

Division Accolades

Jean Chen, Ph.D., Office of Institutional Studies, Enrollment Services and Academic Administration, co-authored an abstract *"What are employers looking for when hiring genetic counselors? An analysis of advertised positions,"* which has been accepted for a poster presentation at the American College of Medical Genetics and Genomics at the 2017 Annual Clinical Genetics Meeting in Phoenix, Arizona, March 21-25. She also co-authored the article, *"Advanced Cardiovascular Imaging in Williams Syndrome: Abnormalities, Usefulness and Strategy for Use,"* which has been accepted for publication in the *American Journal of Medical Genetics Part A*.

Stanley Ellis, Ed.D., (OED Evaluation Team) has been re-appointed to the Higher Learning Commission's Peer Review Corps for another four-year term, ending in 2021.

Stanley K. Ellis, Ed.D., (OED Evaluation Team) and **Kimberly Morris Ross, M.Ed.**, (OED Ed Tech Resource Specialist) submitted the poster *Faculty Peer Review Program: Quality Assurance in a New Team Based Learning Curriculum* to be presented at the Team Based Learning Collaborative (TBLC) Conference in Orlando, Florida, March 2-4. This poster was selected to compete for the *TBLC's Best Poster Contest* during the conference.

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Higher Learning Commission Site Visit Nears

This April will bring about the conclusion of the 10-year accreditation cycle that UAMS undergoes to maintain accredited status with the Higher Learning Commission. The HLC is the regional accrediting body that allows UAMS to receive federal funding and also allows UAMS graduates to become licensed and board certified in their professional fields.



The 10-year cyclical site visit from the Higher Learning Commission is scheduled to take place April 17-19 and will encompass focused meetings with HLC officials, UAMS administrators and University of Arkansas officials including UA board members and the UA system's president. Meetings

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Division Accolades

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See the abstract at <http://www.teambasedlearning.org/2017-abstracts-fundamentals>, poster #102.

Lisa Ferris, Ed.S., M.S., (OED Instructional Design), attended the international DevLearn conference in Las Vegas. The conference "Sparking Creativity" was sponsored by the eLearning Guild, the largest community of practice for e-learning professionals. It focused on designing and building creative learning solutions for clients and students. One demonstration of interest was an interactive, online simulation of labor and delivery tasks requiring users to monitor equipment readouts and patient data to make critical decisions.

Laura Smith-Olinde, Ph.D., (director, OED Educators Academy) and **Steven Boone, Ph.D.,** (OED director & professor, associate provost, Teaching and Learning Support), published the article "Vocational Rehabilitation: A Possible Route to Hearing-Device Funding" in the American Speech-Language-Hearing Association's *Leader* magazine. The article explained the vocational rehabilitation (VR) process and how VR might provide hearing aids and other hearing assistive devices to individuals needing hearing health care to obtain or keep a job.

Allison Streepey, B.A., CRS, PLS, (OED business administrator), published the article "The Downside of Legal Document Preparation Services: The Potential Risk of Unauthorized Practice of Law" in the Spring issue of NALS the Association for Legal Professionals' *@LAW* magazine. She serves on the Editorial Board and is a regular contributor to NALS' publications.

A Message from the Provost

Through our accreditation process with the Higher Learning Commission (HLC) and participation in the Aligned Institutional Mission (AIM) program of the Association of Academic Health Centers International (AAHCI), UAMS has had the opportunity to conduct some deep self-assessment in the past year.



Dr. Stephanie Gardner

The HLC is the regional accrediting body for post-secondary educational institutions. Nearing the end of a 10-year accreditation cycle, we are seeking renewal through a thorough process that will include an April site visit. Accreditation is not just important for our programs and graduates — in the past, it has been important for self-improvement.

UAMS was one of six academic health centers in the world piloting the AIM program, which seeks to assess how well an institution's programs are aligned with its stated mission. We are now discussing potential short- and medium-term goals following a November 2016 site visit and subsequent report.

The AIM site visitors praised our conversion to clinical service lines, focus on interprofessional education and transition to activity-based budgeting. We anticipate a positive outcome for our upcoming HLC visit.

The key for us is not just to complete these processes, put the reports on a shelf and move on. These are opportunities to create momentum for future successes. Implementation of the integrated student information system and creation of our Student Success Center can be traced to our 2007 HLC visit.

