



Breaking the Housing Barrier in Rural Rotations

By Rakesh Patel



Patel

The School of Medicine's (SOM) Improved Primary Care for the Rural Community through Medical Education (IMPACT the RACE) program is excited to announce the completion of renovations to UMMC Grenada Hospital. This

renovation creates housing, lounge, and study space for students. Utilizing funding awarded to the SOM by the Health Resources and Services Administration (HRSA), unused patient care areas in one part of the hospital were renovated. The project started in the summer of 2020 with patient rooms being revamped to resemble "dorm" rooms in which students live while they train on-site. A student lounge and kitchenette were also constructed near the living spaces, and a classroom with video conferencing capabilities completes these renovations. Together, these renovations help to ensure that our medical students have adequate study space and lounge areas at this clinical site.

Currently, M3 students volunteer to complete a portion of their surgery and pediatric rotations in Grenada. This experience allows the student a first-hand



Newly renovated student space at UMMC Grenada Hospital.

look at the practice of rural medicine. Staying on site in the hospital further enhances the experience and provides students a glimpse of what being on call during residency may look like. Opportunities for Grenada rotations in other specialties are currently being assessed.

Historically, a lack of access to housing has been a barrier for students who want to participate in rural clinical clerkships. These renovations to the UMMC Grenada Hospital will allow it to be a reliable rural location for clinical training.

Academic Integrity: A New SOM Policy and Procedure

The purpose of the Policy and Procedure on Academic Integrity is to establish clear expectations and processes to maintain academic integrity within the School of Medicine. It replaces the previous Policy and Procedure on Personal Belongings during Exams in its entirety. The policy and procedure can be found in PolicyTech, the institution's official repository for all UMMC policies and procedures, replacing Document Center. The policy and procedure are also included in the School of Medicine (SOM) Student Handbook and the Course Director's Guide.

An excerpt from the policy is included here; please review the policy in its entirety in PolicyTech.

As professionals, physicians hold positions of great trust within society. It is the responsibility of professionals and professional students to avoid situations that may negatively impact this trust. Integrity is core to the professional competency of professionalism and must be maintained at all times. Even the appearance of impropriety negatively impacts the trust between patient and physician and must be avoided.

Students in the School of Medicine must not give or receive any assistance or access any resources on any assignment, paper, quiz, or examination, including OSCEs/clinical skills examinations and NBME/USMLE examinations, unless explicitly authorized to do so by the responsible faculty or staff via written or verbal instructions. This expectation stands regardless of whether or not a secure browser/application is utilized for assessment administration or a proctor is physically present.

The complete document provides examples of inappropriate resources or behaviors and the procedures being implemented by the SOM to ensure academic integrity including assigned seats for M1 and M2 students taking exams in lecture halls; expectations for personal belongings, drinks and snacks, and scratch paper during exams; timely arrival to exams; proctoring procedures during exams; and expectations for student behavior after the assessments. Expectations for written assignments, simulations, clinical skills examinations, and OSCEs are also addressed as well as reporting and managing testing procedure violations or academic dishonesty.

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.

Educational Program Objectives: A Framework for What Should Be Taught

By Dr. Lecretia A. Buckley



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 UM School of Medicine (SOM) 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 (EPOs). 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 November 2019 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 subcommittees 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 (a) structure and function of the human body; (b) utilization of diagnostic and interventional skills to accurately evaluate, diagnose and plan treatment; (c) characteristics, attitudes and values that are needed to provide ethical and beneficent medical care to all patients; (d) employment of systematic approaches for promoting, maintaining and improving the health of individuals and populations; (e) interprofessional teamwork; and (f) lifelong personal and professional learning.

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

BrowZine: A tool for staying current with your favorite journals

By Sarah Adcock



Adcock

In the print journal era, many faculty members enjoyed browsing Rowland Medical Library's current journal shelves and reading the table of contents of their favorite journals.

Now, browsing the table of contents can be cumbersome due to the number of online publishing platforms. BrowZine solves this problem with one, user-friendly interface

designed to make monitoring and reading journal articles easier.

With BrowZine, users can:

- Find journal titles of interest by subject or specific title
- Organize favorite titles using MyBookshelf
- Sort titles by journal rank or alphabetically
- Monitor read/unread articles with the tracking feature
- Access articles from desktop or personal device

It is worth noting that BrowZine is a tool for current awareness and browsing; it is not intended for focused research. From the Rowland Medical Library website, choose the Resources tab, then choose Databases from the first column. For instructions on downloading BrowZine's mobile app, visit <https://umc.libguides.com/mobileapps>.



OCTOBER SESSION – SOM FACULTY DEVELOPMENT

Medical Education Research/Scholarship

Wednesday, October 12 | 12:00 – 1:00 pm

Presented by Erin Dehon

Academic medical centers, like the University of Mississippi Medical Center, often have interlocked missions of education, research, and health care. Even with these concurrent missions, scholarship in education can be pushed aside due to perceptions of 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 the concept paper and the grant proposal as well as the resources for funding education-based research.