



SOM Results from the 2022 UMMC Student Satisfaction Survey

By Lecretia A. Buckley, PhD



Buckley

Every other year the Office of Academic Effectiveness in the Office of the Associate Vice Chancellor for Academic Affairs administers the University of Mississippi Medical Center Student Satisfaction Survey (UMMC SSS). The survey is administered to students in the schools of Dentistry, Graduate Studies in the Health Sciences, Health Related Professions, Medicine, Nursing, Pharmacy, and Population Health. The 130-item survey was administered from Oct. 15 – Nov. 15, 2022. Items are related to academics,

clinical learning environment, student life, emotional well-being and service units including advising, enrollment management, financial aid, the Student Counseling and Wellness Center and technology. This article will focus on general results and the academic and clinical learning environment sections. Future articles will address other areas highlighting strengths and areas for improvement.

The response rate for all UMMC students was 63%; it was 68% for the School of Medicine (SOM). SOM students made up 28% of the survey respondents; and the response rate for medical students has increased each time the survey was administered. The UMMC SSS was first administered in 2016. At the institutional level, 94% of students are generally satisfied with their studies, and 90% are generally satisfied with their student experience at UMMC. For the SOM, 93% of students were generally satisfied with their studies, and 91% were generally satisfied with their student experience at UMMC.

Data from the UMMC SSS are analyzed by institution and by each school. The remainder of this article focuses on SOM results. The scale for survey was very satisfied – 6; satisfied – 5; somewhat satisfied – 4; somewhat dissatisfied – 3; dissatisfied – 2; and very dissatisfied – 1.

In the area of academics, medical students had high ratings on several of the 15 items. The mean exceeded 5.0 on six of the 15 items; and only two items had a mean less than 4.5 (I am acquiring research skills and techniques that are necessary for success in my discipline. [4.33] and (I have sufficient opportunities to learn with, from, and about students in other UMMC schools. [4.43]. The highest means were on items that addressed academic challenge (5.39),

communication skills (5.24), knowledge base (5.23), professional ethics (5.10), and access to instructors outside of class (5.02).

The clinical learning environment section had 13 items. The mean exceeded 5.0 on seven of the 13 items. The two items with a mean below 4.75 received a 4.58 (I am satisfied with the quality of feedback after assignments in the

clinical learning environment.) and 4.65 (I feel the classwork/academic program prepared me to provide high-quality patient care.). The three highest-rated items were: (a) The training I received in the clinical learning environment taught me to conduct myself as a professional. (5.26); (b) I received an appropriate level of supervision in the clinical learning environment. (5.25); and (c) I had the opportunity to evaluate my clinical experiences. (5.23).

Continuous quality improvement requires that we are always assessing and adjusting to maintain strengths and address challenges. The 2022 UMMC SSS provides the SOM with more data on our strengths and areas for which there are opportunities to improve. SOM administration is currently engaged in mapping out action plans to do just that. For more details, look for other highlights from the 2022 UMMC SSS in future issues of The Journey or feel free to contact me

Gold Humanism Awards

The Leonard Tow Humanism in Medicine Award recognizes a graduating medical student and a faculty member who demonstrate both clinical excellence and outstanding compassion and who show respect for patients, their families and health care colleagues. The award is chosen by the M4 members of the UMMC Jeanette Pullen, MD, chapter of the Gold Humanism Honor Society. This year's recipients are Dr. Elizabeth Lutz, and Melanie Baker, MS4.



Lutz



Baker

Lutz, and associate professor of obstetrics and gynecology, serves as the residency program director. Baker is a current senior medical student who plans to pursue a career in internal medicine and will start her medical internship here at UMMC in July. Congratulations to these two amazing women on this prestigious award.

MATCH UPDATE

Save the date, Tuesday, May 23 at noon for the Match Update. Obtain information about the 2023 Match from the UME and GME perspectives. Drs. Loretta Jackson-Williams and Jimmy Stewart will discuss Match results, student readiness and other factors that impact students' competitiveness as well as recent changes and their impact on UMMC MD graduates and residency programs. A WebEx link will be shared on the OME listserv.

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.

Match 2023

By Loretta Jackson-Williams, MD, PhD



Jackson-Williams

The SOM Class of 2023 had a great match with the largest number of participating students in the match process at 163. The class members matched into 27 different specialties. Of the 163 match participants, 85 matched in a primary care specialty (PED, FM, IM, Med-Peds, OB-GYN) and 74 students will stay in Mississippi for at least their first year of residency training.

