INTERNAL MEDICINE RESIDENCY PROGRAM

Department of Internal Medicine
Loyola University Medical Center
Maywood, IL

Resident Advisor System

Academic Year 2015-2016
# Table of Contents

- Faculty Advisors ................................................................. 3
- Overview of the Advising Process .............................................. 4
- Advisor Expectations ............................................................. 5 – 6
- Advisee Assignment Process ..................................................... 7
- Overview for the Intern and Residents ................................. 8 – 9
Faculty Advisors:

Dr. Melissa Bussey

Dr. Monica Edwards

Dr. Josh Evans

Dr. T.J. Falls

Dr. Matt Fitz

Dr. Brian Gee

Dr. Sean Greenhalgh

Dr. Joanne Haralampopoulos

Dr. Theresa Kristopaitis

Dr. Meghan O'Halloran

Dr. Laura Ozark

Dr. Beth Schulwolf

Dr. Dan Sisbarro

Dr. Kevin Smith

Dr. Anita Varkey

Dr. Tim Vavra

Dr. Elizabeth Wantuch
Overview of the Advising Process

The Department of Medicine is excited to introduce our advisor program for the academic year 2015-2016! We have 17 faculty members who serve as advisor to a panel of 3-6 categorical residents of all levels. These key faculty members will assist the Program Director, Dr. Simpson, in assuring our residents are in compliance with the increasingly complex requirements set forth by the ACGME. It is also the hope that this program will allow our residents to feel as if they have one specific person who is monitoring their progress towards their goal as a fully licensed physician.

Our preliminary interns (including the neurology prelim interns) are assigned to one of our Chief Residents who will serve as their advisor for their year with us at Loyola.

Dr. Derhammer and Dr. Greg Ozark, will serve as faculty advisors for our combined medicine/pediatrics residents.

Dr. Nate Derhammer

Dr. Greg Ozark
Advisor Expectations:

*The role of the advisor will be as follows:*

1. Know your residents well and know the resources available at Loyola and Hines for residents and how to access them.

2. Attend the Clinical Competency Committee Meetings when they occur. The evaluations and progress of each resident is discussed. Our Program Coordinator will send a meeting location reminder prior to the meeting.

3. Schedule a meeting with your residents after each evaluation committee meeting to review their portfolio in detail. Important items to discuss are:
   1. Evaluations from faculty/nursing/peers
   2. Conference attendance
   3. Procedures documented
   4. Conferences given (make sure this is documented in their portfolio)
   5. Direct observational experiences

4. Provide anticipatory guidance regarding upcoming requirements (the advisor coordinator, Dr. Laura Ozark, will be in contact with the advisor about these specific issues). This information is found on the Program Requirements page.
   1. Step 3 registration
   2. Permanent licensure applications
   3. ACLS/BLS certifications
   4. Fellowship applications
   5. ABIM registration and preparation
   6. Post-graduation plans
   7. Review their CV and cover letter as appropriate

5. Be alert to personal issues of residents that may inhibit learning. Advisors have the ability to get closer and know more about individual residents. It is important to be attentive to situations that may impede or affect the resident’s ability to learn.
**Other specific duties of the advisor include:**

1. Take an active part in formulating the objectives and goals of the advisee through thorough review of the “Individualized Learning Plan” (ILP) and feedback.

2. Take advising meeting notes and submit for inclusion in the advisee’s portfolio. The template provided will make this process quick.

3. Communicate via email, pager, telephone as needed with advisees.

4. Communicate with your advisees when and how they are to schedule appointments with you. If your advisee is not performing this part, please contact Laura Ozark (the advising program coordinator), and she will contact your advisee.

5. Review each resident’s portfolio *prior* to the advising meeting and verify that ACGME requirements are being met according to the GME checklist that you will be provided. The resident portfolios are stored in Gertie Bilka’s office in room 7609 x64943.
Advisee Assignment Process

(This section is directly copied from the Duke University Advisor Toolkit, it offers insight into the difference between an advisor and a mentor.)

In the process of creating this advising system, it was identified that advising needs to be defined as a separate act from mentoring. While key similarities and differences between an advisor and a mentor exist, several tasks are viewed as unique to the role of advisor. Advisors work with the advisee in the areas of planning, administrative organization, and assessment and feedback. Advisors are liaisons to the residency program director, Dr. Kevin Simpson.

