

Inquietudes de un residente de Oncología

**“Aprendiendo tantas cosas:
cómo afrontar una formación exhaustiva”**

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Reflexión inicial

V.3.1. Bases científicas del cáncer y prevención.

- Biología del cáncer.
- Inmunología tumoral
- Cribado y prevención primaria.
- Cáncer familiar y hereditario

V.3.2 Principios básicos de manejo del paciente con cáncer.

- Evaluación integral del paciente oncológico.
- Manejo sintomático esencial del paciente con cáncer.
- Urgencias oncológicas.
- Síndromes paraneoplásicos.
- Manejo de accesos venosos centrales.
- Tratamiento farmacológico específico del cáncer.
- Prevención y tratamiento de los efectos adversos del tratamiento oncológico.
- Abordaje del cáncer en el anciano y en el paciente frágil

V.3.3. Abordaje diagnóstico y terapéutico de los distintos tipos de tumores.

- Tumores de cabeza y cuello
- Tumores torácicos
- Tumores gastrointestinales
- Tumores genitourinarios
- Tumores ginecológicos
- Cáncer de mama
- Sarcomas
- Cáncer de piel
- Tumores endocrinos
- Tumores del Sistema Nervioso Central
- Carcinoma de origen desconocido
- Neoplasias hematológicas
- Tumores en adolescentes y adultos jóvenes.

nivel de inglés B2 (First Certificate).

V.3.4. Investigación clínica y translacional.

- Ensayos clínicos
- Investigación translacional

- 1 resumen y reflexión sobre un proyecto de investigación clínica
- 1 comunicación oral aceptada.
- 1 artículo aceptado en una revista científica.

Reflexión inicial

R1	1 examen escrito 1 prueba de observación (MiniCex para competencias nucleares) 1 audit de registros 3 revisiones de actividades + reflexión
R2	1 examen escrito 1 prueba de observación (MiniCex para competencias nucleares) 1 audit de registros 3 revisiones de actividades + reflexión
R3	1 examen escrito 1 prueba de observación (MiniCex para competencias específicas) 1 audit de registros 3 revisiones de actividades + reflexión
R4	1 examen escrito que evalúe competencias genéricas y específicas 1 prueba de observación (MiniCex para competencias específicas) 1 audit de registros 3 revisiones de actividades + reflexión
R5	1 examen escrito 1 prueba de observación (MiniCex para competencias específicas) 1 audit de registros 3 revisiones de actividades + reflexión

Reflexión inicial

- *“Es una especialidad muy implicada en la asistencia, la investigación y la docencia”*
- *“Las ocasiones en las que el cáncer es tratado y curado tienen una enorme repercusión positiva para el resto de la vida del enfermo y su familia”*
- *“Aunque en muchas ocasiones un oncólogo atiende casos en los que no es posible superar la enfermedad, aquellos que sí lo hacen proporcionan tanta satisfacción que compensan todo lo demás”*
- *“El consuelo y confianza que un oncólogo puede proporcionar a un enfermo de cáncer es enorme y la mayoría de nuestros pacientes nos demuestran su aprecio sincero y agradecen nuestros esfuerzos por ayudarles, independientemente de los resultados”*

Reflexión inicial

Table 1. Typical Characteristics of Various Career Categories

Characteristics	Private Practice	Clinician Educator	Translational Scientist	Basic Scientist
Percentage of time devoted to patient care	90%-100%	50%-90%	25%-50%	0%-25%
Scope of clinical practice	Typically full spectrum of malignant hematology and oncology, often with substantial nonmalignant hematology and palliative care	Typically full spectrum of malignant hematology and oncology, but often with area of specialized focus	Typically specialized clinical expertise in specific disease	Specialized clinical expertise if any contact with patients
Schedule	Heavy clinical schedule, typically with frequent night and weekend responsibilities	More controlled schedule than private practice, with night and weekend call often shared with residents and fellows	Schedule dependent on clinical and laboratory responsibilities, often challenging to balance clinical and research responsibilities	Schedule dependent on laboratory responsibilities
Intellectual rewards	Caring for a wide variety of malignant diseases	Time spent teaching residents and fellows, clinical expertise in specific area	Development of both scientific and clinical expertise in specific disease area	Pursuit of scientific knowledge and discovery in a specific area
Financial compensation	Higher pay than other categories, with reimbursement often dependent on efficiency and schedule	Typically salaried position, with reimbursement somewhat dependent on number of patients seen	Typically salaried position, with reimbursement related to academic rank and somewhat related to grants	Typically salaried position, with reimbursement related to academic rank and somewhat related to grants
Prestige	Recognition as a subspecialist by patients and physicians in local community	Typically regional recognition as medical educator, occasionally national/international recognition for contributions to medical education	Regional, national, or international recognition as clinical expert in the treatment of a given disease	Regional, national, or international recognition as a scientific expert in the biology of a given disease

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- Say yes to every opportunity.
- Work hard, play hard.
- **Be a leader** in your practice and your community—set an example, they are watching you!
- Take 2 weeks off in a row each year.
- **Listen to your patients**—put yourself in their shoes and care for them as you would your family.

