

Division Accolades

Mary Ryan, Associate Provost for Student Services and Director of the UAMS Library, recently completed a four-year term on the NIH National Library of Medicine Board of Regents. Mary was one of only two health sciences librarians on the Board, and she served as chair of the Board's Subcommittee on Outreach and Public Information for the past two years.

Dewayne Allen, Healthcare Simulation Educator in the Simulation Center, completed advanced training in the design, maintenance and repair of the computerized human simulators.

Jean Chen, Assistant Director of Institutional Studies, was the winner among more than 100 participants in the UAMS Fitness Center's Annual UAMS Summer Me Challenge, receiving a one-year membership to the UAMS center.

UAMS Librarians **Susan Steelman**, Head of the Education & Reference Services, and **Sheila Thomas**, Research & Clinical Search Services Coordinator, had an article published in the Journal of the Medical Library Association's July issue.

Message from the Provost

Welcome to the beginning of a new academic year. The division of academic affairs works continuously throughout the year and things can be even busier during the summer. However, there are fewer students and faculty present on the campuses (Little Rock and Northwest) during the two months between Commencement in May and fall registrations, the majority of which occur in August. It excites me to see new and returning students and faculty – fresh (and younger) people smiling with excitement, and likely a bit of anxiety - as they begin healthcare professions degree programs or new careers. My office and the over 100 people in the division of academic affairs have prepared for months for the new academic year; it appears to have started very smoothly. Returning students and faculty



--continued on page 2

Departments within the Division of Academic Affairs

Enrollment Services and Academic Administration

- [Academic Administration](#)
- [Commencement](#)
- [Office of the University Registrar](#)
- [Institutional Studies](#)

Society and Health

- [Office of Interprofessional Education](#)
- [12th Street Health and Wellness Center](#)
- [Office of Global Health](#)
- [Center for Patients and Families](#) (on-campus only)

Student Services

- [UAMS Library](#)
- [Campus Life and Student Support Services](#)

Teaching and Learning Support

- [Office of Academic Services](#)
- [Centers for Simulation Education](#)
- [Office of Educational Development](#)

[Arkansas Commission on Child Abuse, Rape and Domestic Violence](#)

Message from the Provost Continued from page 1

will notice improved and more modern classroom technology, which is part of a \$1.4 million dollar upgrade that will be completed during the year.

This quarterly newsletter is one of the primary ways we communicate about campus-wide academic support to students and faculty. This issue features information from each of the twelve offices/centers within the division and descriptions about a few recent activities as we begin this new year. Best wishes for a successful year.

--Jeanne Heard

Announcements

Nominations Sought for Chancellor's Teaching Award - Office of Educational Development

Nominations and applications for the *Chancellor's Teaching Award* will be accepted beginning October 1, 2014, in the category of **Teaching Excellence** or the category of **Society and Health Education Excellence**. The recipient in each category will receive \$10,000. The application guidelines will be available online at <http://educationaldevelopment.uams.edu/edacad/headlines-and-happenings-in-educators-academy/> beginning September 1, 2014. The deadline for submission is December 31, 2014, 5:00 p.m.

-- Laura Smith-Olinde

25Live: A New Scheduling Tool for UAMS

- Office of Academic Services

The Office of Academic Services (OAS) is pleased to announce the rollout of *25Live* as the campus room scheduling tool. This new tool, which builds on our *R25* legacy system, has many enhanced capabilities that greatly improve our ability to meet the scheduling needs of the campus.

Requestors will log in to *25Live* to complete the new scheduling form. OAS understands that there will be exceptions, but the goal is to have all requests submitted via *25Live*.

The OAS staff realizes that this is a change in procedure, but don't worry, the staff is here to help you with this transition, call 501-686-5575.

Instructional tutorials can be found under *Request a Room* on OAS' website: <http://oas.uams.edu/>.

- How to Request an Event
- Conducting Searches
- Event Approval Process

The 25Live login to request a room is [https://reserve-a-room.uams.edu/25live/#home_my25live\[0\]](https://reserve-a-room.uams.edu/25live/#home_my25live[0]). Mozilla Firefox and Google Chrome are the recommended browsers for *25Live*.

--Susan Carter



Student Services

The Academic Affairs Student Services subdivision is composed of three departments – the Library, the new Student Success Center, and Campus Life and Student Support Services. Effective July 1, 2014, Student Financial Services (SFS) moved from the Academic Affairs division to the Finance division, and Gloria Kemp remains in charge of SFS. Information about the student services subdivision is provided below.

Library

The mission of the UAMS Library is to provide services, information resources, and facilities that support the education, research and clinical care missions of UAMS. The following is a summary of the Library's 2013/14 annual report, which is available at <http://library.uams.edu/library-info/library-annual-report/>.

Services – Ongoing services included providing reference services and nearly 300 mediated database searches for researchers, clinicians, etc.; providing support for researchers to comply with the NIH Public Access Policy (the UAMS compliance rate rose from 87% to 94%); borrowing 3,275 requested items from other libraries; answering over 125 copyright questions for instructors, authors and students; providing "window of time" and special testing facilities and administering 900 tests to 11,319 students; maintaining subject portals on the Library's website; providing orientations and teaching regularly scheduled and drop in classes on a variety of information topics; coordinating several historical exhibits, a lecture series and an annual history dinner; and hosting a book signing for *Fiat Flux: The Writings of Wilson R. Bachelor, Nineteenth-Century Country Doctor and Philosopher*. New services instituted during the year include a pick up and drop off service for public library (CALs) materials needed by UAMS employees and students, and stress-reducing dog therapy sessions for students around exam times. Plans were made to provide up to 20 free interlibrary loans per student beginning July 1 and to open the Library at 1pm instead of 2pm on Sundays effective August 1, 2014.



New Library Circulation Desk

Information Resources – The Library provides access to nearly 4,000 online journals, about 100 databases, and thousands of print and online books.

Physical Facility – A variety of study, collaboration and meeting spaces are provided in the Library, a 44,000 square foot facility in the Education II building. Equipment provided for public use includes 115 computers, several scanners, color printers and photocopiers, large monitors, and a portable IVN teleconferencing unit. Improvements made during the 2013/14 academic year include the following: the elevator was renovated for quieter and more energy efficient operation; the circulation desk was replaced with a smaller, more efficient one, and a canopy was added above the desk to cut down on

--continued on page 4

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, Joanna Delavan
jdelavan@uams.edu

Library and Student Services

Continued from page 3

noise; journal stacks were removed from the east side of the second floor and lights added to create a new study space; additional security cameras and panic buttons were installed in several locations; new people-counting devices were added at all entrances to improve the tracking of facilities use; and 12 special testing/individual study rooms were constructed in the NW corner of the 3rd floor.

