



Three early assurance programs guarantee URiM students SOM slots

By Dr. Demondes Haynes



Haynes

Assurance (noun) – a positive declaration intended to give confidence; a promise.

The School of Medicine participates in three early assurance programs. What does early assurance mean, and why do we support such programs?

Our mission is to train physicians who will provide care for citizens of this state. These three early assurance programs help us meet this mission.

Early assurance students have a guaranteed seat in the medical school class earlier in the admissions process than traditional applicants. The programs are the Professional Portal Program, the Mississippi Rural Physician Scholarship Program and the Promoting Recruitment Opportunities in Medicine with Individual Study Experiences Program.

To become culturally responsive to our patients and create a diverse workforce reflective of our state's population, we concentrate recruitment and retention efforts on groups traditionally underrepresented in medicine, which include Black/African

American, Hispanic/Latino, Native American/American Indian, rural, and educationally and/or economically disadvantaged students.

The PPP is for students who may benefit from graduate-level studies before entering medical school. They enroll in the Master of Biomedical Sciences Program at UMMC and have a guaranteed seat in the next year's medical school class after successfully completing all program requirements.

The MRPS is for students who are generally sophomores in college. These students are from rural communities and agree to practice primary care in rural areas after completing their medical education and postgraduate training. They are eligible to receive scholarships that cover the cost of tuition and are guaranteed a seat in the medical school class two years after their acceptance into the program upon successfully completing all program requirements.

PROMISE is for students who are sophomores in college. These URiM students are guaranteed a seat in the medical school class two years after their acceptance into the program upon successfully completing all program requirements.

Summer pilot program offers INSIGHT into wider representation at UMMC

By Rakesh Patel



Patel

A partnership between the School of Medicine's IMPACT the RACE Project and the UMMC Department of Psychiatry will launch a pilot of the INSIGHT Program this summer.

This program is spearheaded by Dr. Scott Rodgers, department chair; Dr. Josh Trull, PGY-II resident; and Dr. Perry Morgan, PGY-II resident. Other INSIGHT team members include Tara Brock, Dakota Bibbs, Taylor Smith and Mary Preston Dubberly.

INSIGHT aims to provide a proven path to medical school and exposure to various specialties while encouraging representation in medicine from traditionally underrepresented racial and ethnic groups. Its mission is to address disparities in racial and ethnic representation in medical education by inspiring high school students belonging to medically underrepresented groups to pursue careers in medicine.

After receiving more than 50 applications from high school students attending the Jackson Public School District and the Holmes County Consolidated School District, 20 students were selected to participate in the three-week-long program.

During INSIGHT, students will tour different locations across the UMMC campus and shadow physicians in various clinical departments. They will receive practical information on applying to college and medical school and how to obtain student loans and financial aid.

To enhance their skills, they will attend workshops on resume building and participate in mock interviews. Seminars about different specialties will be offered, followed by question-and-answer sessions with current medical students and residents. INSIGHT participants also will be given time in the simulation lab to test their skills in various clinical scenarios.

Minority students often face unique challenges that can prevent them from progressing into health professional careers. By identifying and reaching these students at an early age, outreach programs like INSIGHT can help mitigate some of these challenges and give students a hands-on experience about a career in health care.

IMPACT the RACE is a program supported by the Health Resources and Services Administration of the U.S. Department of Health and Human Services as part of an award. The contents of the program do not necessarily represent the official views, nor an endorsement, by HRSA, HHS or the U.S. Government.

OME launches Clinical Vignette Writing Circle

The Office of Medical Education is organizing the Clinical Vignette Writing Circle allowing basic science and clinical faculty to collaborate in writing test items similar to those utilized on national licensure examinations. The two-hour sessions will be held monthly on the fourth Thursday at 1:30 p.m. immediately following the Curriculum Committee meeting in room 323 of the SOM Medical Education Building. The sessions will begin August 26, 2021, and will continue until June 23, 2022.

School of Medicine Mission Statement

The University of Mississippi School of Medicine is committed to training skilled and compassionate physicians to provide high quality and equitable health care particularly to the state's residents, including diverse and underserved populations. The school prepares learners to provide excellent care through programs of innovative education, state-of-the-art research and comprehensive clinical practice.

New QEP to enhance 'hidden curriculum' of practical experience

By Dr. Patrick Hopkins



Hopkins

Every 10 years, the University of Mississippi Medical Center comes up for reaffirming accreditation through the Southern Association of Colleges and Schools Commission on Colleges. Part of that accreditation procedure is to create a new program with the aim of improving the learning

environment or the success of our students.

