New faculty are welcomed in the academic affairs conference room (U174) from 7:30-8:00 a.m. bi-monthly on the last Tuesday of each alternate month at a “Meet and Greet” breakfast.

The next breakfast is scheduled for March 31, 2009.

Faculty who have completed the in-processing procedures in each preceding month will be formally invited. Faculty Development Committee members will serve as hosts.

Faculty from each school/department bringing in new faculty are welcome to attend.

You can find photos and brief biographies of new faculty in the March 16-22, 2009 issue of This Week at UMMC that was e-mailed on March 16.
Please join us in welcoming the newest members of the UMMC faculty community—who joined UMMC or changed positions between January 1, 2009 and February 28, 2009.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
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<tbody>
<tr>
<td>WOODLIFF, DANIEL M.</td>
<td>ASSOC PROFESSOR-SOM</td>
<td>UH System Admin B</td>
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<tr>
<td>VAUGHAN, EMILY R.</td>
<td>INSTRUCTOR-SON</td>
<td>Nursing</td>
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<tr>
<td>BARKLEY, STEPHANIE T.</td>
<td>CLINICAL INSTRUCTOR-SHRP</td>
<td>Dental Hygiene</td>
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<td>KURUBA, RAJESH E.</td>
<td>ASST PROFESSOR-SOM</td>
<td>Surgery</td>
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<tr>
<td>NAZARY, CASSIDY L.</td>
<td>CLINICAL INSTRUCTOR-SHRP</td>
<td>Dental Hygiene</td>
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<tr>
<td>ANAND, SUWARNA</td>
<td>ASST PROFESSOR-SOM</td>
<td>Anesthesiology</td>
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<tr>
<td>WINDMILL, IAN M.</td>
<td>PROFESSOR-SOM</td>
<td>Otolaryngology</td>
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<tr>
<td>HARDY, MICHAEL K.</td>
<td>CLINICAL ASST PROFESSOR-SOD</td>
<td>Care Planning &amp; Restorative Sci</td>
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<tr>
<td>DELIMA, LUIZ G.</td>
<td>PROFESSOR-SOM</td>
<td>Anesthesiology</td>
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<tr>
<td>PERKINS, TERESA M.</td>
<td>ASSOC PROFESSOR-SOD</td>
<td>Pediatric Public Health Dentistry</td>
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<tr>
<td>WINDHAM, BEVERLY G.</td>
<td>ASSOC PROFESSOR-OM</td>
<td>Medicine</td>
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<td>GRISWOLD, MICHAEL</td>
<td>ASSOC PROFESSOR-U M C</td>
<td>Biostatistics Center</td>
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<tr>
<td>TOLLEFSON, BRIAN J.</td>
<td>ASST PROFESSOR-SOM</td>
<td>Emergency Medicine</td>
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<tr>
<td>MERRILL, WALTER H.</td>
<td>PROFESSOR-SOM</td>
<td>Surgery</td>
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<tr>
<td>WINDMILL, SUE</td>
<td>ASST PROFESSOR-SOM</td>
<td>Otolaryngology</td>
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<tr>
<td>BLAudeau, ERICK</td>
<td>ASSOC PROFESSOR-SOM</td>
<td>Radiology</td>
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*We must welcome the future, remembering that soon it will be the past; and we must respect the past, remembering that it was once all that was humanly possible.*

-George Santayana
Online Seminars

To register or for more information on any of the seminars listed below:
Please call Jessica Green at 4-2810. A minimum number of attendees is required.

