



UMMC SOM Match 2022

By Loretta Jackson-Williams, MD, PhD



Jackson-Williams

Another year of 'Match Madness' for students and programs has come and gone. This is the time when M4 students know where they will be for the next phase of training and residency programs know who they have the opportunity to train. Both are looking forward with anticipation and hope towards this next phase; however, there is also much uncertainty for both with the upcoming changes. Over the next two months as the M4 students prepare for graduation, there will be this growing realization of the responsibilities as physicians that have been accepted and the personal toil of this responsibility as well as the preparation of family and friends for these changes. Program directors and administrators are working through the extensive paperwork that new hires have to complete before beginning their new jobs and hoping that these new physicians are as wonderful as indicated during interviews. Before the transitions are completed, it is a great time to pause and reflect on the results of the match process here at the University of Mississippi Medical Center School of Medicine.

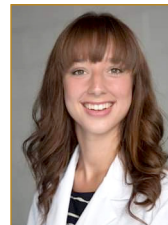
The Class of 2022 at UMMC had a great match with 96% of the class securing PGY1 positions. The class members matched into 23 different specialties. Of the graduating seniors in the class, 85 matched in a primary care specialty (PED, FM, IM, Med-Peds, Ob/Gyn) and 61 students will stay in Mississippi for at least the first

year of residency training. Students matched all across the nation with the farthest matched program in Montana. Across the country there was a total of 39,277 PGY1 positions with 34,075 filled in the main residency match and 2,202 offered in SOAP. The residency programs here at UMMC also did well in the match. There are over 60 training programs at UMMC for residents and fellows. All residency programs received their full complement of interns for the categorical programs in the main match with a total of 155 incoming trainees.

As our volatile spring days morph into the blazing summer, these major transitions will be occurring all around us. Celebrate the seniors and this milestone accomplishment and support them as they prepare for residency. Then let's roll up our sleeves as we begin the process with the next class. Cheers!

Gold Humanism Honor Society: A Student's Perspective

by Maggie Dickerson, Class of 2022, GHHS President



Dickerson

There's just something about when other people recognize your compassion. I remember leaving a clinical rotation and chatting with some classmates about how great it was to work with a particular resident. One of my classmates pointed out that people had been speaking highly of this resident even while in medical school. He was a part of the Gold Humanism Honor Society (GHHS)—that's how good of a person he truly was. I remember thinking in that moment, "Wow, what an honor that would be." To my surprise, I was deemed compassionate enough to be a part of the Gold Humanism Honor Society just a few months later through what we call a Tap Day.

The GHHS at UMMC is made up of faculty, residents, and students who are recognized as compassionate leaders in health care. They are nominated by their faculty and peers and represent the people you would want to be the provider of those you hold dearest. Once we received our list of nominees this year, each of our current members went throughout the hospital "tapping" their new fellow gold humans and invited them to a welcome reception later that morning.

As a member of this society, we strive to share our values of compassion and humanism with patients, faculty and students at UMMC. This year we have assisted with the M1 and M3 white coat ceremonies, treated our residents on Resident Appreciation Day, and honored our patients throughout Patient Solidarity Week. We plan intentional wellness days for each medical school class to refresh them and stimulate conversations about what the next part of the journey looks like and how to take care of yourself in the process.

We have been cared for well at UMMC, and we want to continue to make that the experience for everyone at UMMC.

Teaching Scholarship and MedEdPORTAL®

MedEdPORTAL® offers a means for faculty to disseminate teaching scholarship in The Journal of Teaching and Learning Resources. Review the Author Center for more information on how to transform educational innovation into scholarship. MedEdPORTAL® accepts submissions of educational innovation within medicine and dentistry, and other learners may be included in addition to medical and dental students.

Submissions should be original activities and may include teaching, learner assessment, curriculum development, mentoring/advising, and educational leadership/administration. The primary component for submission is an educational summary report (ESR) along with appendices. The ESR is a manuscript that features a rationale, methodology, evaluation, and discussion of the educational activity. The appendices consist of all resources needed to implement the educational activity such as handouts, speakers' notes, facilitator guides, and evaluation tools.

The criteria for acceptance are clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and a effective critique. An ESR worksheet is available to help with structuring the submission and facilitating conversation with a faculty mentor in a one-on-one virtual consultation.

Go the extra mile and turn your educational activities into scholarship.

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.

