



NEWSLETTER OF THE OFFICE OF MEDICAL EDUCATION AT THE UNIVERSITY OF MISSISSIPPI MEDICAL CENTER

JUNE 2021

First-year accomplishments reveal rural primary care program's true IMPACT

By Dr. Loretta Jackson-Williams



Jackson-Williams

In 2020, the School of Medicine was awarded a Health Resources and Services Administration grant in the Value-Based Medical Student Education Training Program.

The project, named "IMPACT the RACE – Improved Primary Care for the Rural Community through Medical Education" by the school, aims to enhance rural medical education for students.

In addition, the program will ultimately increase primary care physicians throughout rural communities in Mississippi through the provision of exemplary education, hands-on training and exposure to rural communities while students are in the educational program.

With a year under our belts, the project has begun meeting its goals:

- Development and support of a rural curriculum for all students;
- Rural rotations for self-selected and interested students;
- Targeted faculty development;
- Summer enrichment programs for various students, including:
 - High school students considering a career in medicine;
 - College students preparing to apply to medical school; and
 - Students admitted to the medical school with an interest in rural medicine;
- Expanded academic support for all students engaged in pursuing the medical educational program;
- Enhancement of the Mercy Delta experience; and
- Network with rural hospitals and residency programs.

Some specific highlights:

- To provide early exposure to rural medicine to our M2 students, we have strengthened the partnership with the School of Nursing and used grant funding to expand the Mercy Delta Express Project.

The Mercy Delta Express Project provides mobile, school-based health care to children in the South Delta School District covering two counties that do not have primary care. The project is managed by the SON and serves as a clinical learning environment for nursing, medical and dental students.

For all SOM students, participation in this program is a mandatory part of their M2 Introduction to the Medical Profession II course.

During the daylong excursion, a group of students and a supervising preceptor travel by van to various rural and underserved areas to conduct wellness visits and health screenings for the community. During the 2020-21 academic year, 135 M2 students participated in this program.

- For preclinical students, we have enhanced the Primary Care Exploration Program offered by the Mississippi Rural Physicians Scholarship Program.

We created a clinical training course that the students take before this experience to equip them with the knowledge and clinical skills to get the most out of the PCEP, rather than treat it as a shadowing experience. We have 12 participants this summer.

The PCEP gives students the opportunity to work with a rural physician for six weeks during the summer between their M1 and M2 years.

- Rural experiences are available for students in their clinical years as well.

M3 students have opportunities in Grenada as part of their pediatrics and surgery clerkships. In pediatrics, students spend one week of their clerkship working at the ambulatory clinic in Grenada. Surgery students are provided the opportunity to spend four weeks of their clerkship in the Grenada hospital.

In both specialties, students live on site in housing that has been partially renovated through grant funding. Students truly get to experience life in a rural community.

Our M4s are offered rural electives in family medicine and internal medicine in various locations across the state. As of February, 48 students have participated in these rural training opportunities.

We are ready for another year of this important work and welcome suggestions and ideas at Impacttherace@umc.edu.

OME launches Clinical Vignette Writing Circle

The Office of Medical Education is organizing the Clinical Vignette Writing Circle to allow basic science and clinical faculty to collaborate in writing test items similar to those used on national licensure examinations.

The two-hour sessions will take place at 1:30 p.m. on the fourth Thursday of every month, immediately following the Curriculum Committee meeting in room 323 of the medical education building. Sessions will begin Aug. 26 and will continue until June 23, 2022.

A lead consultant has been designated for each monthly session. These consultants have experience in writing for the National Board of Medical Examiners.

Participants should bring their existing test items to the workshop-style session for revisions and feedback. Existing test items are not required. Registration is also not required.

A related springboard event, a virtual item writing workshop by the NBME, is scheduled from 1-5 p.m. on Thursday, July 15. For more information, contact [Dr. Lecretia A. Buckley](mailto:Dr.Lecretia.A.Buckley). Registration will remain open until 5 p.m. on Monday, June 28.



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.

Professionalism: Doctorate of Medicine program critical component

By Dr. Lecretia Buckley



Buckley

The Doctorate of Medicine in the School of Medicine at UMMC is a four-year program that includes two preclinical years of study and two years of clinical work.

