



e-session 532002

Choosing between doing research or clinical activities

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European School of Oncology

ESCO dedicated session 532002
Choosing between doing research
or clinical activities

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Cristiana Sessa, IOSI Bellinzona

Medical Oncology open the way to
many potential careers and personal growth...

BUT

...choosing the right one is the most critical step



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IDENTIFYING YOUR PROFESSIONAL GOALS

- Why did I decide to become a physician?
- Why did I choose to become an oncologist?



By chance



Opportunities



Family
Friends



Past personal
experiences

Modified from Shanafelt, JCO 2006

IDENTIFYING YOUR PROFESSIONAL GOALS

- What do I like most about my job and which are my professional and personal motivations?



Feel useful and good



Improve knowledge
and help society



Take care of patients
and personal
well-being

But always



Improve my understanding
and broaden my vision

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CHOOSING THE RIGHT CAREER
IS PERHAPS THE MOST CRITICAL STEP
FOR FUTURE PERSONAL SATISFACTION



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TRAINING EXPERIENCE OFTEN DOESN'T HELP TO MAKE A WELL-INFORMED CAREER DECISION

Only clinical
activities

Limited insight into
challenges of research

Heavy workload
with no intellectual
rewarding

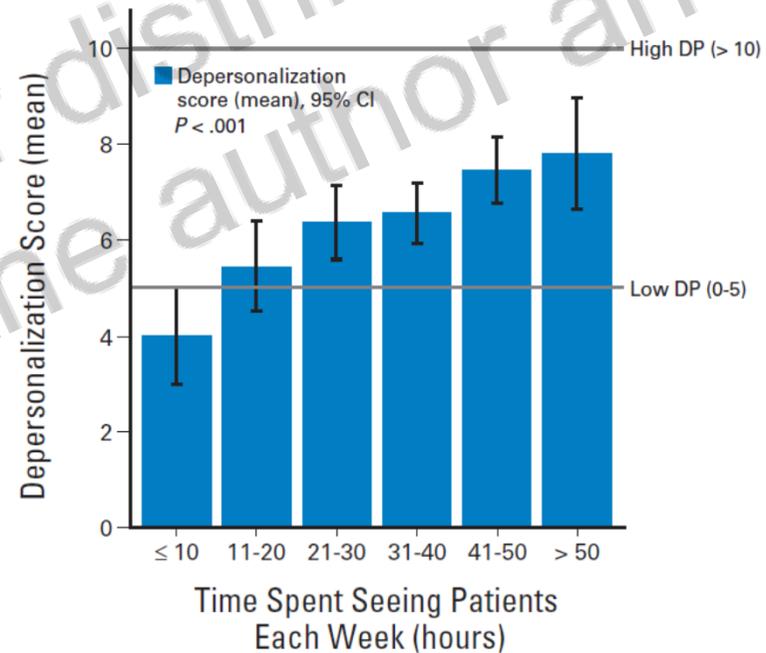
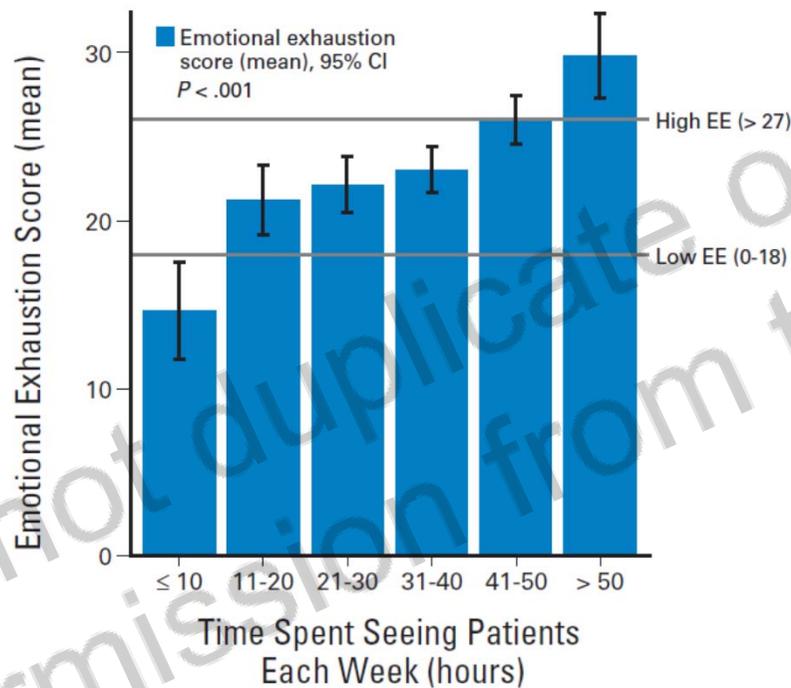
Mentor role
missing

