

Division Accolades

Heather L. Smith, Student Success Center, received her education specialist (Ed.S.) degree in College Student Personnel Services and Administration from the University of Central Arkansas.

Jasna Vuk, Ph.D., Student Success Center/Office of Educational Development, was promoted to associate professor and granted tenure.

Message from the Provost

Across our institution, it seems there is such a sense of community and shared purpose — a catalyst that can benefit us all: learner, teacher, clinician and researcher.

Our Teaching with Technology Committee just hosted another wonderful symposium in July, attracting educators from UAMS as well as teachers from Arkansas colleges, elementary/secondary schools and the business sector. They have a shared interest in how technology can strengthen us as educators.



Dr. Stephanie Gardner

--Continued on page 2

Teaching with Technology Symposium Highlights Academic Affairs Teams

When about 150 people gathered in July for the 10th Annual Teaching with Technology Symposium, the two-day event of presentations, workshops, vendors and research posters included many contributions by the groups with the Division of Academic Affairs.

The symposium, organized by the Teaching with Technology Committee (<http://twt.uams.edu>), included participation from the UAMS Library, the Office of Educational Development (OED) and the Student Success Center.

Joanna Delavan and Jan Hart (UAMS Library), Marybeth Norcross (Student Success Center), and Daniel Littleton (OED, eLearning) were instrumental in planning



From left, Stanley Ellis, Ed.D., UAMS Office of Educational Development; Vondra Armstrong, Ed.D., a business instructor at Pulaski Technical College; Kelly Betts, Ed.D., R.N., C.N.E., with the College of Nursing; and Kimberly Morris-Ross, with the Office of Educational Development, discuss two studies on technology in education.

--continued on page 17

Boulevard Bread Returns as New Student Center Opens in September

— Campus Life and Student Support Services

Summer is over and the 2016 fall semester is underway.

The Office of Campus Life is ready for an electrifying semester. Many summer hours were spent preparing activities for our students. We started the term with the usual crowd pleasers, like the Cajun's Meet & Greet and the Arkansas Travelers family night. Now students can look forward to enjoying a new UAMS Student Center. The UAMS Bookstore recently moved online, allowing the opportunity to re-purpose and



The new center, in the former bookstore building next to the Wilson Education Building, will offer programs and services to enhance the academic environment and provide a place for students from all colleges to gather. The facility also will be home to a Boulevard Bread Café.

--continued on page 3

Message from the Provost

Continued from page 1

The new UAMS Student Center enhances our campus by giving all students a gathering place for meeting between classes or participating in interdisciplinary social activities. The addition of Boulevard Bread there should please students, faculty, staff, patients and guests by providing another campus option for breakfast or lunch.

We recently held the first Chancellor's Summer Seminar Series, with four well-attended forums on topics of health system change, employee benefits, performance improvement and our budgeting philosophy. Open opportunities for faculty and staff to hear from and ask questions of senior leadership aids transparency and an understanding of the challenges we face as an institution.

As we head into the fall, I'm excited to see the first UAMS Provost's Book Club organizing. With about 80 faculty and staff members signed up for the first year, it will offer a venue for the exchange of ideas, and provide a great opportunity for interprofessional fellowship.

I believe an engaged faculty and student body can be a rising tide that lifts us all to greater things.

—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

Campus Life and Student Support Services



Students moving into the Residence Hall in August included, from left, graduate student Binyam Belachew from Ethiopia; pharmacy student Cortni Hicks, from Illinois, and health professions student Hannah Perry, from North Little Rock.

Residence Hall

Back-to-school is always exciting at UAMS — but this year was extra special as the Residence Hall celebrated its 10th anniversary. The current facility replaced the Jeff Banks Student Union and Dormitory that was demolished to make way for a hospital expansion. In the fall 2006, the Residence Hall opened, offering students and guests a more modern campus living environment.

In early August, new and returning students began moving in. Campus Life housing staff was set and ready to provide the smoothest and best possible move-in **experience for students**. **This year's** move-in process was a little different because it utilized new housing check-in procedures precipitated by "GUS," the new student information system. Even though some returning students had to "renew their minds" to adjust to the new process, everyone is moved in and settling nicely to campus life.

As always, each college is represented in the residence hall. The cultural diversity that lends itself to the enhancement and enrichment of successful community living will once again grace the rooms, the halls and the total environment of the UAMS on campus living experience.

---Myra Randolph

Student Activities

Continued from page 2

renovate the former building into a space for students. The new Student Center will host programs **and services to enhance the university's academic environment and provide a place for students to gather**. The Boulevard Bread Café is back on campus and located in the facility. Breakfast and lunch is served Monday through Friday, and available to all students, faculty, staff, guests and patients.

We will spend the first few months "breaking in" the student center with the following events: the student center grand opening celebration (Sept. 16), the Associated Student Government student resource fair (also recognizing Constitution Day) and our popular student movie ticket sales. This year we are incorporating a few new student activities such as, 'Jazz at the Center' and 'Painting with a Twist'. For upcoming activities, visit the Calendar of Events at students.uams.edu/campus-life.