Student Success Center

A new Academic Affairs Student Success Center will open on the 3rd floor of the Library in October. The Center will provide academic assessment and tutoring services, a writing center which will provide support for improving writing skills, a studio where students and faculty can practice presentations and record lectures, and a testing center for "window of time" and special testing. Center staff will provide technology support for students using laptops and mobile devices, scanners and other equipment. A website will be developed to enable students to easily find information about many student services, and to link to many information resources, such as tutorials, question banks for exam preparations, and other educational materials. More details will be provided in the next issue of the newsletter.

Campus Life and Student Support Services

The Campus Life and Student Support Services Department is responsible for the following:

- Providing campus housing for students and guests of UAMS
- Planning and organizing intercollegiate activities for students
- Overseeing and coordinating the student government association, intramural sports program, and student health insurance

More information about student activities is provided in the following article and on page 11.

--Mary Ryan

Move In Day!



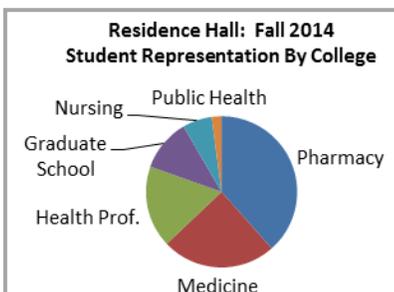
Chance Cash, COP1 with his mom Karen Qualls, Bald Knob, AR

Campus Life and Student Support Services

The first two weeks of August was a very busy time at the housing office as new and returning students arrived at the Residence Hall. Students traveled long distances to live and study at UAMS. Some students and their families drove from Florida, California, and Maryland. Others traveled from as far away as Canada, China, and Indonesia for the unique learning opportunities offered at UAMS.



Rebecca Elinger, COM1 with her parents Dr. and Mrs. Witztum, San Diego, CA



Campus housing offers safe, convenient, and affordable accommodations for UAMS students. Every effort is made to ensure that the Residence Hall provides a relaxed atmosphere that fosters friendships, learning, and interprofessional connections.

--Cheri Goforth

Teaching and Learning Support

The Academic Affairs Teaching and Learning Support Subdivision of Academic Affairs includes three primary groups - the Office of Academic Services, the Office of Educational Development, and the Centers for Simulation Education. Each of these groups sponsors multiple programs to provide key support to our faculty and students in their educational pursuits. Support is provided to all five UAMS colleges, the Graduate School and, to a limited degree, the University Hospital and other facilities.

OFFICE OF ACADEMIC SERVICES (OAS)

OAS includes three support departments: Room Scheduling, Laboratory Support, and Instrumentation Repair.

- **Room Scheduling** coordinates scheduling of academic spaces across campus. These spaces include teaching auditoria and classrooms, the active learning center, meeting rooms, and exhibit foyer areas that are in the primary educational buildings of campus. Over 75 spaces ranging in size from 10 to 335 seats are available for use across the campus. These spaces house a variety of technology used for classroom presentation, lecture capture, and interactive video needed to meet UAMS's educational mission.
- **Laboratory Support** includes 8 wet labs that are equipped to meet the educational needs of UAMS teaching programs. In addition, Lab Support manages 6 computer labs that range in size from 30 to 200 workstations. All spaces have internet connectivity. Laboratory support personnel assist faculty in identifying resource needs and implementing educational activities in these various spaces.
- **Instrumentation Repair** provides scheduled maintenance and repair for the myriad of technical equipment used in the teaching laboratories.

OFFICE OF EDUCATIONAL DEVELOPMENT (OED)

OED provides consultative services designed to assist faculty and students with the special teaching and learning demands of health professions' programs. Support and development opportunities are offered in multiple domains, including curriculum and instructional design, eLearning and classroom learning management tools, educational measurement and research, and program evaluation.

- OED provides **faculty development** opportunities such as step-by-steps, webinars, seminars and workshops on a variety of topics pertaining to teaching, instructional design, learning, and evaluation. These development activities are targeted at the college, department and individual faculty level. A major focus of OED's faculty development efforts is the development/use of self-instructional materials for faculty development. In addition to these individualized activities, OED sponsors the following two programs to provide faculty more extensive support:
 - **Educator's Academy** is a new program designed to encourage and support quality education by all faculty across the institution through faculty development and mentoring. The program is currently being designed by a steering committee of representatives from all colleges and the Graduate School. The Academy administers the Chancellor's Teaching Award and recently sponsored its first Annual Teaching workshop. It will also be a key component in developing faculty who participate in interprofessional education curriculum currently being developed. For more information, contact the director, Dr. Laura Smith-Olinde at Iso@uams.edu.

--continued on page 6

Teaching and Learning Support

Continued from page 5

- **The UAMS Teaching Scholars Program** develops the educational and scholarly skills of faculty through an intensive one-year seminar series, mentored educational projects and collaborative interprofessional interactions among faculty. Any UAMS faculty member is eligible to apply, provided their supervisor or chair approves their participation. There is no fee, but there is an application and selection process. Applications are solicited during the summer months, and the program runs throughout the academic year from September–June. For more information, contact the program director, Dr. Carol Thrush at thrushcarolr@uams.edu or visit the website: <http://educationaldevelopment.uams.edu/teaching-skills/teaching-scholars-program/>.
- **eLearning** provides system administration for multiple educational tools in the classroom. Example tools include the Blackboard Classroom Learning Management System, Collaborate, Respondus, Respondus Lockdown Browser, GoSignMeUP, and EAC Outcomes. Along with collaborative partners from IT and each college, the OED eLearning team help assess needs, identify tools to meet these needs, and work to provide successful and effective use.

The eLearning team is available to either answer questions or provide seminars/workshops on topics such as choice of electronic tools and how they fit into the curriculum, determining objectives for potential applications, and use of tools to facilitate communication.

- **Instructional design** services are available to help faculty design, develop, and evaluate content and instructional materials. Applicable for classroom and online courses, these services include: designing instructional media and learning objects; developing courses, lessons, and interactive activities; aligning learning objectives, instructional strategies, and assessments; building templates for online course shells; and recommending tools and resources.
- **Educational Measurement, Program Evaluation, and Research:** Evaluation Faculty assist faculty in developing test plans (blueprints) that reflect the intended content of the course, writing items at different cognitive levels (e.g., rote memory vs. application), constructing objectively scored tests and performance rating inventories, using item analysis information to increase the reliability and validity of tests and performance ratings, and establishing grading policies.