Help yourself to prevent future regrets and discontents

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BURNOUT AND CAREER SATISFACTION AMONG US ONCOLOGISTS

Patient care activity and burnout

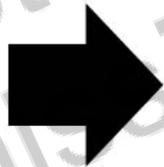


Shanafelt, JCO, 2014

BURNOUT AND CAREER SATISFACTION AMONG US ONCOLOGISTS

Factors associated with burnout on multivariate analysis

Predictors	OR	95% CI	P
All oncologists			
Age (for each additional year older)	0.961	0.947 to 0.975	< .001
Hours/week spent seeing patients (OR each additional hour)	1.032	1.022 to 1.042	< .001
Hours/week at home spent on work tasks (OR each additional hour)	1.019	1.001 to 1.037	.0392
Focus on one certain type of cancer (v multiple focus)	1.422	1.050 to 1.925	.0227
Academic practice			
No. of weekends on call/year (for each additional weekend)	1.071	1.015 to 1.130	.0122
Focus on one certain type of cancer (v multiple focus)	3.244	1.556 to 6.673	.0017



Shanafelt, JCO, 2014

CHARACTERISTICS OF CAREER CATEGORIES

Duties

Characteristics	Private Practice	Clinician Educator	Translational Scientist	Basic Scientist
% of time devoted to patient care (%)	90-100	50-90	25-50	0-25
Scope of clinical practice	Full spectrum of cancer with palliative care	Full spectrum with area of specialised focus	Specialised clinical expertise	Specialised clinical expertise
Schedule	Heavy, continuous responsibilities	More controlled	Dependent on clin/lab responsibilities	Dependent on lab responsibilities

Modified from Shanafelt, JCO, 2006

CHARACTERISTICS OF CAREER CATEGORIES (cont.)

Rewards

Characteristics	Private Practice	Clinician Educator	Translational Scientist	Basic Scientist
Intellectual rewards	Wide variety of pts/disease	Time spent teaching, specific clinical expertise	Development of both expertise	Scientific knowledge discoveries
Financial compensation	+++	Salaried position	Salaried position	Salaried position
Prestige	Subspecialist in the community	Regional recognition as educator	National, international recognition as clinical expert	National, international recognition as scientist
Sources of distress	Overwhelming administration duties	Significant exposure to suffering	In between role uncertain position	Lab management competitions, grant support

Modified from Shanafelt, JCO, 2006

PREPARE YOURSELF - "SPECIALIZED" TRAINING

- | | |
|---|--|
| 1 | Commit early |
| 2 | Selected field you like most, but where you have already knowledge |
| 3 | Identify the place for fellowship (even short) |
| 4 | Identify the "key" persons (present/past fellows, directors, experts in the field) |



TAKE RISKS

Any failure is a lesson

- | | |
|---|--|
| 5 | Contact them (at meetings, by mail, ...) |
| 6 | Look for grants |
| 7 | Plan an "exploratory" visit before deciding and applying |
| 8 | Improve further your knowledge and self-confidence |

PREPARE YOURSELF – LOOK FOR MENTORING



Mentoring consists of a **long-term relationship** to support the growth and development of the mentee



The mentor becomes a source of **wisdom, teaching** and **support**



The mentor **is not** someone who observes and advises on specific actions or behavioural changes **in daily work**