--Waymond Stewart

Associated Student Government

- Campus Life and Student Support Services

Students Enjoy Night at Cajun's, the Ballpark

On Friday, Aug. 28, the Associate Student Government (ASG) hosted the annual Cajuns Meet & Greet for all students on campus. **The Cajun's Meet & Greet is by far one of the year's most anticipated events. It's a time when new and returning students can mix and mingle with classmates in a relaxed atmosphere before the classes begin.**

Coupled with an amazing menu featuring many seafood favorites was a live band and mixture of house music to keep students entertained. From the combination of balcony chatter and laughter, there was no doubt to on-lookers that the students clearly enjoyed themselves. As the night progressed the ASG officers made rounds to let students know of upcoming events and ASG meetings. Students were excited to have the opportunity to ask questions and to become more familiar with the role of ASG.

ASG hosted the Arkansas Travelers Family Night on Friday, Sept. 2. There was participation from students and their families. Everyone enjoyed the buffet along with the baseball game and fireworks to end the night. Gauging from the buzz received, the event was definitely a home run. To keep up with all ASG-hosted events, students look for the monthly "Active Students" email announcements.

ASG meetings resume Sept. 12 in the IDW Building, Room 105 A/B. Meetings are at noon on the second Monday of the month. All students are invited to attend and participate in ASG's efforts to protect and advance student interests. Lunch is provided to students on a first-come, first-served basis. For more information regarding ASG visit <http://studentlife.uams.edu>.

---Nakia Dedner



UAMS students (above, below) enjoy an Arkansas Travelers game.



Student Activities and Events

- Campus Life and Student Support Services

Student Intramurals



As always, many students are anticipating the start of the NFL and NCAA football seasons.

The Office of Campus Life is in full swing and sign-up for UAMS intramural teams has begun. Students interested in playing intramural flag football will be able to showcase their talents beginning in September at Scott Field (Forest Heights Middle School). All games are played on Sundays from noon until 6 p.m.

The UAMS Bowling League was such a success last year, we decided to move it to the fall semester to allot students more time to play. To stay tuned to more upcoming Campus Life activities throughout the year, "LIKE" the UAMS ASG Facebook page, <http://www.facebook.com/uams.asg.1>.

— Waymond Stewart

UAMS Online Bookstore Now Open

- UAMS Library

UAMS has partnered with Akademos to create the UAMS Online Bookstore — offering textbooks, diagnostic kits, UAMS-branded merchandise and other items.

Students can search for materials by course or search the marketplace (entire site) for items by title or ISBN. Textbooks are offered in a variety of formats from new, used, rental and eBook.

UAMS-branded items such as T-shirts, sweat-shirts and hoodies are available in the school merchandise section of the website. All items are shipped directly to the customer.

Later this fall, faculty will use the online bookstore website to choose textbooks for their spring courses. More information will be sent out on this adoption process soon.



Examples of just a few of the shirts offered in the UAMS online bookstore at www.uams.textbookx.com.

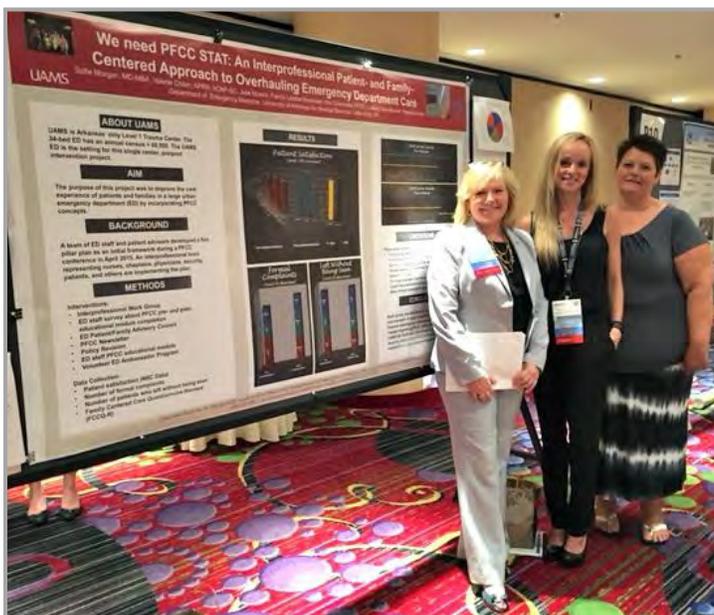
The UAMS Online Bookstore can be found at <http://www.uams.textbookx.com/>. Anyone with questions can contact the UAMS Library at LibraryCircDesk@uams.edu or 501-686-5980.

— Joanna Delavan

UAMS Shares PFCC Experiences at International Conference - Center for Patients and Families

UAMS was well-represented at the recent International Conference on Patient- and Family-Centered Care in New York showcasing innovative PFCC work across a variety of disciplines.

