

New Name Points to the Goal of the Center for Faculty Excellence

The changes in the Faculty Center extend past its new name — Center for Faculty Excellence, which emphasizes the effort to improve and extend access to resources that help UAMS faculty succeed.

In 2015, UAMS consolidated faculty resources at the campus level with creation of the Faculty Center. The center, with Emily Freeman, MHSA, as director, worked to expand access to these programs and support to all faculty.

Center for Faculty Excellence

Find them online at:
faculty.uams.edu

"With the addition of new programs and other changes, we felt a new name will more clearly state the center's mission," said Wendy Ward, Ph.D., associate provost for faculty. "We want to be a comprehensive resource to help UAMS faculty members at all phases of their career thrive."

Some additional changes faculty will notice:

- A **Faculty Excellence Seminar series**, including topics identified as "gaps" in professional development offerings across research skills, teaching skills, leadership development, wellness/resiliency, and promotion/strategic career development. The offerings will be streamed and available via any electronic device, recorded, and adapted into online modules available on the Learn on Demand website. This series is in partnership with the Office of Continuing Education and the Institute of Digital Health Innovation.
- A **redesigned website** that highlights faculty development opportunities and institutional resources for career success. Links to live and online modules are available. Information is organized based on faculty life cycle, making these resources easier

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GradFest Adapts with Grab-and-Go Event

The fourth annual GradFest looked very different this year. Sponsored by the Office of the University Registrar and Campus Life and Student Support Services, a grab-and-go event replaced the previous in-person festival.

On the main campus, the event was held at the Student Center from March 8-12. Festivities included music, balloons, and tables piled with custom cookies and festive GradFest cinch bags filled with an array of UAMS swag, donated by colleges and departments.

Organizers Clinton Everhart, assistant provost for enrollment services and university registrar, and Cheri Goforth Warmack, director of Campus Life and Student Support Services, reported receiving responses from students expressing appreciation for the celebratory event. "Seeing campus groups come together in support of our students demonstrates the Team UAMS spirit," Everhart said. "It is encouraging and heartwarming to see the excitement on the faces of our seniors as they celebrate their years of hard work," said Warmack.

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(Right) Some UAMS students pose for a photo during the Grab-and-Go GradFest event.



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News from Academic Affairs

March 2021 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

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- [Commencement](#)

Institutional Research, Policy and Accreditation

- [Academic Administration](#)
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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 Strategy Management

Questions? Comments?

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

Academic Affairs

University of Arkansas for Medical Sciences

4301 West Markham, # 541

Little Rock, AR 72205

<http://academicaffairs.uams.edu/>

A Message from the Provost

At the recent UAMS Town Hall, I shared updates on a few projects that address equity issues for Team UAMS employees and students. The 12th Street Health & Wellness Center, Stocked & Reddie Food Pantry, Home Ownership Promotion Program and planned Child Development Center also address multiple goals in our Vision 2029 plan.



Dr. Stephanie Gardner

The student-led 12th Street Health and Wellness Center, opened in January 2013, continues to be a success story. Pre-COVID, we averaged 12 patients per night on the three evenings a week it was opened for preventative health screenings and education. Though COVID closed the clinic for a few months, it reopened last August and its services remain in demand by the community.

The seeds of Stocked & Reddie were planted when a 2018 survey showed food security issues among UAMS students. Today, the food pantry counts more than 1,600 members — including our students, employees and some employees from Arkansas Children's Hospital — who are able to shop the pantry twice weekly for fresh produce or pre-packaged meals. In COVID, the pantry also supported no-contact meal deliveries for quarantining students and employees in needs.

Our Homeownership Initiative grew out of an exploration of employer-assisted housing programs as a recruiting/retention benefit and to improve employee well-being. Employees who meet employment and income criteria can access financial education courses, free tax preparation, housing/credit counseling and homebuyer education offered by partner Southern Bancorp. Thanks to a gift from an anonymous donor, we are additionally able to offer some down payment assistance up to \$2,000 for qualifying employees if they purchase a home in the area south of I-630 between University, Asher Avenue and Chester Street in Little Rock. Though we still await a home purchase through the program, there have been many employees who have completed some of the financial or home buying education sessions. More information is on the UAMS HR website, hr.uams.edu/benefits.

And later this year, we plan to begin construction of a Child Development Center on land near campus (and across from the Hillary Rodham Clinton Children's Library). This will be a great employee benefit since child care needs are often cited in employee surveys.

