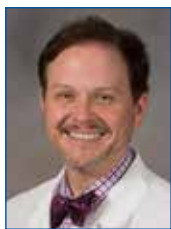




## 2022 Trailblazers

By David Norris, MD



Norris

The Trailblazer Award for Excellence in Medical Student Education recognizes our faculty's time and effort to educate future physicians. Nominated by their peers, recipients of the award are recognized as effective teachers who engage, inspire, and mentor learners, demonstrate teaching innovations in curriculum design, and serve as a catalyst for enhancing teaching and learning.

This academic year, the School of Medicine honors 15 faculty, including the Trailblazer of the Year, who have demonstrated a commitment to excellence and innovation in undergraduate medical education.

In addition, the award committee selects one Trailblazer Teaching Award recipient as the Trailblazer of the Year. The committee members are pleased to announce that

this year, Dr. Candace Howard-Claudio, an associate professor of radiology, has been selected as the School of Medicine's 2023 Trailblazer of the Year.

Howard-Claudio earned the MD and a PhD in molecular genetics from the Thomas Jefferson University & Jefferson Medical College, Philadelphia, PA. She then completed residency training in radiology and a fellowship in body and musculoskeletal imaging at the Thomas Jefferson University & Jefferson Medical College.

Since joining the faculty, Howard-Claudio has assumed several leadership positions including division chief, director of Dexa Imaging Core of Mississippi Center for Clinical and Translational Research (MCCTR), director of the Radiology ReCharge Center and vice chair in

the Department of Radiology.

**Trailblazer Award for Excellence in Medical Student Education Winners**

<p style="text-align: center;">◆</p> <p style="text-align: center;">Kristen Alston Suwarna Anand Satyapal Chahar Stephanie Depaepae John Caleb Grenn Candace Howard-Claudio Seth Kalin Charlotte S. Taylor</p>	<p style="text-align: center;">◆</p> <p style="text-align: center;">Sheree Melton Jarrett Morgan Vinayak K. Nahar Patrick Newman Alan Penman Eddie Perkins Audra Schaefer</p>
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## Residency Director's Survey Affirms MD Graduates' Readiness

By Lecretia A. Buckley, PhD



Buckley

Each year for over a decade the Office of Medical Education has administered a survey of the residency directors of programs where our recent graduates matched. This short survey sought to gain the perspective of program directors on how prepared our graduates are for their first year as a resident. The results of the data were reviewed annually by various stakeholder groups to help evaluate the medical education program. Like each prior year, OME administration and the Curriculum Committee are among those who are considering the results from 2020-21 survey.

These results, however, come from a new pilot survey, the Resident Readiness Survey, administered by the Association of American Medical Colleges (AAMC) with 77 participating medical schools. This new national process offers opportunities for comparisons while previously, we only had access to our school data. The response rate was 41.6%.

The AAMC's Resident Readiness Survey aims to help program directors by eliminating the need to complete numerous school specific surveys. The AAMC saw multiple benefits to medical schools such as (a) assisting schools in their continuous quality improvement (CQI) efforts (b) assisting schools in assessing their effectiveness in preparing students for residency, (c) helping student affairs deans evaluate

the utility of their Medical Student Performance Evaluations (MSPE) to program directors, and (d) reducing staff time by eliminating the need for school-initiated surveys.

Data results undeniably affirm the strength of our medical education program. Fifty-two program directors responded to the survey. For PGY-1 students who graduated from UMMC, 60% met overall performance expectations; 38% exceeded overall performance expectations; and 2% (or one resident) did not meet overall performance expectations. Residency directors answered 17 items evaluating performance in specific areas as listed above. For five of those 17 items, only one resident failed to meet expectations. For two items 50% or more of PGY-1 students who graduated from UMMC exceeded expectations. Those two areas both addressed professionalism: (a) demonstrated professionalism when interacting with health care professionals and staff (altruism, compassion, honesty, confidentiality and integrity) and (b) demonstrated professionalism when interacting with patients and family members.

Two items addressed the MSPE. Of the 52 responding residency directors, 62% recalled the MSPE for the specific resident. Last year, 45% of residency directors did not recall the MSPE for the specific resident; this year that number decreased to 38%. Only two program directors (4%) did not find the information from the medical school useful. Last year 11% did not find the information from the medical school useful.

