



Wellness events, small-group discussions tackle burnout among students, residents

By Dustin R. Bratton, M4



Bratton

Fifty-one percent.

That's the physician burnout rate according to a 2017 Medscape survey. The rate was just 40 percent four years ago.

A 2014 article in Academic Medicine reported the burnout rate for medical students and residents was even higher. The journal also stated more than half of medical students that year screened positive for depression and approximately 10 percent reported suicidal thoughts during the

previous 12 months.

These statistics are alarming. But there is good news. The School of Medicine's Gold Humanism Honor Society and the Office of Student Affairs are developing a comprehensive wellness curriculum to address burnout, depression and more.

The work began last year with a wellness retreat for M1 students. At the retreat, Dr. Scott Rodgers, chair of the Department of Psychiatry, trained third- and fourth-year students to facilitate discussions among the first-year students. The topic was "Thriving Versus Surviving."

Instead of working to keep the M1 students' heads above water, the program gives the first-year students tools and insight to flourish as they begin their daunting medical training. The aim is to teach the students to find a balance in their lives and to keep their future in mind while they make their way through the educational tract.

For the 2017-18 academic year, the wellness program has expanded to include M2 and M3 students. Third-year students experience a significant transition from classroom lectures to working in hospital wards, interacting with sick patients and learning to work as a member of a medical team. They may encounter many challenges, including unexpected feelings of isolation. The students may see and experience things that can be difficult for them to process, but they are expected to compartmentalize their feelings and move on to the next patient.

The GHHS instituted monthly small-group discussions with third- and fourth-year students to address some of these issues. The Students were able to help each other and offer advice on the best ways to handle these difficult situations.

An upcoming Wellness Day event for second-year students, "Motivated Abilities,"

seeks to reach students as they transition to clinical medicine and face having to choose a specialty. Students may feel pushed into certain fields and may not fully consider what careers might be the most fulfilling to them.

Picking a specialty that fits them is a key factor in fighting burnout and promoting a happy life. Students should focus on what excites them and what fields they should choose to engage themselves in during their adult lives. It is an important time for students to be introspective and to find what they like doing instead of going along with the recommendations of family or Facebook friends.

My goal for the program is for it to continue to grow and find a place in the M4 curriculum. We have a duty to set this generation of physicians up to succeed in the ever-changing field of health care.

During our years of training to care for others, it is key for us to learn how to care for ourselves. Habits we establish early will carry us through the difficult times ahead. Only when we ourselves are healthy can we expect to deliver the quality of medicine our future patients deserve.

Education spotlight: Education supporter discovers there's no place like UMMC

By Barbara Daniels



Daniels

In January 1998, I journeyed along what I considered the "yellow brick road" of ultimate success into the Department of Psychiatry and Human Behavior at UMMC.

Having completed bachelor's and master's degrees in business education, I wondered what it would be like to actually work in medical education. I have continued to prosper in my role as education administrator in the School of Medicine (Psychiatry).

While embarking on this journey, in my earlier years I experienced a "Dorothy Complex," fearing what I would face while easing down this new path. With the help and guidance of several heart-felt "tin men," "courageous lions" and "empowering scarecrows," – great directors and colleagues – my fears and doubts vanished and I have found a home in the Department of Psychiatry.

During the last 20 years, people have asked me the same question: "What keeps you here?" My immediate response is, "I love what I do."

I have had the joy of working with medical students in all four years, students in Mississippi College's Physician Assistant Program and visiting students from various medical schools across the United States. Since I am so heavily involved with the student population, one of my most rewarding experiences was being reassured by former students and my loved ones were in good hands when they had to be taken to the Emergency Room.

My students are like my children and I put forth every effort to make sure they are well taken care of throughout their journey to becoming future M.D.s. At the end of a hard day's work 20 years after my journey began, I can truly click my heels twice and say, "There's no place like home."