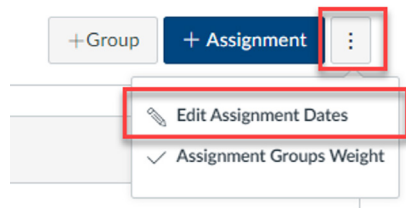
Bulk Updating for Assignment Due Dates and Availability Dates in Canvas

By Elizabeth Jacobs

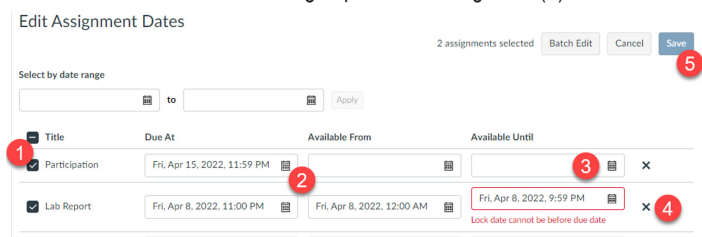


Jacobs

Gone are the days when instructors must open each assignment to edit the due date and availability dates. Canvas now provides instructors the option to edit dates associated with assignments in bulk. Instructors may now select the “Edit Assignment Dates” option from the Assignment drop-down menu to view and edit any assignment in the course.



From the list, instructors select assignments to edit by checking the box by the assignment title (1). The new dates may be typed manually or entered by clicking the calendar icon (2). If a selected date does not allow the required access for students, an error is displayed to prompt additional edits (3). In this example, the assignment access would lock before the selected due date and time. The “X” (4) is available to revert the date changes prior to clicking save (5).



Additional functionality not detailed here includes date range selection to narrow the assignments displayed and batch edits. Batch edits allow shifting dates forward by a specific number of days and removing the due dates and availability dates completely. For full details, please check out the Canvas Guide [here](#).

PROFESSIONALISM IN PRACTICE
THE UNIVERSITY OF MISSISSIPPI MEDICAL CENTER

OUR QUALITY ENHANCEMENT PLAN
is an opportunity through our SACS300C accreditation process to improve UMMC students' learning outcomes. Starting in the fall of 2022, we will be researching the best way to teach professionalism in the experiential learning environment—clinical and laboratory.

THE GOAL
Professionalism in an important part of any education in health care and science. Classroom training only goes so far, though. One integral part of education is the real-world practitioner setting and its formal and hidden curriculum.
How can we best promote professionalism in that setting? We have to find out how.

THE FOCUS
We are focusing on students, researching how we can best provide them with the behaviors, virtues, and identity to thrive in any practitioner setting.

THE RESEARCH
We are comparing five instructional strategies to see which combination is the most effective to train students in the experiential learning environment.

THE OUTCOME

- Using validated assessment instruments, students' scores on professional behavior, identity, and virtues will increase.
- Identify which combination of instructional strategies yields the best return on increasing students' professionalism.
- Tailor a quality program as perceived by student feedback.

2022 SOM Faculty Development Sessions – May and June

Curriculum Design & Objective Writing: Objectives as the Driving Force for Instruction and Assessment

Wednesday, May 11 | 12:00 – 1:00 pm | Presented by Wesley Wilson

Planning and designing learning activities and defining learning objectives starts with a clear understanding of the knowledge, behaviors, skills, and attitudes the learner should demonstrate at end of the educational program. The learning objectives serve as the driving force for teacher choice of instructional and assessment methods. This session examines this driving force through examples that illustrate the connectedness of assessments, educational activities, and learning objectives.

The MSPE and How You Actually Write It

Thursday, June 2 | 12:00 – 1:00 pm | Presented by Dr. Loretta Jackson-Williams

The medical student performance evaluation (MSPE) provides a summary evaluation of a medical student's first three years of the medical education program, identifying the students' distinctive characteristics and experiences, academic history, and narrative comments in foundational science courses and clinical clerkships. Though often referred to as the “Dean's Letter,” the majority of the content comes directly from faculty and residents who work with the student. This session provides an overview of how the data are obtained for each of these components and focuses on the value of thoughtful, student-specific comments.

Rapid Assessment of a Learner

Thursday, June 9 | 12:00 – 1:00 pm | Presented by Dr. Sarah Sterling

The high-speed clinical environment and at times unpredictable nature of ambulatory and inpatient scheduling of faculty members mean that they may have as little as a half-day spent working with a medical student, but are still asked to complete performance evaluations for the students. While some may be hesitant to provide formal evaluation with limited exposure, these experiences can be just as useful in evaluating performance as longer time periods. This session will focus on methods that can be utilized to ensure that even short time periods can be used to provide high-quality, useful feedback and evaluation.

Coaching

Thursday, June 16 | 12:00 – 1:00 pm | Presented by Dr. Michael McMullan

Coaching in medical education is a process that guides the learner toward performance improvement. Academic performance, professionalism, and patient care skills may be focus areas for coaching, resulting from an observation of performance followed by assistance in the identification of needs or areas for improvement. The coach holds the learner accountable while helping to improve their self-monitoring skills.

Creating an Affirming Learning Environment for Students Self-Identifying as LGBTQ

Thursday, June 30 | 12:00 – 1:00 pm | Presented by Dr. David Norris

Despite growing visibility and acceptance within the general population, students who self-identify as lesbian, gay, bisexual, transgender, queer, or any other sexual minority (LGBTQ+) face continued discrimination and inequitable social situations in the classroom and clinical settings. This session will explore the literature around the LGBTQ+ experience in medical school and present evidence-based strategies for creating an affirming environment in which sexual minority students can thrive.