



Using the Accreditation Process Wisely

By Loretta Jackson-Williams, MD, PhD



Jackson-Williams

As an early career faculty member and the clerkship director for Emergency Medicine in 2002, it was not readily apparent to me how the work I did locally within my department impacted the educational program for the school. I was narrowly focused on ensuring that the students had a schedule for the rotation, that appropriate didactics were available for the students, that the faculty and residents completed evaluations for each student, and that grades were submitted in a timely manner. That viewpoint shifted and broadened in the fall of the same year when I participated in my first

self-study process of the undergraduate medical education program and had to provide data to support the effectiveness of my local processes to accomplish that narrow scope of work for the students in my department. It then became apparent to me that the work I did in my department occurred in a number of the other departments and that the school was responsible for reporting the collective effectiveness of all of the local processes.

Twenty years later, my perspective has completely changed as the official 'reporter' for our collective processes. I am reminded that I need to help all faculty and staff members 'see' their impact on the educational programs. The reality is that every faculty member within the SOM has an effect on the accreditation of the educational programs because we all participate in some way in the processes that are reviewed by accrediting bodies. This is most readily seen in how we as faculty complete the evaluation of learners – medical students, residents, and fellows. Both the Liaison Committee on Medical Education (LCME) and the Accreditation Council for Graduate Medical Education (ACGME) review the evaluation process for students and residents/fellows respectively. From this example, I hope that it is apparent that the accreditation process for our educational programs really hinge on all faculty and staff engaged who are engaged in the educational programs. The administrative offices of the SOM collect information from all of the local efforts to ensure that our procedures are followed and report that effort to the accrediting bodies. We truly need each of you to do your local part.

The most recent self-study process of the undergraduate medical education program occurred in 2018. In 2022, we find ourselves still working through some of the issues identified by the LCME during the accreditation survey visit which followed in February 2020. From that February 2020 survey visit, we had to follow-up on some issues and that report was submitted

in December 2021. From that follow-up report, the school was noted to have made significant improvement in the following elements which govern:

- Mechanisms for faculty participation (1.3),
- Required clinical experiences for students (6.2),
- Evaluation of educational program outcomes (8.4),
- Student advancement and appeal process (9.9), and
- Student access to health care services (12.4).

The primary elements where we continue to struggle are in areas that govern:

- Biomedical, behavioral, and social sciences curriculum content (7.1) specifically related to biostatistics and epidemiology and
- Formative assessment and feedback (9.7).

To resolve these continued unsatisfactory elements identified by the LCME, we are developing a comprehensive plan to deliver and assess the curriculum content for biostatistics and epidemiology during the summer and will be asking for faculty content experts to help guide this process and provide appropriate instruction for students. We will issue a call on the SOM Education listserv; however, feel free to email me at ljackson@umc.edu at any time. We are also encouraging faculty and staff to strictly adhere to the currently effective processes for timely and substantive evaluations for students engaged in the educational program. Currently, the department with the lowest percentage of timely formative evaluations is 94%; most departments have a completion rate of 98-100%. Please continue with these efforts. Providing clear and actionable feedback to students is critical for our learners and our learning environment.

Administratively, we will continue to monitor these processes and work with course and clerkship directors and administrators to ensure that we do not 'slip back' into old habits with delayed and general feedback.



Our local actions really do impact this massive system that has been put in place to obtain and collate student performance data AND the individual actions of each faculty and staff member determine how well the system performs. We have to constantly monitor this process and the many other processes that help demonstrate the effectiveness of our educational program as we all wisely engage in the accreditation process. That is one of the enduring lessons from the accreditation review processes. Many thanks to each of you who continues to do your part. We (and the students!) appreciate you.

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.



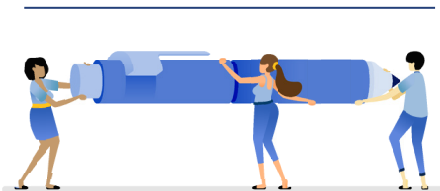
Faculty Scholarship Webpage

The Office of Medical Education hosts the Faculty Scholarship page on its website. This webpage is devoted to sharing news about faculty scholarship including recently published manuscripts, conference presentations, and grants.

Submit a brief synopsis or abstract (150 words or less) of your recently accepted or published manuscript, conference presentation, or grant that addresses medical education. We are currently accepting work that was published, accepted, presented or awarded by November 2021.

Submit this information to Dr. Lecretia A. Buckley with the subject heading of “**Faculty Scholarship**,” and it will be included in the next monthly update.

Your dedication to medical education is appreciated, and we want to share the good news regularly.



