

Accolades

Jamie Thornton, the newest member of the Centers for Simulation team, recently received a Teamwork Award from Pearl McElfish, Ph.D., vice chancellor for the Northwest Arkansas Region. The award was given during the NW Region Team Quarterly Zoom Meeting. In her nomination, McElfish wrote: "I was happy to recognize Jamie Thornton for going above and beyond his job duties as we adjusted to a new work environment. Whether it is staffing the screening desk, driving supplies to Little Rock, or anything else that needs to be done, Jamie is always willing to help."



Jamie Thornton

Faculty Promotions in the Library

The Board of Trustees recently approved promotions effective July 1 for three faculty members in the **Library**. **Robert Musser**, Ph.D., of the Student Success Center, **CaLee Henderson** and **Suzanne Easley** of the Historical Research Center, were promoted to the rank of Assistant Professor.

Continuing Education Earns Kudos

The entire **Office of Continuing Education** team deserves a high five for assisting course directors, their staff members, and course registrants in navigating the changes that occurred to face-to-face educational activities due to COVID-19 restrictions. From refunding registration and exhibit fees, canceling venues, communicating with participants, vendors, and speakers about cancellations to quick turnarounds on approving COVID-19 topics for activities and working to accommodate moving to a virtual platform, the OCE team stepped up to the challenges they faced and performed expertly.

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Students arriving for the fall semester will find reconfigured classrooms and other changes for a COVID-19 world.

UAMS Continues to Prep for Fall Semester

Leaders from UAMS colleges and the Division of Academic Affairs continue to prepare for the return of more students to campus for the fall 2020 semester.

Plans for in-person classes, alternate forms of instruction, daily health screenings and other COVID-related information for UAMS faculty and students may change quickly in response to changing conditions on campus and in Arkansas.

Faculty and students are encouraged to contact their college's associate dean for academic affairs or program director since many issues will be decided at the program or college level.

Another resource will be the regularly updated COVID-related information on the Academic Affairs website.

Find it at:

academicaffairs.uams.edu/covid-19-guidelines-for-students.

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News from Academic Affairs

July 2020 Newsletter

News from Academic Affairs is published bimonthly (six times annually) 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.

Stephanie F. Gardner, Pharm.D., Ed.D.
Provost and Chief Strategy Officer

Departments in the Division of Academic Affairs

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- [Office of the University Registrar](#)
- [Commencement](#)

Institutional Research, Policy and Accreditation

- [Academic Administration](#)
- [Institutional Studies](#)

Society and Health

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

Student Services

- [UAMS Library](#)
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Teaching and Learning Support

- [Office of Academic Services](#)
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- [Office of Educational Development](#)

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

[Center for Health Literacy](#)

[Faculty Center](#)

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Office of Strategy Management

Questions? Comments?

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

Academic Affairs

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Little Rock, AR 72205
<http://academicaffairs.uams.edu/>

A Message from the Provost

In February, just before the impact of the pandemic reached Arkansas, 86 percent of UAMS employees completed the 2020 Employee Engagement survey. The survey results showed connectedness and pride by members of Team UAMS in our organization and the work they do.



Dr. Stephanie Gardner

That is great news and you displayed that dedication in our response to COVID-19.

As we drilled down into the results — and this is a process happening in a more formal manner across UAMS in the months to come — we also saw opportunities to improve.

Responses to questions concerning our resilience and ability to find work/life balance indicated that we sometimes find it difficult to unplug from work. Team UAMS includes so many committed, hard working individuals that I certainly understand having trouble disconnecting from work after hours. We know that sometimes we truly need to respond to an email or phone call over the weekend or even while on vacation. The key is learning how to disconnect when you can.