Put all these projects together and you see how we are striving to support UAMS employees and students while also staying true to our health care mission.

Watch for updates on these and other projects soon.

Office of Educational Development

Changes in OED eLearning / Blackboard Team

Martha H. Carle, M.Ed., M.P.H., CHES, eLearning coordinator and assistant professor in the Office of Educational Development retired Dec. 31, 2020. She championed the eLearning / Blackboard Team in translating in-person teaching to online classes in Blackboard for all colleges and graduate school due to COVID-19. She has served in OED since 2008 and previously in the College of Pharmacy as didactic coordinator and assistant instructor for the non-traditional PharmD program. She presented at national meetings, hosted webinars and published using her theoretical background in assessment/evaluation, curriculum, and instructional design. Martha also just finished her term as a STEM program teacher's aide. She plans to resume her travels, chair the Bonefish Committee, and play the piano with gusto. OED and Academic Affairs will miss Martha Carle's presence in the eLearning world on campus and wish her the very best in her new endeavors.



Martha Carle

Faculty Support Staff Changes

Following Martha Carle's retirement, the OED eLearning Team announced some staff changes as the group aims to support faculty from all colleges and the graduate school and also directing OED goals to align with the UAMS strategic plan.

Among the changes:

- **Jake Martar, M.Ed., AAS, BPS, is now eLearning Team Coordinator.** Jake has been the OED Blackboard Learning Management System Administrator for the past seven years. He will now oversee the OED eLearning Team and all things Blackboard.
- **Janay White, M.A.**, has expanded her Blackboard Support skills to include Instructional Design to support faculty in using a collaborative model of design and implementation with instructional design tools and Blackboard LMS.
- **Rhonda Partney-Wakelyn, M.Ed., M.A.** transferred to OED from Organizational Development to serve in Blackboard Support and Instructional Design. She recently earned Blackboard Collaborate Ultra Certification through the Blackboard Academy.
- **Jamison Hall, M.S., M.E.**, joins UAMS from Arkansas Tech University where he will serve as the Blackboard Learning Management System Administrator.

More eLearning Team News

Comprehensive Blackboard (Bb) Training

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

Sessions are two hours and are available online only. When you register you will be sent a calendar invite and a session link (Chrome or Firefox browsers only). Individual or small group sessions also can be scheduled.

Session 1 includes an overview of **Blackboard, Communication tools, Assignments, and Rubrics**
Session 2 includes **Testing in Blackboard and Respondus Products (LockDown Browser, Respondus 4.0, Respondus Monitor) and EAC Visual Data**
Session 3 includes the **Grade Center, Groups, Course Analytics, and Collaborate Ultra**

For a schedule of topics and all things Blackboard, visit the eLearning tab at <http://educationaldevelopment.uams.edu/>

Office of Educational Development

Bonnie Kenney, M.Ed., recently completed training in **ADA Compliant Documents** through Iconlogic. The training covered how to create Microsoft documents that are accessible for people with disabilities. Topics included finding and using accessible templates, using the Accessibility Checker to identify and fix potential issues, adding alternative text to visuals, and other related topics. Many of these techniques can be applied to other products as well.

Save the Dates for Visiting Teaching Scholar Webinars

Grace Huang, M.D., associate professor of medicine at Harvard Medical School (HMS) and a hospitalist at Beth Israel Deaconess Medical Center (BIDMC) in Boston, is scheduled to be our Visiting Scholar in April for Teaching and Learning Zoom events.

The events are:

- *"The Importance of Publishing in Medical Education and Strategies to Accomplish This"* – **Friday, April 16, noon - 1 p.m.** ([Zoom link](#))
- *How to Formulate a Manuscript* – **Friday, April 23, noon-1:30 p.m.** ([Zoom link](#))

Huang holds several leadership roles in faculty development, including Vice Chair for Career Development and Mentoring in the Department of Medicine, Director of Academic Careers and Faculty Development at BIDMC, Director of the Rabkin Fellowship in Medical Education, and Co-Director of the BIDMC Academy. She is the Editor-in-Chief of MedEdPORTAL, a MEDLINE-indexed, open-access journal of the Association of American Medical Colleges. She serves on the editorial boards of Academic Medicine and Simulation in Healthcare.

OED Grant Opportunity Open to All Faculty Grant Opportunity for Educational Innovation Projects

The Office of Educational Development (OED) is offering up to three \$2,500 Grants for Educational Innovation Projects. Grant applications are open to all faculty members of UAMS.