Of the more than 600 abstracts submitted to the Institute for Patient- and Family-Centered Care, about 100 abstracts were selected from international and United States health care organizations. UAMS was featured in several break-out presentations, a poster session and a panel discussion. Key elements of accepted presentations highlighted exemplary leadership practices for advancing patient- and family-centered care resulting in widespread adoption and measureable change.



UAMS representatives staffing poster for Department of Emergency Medicine included, from left, Julie Moretz, Lindsay Hale-Bender and Valerie Chism

Among the eight representing UAMS, several were patient advisors who participated in presentations. UAMS has nearly 130 patient/family advisors, under the leadership of Barbie Brunner, director for Patient- and Family-Centered Care, who shared their personal health care experiences to improve clinical, education and research programs.

Kathy Lease, patient advisor/family faculty/ College of Health Professions adjunct faculty, and Julie Moretz, family leader/associate vice chancellor for Patient- and Family-Centered Care, were invited to share their stories with nationally-acclaimed StoryCorp Legacy, a non-profit seeking to preserve and share stories to build connections between people and create a more just and compassionate world. Many of

these stories of inspiration and health care transformation — from patients, families, clinicians and staff — are featured on NPR and all are archived and preserved in the Library of Congress.

UAMS presentations at the conference included:

BreakOuts:

“Yes! The Doctor is In! Physician Partnerships to Improve the Experience of Care” — (Presenters: Julie Moretz, Family Leader/Associate Vice Chancellor, PFCC; Richard H. Turnage, MD, Professor of Surgery, Executive Associate Dean for Clinical Affairs, and Chief Clinical Service Line Director)

“A Cold Splash of Reality: Nobody Owns a Single Task in Health Care— A Unique IPE Course to Bring Us All Together” — (Presenters: Erna Boone, DrPH, RRT, Chair, Respiratory Therapy Department, CHP; Julie Moretz; Kathy Lease, Patient Advisor/Family Faculty/CHP Adjunct Faculty)

Poster:

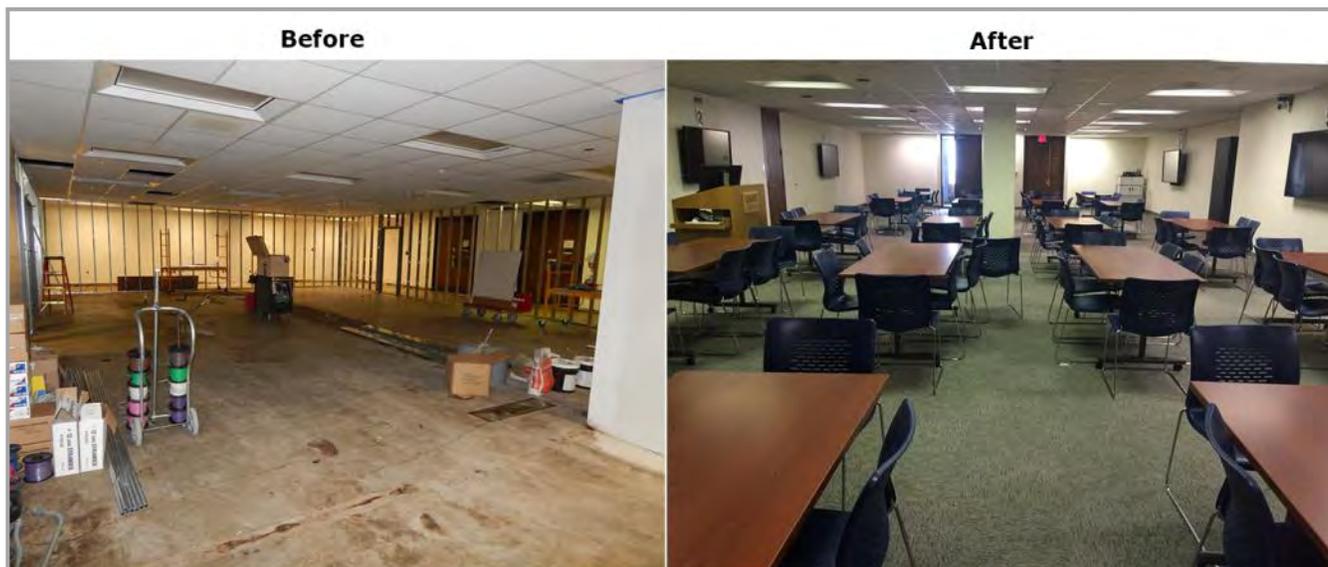
We need PFCC STAT: An Interprofessional Patient- and Family-Centered Approach to Overhauling Emergency Department Care — (Presenters: Valerie Chism, APRN, CNP-BC, Department of Emergency Medicine; Julie Moretz; Lindsay Hale-Bender, Patient Advisor)

