

Maternal and Child Health Career Development

Fall 2007

Agenda

- Leadership Attitudes Survey
- Introduction of Career Development Activities
- Long Term Leadership Planning
- Two follow up tasks:
 - Scheduling Interview
 - Creating CV

Why did we develop this workshop?

- Feedback from graduating student survey that students did not feel adequately prepared for job search
- Identifying mentors, applying for competitive internships, etc. takes early planning

Strategic Career Planning

- What should I be doing for career development during my MPH program?
- What career do I want to have?
- How can I find great internship/job opportunities?

What should I be doing for career development during my MPH program?

- All activities really address this question
 - Maternal and Child Health Career Outlook
 - Career Development Plan for 4 Semesters

NEED in the Workforce

Estimated by MCHB that

50%

of the current MCH workforce will be retiring within 10 years.

What career do I want to have?

- Pfizer Guide to Careers in Public Health
<http://www.nynj-phtc.org/PHNX/res/pfizer-publichealthcareers.pdf>
- Dream Job Exercise
 - Key Informant Interview
- SWOT Analysis
- MCH Skills Self – Assessment
- MCH MPH Competencies

How can I find great internship/job opportunities?

- Mentoring Guide
- Developing a Graduate Student Portfolio
- Creating a CV
- Writing Goals and Objectives

Why create a CV?

- Concise way to track your academic achievements
- Will make your job search easier
- Good for mentoring
- More detailed than a resume

Creating a CV Handout

Creating a Curriculum Vitae

All incoming MCH students are required to submit a curriculum vitae (CV). A curriculum vitae not only tells us more about you, but provides you with a starting place from which to build your professional portfolio. During your career at Tulane University SPHTM, you will be developing many skills, delivering presentations, working on research projects, and completing at least one internship. Documenting all of these activities can aid you in your future professional and academic career.

Most of us have created a resume for entrance to graduate school or for a job application. A curriculum vita is a more comprehensive representation of your academic and professional achievements that the traditional 1-2 page resume.

Resume

1 – 2 pages

Used in job applications

Tailored for position applying for

CV

Of any length

Used for academic and research position and in grant applications

Comprehensive overview of all achievements

There are no universal rules for developing a CV. Below are a series of guidelines. The key to developing an outstanding is to be thorough in documenting your achievements and activities and to use a logical organizational scheme.

Why have a leadership development plan?

- A written plan help you to:
 - Articulate your vision for your career
 - Define specific goals
 - Commit to action steps to be achieved within a set time

Planning Process

- Step 1 – Individual preparation/self-assessment
- Step 2 – Articulate vision
- Step 3 – Goals and Objectives
- Step 4 – Action Plan
- Step 5 – Communicate your plan
- Step 6 – Monitor your progress

Step 1 Individual Preparation/Self - Assessment

- Assess your existing skills and strengths
- Decide which weaknesses you want focus on

| | |
|------------|---------------|
| Strengths | Opportunities |
| Weaknesses | Threats |

MCH Skills Self Assessment

Based on the University of Washington Competencies for MCH Leaders

MCH Competencies for M&PH Students

1. Indicate whether you have these skills and/or would like more experience in each area.
2. Discuss methods to develop your priority competencies with your advisor or mentor
3. Identify opportunities for developing skills through the School of Public Health, volunteer, practicum, or internship opportunities

