



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

MAY 2021

Curriculum Committee redesign broadens SOM faculty engagement

By Dr. Loretta Jackson-Williams



Jackson-Williams

The School of Medicine Curriculum Committee is charged with designing, integrating, implementing, managing, evaluating and enhancing all aspects of the educational program in the school, including creating policies related to student academic performance and progression and faculty expectations.

The Executive Faculty recently approved a restructuring of the Curriculum Committee that broadens faculty engagement by adding a subcommittee, refining charges to subcommittees, setting term limits for members and formalizing succession planning for committee leadership.

A complete description of the Curriculum Committee's format and procedures and charges for the committee and its subcommittees may be found in the Document Center as outlined in the Policy and Procedure on Creation, Management, and Evaluation of the Medical Education Curriculum (E-SOM-OME-GEN-PO-00013).

Here is a brief list of some changes that will become effective for the 2021-22 academic year:

- Changes in voting and non-voting members are identified.
- Subcommittee membership shall consist minimally of one student and five faculty members.
- A term for membership for faculty is four years and can be renewed once. Following a second four-year term, a minimum of two years must pass before a faculty member can serve again.

- A chair-elect is selected to ensure continuity of leadership for the Curriculum Committee and each of its subcommittees.
- The Curriculum Committee shall meet a minimum of 10 times per year and subcommittees shall meet a minimum of six times per year.
- The Curriculum Committee does not have a steering committee.
- A Curriculum Advisory Council will be instituted to advise the Curriculum Committee and perform the initial evaluation of new course proposals and new course/clerkship directors.

The Curriculum Committee will execute much of its work through the eight standing subcommittees and any ad hoc committees or task forces that are implemented.

The eight standing subcommittees are:

- Clinical Sciences,
- Curriculum Development and Innovation,
- Evaluation and Assessment,
- Foundational Sciences,
- Program Evaluation,
- Professional Identity,
- Society and Medicine, and
- Systems-based Practice.

Anyone interested in serving on the Curriculum Committee or one of its subcommittees may contact me.

'Flipped classroom' setting places students front and center

By Wesley Wilson



Willson

As any educator can attest, learners have changed dramatically during the last several decades.

Therefore, the need to shift instructional practices to enhance the delivery of content is unavoidable.

However, what modern learners require has not changed in more than 40 years, when Adult Learner Theory was established.

Adult Learner Theory aims to define the key assumptions and characteristics of an adult learner. The theory is simple and often misunderstood - adult learners seek experience, engagement, relevance, comfort, respect and an opportunity for reflection.

In a traditional setting, the instructor is the center of the classroom. His or her goal is to deliver a large amount of content to students during a lecture block. The traditional method of teaching often fails to meet the needs of the adult medical student.

In the flipped classroom setting, the student is the center of the classroom. Before a designated lecture block, faculty typically assign students a video or activity designed to deliver content to students that would traditionally be included in a

lecture. Then the instructor can use time in the classroom to promote active learning through team-based learning activities, clinical correlations or additional small-group opportunities.

These methods have shown to be more effective than the traditional didactic lecture.

Fortunately, implementation of the flipped classroom is not new to the School of Medicine. During the last several years, course directors and instructors have embraced the practice and have begun engaging students in a new, more engaging and relevant way.

As we prepare for the upcoming academic year - and ultimately our new integrated curriculum in August 2022 - teams of faculty are engaging in conversations about how the SOM can enhance the delivery of content, and Office of Medical Education staff wants everyone to be equipped with the skills and tools necessary to be successful.

As part of the SOM's Professional Development Series, I will be leading a session, "Flipped Classroom," at noon on Thursday, June 3. During the session, I will introduce participants to the flipped classroom principles and demonstrate best practices.

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.

Education Research Grant Academy welcomes first faculty class

By Dr. Lecretia Buckley



Buckley

The inaugural class of fellows for the School of Medicine Education Research Grant Academy has been selected.

Six faculty members with a focus on research in medical education will participate in a one-year training program led by Handover Research, a grant development firm.

This academy aims to provide grant development support for SOM faculty to increase research in medical

education by building grant writing capacity and increasing the success rate of extramural research proposals.

The inaugural fellows include:

- Dr. Erin Dehon,
- Dr. Felicitas L. Koller,
- Dr. Elizabeth R. Paine,
- Dr. Audra Schaefer,
- Dr. Ian Paul and
- Dr. Maryam Syed.

Evers Society fetes exceptional teachers, admins, departments

By Beth Wilson



Wilson

The Carl G. Evers Society honored the School of Medicine's best teachers, administrators and departments on April 5.

This year's winners include:

- M1 Basic Science Department of the Year: Department of Cell and Molecular Biology
- M2 Basic Science Department of the Year: Department of Pharmacology
- M3 Clinical Science Department of the Year: Department of Internal Medicine
- M4 Clinical Science Department of the Year: Department of Internal Medicine
- M1 Basic Science Professor of the Year: Dr. Audra Schaefer
- M2 Basic Science Professor of the Year: Dr. Demondes Haynes
- M1 All-Star Professor: Dr. Andrew Notebaert
- M1 All-Star Professor: Dr. Ellen Robertson
- M2 All-Star Professor: Dr. Ian Paul
- M2 All-Star Professor: Dr. Dianne Grunes
- M3 Resident of the Year: Dr. Terrence Thompson
- M4 Resident of the Year: Dr. Dustin Bratton
- M4 All-Star Resident: Dr. Jacob Stout
- M4 All-Star Resident: Dr. Miles Debardeleben
- M3 All-Star Resident: Dr. Kathryn Palmer
- M3 All-Star Resident: Dr. William Crew
- M3 Attending of the Year: Dr. Asef Mahmud
- M4 Attending of the Year: Dr. Jessie Harvey
- M3 All-Star Attending: Dr. Shannon Orr
- M3 All-Star Attending: Dr. Paul Moore
- M4 All-Star Attending: Dr. Jonah Gunalda
- M4 All-Star Attending: Dr. Susie Phillips
- Clerkship Administrator of the Year: Yvonne Stephenson
- Hall of Fame: Dr. Stanley Smith, Dr. Amanda Clark, Dr. Virginia Austin Harrison and Dr. John Caleb Grenn

Reminder: faculty development series



For the third consecutive year, the SOM is offering a summer series of faculty development.

This series consists of eight sessions that address key topics in medical education. The sessions will be on Thursdays during June and July.

More information about the series, including descriptions of the sessions, is available on the SOM Listserv. To sign up, call Beth Wilson at 5-7833 or email mpwilson@umc.edu.