynamics

- Glaxo Pathway Program
- Student Feedback

## Change Agents

- Career Advising Task Force



# Glaxo Pathway Program

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- Dean of Students Led Program
  - One Day, January of the M3 Year
  - Suggested Attendance, Not Required
- Student Feedback from the Pathway Evaluation Program:
  - “Would be nice to begin this earlier to allow more time and greater opportunity to assess clerkships as they go on.”



# GQ Feedback

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- GQ results
  - 2001, 2002, 2003
    - At or just below the mean for all schools
  - 2004, 2005
    - Only 42% and 44% of students were satisfied with career planning



## GQ Feedback (cont.)

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- "There needs to be a systematic method in place for the support and assistance of the residency application process."
- "Too little career counseling."
- "Lack of appropriate career counseling is a major weakness."
- "Needs better career preparation opportunities."
- "Lack of student support in terms of residency program application process."
- "Lack of support/guidance for navigating the residency search and match."
- "Lack of people to effectively communicate to third years how to prepare for residency besides informal fourth year meetings."



# Assessment and Planning Phase

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- Career Advising Task Force
  - Student Focus groups
  - Advising Handbook Task Force



# Results of Student Focus Groups

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- M4 Students Seeking
  - Trends in specialties
  - Interviewing tips
  - Mock interviews
  - Planning of the M4 year
  - Information on
    - Residency Programs
    - Away Rotations
    - M4 student perspective



## Results of Student Focus Groups (cont.)

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- M3 Students Evaluated:
  - Glaxo Pathways as “too complicated”
  - specialty nights helpful
  - letters of Recommendation Process – needed more guidance
- M3 Students Seeking:
  - timeline
  - decision making process
  - personal statement support
  - choosing a specialty
  - guidelines for writing a CV
  - career Non-specific Advisors
  - information on Rank Order Lists



## Results of Advising Handbook Task Force

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- Appointment by each clinical department of a Career Advising Coordinator
- Distribution to all department advisors of the Career Advisor Guidelines
- Preparation and distribution to students by each department of a Specialty Specific Residency Application Handbook



# Results of Career Advising Task Force

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- Using Survey Resources

- GQ data and Glaxo-Pathway Evaluations

- Requested position of Director of Academic and Career Advising

- Requested 4 one-hour sessions in the Interdisciplinary Medicine Curriculum (IDM) in the M3 year



# Curricular/Administrative Support

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- Staffing Issues

- Full-time position added to the Student Programs and Professional Development Staff

- Space in the Curriculum

- Granted four sessions in the Interdisciplinary Medicine Curriculum



# Positioning Resources

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- Year of Transition  
2004/2005 Academic Year
  - Dean of Students
  - Director of Academic and Career Counseling
    - Attended Careers in Medicine Training
    - Created Careers in Medicine Course Unit as part of the Interdisciplinary Medicine Course for M3 Students



## Identifying Needs and Developing the Program

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- Focus Group Results
- GQ Results
  - Used Results to determine what should be included in course
- CiM Training Session
  - CiM four phases to give structure to the course and outside workshops



# Course Content

## 2004/2005: Year 1

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- Four 60-minute class sessions for the M3 Students
  - Session I
    - Overview of CiM Four Phases
    - Important Resources
    - Phase I: Self-Assessment



# Course Content

## 2004/2005: Year 1 (cont.)

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- Session II
  - Finished Phase I: Self-Assessment Activities
  - Career Exploration
    - M4 Student Panel
    - Networking and Informational Interviewing
    - Planning the M4 Year
    - CiM Career Exploration: Investigating Specialty Options Assignment for following session



# Course Content

## 2004/2005: Year 1 (cont.)

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- Session III
  - Phase III: Decision-Making
    - Preparation for Residency Application
      - Writing the CV (basics in class/seminar outside of class)
      - Letters of Recommendation
      - Researching and Choosing Specialties
      - MSPE Information
      - Specialty Sessions held outside of class time
      - Scheduling the senior year
      - Outside assignments: Attend specialty sessions, complete first draft of CV, choosing advisor(s)



# Course Content

## 2004/2005: Year 1 (cont).

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- Session IV
  - Phase IV: Implementation
    - Scheduling the M4 Year
    - MSPE Detailed Review
    - Step II Exam
    - Residency Application Process
      - Application Services
      - Matching Services
      - Specialty Specific Needs
      - Residency Application Timeline
    - Sessions outside of class for Writing the Personal Statement
    - Assignments: Meet with faculty advisor to schedule M4 Year, review competitiveness for specialty, preparation for residency application process, drafting personal statement



# Out of Class Activities

## 2004/2005: Year 1

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- MBTI and Specialty
- Writing the CV
- Writing the Personal Statement
- Career Specialty Sessions by Each Department
- Reading Assignments from:
  - Freeman, B. (2004). The ultimate guide to choosing a medical specialty. Lange Medical Books/McGraw Hill: New York.



