By Lecretia Buckley

While the School of Medicine prepared for its Liaison Committee on Medical Education accreditation survey visit, which occurs every eight years, medical students conducted their own Independent Student Analysis.

The ISA, an LCME requirement, was implemented exclusively by a group of 10 students from each of the four classes of the medical education program that make up the Independent Student Analysis Subcommittee. Third-year medical students Kandice Bailey and Graham Husband co-chaired the committee. The committee was charged with designing and implementing a student survey, analyzing the data and writing the final report.

The ISA report is one of three student-based information sources the survey team uses while evaluating a medical education program for continuing accreditation. The ISA survey data was collected anonymously, and the SOM’s response rate far exceeded the 70-80 percent rate the LCME deems as “high.” In fact, the SOM’s overall response rate was 99.68 percent. The response rate for first-, second- and third-year students was 100 percent.

The students provided general feedback. The areas of focus required by the LCME included: student-faculty-administration relationships; learning environment and facilities; library and information resources; student services; and the medical education program. UMMC’s ISA Subcommittee added sections on social networking opportunities, residency appointment advising, diversity, research opportunities and admissions.

The two other sources of student-based information are the Association of American Medical Colleges Graduation Questionnaire and student participation in meetings with the survey team during the site visit. The next site visit is scheduled for February 2020.

Students responded to each question with the following: extremely satisfied – 4; somewhat satisfied – 3; somewhat dissatisfied – 2; extremely dissatisfied – 1; and no opportunity to assess/no opinion/have not experienced this yet – 0. The survey was class-specific, allowing students to answer questions relevant to them.

Highlights of the survey included:

- Areas that received an overall average of 3.9 out of 4.0 included the accessibility of the Office of the Dean of Student Affairs and its awareness of concerns and responsiveness to student problems.
- Two items that addressed facilities received an overall average above 3.8; lecture halls/large group classroom facilities received a 3.85 and small group teaching spaces received a 3.84.
- Student study spaces on campus received an overall average of 3.77.
- In the area of student support services, the availability of mental health resources received a 3.77; the availability of tutorial help received a 3.69; and the availability of academic counseling received a 3.59.
  - Students indicated they were most satisfied with diversity of the student body with respect to gender, which received a 3.77.
  - Students rated their access to opportunities to participate in research as a 3.30 and social networking through the House system as a 3.54.
  - Students indicated they were also satisfied with their awareness of admission requirements and accessibility to the team in the Office of Admissions, as evidenced by overall average ratings of 3.66 and 3.77, respectively.

The House system is a medical school community designed to ensure medical students are connected to campus resources and receive adequate social and academic support. First-year students are assigned to one of eight houses, with a myriad of mentors and resources available to them. Students remain in their assigned houses throughout their tenure.

The program includes wellness activities, engagement in the preclinical advising program, delivery of AAMC’s Careers in Medicine Program and leadership and mentoring skill development.

- Overall, students indicated they were satisfied with the curriculum. The overall average for first-year courses ranged from 2.42 to 3.62, and the average across the first-year courses was 3.16. Overall scores for M2 courses ranged from 3.12 to 3.64. The range for M3 clerkships was 2.97 to 3.68.
- Students rated the quality, availability and rotation usefulness in future career selection as 3.62, 3.57, and 3.61, respectively.

Student feedback highlights the school’s efforts and commitment to training skilled and compassionate physicians to provide high quality and equitable health care. The students’ feedback also helps the school identify areas for continued growth.

- Areas for which the overall average was a 3.2 or below, excluding courses that already have been summarized: quality of advising for the residency application – 3.16; quality of advising regarding specialties and programs – 3.20; student/study space at hospitals and clinics – 3.2; education of students about the role of research in residency applications – 3.15; and exercise facility on campus – 3.0.

Now that students have provided their feedback through the ISA, their final report will be submitted to the LCME self-study committee. Findings will be integrated into the data collection instrument that will be completed and submitted before the survey team’s site visit. This data will be triangulated with student feedback from the AAMC GQ to inform the SOM’s self-study and its continued enhancement.
Medical Center’s innovative teaching attracts national attention

By Dr. Ian Paul and Dr. Tarif Bakdash

An earlier edition of “The Journey” described the highly successful rollout of the new interdisciplinary Medical Neuroscience and Behavior 2 course this past spring under the direction of Dr. Ian Paul and Dr. Tarif Bakdash.

One of the most novel aspects of the course was its use of standardized patients to present 20 of the most common neurological and behavioral disorders in a case-based approach through 10 weeks.

Patients were examined by students in a small group setting facilitated by a neurologist or psychiatrist to ensure each student examined at least one patient on his or her own and observed the examination of 19 others while receiving feedback and guidance from an expert in the field. This teaching method was very well received by students and faculty, and national shelf exam scores for the class were above the national average.

In November, Bakdash presented a description of the course, student response and outcomes to an audience of approximately 100 attendees from medical schools across the country at the Child Neurology Society’s annual conference in Chicago. The description of the course generated considerable audience interest and course directors from medical schools such as Albany Medical College expressed interest in attempting to duplicate the course design.

The interest shown at this meeting is an exciting affirmation that UMMC continues to produce pedagogical innovation that attracts national attention and praise.

Graduate Medical Education office staff serve up holiday appreciation

The Office of Graduate Medical Education staff showed its appreciation of all the residency and fellowship program administrators and celebrated the holidays by hosting a hot catered breakfast Dec. 5.

The event was very well attended and everyone seemed to enjoy the usual Southern breakfast fare along with the fellowship that goes into fostering the idea that “it takes a village” to make all our programs run as smoothly as possible.

The GME Office’s informal motto may be “To support and serve,” but none of the programs could run without the day-to-day toil of the PAs. GRME staff appreciate everything they do.

GRME staff thanks also go to the many program directors who expressed their appreciation of their PAs by contributing out of their own pockets to fund the breakfast catering.

Meanwhile, the group is winding up its community service project of gathering toiletry donations to help support the We Will Go Ministry in downtown Jackson. The effort experienced a huge response, with many boxfuls of items donated.

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.

(Approved by the Executive Faculty Committee, April 28, 2011; Updated by the Executive Faculty Committee, Aug. 20, 2018)

School of Medicine Vision Statement

A healthier Mississippi and beyond through education, patient care and discovery.

(Approved by the Executive Faculty Committee, Aug. 20, 2018)