

ESTABLISH YOUR STREET CRED!
MAKE YOURSELF INVALUABLE, BUILD SUCCESS, & CREATE IDEAS IN ACADEMIC EM

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1. Goals & Objectives

- a. Success: clinician-teacher & scholarship
- a. *Objectives...*
 - i. Become the stellar clinician first
 - ii. Focus your efforts
 - iii. Seek-out mentorship, network effectively
 - iv. Know your system & its “currency”
 - v. Maintain a professional/personal balance

2. Outline

- a. *Clinical Foundations*
 - i. Achieve & Maintain Clinical Excellence
 - ii. Excel as the Clinician-Teacher
- b. *Life in Academics*
 - i. Getting Started, Finding a Niche
 - ii. Understand Your System
 - iii. Parlay, Balance, Diversify...Give Back

3. Achieve & Maintain Clinical Excellence

- a. Defines us as physicians
- b. Others are taking note
- c. Lead by example...
 - i. Genuinely caring
 - ii. Keeping current with the literature
 - iii. Balancing efficiency & quality care
- d. Teach by example
 - i. The “fish bowl” that is the ED
 - ii. All interactions matter

4. Excel as the Clinician-Teacher

- a. Educate your patients
 - i. To be effective, must be able to educate your patients
- b. Hone your educational skills and develop a style that works for you
 - i. Observe effective teachers

- ii. Adopt what you learn to your personal style/convictions
- c. Pearl for success:
 - i. Bedside teaching: Most of us learn best from those patients we are most invested in...our own
 - ii. Effective bedside teaching = bite sized pearls that stick
 - iii. Avoid tendency to be overly comprehensive

5. Life in Academics: Getting Started, Finding a Niche

- a. Get involved:
 - i. Speaking
 - 1. Local and regional GR
 - 2. Open microphone sessions
 - ii. Writing
 - 1. Seek out writing opportunities
 - iii. Networking
 - 1. Interest groups
 - 2. Committees
 - iv. Collaborate with Senior faculty in areas of interest
 - 1. Education
 - 2. Research
 - 3. Administration
 - 4. Simulation
 - 5. Etc.
 - v. Establish yourself as a “completer”
- b. Find a niche (or let a niche find you!)
- c. Balance of impact and true expertise
 - i. Sometimes the former precedes the latter
 - ii. Process of lifelong learning
 - iii. Embrace the end-of-talk feedback and questions – opportunity for refinement in message for future talks, opportunity for growth
- d. Avoid over-extending yourself
 - i. “find 3 good reasons to say yes, but only 1 mediocre reason to say no.”
 - ii. HOWEVER
 - 1. Be careful how you apply this: Serendipity
 - 2. Need to know when and whom to say “no” to
 - 3. Becomes more important over time
 - a. Start broad, become more selective over time

6. Life in Academics: Understanding Your System

- a. Understand the currency of your system
 - i. Traditional academic model → research, grants
 - ii. Named positions have a built-in advantage
 - 1. Operations often trumps education

- iii. Know the requirements for promotion within your medical center
(Read the requirement, talk to those with experience, consider getting on the Promotion & Tenure Committee)
 - 1. Unfunded research may get you promoted, but may not have value in the dept
 - 2. Admin responsibilities will have value in your dept, but are less likely to get you an academic promotion
 - 3. Seek the common ground: look for activities with value to both the dept and the academic institution (e.g., the PD that does education research)
- b. Understand that performance precedes reward
 - i. “Make yourself invaluable to the system”
 - ii. Prove your value before clinical time reductions, raises, etc
 - iii. It doesn’t hurt to talk to your boss about the potential value of your pursuits up front
 - iv. In turn, it’s easier to negotiate once you have produced and you know that your product has value
- c. Know the importance of mentors/role-models
 - i. They differ:
 - 1. Mentors (active involvement) vs. role-models (passive involvement)
 - 2. Look within and outside of your home shop
 - a. Senior faculty
 - b. National figures
 - 3. Learn from the experience (positive and negative) of others
- d. Hard work often trumps innate talent
 - i. Hard work is more important than innate ability in getting started and succeeding in academics

7. Life in Academics: Other Important Considerations

- a. Parlay, parlay, parlay
 - i. Make things count as often as possible
- b. Find a balance: Time for family, time for self
 - i. “Academics is an inert gas that can fill any volume of space given to it”
 - ii. Children grow-up fast
 - iii. Foster some diversified interests that will help keep you balanced.
 - 1. Rejuvenates
 - 2. Diversity increases your choices over time
 - 3. Retirement
- c. Avoid burn-out
 - i. Avoid over-extension
 - ii. Embrace mistakes: this will serve you well in the long run
 - 1. All mistakes have value moving forward
- d. Consider re-inventing yourself every 5-10 years

- i. Have a plan, re-evaluate 3, 5 & 10 year goals at least annually
 - 1. Strive to have 1-2 goals that are your focus each year: New skills, accomplishments, explorations, etc
- ii. Growth/change is not always planned – “sometimes the job/opportunity selects you”
- iii. Importance of networking and broadening your skill set through participation within your institution or specialty
 - 1. Within institution:
 - a) Committees (departmental/institutional/SOM)
 - b) DIO
 - c) Chair
 - d) Dean
 - 2. Beyond: National committees/initiatives
 - a. ACGME
 - b. AAMC
 - c. National HC Policy Expertise
- e. Giving Back: Motivating Faculty for Success
 - i. Provide fertile ground: Case study (NFL’s Washington Redskins)
 - ii. Promote independence: Mentor, support, encourage...let fall, then help get back on feet again
 - iii. Encourage and reward success!