I look forward to seeing the great things we can achieve together in support of our mission following the HLC and AIM experiences.

— Stephanie Gardner

News and Reflections from Academic Affairs is published quarterly by the Office of the Provost to inform students, faculty and staff about programs and support provided by the Division of Academic Affairs and to highlight UAMS initiatives beneficial to students and faculty.

Questions? Comments?

Contact the Newsletter Editor, Jon Parham (jcparham@uams.edu)

ESAA Update

- Enrollment Services and Academic Administration

UAMS Commencement Ceremony Set for May 20

Planning is in full swing for the UAMS Commencement Ceremony, which will be Saturday, May 20 from 3-5 p.m. at Verizon Arena in North Little Rock, for the colleges of Medicine, Pharmacy, Public Health, Nursing, Health Professions and the Graduate School.

Each college has its own function that precedes the university-wide event. For more information on college events and graduation, visit <http://commencement.uams.edu> or contact Dana Venhaus, ddvenhaus@uams.edu, or (501)296-1376.



UAMS to Start In-House Printing of Diplomas

Beginning with the Spring 2017 term, UAMS will begin printing diplomas and certificates for all graduates through the Office of the University Registrar. Planning for the transition began last fall, to move from vendor-produced diplomas to an in-house, web-based system used by many institutions in the state and around the country. Printing diplomas in-house will allow UAMS to provide better service to students. Please contact the Office of the Registrar (OUR) with any questions at (501)526-5600 or email Clinton Everhart, director of Enrollment Services and chief registrar at cdeverhart@uams.edu.

— Office of the University Registrar

Educational Development News

- Office of Educational Development

Chancellor's Teaching Awards Nominations Now Under Review

Nominations for the 2017 Chancellor's Teaching Awards — one for Teaching Excellence and one for Society and Health Education Excellence — closed Jan. 31. Packets are being reviewed by UAMS faculty. The top nominees' packets will be sent for review by an external panel of award-winning health educators. The recipients will be named in April and recognized at Commencement in May.

— Educators Academy

Eighth Teach the Teacher Symposium Held in January

The eighth annual *Teach the Teacher Symposium*, co-sponsored by the College of Medicine and the Educators Academy, brought together many UAMS faculty members on Jan. 27.

The event featured Larry Gruppen, Ph.D., University of Michigan School of Medicine, who offered a framework for faculty to think about the learning environment and how to improve all aspects of it. Forty-six UAMS colleagues welcomed Gruppen for the event, which also showcased a poster display. An additional 35 colleagues and five students participated in scholarship activities and as an author on one or more of the 17 posters on display. Another four colleagues facilitated two workshops, one on getting students ready for clinic and the second on ways to improve a hypothetical course.

— Educators Academy

Higher Learning Commission

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University of Arkansas for Medical Sciences

also will be conducted with a number of campus groups including faculty, students and staff.

University accreditation is crucial to an institution's growth, and if done correctly can lead to major improvements in the university's structure. Improvements from the last accreditor's site visit report include implementation of the integrated Gateway for UAMS Students (GUS) information system that allows students to self-register and view financial and degree information in a real time format. The GUS system also allows the campus faculty and administrators to track enrollment trends to better serve the state and university mission. Another improvement that was a direct result of the 2007 accreditation visit was creation of the Student Success Center and the Writing Center, which UAMS will use as its quality initiative for this accreditation project.

Accreditation is a peer-review system allowing universities and colleges to maintain professional standards while fulfilling their individual missions and adhering to federal guidelines.

The HLC site visitors to UAMS are from a variety of related fields. The four scheduled to participate in the site visit are:

- (Committee Chair) Tamera S. Jahnke, Ph.D., dean and faculty member of the College of Natural and Applied Sciences at Missouri State University
- James Michael Moser, M.D., M.P.H., professor of epidemiology at Kent State University
- Mary Lee, Pharm.D., vice president and chief academic officer for pharmacy and optometry education at Midwestern University
- Vincent J. Loffredo, Ed.D., vice chancellor for student services at the University of Kansas Medical Center



UAMS has been diligent in providing opportunities for Arkansans and especially UAMS personnel to weigh in on the accreditation process. In April 2016, UAMS conducted an institution-wide survey asking all UAMS employees, students and faculty their opinions of UAMS. Last October, UAMS opened up a third-party comment section and placed a statewide advertisement in the *Arkansas Democrat-Gazette*, inviting comments from any person in the state on any aspect of UAMS. During the period of Feb. 6-15, UAMS invited students to participate in a survey conducted by the Higher Learning Commission to better understand the level of student engagement and satisfaction.