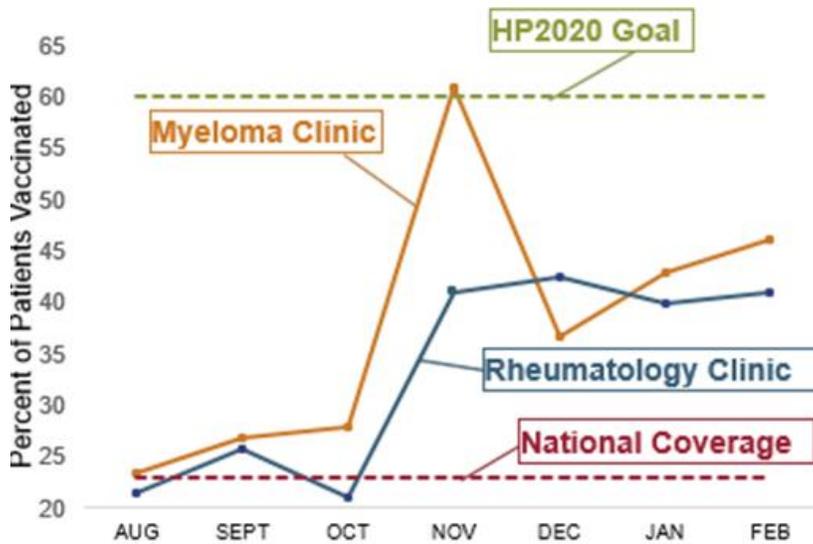
Our growing wellness program under the Get Healthy UAMS initiative, <https://gethealthy.uams.edu>, includes several tools and resources.

In an article shared around UAMS recently about boosting resilience, writer Rich Fernandez suggests in the *Harvard Business Review* that exercising mindfulness (being aware and engaged in the moment) improves judgement and problem solving; that being able to compartmentalize the millions of bits of information we receive daily will divide that information (and our time) into bite-size chunks where we can be more effective while decreasing mental strain; that understanding the ups and downs of our day and finding moments to take breaks increases our energy and clarity; and that by learning to focus on responding rather than reacting to situations we relax and make wiser decisions with greater perspective. Finally, Fernandez emphasizes compassion — both for ourselves and for others — as an avenue for stress reduction, positive work relationships, increased cooperation and stronger collaborations.

So as I write this on a Friday, I hope all of Team UAMS who are not working this weekend will make time to detach from work. Spend some time doing something that recharges and refreshes so that when you return to work, you are more centered and ready for what the new week brings.

Thank you all for your service to our health education, clinical and research missions.

Center for Health Literacy



Vaccination rates for immunocompromised patients in the UAMS Rheumatology and Multiple Myeloma clinics nearly doubled during the course of a six-month quality improvement project that included contributions from the Center for Health Literacy and Office of Continuing Education.

Immunocompromised patients are at increased risk for pneumococcal disease but less than 1 in 4 are properly vaccinated. National vaccination coverage is only 23%, far short of the Healthy People 2020 goal of 60%. Patients treated in the UAMS Rheumatology and Multiple Myeloma clinics had even less protection at 21.6% to 23.4% respectively. **In the six-month project period, rates of vaccine protection nearly doubled, going from 21.6% to 41% in the Rheumatology Clinic and from 23.4% to 46% in the Myeloma Clinic and continued to increase until disrupted by COVID-19.**

OCE and CHL look forward to sharing these findings with others embarking on QI projects. Alison Caballero, MPH, director of the Center for Health Literacy, presented findings at the Institute for Healthcare Advancement's Annual Health Literacy Conference, where the team was awarded the 2nd place prize for their poster. Additional presentations and a manuscript are planned."

Health Literacy, Continuing Education, College of Medicine Join Forces for QI Project and Double Vaccine Protection for Immunocompromised Patients

Two Academic Affairs departments recently teamed up with clinicians on a quality improvement project to increase pneumococcal vaccine protection among immunocompromised patients at UAMS.

The QI team included the Office of Continuing Education (OCE) and the Center for Health Literacy (CHL). OCE led the project with funding from Pfizer and coordinated the CE activities, and CHL staff lent their expertise to develop plain language patient education materials in English and Spanish. Robert Hopkins, M.D., director of the Division of General Internal Medicine in the College of Medicine's Department of Internal Medicine, and Mary Burgess, M.D., of the Infectious Disease Division in the Department of Internal Medicine, led the clinical systems changes and delivered the peer education.

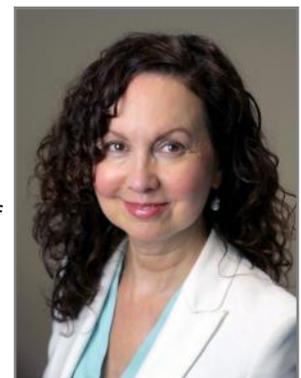
Arkansas Commission on Child Abuse, Rape and Domestic Violence

Stone Named Commission Executive Director

Paula Stone, LCSW, has been appointed the new executive director for the Arkansas Commission on Child Abuse, Rape and Domestic Violence. She started in this role July 13.