This Quality Enhancement Plan is an opportunity to use the accreditation self-study process to make changes to our curriculum to benefit our students and better achieve our educational mission.

For more than a year, a QEP Steering Committee comprised of nearly 50 people from every area of the UMMC community (faculty, students, staff, administrators, parents and alumni from every school) have been working on developing the right topic for UMMC's needs.

Especially during the year of COVID-19, this has been no easy or simple task. However, after examining the results of the previous QEP (which introduced professionalism education into our didactic curriculum across the campus), the work of several existing committees that were already working on professionalism issues, the declarations of numerous national health care and science associations, and a very extensive literature review, the QEP Steering Committee outlined and recommended a new QEP that focuses on developing and promoting

professionalism in our experiential training programs (clinical training and laboratory training).

Option 1: Professionalism in the Curriculum and in Practice

Option 2: Practicing Professionalism

Option 3: A Quality Enhancement Plan for Professionalism in Clinical Settings

As is so clear to us in other aspects of education, what you learn in a classroom is one thing and what you learn in the clinic, the field or the lab is another. No matter how much professionalism and ethical practice are emphasized in lectures, the experience of working in real-life clinics and labs, learning hands-on and watching role models demonstrate how it all works in the

real world (for better or for worse) will shape a clinician's or scientist's attitudes, values, character, behaviors and identity in direct and lasting ways.

It is the "hidden curriculum" of practical experience that cements professional habits, virtues and vices, and as the literature has shown for decades, it is this hidden curriculum that tends to undermine the professional ideals espoused by our mission statements, our professional associations and even our students' own initial ideals of what it means to be a scientist, a nurse, a therapist, a dentist or a physician.

Though still in the process of figuring out the details of the final QEP proposal (which will be reviewed by SACSCOC early next year), the goal of UMMC's new QEP will be to determine what kinds of interventions and what kinds of practices work best in promoting professionalism when our students transition into experiential learning.

Our hope is to furnish our students with the habits of mind and strength of character to successfully live up to the ideals that we advocate.

Systems-based curriculum to debut in fall 2022

By Wesley Wilson



Wilson

After significant work during the last several months—particularly in June—the curriculum redesign quickly moves toward a winter 2021 completion.

In late May, the Curriculum Content and Design Subcommittee submitted a preliminary draft of the new curriculum's first course, including a schedule outline, course objectives, sessions and session objectives. The subcommittee submitted

a draft of the first course, which makes up one-fourth of the new preclinical curriculum, to the Office of Medical Education and the Curriculum Redesign Steering Committee.

In June, this body of work went to the Instructional Design Subcommittee, which is currently reviewing the documentation and providing recommendations for instructional and curricular improvement.

On Saturday, June 19, faculty, staff and students from across the School of Medicine gathered to prepare proposals for subsequent systems-based courses. Following this meeting, five of the seven systems-based courses completed a preliminary curriculum draft—the other two courses are in the final stages of developing a draft.

Additional working groups, clinicians, preclinical scientists and administrators have reviewed the drafts, with others to follow.

Members of the Curriculum Redesign Steering Committee hope to submit systems-based course proposals to the Instructional Design Subcommittee in late August and submit finalized proposals to the School of Medicine's Curriculum Committee in November 2021. The School of Medicine plans to begin phasing in the systems-based curriculum in fall 2022.

Tips to help reestablish ExamSoft exam confidence

By Elizabeth Jacobs



Jacobs

Students are returning to in-person classes in a few weeks, resulting in sparks of excitement and nervousness.

However, using the tips below will ensure there is no need to be nervous about returning to ExamSoft for high-stakes exams.

Student Reminders

- Review the [Minimum System Requirements](#)

for Exemplify to ensure your device is able to support the application effectively. These include operating system updates and screen resolution requirements. Only the current and two previous versions of an operating system are supported. This is true for Windows and Mac devices. Minimum screen resolution is at least 1280x768 with scaling set to 100 percent.

- Check the school's ExamSoft Home Page for the specific version of Exemplify required at UMMC. We are currently using version 2.6.4.
- Remember that touchscreen input is not support, and UMMC does not allow the use of Exemplify on iPads.

Faculty Reminders

- M1 and M2 courses will be created and ready for use. If there are additional students requiring enrollment in those courses, please enter a Help Desk ticket with request details. Additional ExamSoft course and enrollment needs should be submitted in a Help Desk ticket.
 - To help align the enrollments, add the [Notes column to the gradebook in Canvas](#) and enter the student number in that column. This provides a second identifier to help ensure the imported ExamSoft grades are added to the correct student.