The April site visit will culminate an 18-month project that involved students, faculty and top-level administrators to produce a self-evaluation and assurance statement made available to all university employees and students for comment. People included in the writing of the assurance statement were selected from all of the colleges and key university divisions including finance, compliance, information technology and research. More about the accreditation process and information can be found by going to hlc.uams.edu.

For more information about the site visit and the accreditation process, contact Jeffrey DeSantis, program manager for accreditation in Academic Administration, at jjdesantis@uams.edu or (501) 526-7696.

— Academic Administration

Educational Development News

- Office of Educational Development

OED eLearning Team Offers Training on Blackboard for Spring 2017

There were 927 Blackboard courses generated by GUS for Spring 2017 and 160 Blackboard Community shells created by various departments and colleges during the same period.

The OED eLearning team continues to offer Brownbag trainings on Blackboard and related electronic tools for spring. These 50-minute long Brownbag sessions are offered during lunch on Tuesdays and Thursdays.

March 7	Testing in Blackboard
March 9	Grade Center Basics
March 14	Grade Center Advanced
March 16	Copy course material for summer Bb courses
March 28	Goals & Alignments in Blackboard

These trainings are offered as either hands-on in the Shorey Conference Room (S/16) or by Collaborate links to individual desktops. To secure a spot, please RSVP CarleMarthaH@uams.edu.



From the OED Instructional Design Team: **Presentation Essentials Online Course Launched Feb. 1**

"*Presentation Essentials: Making it awesome for your audience*" is a new online, self-paced course in Blackboard. The course is free and open to all students, faculty and staff.

The course focuses on developing competencies in four essential elements of effective presentations: effective design, participant engagement, credibility and professionalism.

The narrated, interactive lessons and estimated completion times are:

- Intro to the Four Essentials (10 minutes)
- Designing Your Presentation (30 minutes)
- Designing Your Slides (30 minutes)
- Delivering Your Presentation (20 minutes)

Participants can earn a badge for completing the Pre-Test in Lesson 1 and for each lesson's Knowledge Check quiz. Earn all four badges and get a course certificate. The first participant to earn a course certificate will win a copy of Matt Carter's book, "*Designing Science Presentations*."

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Office of Educational Development News

OED Supports Faculty in Moving to Blended and Online Instruction

The Office of Educational Development (OED) Instructional Design team is now collaborating with two departments in the College of Health Professions to move some classes online.

Lisa Ferris and Bonnie Kenney, OED instructional designers, are working with Mary Ellen Nevins, Ed.D., professor in the Department of Audiology and Speech Pathology in the College of Health Professions (CHP), to redesign the course Introduction to Auditory-Based Intervention: Listening for Language Learning and Literacy.

A stepped design approach has taken the classroom-only course to the current blended version in which students complete classwork for even-numbered weeks online. The goal is to create a completely online version in the fall. A rewarding challenge is to translate the creative classroom activities and assignments to online versions that achieve the same learning objectives. A mid-semester focus group will be held with students to assess satisfaction with the course design and delivery.

Find Instructional Design online:
[educationaldevelopment.uams.edu/
instructional-design](http://educationaldevelopment.uams.edu/instructional-design)

The instructional design team also is working with CHP's Department of Dental Hygiene to move its Oral Embryology and Histology course online in the fall.

Presentation Essentials

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Coaching and feedback sessions are available upon request to participants who have completed the course. The coaching sessions will provide feedback to participants who have upcoming presentations or who want to practice their skills.

Developed by the Office of Educational Development, the Presentation Essentials course evolved from an online pilot created in 2014 for fellows in the Regional Programs. Faculty and staff from across the campus have provided content, design input and technical support.

To access the course:

- Login at <https://uams.blackboard.com>
- Go to My Communities tab>Community Catalog>Self-Enrollable Communities
- Find the Presentation Essentials course. Hover over the OED_PresSkills101Org ID, click on drop-down menu, and click Enroll.

Questions, feedback, or need help? Contact Lisa Ferris, Office of Educational Development, at lgferris@uams.edu.

