



## Faculty, resident, student volunteers needed to help shift paradigms

By Dr. Loretta Jackson-Williams



Jackson-Williams

During the last few months, there has been some type of article or announcement in this newsletter about the Southern Group on Educational Affairs Regional Conference taking place on our campus April 19-21, 2018.

We have talked about the importance of the SGEA Conference and the type of sessions that can be submitted for presentation.

The School of Medicine is grateful for the opportunity to host the event and must now work to ensure it is an informative, well-organized and thought-provoking conference. The theme for the conference is "Shifting Paradigms in Medical Education."

To achieve the goal of a successful conference, we need all of you. Don't stop reading now! There are many different levels of involvement from each of you that will make this conference effective.

For the next two months we need faculty, residents, staff and students to serve as planners, promoters and reviewers. During these type of conferences, a number of details must be considered.

We already have started key conversations regarding logistics – transportation, IT services, catering, security, continuing education, physical

facilities, etc. We now turn our attention to programming and scheduling.

We need your creative ideas to frame the two-and-a-half days devoted to medical education in the southern region. These ideas can be emailed directly to me at [ljackson@umc.edu](mailto:ljackson@umc.edu).

In addition, we need each of you to promote this conference and to encourage your friends and colleagues at regional medical schools to participate as submitters and/or attendees.

### Sounding call for 2018 SGEA Conference proposals

Proposals are now being accepted for presentations at the 2018 SGEA Annual Meeting, "Shifting Paradigms in Medical Education," scheduled from April 19-21 at the Medical Center. Submissions in the following categories are due by 11:59 ET on Tuesday, Nov. 14: oral presentation, poster, small group discussion, panel discussion and workshop. For more information, including submission guidelines, review criteria and how to make a submission, visit <https://www.aamc.org/download/482908/data/2018callforproposals.pdf>; to make a submission, visit <https://www.conferenceabstracts.com/cfp2/login.asp?EventKey=VLZVSONQ>; or for more information, email [ljackson@umc.edu](mailto:ljackson@umc.edu).

The call for proposals for the conference already is at the AAMC SGEA 2018 website at <https://www.conferenceabstracts.com/cfp2/login.asp?EventKey=VLZVSONQ>. Submissions are specifically encouraged in one of the following themes: "Changes in Assessment and Education," "Innovations in Teaching and Assessment" and "Faculty Career Paths in Medical Education." However, all submissions

related to medical education will be considered.

Priority will be given to submissions from SGEA members and submissions involving members from multiple institutions. The School of Medicine is a member of the SGEA.

If you are interested in serving as a reviewer for submissions, send a request directly to me at [ljackson@umc.edu](mailto:ljackson@umc.edu). The bulk of this work will occur in December.

## Faculty Spotlight: Dr. Jimmy Stewart, assoc. dean for graduate medical education



Stewart

Dr. Jimmy Stewart, the new associate dean for graduate medical education, has served in various capacities at UMMC for 25 years.

A native of Byram and a graduate of Mississippi College, Stewart came to the Medical Center in 1993 as a medical student and was a resident in internal medicine and pediatrics here. He now serves on the House Office Selection Committee, the Education Committee and the Department of Pediatrics Residency Review Committee.

He has two sons and his wife is a nurse educator.

A passionate educator, Stewart extends his classroom beyond UMMC's borders, serving as host of Mississippi Public Broadcasting's "Kids and Teens" hourly radio program every Thursday as part of the "Southern Remedy" team. During his call-in show, Stewart juggles listeners' questions about everything from vaccines to nutrition.

His love of teaching began when he taught Sunday school for children at his church. This love continued to develop through his contact

with Dr. Dan Jones, former UMMC vice chancellor for health affairs.

One of Stewart's inspirations to teach was giving back to the community. He said he always knew he wanted to be a teacher, because he had "zero aspirations" to do anything else. Even with this certainty, Stewart embraces open-mindedness and a willingness to try new things.

Consequently, the call to serve UMMC as associate dean for graduate medical education is a challenge he welcomes. Stewart's vision for GME is a program that fosters community. He is dedicated to leading efforts that encourage relationships among all departments, students, faculty and patients.

Stewart has a teamwork approach to GME. "We're on the same team," he said, and our ultimate goal is to ensure patients receive quality health care. He values community and the benefits experienced by an organization when colleagues see themselves as members of the same team.

One such benefit is experiencing of joy as we work. Stewart has identified team-building as a focus as he embarks on his work as associate dean for graduate medical education.

# Education tip: Shifting spotlight from sage to learner

By Dr. Wendell C. Douglas



Douglas

We've heard the term before and quite likely have been one: If you've spent any time at all in higher education, either being the "sage on the stage" or passively listening to one has dominated your experience in teaching and learning.

