



Poverty Simulation: An Experiential Exercise Designed to Deepen Understanding of Resource-Limited Individuals

By Caroline Compretta, PhD



Compretta

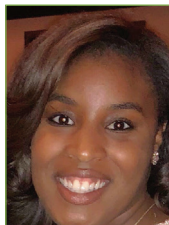
Mississippi has the highest poverty rate in the country and many residents face social and economic hardships that affect their health. To sensitize our medical students to the challenges and struggles that their future low-income patients may face, the UMMC Center for Bioethics and Medical Humanities offers the Poverty Simulation several times a year. The simulation allows students from across the UMMC campus to experience one month in the life of a low-income family using scenarios based on real-life situations. In the experiential exercise, students work to meet their basic physical and medical needs, trying to address challenges, unexpected barriers and shortfalls along the way. Afterward, students participate in a debrief to understand more deeply the external factors affecting the lives of resource-limited individuals and are encouraged to make linkages between the simulation and their future practice. The overall goal of the simulation is to shed light on the stressors many patients face that influence their treatment, health care access, and health outcomes.

The learning outcomes of this exercise are manifold. As individual participants, students experience the urgent and myriad challenges of limited resources and how these pressures affect expectations of institutions and people. As a community of caregivers, students also consider how pressures generated by insufficient resources can exacerbate tensions in how health, disease and health care are experienced and accessed. Together, we reflect on the cumulative and cascading effects of even modest losses and delays on the already slim margin between managing and outright poverty. After the experience, many students have noted that the simulation allowed them to think more critically about systematic barriers that negatively impact health care for low-income individuals in addition to rethinking terms such as “noncompliant.”

We are currently planning our Spring 2023 Poverty Simulations for medical and other students. Please contact me at ccompretta@umc.edu if you are interested in learning more and/or participating.

Exploring Health Care Pathways: Educating the Future of Health Care!

By Porsha Fuller



Fuller

This year, the Office of Admissions and the School of Medicine’s Improving Primary Care for the Rural Community through Medical Education (IMPACT the RACE) program is conducting the 2nd annual Exploring Health Care Pathways Outreach Program. IMPACT the RACE, a Health Resources and Services Administration (HRSA) grant program, serves to enhance rural medical education for students, with the goal of increasing primary care physicians throughout rural communities in Mississippi.

Mirroring last year, the program consists of multiple outreach events designed to educate high school juniors and seniors about the possibilities of a future in health care.

Exploring Health Care Pathways is an enrichment program that includes faculty, staff and students from UMMC’s seven health science schools. High school students participate in half-day sessions to learn about what it takes to be a health care professional. The high school students rotate through an informational session for each of the seven schools where they learn about career options, admission requirements and financial options. There is a question and answer session during each school’s session. Each student may bring a parent or guest to these sessions.

Each session is held at a different university with the aim of reaching students throughout the state. There are four sessions this year.

- **January 28** - The University of Mississippi Medical Center
- **February 4** - The Mississippi University for Women
- **February 25** - Alcorn State University
- **March 4** - Delta State University/ Mississippi Valley State University

In 2021, Health Care Pathway Sessions were held at Jackson State University, Mississippi State University, and the University of Mississippi.

Host institutions are invited to discuss their own admissions process. The UMMC session allowed several local colleges and universities and the military to host admissions/recruitment tables recognizing that many health care careers require a bachelor of science degree. Students were given time to visit the informational tables and ask questions about the undergraduate programs and financial aid options. Within each UMMC school’s session, students have a similar opportunity to ask questions and obtain information about expectations for health care careers and financial aid options.

For additional information please contact IMPACT the RACE.

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.

'What Better Reason to Be in a School of Medicine'

The excitement is building as we rapidly approach the start of our redesigned, integrated preclinical curriculum! One of the goals of the new curriculum is increased use of small group sessions, which allows students the opportunity to work in teams and solve clinical problems while being guided by clinicians. These types of sessions promote learning through the guided application of foundational knowledge to clinical scenarios. They also provide amazing opportunities for faculty members to directly engage with students to promote the development of professional relationships. These interactions will promote improved feedback and more accurate student assessments.