Provost's Book Club is a Real Page Turner

- Office of the Provost

A book club organized by the provost is sparking interprofessional discourse on issues from leadership to patient- and family-centered care.

The Provost's Book Club was started in the fall 2016 to foster interprofessional opportunities for faculty and staff development, to build leadership skills and teamwork, and to improve cultural awareness and sensitivity. Provost Stephanie Gardner, Pharm.D., Ed.D., said book clubs have been a catalyst for promoting university-level discussions and collegial interaction.



Members of the Provost's Book Club discuss "Better."

"So far, the book club sessions have produced wonderful discussions among our faculty and staff — some of whom had never met previously," Gardner said.

With 88 members, the book club far exceeded expectations for participation (the initial goal was 50). Book club members include faculty and staff from all colleges and the graduate school.

Five books were selected for the first year of the club, based on recommendations from UAMS leaders. One-hour small group sessions are held every two-three months to discuss a book. Joining Gardner as small group leaders are Nicki Hilliard, Pharm.D., M.H.S.A., a professor in the College of Pharmacy, and Mary Ellen Nevins, Ed.D., a professor in the College of Health Professions.

The books discussed so far include:

- "[Strengths Finder 2.0](#)" by Tom Rath, — About developing and applying one's natural talents
- "[Tribal Leadership](#)" by Dave Logan, John King, and Halee Fischer-Wright — About leveraging the power of groups to build a thriving organization
- "[Better](#)" by Atul Guwande — About improving our health care system and patient care through diligence, doing right and ingenuity

Wilbur Hitt, M.D., associate professor in the College of Medicine, said "Better" has been his favorite book so far. "It really looks deep at some uncomfortable topics," said Hitt, who said the book club has been a good source of personal and professional development.

"My favorite thing about the book club is being able to constructively interact with people from all over UAMS in a relaxing atmosphere," he said.

Upcoming books are "[Make it Stick: The Science of Successful Learning](#)," about lifelong learning and self-improvement; and "[Blind Spot](#)," which explores hidden biases we all carry. Following discussions on the last book, there will be another sign-up period for a new year of books.

IPE Awards Inaugural Small Grants to Promote Collaborative Practice **- Office of Interprofessional Education**

The Office of Interprofessional Education (IPE) recently announced awarded five grants totaling just over \$36,000 in its inaugural IPE Small Grant Program.

The IPE office established the program to promote interprofessional education and collaborative practice at UAMS. The call for submissions in fall 2016 asked for proposals that stimulated scholarship of interprofessional collaboration, in areas of clinical care, education or research.

A panel that included the provost, the three IPE directors, the chair of the IPE Research Subcommittee and additional faculty members representing the UAMS Integrated Clinical Enterprise (ICE) reviewed the submissions. The grants were announced in January.

Grant awards (and principal investigators) for submissions focused on collaborative practice included:

- An Innovative, Interprofessional Education and Training Platform to Increase Hand Hygiene Compliance at UAMS, PI: Jennifer Hunt, M.D. (\$6,000) (*See related article, Page 9*)
- Geriatrics-Focused Interprofessional Training (G-FIT) in the Patient Centered Medical Home (PCMH), PI: Paula Podrazik, M.D. (\$10,900)
- Syphilis Testing Result Education and Counseling Simulation, PI: Leticia Catalina Núñez Argote, M.P.H., CPH, MLS (\$5,800)

Grant awards (and principal investigators) for submissions focused on interprofessional education included:

- Interprofessional education curriculum development to enhance communication skills among health professionals interacting with transgender and gender nonconforming patients, clients and community members, PI: Julie Ginn Moretz (\$10,900)
- Research Advocacy Simulation — A learning activity that highlights the role of basic science research in UAMS' mission of advancing knowledge in areas of human health and disease and translating and accelerating discoveries into health improvements, PI: Mari Davidson, Ph.D. (\$2,500)

The Office of Interprofessional Education intends to make the grant program yearly, with another call for submissions anticipated this fall.

