



## Interprofessional education at UMMC – Focus on acute pain episodes

By Dr. Robin W. Rockhold



Rockhold

Delivery of care in our contemporary health systems is managed by teams. Fundamentally, it is interprofessional in nature.

Creating experiences for students about core interprofessional skills in a safe, nonjudgmental learning environment is the *raison d’etre* for simulation-based education.

Communication, teamwork, respect and patient-centered care are at the heart of UMMC’s unique, three-part interprofessional pain management exercise.

The first of these three parts occurred Nov. 19-20, when 446 students from medicine, pharmacy, nursing, physical therapy and occupational therapy assessed standardized patients who were portraying an acute pain episode in the Judith Gore Gearhart Clinical Skills Center in the medical education building.

Later this academic year, two additional scenarios will illuminate both aspects of chronic pain and substance use disorders.

Working through each scenario, students from each team individually assessed the patient, performed hand-offs to team member peers using SBAR and IPASS communication tools, developed a team care plan and delivered that plan to the standardized patient. Standardized patients, observers and faculty then delivered feedback to each team.

The curriculum for these exercises is embedded in existing courses in each professional school and is informed by the work of an interprofessional planning group that includes faculty from the Schools of Medicine, Nursing and Pharmacy and the Physical and Occupational Therapy Programs in the School of Health Related Professions.

This planning team has responded to the institutional mandate for each school to include 30 hours of learning about, with and from students from the other professions at UMMC.

We want to thank these individuals, the faculty and staff of the CSC and particularly our standardized patients for engaging UMMC students in learning best practices in interprofessional health delivery.

## Program administrators: Unsung heroes of Graduate Medical Education

As a general employee, you may not know them. You may not see them. You may not ever physically cross their paths.

However, the program administrator has one of the most active – and proactive – presence in the field of academic medicine, especially at UMMC.

The program administrator’s scope of duty cannot be captured in a few words, and maybe not even within a dictionary. In short, the Accreditation Council of Graduate Medical Education requires every program to have at least one administrator for oversight.

Each program, specialty and institution situates its program administrators differently. What does not differ among these programs is how they rely on their program administrators as custodians of data, of compliance, of recruitment, of budgets, of morale and of well-being, among other segments of this multi-faceted role.

Quite plainly, program administrators look after their programs and invested stakeholders, be they faculty, house officers, or each other.

And here at UMMC, our program administrators also look after their communities.

Last year, our 56 program administrators who oversee 69 GME programs took on the charge to secure donations of personal items for “We Will Go Ministries” on Farish Street in Jackson. After the first successful drive, the program administrators, led by Melanie Thaw and Krissie Hill, both of the



Department of Pediatrics, organized a second collection that was even more successful than the first.

At this time of year, giving comes easily: everyone is in the holiday spirit, is appreciative of neighbors and is looking out for one another.

These tenets are demonstrated so well each day by our program administrators in Graduate Medical Education at UMMC.



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## New year rings out Panopto for School of Medicine faculty, students



Jacobs

Panopto will not be available after Dec. 31, 2019. Here are a few tips to avoid content issues:

- Do not use the "Panopto Recordings" course navigation tab in Canvas courses. Once the contract ends, this integration will be gone, too.
- Check your links for video content. Be sure you have not saved a link that would take students to view

recordings on Panopto.

- Most importantly, be sure all of your recordings are downloaded and saved. INstructions can be found here: <https://umc.edu/DIS/files/Discontinuing-Panopto-Academic-Resources.pdf>  
BigBlueButton is available by clicking the Conference Navigation tab in your Canvas course. It provides faculty a way to create and record new content.