

Perspectives



FROM THE OFFICE OF FACULTY DEVELOPMENT

Children's Hospital Boston

Perspectives on Faculty Development Month May 2005

Drs. Jean Emans and Jim Mandell and the Office of Faculty Development are pleased to announce the second annual **Faculty Development Month celebration in May**. Departments will receive flyers for posting and links to websites that will provide all faculty with a menu of opportunities in the spirit of faculty development. Our communications will be "decorated" with the symbol of a handshake to encourage faculty to complete their annual review conferences, read about mentoring, among other activities. Thanks for your support this spring, as we encourage activities designed to foster faculty development.



Whether a junior or senior faculty member, you can select from the following choices:

Menu of Opportunities:

- Complete your annual Career Conference form and make an appointment with your Chief/mentor
web2.tch.harvard.edu/ofd/pdf/conf_form.pdf
- Re-read the Community of Mentors Guidebooks for Mentors or Junior Faculty
web2.tch.harvard.edu/ofd/mentors.html
- Identify potential mentors for your mentor team
- Sign up for an Office of Faculty Development Seminar or other professional workshop
- Set goals: short-, mid-, and long-term goals
- Borrow a book from the Library's Career and Faculty Development section
- Start or re-start that elusive paper or encourage a colleague to submit a paper
- Contact potential readers of first drafts and let them know when to expect it
- Introduce yourself to a colleague who shares your research or clinical interests

Work-life balance:

- Attend the workshops on May 3rd (see p. 3)
- Commit to an exercise program for spring
- Explore a new restaurant as featured in "Boston Bites," *Perspectives*
- Visit a Boston-area neighborhood and its cultural resources
- Take time to organize - to save time, reduce pressure
- Network with peers, junior and senior colleagues

Director's Perspectives . . .

S. Jean Emans, MD

Dear Colleagues:

Welcome to our spring issue of Perspectives. The month of May will be again devoted to Faculty Development month. In this issue and throughout the month of May, we will offer you suggestions to "recharge your batteries" or revitalize your career. We advocate that you have a career conference with your chief or designated senior faculty member. This conference should be about your career, conducted annually to help you map out your goals and identify resources. If you are not sure how to approach this session, please consult the OFD form as a template (p2).

Best wishes for career satisfaction and a healthy balance for your work and life.

Jean

COMMUNITY OF MENTORS UPDATE: MATCHED MENTOR PILOT

Thanks to all in our community who have given continued support to the Office of Faculty Development's original Community of Mentors Program. Our concept derives from the literature that documents the dynamic value of mentees finding their own mentors, particularly in their own field and with Chiefs facilitating this process.

Our Office has launched its Pilot Matched Mentoring Program, an enhancement to the original Program. The additional support of the Matched-Mentor pilot introduces mentor to mentee across departments, based on a faculty profile. This pilot was formulated based on focus groups and information sessions conducted within the last year at Children's. The Program is designed to be *value added* to mentoring support at the home level--departments/divisions--and to provide synergistic opportunities. Our mentor teams have begun to hold meetings to outline short- and long-term goals and other career-planning activities. There is an expectation that the teams will meet for about a year, at which time they can determine their next steps.

We are grateful to our volunteer mentors who are dedicating their time, and we are equally proud of our superlative mentees who recognized the benefit derived from other perspectives. The OFD will be evaluating outcomes of this Program to determine if we will continue this initiative next year.

Inaugural Mentors: Matched Mentor Program

Rosalind Brown, MD
Patricia Burrows, MD
Laurie Cohen, MD
Lisa Diller, MD
Gerald Healy, MD
Mira Irons, MD
Margaret Kenna, MD

Hannah Kinney, MD
Wayne Lencer, MD
Kenneth McIntosh, MD
Marsha Moses, PhD
Marion Neutra, PhD
Adrienne Randolph, MD
Susan Waisbren, PhD
Elizabeth Woods, MD

Perspectives on Medical Education:

Assessing Residents' and Fellows' Communication Skills (an ACGME Competency) March 15, 2005

Stressing the importance of effective interpersonal and communication skills, Dr. Elizabeth Rider recently conducted a medical education workshop designed to provide participants with a framework for teaching and assessing communication skills. Dr. Rider showed pediatric film clips of doctor-patient interviews that participants discussed using a new *HMS Communications Skills Form*. Dr. Rider is a member of the Bayer-Fetzer Group on Physician Patient Communication in Medical Education* that developed the framework and tool.

