



Gold Humanism Honor Society: Balloons, birthday parties, lots of love

By Meredith P. Jordan



Jordan

My heart burst with excitement when, in March of my third year of medical school, I received a smiley face balloon, an annual tradition welcoming me into the UMMC chapter of the Gold Humanism Honor Society.

The GHHS honors UMMC faculty, residents and students who display compassionate care in their everyday patient encounters. Selected by their peers, GHHS inductees represent those who their supporters would choose to take care of their own family members.

I am extremely fortunate to have trained at an institution where compassionate patient care is the standard, not the exception. The Arnold P. Gold Foundation, which sponsors the society, emphasizes cultural sensitivity, psychological well-being and overall service toward patients.

The staff and students at UMMC I have had the opportunity to learn from have been excellent role models in the pursuit of these endeavors.

The society focuses on sharing encouragement and humanism with patients, faculty and students. The M1 and M3 White Coat Ceremonies, Resident Appreciation Day, and multiple wellness day events are a few examples of how the society spreads joy in the hospital.

The UMMC chapter has received special recognition from the national Gold Foundation. At UMMC, I have seen medical teams host birthday parties for patients in the hospital, cry with patient families, bring treats to patients and family members at Christmas time, and simply lend a listening ear whenever it is needed.

Rather than merely focus on a patient's illness, GHHS inductees treat each patient as a whole individual. When my own loved ones have been patients at UMMC, I have received these gifts. The GHHS will strive to strengthen this humanistic atmosphere even more in the years to come.

Sunshine learning: Med Ed to host Summer Professional Development Series

By Dr. Lecretia A. Buckley



Buckley

The Office of Medical Education will host a series of nine professional development sessions during June and July that will cover a range of topics, from assessment and curriculum design to diversity and inclusion and technology in medical education.

These professional development opportunities

have been approved for continuing medical education credit.

To view complete descriptions of the sessions, visit the Office of Medical Education Faculty Development website at <https://bit.ly/MedEdDev>.

The following is a list of the scheduled sessions:

SESSION TITLE	DATE	TIME	LOCATION*
Active Learning Tech Tools	Thursday, June 6	9:30-10 a.m.	Room 323
Technology in Clinical Teaching	Thursday, June 13	8:30-9:30 a.m.	Room 323
Canvas	Thursday, June 20	11 a.m.-Noon	Lab 324
Clinical Assessments	Tuesday, June 25	3-5 p.m.	Room 323
Narrative Feedback	Friday, June 28	8:30-10:30 a.m.	Room 323
Exam Soft	Thursday, July 11	3-5 p.m.	Room 323
Designing Instruction	Friday, July 12	8:30-10:30 a.m.	Room 323
Capturing and Producing Videos for Education	Thursday, July 18	9-11 a.m.	Lab 326
Hidden Curriculum	Friday, July 19	8:30-9:30 a.m.	Room 101

*All sessions will take place in the medical education building.

M3 Bootcamp: Prepping students for future in clinical medicine

By Kim Paduda and Lyssa Weatherly



Paduda

As we approach a new academic year, another class of medical students anxiously awaits the transition from the classroom to the clinical clerkships. While this transition is much-anticipated and exciting, it can also be overwhelming and is characterized by a steep learning curve.

Now in its third year, the M3 Bootcamp helps bridge this transition in learning and better prepares students to enter the world of clinical medicine.

At its inception, this two-week course set out to provide students with a foundation for their clinical years and to build unity within the class. A carefully planned curriculum gives standardized expectations, fosters team relationships and provides guidance for the shift in learning atmosphere. While the original curriculum has been adjusted to meet the changing needs of our medical students, it still retains the original goals of the course.



Weatherly

The impact of the course has been measured by anonymous student pre-course and post-course self-assessment surveys completed immediately before and after the course and student and clinical faculty post-course surveys completed after two clinical clerkship rotations.

Data from these surveys indicate students felt more prepared and more capable of performing all topics addressed in the course. Faculty responses showed an improvement in students' clerkship performance, particularly in regard to patient interaction, documentation, presentations and overall confidence in the clinical setting.

Some faculty comments included:

"Very good patient care and communication skills. The M3s seemed to have a better-than-average understanding of the plan and 'big picture' with our patients. Their documentation was better than previous groups."

"I found information in presentations to be much more organized than prior groups. Daily notes and H&Ps also seemed to be more concise and understandable, although I found the greatest leaps to be in the oral presentations."

"The M3 students I worked with seemed much more comfortable, confident and prepared. Therefore, they were able to participate in the clinical setting more effectively and gained more from the experience."

The success of this course relies heavily on faculty and resident involvement. The commitment and dedication of our faculty and house staff has been astounding.

Each year, we have more than 40 volunteers assist with the M3 Bootcamp. They vary from small-group leaders to large-group lectures and even directors of one-on-one feedback sessions. We sincerely appreciate those who have been involved with the course and welcome those who would like to assist in the future.

For more information about the M3 Bootcamp, email Kim Paduda at kpaduda@umc.edu or Lyssa Weatherly at lweatherly@umc.edu.

SOM announces major faculty development changes, investments

Electronic Faculty Appointment System
Implemented for the SOM, 2012

Faculty Development Positions
Created leadership recruiter position, 2013

Department Review Process
Implemented external review process for departments, 2013

Mysite Software
Developed to enhance promotion and tenure process and to manage CV/portfolio in the promotion and tenure process, 2013

Promotion and Tenure Training
Developed annual training for SOM, 2013

Division Chief Leadership Training
Developed annual training, 2013

Sponsorship for AAMC Development Conferences
Developed program to support off-site professional development, 2013

Faculty Evaluations
Revised SOM department faculty evaluation process in Halogen, 2013

Partnership with Vanderbilt's Center for Patient and Provider Advocacy
Began collaboration focusing on faculty professionalism, 2014

Retreat Services
Initiated provision of assistance to SOM departments with retreat planning, 2016

Executive Recruitment
Added to pre-existing academic recruitment, 2017

Workday
Used Workday software for campus-wide electronic faculty appointment and hiring process, 2019