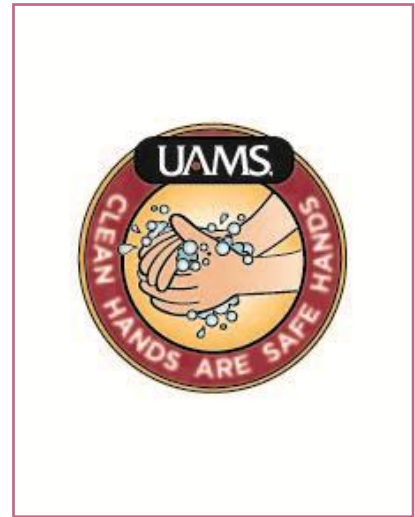
UAMS Kicks Off Hand Hygiene Campaign

- Center for Patients and Families

UAMS Integrated Clinical Enterprise (ICE) Leadership has set the bar high in striving to be *the safest and most effective medical center in the world*. When anyone comes to UAMS for treatment, they need to be confident that we will take care of them in the safest, most effective way that we can.

Proper hand hygiene is regarded as one of the most important and effective infection control activities to keep people safe. Regular hand washing is one of the best ways to remove germs, avoid getting sick, and prevent the spread of germs to others. It's quick, it's simple, and it can keep us all from getting ill. Effective hand hygiene is the single most important, simplest, and least expensive means of reducing Hospital Acquired Infections (HAIs) and the spread of antimicrobial resistance.

Studies show that in most health care institutions, adherence to recommended hand-washing practices remains unacceptably low, rarely exceeding 40 percent — which is currently the UAMS hand-washing rate on the inpatient units. Steppe Mette, M.D., ICE chief clinical officer, said, 'If you were a patient at UAMS and the hand hygiene rate was at 90 percent, would you want the 10 percent of people who do not clean their hands taking care of you?'



Studies show that in most health care institutions, adherence to recommended hand-washing practices remains unacceptably low, rarely exceeding 40 percent — which is currently the UAMS hand-washing rate on the inpatient units.

According to the World Health Organization (WHO), hand washing should become an educational priority. Educational interventions for health professions students should give clear evidence that health care workers' hands become contaminated with pathogens upon patient contact and that alcohol hand rubs are the easiest and most effective means of decontaminating hands. Hands may become contaminated by simply touching the patient's skin or inanimate objects in patients' rooms or during "clean" procedures like recording blood pressure. The important aspect of role models for students, whose adherence is strongly influenced by their mentor's attitude at the bedside, is important in molding their behavior.

Jennifer Hunt, M.D., chief of medical staff and chair of the Hospital Medical Board, is leading a group from different areas of the hospital and institution that are focused on increasing our hand hygiene rates. The group is looking at approaches to increase compliance, provide education about hand hygiene, and recruit more hand hygiene observers to gather data, etc.

To kick off this hand hygiene emphasis, Hunt's taskforce will be sponsoring a Hand Hygiene Week next month. This will include a special breakfast for all staff, information about hand hygiene, drawings for door prizes, and "goodies" for everyone. Be on the lookout for specific information. Hand hygiene affects all of us—*Clean Hands are Safe Hands*.

The hand hygiene project was funded in part through the Office of Interprofessional Education's news Small Grant Program (see article, page 8).

Section 1557 of the ACA: What Does this Mean for Our Patients? - Center for Children and Families

Section 1557 is the non-discrimination provision of the Affordable Care Act (ACA) prohibiting discrimination on the basis of race, color, national origin, sex, age, or disability in health programs or activities that receive Federal financial assistance or are administered by an Executive agency or any entity established under Title I of the ACA. It is the first civil rights statute specifically addressing non-discrimination in the health care industry and the first civil rights statute to prohibit discrimination on the basis of sex in health care. Section 1557 prohibits both intentional discrimination and unintentional discrimination.

Health care organizations must communicate non-discrimination policies in specific ways. UAMS is addressing this in the following ways:

- Non-discrimination notification placed on posters throughout UAMS in English and “taglines” in the top 15 languages spoken in Arkansas. Taglines provide contact information so the individual can receive additional assistance
- Notice of non-discrimination providing information for those with limited English proficiency (LEP) that includes the availability of language assistance services, free of charge, in the top 15 languages spoken in Arkansas in identified materials such as the Patient Handbook, patient appointment letters, and other specified documents
- Health System website is updated with the non-discrimination notification and the “taglines” providing information in the top 15 languages spoken in Arkansas.
- This also includes information about providing qualified sign language interpreters, free language services to people whose primary language is not English, and written information in other formats (large print, audio, accessible electronic formats, other formats).