The purpose is to foster educational scholarship at UAMS and promote faculty development for teaching and learning. These grants are for projects that enhance existing courses, develop new courses, develop new modes of instruction, evaluate instruction, or assess curricular needs.

Application deadline is May 1, 2021 and will be awarded July 1, 2021. The award period for these projects is July 1, 2021 – June 30, 2022. For more information visit <http://educationaldevelopment.uams.edu/>.

Center for Health Literacy

Center for Health Literacy Assists with COVID-19 Vaccine Community Workshops

Public health officials state that to reach community (or "herd") immunity, a large proportion of the population will need to be vaccinated with the COVID-19 vaccine. To address this need, the Arkansas Department of Health engaged the UAMS Center for Health Literacy to develop the COVID-19 Vaccine Workshop Toolkit to help community leaders educate Arkansans about COVID-19 vaccines. The toolkit includes an easy-to-read Community Guide for participants, slide presentation, and Leader Guide to help trusted community leaders host learning sessions. Our focus was on engagement within minority groups including African Americans, the Marshallese, and Latinx communities who are disproportionately affected by the virus.

The plain language writing team at CHL designed these materials using health behavior theory to tailor each version of the materials so it addressed each group's unique needs regarding vaccine uptake. The development process started with community input sessions with the target populations to learn what each group thought about the vaccine. Results led us to focus on perceived susceptibility to and severity of COVID-19 and the benefits and barriers to getting the vaccine. Writers used plain language best practices to draft and refine content before field testing the Community Guide with people in each of the target audiences.

These easy-to-understand materials are now available in English, Spanish, and Marshallese for leaders and the communities they serve and are available by visiting:

- <https://www.immunize.org/let-s-talk-about-covid-vaccine> for English materials
 - <https://www.immunize.org/let-s-talk-about-covid-19-vaccine-s> for Spanish materials
 - <https://www.immunize.org/let-s-talk-about-covid-vaccine-mars> for Marshallese materials
-

Centers for Simulation Education

Standardized Patient Profile

Name: Gary Sharp

How long you have been an SP? 3 years

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

I have worked in and around hospitals since 1965 when, at 18, I started working in the psychiatric ward and recovery room at a hospital in Albany, Georgia. I went on to get my degree in medical technology four years later and began working in the hospital lab at Baptist Hospital in Little Rock.

I was married that same year and this June we will celebrate our 52nd anniversary. In 1978 I went into medical sales with Ames Co., calling on doctors and hospitals selling laboratory equipment and supplies. In 2001, I was tired of all the travel with sales and went back into the hospital laboratory at Washington Regional Medical Center for 15 years, then I retired. My wife, who is a retired school teacher (41 years), and I now love playing tennis and spending time with our two daughters and two grandsons (9 and 12 years), who live in the area.



Gary Sharp

A friend I play tennis with told me about Standardized Patients about three years ago and so far I have been an SP several times with pharmacy and physical therapy students. The program allows them to not just read about case studies but live out case studies as close as possible to real life and that is important. They will not only have to perform the right tasks for their patient when they graduate, they will also have to build confidence in that patient.

What is your favorite thing about being an SP?

What fun it has been participating as an SP and I feel like I am helping the students prepare for the real world.

What is your biggest reward about being an SP?

In one of the recent events, the student was taking my vital signs and when she was taking my pulse, I noticed that the clock was not working and she had no watch but after several seconds, she convincingly told me I had a good strong pulse of 82. Just what I needed to hear.

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

I can say I have been very impressed with the students coming out of our programs and will have complete confidence in them when I find myself a real patient of theirs one day. I just hope when that day comes they will not try to treat me based on all the fake information I have given them over the years.

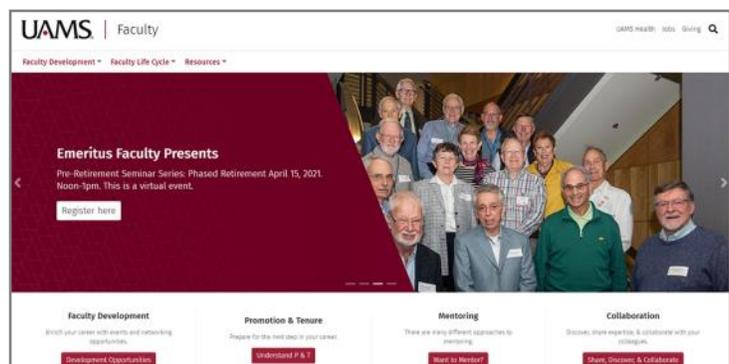
Find out more about the Standardized Patient program in the Centers for Simulation Education at: medicsim.uams.edu/standardized-patients.

