

UAMS Academic Enterprise Approaches Fall with Anticipation, Awareness

Welcoming students to campus for the fall semester, the start of a new academic year, is always exciting at UAMS — while still impacted by the COVID-19 pandemic, in 2021 this must be done with forethought and awareness.

“The arrival of the COVID-19 pandemic in Arkansas in 2020 prompted many changes to academic, clinical and research operations at UAMS,” said Stephanie Gardner, Pharm.D., Ed.D., UAMS provost and senior vice chancellor for academic affairs. “As the fall 2021 semester begins, we continue to deal with the pandemic. Our focus remains on protecting the health and safety of all who come on our campus.”

Complicating plans for the semester is the emergence of the Delta variant of COVID-19, with cases surging in Arkansas in July. Fortunately, there are now multiple COVID vaccines available that offer protection

against the virus. The vaccine is available for free on campus in the Outpatient Center, uamshealth.com/location/internal-medicine-clinic/covid-19-vaccine-clinic-opc.

In-Person Classes, With Some Restrictions

In-person classes resumed at UAMS during the summer, so plans for the fall semester will follow the same path. As of now, face-to-face classes can be held at full capacity on campus. However, the UAMS requirement for wearing a face covering while on campus will continue, along with the requirement to complete a daily health screening and enter campus through designated entrance screening locations.

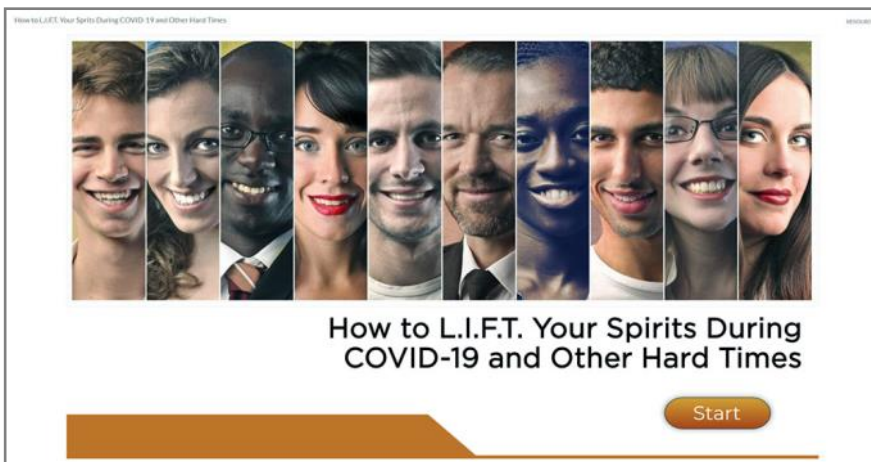
The prohibition on eating in classrooms also will continue, as will some restrictions on student events. Student events can be held on campus, in

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Center for Health Literacy Releases New Online Health Education Module

The UAMS Center for Health Literacy recently launched a new, free, online health education module: “How to L.I.F.T. Your Spirits During COVID-19 and Other Hard Times.”

This interactive module helps adults and teens recognize ways the pandemic might be impacting their emotional wellness and offers practical tips to address those challenges. You can access it by visiting: <https://patientslearn.uams.edu/center-for-health-literacy/>. The CHL writing team used plain language best practices to draft and refine content. Lisa Evans, Ph.D., of the UAMS Psychiatric Research Institute, provided subject matter expertise, and designers at the UAMS Institute for Digital Health and Innovation produced the digital module.



CHL conducted community field testing and developed an accompanying leader guide to help others share this content in a group or with individuals who may not be able to complete online learning on their own. This leader guide is available by visiting our website: <https://healthliteracy.uams.edu/for-healthcare-professionals/community-and-patient-engagement-resources/online-modules/>

This project was funded under cooperative agreement number UG4LM012345 with the University of North Texas Health Science Center - Gibson D. Lewis Library, and awarded by the DHHS, NIH, National Library of Medicine.

Find more Center for Health Literacy news on page 3.

