



## Highlights from the 2021 AAMC Graduation Questionnaire

By Loretta A Buckley, PhD



Buckley

Annually, fourth-year students in Doctor of Medicine programs throughout the United States and Canada complete the Association of America Medical Colleges (AAMC) Graduation Questionnaire (GQ). This survey includes questions on pre-clinical, clinical, and elective experiences; general medical education and readiness for residency; student services; experiences of negative behaviors; financial aid and indebtedness; and career intentions. Results are provided to each participating medical school along with averages for all schools. Student feedback on the AAMC GQ is essential to continuous quality improvement and accreditation as it helps to identify strengths and areas for improvement for the program.

The response rate for the most recent survey from UMMC medical students was 75.5%, and the national response rate was 79.4%. Overall, 91% of UMMC students agreed or strongly agreed that they were satisfied with the overall quality of their medical education, compared with 89% of students nationally. The survey indicated several strengths; and selected strengths are shared here. When compared to the national average, our medical students' responses were at least 10% greater than the national average:

- Professional behaviors/attitudes are demonstrated by school's faculty: using professional language
- Instruction in immunology was good or excellent preparation for clerkships
- Associate Dean for Students: Responsiveness to student problems
- Instruction in microbiology was good or excellent for clerkships
- Instruction in pharmacology was good or excellent preparation for clerkships
- Experience with a free clinic for the underserved population

Ongoing improvement in the neurology clerkship was identified as it was the most improved clerkship.

Continuous improvement is needed in the following areas. These items were selected because our scores were more than 10% negative than students in other medical schools:

- Students reporting being observed performing the relevant portions of the physical or mental status exam
- Students reporting being observed taking a history
- Students reporting that they received feedback by the midpoint of their clerkships
- Overall educational debt management counseling
- Student health services
- The quality of educational experiences in the histology course was good or excellent
- Instruction in biostatistics and epidemiology was good or excellent preparation for clerkships

The AAMC GQ is one means of student feedback. Students provide feedback through the Student of the Course evaluations at the end of each required course and clerkship, Evers Society evaluations, and the UMMC Student Satisfaction Survey. Yet, AAMC GQ results allow us to conduct comparisons with other medical schools and highlights where we may focus our attention in order to improve the medical education program. Work in each of the aforementioned areas for improvement has begun. Join us in the continuous quality improvement process.



### New Content in AccessMedicine

AccessMedicine is an online resource from McGraw-Hill Medical that contains textbooks, clinical cases, multimedia resources, drug information, patient education materials, and study tools. The Infographic Guide to Medicine, a collection of over 600 one-page high-yield summaries in sixteen clinical specialty areas was recently added. Each infographic contains key concepts and visual elements to enhance student understanding and retention. These summaries also serve as a point of entry into the core foundational content found across the AccessMedicine platform.

From the [Rowland Medical Library](#) website, choose the Resources tab,

then choose [Databases](#) from the first column. Choose AccessMedicine from the alphabetical list of library databases. Off-campus users will be prompted to authenticate with their UMMC username and password. Once in AccessMedicine, select the Infographics tab.

For further information about AccessMedicine or other library resources, please contact Research and Instruction Librarian, Sarah Adcock, [scadcock@umc.edu](mailto:scadcock@umc.edu).



### 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.

## 2022 Outreach Focus for the School of Medicine

When planning programs (and the need is great in so many areas), it is easy to dilute efforts so much that the programs are not comprehensively developed, implemented, and reviewed. To avoid this pitfall, we used the fall of 2021 to review the programs implemented by the school during the summer of 2021. As the available resources – funding, people, space, time, students, etc. – for the academic year were considered, we have focused on developing inclusive spring and summer programs for 2022. These programs adhere to the objectives of [IMPACT the RACE](#) supported by a HRSA grant and the [mission of the school](#) and provide a connection to the other schools at the University of Mississippi Medical Center (UMMC) and the local communities in the state.

For the spring we have planned a new program, Exploring Health Care Pathways. This program engages other schools on campus including dentistry, health related professions, nursing, and population health. This will be a one-day enrichment experience designed for high school juniors and seniors who are interested in health care professions. Three state colleges have agreed to host the event on their campuses including Jackson State, Mississippi State, and The University of Mississippi. The high school students will travel to their chosen college campus for the event, and the schools from UMMC will present information regarding specific health care programs offered at UMMC. The objectives for the program are to inspire Mississippi high school students to pursue careers in health careers and establish the foundational importance of health for our population.