Additional Information:

- Discrimination “on the basis of sex” is defined to include, among other requirements, pregnancy, sex stereotyping, and gender identity
- The final rule modifies some of the proposed requirements for language assistance for individuals with limited English proficiency (LEP) and accessibility and effective communication for individuals with disabilities
- Section 1557 requires notification of grievance procedures for responding to any discrimination complaints
- Education and training of providers and staff is required.

Non-English Languages Used in Arkansas:

Rank	Language
1	Spanish
2	Vietnamese
3	Marshallese
4	Chinese
5	Laotian
6	Tagalog
7	Arabic
8	German
9	French
10	Hmong
11	Korean
12	Portuguese
13	Japanese
14	Hindi
15	Gujarati

*Released by the U.S. Department
of Health and Human Services,
Office for Civil Rights*

New Year, New Staff and Center for Health Literacy Update **- Center for Health Literacy**

In January, the Center for Health Literacy (CHL) welcomed a new staff member and a student to the team. The center's research efforts continued, celebrating successes and new collaborations.

Caballero Joins Staff and New Student Arrives

Alison Caballero, M.P.H., CHES, CRS, joined CHL as the new director for strategic planning and new business development. In her previous role as a senior development officer at Arkansas Children's Hospital Foundation, she was responsible for seeking and leveraging philanthropic partnerships in support of the hospital's mission. Alison is a certified health education specialist and a certified research specialist with a bachelor's degree in health education from the University of Central Arkansas and a Master of Public Health degree from the UAMS College of Public Health.

This semester CHL also welcomed Latasha Moore, a new preceptorship student from COPH's MPH program. LaTasha is the first student for the general health literacy preceptorship, in which she will learn about health literacy best practices and assist with CHL programs and services such as field testing, the plain language program and training.

Research Marches On

The CHL research team continued projects started in 2016 and began new collaborations and studies to expand the scope of the Center's work. All planning activities for the National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Diseases RO1 grant, "Health Literacy Intervention to Improve Diabetes Outcomes among Rural Primary Care Patients" have been completed, and the implementation phase is ongoing with recruitment and enrollment at six regional clinics. CHL Executive Director Kristie Hadden, Ph.D., and the research team will continue this pragmatic trial through February 2020.

The research collaboration of CHL, Translational Research Institute and the Institutional Review Board on improving readability of informed consent forms continued with a focus group to test the usability of a plain language-informed consent template with UAMS patients who have low health literacy (identified by responses to a screening question stored in Epic). An abstract for this project has been submitted to the Translation Science 2017 conference for a poster presentation.

Research Partnerships with Emergency Medicine, Orthopaedic Surgery

The Center partnered with the Department of Emergency Medicine on the research project, "Developing and Testing a Health-Literate Patient Decision Aid for Chest Pain." Following tool development using health literacy, plain language and numeracy best practices, the patient decision aid was vetted with patients who visited the ED and were identified as having low health literacy. The second phase of the project, "The Implementation of a Health-Literacy Patient Decision Aid for Chest Pain in the Emergency Department," is underway.

In addition to the "Assessing Health Literacy in Joint Academy Patients" study with Lowry Barnes, M.D., chairman and professor in the Department of Orthopaedic Surgery, Hadden is co-PI with David Bumpass, M.D., assistant professor in the Department of Orthopaedic Surgery on a project titled "Investigating the Health Literacy Demands of the SRS-30 for Patients with Low Health Literacy." The research team will qualitatively evaluate how patients complete the drawing item on the SRS-30 both without and then with assistance. Quantitative analysis will include readability assessment of the tool.

Campus Life and Student Support Services

- Student Services

Associated Student Government

The Associated Student Government (ASG) sponsored a 'no-sew blanket' community service project in February at the Student Center.

Students from all colleges joined in to craft blankets for the Little Rock homeless community. If you've never participated or seen one of these blankets constructed, it's quite an amazing sight.

Most students worked in groups of two and completed their blankets in about 30 minutes. Although ASG selected this activity as their community service project last year, students saw it as a significant opportunity to provide a tangible resource for needy Arkansans and adopted it again as an Annual Day of Service project. The project concluded with a total of 24 blankets completed and delivered to the downtown homeless community.

--Nakia Dedner



Students assembling blankets.