Max Snowden, who retired in 2019 after serving 21 years as director, had served as interim director the past few months during the search. Stone brings more than 27 years' experience working for and leading programs focused on the health and safety of children and families. Since 2017, she has served as deputy director for the Division of Medical Services in the Arkansas Department of Human Services.

She earned a master's degree in social work from the University of Arkansas at Little Rock, with an undergraduate degree in sociology from Ouachita Baptist University in Arkadelphia.



Paula Stone

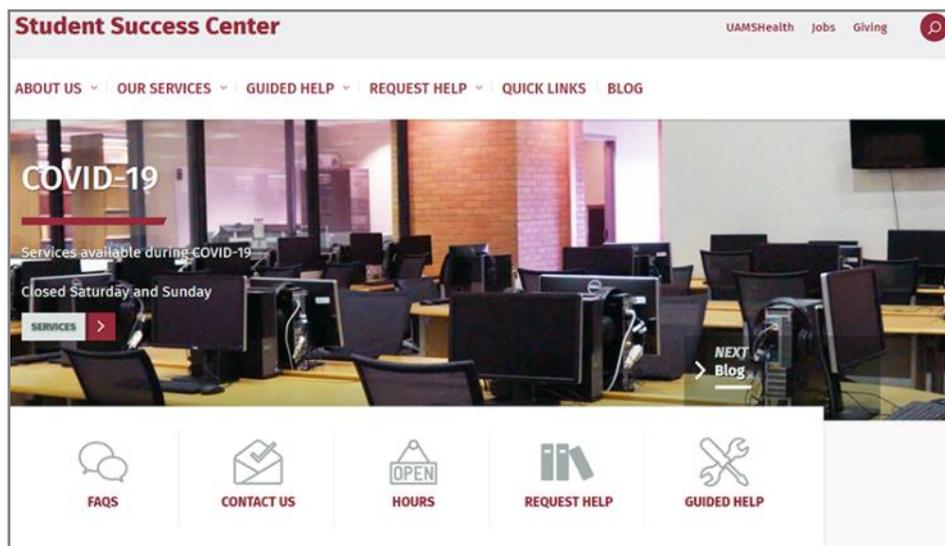
Student Success Center

Student Success Center Works at Full-Speed during Pandemic

On March 12, 2020, for the safety and wellbeing of UAMS students, students were sent home and instruction was moved online. This rapid change of the instructional model added a lot of stress to already stressed-out students. To help, Student Success Center (SSC) services continued to be offered mostly in a new, remote capacity.

Most services were readily adapted to a remote environment and we fully took advantage of technologies such as teleconferencing and email to continue to support the needs of students.

As the learning environment changed, the need for academic support increased. The SSC learning specialists saw an increase in the request for academic support for issues such as time management and learning in a remote environment. Meetings that once were held in person, moved to a remote format. Although different, meeting remotely using teleconferencing technology allowed the learning specialist and student to still interact with each other, share documents, and continue meeting in much the same manner as if they were held face-to-face. The remote meetings proved very successful. We look for these types of meetings to continue even after students are back on campus for learning.



Visit the UAMS Student Success Center online at studentsuccess.uams.edu.

Peer tutoring also needed to be adjusted to fit a remote learning environment. The learning specialists worked with our peer tutors on best practices to meet with students remotely. The use of teleconferencing also aided in these tutoring sessions. Soon the tutors were pros at remote technology and the sessions were as effective as they would have been in person. For the time being, tutoring sessions will continue in a remote manner to keep everyone safe.

Technology needs also increased as students began to rely heavily on laptops and mobile devices to connect to their instructors and courses. SSC Student Tech Support was able to connect remotely to laptops and mobile devices to help troubleshoot issues. When the problem could not be fixed remotely, meetings were arranged in person, practicing social distancing.

Writing assignments and other professional documents such as CVs and resumes always increase during the spring semester. This spring semester was no different in spite of the remote learning environment. Help with writing was handled through email exchanges, occasional video conference meetings, and a few safe face-to-face meetings in the Library if the need arose.

Testing is the one service offered by the SSC that remained in full operation on campus. Students who were not able to test remotely were able to work with their instructor and schedule time to test with the SSC. It was also a busy time for UAMS IT personnel who were required to recertify with Epic in order to continue to support the Epic system. Through it all, our testing coordinators were available and ready to help.

As the campus prepares for the fall semester and we continue to watch the pandemic unfold, the Student Success Center will continue to be available and ready to assist students in the capacity that best meets the need and keeps everyone safe. We look for another successful semester.