Students matched as far north as Minnesota, south as Florida, west as California, and east as Vermont. The national match rate was 93.7% and 98.8% for UMMC pre-SOAP. The residency programs here at UMMC did well also.

According to the NRMP, this was their largest match with 42,952 applicants and 40,375 certified positions. The number of U.S. MD seniors was 19,748, U.S. MD graduates 1,647, U.S. DO seniors 7,436, U.S. DO graduates 668, U.S. citizens from international medical schools 4,963, non-U.S. citizens from international schools 8,469 and Canadian and 5th pathway applicants 21.

The results of the match have to be viewed through the many changes that occurred with the residency match process during this cycle. There were 19 specialties that used preference signaling for the 2022-23 residency application season. The number of signals allocated to applicants in the specialties varied from 2-30. Each specialty had unique instructions as to whether to sig-

nal their home institution or programs where away rotations were completed. While most programs used virtual interviews, there were some that conducted in-person interviews. Finally, some programs offered second look interviews with most not requiring them.

As we look towards the 2023-24 residency application season, it can be expected that changes in the process will continue. The NRMP is currently accepting public comments on the proposal regarding voluntary locking functionality for program rank order lists. These changes will continue to evolve over the next few years. During this period of change, we will need to carefully guide our students through the process.

Here in the SOM, we provide individual meetings between administrative deans and all students participating in the process. We provide a series called Road to Match, which provides sessions for each part of the process. During one of the sessions, we invite program directors to speak directly to students participating in the application process. When the application process was stable, these meetings and extra sessions were a nice touch and provided great information to students. With the system in flux as noted above, these meetings and sessions are critical to everyone's understanding of the current process. We invite all students and invested faculty to be active participants.

Take care of each other in this new environment.

Congratulations Class of 2023 and welcome to your new profession!



May and June Sessions - SOM Faculty Development Series

Student Learning Outcomes and Course Effectiveness: Build Your Process

Thursday, May 4 | noon – 1:00 p.m. | Presented by Dr. Carley Dear
Effective teaching produces students who demonstrate mastery of knowledge and skills. Such mastery is determined by assessment 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.

Fundamentals of Statistics and Data Science in Medicine

Thursday, June 1 | noon – 1:00 p.m. | Presented by Dr. Thomas Dobbs
A basic understanding of key concepts in statistics and data science informs clinical practice as well as the implementation and understanding of research in medicine. Participants in this session will obtain a basic understanding of these key concepts as they are taught contextually in clinical scenarios.

Integrated Curriculum: Tenets and Models

Thursday, June 8 | noon – 1:00 p.m. | Presented by Dr. David Norris
Curriculum integration is a broad construct that may include various conceptualizations. In this session, the participant is introduced to multiple definitions and types of curriculum integration. Vertical integration, horizontal integration, and spiral integration are examined along with a framework of integration. An integration ladder will be used, to illustrate how to increase the level of integration and identify any promising entry points for increasing integration in current course/clerkship teaching. This session also includes a review of

various curriculum integration efforts and their successes and challenges. Insights gained by the participants are intended to inform local practice as the School of Medicine launches its own curriculum integration efforts in the preclinical phase of the program.

Curriculum Development: From EPOs to Session Objectives

Thursday, June 15 | noon – 1:00 p.m. | Presented by Dr. Maryam Syed
Educational program objectives (EPOs) specify the learning objectives for the medical education program leading to a Doctorate in Medicine. While the EPOs are broad, they provide guidance for course and clerkship objectives, which in turn informs the learning objectives at the session level. New EPOs have been adopted by the Curriculum Committee for implementation beginning with the 2023-24 academic year. These EPOs provide a framework for what should be taught. This session allows the participant to explore the EPOs and their alignment with course/clerkship objectives and session objectives.

Education Scholarship: One Year in the Medical Education Grant Academy

Thursday, June 22 | 11:00 a.m. – noon | Presented by Dr. Savannah Duckworth
Academic medical centers, like the University of Mississippi Medical Center, often have an interlocked mission of education, research, and health care. Even with this three-part mission, scholarship in education can be pushed aside due to perceptions of a lack of grant support and the demands of clinical practice. This presentation chronicles a clinician's one-year training in a medical education research grant academy highlighting the support received in the development of a concept paper and grant proposal as well as the resources for funding education-based research.