Student Activities and Events — Breakfast at Boulevard

Campus Life started the spring semester in January by sponsoring a Welcome Back breakfast for students. Fresh coffee and pastries from Boulevard Bread Company were a great way to start a Friday the 13th.

We salute the more than 100 students who woke up early to enjoy breakfast at the Student Center. Our Student Center work study student, Cortni Hicks, got up early and brought her friend Rachel Briggler to take advantage of the delicious treats.



Students (left) enjoy breakfast pastries at the Student Center. (Above) Cortni Hicks (left) and Rachel Briggler pause for a photo.

Student Center



The Student Center continues to be a popular place to meet study partners, compare notes, grab lunch from Boulevard Bread and hang out between classes. Students remark that the Student Center gives them a break away from the classroom environment. They rave about being able to sit in the sunshine and study. It has become a comfortable "living room" type setting for students from all colleges.

Intramural Sports



(Above) Intramural Basketball season started out in full-court swing with 12 teams battling it out to be champion. This season a collaborative relationship was established for the games to be played at UA Little Rock. The competitive spirit of UAMS students make all of the games exciting and intense. (Right) Paul Drake, College of Medicine senior and intramural co-director, and Vanessa Lewis, student services manager.



Means Joins Student Services as Title IX/ADA Coordinator

- Division of Student Services

Liz Means recently joined the Division of Student Services as the Title IX/ADA coordinator, serving as a central contact for students needing accommodations related to a disability and as a resource on Title IX.

The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. Title IX of the Education Amendments Act of 1972 states that no one should be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance based on gender.

Liz previously served as director of disability services at Arkansas Tech University (ATU) in Russellville. She has a bachelor's degree in Rehabilitation Science from ATU and a master's degree in Rehabilitation Counseling from the University of Arkansas.



Liz Means

"Centralizing these resources will enable UAMS to more effectively serve our students and faculty," said Means, who added that early plans include implementing a new policy and process for disclosing ADA requests or Title IX complaints to a central office, along with developing a website of resources available. She also will develop ADA/Title IX training modules for students, faculty and staff.

She traced her interest in the subject of disability discrimination and equal access to an ethics class she took while studying rehabilitation counseling. "It helped me understand on a much deeper level how our society marginalizes people with disabilities," she said. "People with disabilities are not looking for preferential treatment; they simply want an equitable chance to succeed."

For more information, contact her by email at EAMeans@uams.edu or call (501) 526-5641.

Teaching with Technology Symposium Set for July 20

- UAMS Library

The 12th Annual Teaching with Technology Symposium will be July 20–21 in the Wilson Education Building.

Please consider being a participant at any level. Attend the symposium (watch for registration information soon). Better yet, share your expertise in using technology to enhance education with other educators, administrators and support units around the state and region.

You can share a poster; give a quick 10-15 minute lightning presentation, a 45-minute presentation, or a 1.5-to 2.5-hour workshop.

For more information, contact Jan Hart, MLS, Ed.D, director of library operations in the UAMS Library, at hartjanicek@uams.edu or (501) 686-6751. More information on the event also is available online at <http://twtsymposium.com/call-for-proposals/>.

Standardized Patient Profile: Véronique Odekirk

- Simulation Education

Tell us about your career/life other than your SP work.

I was born in the western part of France. I have been in this country for about 30 years and I became a dual citizen in 2008. I have lived in Indiana, California, Alabama. Arkansas has been my state for 23 years. I love our state. It is a very beautiful place. If I could change something, I would do away with the high humidity and all the bugs in the summer!

Today, I am a French interpreter and translator. I love accompanying foreign visitors of the State Department to different US cities and interpreting their meetings. I also interpret in court. I was previously an instructor at UCA and at Hendrix, among other jobs.

What is your favorite thing about being an SP?

I really like my fellow SPs. I like the idea of helping our future doctors and pharmacists acquire good bedside manners. The students seem to really appreciate the feedback we give them that they cannot get in the classroom.



Véronique Odekirk

What is your least favorite thing about being an SP?

Having a student be so nervous that they tremble and their voice shakes but not being able to make them feel better.

What is your biggest reward about being an SP?

Seeing how students appreciate the feedback which proves the value of the program.

What have you learned about being a patient because of the work you do?