Invited Panelists:

Partnering with Patient and Family Faculty in Interprofessional Education: The Perspectives of Leaders — (Panelists: Steven Weinberger, MD, Executive VP/CEO, American College of Physicians, PA; Julie Moretz; Susan Grant, PhD, NEA-BC, FAAN, Executive VP/CNO, Beaumont Health; George Thibault, MD, President, Josiah Macy Foundation, NY; Deborah Dokken, IPFCC; Amir Karmali, Certified Simulationist, Holland Bloorview, Toronto, Ontario)

--Julie Ginn Moretz

Office of Academic Services



Academic Services' new Flexible Learning Center Now Open

The Office of Academic Services announces their newest classroom, now available for use on the 8th floor of the Education II Building. This space was formerly storage and preparation areas for the teaching laboratories. The new classroom can house up to 144 and is equipped for most technology applications. Request this or other campus rooms using the online room scheduling tool available on the Academic Services website at oas.uams.edu/schedule-a-room.

Office of Educational Development

The Role of Instructional Design

Redesigned Dental Hygiene course improves skill practice, student engagement and test scores

Held this past May, a revised "Local Anesthesia for Dental Hygienists" course reduced classroom lecture time by 60 percent, allowing increased time for students to practice injections in the clinical lab. In addition to 36 dental hygiene program students, six dental hygienists from Arkansas and Texas attended the course to earn 32 CEUs.

This new course blended several instructional methods:

- 10 interactive, online modules covering foundational information
- Textbook reading assignments integrated with the online modules
- Four classroom lectures
- Classroom activities
- Hands-on practice and skills assessment in the on-campus dental hygiene clinic

One week before the four-day on-campus course, students accessed the required online modules with quizzes in Blackboard.

--continued on page 8

Office of Educational Development

Continued from page 7

Module completion with passing quiz grades was required to attend the classroom and clinical labs each day.

Mitzi Efurd, Ed.D., R.D.H., chair of the Department of Dental Hygiene in the College of Health Professions, said that the new course “resulted in a higher level of student engagement and higher-than-usual test scores.”

In both daily evaluations and course evaluations, students gave the course high marks for the blended approach.

“I liked all aspects of the course and the order in which it was done. Modules, class, then lab.”

“It really helped to have the hands-on practice in lab that went along with the module in Blackboard.”

— Student feedback

The course is required for dental hygienists in Arkansas to receive a permit to administer local anesthesia under the direct supervision of a dentist. Next year, the course for CE students will be almost completely online with hands-on clinical labs.

Course development was a collaboration between the UAMS Dental Hygiene department and the Office of Educational Development.

All dental hygiene faculty contributed content, expertise and review. Claire Tucker, M.Ed., R.D.H., assistant professor of Dental Hygiene was lead instructor. Lisa Ferris, Ed.S., assistant professor – Instructional Design in OED, designed and built the online modules and consulted on course design.



Continuing Education students in the “Local Anesthesia for Dental Hygienists” course practice injection techniques on each other under supervision of Marcia Wheeler, D.D.S.



Katy Warren, M.Ed., R.D.H., associate professor in the CHP Department of Dental Hygiene, (center) coaches students as they practice injection techniques on apples and oranges prior to practicing on each other.

Educators Academy

- Office of Educational Development



EDUCATORS ACADEMY PRESENTS
Fall Teaching Workshop Series

Tuesdays, 9/6/16 - 11/15/16
4:30 - 6:00 pm

Email EdAcad@uams.edu to reserve your seat.

The Educators Academy will host its second annual Fall Teaching Workshops series. Workshops will be held each Tuesday from 4:30 – 6:00 p.m. from Sept. 6-Nov. 8, in the Education II Building, Room # 8/101A.

Here's the schedule of topics:

Sept. 6	"How People Learn and Effective Teaching Practices"
Sept. 13	"Active Learning Strategies"
Sept. 20	"Basics of Face to Face Course Design"
Sept. 27	"Introduction to Teaching with Technology"
Oct. 4	"Intermediate PowerPoint Skills and Tips"
Oct. 11	"Curricular Alignment"
Oct. 18	"Communication in the Classroom and Clinic"
Oct. 25	"Writing Multiple-Choice Tests"
Nov. 1	"Developing an Engaging Presentation"
Nov. 8	"Simulation Education Course"

Please join us for any or all of these teaching workshops, email EdAcad@uams.edu to reserve your spot.

Laura Smith-Olinde, Ph.D., and **Stanley K. Ellis**, Ed.D., from the Office of Educational Development recently presented a poster titled "Research Doctorate Teacher Training in Communication Sciences and Disorders (CSD) Programs." The poster displays the variety of approaches that Communications Sciences and Disorders programs use to prepare doctoral students to teach at the college level. All programs have hands-on training, in teaching, co-teaching or being a teaching assistant — but only about half the programs have classes for students to learn how to teach.