# Evaluation of the First Year

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- GQ 2006 Results
  - “Should begin career counseling during the M1 year.”
  - “I feel that there was not a lot of time to explore career options/interests.”
  - Quantitative evaluation from GQ improved significantly.



# Course Evaluation Results 2005

## Quantitative data

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- Results for CDU were higher than all units in the IDM Curriculum
  - Career Development Unit
    - Overall Rating = 3.9/5.0
  - Effectiveness of how time was spent
    - 3.8/5.0
  - Importance of the Unit Content
    - 4.3/5.0



# Course Evaluation Results 2005

## Qualitative Data

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- What did you like about Career Development?
  - “Finally got some counseling on my future”
  - “Good course for getting us thinking about these issues and for general information.”
  - “I thought it was excellent – I really enjoyed the advice concerning how to contact possible advisors and how to approach them concerning letters of recommendation. In addition, I thought the discussion of setting out a timeline for ourselves was also helpful.”
  - It answered most of the questions I’ve had for months. It helped give me direction in terms of what is coming up for me in the next year. This was an essential class and I can’t imagine how prior years have gotten by without it.”



# Course Evaluation Results 2005

## Qualitative Data (cont.)

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- In what ways could Career Development be improved?
  - “Earlier in the year!!!!”
  - “Have a small section during the second year that could give students some exposure to specialties”
  - “I think we could have talked about the CV and the personal statement in the classes – if we needed more time, maybe each of the classes could have been lengthened....”
  - “Make it longer! It should be at least six sessions.”
  - “Make the MBTI available before the third year.”



# End of First Year: Designed 5 Year Plan

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- Plan- to implement the full program over 5 years
  - **Completed: Year 1 (2003/2004)**
    - Resources and Support: Hire and Course added to curriculum
  - **Completed: Year 2 (2004/2005)**
    - M3 Students in IDM Course and Workshops (First year of course)



# Five Year Plan (cont.)

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- **Year 3 (2005/2006)**

- M3 students in course

- Two sessions added
- Workshops changed to better meet needs

- M4 students

- Workshop sessions

- Overview of application process
- Interviewing workshop
- Rank Order List Strategies



## Five Year Plan (cont.)

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- **Year 4 (2006-2007)**
  - M3 students in course/workshops
  - M4 students in workshops
  - M1 and M2 students workshops
    - One-on-one meetings
    - Student interest groups
    - Departmental Specialty sessions



# Five Year Plan (cont.)

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- **Year 5 (2007-2008)**
  - M3 students in course
  - M4 students in workshops
  - M1 and M2 students workshops; one-on-ones
    - Full Class Meetings to introduce CiM
  - M1 and M2 students departmental advising



# Course Content

## 2005/2006: Year 2

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- Six 60-minute class sessions for the M3 Students (two sessions added)
  - Sessions added in second year covered:
    - Writing the CV
      - (Submission of CV mandatory for passing grade)
    - Writing the Personal Statement
      - (Submission of personal statement mandatory for passing grade)
    - Requesting Feedback and Self-Assessment on the Clerkships
    - Peer Advising Resources (M4 students and residents)



# Out of Class Activities

## 2005/2006: Year 2

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- M3 Students
  - MBTI and Career Specialty
  - Specialty Sessions by Department
  - Peer Mentoring (M4 Students/Residents)
  
- M4 Students
  - Residency Application Process
  - Interviewing
  - Mock Interviews offered



# 2006/2007 Year 3 Changes and Additions to the Program

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- M1/M2 Career Sessions
  - Careers in Medicine Website Available to all M1/M2 Students
  - CiM small group sessions
  - Department Specific Information Sessions
  - Departmental Advising Opening to M1/M2 Students



# 2006/2007 Year 3

## Changes and Additions to the Program

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- M3
  - Mock Interview sessions expanded
  - CV and Personal Statement Readers expanded
  
- M4
  - Additional Sessions on:
    - Application Process
    - Interviewing
    - Rank Order Lists
    - Interviewing
    - Early Match focus for each of the above



# Additional Program Changes

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## NUFSOM Career Advising Website

[www.feinberg.northwestern.edu/student-programs/counseling/career/development/index.html](http://www.feinberg.northwestern.edu/student-programs/counseling/career/development/index.html)

- Advisor Handbook
- Additional Faculty Member Serving as General Career Advisor
- Anonymous database tracking quantitative data for specialty matches