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News from Academic Affairs

July 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.
Senior Vice Chancellor for Academic Affairs
Provost and Chief Strategy Officer

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

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

[Center for Health Literacy](#)

[Center for Faculty Excellence](#)

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Office of Strategy Management

Questions? Comments?

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Academic Affairs

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A Message from the Provost

When I arrived on the UAMS campus 30 years ago this month as a newly appointed assistant professor in the College of Pharmacy in July 1991, I cannot say I imagined the journey ahead. As I have said before, nobody grows up wanting to be a provost. In pharmacy school, I believed I knew my path — move back home to Wilson, North Carolina and open an independent pharmacy with a soda fountain.



My life and career has been blessed with great mentors. I had a good teacher during a clinical rotation in a cardiac care unit who set me on a road toward becoming an educator.

Dr. Stephanie Gardner

In addition, my career has been nourished with good advice from sources that include those mentors and the many books I read (I dearly love reading). Some advice that has served me well throughout my career is to never stop learning. I do not mean just to keep learning about your chosen profession or specialty but to seek opportunities to learn more about yourself and more about our world. I enjoy photography and continue to seek techniques and tips for improving my own photography

Learning to adapt proved to be another necessary skill in my life and career. In the book "Designed to Adapt," Dr. John Kenagy reminds us that "...no organization can design perfect processes in complex, unpredictable work" like health care. "That being true, the solution is to thoughtfully change and adapt any and every process when it inevitably fails."

Then I also have been a part of some great teams. As a fan of North Carolina Tar Heels basketball and legendary coach Dean Smith, I wholly agree when he said "no one is more important than a player's teammates." Health care is not basketball but it is every bit a team endeavor.

If you are a new faculty member, beginning your first academic appointment or just new to UAMS, I wish you the good fortune of finding strong mentors and good teammates. I hope you find the wisdom of good advice, whether from your mentors, from your teammates or from a good book. I hope you look for opportunities to learn and will be prepared to adapt to any challenges.

So, provost is not the typical answer to "What do you want to be when you grow up?" But academic leadership — from my time as pharmacy dean to serving as provost to involvement now in directing institutional strategy — continues to provide me opportunities to learn, to help others succeed and to be part of building great teams.

I never imagined my career journey to date but I am grateful. I look forward to whatever comes next.

Office of Educational Development

OED Awards Four Educational Innovation Grants

The Office of Educational Development recently awarded four grants for educational innovation in 2022.

The grants are intended to foster educational scholarship at UAMS and promote faculty development for teaching and learning.

The four grant recipients and their projects included:

- **Elizabeth Riley, DNP, RNC-NIC, CNE**, Clinical Assistant Professor, College of Nursing Baccalaureate Education, *Interprofessional Naloxone Training Practice to Manage Suspected Opioid Overdose*
- **Sean G. Young, PhD**, Assistant Professor, College of Public Health, Environmental and Occupational Health, *Enhancing Geospatial Literacy in Public Health Education through Web Mapping*
- **Elizabeth Garcia, PT, DPT**, Assistant Professor, College of Health Professions, Physical Therapy Program, NW Campus, *Honestly Struggling: Assessing Moral Reasoning Skills Related to Academic Integrity*
- **Kevin Ryan, JD, MA**, Associate Dean, College of Public Health, *Developments in Health Law: Examination of United States Supreme Court Holdings and Implications for Interdisciplinary Healthcare Practice*

The OED Educational Innovation Grant Competition is offered to all faculty in the spring of each year with a project term of July 1 through June 30.

Center for Health Literacy

Healthcare Journal Features Caballero for Health Literacy Q&A

The Healthcare Journal of Arkansas recently featured Alison Caballero, MPH, CHES, director of the Center for Health Literacy, in a question-and-answer feature on health literacy.


The feature can be found online at: <https://www.healthcarejournalar.com/sites/default/files/journal/fb/HJAR-2021-jul-aug/16/index.html#zoom=z>

HEALTH LITERACY Q&A

Alison Caballero, MPH, CHES

Director, UAMS Center for Health Literacy

Alison Caballero, MPH, CHES, is director of the UAMS Center for Health Literacy. In this role, she collaborates with UAMS leaders in education, research and clinical care to advance the center's mission to improve health by making health information easy to understand. Alison's background includes workforce development, public health education and research, patient education, medical administration and major gifts fundraising. She completed a prevention fellowship with the U.S. Department of Health and Human Services. Alison holds an undergraduate degree in health education from the University of Central Arkansas and a master's degree in public health from UAMS. She is a certified health education specialist (CHES).