<table>
<thead>
<tr>
<th>Seminar Title</th>
<th>What</th>
<th>When</th>
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<tbody>
<tr>
<td>Increasing Cognitive Engagement in the Online Classroom</td>
<td>Faculty typically have strong (and negative) opinions about assessments. There's a general feeling that assessments are burdensome, complicated, time-consuming and of questionable value. Nevertheless, what is unquestionable is that assessments need to be done - for reasons ranging from accreditation to departmental funding.</td>
<td>Thursday, 03/26/09 12:00 to 1:00 PM</td>
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<tr>
<td>Teaching Troubled Students: Campus Policy and Threat Assessment</td>
<td>It is a sad fact that troubled students sometimes are responsible for devastating acts of violence on campus. Thankfully, these incidents are rare. But troubled students are not rare. In fact, all campuses likely have them. For that reason, no institution can fail to be proactive in its approach to at-risk students.</td>
<td>Thursday, 04/30/09 12:00-1:30 PM</td>
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<tr>
<td>Using Course Syllabi to Foster Learner-Centeredness</td>
<td>The first handout on the first day of every class is the syllabus. It sets the ground rules for the course, establishes expectations, and defines the learning model. Where the syllabus leads, the course will follow. So it makes sense that to align faculty with your learning-centered strategy, a good place to begin is with their syllabi. A new online seminar coming May 7 will show you how to assess the characteristics of existing faculty syllabi, and use your findings to set policy and direction toward more learning-centered documents.</td>
<td>Thursday, 05/07/09 12:00-1:30 PM</td>
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The University of Mississippi Medical Center has established a Center for Bioethics and Medical Humanities. The director of the Center is Dr. Ralph Didlake, professor of medicine and surgery. Based on a “center-without-walls” concept, the intent of this new endeavor is to focus not only on ethics and professionalism but also on the socio-cultural context in which modern health care is delivered. The programs of the center will be designed to add value to the existing education, service and research missions of the Medical Center. In its educational role, the center will develop an Ethics Across the Curriculum program that is intended to embed stage and discipline-specific ethics curriculum elements into all of UMMC’s training programs. The Ethics Across the Curriculum approach emphasizes that ethics and professionalism are integral to the day-to-day operation of the entire biomedical enterprise rather than a stand-alone academic or intellectual exercise. The service component of the center will be a restructured ethics consultation service. The current state of ethics consultation in American medicine has received considerable criticism nationwide as being ineffective and even counter-productive. The center will establish an ethics service that will function like any other clinical consultation service rather than the traditional, highly criticized committee model. In this way, services such as resolution of the ethics questions and medical mediation can be offered that can add value to patient care. The research component of the center’s activities has two distinct parts. The first is to provide resources to the UMMC research community that can facilitate the ethical conduct of research. Scientific investigation in the modern biomedical research environment includes the protection of human research subjects, the appropriate use of experimental animals, integrity in publishing research results, and many other topics in which difficult moral and ethical issues may arise. The center will develop programs that will help investigators navigate these issues and add both value and efficiency to their research efforts. The second part of the research component represents the bioethics center’s own research program which will consist of scholarly study of the intersections of modern health care and non-medical disciplines such as sociology, cultural anthropology, theology, economics, literature and philosophy. An in-depth study of these intersections will allow the center to more fully understand the socio-cultural context in which modern health care occurs and find ways that care can be improved through this understanding.

Ralph Didlake, M.D. Gives Guyton Lecture

Dr. Ralph Didlake, director of the Center for Bioethics and Medical Humanities and professor of medicine and surgery, will present the 16th Dean Billy S. Guyton History of Medicine Lecture at noon on Thursday, April 16, in room R153 (lower amphitheatre). His lecture is entitled:

The Evolution of American Bioethics

Box lunches will be available outside the amphitheatre. A reception will follow from 3:00-4:30 p.m. in the foyer outside the Rowland Medical Library in the Verner S. Holmes Learning Resource Center. For more information, call Terry Hall at 4-1253.
COURSE DIRECTOR’S RETREAT

The Academic Affairs Office in the School of Medicine organized a retreat for all directors of courses in the school. There were several goals of the program held Wednesday, January 28, 2009. At the completion of the retreat, participants had a greater understanding of the role and function of a course director. They also were able to define current key issues pertinent to their individual programs, the overall curriculum, this institution, and accreditation.

The program for the day was:

8:00 Brainstorming session on the ideal physician.
8:45 Welcome address – Dr. Dan Jones
9:00 Retreat Goals and Objectives – Dr. Loretta Jackson-Williams
9:15 Historical perspective and vision for the future of the SOM educational programs – What comes in and what goes out – Dr. Steve Case and Dr. LouAnn Woodward
10:00 Opening Plenary Session – Our Best Practices for Managing a Course
    • SACS Accreditation and IEPs – Dr. Mitzi Norris
    • LCME – Dr. Whitney Wiltshire
    • Course Director’s Handbook – Dr. John Naftel
    • Syllabus guidelines (grading standards/formatting/rubric/attendance) – Dr. Allen Richert
    • Student Wellness - Dr. Rebecca Waterer
11:00 Defining the Educational Culture at the School of Medicine – Dr. Loretta Jackson-Williams
11:45 Working Lunch – Developing a Course for the School of Medicine
1:00 Breakout sessions – Concurrent
    • E-learning Resources available at UMMC (Blackboard, Respondus, Clickers, Lecture recording) – Dr. Bill Lushbaugh
    • Closing the Loop: Better Student Outcomes through Effective Goals and Objectives – Dr. Rob Rockhold
    • The Focus on Professionalism – Dr. Patrick Smith
    • Education Administrators/Course Coordinators (for the administrative staff) – Dr. Whitney Wiltshire
2:00 Breakout sessions – Concurrent
    • E-learning Resources available at UMMC (Blackboard, Respondus, Clickers, Lecture recording) – Dr. Bill Lushbaugh
    • Closing the Loop: Better Student Outcomes through Effective Goals and Objectives – Dr. Rob Rockhold
    • The Focus on Professionalism – Dr. Patrick Smith
3:00 Breakout sessions – Concurrent
    • E-learning Resources available at UMMC (Blackboard, Respondus, Clickers, Lecture recording) – Dr. Bill Lushbaugh
    • Closing the Loop: Better Student Outcomes through Effective Goals and Objectives – Dr. Rob Rockhold
    • The Focus on Professionalism – Dr. Patrick Smith
4:00 Closing Plenary Session and Evaluation – Where do we go from here – the global perspective – Dr. Helen Turner