Mentors for our program are described as career guides for residents. As this relationship develops, a deeper level of understanding, support and nurturing in a particular field or area of interest exists between mentor and mentee, versus advisor and advisee. Although residents are assigned an advisor, a mentor/mentee relationship is one that can be serendipitous or researched.

Advisees may not always be lined with an advisor from their field or area of interest. Also, residents usually have one advisor during training, but could have multiple mentors. Advisors can facilitate or recommend mentor-resident meetings.

The interns are randomly assigned to their advisor based on the number of available advising vacancies the advisor has from the graduating PGY3 residents. The combined medicine/pediatrics residents are all assigned to the Program Director and Co-program Director of that combined program. The preliminary and neurology residents (who are doing a preliminary year in the DOM) are all assigned to one of four Chief Residents.

If there is incompatibility identified between the advisee and advisor, the advisee contacts Faculty Coordinator (Dr. Laura Ozark) and then will be reassigned at random. We are optimistic that this will not be an issue at Loyola!
Overview of the Program for Interns and Residents

What do I need to do prior to my meeting with my advisor?

1. Schedule a meeting with your advisor via paging or contacting via email. These meetings must occur at least 2 times per year shortly after each Clinical Competency Committee Meeting. While it is up to the RESIDENT to schedule these meetings, please be in contact with Dr. Laura Ozark if you are having difficulty scheduling a meeting.

   *IF you need to reschedule a meeting within 48 hours of your original requested meeting time:*

   - You must notify your advisor via pager or email of your cancellation.
   - You must reschedule your meeting based on availability of your advisor.

2. At the start of each academic year, you should complete an individualized Learning Plan (ILP). This is a personalized document which reflects your strengths/weaknesses and short/long term goals of residency. This should be completed prior to your meeting. At the second meeting with your advisor, this document should be reviewed and updated as needed.

What will take place during my meeting with my advisor?

1. Your advisor will request your portfolio from Gertie and review all materials prior to your scheduled meeting time.

2. You and your advisor will briefly review the Requirements Checklist.

3. For the majority of the meeting as you update your ILP, you and your advisor will review your progress in training, any specific issues or challenges, and discuss future goals.

4. Your advisor will take meeting notes and you should too.

5. After the meeting, you will review and continue to reflect upon and revise your ILP. It is a “living document” that will evolve as you progress through residency.
What happens after my meeting with my advisor?

Each advisor will:

1. Prepare a copy of the meeting notes and include them in your personal portfolio.
2. Follow up on any issues that were unresolved at the time of the meeting.
3. As needed, share any pertinent information with the Program Director, Dr. Simpson (e.g. need for family leave, illness, etc.).

Each resident will:

1. Continue to work on the short and long term goals outlined in your ILP.
2. Continue to review the Requirements Checklist as needed to insure your compliance with ACGME and residency program requirements.
3. Schedule meetings with advisor at a minimum 2 times per year and as needed.
Important Dates 2015-2016

PGY 1s:

Please note the dates below for the times when YOU need to schedule an appointment to meet with your advisor. Although you will receive a reminder email, it is YOUR responsibility to schedule this meeting.

Month of August - introduction

Dec 15 - Jan 15: Review your first 6 months of intern year, review and sign your evaluations including Clinical Competency Committee (CCC) summary, discuss your Individualized Learning Plan (ILP)

April 9 - May 10: Review and sign your evaluations, follow up on CCC summary, review your ILP, discuss your plans for your PGY 2 year.

PGY 2s:

Please note the dates below for the times when YOU need to schedule an appointment to meet with your advisor. Although you will receive a reminder email, it is YOUR responsibility to schedule this meeting.

Oct 24-Nov 25: Discuss your first 4 months of senior residency, review and sign your evaluations including Clinical Competency Committee (CCC) summary, discuss your Individualized Learning Plan (ILP) and any changes that have taken place since intern year; make 6 month plan for goals.

March 18-April 19: Review and sign your evaluations, follow up on CCC summary, review your ILP, discuss your plans for your PGY 3 year. Review career plans, CV, boards study plan.

PGY 3s:

Sept 4 - Oct 3: Review your goals for your final year of residency, your job search/fellowship applications, Boards study plan. Update your ILP, and review and sign your evaluations including Clinical Competency Committee (CCC) summary.

Feb 16 - March 12: Final formal meeting of the year. Review Boards Study plan, evaluations, CME requirements, professional life/tasks.