Center for Health Literacy Moves to New Location

The Center for Health Literacy moved its offices onto the main UAMS campus in late May.

Previously located in the Freeway Medical Building, the center is now in office space adjacent to the Office of Interprofessional Education, on the first floor of the Rahn Building, Suite 1215A/B. The center's phone number, (501)686-2595 and address, 4301 W. Markham, Slot 599A, remain the same.

"We are thrilled to be on campus where we can interact more frequently with our UAMS partners across clinical, educational, and research mission areas," said Alison Caballero, MPH, director of the Center for Health Literacy.

Office of Educational Development

eLearning

Blackboard's Ultra Base Navigation

Ultra Base Navigation is here. It brings a refined navigation experience to Blackboard. Please be aware that this update **DOES NOT** impact the way your courses look or operate. However, it does change the look of the front page and changes how you navigate to your courses and notifications.

We advise instructors to **Check their Course Start and End Dates** in Blackboard.

Please see our [full announcement](#) for more information.

Want to see a demo? Check out our [eLearning Training Sessions](#) page to sign-up for an existing session or request a custom time that works for you.

Additional Ultra Base Navigation Resources:

- [UAMS UBN FAQ Page](#)
- [Ultra Base Navigation Video for Instructors](#)
- [Ultra Base View Menu Guide for Instructors](#)
- [Where are My Courses?](#)



The Ally Accessibility Checker is Here

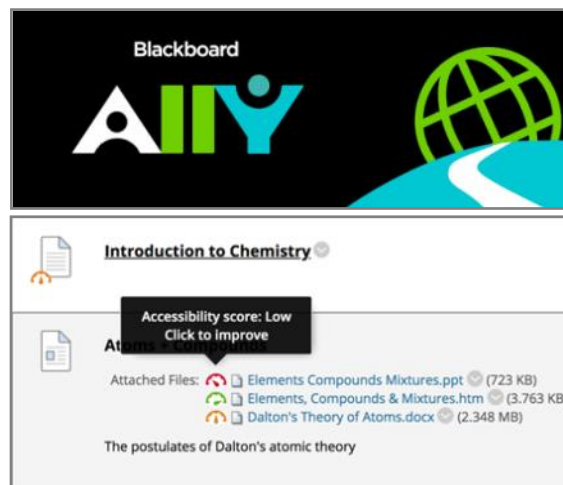
Blackboard Ally's accessibility checker is enabled for Fall 2021 courses and beyond.

Blackboard Ally is a course accessibility tool with multiple features that can help instructors, students, and the institution. It provides automated alternative file formats, accessibility feedback, and accessibility reports.

Please see our [Introducing Blackboard Ally blog post](#) for more detailed information and screenshots of Ally. Watch for upcoming demos on our [eLearning Training Sessions](#) page or request a custom time. A recording is also available by request.

Additional Blackboard Ally Resources:

- [Ally Help for Instructors](#)
- [Ally Quickstart Guide for Instructors](#)
- [How-To: Ally Accessibility Resources](#)



Meter icons indicate at-a-glance accessibility scores to Instructors.

Upcoming eLearning Training Sessions

Please see our [eLearning Training Sessions](#) page for full list of scheduled sessions. For the Summer, our scheduled sessions focus on introducing Ultra Base Navigation and Blackboard Ally.

If you need training for another Blackboard tool or topic please send your request to BlackboardHelp@uams.edu. Comprehensive training sessions are also available by request.

We can accommodate individual and group training.

Center for Faculty Excellence

Wanted: Mentors and Mentees for Pilot Mentoring Program

The Center for Faculty Excellence will pilot an interprofessional mentoring program for junior faculty this year — and is seeking UAMS faculty interested in participating as mentors or mentees.