Find the Educators Academy online at educationaldevelopment.uams.edu/edacad

eLearning

- Office of Educational Development

OED's eLearning Brownbags "All About Blackboard" and "Course Copy to GUS-Created Blackboard Shells"

eLearning in OED trained 184 plus faculty and staff this summer at noon workshops. Topics covered have been Basic Blackboard tools, Respondus testing tools, Collaborate Ultra webcasts and Course Copy to Fall 2016 Blackboard shells.

The workshops have been hands on either locally or by Collaborate links.

Upcoming topics are: (workshops are limited to 10 seats, please RSVP to CarleMarthaH@uams.edu)

Date	Workshop	Location	Time
Sept. 20	Rubrics in Blackboard	Shorey 8/16	Noon to 1 p.m.
Sept. 22	Walk in- Blackboard Help	Shorey 8/16	Noon to 1 p.m.
Sept. 27	Groups & Smartviews in Bb	Shorey 8/16	Noon to 1 p.m.
Sept. 29	Walk in- Blackboard Help	Shorey 8/16	Noon to 1 p.m.
Oct. 4	Discussions, Journals, Blogs, Wikis	Shorey 8/16	Noon to 1 p.m.
Oct. 6	Copying course material	Shorey 8/16	Noon to 1 p.m.
Oct. 11	Softchalk	Shorey 8/16	Noon to 1 p.m.
Oct. 13	Walk in featuring Respondus Monitor	Shorey 8/16	Noon to 1 p.m.
Oct. 18	Collaborate Ultra	Shorey 8/16	Noon to 1 p.m.
Oct. 20	Copying course material	Shorey 8/16	Noon to 1 p.m.
Oct. 25	Testing in Blackboard	Shorey 8/16	Noon to 1 p.m.
Oct. 27	Copying course material	Shorey 8/16	Noon to 1 p.m.
Nov. 1	Collaborate Ultra	Shorey 8/16	Noon to 1 p.m.
Nov. 3	Copying course material	Shorey 8/16	Noon to 1 p.m.
Nov. 15	Grade Center in Blackboard	Shorey 8/16	Noon to 1 p.m.
Nov. 17	Copying course material	Shorey 8/16	Noon to 1 p.m.
Nov. 29	Walk in Help in Blackboard	Shorey 8/16	Noon to 1 p.m.
Dec. 1	Copying course material	Shorey 8/16	Noon to 1 p.m.
Dec. 6	End of Semester Tasks	Shorey 8/16	Noon to 1 p.m.
Dec. 8	Copying course material	Shorey 8/16	Noon to 1 p.m.
Dec. 13	Walk in Help in Blackboard	Shorey 8/16	Noon to 1 p.m.

eLearning Updates

Continued from page 10

Collaborate with the Ultra Experience is now available to use at UAMS!

Instructors may now choose two different Collaborate experiences as their web-conferencing platform for their Bb Learn courses. Collaborate Ultra is the newest platform and no longer requires Java to run. Collaborate Ultra, in general, an easier-to-use web conferencing tool. Ultra will eventually replace Collaborate Original ("old" Collaborate) in the future. For now, instructors may opt into Collaborate Ultra on a course-by-course basis by emailing BlackboardHelp@uams.edu. To learn more about Collaborate Ultra visit: https://en-us.help.blackboard.com/Collaborate/Ultra/Participant/010_Ultra

OED's eLearning team presents at summer TWT Symposium

eLearning team members Jacob Martar, Mhoob Vang and Martha H. Carle presented a poster: "eLearning Analytics: UAMS Blackboard Data Visualization." Daniel Littleton partnered with D. Montague (UALR) on a poster: "How infrastructure behind online education uses technology to make successful teaching a reality"; Sarah Sharp presented a poster: "Blackboard Collaborate Usage." Daniel Littleton also presented a poster: "The differences in Courses, Communities, and GoSignMeUp in Blackboard." Cristina Gamalie held a workshop "**Hello, it's me...your instructor**" covering Blackboard Retention Center and Gradebook as communication tools. And Sarah Sharp presented "**What is Collaborate Ultra?**" covering an in-depth look at Blackboard's newest web conferencing tool.

OED's eLearning team attends Blackboard World 2016

eLearning team members Jacob Martar, Mhoob Vang and Martha H. Carle attended Blackboard World 2016 in Las Vegas. New product roadmaps and in-depth workshops on Analytics, Plan, Predict and Engage were featured. Team members met with University of Arkansas System members and reconnected with ARBUG (Arkansas Blackboard Users Group).

Teaching Scholars Program

- Office of Educational Development

The Office of Educational Development's **Teaching Scholars Program** is accepting applications for the 21st cohort of scholars.

This program is a one-year, intensive professional development program for selected faculty who aim to:

- Strengthen their educational foundations and enhance their teaching skills through quality research activities.
- Extend their educational research skills by translating their teaching activities into scholarly work.

