M3 Boot Camp prepares students for diverse clinical, teaching year

By Kimberly Paduda and Lyssa Weatherly

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After 18 years in the classroom, third-year medical students have begun an entirely different educational experience - transitioning into their clinical clerkships.

Most M4s remember it as the most exhilarating but exhausting year of medical school. For many, it was the highlight of their medical education.

With this experience, active medical education transitions from the classroom to the bedside, from Powerpoint presentations to teaching rounds, from "Cardiovascular Pharmacology" to "Mrs. Jones with newly diagnosed heart failure."

Transitions such as these in medical education are emotionally and socially dynamic and are characterized by a steep learning curve. These changes require strong communication and organizational skills and basic, practical medical knowledge. Thus, the "M3 Boot Camp" was established to help bridge this transition in learning.

The main objective of this two-week course is to provide M3 students with a foundation for their clinical years and to build unity within the class. A carefully planned curriculum gives standardized expectations, fosters team relationships and provides guidance for the shift in the learning atmosphere.

To develop the most effective curriculum, we spent eight months meeting with medical education leaders across the curriculum, including educators from basic sciences and clinical medicine, clerkship directors, and medical students from each year of training. These "think tanks" helped create a diverse curriculum that includes a combination of didactic presentations, small-group interactive sessions, one-on-one oral presentations with immediate feedback and simulation-based education.

The sessions covered a wide array of topics:
• Patient interviews, documentation and presentations in inpatient and ambulatory settings;
• Epic training and practice;
• Differential diagnoses and deductive reasoning;
• Practical application of evidence-based medicine, including how to write abstracts on a clinical cases;
• Basic laboratory, radiology and antibiotic reviews;
• Effective communication and feedback;
• Professionalism; and
• Time management.

The curriculum also provided students exposure to the simulation center, the Clinical Skills Assessment Center and clinical team rounds in various departments.

Before beginning the course, students completed an anonymous online survey to assess their self-perceived preparedness for the M3 year. Throughout the course, students completed post-section surveys for each individual session.

Preliminary data from these surveys indicate students feel more capable of performing all of the skills addressed in the boot camp sessions. Surveys also will be distributed to students and clerkship directors after clerkship rotations to evaluate the course's overall impact on the students' clerkships. We plan to use student and attending feedback to improve the course.

We hope this two-week experience will lead to improved basic clinical skills, application of knowledge and increased confidence, reliability and self-reflection for M3 students.

Spotlight: Office of Health Careers Opportunity
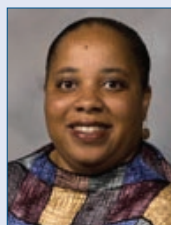
Funches

By Gaarmel Funches

The Office of Health Careers Opportunity supports UMMC's efforts to train a diverse health care workforce for the state of Mississippi.

The office's overarching mission is to foster an environment that recognizes the benefits of diversity and inclusiveness through academic preparation, instruction, community outreach and professional development. The office achieves this by providing pipeline and outreach programs. Since the decline of federal grants, these programs are few and far between; nevertheless, UMMC has steadfastly offered Mississippi students a head start into health professional school.

UMMC offers programs for students from elementary school through the first year of professional school. The OHCO's programs help students become the best possible college and health professional school applicants by exposing them to health care careers; building a support network; cultivating their personal attributes; providing access to information; enrolling them in premedical programs; and ultimately helping them to gain entry into college or professional schools.

Programs offered by the OHCO include:
• The **Health Careers Development Program** offers college-level students shadowing opportunities needed to apply to professional school.
• Offered every spring, **ACT Prep Workshops** help high school students increase their ACT scores or prepare to take the ACT for the first time.
• Offered on Saturdays throughout the spring, the **MCAT Community Workshop** helps college-level students achieve higher MCAT scores or prepare to take the MCAT exam for the first time.
• The five-week summertime **MedCorp Program** helps college-level students obtain higher scores on DAT or MCAT exams or prepare to take these exams for the first time.
• The **MedCorp Direct Program** is a direct-entry program for sophomore-level college students aspiring to enter medical school.
• The **Science Training Enrichment Program** introduces health care professions at UMMC to middle school students in and around Mississippi.
• **Project REACH** lets UMMC graduate students assist science teachers at Davis Magnet School in Jackson, Kirkpatrick Health Science Magnet School in Clarksdale and Franklin Academy Health Science Magnet School in Columbus.

OHCO programs are highlighted in a book by Dr. Patti Rose, "Health Disparities, Diversity and Inclusion: Context, Controversies and Solutions."

With assistance from everyone at UMMC, the OHCO plays an integral role in helping students reach their goal of becoming the next generation of health care professionals in Mississippi.