Curriculum Corner: Seven medical student educators receive Trailblazer recognition

Each year, the School of Medicine presents Trailblazer Awards to faculty who demonstrate excellence in medical student education.

Educators meet the criteria for the award by:

- Demonstrating teaching innovations in their courses and curriculum designs;
- Demonstrating the ability to engage, inspire and mentor students;
- Communicating clear, cohesive learning goals to their students;
- Engaging in continual professional development as educators;
- Demonstrating educational leadership through collaboration with other teachers to enrich the scholarship of teaching and learning;
- Being recognized by their peers as effective teachers;
- Serving as catalysts for the enhancement of teaching and learning; and
- Valuing feedback and the ongoing acquisition of knowledge and skills to enhance their teaching effectiveness.

This year's recipients of the Trailblazer Awards are: Dr. Jennifer Sasser, associate professor of pharmacology and toxicology; Dr. Mallikarjuna R. Pabbidi, assistant professor of pharmacology and



Sasser



Pabbidi



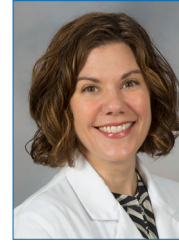
Rockhold



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toxicology; Dr. Robin W. Rockhold, professor of pharmacology and Toxicology; Dr. Crystal Lim, assistant professor of psychiatry; Dr. Alan Penman, professor of preventive medicine; Dr. Caroline Compretta, assistant professor of preventive medicine; and Dr. Kimberley Ward, professor of dermatology.

Call to action

CE credits available for Excellent Teachers: M1 class needs assistance

The Office of Academic Support provides and manages Excellent Teacher: Faculty Edition, a course developed for University of Mississippi Medical Center faculty. Excellent Teacher: Faculty Edition is an online, self-paced course that is offered through Canvas, UMMC's learning management system.

Excellent Teacher: Faculty Edition is the faculty version of the Excellent Teacher course designed for medical residents, fellows and other appropriate trainees. The purposes of the course are to educate faculty about effective teaching and present faculty with the Excellent Teacher curriculum for residents/fellows so the faculty may model appropriate behavior and encourage professional development in all types of learners (students, residents, fellows and other trainees). The course includes information on teaching and communication; curriculum design; feedback and evaluation; and ethics and professionalism.

Continuing education credit may be earned for some disciplines. Currently, 5.5 hours of AMA, nursing, ADA and APA continuing education credits are available.

To register for the course, visit www.umm.edu/excellent_teacher/ and follow the instructions. For more information, email the Office of Academic Support at academicsupport@umm.edu.

A series of events during the spring semester in IMP1 will require faculty assistance for the M1 class.

Students will participate in their second of two clinical skills experiences and faculty are needed to help evaluate interpersonal communication and history-taking skills. No previous experience with standardized patient encounters is needed.

The students also need small-group facilitators for sessions on the differential diagnosis and independent study presentations given by students. Last year, these events were well received by students and faculty alike and were described as "a lot of fun!"

For more information or to sign up to participate in one of the following sessions, email David Norris at drnorris@umm.edu.

OSCE2: Observe and provide feedback for students collecting a history from a patient having chest pain

12:30-3 p.m. Friday, Feb. 2; and 12:30-5 p.m. Tuesday, Feb. 6

OSCE3: Observe and provide feedback for students collecting a history and vital signs from a patient having headaches

12:30-5 p.m. Friday, March 23; 12:30-5 p.m. Friday, March 30; and 12:30-5 p.m. Friday, April 6

Differential Diagnosis: Help students work through a differential diagnosis

8-10 a.m. Wednesday, Jan. 31; and 8-10 a.m. and 3-5 p.m. Thursday, Feb. 1

SMART Goal Independent Study Presentations: Facilitate a series of short student presentations on their independent study projects as a first step on the road to lifelong learning

8-10 a.m. Monday, May 14; 3-5 p.m. Wednesday, May 16; and 8-10 a.m. Friday, May 18