Dr. Rider emphasized the following seven principles from the *Kalamazoo Consensus Statement (Academic Medicine 2001; 76:390-93)* framework of communication skills competencies.

1. **Build a relationship:** greet and show interest in patient as a person; use words that show care and concern throughout the interview; use tone, pace, eye contact and posture that show care and concern; respond explicitly to patient statements about ideas, feelings, and values. Empathy, compassion and respect are fundamental to the relationship.
2. **Open the discussion:** allow patient to complete the opening statement without interruption; elicit concerns; negotiate agenda for visit.
3. **Gather information:** begin with patient's story using open-ended questions; clarify details; summarize and allow patient to correct information; transition effectively to additional questions.
4. **Understand the patient's perspective:** ask about life events, circumstances, others that might affect health; elicit patient's beliefs, concerns and expectations about illness and treatment.
5. **Share information:** assess patient's understanding of the problem and desire for more information; explain using words patient can understand; ask if questions.

6. **Reach agreement:** include patient in decisions to the extent desired; check for mutual understanding of, and patient's ability to, follow diagnostic and/or treatment plans; identify additional resources.

7. **Provide closure:** ask if patient has questions or issues; summarize; clarify follow-up or contact arrangements; acknowledge patient and close interview.

The model provides trainees with a communications framework that encourages competency in building a relationship with the patient and family, understanding the patient's perspective, listening, and providing relationship-centered care. Dr. Rider acknowledges that many medical encounters are open to wide interpretation (as well as external time/place pressures), but it is important for the patient to feel that the physician is involved and caring, and understands the patient's perspective. If you would like a complete copy of the Kalamazoo Consensus framework, contact ofd@childrens.harvard.edu

Elizabeth Rider, MSW, MD is a Scholar of the HMS Academy; Co-Director, Communication Skills Teaching Program; Coordinator of Faculty Development, Resident as Teacher Program, HMS Office of Educational Development; and Assistant Professor of Pediatrics, HMS.

* Beginning in 1999, an invited group of 21 medical education leaders attended a series of conferences in Kalamazoo, Michigan, jointly sponsored by the Bayer Institute for Health Care Communication and the Fetzer Institute. The aim was to facilitate teaching, assessment, and evaluation of physician-patient communication skills.



Dr. Elizabeth Rider

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Faculty Retention – Communication

“Faculty turnover can be greatly reduced by maintaining an effective process of faculty communication,” according to David Bachrach in *Retain or Replace: The True Costs of Unintended Faculty Departures and How to Minimize them*.^{*} He notes that, when faculty do not know where they stand or what is expected, there is a higher likelihood for disillusionment and, ultimately, turnover.

While there are several essential components in faculty communication, one of the most important is a well-defined and executed evaluation process. Such a process includes self-evaluation and goal setting by the faculty member with a conference with a chief or senior mentor to confirm or fine-tune these goals. It is also important to assure that the goals conform to the culture or unit. However, the most effective retention programs include overall enhanced efforts that go beyond evaluation and lead to an improved sense of community.

^{*}*Academic Physician & Scientist* 2005; 2(3). Mr. Bachrach is a Physician's Executive Coach with over 30 years of experience, whose column, *Career Watch*, is a regular feature in *Academic Physician & Scientist*.

Annual Career Conference

Many departments have opted to use the Children's Annual Career Conference form, or a variation, to facilitate the conference. The form is designed to help you make your conference more productive. To download this form, go to the OFD website at web2.tch.harvard.edu/ofd/conf.html.

Junior faculty members complete Part I of this form BEFORE the conference, reflecting on past year's goals and noting what was helpful, and what was not. Part II of the form is completed by the Chief, senior mentor, or designee at the end of the conference and co-signed by the junior faculty member. Together you identify and document mentors to help you reach your goals.

In the end, it's the “forum” — and not the form — that will help you find a mentoring team for your professional growth. Take the time to give your conference the forethought it deserves and optimize your own career development.

