



A moment in history: ‘Quintessential’ student affairs officer retires

By Dr. Loretta Jackson-Williams



Jackson-Williams

This month Dr. Gerald “Jerry” Clark will retire from the University of Mississippi Medical Center, where he has been the associate dean of student affairs in the School of Medicine and the chief student affairs officer for the institution.

For a number of people who work at UMMC, this may seem to be a natural order of things. People retire and others are hired all the time here.

For those of us immersed daily in the educational mission area of the SOM specifically and the institution generally, this is an incredible shift. Dr. Clark is the quintessential student affairs officer and the driving force for student support here at UMMC.

In 2008, Dr. Clark and I began as administrators together in the School of Medicine. Since that time, I have learned a lot about his work and have rapidly realized that his greatest value is not in the things that he does related to his job title.

His job title does not include a statement that says “make people feel special and that their concerns are heard.” However, that is his secret power. Through the years I have personally seen how this has made an impact on students, faculty and staff.

As the chief student affairs officer, Dr. Clark has worked with diverse groups on campus – Campus Police, financial aid, enrollment management, student health, student affairs deans, etc. – to ensure that all students have access to a learning environment that meets the unique challenges of commuting students to an academic health science campus.

He has managed the retail services of the bookstore and the café in the medical education building. He has guided the Associated Student Body and helped it manage campus activities – intramural sports, trivia night, day of service, socials – for all students.

As the associate dean of students in the SOM, Dr. Clark has worked tirelessly to build a student support team that recognizes the rigors of the program while also allowing for the vulnerabilities of students who are a part of the program. He has done a masterful job of operationalizing support services – emergency loans, note-taking service, quiet space, tutoring, counseling services, playful space, etc. – that create the compassionate environment that students need to flourish.

As a friend, Dr. Clark has reminded me of our humanity within our professional lives and that it is fine to not take ourselves too seriously all of the time. His retirement leaves a huge gap, but I know that this is a great time for him to be chief of his family.

Best wishes! Keep us in mind as you are fly fishing.

Awaiting LCME findings: Quality improvement a never-ending process

By Dr. Loretta A. Buckley



Buckley

Quality improvement is a never-ending process. The phase for reaccreditation of the educational program in the medical school began in February 2018 with the kick-off of the self-study and concluded with the survey visit Feb. 16 -19, 2020. The survey visit included sessions with faculty, administrators, staff and students, along with tours of educational and clinical facilities.

The survey visit team has submitted its report to the Liaison Committee on Medical Education, which will meet in June. The School of Medicine is awaiting the LCME’s findings.

The survey visit was a culminating experience that followed a self-study of the medical education program; the administration of an independent student analysis, a survey administered by and to medical students in all years of the program; and the submission of the LCME data collection instrument.

The medical education program is being evaluated on 12 standards which include 93 elements that address the medical education

curriculum, its management and evaluation; teaching, supervision and assessment; faculty preparation, productivity, participation and polices; the academic and learning environment; and the student selection, progress and services.

The survey visit ran like a logistically well-oiled machine, engaging UMMC personnel and staff throughout the institution. The survey team left campus with mounds of data and a complimentary view of the SOM and UMMC and the overall execution of the survey visit.

The team noted a clear, shared mission to which we are committed. To thank all of those who participated, the SOM hosted a reception at the end of February.

According to the survey team’s general perspective of the SOM, we have “a clear, shared mission to which we are committed.” That mission is a commitment 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.

To achieve this mission, quality improvement continues – even after the reaccreditation phase draws to a close.

Summer 2020 Professional Development Series



June Sessions

Assessing Course Effectiveness

8-9 a.m. Thursday, June 18

Room 323, medical education building

Presented by Carley Dear

The session will include a review of the various sources of evaluative data available to faculty and strategies for integrating them into an overall assessment. Participants will have the opportunity to create an assessment and improvement plan for their own work.

Cultural Competency in Health Care

3-4 p.m. Thursday, June 18

Room 323, medical education building

Presented by Shirley M. Pandolfi

The training will explain how to reduce disparities and promote access to public and community services through the provision of culturally and linguistically appropriate services.

Introduction to Designing Instruction for Adult Learners

8-10 a.m. Thursday, June 25

Room 323, medical education building

Presented by Dr. Loretta Jackson

Participants will explore concepts related to educating adult learners, including active engagement, meaning-making, scaffolding, self-directed learning and the social aspects of learning. The overall process of choosing what will be taught, selecting an instructional method, assessing student outcomes and evaluating the curriculum as a whole will also be presented as a foundation for the remainder of the series. Participation in this session is not a prerequisite for other sessions.

July sessions

Supporting and Promoting Self-directed Learning

11 a.m.-noon Thursday, July 2

Room 323, medical education building

Presented by Dr. Savannah Duckworth

This session will explore the design, implementation and assessment of a self-directed learning module for medical students.

Active Learning Strategies for Adult Learners

3-4 p.m. Thursday, July 9

Room 323, medical education building

Presented by Wesley Wilson

This session will provide a brief exploration of the meaning and types of active learning. Participants in this session will have the opportunity to actively employ session strategies to make their own teaching more active.

Educational Research and Quality Improvement

8-9 a.m. Thursday, July 16

Room 323, medical education building

Presented by Dr. Michael Ryan

This session will explore how engaging in a continuous quality improvement process can lead to improved outcomes and the potential for evidence-based publications on educational methods and assessments. Faculty members will explore formal and informal approaches to quality improvement in their own teaching.

Big Blue Button, Studio and NearPod

11 a.m.-1 p.m. Thursday, July 16

Lab 326, medical education building

Presented by Jessica Overby-Green

This workshop will provide participants opportunities to experience software to increase learner engagement and to fulfill the principles of adult learning. UMMC offers several tools that allow instructors and students to communicate or actively collaborate through videos. This workshop will also illustrate how the various tools may facilitate a flipped classroom by providing students with a video presentation on specific topics.

Writing Objectives and Selecting Outcomes

11 a.m.-noon Thursday, July 30

Room 323, medical education building

Presented by Dr. David Norris

Participants will actively engage with the material to write their own learning objectives, identify educational methods and select assessment techniques. Open to all UMMC faculty.

Quick tips doc sets Canvas options for upcoming semester

By Elizabeth Jacobs



Jacobs

As quickly as we complete one semester, we begin preparing for the next. Whether we are online only or face-to-face, the New Semester Quick Tips document provides instructions for setting your Canvas options and copying course content.

The Technology Learning Central website (<https://bit.ly/TechnologyLearningCentral>)

provides easy access to this and other guides for faculty. Additional materials for eLearning tools are available in the Canvas: Features &

Updates – TLC Course in Canvas (https://bit.ly/Canvas_enroll_TLC). Give it a try!

Workday Student preparations are ongoing as well. The Recruitment and Admission modules are scheduled to go live in June 2020. Click (<https://youtu.be/7wjcVy-C8Kc>) to see a virtual sneak peek. Additional modules will go live through September 2021. Future updates will be provided.

Reminder to all faculty: We will be working in MedHub for all M3 and M4 students starting with Academic Year 2020-21.