Faculty

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to find. Further, the content and professional development calendar includes offerings from diverse sources across UAMS, not just offerings of the center. The hope is that the site becomes the one-stop hub for professional development offerings across UAMS. Check out faculty.uams.edu.

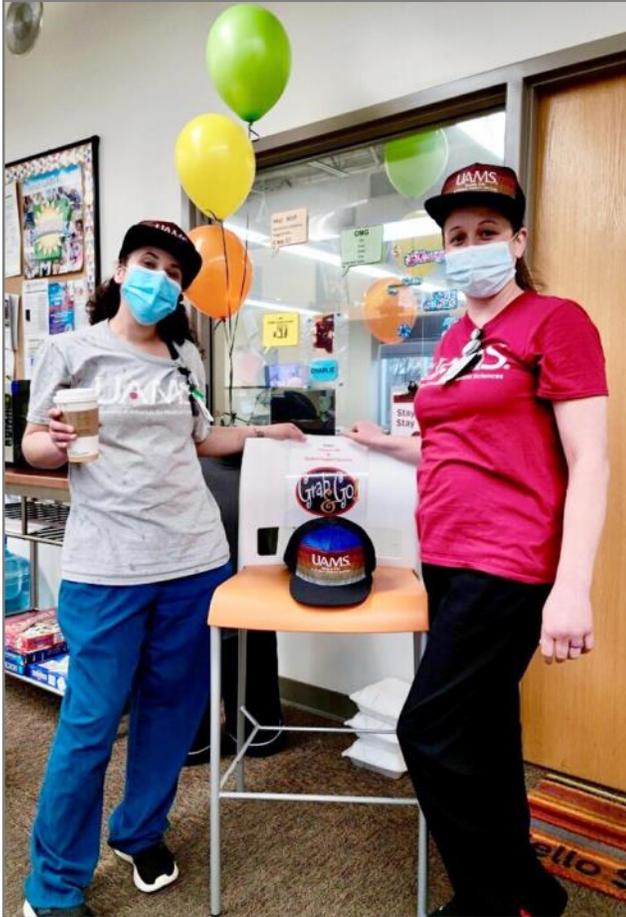
- A grant-supported **Mentoring Program** to provide a voluntary mentoring opportunity for all faculty that supports career success. Freeman is the PI for the grant and the center will oversee the design, mentor training, and pilot implementation of this program this year.



Visit the Center for Faculty Excellence's redesigned website at faculty.uams.edu.

Campus Life and Student Support Services

Grab-and-Go Fun at the Student Center



Pizza and a Pop

Campus Life and Student Support Services hosted a mid-semester pizza-and-a-pop grab and go lunch event. Students lined up, socially safe with masks on, to pick up this ever-so-popular menu item!

As an additional bonus, students also received a colorful and "hip" UAMS cap.



Breakfast at the Student Center

Each semester, the Campus Life department hosts breakfast events at the Student Center for all students. In March, Local Grounds Café served Starbucks coffee and scrumptious pastries including hot cinnamon rolls, which are always a big hit. Even though we have adapted to a grab-and-go style, students express their appreciation as we continue this "early bird" tradition.

Campus Life and Student Support Services

Dinner's on ASG Hello Fresh Event

On Friday, March 5, 75 students joined UAMS nutritionist Janet Wall for a virtual cooking session via Zoom.

While she talked about the nutritional value of foods we consume, students eagerly prepared garlic shrimp spaghetti with zucchini from Hello Fresh. For many of the participants this was their first experience with a meal kit. However, one would beg to differ after seeing some of the finished dishes. Each participant received three meals for two in their kits. Due to the overwhelming response, ASG will definitely offer this event again in the future.

A special thanks goes to Provost Stephanie Gardner, Pharm.D., Ed.D., for sharing this well-received idea with ASG officers.
Students join a virtual cooking session via Zoom.



Valentine Cookie Kits



The winter weather did not stop the *LOVE* at the Student Center on Valentine's Day.

Although we had to postpone the event, due to the record-breaking snow, students dropped by and picked up this fun cookie decorating activity to enjoy with their family!