Getting Unstuck Without Coming Unglued: Restoring Work-Life Balance, by Sharon Teitelbaum, Wonder Works Publishing Company, 2005.

Sharon Teitelbaum, a work-life and career coach, writes in her book's brief introduction of her early commitment to a demanding career as a systems analyst and how she lived inside her job mindset, even when "relaxing" with her family at a 4th of July celebration (i.e. a printout she brought with her revealed a computer code error). It was time, she came to realize, to appreciate how identities are built outside of the cubicle and to start organizing non-work activities into her daily schedule.

Getting Unstuck's guiding principles are for people sensing that they need to change their priorities and are not sure where to start. Each chapter provides some subtle indicators (summarized at the end as "coaching tips") to help sort through your mental landscape and navigate your resources to find a balanced life. One woman, previously believing herself to be social and community-driven, found periods of solitude highly rewarding and eventually became involved in creative writing projects. Frequent short narratives of similar transitions lend backbone to a subject that often overwhelms its seekers.

Upcoming Workshops!

Register by emailing ofd@childrens.harvard.edu

Restoring Work-Life Balance: Getting Unstuck Without Coming Unglued

Speaker: Sharon Teitelbaum, Work-Life and Career Coach
Co-sponsored by the Office of Faculty Development and the Office of Family Support Services

Tuesday, May 3, 12 –1 PM, Gamble Room, lunch provided.
What does it take to nurture your career, your family, AND yourself? This presentation offers a framework for understanding the importance of keeping your "batteries charged" and provides practical, hands-on strategies when the demands on your time are constant and insatiable.

Preparing Your HMS CV Using "FIRST" on-line menus

Presenter: Steven Wimberg, HMS Information Services
Tuesday, May 17, 12 –1 PM, Gamble Room, lunch provided.

Faculty Kudos

Frederick Alt, PhD, co-chief of Molecular Medicine and Professor of Pediatrics, was awarded the 2005 Rabbi Shai Shacknai Memorial Prize in Immunology and Cancer Research for his contributions to the fields of molecular immunology and genetics.

Elizabeth Rider, MSW, MD, Assistant Professor of Pediatrics, was inducted into the National Academy of Practice in Medicine, for her achievements in medical education.

Web Link Alert: Harvard University Task Force on Women in Science and Engineering, see

http://www.womenstaskforces.harvard.edu/membership_wise.php

The new organization is examining the underrepresentation of women in science and engineering and will focus specifically on the Harvard community.

In the Nation's Compelling Interest: Ensuring Diversity in the Healthcare Workforce, Institute of Medicine, National Academies Press, 2004

This February 2004 Institute of Medicine report underlines the importance of serving the medical needs of underrepresented minorities by including URM participation throughout medical education and the healthcare industry. Creating diversity-friendly climates in schools and workplaces are central to the future of healthcare accessibility for all. To achieve this goal, the report suggests strategies for new policies which emphasize removing barriers to URM inclusion in institutions, education, accreditation boards, as well as professional and community groups. Within medical education itself, the IOM report indicates that valuing diversity creates a better outcome for the entire community of learners.

Note: the Children's Hospital Library has the complete text; for a summary, see the IOM website

<http://www.iom.edu/report.asp?id=18287>

Luncheon Announcement For Our Minority Faculty

Save the Date: April 25th, in the Karp building 8th fl conf room, for our next noon-time luncheon. Our guests will be Celina Mankey, MD, Assistant Dean for Student Affairs and Assistant Director of the Office of Recruitment and Multicultural Affairs at HMS and a few HMS students from the Black Health Organization (BHO). Dr. Mankey works as a faculty advisor to minority students and their organizations. Her mandate includes working with clinical departments across all HMS institutions to assist in recruitment and retention of students of color within the Harvard Medical Center. Dr. Mankey and the students would like to discuss a new student mentoring Program they would like to initiate at Children's.

