



## SOM folds telemedicine education into medical school curriculum

By Wesley Wilson



Wilson

Dr. Jeni Tipnis, Steele Liles, Morgan Davis and Wesley Wilson gave a presentation, “Educating Future Physicians on Telemedicine,” at the Mississippi Telehealth Association’s annual conference in February.

The presentation introduced the audience to Mississippi’s need for health care access, the economic growth and impact of telemedicine, and plans for the School of Medicine to prepare students for

the coming shift in primary care medicine.

Mississippi’s health care system suffers from a tremendous shortage of physicians. Ranked 49th in primary care physicians per 100,000 population, Mississippi falls well below the national average at 84.7 compared to the U.S. national average of 127.4.

More than 50 percent of Mississippians live in rural areas, and several of these areas do not have access to a single physician. It takes an average of 40 minutes to reach specialized medical care in 53 of Mississippi’s 82 counties.

This issue, however, has extended far beyond Mississippi. According to recent data, the American Medical Association reports the use of telemedicine increasing dramatically nationwide. In a 2019 survey of 1300 physicians, 28 percent participated in a “tele-visit” as opposed to just 14 percent in 2016. In a survey of senior-level executives and health care providers in 2017, 75 percent reported their organizations offered similar services.

While analysts project the telemedicine market will increase to upwards of \$30 billion by the end of 2020, and with more than 100 million e-visits annually, School of Medicine leaders find it necessary to train physicians in a manner conducive to the innovative demands of health care.

As of 2018, 44 of the Association of American Medical College’s participating medical schools require a course or offer a pre-clerkship elective course on telemedicine, compared to just 27 in 2014. Likewise, 68 of the AAMC-affiliated schools offer a clinical clerkship on telemedicine, as opposed to 44 in 2014.

The School of Medicine’s current curriculum provides students with varying experiences in telemedicine. During their first year, students receive an introduction from the university’s Telehealth Center. During their second year, they receive three telehealth lectures, including a live demonstration. During their third year, they receive experiences in telepsychiatry, the ECHO program and a simulation lab.

While students are gaining knowledge and experience in this growing field, School of Medicine leaders aim to expand

student opportunities in telemedicine. With the intent of partnering with the teleemergency system in the Adult Emergency Department and the Center for Telehealth at the C Spire Building in Ridgeland, school leaders hope to create an elective rotation opportunity tailored to student interest. During this experience, the students would engage in real-time consultations with remote clinics and hospitals, building the skills necessary to reach the areas in our state in need of health care access.

### Summer 2020

#### Professional Development Series | June schedule

##### Narrative assessment

*Presented by Dr. Shannon Pittman*

**8-10 a.m. Thursday, June 11, in room 323 of the medical education building**

To enhance the quality of narrative feedback: Narrative feedback is critical in providing students timely information that can be used to change or reinforce their behaviors to promote success in a course.

##### Assessing Course Effectiveness

*Presented by Carley Dear*

**8-9 a.m. Thursday, June 18, in room 323 of the medical education building**

A review of the various sources of evaluative data available to faculty and strategies for integrating them into an overall assessment. Participants will have the opportunity to create an assessment and improvement plan for their own work.

##### Cultural Competency and Implicit Associations in Education

*Presented by Dr. Juanyce Taylor*

**3-4 p.m. Thursday, June 18, in room 323 of the medical education building**

An ever-increasing body of knowledge demonstrates that educational outcomes are affected by the interactions among society, faculty, staff and students: Exploring potential unintended consequences of implicit association and microaggressions as they relate to the faculty-student relationship.

##### Introduction to Designing Instruction for Adult Learners

*Presented by Dr. Loretta Jackson-Williams*

**8-10 a.m. Tuesday, June 25, in room 323 of the medical education building**

Participants will explore concepts related to educating adult learners, including active engagement, meaning making, scaffolding, self-directed learning and the social aspects of learning. The overall process of choosing what will be taught, selecting an instructional method, assessing student outcomes and evaluating the curriculum as a whole will also be presented as a foundation for the remainder of the series.

# Whenever Internet Explorer fails, turn to Chrome

By Elizabeth Jacobs



Jacobs

As an institution, the Medical Center has many applications that rely on Internet Explorer and require it to be the default browser.

Such applications vary from large-scale ones that impact the institution as a whole to department-specific ones that are required for a select few individuals.

Unfortunately, many learning applications used in UMMC's academic mission area do not fully function

when accessed using Internet Explorer. Some will not work at all.

Canvas is no longer accessible on Internet Explorer. Luckily, Chrome is available and supports all of UMMC's education applications.

If you receive a link to one of our learning applications in an email, right click to copy the link. Then, open Chrome and paste the link in the browser.

The extra step is worth the reward. Remember to only click or copy links you trust!



## Graduate Medical Education promotes resident thankfulness day

A "Thank You" goes a long way!

Since the first "Thank a Resident Day" was established in 2018, the Gold Humanism Honor Society has continued to recognize all resident staff nationally every year. The day is dedicated to hardworking medical professionals and shows appreciation for their dedication to medical training, the health care of patients and the institution itself.

At UMMC, Graduate Medical Education leaders also wanted to celebrate and recognize the Gold Humanism Honor Society tradition

by showing their appreciation to all of the residents on a personal level. April Mann Overstreet, director of the Office of Alumni Affairs, was instrumental in making sure each resident felt appreciated.

The Alumni Affairs Office provided individually wrapped chocolates for each resident, with an encouraging "We love our residents" note. Program administrators from all departments also played a big part in celebrating their trainees in each department.



Enjoying the treats they received during "Thank a Resident Day" are, from left, Dr. Janeanna Shell, pediatrics resident; Dr. Lauren Munk, pediatrics resident; Dr. Nada Saqer, pediatrics resident; and Dr. Marlee Wadsworth, medical/pediatrics resident.