Campus Life and Student Support Services

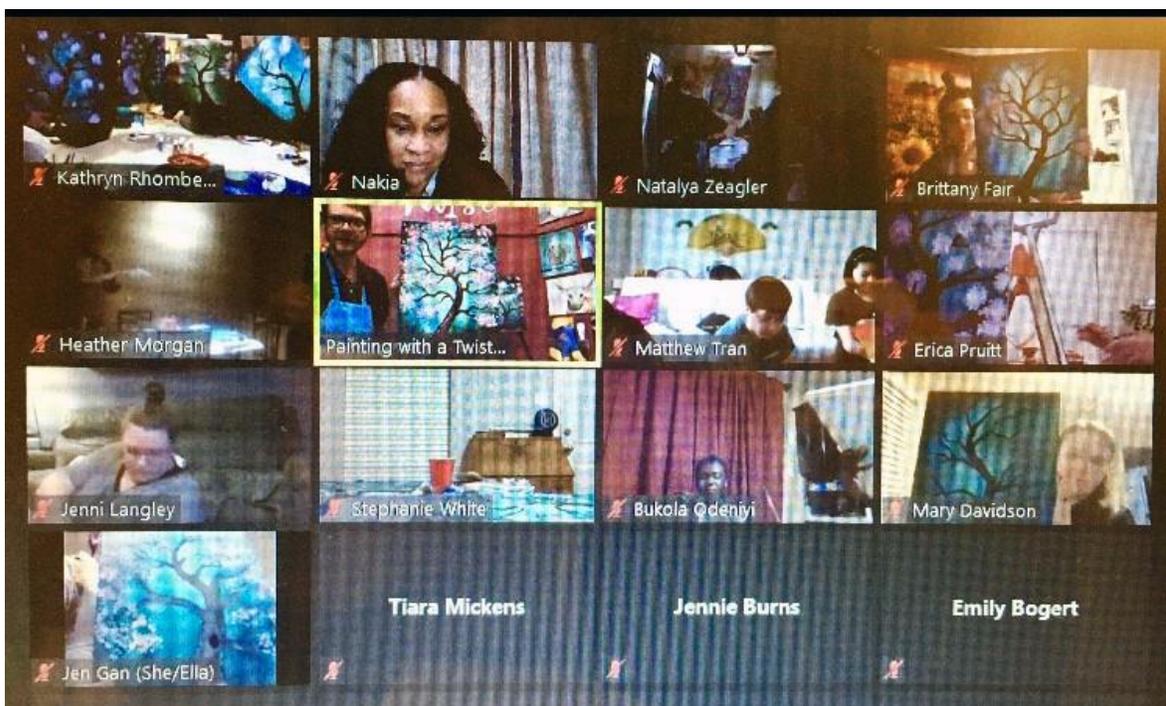
Painting with a Twist at Home

On Feb. 26 and 27, the Associated Student Government (ASG) hosted Painting with a Twist at Home (PWAT). To celebrate Black History month, ASG offered an African American-themed event, "Representation Matters" along with "Zen Tree".

After being snowed in for a week, over 90 UAMS students quickly snagged a reservation. Each night students logged in via Zoom to receive live instruction from PWAT artist, John Wolfe. During our virtual events, John has become one of the crowd favorites. His attention to detail and mindfulness toward beginner artists eases paint jitters, instantaneously. In no time, John had the room painting like pros! Although this event was virtual, the occasional doggie kisses, cat paws and looks of concern brought the connection home for everyone.



Students in the virtual "Painting With a Twist" session could choose "Representation Matters" (above) or the "Zen Tree."



Campus Life and Student Support Services

GradFest

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A GradFest event also was held on the Northwest campus during the same week. One hundred bags were delivered to Leslie Jordan, director of student services. Jordan arranged for bags and cookies to be distributed to students throughout the week. "Our students were thrilled to be included in this celebratory grab-and-go event," Jordan said.

In 2020, the main campus GradFest was held in February, prior to COVID-19's arrival in Arkansas, though the Northwest Campus event scheduled last March was canceled when all campus activities were canceled or moved online due to the pandemic.

A special thanks to all of the colleges and departments for their generous donations. The support and participation from everyone across the board made this event a success. We look forward to returning to our regular in-person festival next year.

Special thanks to the departments who donated items for the bags, and to the Team UAMS staff who organized the event and were key to its success:

Maryland Avery
Nakia Dedner
Clinton Everhart
Charlotte Gass
Leslie Jordan
Vanessa Lewis
Cheri Warmack
Stephen Williams
Brianna Winkle



Though GradFest was a grab-and-go event this year due to COVID, UAMS students still had some fun posing for photos (while observing mask and physical distancing safety guidelines).

