



Graduation 2022 Thanks

By Loretta Jackson-Williams, MD, PhD



Jackson-Williams

about that celebration.

The Commencement held at the Mississippi Coliseum in Jackson on May 27, 2022, is the first one with all six schools together from the University of Mississippi

As we have learned to live with COVID, we have resumed some of our past practices and ceremonies. This includes significant senior medical student events such as Long Coat Ceremony followed by the graduation celebration with all of its pomp and circumstance. The evening prior to the formal graduation ceremony is set aside in the School of Medicine to perform Long Coat Ceremony which recognizes the transition of medical students to physicians after years of study and development. Dr. Mike McMullan has provided information

Medical Center campus since 2019 along with family and friends present. This year we recognized 160 senior medical students who received the Doctor of Medicine degree. This was the group of students with the kelly green velvet edge seated on the floor of the Coliseum.

Each of these students represents hours of instruction, study, test taking, and counsel as well as the future of medicine for the state of Mississippi. I want to take this opportunity to thank each of you who contributed in any way to the educational program for these students. We know that this would not be possible without dedicated faculty, staff, and administrators who choose to work in this rigorous educational and clinical environment. As this graduating class moves forward into their respective residency programs, please know that your work and efforts are appreciated and recognized in all of these celebrations.

The Long Coat Ceremony: An Induction into Something Bigger

By Mike McMullan, MD



McMullan

The UMMC School of Medicine Class of 2022 celebrated its Long Coat ceremony on Thursday, May 26, the evening before commencement. Approximately 1,500 of the students' family members, friends, and mentors attended the event. The class chose Dr. Brad Ingram, professor of Pediatrics and Neurology as well as assistant dean of Graduate Medical Education, to be the keynote speaker. He told the class, "You've survived a crucible. You're a different person now but recognize that as you put on that coat, it's not an ending. Graduation is the ending. Putting on the Long White Coat isn't just a garment, it's an induction into something bigger. It's part suit of armor, part cloak of compassion, part admiral's uniform and part shepherd's robe."

The white coat symbolizes professionalism as embodied in the physician-patient relationship. Students receive a short white coat when they begin medical school. At the time of graduation, as they receive their medical degree, the long white coat signifies the change in their journey (and level of responsibility) as they enter residency training.

This year, for the first time, students were allowed to have someone "coat" them rather than one of the medical school deans. Instead, many students had their coats placed on them by a parent, spouse, or mentor, making a meaningful night all the more special. In fact, according to many parents like Tommy Ferguson, "One of the highlights of my life was to be able to put Brent's coat on him in front of his class at the Long Coat Ceremony." Yet another tradition may have now been started. Congratulations, Class of 2022.



Dr. Brad Ingram delivers the Long Coat Ceremony keynote address



Brent Ferguson receives his long coat from his father, Tommy.

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.

The School of Medicine's New Department



Ojeda

The School of Medicine has created a new department, the Department of Advanced Biomedical Education. Its inaugural chair, is Dr. Norma Ojeda. Dr. Ojeda is a professor in the Department of Pediatrics and served as the vice-chair for research and chair of the Promotion and Tenure Committee. She is also the Past-President of the UMMC Faculty Senate and a past president of the Group on Women in Medicine and Science (GWIMS) – UMMC. Dr. Ojeda brings expertise in faculty development, discovery, mentoring, teaching, grant management, clinical research, and research laboratory management.

A physician-scientist, Dr. Ojeda's research interest is focused on the field of developmental origins of diseases, women's health, and gender disparities. She develops basic science, clinical, and translational research protocols to investigate the effects of adverse events on fetal development and its consequences on an individual's health later in life. She applies experimental models to investigate the mechanisms involved in low-birth weight, necrotizing enterocolitis, prematurity, cardiovascular and renal diseases and stroke. She also utilizes clinical and translational studies to examine the early detection of biomarkers for necrotizing enterocolitis; the susceptibility of low-birth weight infants for ischemic injuries; and the composition of human milk and its effects on infant's development.

Ojeda's View on the Department of Advanced Medical Education

Teaching is an essential activity in the field of science. It involves a continuous cycle of transferring and receiving information to enrich the process of learning, as well as to nurture scientific inquiry. Teaching in the biomedical field is the most rewarding as well as the most challenging activity for an educator. Biomedical

educators have the great responsibility of transferring information to students and serving as motivators and facilitators during the learning process.

Motivated learners are highly successful on practicing lifelong learning, as well as developing the desire to acquire new knowledge. Moreover, when educators act as facilitators and motivators, an open line of communication between educators and learners enriches the learning process. The role of the educator is to create an environment where learners can evolve and develop the skills to succeed during the learning process. Furthermore, the educator must include horizontal and vertical integrations to enrich the learning process and to translate theoretical information onto applied knowledge to promote learners' professional and personal development.

The newly created Department of Advanced Biomedical Education is committed to the process of training future generations of health care professionals, scientists, and biomedical educators. The vision of our department is to promote active learning by applying innovative approaches while supporting professional and personal development for learners and educators.

In addition, this department will serve as a catalyst to include horizontal and vertical integrations in the learning process. The Department of Advanced Biomedical Education is projecting its expansion to include collaborative initiatives with other departments in our institution, as well as with other academic institutions in the United States and abroad. These tasks will require goal-oriented approaches and adaptability skills from all stakeholders.

Fortunately, the department includes a cadre of experienced, strong biomedical educators who are deeply invested in delivering a state-of-the-art education, and are devoted to innovation and improvement. Therefore, I am honored to lead this exceptional team, and I am very excited to start our journey towards innovation in biomedical education.

2022 SOM Faculty Development Sessions – July Sessions

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.

Rowland Medical Library Resources: BMJ Best Practice

By Sarah Adcock



Adcock

Rowland Medical Library provides UMMC affiliates access to multiple options in the point-of-care resource category. [BMJ Best Practice](#) is a point-of-care resource containing over 1,000 clinical summaries in over 30 specialties. The summaries are structured to follow a clinical consultation and allow users to quickly jump to the relevant subsections (overview, case history, diagnosis, management, follow-up, evidence). GRADE evidence scores and

links to Cochrane Clinical Answers are integrated into the evidence section.

BMJ Best Practice

From the [Rowland Medical Library](#) website, choose the Resources tab, then choose [Databases](#) from the first column. Off-campus users will be prompted to authenticate with their UMMC username and password. For instructions on downloading the mobile app for BMJ Best Practice, visit <https://umc.libguides.com/mobileapps>.