# How We Have Evolved

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- GQ 2006
  - Over 65% of students were satisfied with career planning services. This was the first year we were rated better than “all schools” in overall satisfaction with career planning services.
- Course Evaluation Results 2007
  - Career Development Unit = 4.0/5.0
  - Effectiveness of how time was spent = 3.9/5.0
  - Importance of the Unit Content = 4.4/5.0



# How We Have Evolved

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- Career Development Survey 2007

(end of M4 year)

- "The IDM sessions were very helpful"
- "Monthly career meetings were great"
- "Best part were the presentations on writing the CV and writing the Personal Statement."
- "Individual feedback on personal statements, CVs and interviews"
- "Providing various websites to obtain information very helpful"
- "I needed the Career Development course to light a fire beneath me."
- "The mock interview was the best! I am so glad I did it."



# How We Have Evolved

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## Career Development Survey 2007:

### Class of 2007

- “Very helpful that it was ongoing throughout 3rd and 4th year. “
- “Careers in medicine website is great, also the sessions during IDM”
- “Excellent in providing guidance on application process, including timelines, CV, personal statement, etc. also good resource for assessing relative competitiveness of students in different specialties. helpful in navigating / providing quality resources to learn about specialties. great advising.”



# How We Have Evolved

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## Career Development Survey 2007

- “The self-reflection exercises were very helpful taking time to help us really think about our priorities.”
- “Appreciated the timeline letting us know what to expect.”
- “The Career Development series in IDM- having a structured timeline paired with a lecture series to explain how to complete each task (e.g. how to create a CV, how to navigate ERAS) was exactly what I needed. Even the personal statement assignment was a good kick in the pants.”



# How We Have Evolved

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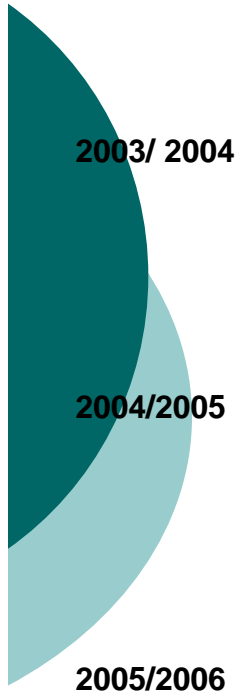
- “Start as early as possible in the med school experience with advising”
- “Start at the beginning of medical school. In particular, do an interest assessment to identify fields that may be potential good fits, and provide advice regarding participating in research or other activities during med school.”
- “It has worked out very well for me... the only minor thing I may recommend is that for people in early match, that similar sessions for interviewing and rank list making be held earlier to accommodate our deadlines. Or maybe pool next years early match candidates to see if they desire that. Outside of that, thank you so much for all of your efforts!! ”



# How We Have Evolved

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- “More mock interviews available to students, more sessions covering interviewing as PART of IDM curriculum, not some separate commitment.”
- “More couples match assistance! Most of my friends in the couples match agreed that it was an extremely difficult process.”
- “I think that the career advising program did a lot of work to help us. I would really like to see the program expanded in some way to the M1 and M2 years. I feel as though the program gets started kind of late. We all have ideas of what we want to do 1st and 2nd year but we don't really know how to get prepared to apply for these kind of things.”
- “The school does a great job of career advising. I think the different clinical departments need to educate their advisors more on how to be efficient advisors.”



M1

M2

M3

M4

2003/ 2004

		Class of 2005 Glaxo Pathway (one day)	
Planning process			

2004/2005

		Class of 2006 •Self-assessment •Career Exploration •Decision -making	Class of 2005
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2005/2006

		Class of 2007 •Self-assessment •Career Exploration •Decision-making	Class of 2006 •Implementation
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2006/2007

Class of 2010 •Self-assessment •Career exploration	Class of 2009 •Self-assessment •Career exploration	Class of 2008 •Self-assessment •Career Exploration •Decision-making	Class of 2007 •Implementation
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2007/2008

Class of 2011 •Self-assessment •Career exploration	Class of 2010 •Self-assessment •Career exploration	Class of 2009 •Self-assessment •Career Exploration •Decision-making	Class of 2008 •Implementation
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# Brainstorming and Mapping a Plan for Your Program

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- Assessment of Program Dynamics
  - What Resources do you have in place?
  - Are additional resources a possibility?
  - Programming currently in place?
- Gaining Feedback
  - Student perceptions of needs/desires?
  - Plan for gaining more feedback?
- Program Planning
  - Ideas which can be implemented in the first year?
    - Target your audience – where is the most need?
    - What needs to be done to implement a plan?
    - Measurements for effectiveness of plan?