Women's Careers

Off-Ramps and On-Ramps: Keeping Talented Women on the Road to Success, by Sylvia Ann Hewlitt and Carolyn Buck Luce, in *Harvard Business Review*, March 2005

Examining the recent trend of successful women leaving important jobs to raise families, the authors concentrate on how many women try to reconnect to their workplaces and find the situation problematic at best. Taking time-out or being "off-ramp" becomes a troubling waystation where women are in career limbo – talented, but perceived to be less committed as workers and not welcomed back into their former jobs. The authors encourage employers to create reduced-hour jobs, allow flexibility in the work day for child care, and generally "remove the stigma" of employees taking advantage of these arrangements. Women who are off-ramp are directed to make use of mentors and networking groups to increase their visibility and form relationships with those in the career pipeline.

Sylvia Ann Hewlitt is the President of the Center for Work-Life Policy (a non-profit organization) and author of *Creating a Life* (Miramax Books, 2002)

Carolyn Buck Luce is a Global Managing Partner for Ernst & Young's health sciences industry practice

Time Out with . . .

Lydia-“Not-the-Famous-Chef”-Shrier

Fasika

If you haven't tried **Fasika** (617-731-3833), you are in for a real treat. Located at 23 South Huntington Ave. in JP, just off of Huntington Ave., Fasika is incredibly close to LMA, yet when you walk in the door, you feel instantly transported to Ethiopia. The cozy space is warmly decorated with Ethiopian posters and wall hangings. Seating in the front is around conventional tables, in the back is around mesabs, wicker hourglass-shaped baskets into which large communal food platters are placed. The menu is very reasonably priced (apps \$3.50-\$3.95, entrees \$6.50-\$12) and extensive, with vegetable, fish, chicken, lamb, and beef offerings. You can order by number to avoid butchering pronunciation of the Amharic names. I recommend the combination platters so that you can try as many different dishes as possible. Three of us started with a 5-veggie combo - the cabbage (tikill gommen), fresh veggies (yatakilt kilkil), split yellow peas (yekik alicha), collard greens (gomen wet), and lentils (yemiser alicha) were all delicious. We then shared intensely seasoned baked catfish, spicy sautéed lamb, and kitfo (raw ground beef in butter and mit mita, a very hot chili). Portions are generous with enough leftover for a couple more small meals at home. The food is served with injera, the flat, spongy national bread of Ethiopia that is made with fermented tef flour. To eat, you tear off a piece of the injera on the communal platter, roll the food into it, and enjoy. Complement your meal with tej, a uniquely flavored and not-too-sweet Ethiopian honey wine. Hours are 4-11 pm Tues-Thurs, 4 pm-2 am Fri, 1 pm-2 am Sat and Sun, with free parking next to the restaurant. There are many who believe that eating tef makes you strong and fast – not hard to believe after an Ethiopian man's recent win of the Boston Marathon. Not only is Fasika convenient, it offers the original fast food ☺

Leisurely Learning

by Jill Dobriner

Mind's Eye Yarns

22 White Street

Cambridge, MA 02140

Tel: 617-354-7253

Web: <http://www.mindseyeyarns.com>

Knitters have emerged from the woodwork in recent years, and you will see wool and needles intertwining busily on front porches, subways, buses, and even in doctors' waiting rooms. If the spell to cast on stitches, knit, purl, and bind off has struck you as well, Boston-area yarn shops help beginner knitters get started and can assist them in making the leap from scarfs to hats. **Mind's Eye Yarns** in Cambridge is the multi-purpose yarn shop that includes knitting and spinning classes, free patterns, and individual instruction, all blended with heaping amounts of social support. Located on the first floor of a pink clapboard house, the two room shop has seasonal yarns and various non-profit knitting projects for their clientele; check the inhouse newsletter for information on "Afghans for Afghans." A 10 minute consultation on any knitting inquiry is free and available whenever the shop is open; a 45 minute one-to-one lesson (\$12) can be arranged by appointment. The Wednesday night knitting group (7-9 PM), all levels, is free for the first night and \$30 for six months. Most of all, the shop offers a knitter's bounty – natural fibers, colorful yarns, soft textures, and all sorts of crafty possibilities.

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is a publication of the
Office of Faculty Development
at Children's Hospital Boston
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Children's Hospital Boston

Non-Profit
Organization
U.S. Postage PAID
Cambridge, MA
Permit #59240