The evaluation team regularly assists in developing and implementing course evaluations as well as program evaluation strategies for UAMS academic and grant-funded projects. The OED team assists faculty in designing and conducting research in many areas pertaining to teaching and learning. These activities include writing grant applications to secure extramural funding for these projects.

Centers for Simulation Education (CSE)

CSE is dedicated to patient safety and excellence in medical care through state of the art comprehensive education. The CSE trains health care professionals to provide safe, effective, confident, and compassionate care of patients in Arkansas and beyond. The Centers include:

- **The Clinical Skills Center** is a state-of-the-art facility for case development consultations, assessment, and teaching clinical skills. These facilities feature 14 fully equipped patient exam rooms, video and monitoring capabilities, and an observation room.

--continued on page 7

Teaching and Learning Supports

Continued from page 6

- **The Simulation Center** is dedicated to excellence in patient healthcare by advancing patient safety and improving multidisciplinary and interprofessional team performance through use of state-of-the-art simulation education. The mission is to train health care professionals to practice safe, effective, and compassionate care.
- **The Walker Student Clinical Education Center** is a state-of-the-art facility that features 6 exam rooms with video and monitoring capabilities, an observation room, a debriefing room and a room for learning specific procedural skills using partial task trainers.

More information about the Centers for Simulation Education is in the article below.

--Steve Boone

Centers for Simulation Education

Mission: The Centers for Simulation Education provide high-quality simulation for current and future healthcare professionals. *We are a resource for faculty, advocates for students and learners and in service to patients.*

The Centers for Simulation Education includes the following areas:

- The Clinical Skills Center – 8th floor of COPH
- The Simulation Center – G level of the old Hospital building (old ED)
- The Walker Student Center for Clinical Skills Education – UAMS NW Campus in Fayetteville
- Future – Mobile Outreach

With a staff of 13, this team oversees the simulation activities of the colleges and the hospital staff as well as curriculum in NWA Walker Center and a growing outreach program. The staff is assisted by a number of Standardized Patients (SP) that are lay people who are trained to portray patients. The healthcare students and healthcare professionals can practice on these SPs and then get real feedback from them in the form of a checklist and sometimes face-to-face feedback during a debriefing period. The other forms of patients used are high and low fidelity plastic and robotic manikins. These life-size manikins are programmed to breath, have a heart rate, a pulse, and open and close their eyes. A healthcare simulation educator is trained to follow a faculty member's cues in order to guide the manikin's physical responses through a life-like experience for any learner. With the use of one way glass, the staff can watch healthcare teams go through difficult simulations such as codes and allergic medication reactions. Any scenario imaginable is recreated in order to prepare healthcare workers to interact with their patients.

SPs are used in the first year of many healthcare professionals' education and all the way through their entire educational career. Once they are out of school, SPs and manikins can help healthcare teams be better equipped to deal with those not-so-easy and rare experiences they will encounter.

The Centers outreach program's aim is to assist other healthcare institutions develop their own simulation programs and to provide faculty development to outside programs. The Centers also do education using our manikins with practicing nurses and physicians who are aided by our UAMS physicians using the Interactive Video Network (IVN).

--Mary Cantrell

Summertime in the Labs

- Office of Academic Services



The Laboratory Support division of Academic Services has the opportunity to work with hundreds of young people each summer when they come to UAMS to participate in different learning experiences. Middle-schoolers to undergrads attend programs such as Pharmacy Camp, M*A*S*H (Medical Application of Science for Health), Bridging the Gap (high school students interested in a health career), HEALERS (Health Education Active Learning Experience for Regional Scholars), CHAMPS (Community Health Action in Medical Public Service), Pharmacy Preview Days, KIPP (Knowledge is Power) and SNAPhA (Student National Pharmaceutical Association).

These competitive programs are hosted by UAMS for up to six weeks in the summer. The students compound various pharmaceutical and cosmetic products which they get to take with them, as well as doing dissections and practicing medical procedures such as ECG's and splint application. Each of the laboratory staff have the opportunity to create these teaching labs and design the procedures. The program always get enthusiastic, positive reviews from the participants.

-- Susan Carter

Educators Academy Sponsors First Annual UAMS Teaching Workshop

- Office of Educational Development

The First Annual UAMS Teaching Workshop was held on August 5, 2014. The Workshop, sponsored by the Educators' Academy drew 100 participants from the Little Rock and Fayetteville campuses. There was great diversity among the attendees, with faculty members from every college. Over 50% of attendees had taught at the university level for less than 5 years, while 25% of the attendees had taught for 15 years or more. The Workshop was held in the Active Learning Center on the Little Rock campus with the Fayetteville faculty members attending via Interactive Video Network (IVN).



The day began with a well-received student panel. The students, one from each college, told attendees what teaching strategies were helpful to them and which strategies were less so. Other topics covered during the workshop included *10 Tips for Learner-Centered Course Design*, *Aligning Learning Objectives, Activities and Assessment*, *Active Learning Strategies*, *Student Assessment*, *Online Resources for Teaching*, and *Challenges Faculty Face from Students*. Some of the comments from attendees were "Repeat this session, I was fully engaged the entire day" and "...[have] discussion of what people have done in the classroom, what has worked but equally important what hasn't worked and why."

Beginning in September the Educators' Academy will sponsor *Faculty Conversations*. These one-hour sessions, designed to bring together faculty from all colleges, will have a defined focus, such as, *Active Strategies*, *Student Assessment*, or *Online Tools for Teaching*. Faculty who attend will be asked to share success and lessons learned from their own experiences as instructors.

-- Laura Smith-Olinde

Academic Administration and Institutional Studies

The Office of Academic Administration and Institutional Studies (AAIS) continues to play a pivotal role in the implementation of GUS (Gateway for UAMS Students), the new Student Information System (SIS). Assistant Provost Elizabeth Bard has played a key role on the Executive Steering Committee, working with the Project Leadership and Functional Area Teams, and many other factions across campus to define and implement this new integrated system. Gibson Garrett of AAIS is deeply involved with the project as well, coordinating, tracking and disseminating information to the Student Information Systems Teams, UAMS administration, cyber consultants, and the campus community. Garrett is spearheading the training effort for all areas and functional teams that will utilize the new ORACLE software, with a self-directed learning tool called User Productivity Kit (UPK). This software will be used to interactively document processes in key functional areas, and will allow users to learn independently using different methods (i.e., viewing a web page to see a task being completed, or reading the steps to accomplish a task). To stay abreast of developments with the Student Information System, which will be implemented in phases for the fall 2015 academic term, go to <http://sis.uams.edu>, or contact Garrett Gibson at GarrettGibson@uams.edu if you'd like to be added to the SharePoint site.