The rigors of the program to acquire knowledge and skills are not all that is required of medical students. Professionalism is a critical component of the medical education program, and it is an expectation of medical students, faculty and staff at all locations where educational activities take place.

Expectations for professionalism are outlined in the SOM's Policy on Professional Behavior available in the Document Center and in the SOM Student Handbook.

Professionalism is the focus of one of the six educational program objectives: "Graduates must demonstrate those characteristics, attitudes, and values that are needed to provide ethical and beneficent medical care for all patients."

Flowing from this EPO, the Professionalism Subcommittee of the Curriculum Committee is charged with developing, implementing and evaluating elements within the curriculum in the SOM related to professionalism and providing appropriate assessment tools for this portion of the curriculum.

As such, professionalism is woven throughout the curriculum, where it is taught and assessed. Students are evaluated in the areas of attentiveness,

maturity, cooperation, responsibility, personal appearance, respect, communication, judgment, ethics, honesty and morality.

Medical students must abide by the Medical Student Professionalism Code. They participate in various ceremonies in which professional attributes are shared and their commitments are affirmed. Those ceremonies include the White Coat Ceremony, the Clinician Ceremony and the Long Coat Ceremony.

Professionalism is also promoted by the Gold Humanism Honor Society Jeanette Pullen Chapter by fostering a professional learning environment through annual recognition of medical students, residents and faculty who are exemplars of humanistic patient care and who serve as role models, mentors and leaders in medicine.

In addition to evaluating students, professionalism of the learning environment is also assessed. At the institutional level, this includes the UMMC Student Satisfaction Survey, AAMC's StandPoint Faculty Engagement Survey and the Clinical Learning Environment Review.

At the school level, professionalism is assessed on the AAMC Medical School Graduation Questionnaire and the Student of the Course evaluation, which is administered in all required courses and clerkships. Medical students also provide feedback through various anonymous and informal mediums.

Together, the curricular activities, ceremonies and evaluations support a learning environment that is conducive to the ongoing development of explicit and appropriate professional behaviors in its students, faculty and staff.

End-of-semester canvas course data: Concluded, but not entirely gone

By Elizabeth Jacobs



Jacobs

As semesters end, everyone's focus shifts to grades.

Students are anxious to see the final results of their efforts. Faculty are acutely aware of the final grade deadlines that come so quickly.

To meet those deadlines, faculty and administrative staff must grade final exams and assignments, calculate final results and post those results in Canvas and, beginning summer semester of academic year 2021-22, Workday.

To say this requires a lot of time is an understatement, but it must be done.

Once final grades are posted in Workday, the student enrollments are updated in Canvas as concluded. This is an automated process requiring no additional action from faculty. However, the results often catch faculty and staff by surprise.

When returning to their Canvas course and



preparing to review test results and other course data, the data appears to have been removed. Good news: It is concluded, not gone.

As you begin preparing for the next semester, remember these tips for viewing content for concluded enrollments:

- The People page no longer includes students. However, click the three vertical dots and select "[View Prior Enrollments](#)." Students will be displayed in the People list again.

- Grades no longer displays any data. Hover over the right end of the Student Name field and click the three vertical dots. Click the "[Concluded Enrollments](#)" option. Students and gradebook data will repopulate with the concluded status by the names.

Data export is available.

- Quiz Statistics are no longer available on the quiz page. There is no icon for this one; however, add "/statistics" to the end of the quiz page URL and click enter. The familiar statistics page with report options opens. See the example at <https://umc.instructure.com/courses/1546964/quizzes/2574245/statistics>.

Faculty development series addresses key medical education topics

For the third consecutive year, the School of Medicine will offer a summer series of faculty development.

The series will consist of eight sessions that will address key topics in medical education.

The sessions will take place on Thursdays throughout June and July. More information about the series, including descriptions of the sessions, is available on the SOM Listserv.

To register for the series, call Beth Wilson at 5-7833 or email mwpwilson@umc.edu.

OME to offer virtual item-writing workshop

The Office of Medical Education is sponsoring a National Board of Medical Examiners Item Writing Workshop from 1-5 p.m. on Thursday, July 15.

[Registration](#) will be available until 5 p.m. on Monday, June 28.

