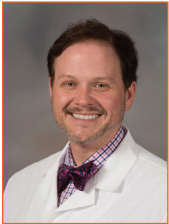




An Update on the Preclinical Curriculum Redesign

By David Norris, MD



Norris

The work to integrate the preclinical curriculum is entering its home stretch. The new curriculum will phase in Fall 2023 with the new M1 class. The new curriculum will begin with Foundations of Biomedical Sciences, followed by Evidence-based Medicine. Then, students will progress through subsequent courses focused on a specific organ system. These courses will align and integrate content from all the foundational science disciplines and focus on applying basic science

content to the clinical care of patients.

The current Introduction to the Medical Profession courses will continue focusing on communication skills, history taking, and physical examination. A new Systems-Based Practice course in the second year will help students understand how patient care is structured and financed. Additionally, and for the first time, first and second-year students will have the opportunity to enroll in elective courses with anticipated topics ranging from medical education to LGBTQ+ care to medical jurisprudence.

A dedicated and talented team has been working diligently to complete the work while navigating the many

changes resulting from the COVID pandemic and faculty compensation plan. There are many opportunities to get involved, including small group instruction, lecturing, grading clinical skills examinations, student advising, and serving as a course director in systems-based courses or electives. If you are interested in getting more involved in this process, please email me at drnorris@umc.edu.



Rural Medicine Exposure makes an “IMPACT” on Students

By Rakesh Patel



Patel

The School of Medicine, through its Improved Primary Care for the Rural Community through Medical Education (IMPACT the RACE) program, continues work to enhance rural medicine exposure opportunities for students. In the pre-clinical years, students participate

in the Mercy Delta Express program. This one-day interdisciplinary learning activity for medical, nursing, and dental students provides health care for children in the South Delta School district. During the clinical years, work is continuously being done to expand the rural preceptor network. This increases the number of rural sites where M3 and M4 students can travel for

clinical training. To alleviate the financial burden for these experiences, IMPACT the RACE offers stipends to assist with transportation and housing costs that students may incur. Finally, all students may volunteer to participate in rural health fairs that are held throughout the year.

Through these efforts, students have gained opportunities to experience the challenges and gratification of rural medicine. From this exposure, they will be better prepared and more comfortable going into rural practice. Students who did not initially consider a career in rural medicine can disprove common misconceptions and

may re-consider future practice plans. Ultimately, increasing rural medicine exposure for medical students will play a large role in addressing the rural physician shortage in our state.



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.

Highlights from the 2022 AAMC Graduation Questionnaire

By Lecretia A Buckley, PhD



Buckley

Annually, fourth-year students in MD programs throughout the US and Canada complete the Association of America Medical Colleges (AAMC) Graduation Questionnaire (GQ). This survey includes questions on pre-clinical, clinical, and elective experiences; general medical education and readiness for residency; student services; experiences of negative behaviors; financial aid and indebtedness; and career intentions. Results are provided to each participating medical school along with averages for all schools. Student feedback on the AAMC GQ is essential to continuous quality improvement as it helps to identify strengths and areas for improvement for the program. Additionally, it is a major data source for the reaccrediting process of the Liaison Committee on Medical Education (LCME).

The response rate for the most recent survey from UMMC medical students was 84.3%, and the national response rate was 88.3%, a 4.6% increase in the response rate from 2021. Overall, 90% of UMMC students agreed or strongly agreed that they were satisfied with the overall quality of their medical education, compared with 88% of students nationally. The survey indicated several strengths; and selected strengths are shared here. When compared to the national average, our medical students' responses were at least 10% greater than the national average:

- **Associate Dean for Students: Accessibility**
- **Obstetrics and Gynecology clerkship: Faculty provided effective teaching during the clerkship**
- **Instruction in Immunology was good or excellent preparation for clerkships**
- **The quality of the educational experience in the Obstetrics and gynecology clerkship was good or excellent**
- **Facilities: Student relaxation space**
- **Satisfaction with the outcome of having reported mistreatment behaviors experienced**
- **Experience with a free clinic for the underserved population**
- **Participated in clinical training at the Department of Veterans Affairs medical facility**

Ongoing improvement in the neurology clerkship was identified as it was the most improved clerkship.

Continuous improvement is needed in the following areas. These items were selected because they address the current Liaison Committee on Medical Education (LCME) findings for our school:

- **Student Study Space**
- **Biostatistics and Epidemiology: Preparation for Clinical Clerkships and Electives**
- **Genetics; Preparation for Clinical Clerkships and Electives**
- **History taking: Observed Performing Relevant Portions**
- **Physical Examinations: Observed Performing Relevant Portions**
- **Mid-clerkship Feedback Provided**

Significant gains (more than 5%) were identified for some of the above areas that were identified as needing improvement.

- **Students who reported they were observed taking a history in OBGYN improved by 8.9% since 2021.**

- **Students who reported they were observed taking a physical exam in OBGYN improved by 13.1% since 2021.**
- **Students who reported they received mid-clerkship feedback in OBGYN improve by 10% since 2021.**

The AAMC GQ is one means of student feedback. Students provide feedback through the Student of the Course evaluations at the end of each required course and clerkship, Evers Society evaluations, and the UMMC Student Satisfaction Survey. Yet, AAMC GQ results allow us to conduct comparisons with other medical schools and highlights where we may focus our attention in order to improve the medical education program. Work in each of the aforementioned areas for improvement has begun. Join us in the continuous quality improvement process.

Link Validator in Canvas Courses

By Elizabeth Jacobs



Bibbs

Canvas recognizes the large number of links faculty use in course content and how difficult it can be to keep them current. To help faculty tackle this daunting task, a link validator is built into every Canvas course. It can be used at any time and as often as it is needed. Faculty should consider using the link validator prior to the beginning of a course to help ensure students are able to access the content required without the worry of a broken link.

To run the link validator, go to the Settings tab in the course navigation. On the right side of the Settings page, locate the Validate Links in Content button and click it. The validator opens, and faculty should click the Start Link Validation button. Processing time will vary based on the volume of course content.

Results include:

1. Number of broken links found
2. Image and type of content
3. Content item name
4. Brief explanation of issue
5. The link itself, identified as a link or an image

Course Link Validator

The course link validator searches course content for invalid or unreachable links and images.

Restart Link Validation

Show links to unpublished content

Found 65 broken links

Course Syllabus

Deleted content referenced in this resource:

download?wrap=1

New SOM DIS Support Protocol



All SOM users (lecturers, students, faculty, etc.) going forward will need to email SOMSupport@umc.edu for any DIS assistance. This email will open a ticket and immediately notify Ashley O'Brian of an issue. This new process is designed to be a faster and easier process for everyone.

To access the link and update it, click on the content item name (3). When required updates are finished, check the course content again by selecting to Restart Link Validation. Canvas states that no broken links are found when all links are valid. Full details are available in the [Canvas guide](#).

Note: Email addresses included as mailto links are not validated by the Link Validator in Canvas.