--Heather Smith

Centers for Simulation Education

Sim Center Adapts to Help Anesthesia Residents Prep for Certification Exams

The Simulation Center at UAMS annually provides support for the College of Medicine's Department of Anesthesia to offer a mock OSCE (Objective Structured Clinical Examination) to graduating anesthesia residents.

Anesthesia residents undergo a series of staged examinations during and at the end of their residency to obtain certification in anesthesia from the American Board of Anesthesia (ABA). The OSCE is included in the final phase of testing. The OSCE is in addition to the Standardized Oral Examination (SOE) and is designed to test two domains that are difficult to evaluate using other platforms: communication and professionalism along with technical skills related to patient care.

The mock OSCE offered by the Sim Center is structured to mimic the ABA's actual exam. The schedule for the OSCE is set by the ABA and allows for seven stations with eight minutes per station and four minutes between stations to review the next scenario. The Sim Center has space available to run seven scenarios simultaneously. The existing curriculum allows the center to run two sessions, with seven residents per session.

Department of Anesthesia faculty served as instructors, observing each resident and providing feedback on each activity. To simulate the OSCE experience, the curriculum includes four stations with standardized patients to test for communication and professionalism skills as well as three stations that test for technical skills. A simulation technologist is provided for the control room at each station adjacent to each simulation theater. For the technical skills stations, prerecorded videos used to simulate images or monitor readings related to the specific scenario. Careful preparation takes place to ensure all stations and rotations proceed smoothly.

This year, the COVID-19 pandemic compelled the Sim Center to move the mock OSCE to an online format using the Zoom video conferencing platform. We elected to shorten the mock OSCE to only four scenarios due to the complexity of moving the participants through the stations as well as faculty availability. These included two stations with standardized patients and two stations for technical skills assessment. We conducted four sessions, with four residents at each session. One simulation technician served as the host for the Zoom activity and was responsible for virtually moving the Resident from a waiting room into the virtual room for the simulation and moving the Resident back to the waiting room upon completion of the scenario. In addition, each station had a simulation technician serving as a co-host to facilitate the process. Each station in addition had an anesthesiology faculty instructor who observed the resident performance in real time to provide feedback at the end of the session.

Prior to the session, we conducted multiple meetings and a pilot session to ensure a smooth transition to the virtual format. The Simulation Education staff and Anesthesia faculty held a production meeting to fine tune the timing of the scenarios as well as virtually moving the participants from room to room. Once we felt we had the timing calculated correctly, a dry run was performed with Simulation Education staff and anesthesia faculty filling all roles to test the specific time frames for each virtual change of position. We did have to add a few seconds here or there to ensure the host had enough time to make the moves in the Zoom program.

An unofficial verbal evaluation by the Center for Simulation Education and Department of Anesthesia staff all agree that the mock OSCE simulation was without major technical issues and the presentation was as effective as a live simulation.

-- Margaret Glasgow, Director of Simulation Education, Centers for Simulation Education, UAMS

This year, the COVID-19 pandemic compelled the Sim Center to move the mock certification exam for the Department of Anesthesia to an online format.

An unofficial verbal evaluation by the Center for Simulation Education and Department of Anesthesia staff all agree that the mock OSCE simulation was without major technical issues and the presentation was as effective as a live simulation.

Centers for Simulation Education

Standardized Patient Profile

Meet one of our valued Standardized Patients, who are trained to simulate an actual health care professional, family member or patient so accurately that the simulation cannot be detected by a skilled health care worker. SPs are specifically trained to not only represent the context of a situation or problem, but to also consistently recreate that same situation or problem each time they encounter a learner.

Name:

Moriah Patterson

How long you have been an SP?

I've been an SP for 10 years.

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

I'm usually a performer, choreographer, and instructor in central Arkansas. I've worked at Murry's Dinner Playhouse, Arkansas Shakespeare Theatre, and Wildwood Park for the Arts; as well as Bryant High School and Pulaski Academy, in the last year.

What is your favorite thing about being an SP?

I love teaching, so to see that "light bulb moment," or witness a confidence boost in a learner is really special.



Moriah Patterson

"I think it's very important work that UAMS and other institutions are exploring with online encounters. Telemedicine has been around for quite some time, but it can only grow to be more important as we become more of a technology-focused society. Even as we think ahead, to a time on the other side of a global pandemic, I believe online encounters will stay a valuable part of practicing medicine."

— Moriah Patterson

What is your least favorite thing about being an SP?