### 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.

# Making an IMPACT on Rural Medicine Education

The School of Medicine's IMPACT the RACE program hosted its second annual rural medicine symposium, titled "The Rural Impact." Taking place on Friday, February 17 – Sunday, February 19 at the Westin Jackson, the symposium attracted physicians, students, residents, hospital administrators and other rural health stakeholders from around the state. Access to appropriate health care is a challenge in our state's rural communities and the symposium shed a light on these issues and delivered various strategies to address this need. Education on rural medicine was put in focus. Best practices were discussed to continue the growth and development of rural medical education programs.

The event started on a celebratory note on Friday evening. Fifteen M3 or M4 students were awarded a full, four-year tuition and fee scholarship, valued at \$140,000. In exchange for this scholarship, each student signed a contract pledging a five-year service commitment to practice primary care in a rural Mississippi community.

The scholarship ceremony was followed by a reception and research poster presentation by SOM students. The event resumed on Saturday, with sessions such as "The Life of a Rural Physician" and "The Business of Rural Medicine Education." A presentation on how a simulation program can be an effective educational tool was given. The day ended with a viewing and discussion of the Emmy award-winning mini-documentary "On the Farm," which highlights struggles rural Mississippi farmers face when taking care of their health.

The symposium concluded on Sunday with two presentations – first, about lifelong learning in rural medicine, then, how telehealth can play a role in rural medicine health care and education. The symposium was free and CME credits were awarded. In the coming weeks, a recording of the symposium will be available

through the UMMC Continuing Health Professional Education website. To access this recording, please log into CE central and search for "The Rural Impact Symposium." This recording and corresponding CME credits are available at no charge.

## Rowland Medical Library Resources: GIDEON

GIDEON (Global Infectious Disease and Epidemiology Online Network) is a comprehensive infectious diseases database that serves as a resource for research, education and diagnostics. This database includes evidence summaries, outbreak maps, diagnosis tools and content for microbiology education. GIDEON offers lesson plans, case studies and curriculum mapping tools for medical educators.



GIDEON has four modules:

- Explore contains disease summaries, historical outbreaks and geographical distribution. Search this module by disease name, drug, vaccine, microbe or country.
- Lab contains a pathogen identification tool for bacteria, mycobacteria and yeast.
- Diagnose has two differential diagnosis search tools, classic and interactive. The classic differential diagnosis tool generates a ranked list of possible diagnoses by epidemiological variables, including travel history. Students are encouraged to use the interactive differential diagnosis tool, which suggests the most relevant signs, symptoms, exposure history and laboratory tests.
- Quantify has tools to generate epidemiological charts, and outbreak maps, with options to compare statistics by country.

### Find it:

Choose the Resources tab from the Rowland Medical Library website, then select the Databases icon. Choose GIDEON from the A to Z Database List.

## Monitoring Mastery in Canvas

By Elizabeth Jacobs



Jacobs

Outcomes create a granular view of a student's understanding and competency level measured in coursework. To effectively monitor student progress towards mastering the competencies measured in the Outcomes, faculty may choose to enable the Learning Mastery Gradebook and/or Student Learning Mastery Gradebook in Canvas courses. These tools are available in the course settings of each Canvas course and are used in conjunction with Outcomes.

Learning Mastery Gradebook is an alternative view of student grades for faculty. Rather than strictly focusing on an assignment grade, Learning Mastery Gradebook displays student progress on each Outcome aligned in the course. A numerical value and a proficiency rating are included. The proficiency ratings are color-coded and provide an effective visual indicator to assist faculty in identifying students who might be at risk or performing lower than expected. Early and ongoing monitoring allows faculty to provide more timely assistance to students.

Student names are listed on the left, but columns in the Learning Mastery Gradebook track individual Outcomes aligned in the course. Filters are available for hiding students or Outcomes with no results to show. Faculty may export the data, if needed. Full details on how to use the Learning Mastery Gradebook to view Outcome results are available here.

Faculty may also choose to enable the Student Learning Mastery Gradebook. When enabled, students have a similar view allowing them to self-monitor their progress toward mastering an Outcome. Read more about this opt in feature here.

Remember, these options are beneficial when Outcomes are aligned to assignments and quizzes in the course and could prove to be valuable tools for the new curriculum being implemented for the M1 class in academic year 2023-2024.

## Spring 2023 School of Medicine Faculty Development Series

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

### 1. Engaging in Educational Quality Improvement

Continuous quality improvement 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

### 2. 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