With the best of intentions, the sage speaks and flips through PowerPoints while the audience passively listens. Characteristically, the speaker is telling the audience about a concept or experience, usually

in a straightforward way, hoping the importance and impact on the passive participant's mind will be a lifetime learning experience, sometimes welded in place with the warning that the information will be "on the test."

The significant question to ask: "Where is the spotlight or focus of the presentation?" In the sage's presentation, the spotlight is on the speaker; in the teacher's presentation, the spotlight is on the learner.

The teacher is focused on the learners' needs, their previous knowledge and experiences, and their need to have the teacher connect the dots and point them toward deeper and broader resources for future learning. Adult learners are not so dazzled by the brilliance and experiences of the speaker as they are the speaker's ability to elucidate pertinent information and resources.

Planning a teaching session isn't just a speaking event. It requires a few specific planning questions for the presenter, including:

- What is the knowledge or skillset of the audience?
- What questions should be asked of audience members to assess their knowledge and experience levels?

## Innovation: Trailblazer Award honors excellence in medical student education

Office of Medical Education staff recognize the time and effort our faculty put into educating the physicians of the future.

To recognize and celebrate their hard work, the new Trailblazer Teaching Award Pin has been established to honor excellent educators.

Nominees for this award should meet the following requirements:

- Be recognized by their peers as an effective teacher,
- Demonstrate teaching innovations in course and curriculum design,
- Demonstrate the ability to engage, inspire and mentor learners,
- Communicate clear, cohesive learning goals to their students,
- Engage in continual professional development as educators,
- Demonstrate educational leadership by collaborating with other teachers to enrich the scholarship of teaching and learning,
- Serve as a catalyst for the enhancement of teaching and learning, and
- Value feedback and the ongoing acquisition of knowledge and skills to enhance their teaching effectiveness.

Individuals who would like to nominate a member of their department for the award are invited to submit the nominee's name and a short explanation to their respective departmental chair. Any faculty member can make a nomination. The top three to five percent of faculty in each department will be recognized.

The deadline for nominations is Friday, Dec. 15. Thank you for your dedication to our students and the educational program.

- What do I specifically want them to learn in the 45-50 minutes I have with them?
- What do I want them to feel or do with the information I share?
- Where do they go from here?

Asking these preparatory questions before the presentation can help the speaker form the learning objectives, or purpose, of the speech. It also can help the speaker clearly communicate the expectations of how the new learning is to be processed and used by the audience, the relevance of the information being presented and what resources are available for a deeper dive into the material.

Updated slides with current references, case studies and language are strong indicators that the information being presented, and the presenter him or herself, are up-to-date.

To move from speaking to teaching requires the presenter to help the audience construct a learning experience – in a short amount of time – by connecting new knowledge to old knowledge; discovering new ideas, concepts and applications; and paving the way for the audience to create new knowledge for themselves going forward.

Moving from speaking to teaching may not be the easiest journey for a polished speaker, but teaching is about the learner and his or her journey.

## Curriculum corner: Ready for residency?

By Dr. Sajani Tipnis



Tipnis

Upon graduation, each new M.D. has one question in his or her mind: Am I ready to be a resident?

Of course, each medical school faculty would say yes, their students are prepared to be residents. But until now, there has been no written consensus among the Undergraduate Medical Education community about a core set of behaviors expected of all graduates.

To address this gap, the Association of American Medical Colleges convened a drafting panel to develop a framework and identify these behaviors.

The following is a list of Core Entrustable Professional Activities drafted by the AAMC panel for all individuals entering the first year of residency:

- EPA 1:** Gather a history and perform a physical examination.
- EPA 2:** Prioritize a differential diagnosis following a clinical encounter.
- EPA 3:** Recommend and interpret common diagnostic and screening tests.
- EPA 4:** Enter and discuss orders and prescriptions.
- EPA 5:** Document a clinical encounter in the patient record.
- EPA 6:** Provide an oral presentation of a clinical encounter.
- EPA 7:** Form clinical questions and retrieve evidence to advance patient care.
- EPA 8:** Give or receive a patient handover to transition care responsibility.
- EPA 9:** Collaborate as a member of an interprofessional team.
- EPA 10:** Recognize a patient requiring urgent or emergent care and initiate evaluation and management.
- EPA 11:** Obtain informed consent for tests and/or procedures.
- EPA 12:** Perform general procedures of a physician.
- EPA 13:** Identify system failures and contribute to a culture of safety and improvement.

So now it is up to us. We need to assure our curriculum provides ample opportunities for students to become entrustable professionals and we must be able to document those key moments.

Entrustable refers to "readiness to safely perform the activity without supervision." A key to being successful in this endeavor is timely, effective feedback. That is where all faculty can significantly contribute to the educational process.

During the next year, we will be working with course directors in the clinical years to begin the journey toward entrustment for our students.