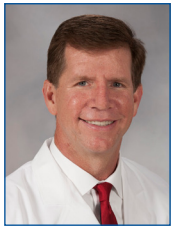




The Long Coat Ceremony

By Dr. Mike McMullan



McMullan

The end of May is always an exciting time at UMMC as we celebrate the culmination of medical school and entry into the next phase of the training process for our new physicians. While graduation is the ultimate goal for our students, a special event now occurs on the Thursday evening before commencement ceremonies on Friday. The UMMC School of Medicine Long Coat Ceremony took place at the Jackson Convention Center on May 25 and was a night of celebration for the graduating medical students and their families. Dr. Danny Burgess from the Student Counseling and Wellness Center was selected by the class to give the keynote address. Following the keynote address, the long coats were presented to the students. The white coat serves as a symbol of commitment to professionalism, compassion and patient care, and the transition from student to physician is marked by the change from the short white coat to the long coat. A new tradition from 2022 is to allow the students to choose the person who helps them don their white coat. This may be a family member, physician mentor, or one of the deans of the School of Medicine. The evening then culminates with recitation of the Hippocratic Oath by all physicians in the audience, including those who will be receiving the degree the following day. The evening serves not only as a celebration and milestone event for the students, but also as a reminder of the ethical considerations and responsibilities that come with the profession.



The Mosaic Summer Enrichment Program by Dakota Bibbs

This summer the School of Medicine will host the second annual "Mosaic" Summer Enrichment Program on June 4-10 and July 9-15. This week-long, residential program is funded and coordinated by the IMPACT the RACE program (a grant funded by HRSA). Mosaic is especially significant because it is the first program of its kind to connect all seven of the schools on UMMC's campus in a collaborative educational effort.

Two cohorts of 25 rural high school students each will be brought to UMMC's campus for five days of comprehensive programming focusing on

demonstrating and highlighting the potential health care career pathways that the university has to offer. In addition to these topics, the program includes various workshops and trainings including but not limited to: Basic Life Support Training, Stop the Bleed Training, Suture and Knot Tying Workshops, as well as presentations focused around learning, test taking, and ACT prep. We are elated to have these students on campus and look forward to the mutual growth that will come as a result of their time here.

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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.

SOM Revised Educational Program Objectives (revised from September 2022)

By Lecretia A. Buckley, PhD



Buckley

Guided by its mission to train 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 of Medicine prepares learners to provide excellent care through programs of innovative education, state-of-the-art research and comprehensive clinical practice. This mission undergirds the medical education curriculum, practices and policies, and the curriculum supports our mission and distills to the program's six educational program objectives. These objectives reflect the essential requirements for physicians to act in an ethical and altruistic fashion while providing competent medical care and fulfilling their obligations to their patients. The EPOs, found in the UMMC bulletin, were reviewed, and updates were approved in May 2022 by the Curriculum Committee.

The Curriculum Committee, empowered by the dean, oversees the design, management and evaluation of the educational program of the SOM. Eight sub-committees engage in the work of the Curriculum Committee. They include: (1) Clinical Sciences (2) Curriculum Development and Innovation, (3) Evaluation and Assessment (4) Foundational Sciences, (5) Program Evaluation, (6) Professional Identity Formation (7) Society and Medicine, and (8) Systems-Based Practice.

The six EPOs address multiple areas in which medical students are trained. They address medical knowledge, patient care, systems-based practice, practice-based learning and improvement, interpersonal communication skills and professionalism. A brief description of each of these areas is provided.

- Medical knowledge: Graduates must recognize alterations from the normal structure and function of the human body, identify causes of such abnormalities, and describe their pathogenesis.
- Patient care: Graduates must utilize the appropriate diagnostic and interventional skills necessary to evaluate, accurately diagnose and appropriately treat each patient.
- Systems-based practice: Graduates must navigate the American health care system in a manner that promotes equitable and high-quality care, ensures patients receive needed care regardless of insurance coverage and guarantees transparency in financial arrangements.
- Practice-based learning and improvement: Graduates must evaluate and accept limitations in their knowledge and clinical skills and commit to continuously improving their knowledge and abilities.
- Interpersonal communication skills: Graduates must communicate with patients, families and team members in a manner that optimizes safe, effective patient- and population-centered care.
- Professionalism: Graduates must provide ethical and beneficent medical care for all patients.

Together, the SOM EPOs provide a framework for what should be taught in the medical education program. Annually, course objectives are mapped onto at

least one of the six EPOs in the OME's curriculum mapping process. The SOM curriculum map is submitted to the Association of American Medical Colleges (AAMC) in September. It is available for course and clerkship directors as they develop courses that align with the school's EPOs and daily sessions that ensure vertical and horizontal alignment of content. Medical knowledge is developing at a rapid pace and selecting what to teach ultimately lies with the Curriculum Committee and the content's connection with the school's EPOs. While the SOM cannot teach its students everything, the Curriculum Committee offers faculty an avenue to examine content and its appropriateness and to obtain approval for inclusion in the curriculum.

Rowland Medical Library Resources: Teaching Cases

By Sarah Adcock



Adcock

McGraw-Hill's Teaching Cases contains clinical cases designed specifically for active

teaching and learning. Each case features a pre-clinical and clinical version, integrating foundational sciences with clinical care and supporting a systems-based approach to medical education. All cases are peer reviewed to assure quality.

CASE FILES™
TEACHING CASES

Each case in Teaching Cases provides:

- Learning objectives
- Case content
- Teaching notes
- Discussion guides
- Suggestions for class activities
- Thought questions
- Quiz questions
- Supplementary learning material

Since Teaching Cases can be used for student assignments and quizzes, it requires separate login credentials. Please contact me at scadcock@umc.edu for more information.

Nearpod Student Accounts and Auto-Rostering: What it means for SOM

By Elizabeth Jacobs



Jacobs

Two new options were recently enabled in Nearpod. The first allows the creation of student accounts. Account creation is triggered when the student joins a UMMC faculty created sessions using an access code or link. The student must select Microsoft/Office 365 and login using their UMMC email. Students may participate in faculty-created lessons and create their own. The ability to create lessons provides students a new tool for presentations or personal study guides. Student accounts do not have access to faculty lesson libraries or the school lesson library. This ensures no accidental access to protentional lecture or course content.

With student accounts enabled, auto-rostering is possible. This functionality "recognizes" UMMC students and does not count them as a new participant each time they enter a lesson. This applies to both live and self-paced lessons. However, this is especially helpful for self-paced lessons SOM faculty provide students to use as study guides. Previously, such sessions quickly reached the limit of 400 participants. Now, students can enter, leave and re-enter sessions as much as they like. Also, their progress is saved, and they may pick up where they left off.

Hopefully, these improvements will allow Nearpod to be a better option for SOM faculty, staff and students. Click here for [Nearpod resources](#).

JUNE and JULY SESSIONS – SOM Faculty Development Series

Change Management

Thursday, July 6 | noon – 1 p.m. | Presented by Dr. Loretta Jackson-Williams

Diversity and Inclusion

Thursday, July 13 | noon – 1 p.m. | Presented by Dr. Juanyce Taylor, Office of Diversity and Inclusion

Diverse Presentation Modalities to Enhance Student Learning

Thursday, July 20 | noon – 1 p.m. | Presented by Dr. Edgar Meyer, et al.

Receiving Feedback as a Faculty Member: Improving Practice as an Educator and Clinician

Thursday, July 27 | noon – 1 p.m. | Presented by Dr. Brad Ingram