

The primary resources for successful program implementation include the Clerkship Coordinators and Directors, regional physicians, the JCESOM Administration and student leaders.

The three outcome measures include The Student Services Annual Survey (SSAS, Appendix 5); the Graduation Questionnaire (GQ) and Post-Session/Course Evaluations. On the SSAS, students will indicate at least a 75% level of “Satisfied” with all career-related items. On the GQ, class ratings will meet or exceed ratings commensurate with “All Schools.” Post-Session/Course Evaluations will indicate at least a 75% level of improved career self-awareness and decision-making strategies, increased specialty knowledge, and increased confidence with overall career planning and residency program preparation.

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<p>MUSOM’s new career counseling program is comprised of the following four components:</p> <p>(1) A longitudinal, in-depth course for all year students entitled “Medical Career Development”, which was approved by the Curriculum Committee as a graduation requirement</p>	<p>Office of Academic & Career Development</p>	<p>For the “Medical Career Development” course:</p> <ul style="list-style-type: none"> MS-I will be able to identify their three-letter personality code and understand the importance of self-assessment as the foundation to their career exploration and planning; MS-I will complete each of the three primary online self-assessment instruments, and submit a one-page reflective paper on their results by March 1; 	<p>Anticipated class meetings:</p> <p><u>For MS-I:</u> March 7, 2012</p> <p><u>For MS-II:</u> March 13, 2012</p> <p><u>For MS-III:</u> Starting with Rotation 5:</p> <ul style="list-style-type: none"> Internal Medicine, February 29, 1 – 2:30 Psychiatry, March 2, 2:30-4:00 Surgery, March 14, 10:30 – 12 Noon Family Medicine, April 18, 9:00 – 10:30 am <p><u>For MS-IV:</u> July and August 2012</p>	<p>For the “Medical Career Development” course:</p> <p>There are three tools to measure student satisfaction: the Student Services Annual Survey, the GQ, and Course Evaluations.</p> <p>(1) On the Student Services Annual Survey (SSAS):</p> <p><u>MS-I:</u></p> <ul style="list-style-type: none"> Indicate at least a 75% level of “Satisfied” with “Career Preference Assessment Activities”. <p><u>MS-II:</u></p> <ul style="list-style-type: none"> Indicate at least a 75% level of “Satisfied” with “Career Preference Assessment Activities”; Indicate at least a 75% level of “Satisfied” with “Information About Specialties”;

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<p>(con't) MUSOM's new career counseling program is comprised of the following four components:</p> <p>(1) A longitudinal, in-depth course for all year students entitled "Medical Career Development", which was approved by the Curriculum Committee as a graduation requirement</p>		<p>(con't) For the "Medical Career Development" course:</p> <ul style="list-style-type: none"> MS-II will write a one-page reflective paper by March 1 comparing and contrasting their results from two in-depth self-assessments: The Medical Specialty Preference Inventory, found on the Careers in Medicine website, and The Personal Trait Analysis, found in Iserson's text which will be sent electronically to them; 		<p><u>(con't) MS-II:</u></p> <ul style="list-style-type: none"> Indicate at least a level of "Moderately Useful" when rating the utility of the Careers in Medicine website. <p><u>MS-III:</u></p> <ul style="list-style-type: none"> Indicate at least a 75% level of "Satisfied" with "Career Preference Assessment Activities"; Indicate at least a 75% level of "Satisfied" with "Information about Specialties"; Indicate at least a 75% level of "Satisfied" with "Overall Satisfaction with Career Planning Services"; Indicate at least a level of "Moderately Useful" when rating the utility of the Careers in Medicine website.

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<p>(2) “Career Conversations”, which consist of the following two parts:</p> <p>(a) Clerkship Sessions, required in each of the six clerkship sessions on every rotation. Faculty discuss the specialty selection and residency application process for their particular area; suggest elective courses to take; and provide insights into the daily rewards and challenges unique to their specialty</p>	<p>The Clerkship Directors are responsible for the six clerkship sessions on every rotation.</p> <p>The Office of Academic & Career Development is responsible for the 14 “Career Conversations” with faculty and regional physicians across the entire academic year.</p>	<ul style="list-style-type: none"> • Students will have increased knowledge and understanding of the content areas of various specialties – some of which they may not have previously considered; • Students will have improved knowledge of the necessary factors to consider when selecting specialties; • Students will have a better understanding of the daily challenges, lifestyle and compensation issues of that particular specialty. • Students will feel better prepared for handling interviews during the residency application process for that specialty. 	<p>Anticipated Clerkship Counseling Sessions:</p> <ul style="list-style-type: none"> • Family Medicine: April 18, 2012 • Neurology: June 8, 2012 • Psychiatry: April 13, 2012 and June 15, 2012 <p>Anticipated Career Conversations:</p> <ul style="list-style-type: none"> • Urology: March 22, 2012 • Emergency Medicine: Date TBA • Anesthesiology: Date TBA • Surgery: Date TBA • Psychiatry: Date TBA 	<p>On the Post-Session Evaluations:</p> <ul style="list-style-type: none"> • At least 15 first, second and third-year students will attend each Career Conversation; • At least 75% of the students attending will indicate on the post-session evaluations that the session was helpful or very helpful in terms of increased understanding of the specialty content area; • At least 75% of the students attending will indicate on the post-session evaluations that they understand the necessary factors to consider when choosing that specialty;

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<p>(b) A series of 14 “Career Conversations” with faculty and regional-area physicians in the specialties for which we have clerkships as well as for those we do not. The specialty selection, residency application processes, and the daily life of a physician in their particular specialty will be discussed.</p>				<p>(con’t) On the Post-Session Evaluations:</p> <ul style="list-style-type: none"> • At least 75% of the students attending will indicate on the post-session evaluations that they have a better understanding of the lifestyle and daily challenges of that specialty; • At least 75% of the students attending will indicate on the post-session evaluations that they have received guidance as to which electives to take to increase their competitiveness for that particular specialty;

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(3) "Lunch & Learn" Series of Workshops on a variety of career development topics, such as CV writing;	Office of Academic & Career Development	<p>Students will learn how to draft their CV's for both summer research opportunities and the residency application process.</p> <p>Students will know where to access information on the Careers in Medicine website to view samples.</p>		At least 75% of the students attending will indicate on the post-session evaluations that they have increased skills and confidence in preparing their CV's.

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<p>(4) Student-Led Events, such as Student-Interest Groups, “Specialty Speed Dating”, and “The Women in Medicine Panel”.</p>	<p>Office of Academic & Career Development, various faculty members and student organizations are responsible for the Student-Led Events</p>	<p>For the Student Interest Groups, students will have a more comprehensive knowledge base of the requirements and occupational characteristics of the particular specialty.</p> <p>For the Specialty Speed Dating event, students will have gained a wider exposure to various specialties in a relaxed and informal setting and will have made valuable contacts with faculty.</p>	<p>Anticipated: Ongoing throughout the academic year</p>	<ul style="list-style-type: none"> • At least 75% of the students attending the Student-Interest Groups will indicate on the post-session evaluation that the event was helpful or very helpful; • At least 75% of the students attending the “Specialty Speed Dating” will indicate on the post-session evaluation that their knowledge base about the various specialties has been expanded (or narrowed) and talking with the various faculty members was useful.