



An Ever-present Quest for Balance as We Move Forward: Reflections on 2022

By Loretta Jackson-Williams, MD, PhD



Jackson-Williams

My goodness – how time flies! In some ways, it seems as though we just started 2022, and now we are in the final month. At the end of the year I always try to reflect back on what we have accomplished and what our goals are for the upcoming year. It helps me to feel productive while remaining focused on the work ahead. I hope that it provides insight for you regarding the priorities for the educational programs in 2023.

Change has been the consistent challenge and joy (yes – there is joy in some change!) for the past year. We all welcome change as we work towards improvements, but we all dislike the personal disruptions that change causes. Balancing these two viewpoints of change is always a personal and organizational conundrum. It helps to have multiple perspectives when trying to achieve a sense of balance.

Within the school during the past year, the major areas of change occurred with implementation of new rules for exam management, reorganization of some of the basic science departments, formation of the Department of Advanced Biomedical Education (DABE), development and implementation of new outreach programs, implementation of pass/fail scoring of USMLE Step 1 and the changes for physician compensation and department metrics. Some of these changes have been chronicled in this newsletter and can be found in the archives. The changes that have created the most angst and have not been broadly highlighted include the change to pass/fail for USMLE Step 1 and compensation/department metrics. ALL of these things have occurred within the context of general post-pandemic uncertainty, political storms and economic upheaval. This is a lot to process. Here are my perspectives.

In December 2020, I wrote an article for this newsletter that stated, 'In so many ways, the medical education community was delivered its first shock in February when it was announced that the first part of the licensure exam, USMLE Step 1, would transition from a numeric score to pass/fail with implementation January 2022. It was understood at that time that this would cause ripple effects. In short, those ripple effects will occur over time in the selection processes for residencies, the promotion process within the UME educational programs that include passage of parts of

the licensure exams and the sequencing of the UME curriculum designed to deliver the content for these licensure exams.'

As anticipated, the ripple effects have begun. During the residency application period for this year, a number of the specialties required additional supplemental applications and/or signaling in very different formats. Some required further explanation of experiences, geographic preferences, signals to programs or a combination of the three. The NRMP has decided not to move forward with the proposed Two-Phase Match; however, there is a commitment to continue to identify ways to reduce stress from the Match. Nationally and here, the educational programs are considering the best ways to support student preparation and success on these required licensure exams. As noted in 2020 "those ripple effects will occur over time" and will continue for a while as we all strive to establish a new balance in this process. Let's commit to work together for the success of our students and residency programs in the match process.

One of the school's adjustments to be implemented next year that will impact student preparation for USMLE Step 1 is the redesigned first-year curriculum. This was highlighted in the newsletter last month. This major curriculum modification has implications for the physician compensation plan and the implementation of the department metrics. The finance team has been working with those of us responsible for the educational program on the process and communicating regularly with the chairs of the departments. The goal is to ensure that everyone is fairly compensated for the work that is done while maintaining and improving the educational outcomes of the school. Let's commit to maintaining clear communication as we all navigate these major changes.

Since January 2016 we have brought to the School of Medicine community this newsletter, The Journey. It was created with the intent to more effectively communicate about the educational programs in the School of Medicine. For the past seven years, we have included information regarding the undergraduate medical education programs; the graduate medical education program; the administrators, faculty and staff involved in the programs; changes within the programs; outcomes of the programs; accreditation highlights; opportunities to be engaged in the programs; technology impact and updates; etc. In 2023 we will continue this work and plan to solicit your contributions to The Journey.

Rural Medicine Education Symposium – Save the Date

The University of Mississippi School of Medicine will host a second statewide rural medicine education symposium, "The Rural Impact," February 17-19, 2023 at The Westin in downtown Jackson. Physician educators contribute to improving the health of the public by delivering patient care and developing excellent and comprehensive educational programs along the continuum of medical education for students, residents, fellows and independently practicing physicians. Through this symposium, we will provide a forum to exchange

best practices for the various medical educational programs in Mississippi.

Registration details will be shared in the coming days. You may contact Dr. Loretta Jackson-Williams for more details.

Rural medicine can disprove common misconceptions and may lead to reconsideration of 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.