| | Yes, I have these skills | I want more exposure | Options for enhancement: Activities or Resources |
|---|--------------------------|----------------------|--|
| <i>MCH Knowledge Base</i> | | | |
| Demonstrate knowledge of history and current structure of key MCH programs serving women, children, and their families; core values and strategic objectives that necessitate a special focus on MCH populations; and services available through major MCH program and their limitations. | | | |
| <i>Scientific Basis and Critical Thinking</i> | | | |
| Describe MCH problems in terms of time, magnitude/severity, scope, dispersion/location, and co-occurrence/co-morbidity. | | | |
| The scientific underpinnings and determine the validity of evidence from interventions addressing MCH problems. | | | |
| Apply knowledge of demographic, health, familial, socio-cultural, and community factors to the design of MCH programs and services. | | | |
| Critically analyze inequities in health status based on race, class, and gender. | | | |
| Recognize different strengths, needs values, and practices of diverse cultural, racial, ethnic, and socioeconomic groups and determine how these factors affect health status, health behaviors, and program design. | | | |
| <i>Methodological and Analytic Skills</i> | | | |
| Prepare and interpret data from vital statistics, censuses, surveys, service utilization, and other relevant reports on the health of MCH populations, and have the ability to detect meaningful inferences from data and the translation into information. | | | |
| Conceptualize and appropriately use data and statistical/epidemiological methods for problem and asset identification, assessment, program planning, implementation, and evaluation. | | | |
| Formulate hypotheses or research questions, develop and implement a analytic strategy. | | | |

Step 2 Articulate your Vision

- Vision for success
 - During grad school
 - During your career
- Articulate your vision – Dream Job Exercise

Dream Job Exercise

- What populations do you plan to work with?
- What kind of organization do you plan to work with? A non-profit in the public sector? A for profit hospital or company? The federal, state, or local government? In an academic environment?
- Do you want to be in charge of an organization? Or do you want to have a supervisor?
- Do you like to work independently or collaboratively?
- Would you prefer developing programs for populations, impacting thousands of people, to treating and working with individual clients?
- Do you prefer to have direct evidence of the impact of your job or are you satisfied with more abstract results?
- Do you want to be in the field or primarily in an office?
- Will family responsibilities require job flexibility?
- Are you willing to write grants?
- Do you enjoy data analysis and synthesizing study results?
- Are you interested in politics? Do you enjoy lobbying?
- Do you enjoy teaching?
- Do you enjoy working with the media?
- Do you enjoy the details of projects or prefer to have a “big picture” view?
- Do you like to work with people from many different disciplines?
- Do you like to travel for work?
- Do you like to present at and attend conferences?
- Do you like high-pressure situations?
- Are you interested in a career with a research focus?
- Does this job require a certain degree or certification?

Step 3 Set Goals

- Direct your towards a specific end
- Establish a direction for your career
- Raise sense of accomplishment
- Help to narrow decision making process

S – Specific

M – Measurable

A – Attainable

R – Relevant

T - Time bound

Specific

- What – do you want to accomplish?
- When – do you expect to achieve this goals?
- Why – do you want to accomplish this goal?
- How – will you accomplish this goal?

Measurable

- Goal should incorporate concrete criteria to determine success
- Targets keep you on track
- Reflect tangible evidence of completion

Acceptable

- You must set your own goals – not someone else's
- You know your strengths and weaknesses

Realistic

- A goal must represent an objective toward which you are both willing and able to work
- You decide how high your goal should be
- Plan to do things you are likely to do – do not set yourself up for failure

Timeframe

- Determine when you plan to work on your goal
- Limit timeframe

Step 4 Action Plan

- Write down your goals and your plan
- Identify specific action steps (consider 4 questions above and two more)
 - Where?
 - Who?
- Include time frame and resources
- Consider obstacles and alternatives

Template

| Competency | Goals (What) | Action Steps (How) | Time Frame (When) (Where) | Resources (Who) Benefits (Why) Obstacles |
|------------|-----------------|-----------------------|---------------------------------|---|
| | | | | |
| | | | | |
| | | | | |

Step 5 Communicate your plan

- Share your plan and seek feedback
 - Mentoring Guide
 - Networking Guide
 - Discuss with your advisor

Step 6 Monitor your progress

- Meet periodically with respected advisors
- Make adjustments as you change focus or learn new information

Best Practices

- Own responsibility for your development
- Seek regular feedback
- Monitor your progress
- Be proactive! Seek opportunities!
- Network
- Initiate opportunities to grow
- Be authentic in your plan

Your tasks!

- Schedule an appoint with Shokufeh or I to complete incoming student interview
- Create a CV before your appointment