



## LCME accreditation survey visit looms less than one year away

By Lucretia A. Buckley



Buckley

The School of Medicine is less than a year away from its Liaison Committee on Medical Education reaccreditation visit.

Fully accredited schools of medicine participate in a survey visit every eight years. Ours is scheduled for Feb. 16-19, 2020.

Preparation for the visit is now underway. A main component of this preparation is the self-study.

The goals of the self-study are to

1. Collect and review data about the medical school and its educational program,
2. Identify both institutional challenges that require attention and institutional strengths, and
3. Define strategies to ensure the strengths are maintained and the problems are effectively addressed.

The major work on the self-study has been completed. The results from the Independent Student Analysis were shared in the January 2019 issue of this newsletter.

On Jan. 24, the self-study committee, comprised of approximately 70 faculty, staff, administrators and students, provided updates of its work. Dr. Loretta Jackson-Williams, vice dean and faculty accreditation lead, gave the self-study update, while the co-chairs of the ISA subcommittee, M3 students Kandice Bailey and Graham Husband, gave an update from the ISA. Data from the ISA will inform the self-study.

Dr. Jackson-Williams and Dr. Lucretia A. Buckley, educational QI director for the SOM, are reviewing the data and narrative descriptions about the school's educational program, practices, procedures and policies. Together, they are providing feedback to the chairs of each of the five self-study subcommittees – the Institutional Setting Subcommittee, the Academic Learning Environment Subcommittee, the Faculty Subcommittee, the Educational Program Subcommittee and the Medical Students Subcommittee.

Stakeholders serving on these subcommittees are using preliminary findings to address program weaknesses. Examples include developing guidelines for the design of service-learning activities, documenting coverage of LCME-expected content in the program's annually constructed curriculum map, and fortifying the curriculum with key topics.

Findings from the ISA also have also identified areas for improvement. Those areas are: services (e.g., Student and Employee Health and the Division of Information Systems), the advising system, admissions, the academic learning environment and the curriculum.

SOM administrators already have begun addressing student feedback. As of Feb. 1, Student and Employee Health increased office hours, added a call line for sick visit appointments and began providing expedited lunchtime appointments with call-in one hour ahead. Office of Medical Education staff are in the process of revising program materials for the advising system to promote clarity and to create a comprehensive framework of academic and career advisement for students throughout the four-year medical program.

More than a year after the self-study launch, the SOM has identified program strengths and challenges and has begun to develop and implement strategies to make improvements and address weaknesses. This review – as in the case of most self-studies – prompted an in-depth self-evaluation and reflection by SOM leaders that focused our efforts to promote continued quality improvement.

### SOM administrative changes, investments, 2012-present

- Added an assistant dean for curriculum who is responsible for direct oversight of the medical education curriculum (2015).
- Reestablished the Department of Preventive Medicine (2015).
- Added an instructional designer to support faculty professional development in curricular design, teaching techniques, technology z integration and assessment (2015).
- Added an educational quality improvement director to oversee and manage quality improvement for the SOM (2017).
- Added an assistant dean for academic affairs who is responsible for direct oversight of academic counseling and student progression (2018).
- Established an endowed chair in family medicine in honor of Alma Lowry Hill (2018).

# Trailblazer Awards honor SOM faculty's efforts to prepare future medical leaders

Presented by the University of Mississippi School of Medicine Office of Medical Education, the Trailblazer Teaching Award recognizes outstanding members of the medical faculty for demonstrating excellence in medical student education; for engaging, inspiring and mentoring learners; for modeling educational leadership; and for serving as a catalyst for the enhancement of teaching and learning.

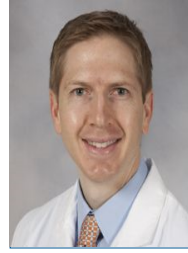
Recipients of the pins for the 2018-19 academic year include:



Dr. Srinivasan Vijayakumar



Dr. Robert Hester



Dr. William Black



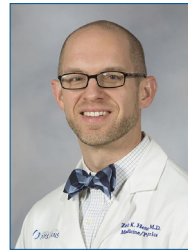
Dr. Allison Barrett



Dr. Sarah Sterling



Dr. Kimberly Paduda



Dr. Zeb Henson



Dr. Jonah Gualda



Dr. Shannon Pittman



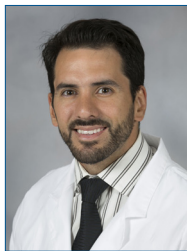
Dr. Julie Schumacher



Dr. Joy Houston



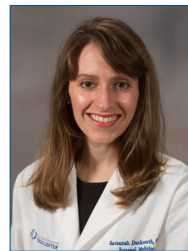
Dr. Peter Pendergrass



Dr. Henrique Vale



Dr. Amanda Clark



Dr. Savannah Duckworth



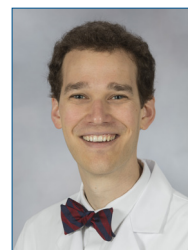
Dr. Licy L. Yanes



Dr. Melanie Wilson



Dr. Kimberly Harkins



Dr. James "Ben" Brock