Much progress has been made in the effort to establish a central Registrar's Office for UAMS, which will become part of AAIS. The newly created Registrar's office will be located in the College of Health Professions, Building 2, with plans to migrate to the new space during the fall months. In addition to a new physical location which houses staff from the five colleges, there is a newly created website, and a Director of the Registrar's Office will come on board this fall. Julia Mays, Finance Manager for AAIS, has a key role in the reorganization process. Working closely with Assistant Provost Elizabeth Bard, Mays will assist in streamlining business processes between the colleges, Academic Administration, and transitioning to the new SIS system. The entire AAIS staff is grateful for Mays' support during the past year, prior to "officially" joining the team.

Dr. Jean Chen, Assistant Director of Institutional Studies, is working on a methodology for determining undergraduate and graduate retention rates for UAMS students. This information is critical for measuring and reporting student achievement data to the Higher Learning Commission. State authorization for distance education is another area of concentration in Academic Administration, and one which is ever changing, with little standardization currently in place across the country. A map is available, outlining the status of each state and those in which UAMS is currently authorized to operate, at <http://academicaffairs.uamsonline.com/state-authorization-of-distance-education/>

After a year-long apprenticeship, Dana Venhaus has officially taken over as Commencement Director, and the date for the 2015 ceremony has been set for Saturday, May 16th, 3:00 pm at Verizon Arena. Plans are already underway for the coming year, including live streaming video, partnering with Institutional Advancement to gain underwriting and sponsorship for the event, and a high-profile honoree, to be revealed soon! In 2014, over 6,000 people attended Commencement, UAMS' single largest campus-wide event.

--Dana Venhaus

Commission on Child Abuse, Rape and Domestic Violence



The purpose of the Commission on Child Abuse, Rape and Domestic Violence is to enhance the investigation, prosecution, treatment, support and prevention of cases of child abuse, rape and domestic violence in the state of Arkansas. The Commission, a part of UAMS Academic Affairs, is comprised of 27 individuals appointed by the governor representing professions engaged in assisting victims of violence. Commission staff write and administer federal grants, offer educational programs and work with domestic violence shelters, rape crisis centers, child advocacy centers and multi-disciplinary teams.

A growing understanding of the need for professionals to assist victims of child maltreatment led to legislatively mandated training requirements for many professionals in the state of Arkansas. As a state agency involved in the training of professionals in the field of child abuse, rape and domestic violence, the Commission sought a way to more efficiently respond to increased requests for training after the legislative changes regarding training. The increased demand could be met most efficiently and effectively with the use of online training available to anyone with internet access. Prior to the development of the online training, Commission staff trained in person approximately 1,500 individuals annually.

Commission staff and other experts in the child welfare field worked with the Center for Applied Information Technology (CAIT) at Western Illinois University to modify an existing training to include legislation and policy specific to the child welfare field in Arkansas. According to Cindi Celske, CAIT's e-Learning Project Manager, this is the fourth statewide online Mandated Reporter training developed by CAIT which has also developed similar trainings for Illinois, Washington DC, and Louisiana. The Illinois and DC trainings have been translated to provide a Spanish version. Since the launch of the web-based training in Arkansas, more than 13,000 individuals have completed the training including 1,911 UAMS students or employees.

The training was developed for mandated reporters of suspected child maltreatment, with consideration for anyone from the public who might also choose to view the training. Mandated reporters are professionals who are most likely to have contact with children. The Child Maltreatment Act currently lists 39 professions as mandated reporters (A.C.A. 12-18-402) including many in the healthcare field. While the training was created with the mandated reporter in mind, the training is useful for anyone who wants to learn how to recognize signs of child maltreatment and what to do about it.

Mandated reporters of suspected child maltreatment will be more knowledgeable with regard to their roles and responsibilities, recognizing indicators of maltreatment and how to manage disclosures from children. Many individuals who may have otherwise been unable to receive this information will benefit from the online training.

--Max Snowden

Back to School!

- Campus Life and Student Support Services



ASG 2014-15 President Jonathan McDougal (COM), Vice-President Erica Barr (COP), Treasurer Kara Halverson (COP), and Secretary Maroof Zafar (GRS)

Summer break may have ended, but the Associated Student Government (ASG) is making sure the fun continues by hosting a welcome back meet & greet at Cajuns Wharf. On August 22, 2014 ASG President Jonathan McDougal (COM), Vice-President Erica Barr (COP), Secretary Maroof Zafar (GRS), and Treasurer Kara Halverson (COP) were on site at Cajuns to welcome students and kick off the new school year. The Cajun's event has become a tradition and this year is ASG's 11th year hosting. Students from all colleges and the graduate school were in attendance for a fun night of dining, dancing, mixing and mingling. However, the enjoyment doesn't stop here.

There are many exciting activities planned for the students this year. For the first time, we will host a UAMS Kickball Tournament on Saturday September 13th at Interstate Park. We can't wait to see which college will take home bragging rights! Our Intramural

Officers, Jacob Cervantes and Paul Drake, have an action packed intramural season planned, starting with flag football on Sunday, September 21st at Scott Field. Also in store, are various other activities to participate in such as: Regal Cinema \$2 Movie Ticket Sale, Title IX Campaign/Fitness Event, Free Massage Therapy Sessions and the Annual UAMS/UALR/Clinton School Halloween Party.

To find out more information about student events and activities, check us out at <http://studentlife.uams.edu/>.

-- Nakia Dedner and Waymond Stewart

Carter Attended International Conference

- Office of Academic Services

In July Susan Carter, Office of Academic Services, Laboratory Support attended the annual meeting of the Association of Educational Laboratory Support in the Health Sciences at Memorial University Medical College in St. Johns Newfoundland presenting a paper entitled *In the Medical Campus Environment, Which Students Excel?* The weeklong conference included a tour of Memorial University's recently constructed education building and teaching laboratories.

-- Susan Carter



Susan Carter (third from the left, back row) and some of the other conference attendees

Message from the Associate Provost for Society and Health

As you can see from the articles under the umbrella of Society and Health, multiple initiatives are underway to ensure that UAMS graduates are prepared to improve health both locally and globally. Our Office of Interprofessional Education has worked with faculty in each of the colleges to create a proposal for a three phase longitudinal curriculum focused on the Triple Aim (improving the patient care experience, improving population health, and reducing the cost of care.) Our Office of Global Health is assisting students in planning travel abroad and the assessment of project outcomes. The 12th Street Health and Wellness Clinic continues to grow, with new dental services being added in the coming months. Additionally, students from the colleges of medicine, pharmacy, public health and UALR assisted with 771 back to school physicals on August 2nd at St. Mark Baptist Church. Opportunities to work together as a team in the local community not only provide needed services, but also allow students to learn about, from, and with each other.



