New Office of Student Life to Provide a Cohesive Experience for Students; Streamlined Reporting for Faculty

What do you get when you combine a holistic admissions process with an extensive student support program? A comprehensive network that serves the School of Medicine and its students across the spectrum, providing guidance, advice and administrative assistance to applicants and students.

Led by Associate Dean Maureen Garrity, PhD, the new Office of Student Life combines the expertise of the admissions and student affairs staff and faculty. Now students will work with a cohesive team—from the moment they express interest in the MD program to graduation and beyond.

When the two departments were separate, students received what Dean Garrity likens to “specialty” care.

“We’ve transitioned to more of a ‘family medicine’ approach, caring for the whole student across the continuum of their involvement with the School of Medicine,” said Garrity.

Dean Garrity believes faculty will benefit from this shared approach as it relates to the gathering of student data. The Office of Student Life will serve as a centralized resource for data requests and help guide best practices for obtaining and ethically using student information.

Now Accepting Applications for the Rymer Endowment Innovation Small Grants Program

The Academy of Medical Educators is now accepting applications for its annual small grants program. The grants, typically $3,500 or less, support efforts to create, implement and evaluate innovative medical education programs and to develop scholarship in medical education (occasionally grants of up to $5,000 will be considered).
Grant funds are provided through the generous support of The Rymer Family Endowment, The Office of Faculty Affairs and The Academy of Medical Educators. Proposals should be no more than five pages in length and MUST include the following information:

- Brief background describing the importance of the project and relevance to the University of Colorado School of Medicine (less than one page)
- Goals or specific aims
- Description of project or study including population, methods and evaluation strategy
- COMIRB status (if appropriate)
- Brief budget and budget justification
- Plan for sustainability after funding is complete (if appropriate)

Note that while all education projects will be considered, special consideration will be given to projects that relate to School of Medicine curricular priorities in the areas of longitudinal curriculum, learning communities, lifelong learning, master educator development and quality and safety education.

Submit applications by November 1, 2013 at 5:00 p.m. to kathy.werfelmann@ucdenver.edu.

For more information about the small grants program, contact Eva Aagaard, MD at eva.aagaard@ucdenver.edu.

Learn more at http://www.ucdenver.edu/academics/colleges/medicalschool/education/academy/SmallGrantsProgram/Pages/default.aspx.

TEACHING TIPS

How to Find a Mentor

Mentoring is an important element of academic success. Among medical school faculty, mentoring is associated with improved confidence in academic roles and skills' and higher likelihood of promotion. Strong mentoring relationships are positively associated with career satisfaction, promotion, research grants, publications and other measures of academic productivity. Junior faculty especially, those who have mentors are more confident, enthusiastic and successful in their jobs.

How to Find a Mentor

1. Begin by identifying what you need and want from your mentor. You may need assistance with a project or research proposal, your teaching or clinical skills, general career guidance, work-life balance, managing conflicts or leadership training, among others. To identify a mentor, you
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need to be aware of your needs and goals first and seek people who might be able to help you attain them. Observe senior faculty members in laboratory, clinical, classroom and conference settings—even during meetings. Select someone whose interests and goals match your own. Look for someone who is a role model for the kind of academic physician, teacher, scientist or administrative leader that you want to become. Keep in mind, most of us will need more than one mentor in order to meet all of our career goals.

2. **Look for mentors inside and outside your department or division.** Getting input from someone who understands your department and its goals, and who can advocate for you, may be vital to your success. At the same time, an external mentor—whether outside your department or even outside your institution—can provide a fresh and valuable perspective. Attend talks, research presentations, meetings or other opportunities that allow you to meet people with similar interests. You’ll be surprised at how flattered people are that you care about their work or interests.

3. **Look for mentors with the 3 Cs- Competence, Confidence and Commitment.**
   - **Competence:** Effective mentors have professional knowledge and experience in the field or area of your interest. They have generally achieved what you are hoping to accomplish. They are respected and use excellent interpersonal and communication skills with you and others.
   - **Confidence:** Effective mentors are confident in themselves and what they have achieved. They share contacts and connections. They share credit and give resources if they have them. They allow you to develop your own skills and path and are happy in your personal successes.
   - **Commitment:** Good mentors are committed to your success. They help you and also challenge you. They are available when needed and step back when they are not, but they are there for you.

4. **Look for someone who is a good “fit.”** You are developing a relationship with your mentor, one that will hopefully last for many years. Treat it as such. Is this someone who you can get along with? Is this a person who has similar work habits and patterns, or will your last minute emails drive him crazy? Do you only communicate via email, and she loves the phone? Get to know your prospective mentor a bit before you dive in.

