

# 5

Months 'til  
School of Medicine  
building opening.

UMMC

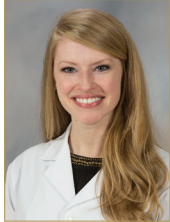


NEWSLETTER OF THE OFFICE OF MEDICAL EDUCATION AT THE UNIVERSITY OF MISSISSIPPI MEDICAL CENTER

APRIL 2017

## Gold Foundation humanism society marks 'exceptional year'

By Dr. Lyssa Weatherly



Weatherly

The Gold Humanism Honor Society, a program of the Arnold P. Gold Foundation, was established to recognize medical students, residents and faculty who are exemplars of humanistic patient care and who serve as role models, mentors and leaders in medicine.

Each year at the University of Mississippi Medical Center, about 25 students are selected for induction into the GHHS for demonstrating excellence in patient care, compassion and dedication to service.

The Jeanette Pullen Chapter is very active on the UMMC campus and hosts two important events each year: the White Coat Ceremony for entering first-year medical students and the Student Clinician Ceremony for rising third-year students before the start of their clinical rotations. The GHHS also promotes humanism through various activities and events for the School of Medicine and the entire Medical Center campus.

This has truly been an exceptional year for outgoing members of the GHHS who have been extraordinarily active. GHHS members have participated in several amazing activities:

- GHHS members wrote individual, personalized handwritten welcome notes to all new M1s during orientation week.
- GHHS members started a mentorship program that paired M3s interested in humanism in medicine with current M4 members. In these mentorships, the students talked about burnout, the "hidden curriculum" and meaningful patient connections.
- GHHS members had "Humanism Rounds" for a few minutes at the end of each meeting. The students mentioned "humanism sightings" from people they worked with throughout their rotations. This helped the students develop the ability to seek and find humanism and satisfaction in their work.
- GHHS members instituted their first TAP DAY to induct new members of the M3 class into the honor society. Current members publicly announced the new M3 members and "tapped" them into the society on rounds in front of their peers with gold balloons and candy. The Pullen chapter received national recognition for Tap Day.
- GHHS members instituted the Leonard Tow Award to recognize one graduating student and one faculty member who demonstrate clinical excellence and outstanding

compassion in the delivery of care and who show respect for patients, their families and health care colleagues. These award winners will be announced at the School of Medicine's Awards Day.

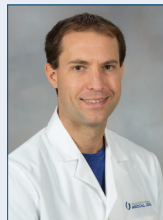
- Perhaps the biggest event of the year was the GHHS' first annual SOM Wellness Day. Tara Lewis, an M4 student, headed the project with the help of Dr. Jerry Clark and Dr. Scott Rodgers. Rodgers served as guest speaker and key facilitator of the event. The entire M1 class had a half-day away from the rigors of school and studying to build relationships and promote well-being with other the members of their class. The event included small group sessions on difficult topics such as depression, addiction and balancing the demands of medical school. The day ended with a field day complete with a zip line, team trivia and ultimate Frisbee competition.

- GHHS members joined GHHS chapters and medical schools across the country by participating in Solidarity

Week, a celebration of the members' dedication to ensuring compassionate, patient-centered care. The GHHS members focused on the "Tell Me More" Program; developed in response to the depersonalization that medical students observed in patient interactions, "Tell Me More" is a purposeful conversation between a student and a patient in a quiet moment. The patient is asked three brief but personal questions and the answers are displayed on the patient's wall in his or her hospital room. The goals are to learn personal information about patients that can be shared with other members of the health care team to remind them that patients are unique human beings. The program helps build rapport and trust between patients and health care providers by letting patients know they are respected and cared for as individuals. Ultimately, the program enhances the clinical experience of patients and health care providers alike.

## Graduate medical ed: all about APOS

By Dr. Jonathan S. Jones



Jones

### What is APOS and how can it help me?

As mentioned in a previous edition of The Journey, several new Graduate Medical Education subcommittees have been formed. One of them is called the Accreditation and Policy Oversight Subcommittee, or APOS (you can't be taken seriously in medicine if you don't have a snazzy acronym).

So far, APOS has examined the Accreditation Council for Graduate Medical Education common program requirements, ACGME citations and concerns about each UMMC program, and the annual ACGME resident surveys to find common problems facing multiple programs. Too often in medicine, individual hospitals and residencies spend time and resources developing programs or processes that others already have perfected. APOS is working to identify common strengths to share and solutions to common problems.

For example, while each residency is very different, all residency programs need to provide feedback to their residents on practice habits. Based on data from UMMC, many programs have difficulty with this provision. Shouldn't there be one central committee searching for a solution instead of 60 different program directors? That's what APOS will try to do.

The School of Medicine is looking to start a program director "buddy system" to match program directors who may have solved a citation or problem with program directors currently facing the same citation or problem. This project is just beginning, but SOM faculty are excited to implement it soon.

