Effective Feedback
Monday, March 7 | 12:00 – 1:00 p.m. | Presented by Dr. Lyssa Weatherly
Feedback on performance is necessary for learning to occur. Still, medical students consistently report that they do not receive enough feedback in a timely manner to have time to learn and demonstrate improvement. Faculty often may feel uncomfortable offering feedback that could be viewed as critical, lack the skills to provide high-quality, useable feedback, or feel that they do not have the necessary time. This session focuses on evidence-based strategies for the provision of high-quality, accurate, and actionable feedback to learners in a busy environment.

Supporting Student Mental Health
Wednesday, April 13 | 12:00 – 1:00 pm | Presented by Dr. Danny Burgess
Medical school is academically rigorous and emotionally challenging, requiring dedication and a great deal of work. Providing support for students’ mental health in this process is a major focus on the School of Medicine. Services are provided through the Student Counseling and Wellness Center and through the Humana Student and Employee Assistance Program. This session provides faculty with basic skills in supporting student mental wellness, identifying students who may be approaching a crisis point, and resources that non-mental health providers including faculty may offer to students.

Curriculum Design & Objective Writing: Objectives as the Driving Force for Instruction and Assessment
Wednesday, May 11 | 12:00 – 1:00 pm | Presented by Wesley Wilson
Planning and designing learning activities and defining learning objectives starts with a clear understanding of the knowledge, behaviors, skills, and attitudes the learner should demonstrate at end of the educational program. The learning objectives serve as the driving force for teacher choice of instructional and assessment methods. This session examines this driving force through examples that illustrate the connectedness of assessments, educational activities, and learning objectives.

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JUNE SUMMER SESSIONS

The MSPE and How You Actually Write It
Thursday, June 2 | 12:00 – 1:00 pm | Presented by Dr. Loretta Jackson-Williams
The medical student performance evaluation (MSPE) provides a summary evaluation of a medical student’s first three years of the medical education program, identifying the students’ distinctive characteristics and experiences, academic history, and narrative comments in foundational science courses and clinical clerkships. Though often referred to as the “Dean’s Letter,” the majority of the content comes directly from faculty and residents who work with the student. This session provides an overview of how the data are obtained for each of these components and focuses on the value of thoughtful, student-specific comments.

Rapid Assessment of a Learner
Thursday, June 9 | 12:00 – 1:00 pm | Presented by Dr. Sarah Sterling
The high-speed clinical environment and at times unpredictable nature of ambulatory and inpatient scheduling of faculty members mean that they may have as little as a half-day spent working with a medical student, but are still asked to complete performance evaluations for the students. While some may be hesitant to provide formal evaluation with limited exposure, these experiences can be just as useful in evaluating performance as longer time periods. This session will focus on methods that can be utilized to ensure that even short time periods can be used to provide high-quality, useful feedback and evaluation.

Coaching
Thursday, June 16 | 12:00 – 1:00 pm | Presented by Dr. Michael McMullan
Coaching in medical education is a process that guides the learner toward performance improvement. Academic performance, professionalism, and patient care skills may be focus areas for coaching, resulting from an observation of performance followed by assistance in the identification of needs or areas for improvement. The coach holds the learner accountable while helping to improve their self-monitoring skills.

Creating an Affirming Learning Environment for Students Self-Identifying as LGBTQ+
Thursday, June 30 | 12:00 – 1:00 pm | Presented by Dr. David Norris
Despite growing visibility and acceptance within the general population, students who self-identify as lesbian, gay, bisexual, transgender, queer, or any other sexual minority (LGBTQ+) face continued discrimination and inequitable social situations in the classroom and clinical settings. This session will explore the literature around the LGBTQ+ experience in medical school and present evidence-based strategies for creating an affirming environment in which sexual minority students can thrive.

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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.

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FALL SESSIONS

Identifying Unconscious Bias
Wednesday, September 14 | 12:00 – 1:00 pm | Presented by Dr. Caroline Compretta
Those engaged in health care and the education of medical students must have a dedication to providing high-quality and equitable educational opportunities to all students, including those from diverse and underserved populations. Combatting unconscious bias is critical to creating a diverse and inclusive learning environment, and identifying one’s own unconscious bias is a first step. This session explores unconscious biases and how they manifest in interactions inside and outside of classroom.

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.

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