

Steps Forward: Influence of a Career Development Curriculum on Early Career Pediatric Hospitalists

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BACKGROUND

- Local needs assessment found that early career pediatric hospitalists (ECPH) are:
 - Unsure of their academic trajectory
 - Seeking career development support & clearer career visions
- A yearlong cohort-based curriculum, "Steppingstones", consisting of 6 seminars & professional portfolio creation, was implemented in 2021
- Seminar topics include: values clarification, academic promotions, career planning, career engagement, mentorship, & networking
- First cohort graduated in 2022

OBJECTIVE

To describe our experience implementing a novel career development curriculum for ECPH & assess perceived efficacy of Steppingstones participation on career development competencies

METHODS

- Case-control study with 9 cohort subjects & 9 controls
- Session attendance & completion of portfolio components recorded
- Post-intervention survey assessing demographics & 5-point response scales to rate current career development competencies compared to 1 year ago
- Fisher's Exact tests used to compare answers between groups

RESULTS

Cohort Engagement:

- Mean attendance rate: 0.93 (STD 0.08)
- Mean portfolio completion rate: 0.78 (STD 0.21)

Post-Intervention Survey:

- 17 completed surveys—9 cohort subjects & 8 controls (response rate 94.4%)
- Similar distribution of demographics for cohort & controls (Table 1)
- Cohort reported greater positive gains in all career development competencies, with 3 areas being statistically significant (Figure 1)

Table 1: Comparison for Background Characteristics between the Steppingstones Cohort & Control Group

Characteristic	Overall (n=18)	Cohort (n=9)	Control Group (n=9)	p-value
% (n) or Mean (SD)				
Background Characteristics (n=18)				
Fellowship	44 (8)	44 (4)	44 (4)	1.0
Years Since Training				
0-1	22 (4)	22 (2)	22 (2)	0.267
2-3	56 (10)	67 (6)	44 (4)	
4-5	17 (3)	0 (0)	33 (3)	
>5	6 (1)	11 (1)	0 (0)	
>1 Departmental Appointment	22 (4)	22 (2)	22 (2)	1.0
Clinical FTE				
0-25%	11 (2)	0 (0)	22 (2)	0.565
26-50%	17 (3)	22 (2)	11 (1)	
51-75%	17 (3)	11 (1)	22 (2)	
76-100%	56 (10)	67 (6)	44 (4)	
Academic Rank				
Clinical Instructor	44 (8)	56 (5)	33 (3)	0.637
Assistant Professor	56 (10)	44 (4)	67 (6)	

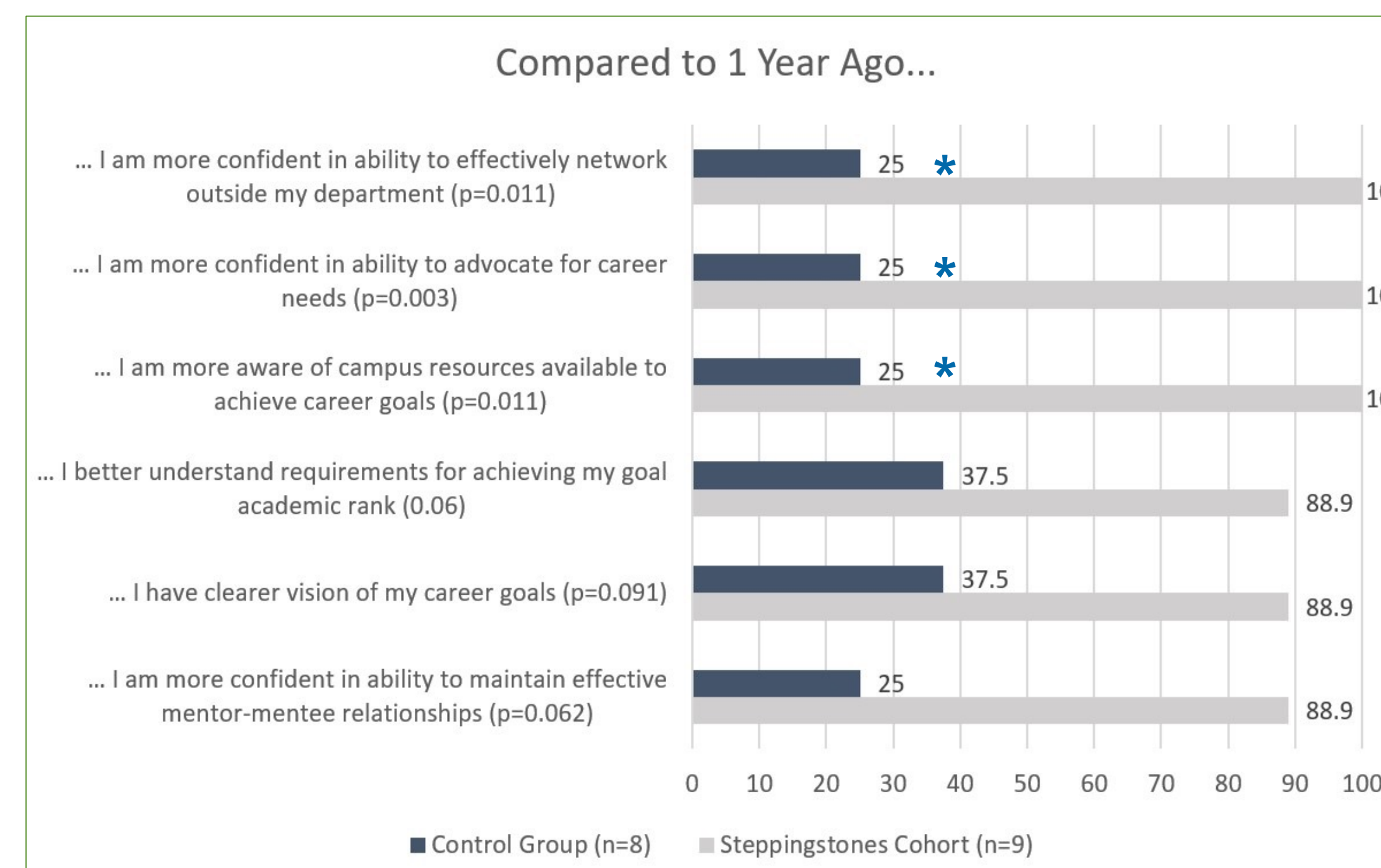


Figure 1: Perceived Change in Career Development Competencies for Steppingstones Cohort and Control Group. The figure displays the dichotomized response scale ("Completely agree", "Agree quite a bit", and "Somewhat agree" compared to "Agree a little" and "Do not agree at all") for ease of interpretation; however, the p-values are based on analysis using the 5-point scale. Asterix denotes statistically significant differences.

CONCLUSIONS

- Steppingstones participants were highly engaged in the curriculum
- Cohort reported greater gains in career development competencies, which we attribute to:
 - Increased knowledge of career development practices
 - Dedicated time to build these competencies
- Results limited by small sample size & recall bias

FUTURE STEPS

- Re-analyze data annually following graduation of subsequent cohorts to increase sample size
- Further assess curriculum impact with qualitative study (in process)
- Expand Steppingstones to early career faculty in other pediatric specialties

REFERENCES

Anderson LR, Ziniel SI, Reese, J. Steppingstones: Helping Early Career Pediatric Hospitalists Find Their Footing. Poster presentation. Pediatric Academic Societies Meeting, 2022, Denver, Colorado