

# Professional Development Curriculum for Infectious Diseases Fellows

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## BACKGROUND

- ID fellowship training demands that fellows learn a wealth of information to master ID content.
- As such, there is limited amount of formal curricular time devoted to career development and the business of medicine.
- Fellows have expressed frustration over their lack of knowledge in these areas. Similarly surveys of fellowship graduates have indicated the same concern.
- In response to this feedback, we designed and implemented a professional development educational series for ID fellows.

## OBJECTIVES

- Our targeted goal was two fold. The first was to introduce the topics of professional development. The second was to test the feasibility of this exercise within the context of the existing fellowship curriculum.

## METHODS

- We developed a 6-part series with the following content: Careers in ID (2 parts), Physician Contracts, Compensation Models, and Job Search Elements(2 parts) (Table).
- Each of the 6 educational activities included pre-reading and a 1-hour small group activity. Outside speakers were brought in for 2 of the sessions, while maintaining group discussion. Fellows completed surveys pre- and post-curriculum implementation and also provided formative assessments of curricular activities throughout the year.

Title	Format
Careers in ID Part 1	Lecture with Q & A
Careers in ID Part 2	Small group discussion
Physician Contracts	Guest speaker with Q & A
Compensation Models	Small group discussion
Job Search Elements Part 1	Small group discussion
Job Search Elements Part 2	Guest speaker with Q & A

1. **Careers in ID Part 1** – The seven careers in ID<sup>1</sup> as defined by the IDSA were presented. Each of the six fellows were asked to interview a faculty member with experience in one of these areas
2. **Careers in ID Part 2** – The results of the interviews were shared. The fellows were asked to reflect on how this might impact their educational and career decisions.
3. **Physician Contracts** – An attorney specializing in medical contracts discussed the topics of agreements, reimbursement, restrictive covenants, tail coverage.
4. **Compensation Models** – The four most common compensation models for medical practice were compared and contrasted in the context of small group discussion.
5. **Job Search Elements** – A small group discussion on personal goals in relationship to career choices. Timetable Prior to Practice Entry<sup>2</sup> was reviewed.
6. **Job Search Elements** – A former fellow presented his experiences in community practice. This was an interactive session with question and answers.

## OUTCOMES

- All (n=6) ID fellows completed the curriculum and reported a significant increase in knowledge gained.
- All fellows reported that this was a meaningful addition to the existing curriculum.
- Strengths of the curriculum as identified by fellows were the general topic areas and interactive format.
- Areas for improvement identified were: expanding the session on compensation models, including more information on careers in industry, and adding sessions on billing and coding.
- All fellows strongly agreed that the professional development curriculum is worthwhile and should take its place alongside existing fellowship education.

## CONCLUSION

- The professional development curriculum was a valuable addition to our existing ID fellowship training program. We were able to introduce important topics of career development and stimulate interest in this area.
- Secondly, implementing a professional development curriculum for ID fellows is feasible in our program.

## References

### 1. Career Paths In ID

<https://www.idsociety.org/professional-development/education--training/career-paths-in-id/>

### 2. ACP– Physician Employment Contract Guide

[https://www.acponline.org/system/files/documents/running\\_practice/practice\\_management/human\\_resources/employment\\_contracts.pdf](https://www.acponline.org/system/files/documents/running_practice/practice_management/human_resources/employment_contracts.pdf)