Quality Enhancement Plan (QEP) Finalists

The QEP Steering Committee is pleased to announce that four groups have been selected as finalists for the UMMC QEP. These groups will formally present their proposals to the campus on Monday, November 2 for 1-4 p.m. in the Nelson Student Union.

You can make a difference.

Each finalist/finalist team will be awarded access to a $5,000 UMMC account in recognition of their service to the institution.
The abstracts for the four finalist QEP proposals are provided below. Each proposal will be presented the afternoon of Monday, November 2 in the Norman C. Nelson Student Union.

ENHANCING EDUCATION BY INTEGRATING SIMULATION IN UMMC CURRICULA.
Schweinfurth J, Lerant A, Orledge J, Schweinfurth M
We propose campus-wide integration of simulation-based instruction to improve learning, communication, and collegiality through interprofessional, small group environments focused on problem solving, skill acquisition, and clinical reasoning which are engaging and responsive to the needs of learners. Step 1 improves current modules and develops metrics for interprofessional, simulation-based training. Step 2 will introduce training modules to the M2 curriculum and an interdisciplinary course in hands-on physical assessment and basic life support skill training. Step 3 will emphasize procedural skills, advanced life support, and integrate simulation-based education in the curriculum continuing interprofessional expansion across the campus. Step 4 involves crisis management and procedural skills in different programs. Outcomes include pre- and post-tests for content knowledge, OSCEs to assess care skills, videotaping to assess team building and interprofessional skills, surveys regarding experience and interprofessional attitudes, increased class attendance, and improved scores and cumulative pass rates in courses and the USMLE written and simulated patient exams.

A comprehensive simulation center will provide a highly-visible representation of integrative technology and will have a long-term impact on both learning and patient care. The stepwise dissemination of modules will allow for controlled growth and faculty development in best educational practices without significant disruption of current efforts.

A COLLABORATIVE LEARNING CENTER
Montague, L, Clark, J
The Collaborative Learning Center (CLC) will exercise a positive impact at the University of Mississippi Medical Center through the enrichment of both teaching and learning. Promoting the use of innovative instructional resources and deepening the educational experience, the CLC will offer services that focus on the teacher and the learner in both the basic and clinical science arenas. Supporting an institutional culture that values and rewards excellence and believes that the educator and the student have the power to improve, the CLC will be both a physical and virtual place as well as a hub for connecting a vast array of institutional resources and experiences.

The Collaborative Learning Center will support the enhancement of pedagogy through a variety of methods such as guest lectures, workshops, peer communication, student feedback, and training in the use of instructional technologies. The CLC will serve as the institution’s central comprehensive learning center, collecting resources and cultivating intellectual development through course and discipline specific assistance, including guidance in developing learning strategies and technology skills. The CLC will also serve as a hub for connecting the student with co-curricular offerings, including but not limited to: shadowing, mentorship, and simulation. Collaborative Learning Center outcomes will be evaluated objectively through a variety of measures, including internal student feedback mechanisms such as Evers reports, student performance on standardized tests, and pass rates in courses where assistance was received.
The abstracts for the four finalist QEP proposals are provided below. Each proposal will be presented the afternoon of Monday, November 2 in the Norman C. Nelson Student Union.

ETHICS, PROFESSIONALISM AND HUMANITIES ACROSS THE UMMC CURRICULUM: A PLAN FOR CORE VALUE ENHANCEMENT.
Didlake, R

The QEP process identified expansion of the traditional biomedical curriculum into the areas of ethics, professionalism, critical and creative thinking, communication with patients, families and staff, and team work as opportunities for UMMC to improve its student learning environment. An Ethics, Professionalism and Humanities Across the Curriculum Program addresses these needs. This interdisciplinary, campus-wide program leverages existing teaching resources to weave ethics, professionalism and medical humanities into existing programs using embedded curriculum, e-learning and simulation. The students will:
  • Define and describe ethical questions and moral dimensions of issues evidenced by increased scores on pre and post tests and performance on the ethics and professionalism components of the U.S.M.I.E.
  • Detect and diagram ethical conflicts within case studies evidenced by increased scores on “Defined Issues Testing” and simulation performance.
  • Modify ineffective professional interactions evidenced by increased positive feedback during supervisors and peers evaluations, Jefferson Scale of Physician Empathy and the Jefferson Scales of Attitudes.
  • Give examples of the socio-cultural context of modern health care evidenced by illustrative examples in class activities and performance on the ethics and professionalism components of the U.S.M.I.E.

The plan describes a QEP Resource Office, program deployment, data collection, and outcome analysis metrics.

CAMPUSWIDE FOCUS ON PATIENT SAFETY AND QUALITY OF CARE
Hoover, KW, Keller, SD, Rachel, M

UMMC is the only provider of medical, dental and many other health care professionals’ education in the state of Mississippi and is legislatively mandated to prepare practitioners to improve the health of Mississippians. Creating new models for interprofessional collaboration and emphasis on the basics of patient safety and health care quality can be met through curricular content and design in conjunction with disciplinary integration. The basic tenets of quality improvement can be useful in every aspect of the UMMC graduate’s professional career. Further, faculty recently identified patient safety and quality improvement as a topic that crosses all professional boundaries from student to faculty to clinician.

