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UMMC



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

MAY 2017

## Why the humanities?

By Dr. Ralph Didlake



Didlake

It is a harsh reality that medical practice, done well, is hard—even grueling. This is easily seen in the growing body of literature describing physician burnout and its consequences which impact both doctors and their patients.

Creating mechanisms to recognize, prevent, or address burnout are critical to long-term physician well-being and should be developed by all students of medicine as certainly as any other diagnostic or therapeutic skill or knowl-

edge base. Common activities to create healthy diversions or to “unfocus” include the gym, family, hobbies, or travel. Any or all of these are recommended but I ask that you consider an additional activity that can serve as more than a diversion and will certainly add interest and texture to your study and practice even if it does not fully protect one from burnout. Serious engagement in the humanities disciplines; literature, philosophy, history, ethics, theology, anthropology, and the like provide us with rich sources for deeper appreciation of the complex life contexts and personal narratives within which

our patients come to us for care. These subjects help us to better understand the many human factors that influence disease, illness, and injury. The modern clinical literature clearly indicates that engagement in and understanding of our patient’s life circumstances—often referred to as the social determinants of disease—improve patient outcome.

The link between medical practice and the humanities was recognized in one of the more enduring works of Sir William Osler, considered by many to be the Father of American Medical Education. On the very last page of his collection of essays and addresses titled *Aequanimitas*, he recommended a 10-book collection of literary works to comprise the “Bed-side Library for Medical Students.” By proposing these readings, this master clinical teacher not only intended for the student of medicine to be “well-rounded” but he also acknowledged that personal and intellectual development beyond medical and bioscience subjects was an absolutely necessary component of the physician’s education. Some of his suggestions such as Shakespeare, Don Quixote, and perhaps even Emerson remain important and relevant reading for the well-educated today. Others like Epictetus and *Religio Medici* are fortunately (or unfortunately) anachronisms for the 21st Century student. The exact titles aside, the point does remain germane today that broad knowledge of the humanities adds both texture and value to medical practice, informs difficult judgments in a complex and nuanced world, and has the more direct and personal benefit for the practitioner of providing a productive avenue for stress relief.

I encourage every medical student, house officer, and practicing physician to build his or her own bedside library of humanities works to enrich and illuminate their patient encounters and to open worlds into which one can decompress in healthy ways.

## Faculty Spotlight: Rana El-Feghaly



El-Feghaly

Recently the Office of Medical Education solicited nominations for the Trail Blazer Teaching Award to celebrate excellent medical student educators. One of our nominees was Dr. Rana El Feghaly. She was nominated by a colleague who was impressed with her management of the pediatric ID rotation. She identified clear cohesive learning goals for the medical students. She created innovative curriculums and was dedicated to assuring the students learning objectives were met. Students, residents and faculty members had good things to say about her teaching and her ability to mentor. She has also participated in workshops for continual professional development as educator.

Dr. El Feghaly completed her medical school at the Lebanese University in Lebanon, and did her pediatric residency in Syracuse, NY at SUNY Upstate then moved to St Louis, MO where she completed a pediatric infectious diseases fellowship at Washington University. She has also completed a certificate in her Masters of Clinical Investigation at Wash U and is working on finishing her Master’s degree at UMMC.

She has a strong interest in quality improvement and error prevention and completed a certificate from the Healthcare Delivery Institute and another one from the Institute of Healthcare Improvement.

Dr. El Feghaly also has significant interest in medical education. She took the TIME: FF training at UMMC, and presents multiple lectures to medical students and residents as well as spending many hours teaching on the floors.

She is the associate course director for the M4 pediatric course, the course director of the pediatric infectious diseases course and the director of the quality improvement curriculum for the pediatric residents.

She also has research interests, specifically in pathogen virulence and host responses, and is currently working on a translational study with the microbiology and pulmonary departments to investigate new bacterial proteases and toxins in patients with CF.

Please join us in congratulating Dr. El Feghaly for all her hard work and dedication to our educational program.

# Curriculum Corner

By Dr. Sajani Tipnis



Tipnis

A UMMC contingent just returned from Charlottesville, VA where we attended the Southern Group on Educational Affairs (SGEA) Conference is sponsored by the Association of American Medical Colleges (AAMC) to foster excellence in medical education. Those of us who attended learned about the new innovations in medical education. We came together to discuss challenges, celebrate successes and foster friendships and collaborations. Common themes this year were how to measure competency and implementation of the 13 core entrustable acts for a medical student, wellness, and curricular innovations.