For more information see <http://educationaldevelopment.uams.edu/edacad/teaching-scholars-program/>

Center for Health Literacy

Center for Health Literacy Announces New Leadership, Staff Members

The UAMS Center for Health Literacy (CHL) recently announced a new leadership structure and the addition of Andrea Roy, Nancy Dockter, M.P.H., and Katie Leath, M.P.H., to the team.



Kristie Hadden, Ph.D., the center's founding director, has been promoted to executive director. Tina Moore, M.Ed., Ed.S., formerly the director of training, has been named the center's director and will oversee the center's programs and services.

Hadden received a Chancellor's Circle Award in 2014 to establish the UAMS Center for Health Literacy. She holds a faculty position in all UAMS colleges and the Graduate School, with a primary appointment in the College of Medicine, Division of Medical Humanities. She also holds the Carl L. Nelson Endowed Chair for Creativity in Orthopaedics and is funded through a National Institutes of Health grant.

Kristie Hadden

Moore's background includes mathematics education, pharmaceutical sales and training, and professional development and consulting on curriculum, instruction and assessment. Since joining CHL just over a year ago, she has been involved in all of the center's programs and services including the Plain Language program, field testing and research. She has conducted health literacy trainings and presentations for providers, students and other health care professionals in multiple venues including graduate-level preceptorships, interprofessional education workshops, continuing education offerings and grand rounds. As a doctoral candidate, she is currently researching health numeracy and the communication of risk to patients.



Tina Moore



Roy joined the CHL team in June as the assistant director of operations. She has an extensive background in human resources and financial management, having worked in various administrative roles during her 31 years at UAMS. She has expertise in budget administration, human resources, student and educational services, and financial administration. Prior to joining CHL, Andrea worked at the Arkansas Center for Health Improvement (ACHI) where she served as the fiscal manager.

Andrea Roy

Dockter joined the CHL team in June as the plain language coordinator. She has a background in technical writing and journalism and has worked as a freelance writer and news reporter in central Arkansas. Since 2002, she has held several positions at UAMS, all of which have entailed writing, editing and project management. She worked as an editor and research assistant in the Department of **Psychiatry, research assistant/associate in the College of Public Health's Department of Health Policy & Management** and Office of Community-Based Public Health and as administrative staff in the Center for Diversity Affairs. Prior to joining the center, she worked at COPH as assistant dean for communications and external affairs.



Nancy Dockter



Leath is the center's new program administrator of health literacy services and communications. She graduated with honors from UAMS with an MPH in May. After completing her final master's project, she will graduate from UALR with a Master of Arts in Applied Communication Studies. Before joining the center, Leath worked at ACHI, where she was involved in a variety of research and evaluation projects.

Katie Leath

Sim Center Welcomes M*A*S*H* Students

- Simulation Education



*M*A*S*H (Medical Applications of Science for Health) is a statewide program, established by UAMS Regional Programs, for rising 10th and 11th grade high school students. During this two-week summer enrichment program, these high school students shadow health professionals and attend workshops designed to enhance their experience in the health care field.*

The program includes a tour of the UAMS campus, including a brief look at the Centers for Simulation Education. In the Clinical Skills Center, they learn about how students apply their didactic learning in practice as well as how the students are tested using standardized patients. The students also get hands-on experience in the clinic rooms learning like the medical students do. In the Simulation Center, the students see the high-tech manikins in the simulation theaters and get to try intubation on the partial task trainers. This year the center has hosted a record number of tours and students touched by our interactive training.

SP Spotlight: Crystal C. Mercer

- Simulation Education

How long you have been an SP?

10 YEARS. I began the SP program at both Children's Hospital and UAMS while in college in 2006. It was a suggestion from one of my professors at UALR. With my theatre arts background, SP work was a perfect fit to flex my degree focus and do something that I love while helping to facilitate growth in budding medical students.

Tell us about your career/life other than the SP work that you do.

I am a freelance performance artist, poet and sole proprietor of Columbus Creative Arts + Activism and SAFI Custom Home Body. My past credits include a number of plays and musicals in Arkansas, off-Broadway in New York and internationally in Canterbury, England. I work to use theatre arts as a tool for empowerment, education and social justice. As the daughter of legendary civil rights lawyer, Attorney Christopher C. Mercer, Jr., I honor the legacy of my father by fusing arts and activism. Recently, I was accepted into The Clinton School of Public Service and will begin fall 2016.



Crystal C. Mercer

--continued on page 14

Student Success Center Gears Up for New Year

- Heather Smith

The Student Success Center has been busy getting ready for the new school year — visiting college and program orientations, meeting new students and making changes to better meet everyone's needs.

We will soon hire a new Student Learning Specialist. This will give us four dedicated staff members available to help students with study skills, note taking, test taking and other academic difficulties.