IDENTIFYING THE RIGHT MENTOR

The 3 C's of an effective mentor



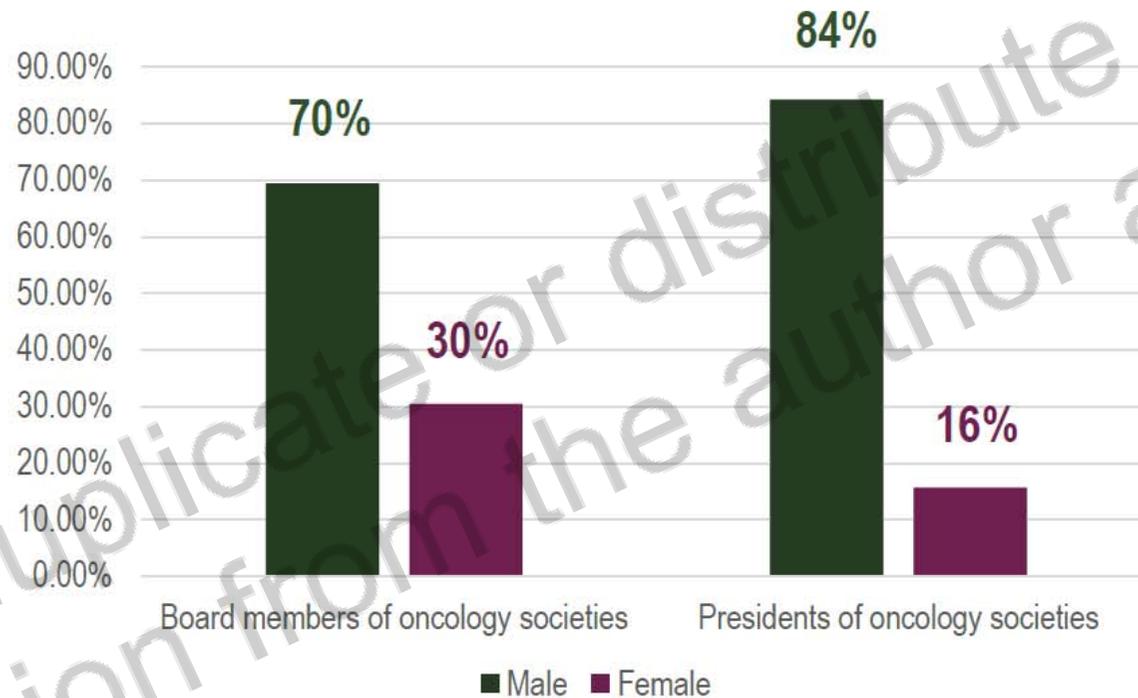
Wadhwa, Current Probl Diagn Radiol, 2017

WHAT IS THE CURRENT SITUATION OF WOMEN IN ONCOLOGY?