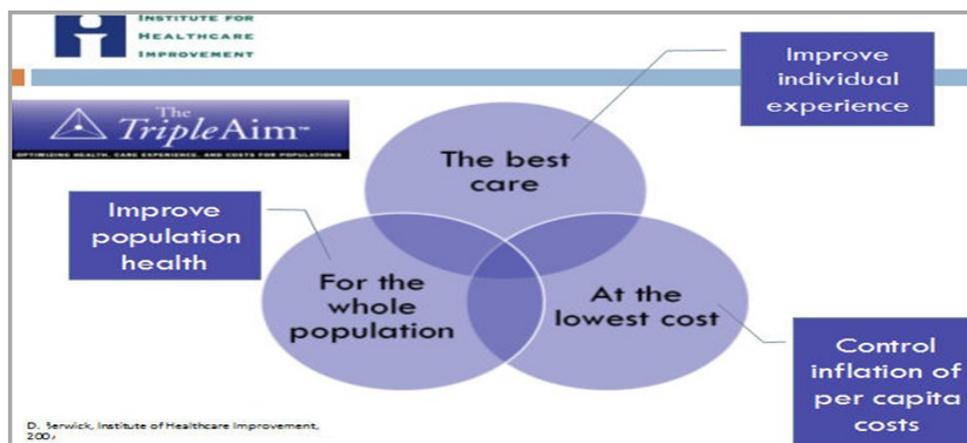
Finally, the overarching goal is for our students to learn to provide patient and family centered care. This message was shared in the White Coat Ceremony for our entering students in the College of Nursing. A UAMS patient advisor (Carolyn Berry) talked about her experiences as a patient and the importance of having caregivers who are compassionate and empathetic.

UAMS educates caregivers who will lead the future of healthcare. I'm excited about the educational experiences that are being developed to ensure they are well-equipped!

--Stephanie Gardner

Office of Interprofessional Education Update: We Are All Called to Help Meet the Triple Aim

How would you answer this question: "What is the ultimate goal for health professions education irrespective of College or degree program?" The Office of Interprofessional Education's (IPE) response is to meet the Triple Aim. The Triple Aim was originally articulated in 2008 as a means to transform health care. It is shown below in Figure 1. The Triple Aim is to (1) improve the patient care experience; (2) improve the health of the population; and (3) to reduce the cost of care. Challenge yourself for a moment to think of one college, department, division, college, faculty member, or learner from



--continued on page 13

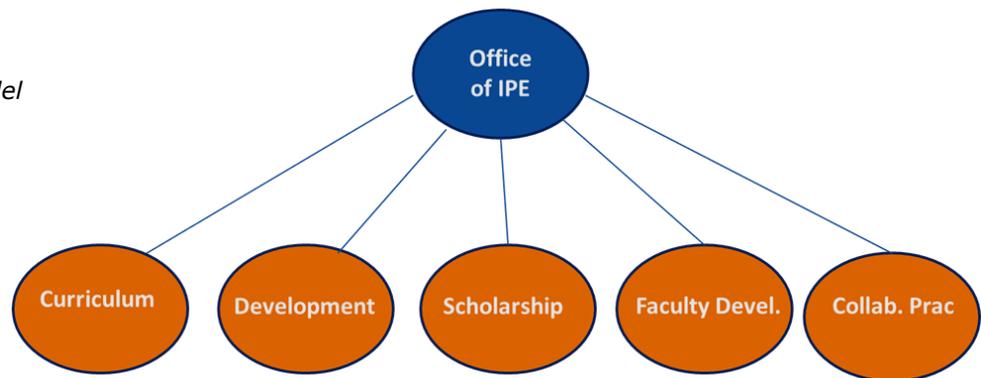
Figure 1: The Triple Aim according to the Institute for Healthcare Improvement 2008

Office of Interprofessional Education Update

Continued from page 12

any program at UAMS and identify just one that is not, in some form or fashion, working to meet the Triple Aim. The IPE staff could not think of one, either. This is the motivation for the Office of IPE to align its vision, initiatives, and resources to help move UAMS toward meeting the Triple Aim for our institution, our State, and our Nation. The Office of IPE is building an institutional infrastructure to strategically move UAMS toward meeting the goal of health care transformation through the Triple Aim. The IPE Steering Committee and the MAD-DASH (Making a Difference – Directors Advocating for Society and Health) will soon merge to become the Triple Aim Executive Leadership Team. The foundation of this Triple Aim Executive Leadership team is an infrastructure built upon 5 pillars to collectively move us together toward this goal. These pillars are shown below in Figure 2 below. Each team will be charged with innovation, implementation, and evaluation in their respective areas across the institution using local, regional, and national best practices. A formal invitation will soon be distributed to key faculty, student, and patient stakeholders to form the Triple Aim Executive Leadership Team.

Figure 2: 5-pillar model



What has the IPE office done so far to build a Triple Aim culture at UAMS? While there has been success in all 5 pillars thus far, the primary efforts have gone toward the creation of a Triple Aim Curriculum. This 3-phase longitudinal curriculum is developed with the key guiding principles: (1) Since the Triple Aim is applicable to all learners at UAMS, the curriculum is built as a graduation requirement for all 2800 learners; (2) Each college must have autonomy of where this curriculum is housed to provide maximal flexibility for their learners; (3) The success of the curriculum must not be heavily resource dependent; and (4) The curriculum must CONTRIBUTE TO rather than exist INDEPENDENT FROM the mission and vision of UAMS. As you will see in figure 3 on the next page, the 3-phase curriculum incorporates Novice, Intermediate, and Advanced learners into the Exposure, Immersion, and Competence phases. Novice learners will receive a high-impact workshop on the relevance of the Triple Aim delivered by patients themselves and the key faculty from UAMS that represent the offices advocating for the social determinants of health. During the immersion phase, intermediate learners will compete in interprofessional teams to complete triple aim project proposals solicited from UAMS Departments, community-based organizations, and or health management organizations throughout the State and participate in a simulation encounter focused on error

--continued on page 14

Office of Interprofessional Education Update

Continued from page 13

disclosure. Advanced learners will serve as junior educators to help deliver the importance of the Triple Aim curriculum to their novice colleagues and participate in a final ½ day workshop to actively learn the most relevant concepts important to practicing as a collaborative workforce immediately following their education. This curricular structure eliminates many traditional barriers of implementation of content across colleges while providing the opportunity to our faculty to teach the essential content interprofessionally that is important for all health professions.