Biomedical Education Beyond the Classroom Walls

By Norma B. Ojeda, MD, Alaina Herrington, DNP, Anna Lerant, MD, and Jereme King



Ojeda



Herrington



Lerant



King

The Department of Advanced Biomedical Education (DABE) is bringing the learning experience in biomedical education beyond the classroom with training and assessment of skills in scenarios resembling real-life situations. In addition to being the home of faculty with a focus on biomedical education, DABE also comprises the Office of Interprofessional Simulation, Training, Assessment, Research and Safety (ISTARS). ISTARS includes three centers with the mission of providing training on real-life situations to a variety of learners.

The Judith Gore Gearhart Clinical Skills Center (JGGCSC) provides a setting for training and assessment of communication and clinical skills for medical students and other health care professionals. The learning experience includes the utilization of a realistic clinical environment with standardized patients/simulated participants (SPs) and real-time feedback on the encounter outcomes. The program facilitates activities statewide, on the Oxford campus and at Mississippi College. In addition, staff members

of this center are sought out nationally to share best practice implementation techniques.

The Simulation and Interprofessional Education Center (SIEC) provides manikin- and virtual reality-based simulation education to health care professionals and support outreach initiatives sponsored by the University of Mississippi Medical Center. The learning experience in this center is focused on hands-on skills training, virtual reality training, and high-fidelity simulation experience. Learners are trained on procedural skills, medical crisis management and crisis resource management to promote patient safety and excellence in training.

The Resuscitation Training Center (RTC) provides high-quality American Heart Association (AHA) courses consistent with current AHA guidelines of science, curriculum, policies and procedures. Courses offered include Basic Life Support (BLS), Advanced Cardiovascular Life Support (ACLS), Pediatric Advanced Life Support, and soon, Advanced Stroke Life Support (ASLS). Training and certification are available for a variety of learners such as students, health care workers, and the general public. The RTC complies with accreditation standards and aims to improve patient outcomes by training for high-risk events.



New Quizzes Coming Soon to Canvas

By Elizabeth Jacobs



Jacobs

Teachers in Canvas will soon have an additional option for quiz creation. New Quizzes is an updated quiz platform and will be activated as an “opt-in” feature in all UMMC Canvas courses in January 2023. When New Quizzes is selected to create a quiz, teachers will find familiar settings, although rearranged a bit, and some additional options, such as new question types, aligning program outcomes to questions and adding awarded accommodations

for student testing.

- Stimulus questions, hot spot questions, and categorization questions are all new to Canvas and will allow teachers additional ways to assess a student’s knowledge. Updates have also been made to improve matching questions.
- If program outcomes have been added to a course, New Quizzes provides a more granular level of tracking student mastery. Linked outcomes may be aligned to individual questions. This allows teachers to easily track multiple outcomes in a single quiz.
- Moderate Quiz functionality has also been improved and now includes the option to add accommodations, as approved and allowed by the institution. Once added to a quiz created in New Quizzes, it is automatically applied to all quizzes created using New Quizzes in that course.

The Office of eCampus will be sharing additional details soon, including training opportunities and UMMC documentation provided by the Technology Learning Central team at DIS. If you have questions or would like additional information, please reach out to ecampusupport@umc.edu.

The Department of Advanced Biomedical Education 2023 Faculty Development Series Sessions

1. **Academic Leadership: The Fundamentals** | Dr. Betty Herrington | March 2
2. **Engaging in Educational Quality Improvement** | Dr. David Norris | April 6
3. **Student Learning Outcomes and Course Effectiveness: Building Your Process** | Dr. Carley Dear | May 4
4. **Fundamentals of Statistics and Data Science in Medicine** | Dr. Thomas Dobbs | June 1
5. **Integrated Curriculum: Tenets and Models** | Dr. David Norris | June 8
6. **Curriculum Development: From EPOs to Session Objectives** | Dr. Maryam Syed | June 15
7. **Education Scholarship: One Year in the Medical Education Grant Academy** | Dr. Savannah Duckworth | June 22
8. **Professional Identity Formation** | Dr. Molly Clark | June 29
9. **Change Management** | Dr. Loretta Jackson-Williams | July 6
10. **Diversity and Inclusion** | Dr. Juanyce Taylor | July 13
11. **Diverse Presentation Modalities to Enhance Student Learning** | Dr. Edgar Meyers, et al. | July 20
12. **Receiving Feedback as a Faculty Member: Improving Practice as an Educator and Clinician** | Dr. Brad Ingram | July 27
13. **Promotion for the Educator** | Dr. Norma Ojeda | October 5
14. **Teaching about Patient Safety** | Drs. Anna Lerant & Emily Tarver | November 2