SOM Education Research Grant Academy

The cohort for the SOM Education Research Grant Academy has been selected. Six faculty members with a focus on research in medical education will participate in a one-year training program led by Handover Research, a grant development firm.

This academy aims to provide grant development support to increase research in medical education by building grant writing capacity and increasing the success rate of extramural research proposals.

The second cohort faculty are:

- Dr. Elena Dent
- Dr. Savannah Duckworth
- Dr. Alaina Herrington
- Dr. Edgar Myers
- Dr. Stanley Smith
- Dr. Emily Tarver

2022 SOM Faculty Development Sessions – June and July

The MSPE and How You Actually Write It

Thursday, June 2 | 12:00 – 1:00 pm | Presented by Dr. Loretta Jackson-Williams

The medical student performance evaluation (MSPE) provides a summary evaluation of a medical student's first three years of the medical education program, identifying the students' distinctive characteristics and experiences, academic history, and narrative comments in foundational science courses and clinical clerkships. Though often referred to as the “Dean's Letter,” the majority of the content comes directly from faculty and residents who work with the student. This session provides an overview of how the data are obtained for each of these components and focuses on the value of thoughtful, student-specific comments.

Rapid Assessment of a Learner

Thursday, June 9 | 12:00 – 1:00 pm | Presented by Dr. Sarah Sterling

The high-speed clinical environment and at times unpredictable nature of ambulatory and inpatient scheduling of faculty members mean that they may have as little as a half-day spent working with a medical student, but are still asked to complete performance evaluations for the students. While some may be hesitant to provide formal evaluation with limited exposure, these experiences can be just as useful in evaluating performance as longer time periods. This session will focus on methods that can be utilized to ensure that even short time periods can be used to provide high-quality, useful feedback and evaluation.

Coaching

Thursday, June 16 | 12:00 – 1:00 pm | Presented by Dr. Michael McMullan

Coaching in medical education is a process that guides the learner toward performance improvement. Academic performance, professionalism, and patient care skills may be focus areas for coaching, resulting from an observation of performance followed by assistance in the identification of needs or areas for improvement. The coach holds the learner accountable while helping to improve their self-monitoring skills.

Creating an Affirming Learning Environment for Students Self-Identifying as LGBTQ+

Thursday, June 30 | 12:00 – 1:00 pm | Presented by Dr. David Norris

Despite growing visibility and acceptance within the general population, students who self-identify as lesbian, gay, bisexual, transgender, queer, or any other sexual minority (LGBTQ+) face continued discrimination and inequitable social situations in the classroom and clinical settings. This session will explore the literature around the LGBTQ+ experience in medical school and present evidence-based strategies for creating an affirming environment in which sexual minority students can thrive.

Using Standardized Patients to Teach

Thursday, July 7 | 12:00 – 1:00 pm | Presented by Dr. Alana Herrington

Standardized patients (SPs) support the learning of medical students by allowing them to practice communication, observation, and critical thinking skills with real people. SPs increase the number of patient interactions, provide students with feedback after encounters, and serve as coaches as students develop patient interaction, physical examination, and even procedural skills. This session outlines specific ways in which SPs in the Judith Gore Gearhart Clinical Skills Assessment Center may be utilized to support learning.

Strategies for Clinical Teaching on the Fly

Thursday, July 14 | 12:00 – 1:00 pm | Presented by Dr. Jonah Gunalda

Teaching in the clinical setting often occurs without explicit planning and responds to the situation at hand. Teaching-on-the-fly benefits from the use of specific strategies that the clinician may use in those moments. This session highlights multiple strategies including the one-minute preceptor.

Designing Problem-Based Learning

Thursday, July 21 | 12:00 – 1:00 pm | Presented by Dr. Michael Hebert

This session outlines components of problem-based learning and the roles of students and facilitators. Clinical cases are used to promote learning through inquiry, critical thinking, and the application of knowledge in small groups. Benefits of this approach include improvement in applying knowledge, self-directed learning, reflection, and teamwork as students identify their gaps in understanding, engage in information seeking, develop the ability to evaluate their own learning, and collaborate with their peers. Problem-based learning informs students' current understanding and promotes lifelong learning

Emotional Intelligence: Applications for Medical Education

Thursday, July 28 | 12:00 – 1:00 pm | Presented by Dr. Nicholas McAfee

Emotional intelligence can positively impact one's ability to manage stress and challenges, communicate effectively, and empathize with others. Each of these benefits of emotional intelligence is useful in general and can be especially beneficial to medical students. This session highlights ways to incorporate emotional intelligence in the curriculum addressing awareness and strategies to improve one's emotional intelligence.