College of Health Professions — Marybeth Norcross
College of Medicine and Graduate School — Dr. Jasna Vuk
College of Nursing — Ashley Phillips
Colleges of Pharmacy and College of Public Health — To be hired soon

The center has adjusted its hours to better meet student technology needs. Closing on Sundays allows our laptop and mobile device technician to be here on Fridays when students often need help with technical issues.

Our new hours are:

Monday – Thursday: 7:30 a.m. – 8 p.m.

Saturday: Closed

Friday: 7:30 a.m. – 6 p.m.

Sunday: Closed

SP Spotlight

Continued from page 13

What is your favorite thing about being an SP?

All of the interesting people I've met over the years — medical students and colleagues alike. They have become supporters, friends and my extended family. The collective work we do is important and invaluable to improving health services through simulation and understanding. I also love being able to gain insight about what questions to ask when I see my health care providers. It's like having a check-up all year round!

What is your least favorite thing about being an SP?

There's not too much to dislike about being an SP, however, if I had to choose a least favorite thing, it would be "adopting the symptoms" of the characters we play. There's only so many times a student doctor can palpate and percuss a liver before it begins to hurt for real! There is a little mental and physical wear and tear, but nothing I can't handle.

What is your biggest reward about being an SP?

My biggest reward as an SP is watching the students grow. Sometimes I see the same student, different scenario, different exam, but a more polished, refined, learned version of themselves. It's most exciting! Their confidence and knowledge, which was once a sprout, transforms into this glorious tree.

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

What I've learned about being a real patient as an SP is to be compassionate, but also demand answers in terms of my health. I've learned that there are some great doctors, and some not-so-great doctors, however, the students encountered over this past decade may just be the ones who change the world. They may be the ones that make you feel a little better when you're feeling down. The SP program is testing knowledge, yes, and also building better doctors to respect the humanity in every one. What I've learned the most is that it's possible... and that's hopeful.

Update from ESAA

- Enrollment Services and Academic Administration

Fall Registration and GUS update

Fall 2016 registration kicked off in grand style May 31, when new BSN students became the first to self-enroll using GUS to begin their early session coursework on July 5.

Early registration for the regular fall semester began July 5 and ended July 26, and as of the end of early registration, more than two-thirds of self-enrolling students had done so through GUS. The Admissions Office in each of the five colleges and the Graduate School processed applications for the Fall 2016 term in GUS. Since the online applications became available in July, more than 2,350 were processed (as of Aug. 1). Regular registration began Aug. 1 and continued through the first day of fall classes.



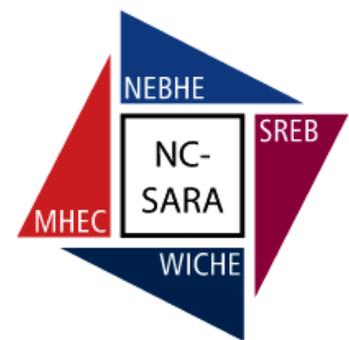
As can be expected with any new student information system, there have been bumps and hiccups along the way, but staff from across campus worked together to resolve issues as quickly as possible. Adjustments to business processes have been implemented to meet some challenges, and departments are already looking ahead to the spring 2017 enrollment cycle to further improve the process for students.

Ongoing GUS training sessions have been scheduled to ensure that faculty and staff are prepared to use the new system. Training information is available online at <http://gusinfo.uams.edu>, and is required before access to GUS will be granted.

State Authorization (SARA)

Forty-one states have now joined the State Authorization Reciprocity Agreement (SARA), the compact that establishes comparable national standards for interstate offering of postsecondary education for member states, districts and territories.

Most recent states to join: Washington D.C., Hawaii, North Carolina, South Carolina, and Delaware (September 2016). Expected to join by the end of 2016: Connecticut, New York, Pennsylvania and Utah. Florida, Kentucky, Puerto Rico and Wisconsin are expected to join in the coming year, with California and Massachusetts being the last ones in late 2017 or early 2018.



If you are looking at enrolling a student in a non-SARA state, please contact Dana Venhaus at 296-1376 for the most recent regulations and requirements for that state.

See the most recent SARA map at <http://academicaffairs.uams.edu/files/2016/06/UAMS-Distance-Education-Authorization-Map-06212016-Copy.pdf>.

Proposals Accepted for Interprofessional/Interdisciplinary Small Grants - Office of Interprofessional Education

The UAMS Office of Interprofessional Education is now accepting proposals for a new small grant program, designed to promote interprofessional education and collaborative practice initiatives. **Deadline for proposal submission is Nov. 9, 2016.**

Program Goal:

To promote the scholarship of interprofessional collaboration and practice in the areas of clinical care, education and research.

The project requesting support may include, but is not limited to, a focus on:

1. The impact of interprofessional practice on (for example): – Patient outcomes– Patient safety– Cost-effectiveness of health care– Health professional student outcomes

or,

2. Research on interprofessional practices (i.e., development/validation of interprofessional practice assessment measures)

The project description should include: a) rationale for the interprofessional team's composition; and b) a plan to evaluate the project's outcomes and the function of the interprofessional team.