Being recognized off-campus can sometimes be a bit awkward... "Hey, weren't you the woman having a weird rash yesterday?"...

What is your biggest reward about being an SP?

It's very rewarding to know that in whatever small way, I'm helping learners become better communicators, and therefore become better physicians, nurses, pharmacists, counselors, security officers, dentists, and many more medical professionals. I'm grateful to be helping to make a difference.

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

Patient sim has helped me realize that you are your own best advocate. One of the best ways to help your doctor help you, is to not be afraid of bringing up your own concerns about your health.

Office of Educational Development

Recording Room Now Available for Faculty to Record Lectures for Online Delivery

The Office of Educational Development (OED) now has a **Recording Room for Faculty** to use for recording PowerPoint presentations for class. Faculty just need to schedule time and bring the PowerPoint on a flash drive. Zac Walthall of OED will be available to assist faculty in the setup for recordings. If you need this room and service, please complete the [Recording Studio Request Form](#).

Another new faculty resource is the **Teaching Resources Page** of short instructional guides and “how tos” for developing classes interactively or online. Teaching resource topics include Best Practices for Pre-Class Assignments, Tips for Recording Video Voice Intros, Sharing a Box File in Blackboard, and Uploading a Video to the Video Index Server.

Both of these faculty course development opportunities are available on the [OED website](#).

Educators Academy

SAVE THE DATES:

The Educators Academy’s Fall Teaching Workshops will be held on Mondays, 4:30–6 p.m., from Sept. 7 through Nov. 2. Workshops will be presented via Zoom or on location if required. Topics include active learning strategies, writing multiple choice questions, and introduction to simulation, among others. For more information email EdAcad@uams.edu.

The **Teaching Scholars Program** is a one-year intensive professional development program for faculty who want to translate their teaching activities into scholarly work. The program begins in the fall and meets twice a month as a group. Scholars are expected to present the status of their educational research or publication projects at the end of the term. Applications to the program will begin in late summer. Visit [Teaching Scholars Program](#) on the OED website to learn more.

Instructional Design

The **OED Instructional Design Team** provides extensive services for colleges, programs and individual faculty in course development. Much of this work is directed toward implementing online and hybrid based approaches. To get ideas for course designs, go to [Blackboard](#), My Communities, search for Course Design Gallery, and self-enroll. The team is working extensively on a new Teaching Resources page to provide further support on course design and learning principles. This page will be released following user testing.

Faculty and support staff are encouraged to request OED instructional design assistance. Learn more via the [Course Design tab](#) on the OED website.

Evaluation

The OED Evaluation team provides individual and small-group instruction in educational evaluation to UAMS faculty and staff in the following areas: defining desired outcomes, formulating program goals and objectives, reviewing curricular materials, and determining appropriate methods of evaluation. We also provide consultation in: preparing evaluation plans, developing evaluation tools, and analyzing quantitative and qualitative data. To request evaluation services, please complete the [OED Service Request Form](#).

Office of Educational Development

OED eLearning Team

The eLearning team (OED) has been busy since March 3 with contingency planning help education activities continue successfully. Between March 3 and May 5, over 85 Blackboard training sessions were conducted with over 183 faculty and staff attending. In the same period, 1,932 emails/phone calls were answered supporting the Blackboard tools. On March 6, eLearning published [Blog: Contingency Plan](#).

Respondus products used in Blackboard testing saw an increase of 2242 student seats over 77 courses March-May. Blackboard's web conferencing tool, Collaborate Ultra posted the following growth: Blackboard training sessions during **May 5-July 10** have included **67** unique topics. Attendance during this

Collaborate Ultra Usage	Jan – May 2019	Jan – May 2020
Number of distinct Collaborate sessions over all rooms that are attached to a Course	2350	13,520
Total number of hours used in Collaborate sessions	2131.39	7449.77
Total number of hours attended in Collaborate sessions	2021.38	5119.09
Number of distinct users who have participated in at least on Collaborate session attached to the Course	644	6666
Total number of attendee hours over all Collaborate sessions/rooms that are attached to a Course	4777.42	45,670.5
<i>Blackboard Data report 5.6.20. (Figures do not include COM M1, COM M2 and IPE)</i>		

time period has included **234** faculty and staff. Topics of high interest have included:

- Asynchronous/Synchronous Discussions: Blackboard Discussion Tool/Breakout Rooms Collaborate Ultra
- Building Interactivity in Blackboard CourseBlackboard Grade Center & Using Groups/Smartviews
- Blackboard Communication Skills: Engaging Learners
- Building & Grading Assignments with the new Annotate Tool & SafeAssign
- Collaborate Ultra Tools & Tips for Interactivity
- Collaborate Ultra Basics Using Security Settings
- Respondus Products for Blackboard Exams (Respondus 4.0, LockDown Browser & Respondus Monitor)
- Team Based Learning (TBL) Activity in Blackboard

For a list of current Blackboard Brownbag training sessions please go to: <http://educationaldevelopment.uams.edu/elearning/elearning-training-sessions/>. To sign up for training, please email carlemarthah@uams.edu with the name of the session, date, and time. eLearning will send you a link to join the session. (At this time all sessions are held online with Collaborate Ultra or Zoom.)

Individual one-on-one virtual training or department virtual training may be scheduled as well at carlemarthah@uams.edu. Day to day questions/Blackboard support may be addressed to BlackboardHelp@uams.edu.

BlackboardHelp@uams.edu will connect UAMS faculty to an eLearning team member to help **create Blackboard Communities** for organizations, cohort groups, college Collaborate recordings, and other activities. To request a Community or other Blackboard assistance, please email BlackboardHelp@uams.edu.

Tips to Manage End of Life for Adobe Flash and Collaborate Classic

This is a reminder that there are critical end of life dates coming for two products. These could impact your Blackboard courses.

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Office of Educational Development

First, **Adobe is dropping support for Adobe Flash on Dec. 31, 2020.** Once this date passes, browsers will stop supporting adobe flash related content. Please see the following blog post for tips on finding Adobe Flash content in your courses. <https://educationaldevelopment.uams.edu/2019/09/16/8726/>

Second, **Collaborate Classic and Collaborate Classic Recordings will stop functioning on Dec. 31, 2020.** Please make sure all of your classes that utilize the Collaborate Classic Scheduling Manager transition to Collaborate Ultra. Old recordings that must be retained should be uploaded to an alternative video storage solution by the faculty member. Please see the following blog post on identifying and backing up old collaborate recordings. <https://educationaldevelopment.uams.edu/2020/02/14/end-of-collaborate-classic/>

Contact BlackboardHelp@uams.edu with further questions.

August Blackboard Training Sessions

The OED eLearning Team has scheduled **Blackboard Brown Bag Workshops for August. All topics are offered online.** RSVP to CarleMarthaH@uams.edu to receive a calendar invitation and link to the session. Please make your reservation the day before the session.

In addition to the training sessions listed on [Blackboard](#), eLearning team members are available for one-on-one training. Please send requests via email to BlackboardHelp@uams.edu

	Date	Time	Topic	Instructor
Mon	8/3	1-2:50pm	Blackboard Basics Session #1	Janay & Cristina
Tues	8/4	noon - 1pm	Building & Grading Tests in Blackboard	Cristina
Wed	8/5	noon - 1pm	Blackboard Rubrics for Assignments or Skills	Cristina
Wed	8/5	4:30-5:30	Basic Collaborate Ultra with Security Settings	Janay
Thur	8/6	4:30-5:30	Copy Blackboard Course Materials & Date Management Tool	Janay & Jacob
Fri	8/7	8:30-9:30	Managing Course Content in Blackboard	Cristina
Fri	8/7	noon - 1pm	Copy Blackboard Course Materials & Date Management Tool	Janay & Jacob
Tues	8/11	noon - 1pm	Advanced Blackboard Grade Center	Cristina
Tues	8/11	4:30-5:30	Collaborate Ultra Tools & Tips for Interactivity	Janay
Wed	8/12	8:30-9:30	Asynchronous/Synchronous Discussions: Blackboard Discussion Tool/ Breakout Rooms Collaborate Ultra	Cristina & Janay
Wed	8/12	noon - 1pm	Copy Blackboard Course Materials & Date Management Tool	Janay & Jacob
Thur	8/13	8:30-9:30	Basic Blackboard Grade Center	Janay
Thur	8/13	noon - 1pm	Using Groups & Smartviews in Blackboard	Cristina
Fri	8/14	noon - 1pm	Student Presentations in Collaborate Ultra	Janay
Mon	8/17	noon - 1pm	Building a Team Based Learning (TBL) Activity in Blackboard	Martha
Mon	8/17	4:30-5:30	Basic Collaborate Ultra with Security Settings	Janay
Tues	8/18	noon - 1pm	Collaborate Ultra Tools & Tips for Interactivity	Janay
Wed	8/19	noon - 1pm	Collaborate Ultra Tools & Tips for Interactivity	Janay