--Lee Wilbur

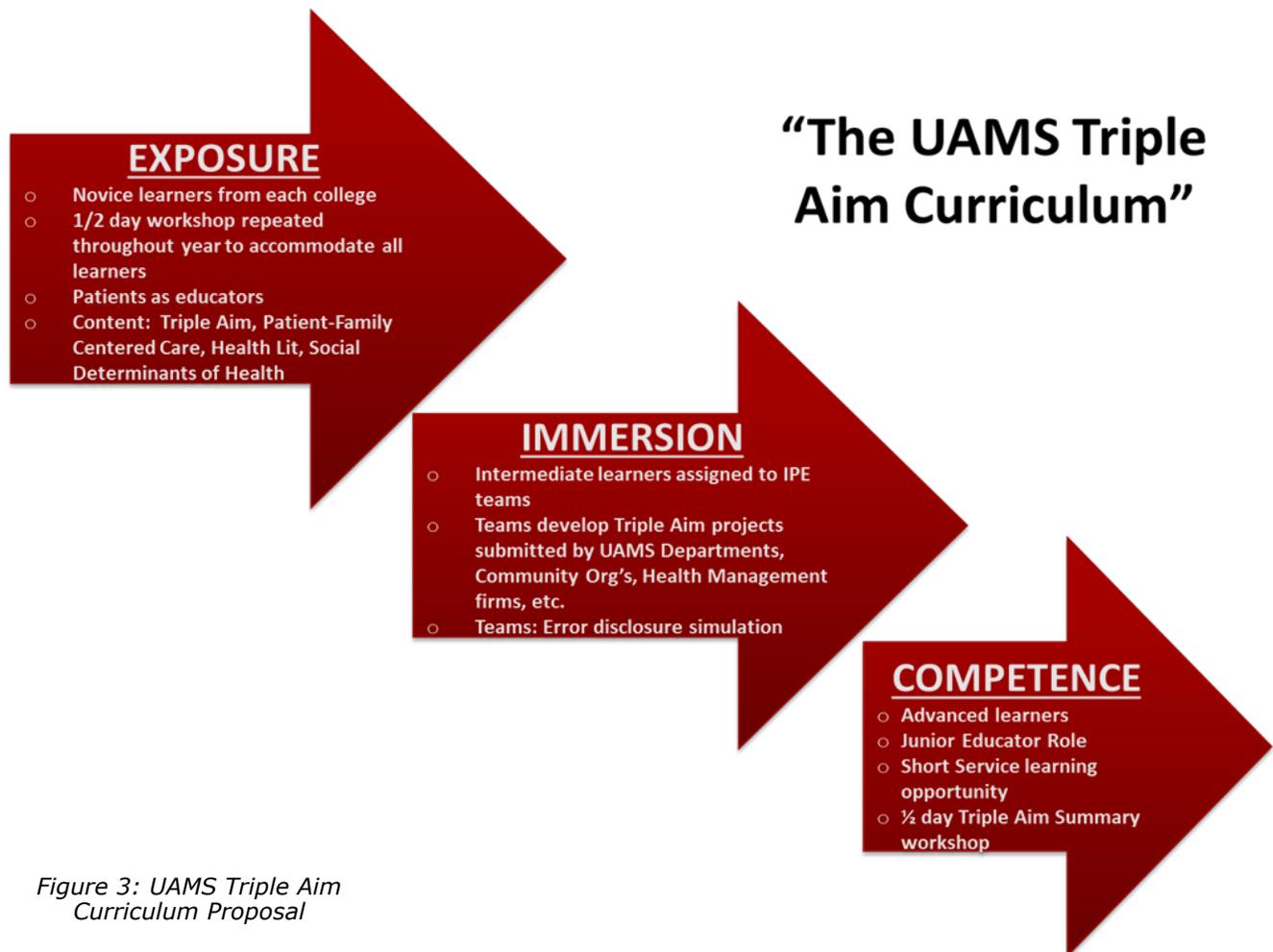


Figure 3: UAMS Triple Aim Curriculum Proposal

Patient- and Family-Centered Care Matters

UAMS Patients/Families Bring a Strong Voice to Students

College of Nursing White Coat Ceremony

Carolyn Berry, a two-time heart transplant recipient and patient advisor at UAMS, shared how nurses made a significant impact on her health care experiences as she addressed new nurses at the College of Nursing White Coat Ceremony, August 1. The White Coat Ceremony is a momentous event celebrating entry into the nursing profession.



Carolyn Berry

Carolyn reflected on her challenging journey, recalling the names of nurses who have been a part of her experience. Prior to her first heart transplant, she was undergoing lung function and capacity testing to determine if she qualified as a transplant candidate. Carolyn was terrified that if she failed these tests, she would not receive a new heart.

"As I prepared to go downstairs for the lung tests, I will never forget the two nurses who saw my fear, took the time to acknowledge my fear, and answer my questions. They accompanied me to the test, stayed with me during the test, encouraged me, kept my spirits up, but most importantly, they made me feel safe."

Carolyn cited examples of partnering with her nurses. "I want nurses who are medical experts, but who can also talk with me and explain things in a way I can understand. I want nurses who see me, and my family, as participants. I want nurses who will answer my questions about my condition, my progress, and my medication." Her words of advice to new nurses included: "Always remember that, as patients and families, we come to you with a history...and a life that includes people we love. Also, please remember to show not only your medical expertise, but also your empathy, compassion, and concern."

The White Coat ceremony calls particular attention to a nurse choosing to be a part of a profession that builds scientific knowledge, clinical discernment, passion, and ability to provide unparalleled patient care.

College of Medicine – Practice of Medicine Course

Only on campus for two days, medical students are already learning volumes. In the Practice of Medicine course, 174 first year medical students had the opportunity to hear poignant medical journeys from three **UAMS Patient-Family Faculty** members. A highlight from one evaluation stated, "I've learned that the Principles of Medicine course will give medical students an introduction to the real world of meeting and caring for patients. I knew that UAMS was a 'teaching' hospital, but I did not realize how much so until this session."

The **Patient-Family Faculty** panel included Scooter Hardin (son born at 28-weeks), Lynn Viscioni (wife of husband with Multiple Myeloma), and Carolyn Berry (double heart transplant recipient). Additionally, Samantha McKelvey, MD, participated as a panelist and shared her personal medical challenges after being diagnosed with Acute Myelogenous Leukemia during her medical residency.