Numerous UMMC GME formal policies exist. While many are fairly mundane, they provide residents certain assurances and transparency about training at UMMC. APOS is reviewing all current policies to ensure they comply with current ACGME standards and will continually evaluate the need for new policies. Additionally, many of these policies may be used "as is" by individual programs to meet their specialty-specific ACGME requirements.

In summary, APOS provides the tools so each program director may design the absolute best learning experience for his or her residents. Please let us know what we can do for you.

# Course coordinator reflects on managing roles, responsibilities

By Cate Carreiro



Carreiro

After receiving my bachelor's degree in communication from the

University of Central Florida in May 2016, I began my career at UMMC as an administrative assistant and course coordinator for nine first- and fourth-year medical school courses in the Department of Neurobiology and Anatomical Sciences.

As a course coordinator, I assist course directors in whatever they need to ensure the success of their respective courses and their students. While managing the accessibility of canvas, I ensure all outside resources and PowerPoints are easily accessible to students. I make sure all assignments open and close properly for students to complete their assignments and turn in their coursework in a timely manner. I manage student evaluations in SAP and I make sure all students are added into a roster and that student evaluations are completed by the respective professors on time. I also proctor board exams whenever needed.

While my primary duties are to assist the course director, I also work closely with students. Many times they come to me with course-related concerns and we work together to do what we can to resolve them.

I am responsible for scheduling final presentations and reserving the rooms.

Often during days we schedule presentations, our students are interviewing at other institutions; the students and I work together to find the best possible solutions to any scheduling constraints of course directors or students. I work with student information to get the students badge access to the cadaver labs; however, when issues with badge access happen, I am one of the "go-to" people to help get a quick resolution.

I take pride in my role because I see firsthand just how passionate these professors are and it makes me passionate in doing everything I can to assist them. I try to be as hands-on as the course directors will let me. I try to do all the legwork I can so all the course directors have to worry about is the material, the teaching, the hard-hitting stuff that is far beyond what I am able to do. The more I can do for my course directors to ensure the success of their courses, the more we guarantee the success of our students and our future doctors.



## Call to action/education tip

The School of Medicine Curriculum Committee has determined UMMC's medical students will not be required to purchase a clicker in fall 2017.

M1 or M2 students will need to register their smart devices (Bring Your Own Device) and use their laptops, cell phones, tablets and/or clickers. There will be an annual fee to register devices through their Turning Point Account.

Students will be able to answer questions in class using any of these devices. Faculty will need to use Response Ware (click on ResponseWare: click to connect in the upper right corner of the of the TPC Dashboard screen) to enable student BYOD participation in their classes.

Existing PowerPoint slide decks with TPC questions will be compatible with the new version of Turning Point.

## Faculty spotlight: Dr. Ravi Chandran



Chandran

Dr. Ravi Chandran is interim chair and residency director of oral and maxillofacial surgery. He was trained in dentistry and oral and maxillofacial surgery twice: once in India and again here at UMMC. He also obtained a Ph.D. in cellular signaling and tissue engineering from Ohio State University. He has been associated with UMMC since 2007.

Chandran said oral and maxillofacial surgery serves as the bridge between dentistry and medicine.

"The primary scope of the specialty involves management of facial trauma, corrective jaw surgery, facial cosmetics, temporomandibular joint disorders, maxillofacial pathologies, dental implants, and soft and hard tissue reconstructive surgery," Chandran said. "Our national association, AAOMS (the American Association of Oral and Maxillofacial Surgeons), defines the specialty as 'saving faces and changing lives.'

"We strive to impact our patients' lives by restoring and reconstructing the facial balance."

Chandran said the primary goals of his department are training pre- and postdoctoral students, maintaining a broad scope of clinical practice and serving the community. He said the OMS residency began in 2008 and is committed to producing outstanding residents with a broad scope training.

"Training residents is such a rewarding experience," Chandran said. "You will see them grow in their clinical skills from the intern year all the way through graduation."

He said he believes that strong didactic knowledge is critical and will shorten the learning curve in acquiring surgical skills.

"As a surgical discipline, residents have limited downtime for reading and constant pressure in managing clinics, on-call rotations and the OR. Residency education should emphasize adequate basic fundamental knowledge along with a graduated clinical training over the course of residency."

Chandran spends a fair amount of time teaching dental students (D2, D3 and D4 years) in the clinics and multiple didactic courses.

"Our department is involved in educating graduating dental students with the essential medical knowledge and understanding of the complexity of systemic illness in relevance to oral surgery," he said.

Chandran said he also believes translational research is of critical importance to the Medical Center and the oral and maxillofacial surgery specialty.

"There is a huge shortage of 'surgeon-scientists' nationally," he said. "We should encourage our trainees to embrace research and provide them with the tools they need to succeed."

Chandran said promoting the use of basic molecular biological techniques will drive research to new frontiers in finding unanswered questions.