—John Marshall

Georgetown Lombardi Comprehensive Cancer Center



- **It may be just another clinic day for you, but not for your patients.** Make them feel that they are the most important thing in your life when you're in the exam room with them.
- **Take the education of the next generation seriously—if** you are helping to educate students, residents, and fellows, recognize this is important and it's an honor to continue the tradition.

—Judd Moul
Duke Cancer Institute



- **Find a mentor** you trust and respect.
- If you are going into academic medicine, publish and write grants.

—*L. Michael Glodé*
University of Colorado Cancer Center



Consider advice that others may provide regarding your career, but make final decisions based on what you are passionate about.

—Lynn D. Wilson

Yale Comprehensive Cancer Center



- **Never forget the fundamentals** you learned in your training.
- Ask for help when you need it.
- Look to contribute toward an effective multidisciplinary team.

—Paul Mathew

Tufts Medical Center



- **Take all your vacation time** and don't do email on vacation.
- Eat dinner every night with your family—no iPhones or TV, just conversation.
- Take care of your family and friends.

—Hyman Muss
University of North Carolina



Find balance in your life, stay abreast of current best practices, remain empathetic, and identify an area of true excellence.

—Steven Rosen
Robert H. Lurie Comprehensive Cancer Center

In the changing world of oncology,
concentrate on what you love to do. It will
 keep you focused and centered and provide
 you with the certainty that you'll need in
 order to enjoy the practice of oncology
 throughout your career.

—Melanie Royce
 University of New Mexico Cancer Center



52.3%	Northern Europe & British Isles	73.0%	Eastern Europe
63.4%	Western Europe	79.1%	SouthWestern Europe
84.2%	Central Europe	82.9%	SouthEastern Europe

Variable	Coefficient (95% CI); P-value
	Burnout score
No access to support services	3.32 (0.53–6.12) P<0.0020
No good work-life balance	9.70 (7.15–12.23) P<0.0001
Not living alone	–3.17 (–5.92 to – 0.42) P=0.024
No adequate vacation	4.01 (1.49–6.64) P<0.002
Region	
Southeastern Europe	NS
Central Europe	NS
Western Europe	–6.62 (–10.39 to – 2.85) P=0.001
Eastern Europe	NS
Southwestern Europe	–5.83 (–9.44 to 2.21) P=0.001

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Conclusiones

- Exciting field.....privileged!
- Be *ambitious, patient* and *work hard*
- Look for a mentor
- *Curiosity*.....Translational Oncology!

Conclusiones

Worksheet

I. Identifying Professional Goals and Choosing the Optimal Career/Practice Type

- A. Review Table 2. After reflecting on these questions, what would you say are your two to three most important career goals?
- B. Review Table 1. In light of your career goals, rank each career characteristic in the far left column from most important to least important to you by placing numbers 1-6 next to each characteristic.
- C. In each row of Table 1, circle the item that best describes your ideal. In which career column did you place the most circles?
- D. Do the circles for the two to three career characteristics you ranked as most important all fall in the same column? If so, consider this a strong indicator of your preferred career type. If your circles for the two to three career characteristics you ranked as most important do not aggregate in a single column, review each of the characteristics (rows) individually. Note how the columns differ for each characteristic and decide whether the difference is important to you (ie, for some, the distinction between 50%-75% patient care v 75%-100% may be relatively unimportant). If you have to place all circles for the two to three career characteristics you ranked as most important in the same column, which column would you prefer?

II. Awareness and Management of Career-/Practice-Specific Stressors

- A. What aspects of work do you enjoy the most? What things could you do to allow you to spend more of your time on these activities (eg, develop disease-specific expertise within group practice, devote time to hospice work, etc)?
- B. Review Table 3. What aspects of work do you enjoy the least? Are there ways you could spend less time on these activities (eg, delegate or hire someone to perform administrative tasks)?
- C. Describe aspects of your work that, although you enjoy them, are very stressful. Why do you enjoy these activities? What makes each of these activities stressful? Are there ways you can preserve what is enjoyable about this activity, but reduce the stressful aspects (eg, pursue additional training in delivering bad news to patients, contract with hospitalist group to provide some night coverage, define path for academic promotion with your department chairman, etc).

III. Achieving Balance Between Personal and Professional Goals

- A. What are your most important personal (non-work-related) goals (eg, relationship with your significant other, relationships with children/family, religion/spirituality, personal health/fitness, activities that provide personal meaning/fulfillment, life goals, etc.)? For each of these goals describe four to five concrete examples of what success in this area of life means to you.
- B. Review the professional goals you identified in section I and the personal goals identified in part IIIA. Now reflect on the questions in Table 4. Attempt to make a single, integrated priority list of personal and professional goals. Have you been living in a way that is consistent with this integrated priority list? In what areas do you need to make some changes to live according to your values? Can you think of some specific examples when you have not acted in accordance with your values? Can you think of ways you can avoid such actions in the future (eg, saying "no," making a schedule change to avoid conflict, delegating, etc)?

Other Resources

- American Academy of Physician and Patient (<http://www.physicianpatient.org>)
Vanderbilt Center for Professional Health (<http://www.mc.vanderbilt.edu/root/vumc.php?site=cph&doc=480>)
Finding Meaning in Medicine (<http://www.meaninginmedicine.org>)
RENEW (<http://renewnow.org>)

Gracias

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