For more information about these programs, visit https://www.umc.edu/mca/.

Curriculum Corner: SOM to host Southern Group educational sessions

Potential presentations available for submission for a session at the 2018 Southern Group on Educational Affairs hosted by the School of Medicine include:

Innovations in Medical Education (IME) Poster

Purpose: To promote dissemination and discussion of educational innovations

Time/Format: Posters will be exhibited throughout the meeting. Presenters will be available at the scheduled poster session to discuss their innovation with session attendees.

Research in Medical Education (RIME) poster/ oral abstract presentation

Purpose: To promote dissemination and discussion of completed research and its application to medical education

Time/Format: Submissions will be selected for either poster or oral presentation based upon strength of peer reviews. Presenting authors should be familiar enough with their projects to discuss relevant literature and present findings and to answer questions. The oral presentation will be a 10-minute overview of the research (10 minutes are assigned to these abstract short communications to give regional members the opportunity to practice delivering an oral presentation within the same length typically required at the RIME Conference). See poster presentation requirements above.

Small Group Discussion

Purpose: To provide a focused presentation on one topic, followed by an exchange between the presenters and the audience - small-group discussion topics may address administrative issues, curriculum, evaluation, assessment or professional development - presentations demonstrating collaborative work from multiple departments or institutions are especially encouraged

Time/Format: 45 minutes, including a 20-30-minute presentation by one or more presenters - ample time for questions and comments from the audience and responses by the presenters

Workshop

Purpose: To provide a skill-oriented, interactive experience for learners that will allow them to take home specific knowledge and skills

Time/Format: 90 minutes for the workshop by one or more presenters - workshop activities are expected to include hands-on practice and/or active learning for a good portion of the workshop time

Panel Discussion

Purpose: To examine diverse perspectives and approaches to educational subjects or issues, especially those requiring collaborative work from multiple departments or institutions

Time/Format: 90 minutes for presentations by two or more panelists and a moderator followed by responses from the audience and an exchange between participants

Medical Education Resources Exchange (MERE) Session

Purpose: To provide an opportunity for individuals or small groups to share innovations and resources from their home institutions - each individual or small group will have 5 minutes to present resources, including distribution and discussion of materials with the session's participants

Time/Format: 90 minutes on a selected topic, led by a moderator - the number of participants is limited to 20; presenters are to bring 20 copies of their materials or electronic information on a USB memory stick to distribute to other participants

Research in Medical Education (RIME) Consultation

Purpose: To provide opportunities for discussion and consultation about works or ideas in progress - an experienced educational researcher will moderate the discussion and, along with roundtable participants, will provide feedback and advice on research projects

Time/Format: 90-minute roundtable discussion; presenters will have 15 minutes to describe their research with adequate time remaining for discussion and consultation - the program committee will group presenters and their research topics as appropriate

Intro to medical profession: M2 students lend perspective

By Nathan Alexander, Trace Palmer, and Yasmin Partee

Take heart, medical students: the new Introduction to the Medical Profession course introduced in the M1 year has turned inexperience into proficiency, relatively speaking.

IMP I, a new M1 course, has brought about a revolution

From left, Alexander, Partee and Palmer

that will change the way future physicians are trained at UMMC. Traditionally, the first two years of medical school are spent mostly in the classroom, with little emphasis on patient interaction. IMP gives students the opportunity to begin developing the essential skills necessary to be successful in the medical profession.

This course was well received by students because of the various educational opportunities and experiences it offers. According to informal feedback from first-year medical students, the following major topics/ opportunities are among the most popular:

• **Objective Structured Clinical Examinations –** OSCEs give students the opportunity to learn techniques in history-taking; become familiar with components of the physical exam; develop professional and empathetic communication skills; and gain confidence during patient interactions.

• **Medical Ethics -** this section of the course helps expose students to certain issues that could arise in their profession and offers thoughtful ways to handle those situations.

• **Friday at the Bedside**, structured shadowing and small-group sessions also were popular among the students.

IMP I was a great addition to the M1 curriculum and medical students are excited about the clinical knowledge and experience that is being incorporated into theor preclinical years.

EDUCATION TIP:

Formative, summative assessments: what's the difference?

Performed an on ongoing basis during a course or unit of study, formative assessments monitor teaching and learning to provide feedback to instructors and students.

Information gained from formative assessments is used by teachers to inform teaching effectiveness and by students to direct their learning.

Formative assessments are generally low stakes, with little or no point value attached.

Performed at the end of a course or unit of study, summative assessments evaluate learning and assign a grade value to students' work.

Summative assessments are usually high stakes with a substantial point value attached.