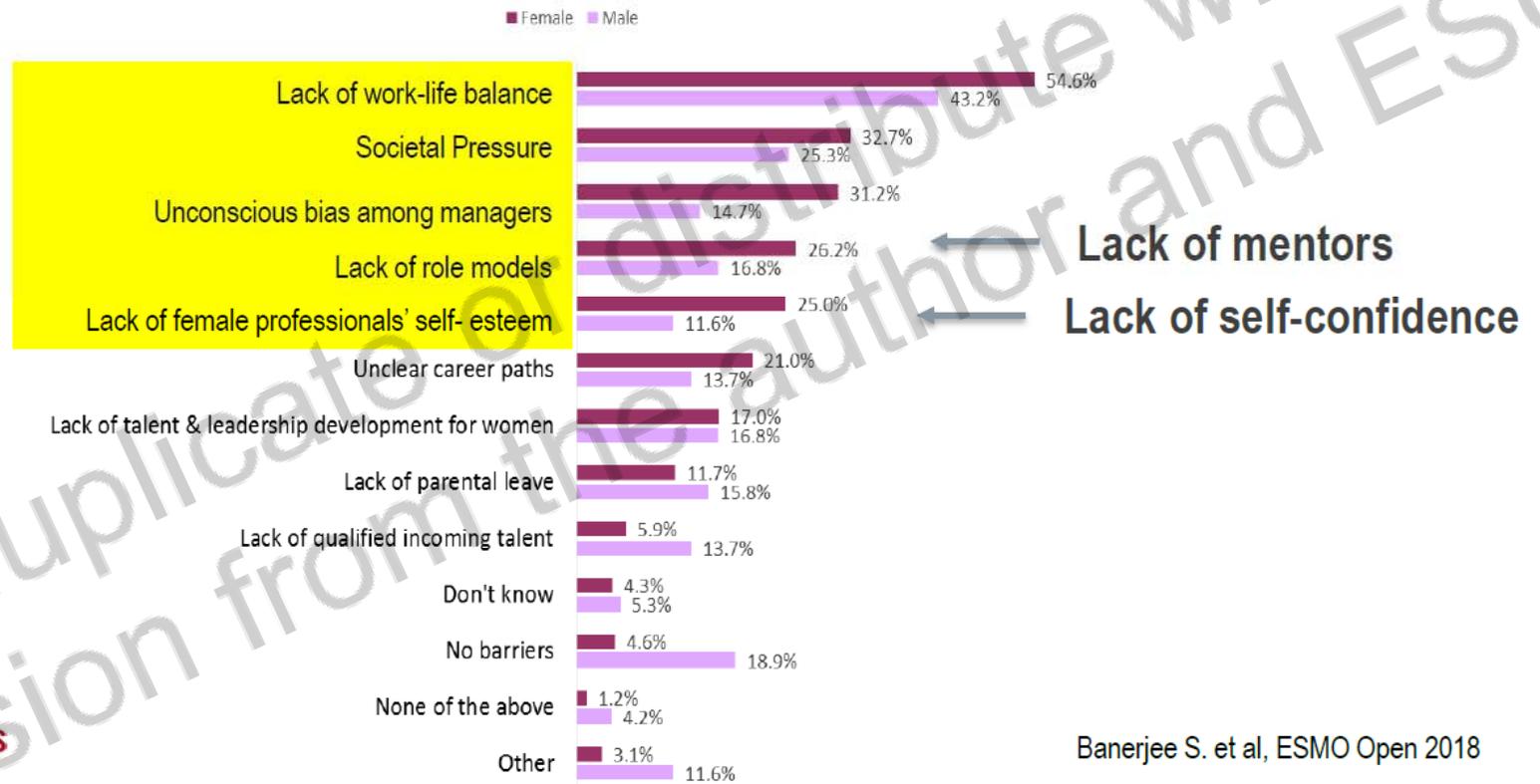


LEADERSHIP POSITIONS IN ONCOLOGY SOCIETIES

2017



MAIN BARRIERS THAT PREVENT REACHING GENDER PARITY IN THE ONCOLOGY FIELD

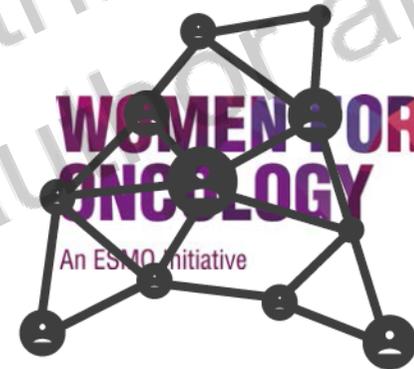


INITIATIVES TO SUPPORT WOMEN

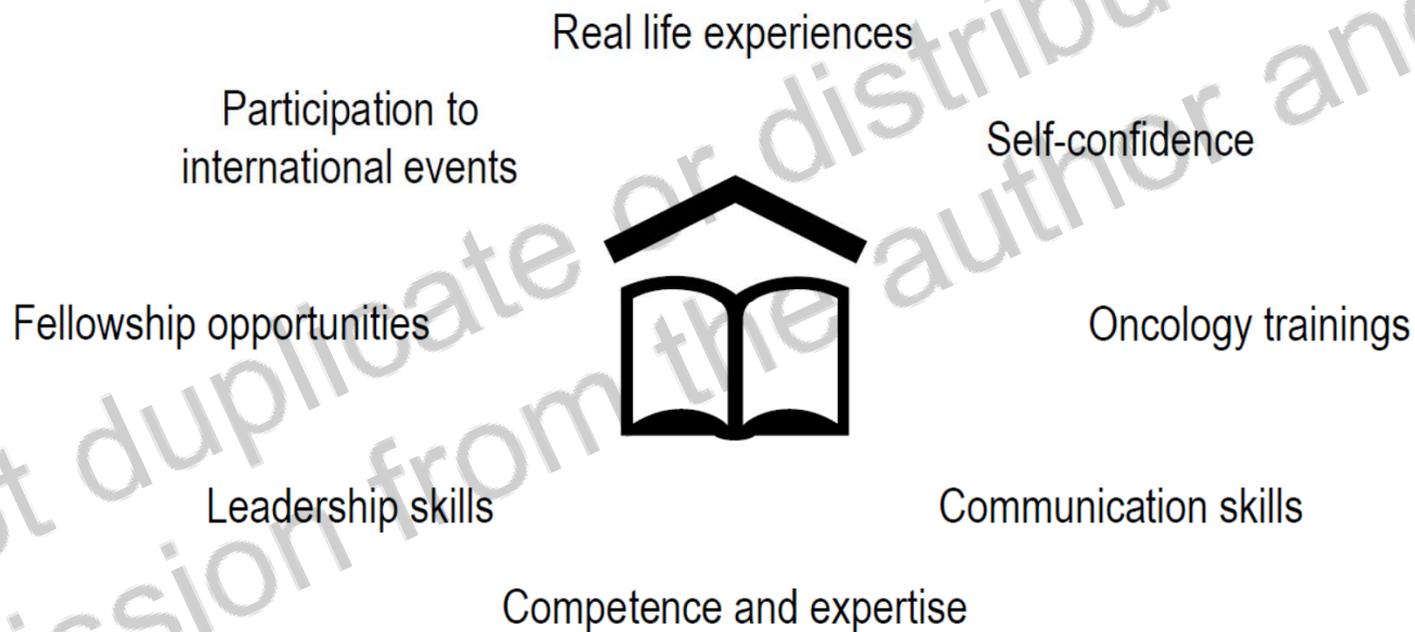
Make a personal commitment

Both **national** and **international networks** are pivotal

- Professional associations
- Medical associations
- Oncologists associations
- Interest groups
- Social media
- ...



WHATEVER IS YOUR CHOICE EDUCATION IS KEY





College of the European
School of Oncology



Thank you!

for participating in this

Dedicated ESCO e-session

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