This year a UMMC student, Avni Patel presented a poster on Wellness and a platform presentation. Drs. Jackson, Norris and I also presented a workshop on narrative feedback for students. Dr. Nicole Borges in her role as chair for the Medical Education Scholarship, Research, and Evaluation section of SGEA, presented an educational grant writing workshop. Next year the SGEA meeting will be held here in Jackson at UMMC. This is a fantastic opportunity to present your work at an AAMC regional conference and to showcase many of the wonderful innovations occurring here at UMMC. There are a variety of SGEA presentation types. You could present an oral presentation, a poster, small group discussion, workshop, or a demonstration.

Dr. Borges, Dr. Norris and I plan to offer sessions for faculty who are interested in preparing submissions for the meeting. We will have an informational meeting about this opportunity soon so please stay tuned.

## EDUCATION TIPS:

### Faculty Resources for Teaching:

#### Looking for interactivity strategies?

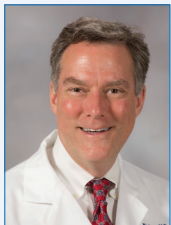
- Clickers (<https://www.turningtechnologies.com>)
- Plickers (<https://www.plickers.com>)
- TodaysMeet
- Polling Anywhere
- AND MORE! > [intranet.umm.edu](http://intranet.umm.edu) > Education > SOM > LearnTrax > Engagement Strategies

#### Need help with your syllabus or curriculum map?

- [Intranet.umm.edu](http://intranet.umm.edu) > Education > SOM > LearnTrax > Coordinator's Toolbox
- In-person support? [wdouglas@umm.edu](mailto:wdouglas@umm.edu) and [tmreed@umm.edu](mailto:tmreed@umm.edu)

## Graduate Medical Education

By Dr. Rick Barr



Barr

In late March, Match Day 2017 happened and what a celebration at the University of Mississippi Medical Center. Match Day signals the end of medical school and the start of the next stage in medical training after four years of hard study. In addition to medical school acceptance and medical school graduation, Match Day is one of the most important career events in the life of a physician. Years later many of us can reflect back and remember the thoughts and reflections of Match Day.

But Match Day is also a new beginning for UMMC as we welcome a new group of residents and fellows to UMMC to continue their medical training. Match Day 2017 was a great day for the 65 training programs here at UMMC. The Graduate Medical Education office at UMMC is pleased to welcome 138 new residents and 40 new fellows joining UMMC in July!

First a word about how the Match operates. It is run by an organization called the National Resident Matching Program (NRMP). Prospective residents and fellows interview at a number of training programs across the country and submit their rank order list of where they would like to train. Residency and fellowship programs also submit a rank order list of who they would like to accept into their various training programs. A giant NRMP computer matches prospective residents and fellows to programs and Match Day is the culmination of that process. It is kind of like speed dating on steroids but with 20,000 people all at once.

Of course UMMC really likes for its graduating medical students and residents to stay at UMMC for residency and fellowship training respectively. One of the primary missions of UMMC is to train physicians to take care of the citizens in our state and if a UMMC medical student stays at UMMC to continue their training, there is a much higher chance they will stay in Mississippi to practice medicine. Of the 138 new residents starting in July of this year, 49 or roughly 36% are UMMC graduates. That is a statistic fairly consistent year after year. Some programs are almost completely filled by UMMC students and this year the Medicine-Pediatrics and Psychiatry residency programs were great examples. Of the 40 new fellowship trainees, nine are UMMC residency graduates.

It is also a cause for celebration that UMMC's reputation as a place to train is very strong and with the exception of a few preliminary spots, every single residency program at UMMC filled this year. Many programs filled very quickly, only going a few spots down their rank order list before having a full complement of incoming residents. To meet this demand and accomplish our education mission, UMMC continues to increase the size of its GME residency and fellowship programs and positions. This is no easy feat as the federal funding to support graduate medical education has not increased since the late 1990s. And, despite a significant increase in medical schools and medical school class sizes, the total of United States GME positions has not grown either. The competition for spots is intense. This year the available residency positions at UMMC increased by 12% and all programs filled. UMMC is indeed committed to its education mission and is a great place to train!