Once you have a mentor, there are some pitfalls that may arise. Read this short article for more tips on how to make your mentoring relationship work: [http://www.jgme.org/doi/abs/10.4300/JGME-D-11-00304.1](http://www.jgme.org/doi/abs/10.4300/JGME-D-11-00304.1). For additional mentoring tips, and an outline of your responsibilities as a good mentee, refer to *Beyond Every Great Star: A Mentoring Guide for School of Medicine Faculty Members and Administrators* at [http://www.ucdenver.edu/academics/colleges/medicalschool/facultyAffairs/Documents/MentoringGuide.pdf](http://www.ucdenver.edu/academics/colleges/medicalschool/facultyAffairs/Documents/MentoringGuide.pdf).
Why can’t faculty members moonlight?

Moonlighting is prohibited for all full-time School of Medicine faculty physicians. "Full-time" includes all university-paid faculty members whose employment status is 0.50 FTE or greater and who have regular faculty appointments. This prohibition against moonlighting, which is strictly enforced, derives from policies governing University Physicians, Inc. (UPI) as well as the University of Colorado Malpractice Trust. Both documents require School of Medicine faculty members to devote 100 percent of their professional time and effort to the university.

Moonlighting, clinical consulting and locum tenens work are prohibited, even during weekends and vacations. Here is why:

- Every full-time faculty member, at the time of hire, must sign a Member Practice Agreement with UPI. The agreement is mandated by the University of Colorado Board of Regents as a condition of faculty appointment. The agreement is a binding contract that obligates each faculty member to assign all clinical practice and other professional income to UPI. This includes all earned income, even during weekends, nights and vacations.

"Clinical practice and other professional income" is defined broadly in the agreement; such income includes all work that relates to a faculty member's training, expertise and professional duties.

Unrelated income—for example, from a lawn care business or private music lessons—is not restricted by this contract. There is also a narrow exception for certain types of small, one-time academic honoraria. The university has strictly and vigorously enforced, in court, the prohibition against moonlighting.

- Moonlighting also violates the provisions of the Colorado Government Immunity Act (GIA) and jeopardizes a faculty member's malpractice protection. Regular, full-time (> 0.50 FTE) university-employed faculty members are considered "public employees" under the GIA, and their malpractice liability is limited to $350,000 per person and $990,000 per incident. But the "public employee" status—and this malpractice insurance protection—only apply if a faculty member has "no independent or other health care practice." A faculty member who moonlights may no longer be considered a public employee under Colorado law and may not be covered by the GIA and the university's self-insurance trust.

A faculty member who moonlights jeopardizes not only his or her malpractice protection for the moonlighting work but also for clinical practice at the university and its affiliated hospitals. Thus, moonlighting can result in unlimited liability and no malpractice insurance coverage from the University of Colorado. Note that work for other public entities, such as Denver Health or the Veterans Administration, is not considered an "independent or other health care practice" and is permitted.
Information for Part-Time and Volunteer Faculty Members

- Separate provisions apply to volunteer faculty members and to those who are paid on a part-time basis. Part-time, paid (<0.50 FTE) faculty members sign an Associate UPI Member Practice Agreement that does not restrict their outside clinical or consulting practices. However, if they also have an outside health care practice: a) they are covered by the self-insurance trust only for injuries caused by a student, intern or resident under their supervision; and b) they are not covered by the self-insurance trust for their own acts or omissions and must maintain their own malpractice coverage for work performed within and outside the university.

- Volunteer faculty members, who receive no payment or compensation from any university sources are covered by the university self-insurance trust for those services that are volunteered.

- Part-time and volunteer physicians must have active clinical faculty appointments to receive coverage by the University of Colorado Malpractice Trust.

Exceptions

Occasionally, an outside clinical practice is considered vital to a faculty member's work and to the School of Medicine. In these exceptional circumstances, UPI and the School of Medicine can structure contractual agreements to bring this outside work into a School of Medicine cost center, so that earned income can be provided as an incentive to the faculty member. When properly executed, such outside clinical work is no longer considered moonlighting; rather, it becomes a component of the faculty member's work for the university, and the legal entanglements discussed above are avoided. In these unique circumstances, the faculty member and his or her department should work closely with UPI to structure an agreement that permits the faculty member to perform the activities in question.

FACULTY PROFILE

Lindsey Lane and Team Lead Competency-Based Pediatrics Curriculum: Innovative Approach Will Guide Learners Through Medical School and Residency

When Lindsey Lane, BM BCh, thinks about medical education, the term “Model-T” pops into her head. Sure, this old car might be functional, but few among us would drive it on I-25.