This project will exert a positive impact on student learning and the learning environment at the UMMC by equipping all students, graduates, faculty and ultimately, clinical staff with knowledge and skills to assess and enhance the quality of health care and education and patient safety in the clinical arena. It will accelerate improvement and the learning environment will become a microcosm of interprofessional health care excellence, allowing our graduates to not only function successfully but to lead as they practice their profession. Through interprofessional education focused on patient safety and quality improvement, UMMC has the opportunity to meet its academic mission while impacting the health of Mississippians.

"Variety is the law of life, and as no two faces are the same, so no two bodies are alike, and no two individuals react alike and behave alike under the abnormal conditions which we know as disease."

Sir William Osler
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.

Using Clickers to Assess and Engage Student Learning

What:
Leading universities are using "clickers," or student response systems, to motivate and assess student learning. Research shows that the benefits to instructors and learners are significant. Whether your institution has a clicker system in place or is simply looking into the idea, knowing how to effectively take advantage of this emerging technology can energize any course.

When:
Wednesday, 11/04/09  12:00 to 1:00 PM

Designing an Effective Collaborative Wiki Project

What:
Collaborative learning is an important opportunity for students. In Designing an Effective Collaborative Wiki Project, Rhonda Ficek, Ph.D., will show you how well-suited wiki projects are for collaborative learning, and share with you a web-based application that's easy to learn, easy to implement, and absolutely free.

When:
Wednesday, 12/02/09  12:00 to 1:00 PM

News From NSF

On October 1, 2009, the National Science Foundation released the latest version of the Proposal Preparation & Submission Guidelines with significant changes that will become effective January 4, 2010. This article highlights three important changes related to the America COMPETES Act (ACA) that will affect all investigators. These policies are being implemented and monitored by the NSF FastLane Project Reporting System.

- ACA Section 7008 requires a one page mentoring plan for all applications that include funding for postdoctoral researchers. If the mentoring plan is not included in the application package, the package will be returned without review.
- ACA Section 7009 requires all undergraduates, graduate students, and postdoctoral researchers who receive support from NSF complete Responsible Conduct of Research training. Additional information about UMMC’s RCR policy will be forthcoming. If you need additional information immediately, contact Penny Lowery in the Office of Research.
- ACA Section 7010 requires that all final project reports and citations of published research documents resulting from research funded in whole or in part by the NSF are made available to the public in a timely manner and in electronic form on the NSF website. A new report will also be developed in Research.gov that requires PIs to prepare a summary, specifically for the public, on the nature and outcomes of the award.


The Office of Research is always available to answer questions and support your application preparation.

S. Floyd, Office of Research
A Strategy for Letters of Recommendations

The Academic Affairs Council which consists of the Academic Affairs Deans from each school on campus recently discussed the topic of letters of recommendations (LORs). Anyone actively involved in the teaching environment could be asked to write a LOR for a learner. These LORs provide a statement of support for a learner, but should also provide a balanced assessment of that individual's educational progress; professional promise in the selected field; and personal characteristics. This is a skill that all faculty should give some thought to developing. Provided here are some basic guidelines for writing LORs.

- Identify and define your relationship with the learner and the basis for your assessment. This helps to frame the context of the letter for readers. A letter that is written by an individual who has worked closely with the learner is interpreted differently from a letter written by someone who is relying on the assessment of others with very little personal contact.
- Provide substantive information about the learner’s qualifications. Give an example or anecdotes about things that give support for the assessment. This provides evidence of personal contact on which the assessment is provided.
- Note the areas that are outside of your ability to assess for the learner.
- Pay attention to the details in your letter that should be written on appropriate letterhead. This should include the preferred name of the learner, correct pronouns (no he for she!), correctly spelled words, etc. Unfortunately, these easy to miss mistakes reflect poorly on the individual requesting the letter as well as the letter writer.
- Obtain written materials such as a CV, personal statement and/or transcript to provide factual information for the LOR.
- Meet with the learner. This provides an opportunity to establish the framework for the letter and an opportunity to give honest feedback to the learner about the type of letter that will be written.

If the learner is an individual who has made a minimal or negative impression, it is important to be candid about the type of letter that can be provided. This protects the integrity of the process and your reputation as a letter writer and also provides honest feedback to the learner for their continued growth and development.

Happy writing!

Loretta Jackson-Williams
Associate Dean for Academic Affairs
School of Medicine
Faculty Scholarship Exchange Seminar

January 14, 2010 FSE Seminar:
R. Kevin Grigsby, D.S.W.
Senior Director
Organizational Leadership Development
Association of American Medical Colleges

Dr. Kevin Grigsby be the featured speaker for the January 14th Faculty Scholarship Exchange Seminar. The seminar will be held from 12:00-12:50 in R354 (upper amphitheatre). He will speak on the topic of:

“The Business Case for Faculty Development”.

Dr. Grigsby recently assumed the role of Senior Director of Organizational Leadership Development for the AAMC, where he will design and oversee organizational development and leadership programs for faculty, deans, department chairs, and division chiefs. Previously, Dr. Grigsby served as Chair of the AAMC Group on Faculty Affairs. An additional seminar on the topic of “The Dark Side of Mentoring”, which focuses on dealing with difficult protégés, is planned. The time for that seminar will be finalized depending on Dr. Grigsby’s travel schedule.

Crimson Cypress

Photo credit:
Jason Ervin; http://www.trekearth.com/gallery/North_America/United_States/South/MISSISSIPPI/photo985560.htm

The TRIAD welcomes submissions of graphic art, photographs or illustrations for use in upcoming issues. Contact Jessica Green (4-2810) for submission details.