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Office of Educational Development

Blackboard Training Schedule

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Thur	8/20	8:30-9:30	Respondus Products in Blackboard Testing - demonstration	Cristina
Thur	8/20	4:30-5:30	Basic Collaborate Ultra with Security Settings	Janay
Fri	8/21	8:30-9:30	Building Groups & Using Smartviews in Blackboard	Cristina
Fri	8/21	10-noon	Asynchronous/Synchronous Discussions: Blackboard Discussion Tool/ Breakout Rooms Collaborate Ultra	Cristina & Janay
Tues	8/25	8:30-9:30	Blackboard Testing & Respondus Monitor	Cristina
Tues	8/25	noon - 1pm	Basic Collaborate Ultra with Security Settings	Janay
Wed	8/26	noon - 1pm	Blackboard Assignments & SafeAssign	Cristina
Wed	8/26	4:30-5:30	Collaborate Ultra Tools & Tips for Interactivity	Janay
Thur	8/27	noon - 1pm	Monitoring Student Progress in Blackboard	Cristina
Thur	8/27	4:30-5:30	Collaborate Ultra Tools & Tips for Interactivity	Janay
Mon	8/31	noon - 1pm	Student Presentations in Collaborate Ultra	Janay

In addition to the Brown Bag sessions, eLearning also offers one-on-one or department virtual training (Blackboard Comprehensive Sessions #1, #2 and #3) that may be scheduled as well at carlemarthah@uams.edu. Day to day questions/Blackboard support may be addressed to BlackboardHelp@uams.edu.

***Comprehensive Blackboard (Bb) Training**

Comprehensive Bb Training is available by request carlemarthah@uams.edu

Sessions are 2 hours and are available online only. When you register you will be sent a calendar invite and a link for joining.

***Session #1** includes Overview to Blackboard; Communication tools; Assignments; and Rubrics.

***Session #2** includes Testing in Blackboard and Respondus products (Lock Down Browser, Respondus 4.0; Respondus Monitor) and EAC Visual Data.

***Session #3** includes the Grade Center; Groups; Course Analytics; and Collaborate Ultra.

Accolades

Continued from Page 1

Here is one example of an accolade received via email: "Just wanted to let you know how much I appreciate the support of **Courtney Bryant**. The last few days have been very interesting with everything going on with the COVID-19. We had a big stroke-certified nurse event scheduled for today for nurses from across the state. Courtney was leading the accreditation process; however, we were considering canceling it due to the situation with many people not wanting to come in person. Courtney allowed us to provide the credits if folks join remotely, and we found out there would be a way to livestream at Baptist. She spent time with me to help me create an online evaluation form we could use to automate the delivery of the certificates of completion. I commend Courtney for her support, patience and assistance in getting this done! We worked very well as a team and the class is going great, based on feedback I am hearing from the nurses!"

I want to salute the OCE team for their dedication, excellence, and caring they show every day in their work: **Richelle Thompson, Courtney Bryant, Rafid Filat, Karen Fleming, Vanessa Jackson, Riley Peek, and Sara Strickland**. — Thank you! Lea Mabry, Director of AA OCE

CHL Expands Scholarship by Poster, Presentations

The **Center for Health Literacy** reports several posters and presentations accepted for upcoming conferences:

Posters Accepted

- National Rural Health Association, Rural Health Equity Conference, June 16, 2020. "Barriers and Facilitators to Implementing a Health Literacy Intervention to Improve Diabetes Self-Care in Rural Patient Centered Medical Homes." Authors: **Jennifer Gan**, MBA,¹ Kristie Hadden, PhD (Population health, Strategic Planning),¹ Connie Arnold, PhD,³ Marcia Byers, PhD (Institute for Digital Health & Innovation),¹ Laura Curtis, MS,² Terry Davis, PhD,³ Scott Hur, MPH,² Mary Kwasny, ScD,² Jean McSweeney, PhD (College of Nursing),¹ Michael Wolf, PhD²; ¹University of Arkansas for Medical Sciences, Little Rock, AR, ²Northwestern University, Chicago, IL, ³Louisiana State University Health Sciences Center, Shreveport, LA
- Institute for Healthcare Advancement, 19th Annual Health Literacy Conference, July 20-24, 2020. (NOTE: This includes authors from 2 AA departments – CHL and CE!) "Health Literacy, Quality Improvement, and Continuing Education Collaborate to Improve Pneumococcal Vaccine in Immunocompromised Adults" Authors: **Alison Caballero**¹, MPH, CHES; **Katherine Leath**¹, MPH, MA; **Lea Mabry**, MEd.²; **Richelle Thompson**, EdS, CHES²; Robert Hopkins, Jr. MD, MACP, FAAP³; Timothy Atkinson, EdD³; Mary Burgess, MD³ (University of Arkansas for Medical Sciences, Little Rock, AR) ¹Center for Health Literacy, ²Office of Continuing Education, ³College of Medicine
- Healthcare Communication Virtual Research Forum, Academy of Communication in Healthcare, June 27, 2020. "Online Consumer Health Information on COVID-19 Not Ideally Readable or Actionable" Authors: **Katherine Leath**¹, MPH, MA; **Alison Caballero**¹, MPH, CHES; Jamie Watson², PhD (University of Arkansas for Medical Sciences, Little Rock, AR) ¹Center for Health Literacy, ² College of Medicine, Division of Medical Humanities and Bioethics

Oral Presentations Accepted

- Institute for Healthcare Advancement, 19th Annual Health Literacy Conference, July 20-24, 2020. "Health Literacy Ethics in Public Health Emergencies" Speaker: **Jamie Carlin Watson**, PhD (CHL Affiliate Faculty)
- UAMS Showcase of Medical Discoveries (COVID-19 Research), June 18, 2020. "Online COVID-19 Consumer Health Information Not Ideally Readable or Actionable" Speaker: **Alison Caballero**, MPH, CHES

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Accolades

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Kathryn (Kat) Neill, Pharm.D., associate provost for academics in the Division of Academic Affairs, and **Kristen Sterba**, Ph.D., associate provost for students and administration in Academic Affairs, were authors on two presentations accepted for the virtual [Nexus Summit 2020](#). The two presentations and authors are:

- "Rapid Implementation of an Interprofessional 1-800-COVID-19 Hotline Call Center to Support a Public Health Crisis," Neill, Sterba, Joseph Sanford, M.D., chief informatics officer and co-director of health care analytics in the UAMS Institute for Digital Health and Innovation; and Kevin Sexton, M.D., associate chief medical informatics officer, UAMS clinical enterprise.
- "Implementation of an Interprofessional 1-800-COVID-19 Hotline Call Center Training Simulation," Neill, Sterba, Jared Gowen, UAMS MD/MPH Candidate 2021; Layla Simmons, M.Ed., RDCS, RDMA, assistant professor and clinical coordinator in the UAMS Division of Medical Sonography; and Megan Lane, MHA, RT (R)(CT), RDMS, RVT, instructor and assistant clinical coordinator in the UAMS Division of Medical Sonography.

Kathryn (Kat) Neill, Pharm.D., associate provost for academics in the Division of Academic Affairs and director of interprofessional administrative and curricular affairs in the UAMS Office of Interprofessional Education, and **Wendy Ward**, Ph.D., associate provost for faculty in the Division of Academic Affairs and director of faculty development for the UAMS Office of Interprofessional Education, also were authors on two presentations accepted for the virtual [Nexus Summit 2020](#).

The presentations are "A Three-Year Evaluation of an IPE Facilitator Certification Process" and "An IPE Wellness Workshop: Implications for Patient Care and Self Care."

Other presentations involving UAMS at the Nexus Summit 2020 include:

- "Caring for Families and Communities in the Context of COVID-19: An Online Competence Workshop," Neill, Ward, Leonie DeClerk, DNP, APRN, FNP-BC, director of the doctor of nursing practice program in the UAMS College of Nursing; and D. Micah Hester, Ph.D., chair of the Department of Medical Humanities and Bioethics in the UAMS College of Medicine.
- "Using Interprofessional and Simulation Education on Weight Bias to Influence Students' Attitudes and Perceptions of Overweight and Obese Patients," Neill, Natalie Cannon, MS, RD, CNSC, PA-S, UAMS physician assistant student; Kate Ross, RD, PA-S, UAMS PA student; Heather Trudeau, MPAS, PA-C, Michigan State University; Jing Jin, MPH, biostatistician of the Department of Biostatistics in the UAMS College of Public Health; and Tiffany Huitt, Ph.D., associate professor and director of research and assessment for the physician assistant program in the UAMS College of Health Professions.