Award:

Multiple grants will be awarded. Grants will range from \$5,000 to \$15,000.

Eligibility Criteria:

The Principal Investigator (PI) or Co-PIs and other investigators may be UAMS faculty, postdocs, graduate students, or clinical staff. The investigator team must have an interprofessional composition.

"Interprofessional" is defined as the representation of two or more professions (e.g., nurse and physician, pharmacist and physician assistant).

In addition to including investigators representing multiple professions, the proposed project should aim to establish a relationship between interprofessional practice and outcomes (clinical care, education or research).

The PI or Co-PI must have a current faculty appoint-

ment with UAMS.

Scholarly work that establishes baseline data or demonstrates strong potential for obtaining additional funding will be viewed favorably.

Application Process:

Include abbreviated curriculum vitae (or NIH Biosketch) of all investigators

Include letter(s) of support from the supervisor of the PI and Co-PI (if applicable)

Maximum of two pages including:

- a. Specific Aims
- b. Significance and Innovation
- c. Rationale and Approach (including methods, outcome measures, data analysis plans, and project evaluation)
- d. Plan for dissemination of results (presentation of work at a relevant national meeting and/or publication is required)

e. References cited will not count as part of the two-page limit

A one-page appendix:

- a. Timeline (including a progress report at six months and project completion within 12 months after receiving funds/IRB approval)
- b. IRB approval (if available). Note that IRB approval is required before funding can be awarded.
- c. Budget (may include salary support, travel to present at a professional meeting, supplies, participant fees, IRB fee, and other expenses needed to conduct the work.) Entire awarded amount will be transferred after receipt of IRB approval.

ALL MATERIALS MUST BE COMBINED AND SUBMITTED IN A SINGLE PDF DOCUMENT.

For questions about this grant program, please contact the Office of Interprofessional Education, ipe@uams.edu or call (501)686-5686.

Deadline: Nov. 9, 2016

Submit completed application packet as a single PDF file to: provost@uams.edu.

Teaching with Technology Symposium Highlights Academic Affairs Teams

Continued from page 1

and supporting the symposium along with other members of the TWT Program Committee.

Special thanks go to eLearning's Sarah Sharp and Daniel Littleton for facilitating recording most presentations and workshops via Collaborate Ultra. As always, the Information Technology AV department ensured that presentations were available on time. Nancy Clark (Library) handled the finances of the symposium. Dana Venhaus solicited the exhibitors/presenters for the event, and coordinated a well-attended Vendor Reception held the first evening of the symposium.

Some highlights:

- T. Glenn Pait, M.D., UAMS professor of neurosurgery and orthopedic surgery, opened the symposium by challenging the audience with this question, "Imagine your doctor is able to practice the operation they're going to do on you tomorrow. How many people would like that?" Everyone in the audience raised their hands. His presentation was "Virtual Reality Anatomy for Health-Care Education." Pait said virtual reality will help teachers get students' attention, keep them engaged and make teaching abstract concepts more concrete. In health care education, specifically, he said virtual reality will help train surgeons, giving them a chance to practice, develop spatial awareness and maintain their skills. Teaching anatomy and pathology will be greatly enhanced. Caregivers can practice patient interactions. In addition to education, virtual reality will have direct use in treatment, he said, listing examples in exposure therapy, post-traumatic stress disorder, pain management, phantom limb syndrome, brain damage and weight loss.
- The symposium included 25 breakout sessions, 10 workshops and three vendor presentations. Eighteen research and educational posters were displayed. The contributions of the members of the Academic Affairs Division were many and poster presenters from OED included Stanley Ellis, Laura Smith-Olinde; from eLearning included Martha Carle, Jacob Marter and Mhoob Vange, Louise Montgomery (Library) provided a poster as well, and Jasna Vuk (Student Success Center) advised two College of Medicine students, Jenny Liles and Robert Garner, each of whom created a poster of their research studies on student learning. Libby Ingram (Library) participated with Holly Naramore in a presentation on online bookstore best practices. Cristina Gamalie (eLearning) led a hands-on workshop on communication with distant students. Topics included making your own interactive textbook, working with students living in a digital world, video conferencing and increasing student engagement. Sessions also provided a broader view of issues and challenges surrounding the successful integration of technology in today's curriculum. Participants learned how to give better presentations, whether in the classroom, on a webinar or delivered through a mobile device.
- Ashley Castleberry, a faculty member with the UAMS College of Pharmacy, was presented with the TWT Educational Technology Excellence Award for 2016.

Attendees and presenters came from institutions around the state, including educators from community colleges, other Arkansas colleges, UAMS colleges, the business sector, and K-12 teachers.

For more on the event, visit <http://uamshealth.com/news/2016/08/02/educators-look-to-the->

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](#)
- [Student Success Center](#)

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](#)
- [Center for Health Literacy](#)
- [Office of Continuing Education and Faculty Center](#)