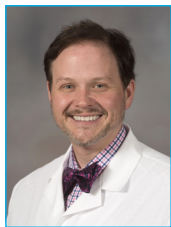## Assistant professor of medicine receives annual trailblazer award

By Dr. David Norris

Norris

Each year, the School of Medicine sponsors the Trailblazer Teaching Award to honor SOM faculty who demonstrate commitment to excellence and innovation in undergraduate medical education. This award is the only one in the school in which a faculty member is recognized for outstanding performance by his or her peers.

This year, the decision was made to go a step further and recognize a Trailblazer of the Year. Nominations from faculty members were reviewed by a small committee and a "best-of-the-best" faculty member was selected.

The committee members are pleased to announce that this year, Dr. Savannah Duckworth, an assistant professor of medicine at the University of Mississippi Medical Center, has been selected as the School of Medicine's Trailblazer of the Year.

Dr. Duckworth received her M.D. from UMMC in 2014, when she was inducted into the Alpha Omega Alpha Honor Society. She completed her residency in internal medicine in 2017. Since that time, she has served as a member of the faculty and has provided inpatient and ambulatory general internal medicine care and HIV medicine.
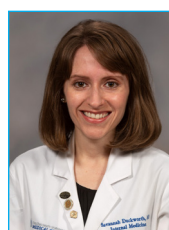
Duckworth

Since joining the faculty, Dr. Duckworth has assumed increasing responsibilities for training medical students, including serving as course director for the Introduction to the Medical Profession I course and the M3 Ambulatory Elective in Internal Medicine. She also serves as medical director of the Judith G. Gearhart Clinical Skills Assessment Center.

In addition to receiving this award, Dr. Duckworth has previously been honored by the Society of General Internal Medicine as a TEACH Program participant and by the SOM Class of 2020 as Clinical Professor of the Year. An inductee into the UMMC Nelson Order of Teaching Excellence, she received the 2019 Gold Humanism Society Leonard Tow Award.

Please join our office in congratulating Dr. Duckworth!

Educational objectives offer 'guiding light' to medical programs

By Dr. Lecretia Buckley

Buckley

The School of Medicine's six educational program objectives provide the framework for the medical education curriculum and support the school's mission to train skilled and compassionate physicians to provide high-quality and equitable health care, particularly to the state's residents, including diverse and underserved populations, and to prepare learners to provide excellent care through programs of innovative education, state-of-the-art research and comprehensive clinical practice.

The SOM EPOs reflect the essential requirements for physicians to act in an ethical and altruistic fashion while providing competent medical care and fulfilling their obligations to their patients. The EPOs can be found in the UMMC Bulletin.

The Curriculum Committee, empowered by the dean to oversee the design, management and evaluation of the SOM's educational program, reviewed and approved the current version of the EPOs in November 2019.

The six EPOs address multiple areas in which medical students are trained. The 2019 update to the EPOs address inter-professional teamwork and lifelong personal and professional learning.

These two EPOs were added to the four preexisting EPOs that address:

(1) structure and function of the human body;

(2) utilization of diagnostic and interventional skills to accurately evaluate, diagnose and plan treatment;

(3) characteristics, attitudes and values needed to provide ethical and beneficent medical care to all patients; and

(4) employment of systematic approaches for promoting, maintaining and improving the health of individuals and populations.

Together, the SOM EPOs provide a guiding light or framework for what is taught in the medical education program.

Annually, course objectives are mapped onto at least one of the six EPOs in the Office of Medical Education's curriculum mapping process. The University of Mississippi SOM curriculum map is submitted to the Association of American Medical Colleges in September and is available for course directors as they develop courses that align with the school's EPOs and as they develop daily sessions that ensure vertical and horizontal alignment of content.

Medical knowledge is developing at a rapid pace; selecting what to teach ultimately lies with the Curriculum Committee and the content's connection with the school's EPOs. While the SOM cannot teach its students everything, the Curriculum Committee offers faculty an avenue to examine content and its appropriateness and to obtain approval for inclusion in the curriculum.

This article is an adaptation of a previously published article in September 2019.

Despite pandemic, student satisfaction survey yields positive results

By Dr. Lecretia Buckley

Buckley

In January, the School of Medicine received results from the 2020 University of Mississippi Medical Center Student Satisfaction Survey.

The survey is administered every two years to students in the Schools of Dentistry, Graduate Studies in the Health Sciences, Health Related Professions, Medicine, Nursing, Pharmacy and Population Health.

The 121-item survey was administered from Oct. 15-Nov. 15, 2020, seven months into the COVID-19 pandemic.

A five-point scale was used (5 = very satisfied/strongly agree; 1 = very dissatisfied/strongly disagree). The UMMC response rate was 57.1 percent and the SOM response rate was 61.5 percent.

SOM students made up 27 percent of the survey respondents. The breakdown for SOM respondents by years of attendance: one year – 54 percent; two years - 21 percent; three years – 11 percent; four years – 6 percent; five or more years – 8 percent.