We will soon request energetic and dynamic faculty members to serve as small group facilitators for the M1 systems-focused courses and for Introduction to the Medical Profession I. Faculty selected can use their dedicated educational time to prepare for and facilitate these sessions. These sessions will occur on average once every two weeks.



If this is of interest to you, be on the lookout for more information coming from the School of Medicine listserv.

We look forward to you joining us!

Faculty Highlight



Dasinger

Dr. Tim Dasinger is ecstatic to be back home in the Jackson metro area after 14 years away. He grew up in Madison then went to Louisiana State University for three degrees (BS, MS, and PhD) in Kinesiology with an emphasis in Pedagogy and Psychological Sciences. For the last five years, Dasinger has been teaching in the Department of Health and Human Performance at the University of Tennessee at Martin. During that time, he was awarded the Hardy Graham Distinguished Professorship award, a three-year monetary award. His research interests examine the intersection of motivational theories and mental health. For example, one of his published studies, "Perceptions of Mental Health and Need Satisfaction/Frustration Among Rural University Studies," examined the impacts of emergency online instruction on levels of competence, autonomy and relatedness during the infancy of the COVID-19 pandemic. Dasinger has joined the Department of Advanced Biomedical Education at UMMC and is currently assisting with Dental Gross Anatomy.

Spring 2023 School of Medicine Faculty Development Series

Each session is virtual and links are distributed on the Office of Medical Education listserv.

1. Academic Leadership: The Fundamentals

Leadership centers on one's capacity to influence those with whom they work. As such, an individual may lead from any role including those who supervise and those who do not. Leadership embodies more than professional advancement, and leadership skills can be developed. In this session, the participant will learn about the fundamentals of leadership and how to develop leadership skills. (Betty Herrington) – March 2

2. Engaging in Educational Quality Improvement

Continuous quality improvement holds that there is always room for improvement. It helps to identify areas for improvement and strengths so that curriculum and practices may be improved or solidified. Engaging in education quality improvement stands to identify what is working well with the curriculum, program practices, and policies as well as the areas that warrant improvement. Multiple data sources and ongoing monitoring are needed to make informed decisions that get at the heart of improvement. Data sources include student performance data within courses/clerkships, standardized licensure exams scores, student feedback, and program outcomes. A cycle of implementation, review and reflection, and revision supports quality improvement. (David Norris) – April 6

3. Student Learning Outcomes and Course Effectiveness: Building Your Process

Effective teaching produces students who demonstrate mastery of knowledge and skills. Such mastery is determined by assessments of student learning outcomes. For the student, these assessments reveal mastery and may be viewed in terms of a grade. Yet, assessments provide a great deal of information to the instructor allowing for an evaluation of course effectiveness. Designing a course with assessments in mind can provide data that informs continuous quality improvement of the course, its teaching methods, content and assessment items and methods. (Carley Dear) – May 4

Outcomes in Canvas

By Elizabeth Jacobs



Jacobs

The curriculum redesign for the School of Medicine provides an excellent opportunity to utilize Outcomes in Canvas. Outcomes measure a student's mastery or competency of a skill. Outcomes may be setup at various levels in Canvas and can assess student competencies across multiple courses and years. To accomplish this level of assessment, Outcomes are setup at the school level. This allows all SOM courses access to the same set of Outcomes and ensures consistency in the criteria and scoring methods used for students. As an added bonus for faculty, Outcome setup at this level is handled by Canvas administrators.

Every Outcome consists of several components. Name is required. A description may be included to give users additional details. Proficiency ratings are required and include a descriptive text such as "meets expectations" and a numerical point value. The point value required to show mastery or competency for the Outcome is identified as well. The final component in the Outcome is the calculation method used to determine the student competency. Average or Decaying Average are commonly used.

Once Outcomes are setup and approved by the SOM, faculty may use Outcomes as part of their assessment methods in Canvas. Outcomes may be linked to a rubric for grading assignments or linked to a particular quiz. New Quizzes, the new quizzing platform in Canvas, even allows faculty to align an Outcome to a specific question within a quiz. Aligning Outcomes to questions provides more granular measurement of student competencies and provides student with better feedback to guide their future learning.

As we move closer to the 2023-2024 academic year, I look forward to seeing Outcomes being used by the School of Medicine.