



PROFESSIONAL DEVELOPMENT/SELF-EVALUATION

Lisa Schirtz-Carroll, BS C-TAGME

Cardiology Fellowship Administrator

MILESTONES FOR PROGRAM ADMINISTRATORS

- Applying competency based outcomes to GME administrative roles
- Talk given by
 - Nowoka “Joy” Hilton
 - Terry Bennett
 - University of Virginia



NAS AND THE PROGRAM ADMINISTRATOR

- Utilizing the NAS 6 core competencies ~ transfer them to you and your career development
 - Personal Care
 - Medical Knowledge
 - Interpersonal Communication Skills
 - Professionalism
 - Practice-Based Learning and Improvement
 - System-Based Practice



PERSONAL CARE

- Work/life balance; personal wellness



MEDICAL EDUCATION KNOWLEDGE

- Rules, regulations, policies and procedures which support program accreditation



INTERPERSONAL AND COMMUNICATION SKILLS

- Effective communication, written and oral, with all team members, faculty, and trainees



PROFESSIONALISM

- Skill sets needed to carry out professional responsibilities; adherence to ethical principals, departmental/institutional goals and missions; representing and counseling residents with whom you work



PRACTICE-BASED LEARNING AND IMPROVEMENT

- Self -evaluation, life-long learning, formative feedback, continuous professional development i.e., TAGME



SYSTEMS-BASED PRACTICE

- Awareness of and responsiveness to the team at large; cost considerations, program improvement and quality



RESUMES

- Building a resume is an ongoing process and a professional never knows when the prospect for advancement or some other valuable opportunity will require the submission of a resume.

Always have your resume ready to send out



RESUME

- All coordinators should have a resume where is listed not only their education and employment history but also all their professional activities, accomplishments, and responsibilities such as
 - giving presentations to new residents at orientation or to other coordinators in your institution
 - mentoring new coordinators in other departments
 - orienting new faculty members
 - serving on institutional committees
 - being active in professional organizations and any leadership roles



RESUME CON'TD

- publications
- teaching/training
- Additional Items:
- Teaching activities
- List of persons you have mentored
- Community service activities



- Have a friend outside of GME review it
- Ask someone you see as a mentor review it
- You should review it at least quarterly



POSITIVE EFFECTS OF GROUP MENTORING – A TEXAS TALL TALE

- Beth Payne, MAEd, C-TAGME
Director, Academic Programs
Assistant Program Director
- Yvette Foster, BA
Academic Programs Coordinator



MENTORING GROUP

- Form a group to mentor to each other
 - Could be within your institution
 - Could be with 3 or 4 administrators you meet here



WHY MENTOR?

- Role modeling
- Wealth of knowledge
- Discover opportunities
- Cheerleader
- Set career goals
- Emotional support
- Success
- Life-long friendship



MENTORING GROUP GOALS AND OBJECTIVES

- Self Inventory
- Team format
- SMART goals
- Accountability
- Time
- Passion and Desire
- Stay in touch



PERSONAL GOALS

○ Create List

- What do you want?
- Never Contradict the list
- Focus on the 6 competencies
- Set the Bar for where you want your goal to lead you

- Review your goal daily
- Visualize it
- Stay constant with the values
- At some point....Decision Time