Throughout the day course directors were placed in groups with individuals who would not usually be involved in their daily activities, but all share a common goal to develop successful physicians. Collectively discussed were the intricacies of the admissions process and maturity of students over the years; the impact of accrediting bodies on individual courses, the school and the institution; and resources available within the school and institution to transform students into physicians through effective course development, management and student evaluation.

The majority of retreat participants felt that the goals of the program were achieved. Future topics for discussion include how to develop course specific goals and objectives; how to develop outcome measures for clinical clerkships; and how to effectively write exam questions for student learning.

The unexpected achievement of the day was the sense of camaraderie achieved through personal interactions with faculty responsible for preclinical and clinical course content. This goes a long way towards the goal of true vertical integration of information as we actively seek ways to incorporate clinical information into the preclinical years and preclinical information into the clinical years.

Loretta Jackson-Williams
Assistant Dean for Academic Affairs SOM
Curriculum Committee Chair
April 16, 2009 FSE Seminar:
John B. Swaney, Ph.D.

Innovative Uses of Computer-Based Learning in the Pre-Clinical Curriculum

Dr. John B. Swaney will be the featured speaker for the April 16th Scholarship Exchange Seminar. The seminar will be held from 12:00-12:50 in R354 (upper amphitheatre).

Dr. Swaney is Professor of Biochemistry at Drexel University College of Medicine, an institution that is considered a leader in technological innovation and medical education. Dr. Swaney will also meet with interested individuals for additional information on technological innovations in health care training. Information about these and reservations for those workshops can be made by contacting Ms. Jessica Green in the Office of Academic Affairs (4-2810).

Dr. Swaney graduated from Amherst College in 1966 with a major in Chemistry and completed his Ph.D. at Northwestern University in 1970 in the Chemistry Department with a focus on Biochemistry. After a 2-year post-doctoral stint at the Plum Animal Disease Laboratory on Long Island studying structure-function relationships of the coat proteins for foot-and-mouth disease virus, he joined the faculty at the Albert Einstein College of Medicine in New York. Rising to the rank of Associate Professor, he engaged in research on the serum lipoproteins as an Established Investigator of the American Heart Association and later as a Career Scientist Awardee of the Hirschl Trust. In 1984 he moved to Philadelphia to become Professor of Biochemistry at what was then the Hahnemann University College of Medicine; consequent to merger, that institution is now known as the Drexel University College of Medicine. Dr. Swaney is now focused on teaching Biochemistry and Nutrition, and has received the Lindback and Basic Science Educator awards. Having received an M.B.A. in 2000 with a focus on Information Management, he has adapted his long experience in applying computer technology to laboratory investigation for use in the classroom.

QEP Update

- The QEP Steering Committee has received over 385 responses suggesting possible topics for a UMMC Quality Enhancement Plan.

- Of those, approximately 75% represent issues concerning what is taught (curriculum) or how it is taught (instruction). Ten percent deal with technical issues, 10% with environmental issues (e.g., more small group study space, facilities to entice students to remain on campus longer, etc.), and 5% specifically cite needs for a student learning center.

- The current broad solicitation for QEP topic ideas will continue through April 15.

- Once solicitation is completed, summary topics will be distributed to the campus and a competition for formal QEP pre-proposals will be launched. From those, four penultimate pre-proposals will be chosen for awards before moving into a final phase of competition to develop the ultimate UMMC QEP proposal.
The TRIAD welcomes submissions of graphic art, photographs or illustrations for use in upcoming issues. Contact Jessica Green (4-2810) for submission details.