--continued on page 16

Patient- and Family-Centered Care Matters

Continued from page 15

Panelists shared important takeaways to help students learn how to partner with patients and families as well as build equal, respectful, and mutually beneficial relationships with clinicians. Lynn, who has served as a patient advisor at UAMS for a number of years and worked collaboratively with staff to make improvements within the hospital, had to make tough decisions about her husband's treatment. As her husband battled life-threatening cancer, he was hospitalized with pneumonia. "The doctors allowed me to be the 'expert' in regards to what was best for my husband. As his options were running out, they understood the need for me to discuss this with him when the timing was right for us, not them."



The Patient-Family Faculty panel

Lynn shared, "It is critical to your future to understand what patient- and family-centered care looks like for each of your patients. Physicians have incredible opportunities to impact their patients not only from a clinical standpoint but also from a perspective of addressing the patient's needs from a multitude of angles."

Another course evaluation reflected that "the patient stories were very honest, heartfelt, and personal. I learned it is important to respect the patient's opinion and input, get to know the patient's background and situation, and be clear with patients about the diagnosis and plan."

College of Health Professions – Academic Convocation

Patient- and family-centered care (PFCC) and Interprofessional Education (IPE) were highlighted during the College of Health Professions Academic Convocation before 225 students. Lee Wilbur, MD, described why IPE is important to current and future health care providers and those who work in related fields. He explained how IPE will strengthen our health system in order to improve outcomes. Julie Moretz, Associate Vice Chancellor for Patient- and Family-Centered Care, shared the core concepts of patient- and family-centered care. She charged students to "be the health professional who practices patient- and family-centered care. As simplistic as it may seem in comparison to the complicated technical aspects of your discipline, truly caring for patients is one of the most important things of all."

In organizing the convocation, Dean Douglas L. Murphy said, "I wanted to highlight patient- and family-centered care in our new student convocation because I believe that it should be a primary value underlying all of our educational programs in the College of Health Professions. From the start, we want our students to structure all their learning about health care practice around the core concepts so that they become the criterion for competence."

Include Patient-Family Faculty In Your Class!

UAMS Patient-Family Faculty are available to share their health care experiences with your class. Patient-Family Faculty offer strategies, through their stories, to help learners better understand how to communicate and engage with patients and families. To find out more about the Patient-Family Faculty Program, contact Barbie Brunner, Director, Patient- and Family-Centered Care at bwbrunner@uams.edu.

--Julie Moretz

Office of Global Health Update

As part of the Chancellor's Strategic Plan (2020 Vision) for UAMS, the Office of Global Health (OGH) was developed to offer support for international education, service and research opportunities for faculty, staff and students. The UAMS OGH recognizes the human capacity to achieve optimal health by striving to facilitate capacity building, equitable access and education to promote sustainable healthcare through local and global partnerships. The OGH coordinates global health activities and supports faculty, staff and students in their efforts to improve the health of the world's populations, individuals and communities; facilitates interdisciplinary global health services, teaching and research in an equitable and sustainable manner; and builds collaborative and population-based work across disciplines, and along the continuum of health and education.

Some of the services provided by the OGH include:

1. Daily reports on security issues abroad. The OGH subscribes to the Overseas Security Advisory Council (OSAC) Global Security News Feeds and Analytical Reports provided by the U.S. Secretary of State's Office. With a constituency of 4,600 U.S. companies and other organizations with overseas interests, the OSAC digest is a principal means of information exchange between the Diplomatic Security Service and the private sector. Real time safety and security-related information, public announcements, warden messages, travel advisories, significant anniversary dates, terrorist groups' profiles, country crime and safety reports, special topic reports, and foreign press reports are monitored to increase awareness and the safety of those practicing global health at UAMS.
2. Assisting students, staff and faculty with travel abroad. The OGH assists with everything from itinerary planning to the assessment of project outcomes. The OGH is currently working with Rotary International, the Clinton School of Public Service, the UAMS Colleges of Medicine and Public Health, and other community members to assess the feasibility of establishing and maintaining a clinic in rural Honduras. This past spring, three College of Medicine students completed a clinical rotation in Tanzania, and two College of Pharmacy students just returned from Ecuador. The College of Pharmacy is currently hosting students from Taiwan and will have six UAMS students rotating in Honduras, six rotating in Taiwan, and one student rotating in India this academic year.
3. Participating with selecting students for the Rwandan Presidential Scholars Program. In conjunction with the UAMS Center for Diversity Affairs, OGH personnel have the unique privilege to assist a consortium of 18 colleges and universities lead by Hendrix College to select students in STEM areas to access higher education in the U.S. at no cost to them. This year 17 students were selected.
4. Developing a database to collect and quantify global health practice at UAMS. The OGH maintains a database of information associated with projects that student, staff and faculty are involved with. In addition to better understanding the reach of UAMS on a global scale, collecting this information facilitates collaboration in terms of efficiency and scholarly activity.



Rwandan Presidential Scholars Program

--continued on page 18

Office of Global Health Update

Continued from page 17

5. Providing assistance for the Global Health Interest Group. Students in Global Health is an interprofessional, multidisciplinary group of students from across all six academic units at UAMS. This student-led organization creates opportunities for engagement for all UAMS students and organizes community activities including Trick-or-Treat for UNICEF, World AIDS Day, Cocktails for the Cause, and World Health Day.
6. Appointing Adjunct Faculty. The OGH has extended adjunct faculty appointments through the Division of Academic Affairs to faculty willing and able to provide service to UAMS, and mentoring to students and residents.
7. Coordinating the Institute for Healthcare Improvement (IHI) Open School Chapter. As a partner with the IHI, the Open School Chapter offers students, residents and faculty free online courses that teach the foundations of improvement, safety, system design and leadership. At approximately 200,000 members strong and growing, the Open School includes Chapters in more than 65 countries around the world.

Some of the activities the OGH will focus on this year include:

- Developing a lecture series rooted in social justice and health equity.
- Creating international rotation sites for interprofessional teams of students to utilize.
- Drafting a global health certificate program.

-- Don Simpson

The UAMS 12th Street Health and Wellness Center - Many Roads Leading to One Destination



The 12th Street Center is growing by leaps and bounds and is taking pride in serving our neighboring community. The building that houses the 12th Street Center was donated by Drs. Karrol and Vicki Fowlkes of Salem, AR and has been a part of the 12th Street community for many years. After the donation of the building, plans quickly ensued to transform the property into an interprofessional patient education center. The focus of the center quickly expanded as the

patients that sought services were in need of basic medical care as well as education. Because of demand, the clinic increased office hours to twice per week and is now open Monday and Wednesday from 4:00pm to 8:00pm. This move to expand services and access has been a yearlong process to better meet the needs of the community.