And while she admits her example exaggerates the point, it’s largely true that the framework surrounding medical education has not advanced with the times. But that’s about to change, as Dr. Lane and a team of educators* implement a pilot
program called Education in Pediatrics Across the Continuum, or EPAC.

EPAC is a longitudinal, competency-based pediatric curriculum that spans medical school and residency. The University of Colorado School of Medicine is one of four schools nationwide chosen to participate in the Association of American Medical Colleges (AAMC) program.

Students who began coursework in the fall of 2013 will be the first to have the opportunity to apply. Four students will be selected to follow the curriculum that meets traditional learning objectives while maximizing educational experiences that are important to practicing children’s health care.

The curriculum is designed for flexibility: Students can tailor their experiences to meet their career goals in pediatrics while demonstrating competency and meeting milestones according to the individual’s specific learning needs.

*Longitudinal Experiences Help Facilitate Meaningful Interactions*

Students will be given the chance to develop strong and long-standing relationships with patients, peers and supervisors. As the learner meets objectives and demonstrates capabilities in the classroom and through workplace-based assessment (such as direct observation and regular clinical evaluations), he or she will be progressively given more responsibility and entrustment for care. Dr. Lane believes that students will benefit from experiencing the contextual nature of medicine, giving them the tools they need to understand how to partner with patients and families in a way that improves health care satisfaction and outcomes.

The enhanced curriculum also helps facilitate a partnership between students and faculty, offering unique opportunities for oversight, mentorship and collaboration.

Dr. Lane believes that medical students will be better prepared for residency and ultimately, for practice.

“EPAC provides a meaningful way for students to focus the work they have to do,” said Dr. Lane. “Longitudinal clinical experience gives students more of a chance of seeing what they are learning in context with patients. As they follow these patients and provide increasing levels of care, learners will be a valuable part of their patient’s evolution of care—for the benefit of the individual patient, their families and the entire health care team.”

Dr. Lane and the EPAC team will continue to educate and promote the program to students and faculty. So far, more than 30 students have expressed interest in learning more about EPAC.

*The EPAC team includes Jenny Soep, MD and Carol Okada, MD (Co-Directors); Adam Rosenberg MD; Celia Kaye, MD; and Doug Jones, MD (Advisory Group) and Jan Hanson, PhD; Gretchen Guiton, PhD; and Jennifer Gong, PhD (Evaluation Group).*
LINKS TO ARTICLES ABOUT ACADEMIC MEDICINE

View at:

- A Novel Comprehensive In-Training Examination Course Can Improve Residency-Wide Scores
- Accelerating Careers, Diminishing Debt
- Current Challenges to Academic Health Centers
- Fostering Innovation in Medicine and Health Care: What Must Academic Medical Centers Do?
- Gender Differences in Salary in a Recent Cohort of Early-Career Physician-Researchers
- Just Imagine: New Paradigms for Medical Education
- Primary Care, the ROAD Less Traveled: What First-Year Medical Students Want in a Specialty
- Holistic Review — Shaping the Medical Profession One Applicant at a Time
- The Social and Learning Environments Experienced by Underrepresented Minority Medical Students: A Narrative Review
- The 3-Year Medical School — Change or Shortchange?

EVENTS

http://somapps.ucdenver.edu/facultyaffairs/faculty/

Promotion 101 for Clinician-Educators
October 29, 2013
8:15 a.m. to 9:15 a.m.
Steven Lowenstein, MD, MPH
DHHA (Room TBD)

The DiSC Personality Program
October 31, 2013
7:00 a.m. to 9:30 a.m.
Lisa Neale
TBD

Conflict Styles
November 12, 2013
2:00 p.m. to 4:00 p.m.
Lisa Neal
Ed 2 South, Room 2201
Promotion 101 for Clinician-Educators
November 14, 2013
4:00 p.m. to 5:30 p.m.
Steven Lowenstein, MD, MPH
Hensel Phelps West Lecture Hall, R1 North

Evidence-Based Assessment
November 19, 2013
2:00 p.m. to 4:00 p.m.
Tai Lockspeiser, MD
Ed 2 North, P28-1202

Creating an Interprofessional Learning/Teaching Environment
December 10, 2013
2:00 p.m. to 4:00 p.m.
Kirsty Broadfoot
Location TBD

New Faculty Career Development Workshop
January 23, 2014
8:00 a.m. to 3:30 p.m.
Multiple presenters
Nighthorse Campbell Building Auditorium

Managing Medical Errors
January 28, 2014
3:00 p.m. to 5:00 p.m.
Christopher Carey, MD
TBD

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i Wingard, Acad Med 2004; 79(10 suppl): S9-11
iii Sambunjak, JAMA 2006; 296:1103-1115
iv Behind every great star: A mentoring guide for School of Medicine faculty and administrators.