I was very surprised to realize that my doctor and my pharmacist need to know about the vitamins and supplements I take. I had not fully understood how much they can interfere with medication. Taking medication at the correct time makes a difference, like cholesterol medicine that needs to be taken at bedtime because our body makes cholesterol at night.

Book Adoption Process with the UAMS Online Bookstore

It is time for faculty to select books for both Summer and Fall 2017 courses. All courses for the summer semester should be available by March 1. Fall courses should be available by mid-March. The state-mandated deadline for course adoptions is April 1.

Through UAMS's Online Bookstore, <http://www.uams.textbookx.com/>, faculty will be able to quickly select books for their courses. Please be sure that you are choosing the correct term since both summer and fall terms will be available.

If you did not participate in the process for spring courses, there is a six-minute video and a instruction guide available to download at <http://libguides.uams.edu/onlinebookstore>. Look for the "Faculty" section for the links.

UAMS faculty can sign into the portal by using their UAMS login and password. However, for security reasons, only those assigned as the Primary Instructor for course adoptions in GUS will have the rights to adopt course material for a given course. Need help? Call Joanna Delavan at (501)686-5464 or email jdelavan@uams.edu.

UAMS Library News

Blake Joins Library as Clinical Services Librarian

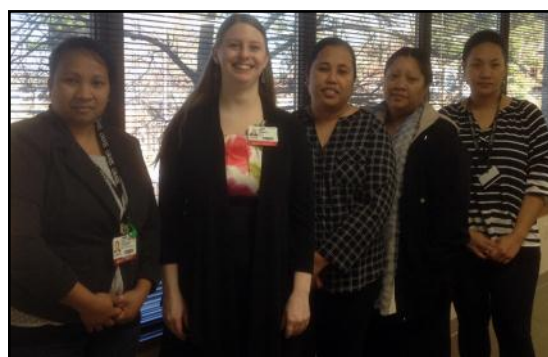
Lindsay Blake recently joined the UAMS Library as its first dedicated Clinical Services Librarian. Lindsay is quickly integrating into medicine's curriculum program and has started rounding with family medicine physicians. Her previous position was as clinical librarian at the Greenblatt Library at Augusta University. She also has been elected to the office of Program Chair-Elect, to be followed by a year as Vice Chair for the Southern Chapter of the Medical Library Association (MLA).



Lindsay Blake

UAMS Library Assists Marshallese Outreach Project

The Library has worked on an outreach grant, *Targeting the Displaced Marshallese Community in Arkansas for Raising Awareness of Health Information Resources*. Using a train-the-trainer model, this project aims to increase awareness of health and science resources from the National Library of Medicine for the Marshallese population in Arkansas and health professionals who provide those services. On Feb. 24, **Alice Jagers** and **Susan Steelman** facilitated two classes at the UAMS Northwest Campus in Fayetteville. A highlight was learning of medical information on MedlinePlus in the Marshallese language. *This project is supported in part or in full by funds through the NIH's National Library of Medicine under award number UG54LM012345 with the University of North Texas Health Science Center. Content is the responsibility of the authors and does not necessarily represent the official views of the NIH.*



Pictured from left are Terry Takamaru, Alice Jagers, Morda Netwon, Rotha Mejbon-Samuel and Wana Bing.

Library Accolades, Publications

Lindsay Blake, clinical services librarian, was invited to present at Alabama's new osteopathic medical school in Dothan, Alabama, Feb. 6-8. She presented her work with first- and second-year students to the school's clinical and basic science faculty and staff. The presentation focused on librarian-designed projects for students that integrated evidence-based medicine as well as health literacy into hands on team-based activities. The first-year exercise involved role-playing difficult conversations with patient and the second-year exercise had students practice taking a patient history and walking students through clinical resources.

Libby Ingram and **Susan Steelman** recently published an article in the *Journal of Hospital Librarianship* showcasing the UAMS Library's highly successful program with the Central Arkansas Library System (CALs). The Library is a pickup/return site for CALs materials. Books and videos arrive at the UAMS Library twice a week for pick up. Check out their article: "*Academic Health Sciences Center Library Bridges Gap to Non-Medical Life Long Learning Resources Through a Symbiotic Relationship with a Public Library System*" *Journal of Hospital Librarianship* 2017 Feb; 17(1): 30-41. doi: 10.1080/15323269.2017.1260437 For information on how to use the CALs service through the UAMS Library, please contact the Circulation Desk, (501)686-5980.