The Center collaborated with the Intercollegiate Faculty Council to design the program with the goal of offering resources and connection to experts for those seeking advice or guidance on personal or professional development. At the same time, the experience hopes to reduce the stress on mentors to hold all information on every topic or question that a mentee could have. The plan includes optional monthly workshops and trainings on common issues for faculty. The program also will allow a cohort-based approach for mentees to support each other.

The pilot Interprofessional Mentorship Program is now seeking mentors or mentees for a one-year commitment. If you are interested in participating in the program as either a mentor or mentee, please contact Emily Freeman, director of faculty affairs in the Center for Faculty Excellence, at ESFreeman@uams.edu.

Seeking Submissions for the Next *Medicine and Meaning* Literary Journal

Medicine and Meaning, the UAMS literary journal, is now open for submissions for fiction, creative non-fiction, poetry, and images for its summer/fall issue of 2021.

We are especially interested in hearing from our students, but all faculty, staff, students, and friends of the University of Arkansas for Medical Sciences (UAMS) are welcome to submit their best entries for consideration.

All entries must be original and not previously published in a peer-review format. Authors must agree to transfer first-publication and anthology copyrights to the journal.

Submit now by sending entries to MedicineandMeaning@uams.edu.

Find the journal online at medicineandmeaning.uams.edu.

Fall Semester

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accordance with the guidelines on the Student Event Request Form (academicaffairs.uams.edu/student-events-request). If event planners want to include food at their student event, there will be requirements for social distancing and reduced room capacity.

Off-campus student events are currently not allowed. The restriction on off-campus events will be reviewed monthly.

Each college will make decisions about specific courses or program plans, so students or faculty members with questions about activities or plans are advised to first ask leaders in their particular program or college. Guidelines for academic activities are posted on the UAMS Division of Academic Affairs website at academicaffairs.uams.edu/covid-19-guidelines-for-students. This site will be updated as needed.

Recent updates include new guidance on travel (news.uams.edu/2021/06/22/uams-travel-guidelines-updated/) and on management for employees or students exposed to/diagnosed with/or showing symptoms of COVID-19 (<https://academicaffairs.uams.edu/covid-19-guidelines-for-students/#Quarantine>).

For the latest information and guidelines, students and faculty are advised to watch for the regular UAMS COVID update email, typically sent on Wednesdays or as needed. Updates also will be posted to the UAMS websites and the Academic Affairs COVID page.

Centers for Simulation Education


First Simulation Education Research Day Set for November

We are excited to announce the first UAMS Centers for Simulation Education Research Day and would like to **invite abstract submissions on ANY simulation research project**. We will accept work submitted or presented elsewhere.

Please find further details and the abstract submission link below.


ABSTRACT SUBMISSION LINK

<https://uams.cloud-cme.com/course/courseoverview?EID=40244&P=5>



**ANNOUNCING
THE INAUGURAL
UAMS CENTERS
FOR SIMULATION
EDUCATION
RESEARCH DAY!**

THEME:
Modern Interprofessional
Simulation Education
Directors, Dr. Karen Dickinson, Travis Hill



**SAVE
THE
DATE:**

**November 2, 2021
8 am - 12 noon**

**Jackson T. Stephens Spine &
Neurosciences Institute,
Fred W. Smith Conference
Center, 12th floor**
(virtual options available)


**Featuring World Renowned
Simulation Expert Professor
Debra Nestel PhD FAcadMed
FSSH as our plenary speaker**

DEBRA NESTEL BIO

CALL FOR ABSTRACTS:
Please submit your work on ANY simulation research topic -
deadline 20 August 2021 midnight

We will accept work previously presented or scheduled for presentation

Link to abstract submission portal:

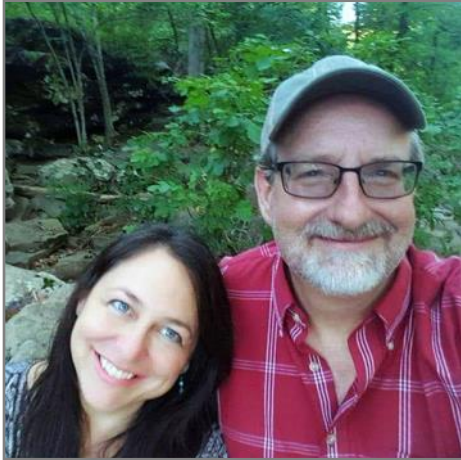


Centers for Simulation Education

Standardized Patient(s) Profile

Name: Jack Boles and Lisa Patterson Boles — (The Boles, who married in 2019, joined the SP program together.)