--continued on page 19

12th Street Health and Wellness Center

Continued from page 18

Along with expanding the services provided to patients, student involvement has expanded as well. Students from audiology, dental hygiene, dietetics, graduate school, medical laboratory science, medicine, nursing, pharmacy, physician assistant studies, and public health are participating. Along with this campus wide involvement, students from the pre-professional student group, social work department and the Spanish program at the University of Arkansas at Little Rock (UALR) also participate. The newest addition to the center will be dental services starting in September. Dental hygiene students will be available on Monday evenings and senior dental students from the University of Tennessee at Memphis on Wednesday evenings. This addition addresses the most often requested yet unfulfilled service at 12th Street – dental care.

Since opening, services have been provided to almost 400 patients in the center and more than 2500 patients in the community through participation in various community events. The patient population in the center is 75% African American, 20% Hispanic and 5% Caucasian. Patients are 60% female and 40% male with an average age of 46 years old. A surprise was the number of Spanish speaking patients and the clinic has been fortunate to utilize the services of UALR students in the Spanish program as well as UAMS faculty, staff, and students and community members to translate nightly. Another surprise is the number of male patients, but this is exciting as there are several initiatives that focus on men's health.

Student run free clinics are not a novel idea and there are several across the nation that are exemplars for student clinics, but the 12th Street Center is unique. The center is unique in that it is totally interprofessional. This means that students from different professions work together to learn about each other, from each other and with each other. At 12th Street, this is accomplished by dividing students into interprofessional teams. The teams work together to perform all functions of the patient visit, formulate an assessment and plan, and present to the preceptor team. This team of preceptors consists of professionals that mirror the students in the clinic that evening. The typical team consists of an audiologist, dietitian, pharmacist, physician, and RN or APRN. During the student team presentations to the preceptor team, the discussions become very rich and engaging. The discussions that happen between students and the preceptors are much different than the discussions that occur between a student and preceptor that has the same degree the student is pursuing (ie. medical student and a physician). Students are also privy to the working relationships of the preceptors and get to see us model collegial and interprofessional interactions. This is the beauty of the team atmosphere at the center. It allows us to achieve IPE (interprofessional education) to lead to IPC (interprofessional care).

The culture at the 12th Street Health and Wellness Center is one of collaboration, respect and a place where students and professionals alike are allowed and expected to work and learn about, from and with each other.

-- Lanita White

Teaching With Technology Symposium

- UAMS Library



The 2014 Teaching with Technology Symposium (8th annual) was held in the I D. Wilson Building on July 24-25th. Approximately 175 educators from all over Arkansas and adjoining states attended two full days of presentations and workshops and a terrific keynote address. UAMS Northwest hosted the symposium via interactive video for 18 educators from the northwest areas of Arkansas. A Blackboard course, available to all attendees, was created to provide access to most of the videos, PowerPoint presentations, posters, documents, etc.

Much of the success of the symposium rests on the shoulders of departments and individuals in the Academic Affairs Division. The symposium is a shared endeavor with members of several Academic Affairs Division units participating in planning a very extensive program. The Office of Educational Development (OED) and the Library provided several excellent presentations and posters. Sarah Crawley from OED did a workshop on Beyond PowerPoint via Collaborate from San Diego. OED's Laura Smith-Olinde, Cindy Mercado, Bonnie Kenney, and Cristina Gamalie gave presentations and workshops. Jean Chen from Academic Administration and Institutional Studies (AAIS) managed the posters, including the poster she exhibited, and made them available in the TWT 2015 Blackboard course. UAMS Library's Jessie Casella also exhibited a poster.

Clockwise L-R: Mark Milliron, Jeanne Heard, Mark Taylor, and Tom Kuhlmann

The Library's Jan Hart and Heather Smith, worked with Dave Wessinger, College of Medicine, to create a varied program. They lured three national-level speakers (Tom Kuhlmann, Mark Milliron, and Mark Taylor) to provide interesting, informative, and sometimes humorous looks at technology in education now and in the future.

Joanna Delavan and Valerie Howard from the Library and Dana Venhaus from AAIS, served in the critical roles of handling registration, updating of the TWT Symposium website, obtaining sponsoring exhibitors, arranging for food and the first time ever exhibitors reception. Nancy Clark in the Library handled registration fees, exhibitor fees, and managed the expenses. They were invaluable in all aspects of the preparation and running of the symposium. Without these dedicated supporters of the symposium, it simply could not thrive.

-- Jan Hart

Accolades from UAMS Colleges

College of Medicine

- **Dr. James McDonald** is Interim Chair of Radiology and Director of Nuclear Medicine. To better prepare physicians for the contemporary practice of Radiology and Nuclear Medicine (NM) within the constraints of existing resources, he developed a 5-year integrated position, "NuRad," which is offered in the NRMP match. The NuRad graduate is eligible for certification by the American Board of Radiology and the American Board of Nuclear Medicine. He was the first in the nation to match a resident for this combined training, and indications are the position is more attractive to highly qualified applicants than a traditional NM residency. He has been invited by the Society of Nuclear Medicine and Molecular Imaging (SNMMI) to present "Practical Information for Combined Nuclear Medicine and Radiology Residencies" in January 2015.
- **Dr. Amanda Lackey** is a senior diagnostic radiology resident (PGY5). Her current 2-part series was published in the official journal of the American College of Radiology, and part 1 was distinguished with an Editor's Choice Award. Dr. Lackey also received a national 2014 Roentgen Research Award given by the Radiological Society of North America (RSNA) to recognize and encourage residents who have engaged in radiologic research.



*Dr. James
McDonald*



*Dr. Amanda
Lackey*

College of Nursing

- Recent graduates of the baccalaureate degree (BSN) program in the College of Nursing recorded the highest pass rate of any Arkansas nursing college on the Registered Nurse (RN) National Council Licensure Examination (NCLEX). The pass rate also exceeded the national average pass rate, according to data provided by the Arkansas State Board of Nursing.
- **Claudia Barone, Ed.D., A.P.R.N.**, a professor in the College of Nursing, has become the first nurse appointed to the Tobacco Products Scientific Advisory Committee of the U.S. Department of Health and Human Services, Food and Drug Administration (FDA). The 12-member committee reviews and evaluates safety, dependence and health issues relating to tobacco products. Barone was also recently installed by the Arkansas Heart Association as one of four new central Arkansas board members for 2014-15.
- **Keneshia Bryant, Ph.D.**, an assistant professor in the College of Nursing and the College of Public Health, was awarded a three-year grant worth more than \$1 million from the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services. The HRSA Nursing Diversity Workforce grant seeks to increase the number of nurses with advanced degrees from disadvantaged and minority backgrounds — particularly in the Arkansas Delta region.



*Dr. Claudia
Barone*



*Dr. Keneshia
Bryant*