Academic Affairs Accolades

Courtney Bryant, a compliance specialist in the Office of Continuing Education, passed the certification exam for the Certified Healthcare Continuing Professional Development (CPD) Professional (CHCP) credential. Courtney is the first in Arkansas to earn this certification. Earning this credential demonstrates that she is focused on adult and interprofessional learning principles; educational activity planning, development, implementation, and evaluation; program leadership administration and management; and uses knowledge of the CPD/CME/CE environment. The CHCP exam is designed to empower CPD professionals to strengthen their skills as a CPD professional and demonstrates the skills needed to develop and advance continuing healthcare education for healthcare practitioners.

A shout-out to **Gina Drobena**, M.D., course director for the Culinary Medicine program in Academic Affairs, and **Kathryn Neill**, Pharm.D., Pharm.D., FNAP, associate provost for academics and director of interprofessional administrative and curricular affairs in the Office of Interprofessional Education, on their new grant from the Ardmore Institute of Health to create interprofessional learning opportunities at UAMS focused on lifestyle medicine. Drobena, an associate professor of pathology, and Neill were awarded \$75,000 to develop content grounded in the key concepts of lifestyle medicine such as healthful eating, physical activity, stress management, social connection and avoidance of substance misuse. Learning activities will be available to students in all 72 UAMS degree programs and to faculty through continuing education.

Kathryn Neill, Pharm.D., FNAP, associate provost for academics and director of interprofessional administrative and curricular affairs in the Office of Interprofessional Education, and **Angel Holland**, P.T., D.P.T., Ed.D., associate professor, associate program director and director of clinical education for the UAMS Physical Therapy program and associate director of interprofessional education on the Northwest Campus, presented on Jan. 27, 2021 for the University of Maryland, Baltimore: 9th Annual IPE Faculty Development Day. Their presentation, "Simulations and Standardized Patients in a Virtual Environment," detailed the Haunted Room Simulation the UAMS IPE program hosted in October 2020, which was a collaborative effort with the University of Central Arkansas and Harding University.

Wendy L. Ward, Ph.D., ABPP, FAPA, FNAP, professor and associate provost for faculty and director of Interprofessional Faculty Development in the Office of Interprofessional Education, had several journal publications in the last two months. **Kathryn Neill**, Pharm.D., FNAP, was a co-author on "Designing an Interprofessional Facebook Discussion Group to Teach about LGBTQ Healthcare Disparities and Inclusive Practices," (in press) in the *Health Education Journal*. They were joined by co-authors Allison, M., Jarrett, D., Masil, G., Knight, D.A. Other recent publications included:

- **Ward, W.**, Munns, C., Smith, A., & Bai, S. (in press). Process and Outcomes of integrating psychology into a network of subspecialty medical clinics: Pediatric psychology as an example. *International Journal of Clinical Child Psychology and Psychiatry*. doi: [10.1177/135910452982323](https://doi.org/10.1177/135910452982323)
 - Kalb, E., Robiner, W., Bruschwein, H., Seay, A., Grus, C., & **Ward, W.** (in press) Interprofessional Education in Psychology Doctoral Programs, Internships and Postdoctoral Training: A Survey of Training Directors. Part of a trio submission with a commentary. *Journal of Clinical Psychology in Medical Settings*
 - Lamparyk, K., Williams, A.M., Robiner, W.N., Bruschwein, H.B., **Ward, W.** (in press). Interprofessional Education: Current State in Psychology Training. Part of a trio submission with a commentary. *Journal of Clinical Psychology in Medical Settings*
 - Pan, R., Bruschwein, H., & **Ward, W.** (in press). Interprofessional Education: Psychology Trainee Experiences and Perspectives on Team Skills. Part of a trio submission with a commentary. *Journal of Clinical Psychology in Medical Settings*
- Santos, M., Mackey, E., Gaffka, B., **Ward, W.**, & Burton, E. T. (2020). Bariatric and metabolic surgery during and after the COVID-19 pandemic. *The Lancet: Diabetes and Endocrinology*, 8(9), 742-743. DOI: [https://doi.org/10.1016/S2213-8587\(20\)30278-3](https://doi.org/10.1016/S2213-8587(20)30278-3)
- Robiner, W., Hong, B., & **Ward, W.** (in press). Psychologists' Contributions to Medical Education and Interprofessional Education in Medical Schools. *Journal of Clinical Psychology in Medical Settings*. Epub Jun 2020. doi: 10.1007/s10880-020-09730-8