



GOL2D Update

By Jimmy Stewart, MD



Stewart

In June 2019, the American Medical Association (AMA) launched the Reimagining Residency grant program, which aimed to transform residency training through bold and innovative projects focusing on the training workplace environment of our current and future health care system. From over 300 entities submitting proposals, 11 projects were selected to receive \$1.8 million in funding by the AMA over five years. One of those chosen was the GOL2D Project (Goals of Life and Learning Delineated), a collaborative between Vanderbilt University Medical Center (VUMC) and University of Mississippi Medical Center (UMMC).

GOL2D addresses professional identity development in graduate medical education by providing content and experiences in three different physician competency domains:

1. Structural Competency
2. Health Systems Science
3. Leadership and Advocacy

Each of these competency domains has four different levels of involvement, spanning from interactive online learning modules to year-long longitudinal experiences culminating in a deliverable project. To align these domains with each resident's professional and career goals, we are developing a portfolio to track these throughout their training and beyond. We envision that each resident will use this additional knowledge and experience to impact future training and careers, overall well-being and patient care. In addition, our particular collaborative approach in planning and executing all aspects of the grant will provide increased opportunities to collaborate between VUMC and UMMC.

To date, level 1 for all three competencies has been delivered to all incoming interns at both VUMC and UMMC as part of their onboarding experience. The Structural Competency level 1 delivery at UMMC, or S.C.O.R.E. (Structural Competency in Orientation and Residency Experiences) was led by Juanyce Taylor, PhD, chief diversity and inclusion officer, Victoria Gholar, PhD, Jarrett Morgan, MD, and Gabrielle Banks, PhD. S.C.O.R.E consisted

of five online modules delivered to incoming interns in early June 2022 followed by an in-person presentation and small group application and discussion on June 23. The content of the modules was as follows:

1. Diverse Patient Populations
2. Common Terminology
3. Structural Competency, Part I
4. Structural Competency, Part II
5. Structural Competency, Part III

Initial feedback was very positive for both the content and the in-person session. In addition, every intern was provided a copy of the book, *"A Place Like Mississippi: A Journey Through a Real and Imagined Literary Landscape"* by W. Ralph Eubanks and tickets to the Two Mississippi Museums in Jackson. We hope that understanding the underlying social and structural components that affect some of our most vulnerable patients will help residents to develop the skills to meet their health care needs.

Over the next two years, we look forward to continuing our collaborations in developing avenues for residents to apply these vital skills in a meaningful way. For more information, contact Jimmy Stewart, MD (Co-PI) jstewart@umc.edu or Kelly Dennis (GOL2D Project Manager).



School of Medicine Mission Statement

The University of Mississippi School of Medicine is committed to training skilled and compassionate physicians to provide high quality and equitable health care particularly to the state's residents, including diverse and underserved populations. The school prepares learners to provide excellent care through programs of innovative education, state-of-the-art research and comprehensive clinical practice.

Our STANDPOINT Journey Presses On

By Patrick O. Smith, PhD



Smith

In October of 2021, 83.4% of our School of Medicine (SOM) faculty (684 of 820) completed the Association of American Medical Colleges (AAMC) StandPoint survey, an empirically derived Faculty Engagement Survey that measures fourteen dimensions linked to faculty satisfaction.

We were one of 29 schools of medicine within a national comparative cohort. This was the sixth time we have participated since 2009.

Not only did we do well with our response rate, the second highest in the cohort, we rated well on the following dimensions: Collegiality and collaboration-our highest satisfaction summary score of 83%, followed by Relationship with Supervisor (82%), My Job and Department Governance (both at 81%). These summary scores convey that our faculty enjoy the quality of interactions with colleagues, have a sense of belonging, while being supported by their supervisors who are encouraging career development.

Within our departments, there is good and open communication about

finances; the priorities are clear; and a diversity of opinions are considered.

Our AAMC consultants indicate that summary scores of 65% is a threshold for doing well. We exceeded 65% in 12 of 14 dimensions. Our areas identified for action planning include Medical School Governance (64%) and Faculty Recruitment and Retention (57%). We have provided results in a layered approach with senior institutional leaders, the SOM deans' group, department chairs, service groups, and the health system team through

one on one and group meetings.

In all these result review meetings, we encourage identification of at least 2-3 items to improve upon over the next 3 years leading up to our next StandPoint survey administration.

We have completed over a decade of SOM continuous improvement through StandPoint thanks to our faculty! Results from 2011, 2014, 2016, 2018, and 2021 are available for your review at this link: [StandPoint Survey Results](#).

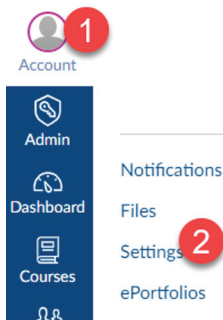
You, the faculty, are making us better to make a healthier Mississippi!



Canvas New Features Available for UMMC Users

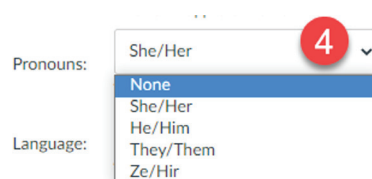
All Canvas users now have the option to select preferred pronouns in Canvas. Available pronouns may be selected from a drop-down list when editing User Profile Settings. Options include: None, She/Her, He/Him, They/Them, and Ze/Hir. The pronouns display beside the user's name in areas in Canvas. Examples include but are not limited to Discussions, People Page, Inbox, and Comment Fields.

To add or edit personal pronouns at any time, follow the steps below:



Click User Account

1. Go to **Settings**
2. Click **Edit Settings** from the right-side menu.
3. Select the **preferred pronouns** from the drop-down menu.
4. Click **Update Settings**.



Faculty Scholarship Webpage

The Office of Medical Education hosts the Faculty Scholarship page on its website. This webpage is devoted to sharing news about faculty scholarship including recently published manuscripts, conference presentations, and grants.

Submit a brief synopsis or abstract (150 words or less) of your recently accepted or published manuscript, conference presentation, or grant that addresses medical education. We are currently accepting work that was published, accepted, presented or awarded by March 2022. Submit this information to Dr. Lecretia A. Buckley with the subject heading of "Faculty Scholarship," and it will be included in the next monthly update.

Your dedication to medical education is appreciated, and we want to share the good news regularly.

Testing Wisely: A Support System for Preparing for Standardized Exams

By Dakota Bibbs



Bibbs

Testing Wisely is a longitudinal standardized test preparation program facilitated by the School of Medicine. The program is designed to support medical students from their first year of medical school until they pass the Step 2 CK exam. Program activities are based on support strategies known to improve student performance and ultimately, successful passage of Step licensure exams. Testing Wisely has four key components:

- Lunch and Learns* are a series of one-hour informational sessions for M1, M2, and M3 students that include test taking strategies, facts about the science of learning or content review. Lunch is provided.
- Canvas Course* – A canvas course was designed as a resource for Step preparation materials including presentations and quizzes. All first-year medical students are enrolled in the course, and their enrollment continues until successful passage of the Step 2 exam.
- Partnership with Kaplan* – A continued long-time partnership with Kaplan provides a question bank and quizzes for test preparation. Availability of the question bank begins in August of the M1 year. Course directors may utilize items from the question bank for course reviews.
- Incentives* – Participation in Testing Wisely is not mandated; however, various incentives are provided monthly to increase participation. Incentives include two free items at a local restaurant, a gift card to a local restaurant, two \$25 gas gift cards and one student of the month parking spot on the front row of the stadium.

Faculty can support Testing Wisely by encouraging student participation.