At the institutional level, 81 percent of students are satisfied or very satisfied with their studies, and 76.6 percent are satisfied or very satisfied with their student experience. For the SOM, 81.1 percent of students are satisfied or very satisfied with their studies, and 78.1 percent are satisfied with their student experience.

In the area of academics, medical students had high ratings on several of the 14 items. The mean exceeded 4.0 on nine of 14 items; three had a mean greater than 3.75; and the remaining two had ratings of 3.62 ("I have sufficient opportunities to learn with, from and about students in other UMMC schools") and 3.61 ("I am acquiring research skills and techniques that are necessary for success in my discipline").

The highest means were on items that addressed professional ethics (4.24), knowledge base (4.25), communication skills (4.26) and academic challenge (4.38).

The clinical learning environment section had 13 items. The mean exceeded 4.0 on 11 of the 13 items.

The two items with a mean below 4.0 received a 3.90 ("I feel the classwork/academic program prepared me to provide high-quality patient care") and 3.66 ("I am satisfied with the quality of feedback after assignments in the clinical learning environment").

The highest-rated items were: (a) "I had the opportunity to work with an interprofessional team in the clinical learning environment" (4.31); (b) "I had the opportunity to evaluate my clinical experiences" (4.28); and (c) "The training I received in the clinical learning environment taught me to conduct myself as a professional" (4.32).

Four items were used to gauge emotional wellness. The mean ranged from 4.05 to 4.15 with a range of 78.43 percent to 86.51 percent of medical students being either satisfied or very satisfied.

The items addressed leaders, faculty and staff concerns about students' emotional well-being and how good of a job the school is doing in promoting the emotional well-being of its students.

Most services were ranked with high levels of satisfaction as well. Enrollment management had a mean score of 4.16 or greater on each of the five items in that section. The library also had all items (12) with a mean score that exceeded 4.0 ranging from 4.11 to 4.42.

The financial aid section had six items: Four had ratings between 4.07 and 4.21. Two items had a rating of 3.78 ("information/guidance on understanding how to manage debt and repay loans") and 3.91 ("information about financial aid options"). In the environment/facilities section, the mean score on seven of the eight items ranged from 4.06 to 4.40.

Campus maps and signs received a 3.93 rating. Accounting services had five items with ratings of 4.13 to 4.27 on four of the five. The remaining item had a 3.99 ("information about student health insurance plans").

Areas identified for ongoing improvement include advising and mentoring; technology/information systems; and student health services. Satisfaction levels in advising/mentoring ranged from 74.44 percent to 79.95 percent of medical students being either satisfied or very satisfied.

For technology/information systems, less than 80 percent of students were satisfied with the reliability of WiFi, usability of the school's website, wait time for services and audio-video equipment used in the classroom. Medical students had lower satisfaction levels for student health services.

While there was an increase in the percentage of students who were very satisfied or satisfied with the two student health services items from the 2018 survey, "helpfulness of the Office of Student Health staff" and "usability of the Office of Student Health website," fewer than 80 percent of medical students were satisfied on five of the six items in the health services section.

Continuous quality improvement requires us to always assess and adjust to maintain strengths and address challenges. The 2020 UMMC Student Satisfaction Survey provides the SOM with more data on the school's strengths and areas in which there are opportunities to improve.

SOM administration is currently engaged in mapping out action plans to do just that. For more information, feel free to contact me.

Rich Content Editor update streamlines Canvas functionality for SOM faculty

By Elizabeth Jacobs

Name

If you are working in Canvas this semester, you have probably already noticed the updates made to the Rich Content Editor.

The new RCE is used when creating or editing course announcements, assignments, discussions, pages, quizzes, quiz questions and syllabus information. The new version was rolled out this January. All of the familiar functionality is still available, but it's arranged in a cleaner, more condensed format, using drop-down menus to select related items.

For example, the Studio (Arc) option is now located in a drop-down menu for external tools, as pictured below.

Also, files are now accessed and added from the RCE, opening a file structure when needed, rather than the directory being visible at all times.
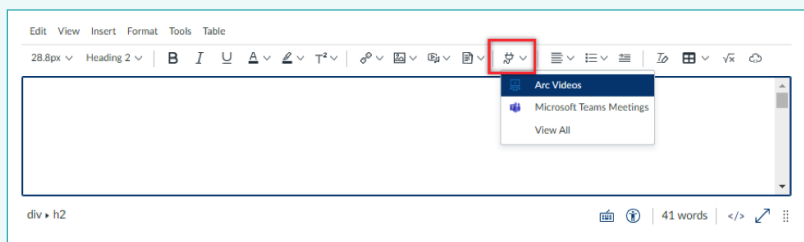
Canvas provides a brief overview here. For more information and UMMC training materials, enroll in the Canvas: Features & Updates - TLC Course.