

TABLE

Composition of National Virtual Job Search Series

Session	Description	No. of Registrants
Didactic Session #1	Interviewing overview: preparing your curriculum vitae and cover letter; marketing yourself; the interview season roadmap; virtual interview best practices; time, salary, professional identity formation, and benchmark data for early career neonatologists (3 panelists)	216
Diversity, Equity, and Inclusion Career Panel	Tailored Q&A for underrepresented in medicine trainees and those with career interests in diversity, equity, and inclusion (2 panelists)	216
Junior Faculty Career Panel	Transition to attending life, the job search, and Zoom interviewing (6 panelists)	211
Academic Section Chief Career Panel	Interview tips and advice for pursuing an academic career (4 panelists)	207
Job Hunting with a Visa Didactic and Career Panel	Tailored didactic and Q&A for trainees on a visa (3 panelists)	93
Private Practice Career Panel	Guidance from senior and junior attending physicians in private practice on the job search and transition from fellowship (4 panelists)	213
Didactic Session #2 & Negotiating for Women Session and Career Panel	Managing job negotiations, multiple job offers, and making a final decision (3 panelists) Contract negotiation for women to help reduce gender inequality in starting salary (3 panelists)	231

medicine: a qualitative assessment. *J Grad Med Educ.* 2010;2(4):518-522. doi:10.4300/JGME-D-10-00086.1

Corresponding author: Nicolle Dyess, MD, MEd, University of Colorado School of Medicine, nicolle.dyess@cuanschutz.edu

Nicolle Dyess, MD, MEd

Third-Year Perinatal-Neonatal Medicine Fellow,
Department of Pediatrics, University of Colorado

Brianna Liberio, MD

Third-Year Perinatal-Neonatal Medicine Fellow,
Department of Pediatrics, University of Colorado

Sarah Bernstein, MD, MHA

Attending Physician and Assistant Professor,
Department of Pediatrics, University of Utah

Heather French, MD, MEd

Neonatal-Perinatal Medicine Fellowship Program
Director and Associate Professor, Department of
Pediatrics, Perelman School of Medicine at the
University of Pennsylvania
Attending Physician, The Children's Hospital of
Philadelphia

Patrick Myers, MD

Attending Physician, Neonatal-Perinatal Medicine
Fellowship Program Director, and Assistant Professor,
Department of Pediatrics, Feinberg School of
Medicine, Northwestern University

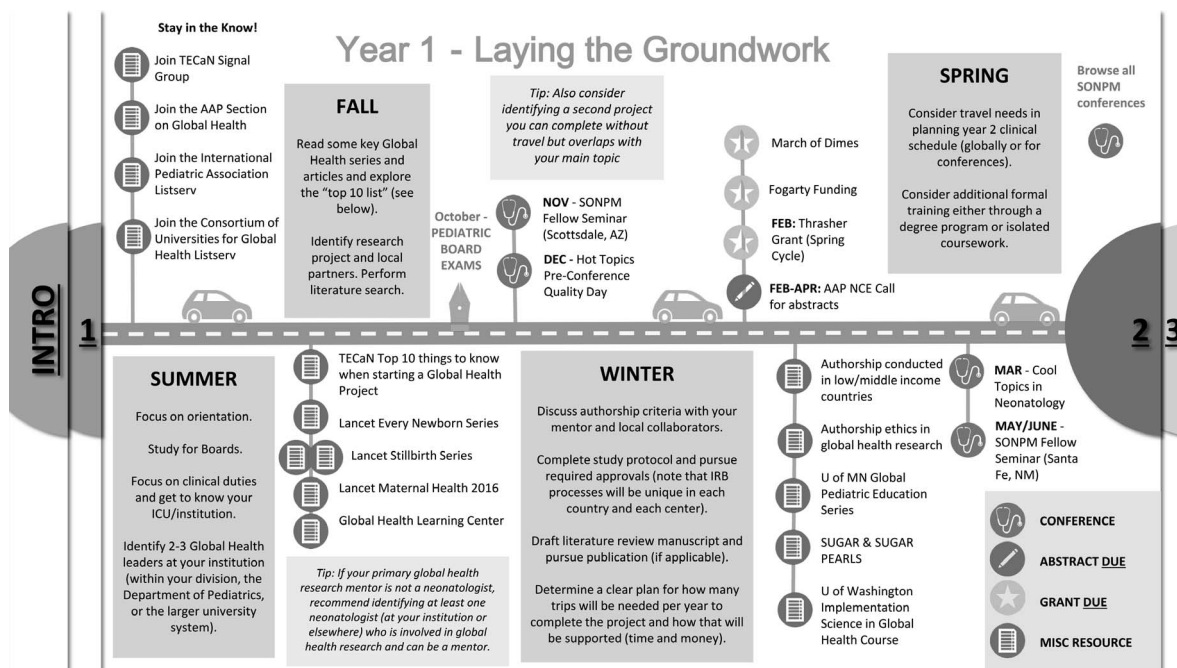
NEW IDEAS

Roadmap to Success: Interactive Timeline With Resources for Fellowship Scholarly Activity

Setting and Problem

Fellowship trainees balance clinical work and scholarly activities that are necessary to graduate fellowship. Strategies for success in fellowship include (1) following a strict timeline with frequent re-evaluation of progress, and (2) participating in national groups for access to resources otherwise not provided by a home institution.¹ Mentorship, resources, and support may be limited within an institution for less traditional areas of scholarship, such as medical

DOI: <http://dx.doi.org/10.4300/JGME-D-21-00999.1>



FIGURE

Interactive Global Health Roadmap: Fellowship Year 1 Page

Note: TECan Roadmaps include basic science research, clinical research, global health, medical education, and quality improvement. The interactive roadmaps can be found in the different "Focus Areas" pages on the TECan webpage: <https://aap.org/tecan>.

education, global health, and quality improvement. Program leadership and fellows may need to explore external resources.