In addition to this program, we are also sponsoring a symposium focused on rural medicine education. The theme for this symposium is 'The Good, The Bad, and The Difficult in Rural Medical Education.' It will be held April 29-30th. Educators and trainees of rural medicine will be able to:

1. Evaluate facets of the continuum of rural medical education.
2. Incorporate new tools in the educational process.
3. Integrate existing best practices and data to apply to the continued enhancement and development of rural educational programs.
4. Develop a framework for the growth and evolution of the state's rural medical education process.

Individuals and groups were invited to submit abstracts for small group presentations and poster presentations for the symposium.

The final new program developed for the summer is 'Mosaic', which was named deliberately as we work to support high school students with an interest in careers in medicine from underserved communities throughout rural Mississippi. This residential summer enrichment program will be held for a week for selected high school students. The goal of the program is to highlight different areas of health care – dentistry, health related professions, medicine, nursing, research, pharmacy – during that week and immerse the students in the processes and requirements to pursue the educational programs. Applications for the program will be available in January.

We will continue to offer the Prematriculation Program for select dental and medical students and the MCAT Prep program for students in early assurance programs for the School of Medicine. The early assurance programs include students from the [Mississippi Rural Physicians Scholarship Program](#), the [PROMISE](#) program, and the [Professional Portal Program](#).

We look forward to these new opportunities and the other programs that are returning for the summer.

## Clinical Vignette Writing Circle – New Collaboration with the UAB

The next Clinical Vignette Writing Circle will be 1:30-3:30 p.m., Thursday, Jan. 27. The sessions are going virtual, and a link to the WebEx will be sent via the SOM listserv.

Interest in this opportunity has expanded, and faculty from the University of Alabama at Birmingham will participate. These workshops allow basic science and clinical faculty to collaborate in writing test items similar to those utilized on national licensure examinations.

You may email Dr. Lecretia A. Buckley items ahead of the session or bring draft items to the sessions, although doing so is not a requirement. The sessions will continue until June 23, 2022, and continuing education credit may be obtained.

Here is a flawed item. What's the flaw? How would you edit the item for an exam question? Let's discuss it in the next Clinical Vignette Writing Circle.

*A 45-year-old male presents to the emergency department complaining of a 3-hour history of crushing, substernal chest pain. The pain began while he was raking leaves and radiates to the left shoulder. There is associated shortness of breath, sweating, and nausea. He has never experienced anything like this before.*

*He has a history of hypertension that is well-controlled with hydrochlorothiazide. He smokes one-half pack of cigarettes daily since age 25. Family history is remarkable for multiple male relatives who had heart attacks before age 50, including his father and two older brothers. Vital signs are temperature 37C (98.6F), pulse 110/minute, respirations 18/minute, and blood pressure 160/95 mmHg. Pulse oximetry on room air is 98%. Physical examination reveals an obese white male in obvious distress who is sweating profusely. Heart rhythm appears normal on auscultation except for tachycardia. Pulmonary examination is benign. Which of the following is the correct diagnostic study to order at this time?*

- A. Electrocardiogram
- B. Troponin I
- C. Chest X-ray
- D. Complete blood count
- E. Electrolytes



## Base Pair: Invigorating Secondary School Science Education and Promoting Intellectual Excitement through Biomedical Research Mentorship

By Rob Rockhold, Ph.D.



Rockhold

The Base Pair program at UMMC has provided authentic, graduate-level experiences in advanced biomedical research for 240 Murrah High School students in the Jackson Public School District since 1992. Beginning in July of 2022, the Phil Hardin Foundation in Mississippi will provide \$540,000 for two years to develop key elements of the Base Pair model locally at Delta State University, Jackson State University, Mississippi State University, University of Mississippi, and the University of Southern Mississippi. Drs. Sydney Murphy, Stephen Stray, and Rob Rockhold are Co-PIs

on that award. The grant will support maintenance of the UMMC-Murrah effort and expansion into five new sites for 11th and 12th grade students. Additionally, funding will support creation of feeder programs (either after-school STEM clubs or on-campus week-long summer camps) for 9th-10th grade students at all campuses. These activities will serve to recruit and prepare students for possible entry into formal Base Pair activities at each campus. Finally, loaner kits for advanced inquiry-based biomedical lab activities and virtual interaction with university faculty will be available to high school teachers from each campus. Phil Hardin Foundation funding will permit statewide expansion of the UMMC-Murrah Base Pair model.