Intervention

The Trainees and Early Career Neonatologists (TECaN) subcommittee within the Section on Neonatal Perinatal Medicine (SONPM) developed interactive roadmaps to supplement resources provided at local institutions (FIGURE). The aim of the roadmaps is to provide a timeline for fellow scholarly activity synchronized with clinical requirements, conferences, and extramural grant deadlines.

Roadmaps allow individuals to identify goals and follow recommendations of necessary actions. Each roadmap is divided into the 3 years of fellowship with a summary of quarterly "milestones." Resources mapped along the roadmap include extramural grants, conferences, abstract submission deadlines, and national educational resources. Each of these resources are hyperlinked to the corresponding source.

Resources highlighted in the first year provide background knowledge, training modules, mentorship, and project ideas. The second year focuses on presenting preliminary work at local or national

conferences, additional training, and grant applications. Lastly, the third year focuses on the job search, provides tips on how to publish scholarly work, and guides the transition from trainee to early-career neonatologist. Each roadmap is tailored to the specific area of scholarship, but the uniform structure and design enables easy navigation.

These interactive road maps were built and hosted on Google Slides (Alphabet Inc., Mountain View, California), then embedded to the TECan website for public access. TECan members contributed to the development of these roadmaps. Each roadmap required 3 to 5 months for completion, with input from 2 to 6 contributors per roadmap. Technical aspects were entirely drafted by TECan volunteers at no additional cost.

Outcomes to Date

A survey conducted during a virtual meeting in May 2021 allowed 71 neonatal-perinatal medicine fellowship program directors (PDs) and associate program directors (APDs) to provide feedback about the roadmaps. Fifty-eight (82%) participated in the survey. Only 33% (19 of 58) of respondents were aware of the TECan roadmaps prior to this meeting, with two-thirds of these PDs having recommended

the roadmaps to their trainees. Nearly all respondents “agree” or “strongly agree” (96%, 56 of 58) that their fellowship trainees “will benefit from using the roadmaps as a template to achieve their specific scholarly goals.” Two-thirds of PDs and APDs feel that the roadmaps are equally beneficial across the 3 years of fellowship training. Notably, only 7% (4 of 58) of respondents were aware of any national-level resources similar to the TECaN roadmaps, and only 20% (12 of 58) had institution-specific guides for their trainees that covered the same material as the TECaN roadmaps.

Scholarly roadmaps are useful resources to neonatal-perinatal medicine fellows, their fellowship PDs, and research mentors. They provide easy-to-understand timelines for trainees with comprehensive lists of conferences, grants, and journals within a trainee’s area of interest. They are especially critical for less traditional areas of scholarship where resources and experts may be limited or scattered across institutions. This highly feasible and accessible tool has been well received by training programs and PDs and has amassed users from around the United States. The details described here provide the necessary information for other disciplines to adapt this tool, with the potential for wide-reaching impact.

References

1. Ashton RW, Burkart KM, Lenz PH, et al. Strategies for success in fellowship. *Chest*. 2018;153(1):233-237. doi:10.1016/j.chest.2017.11.006

Jenny Koo, MD

Staff Neonatologist, Department of Pediatrics, Division of Neonatology, Sharp Mary Birch Hospital for Women and Infants
Chair of Research and Quality Improvement, American Academy of Pediatrics, Section on Neonatal Perinatal Medicine, Trainees and Early Career Neonatologists (TECaN)

Kera McNelis, MD, MS

Assistant Professor, Neonatologist, Department of Pediatrics, Division of Neonatology, Cincinnati Children’s Hospital Medical Center, University of Cincinnati College of Medicine
Member, American Academy of Pediatrics, Section on Neonatal Perinatal Medicine, TECaN

Shanmukha Mukthapuram, MD

Assistant Professor, Neonatologist, Department of Pediatrics, Division of Neonatology, Cincinnati

Children’s Hospital Medical Center, University of Cincinnati College of Medicine
Chair of Communications, American Academy of Pediatrics, Section on Neonatal Perinatal Medicine, TECaN

Karishma Rao, MD

Clinical Assistant Professor, Neonatologist, Division of Neonatology, Department of Pediatrics, Children’s Mercy Hospital, University of Missouri–Kansas City School of Medicine
Member, American Academy of Pediatrics, Section on Neonatal Perinatal Medicine, TECaN

Catherine G. Caruso, DO

Assistant Professor, Neonatologist, Department of Pediatrics, Division of Neonatology, Oregon Health and Science University
Member, American Academy of Pediatrics, Section on Neonatal Perinatal Medicine, TECaN

Sharla Rent, MD

Medical Instructor Assistant Professor, Department of Pediatrics, Division of Neonatology, Neonatologist, Duke University School of Medicine
Chair of Education and Global Health, American Academy of Pediatrics, Section on Neonatal Perinatal Medicine, TECaN

Corresponding author: Jenny Koo, MD, Sharp Mary Birch Hospital for Women and Infants, jennykkoo@gmail.com, Twitter @jennykoomd

NEW IDEAS

AIMS: Increasing Diversity in Graduate Medical Education Leadership

Setting and Problem

Graduate medical education (GME) leadership needs more diverse representation. Specialty medical education associations have a responsibility to support the development of the next generation of underrepresented

DOI: <http://dx.doi.org/10.4300/JGME-D-21-01015.1>