How long you have been an SP? 3 years



Jack and Lisa Boles

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

Jack retired from the UA Division of Agriculture and is now working on his PhD in Leadership. He enjoys travel, exercise and woodcarving.

Lisa: I am originally from Memphis and have called Arkansas home since I was eight years old. Jack and I spend time living in both Lonoke and Newton counties. I am a Licensed Psychological Examiner, and have worked in mental health and teaching since the early 1990s. Love being Mama and LaLa to our big blended family and enjoy singing, reading, cooking, being in nature — especially near water and traveling.

What is your favorite thing about being an SP?

Jack: Interacting with a wonderfully diverse and interesting group of SPs. These folks are great!

Lisa: My favorite thing about being an SP is the teaching and learning aspect as well as interacting with such bright and motivated students. In addition, it gives me a chance to use my biology and counseling background as well as try out some new acting skills.

What is your biggest reward about being an SP?

Jack: Being part of the education of future doctors and caregivers. If future medical professionals have a better bedside manner and understanding of their patients, perhaps we will have had a part of that.

Lisa: The biggest reward of being an SP is having an opportunity to help students gain some of the skills needed to be compassionate and competent medical professionals.

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

Jack: A much better understanding of what should be going on during a visit with my doctor. Being more aware of the entire medical process through the lens of a physician.

Lisa: Being an SP has helped me as a patient to have a deeper appreciation for the importance of good communication and has validated how vital the human connection can be in the healing process.

Jack serves as the president of a local organizational board. He was unaware that one of the members of the board had started medical school at UAMS. Jack was portraying a construction worker whose backstory was a history of heroin addiction and involvement in an affair. When the medical student came in the door, it turns out he was one of Jack's board members! After the encounter, the student agreed not to tell the rest of the board of his "secret" life!

Lisa: One funny experience I have had as an SP was during a Zoom encounter, cows started mooing while I was playing the role of a patient in severe pain. The student clearly was shocked for a moment and thought the sounds from my window were from me and not the cows!

Academic Affairs Accolades and News

Accolades

- Five presentations and three posters from UAMS faculty were accepted for the upcoming interprofessional education-focused Nexus Summit 2021, to be presented virtually in September-October.

The "Lightning Talk" presentations included:

- "An Interprofessional, Team-Based Quality Improvement Program" — **Wendy L. Ward**, Ph.D., ABPP, FAPA, FNAP; **Kathryn K. Neill**, Pharm.D., FNAP; and Leonie DeClerk, DNP, APRN, FNP-BC; Mandana Rezaeiahari, Ph.D.; Doreen Tooch, Arkansas Children's; and Troy Schmit, MS, MHA
- "The Benefits of the COVID Pandemic: A Statewide IPE Consortium's Rapid Transition to Virtual Events" — **Wendy L. Ward**, Ph.D., ABPP, FAPA, FNAP; **Kathryn K. Neill**, Pharm.D., FNAP; and Duston Morris, Ph.D., CHES, CHC, from the University of Central Arkansas

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Accolades

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— “Closing the gap between information delivery and learning: Integrating health literacy into interprofessional education” — **Alison Caballero**, MPH, CHES; **Jennifer Gan**, MBA; **Kathryn K. Neill**, Pharm.D., FNAP

— “Development of a Virtual Mock Trial Platform for Interprofessional Learning” — **Karen J. Dickinson**, MBBS, BSc, MD, MEd, FRCS; **Wendy L. Ward**, Ph.D., ABPP; Robert Minarcin JD, University of Arkansas-Little Rock Bowen School of Law; Christopher Trudeau, JD, University of Arkansas-Little Rock Bowen School of Law; **Kathryn K. Neill**, Pharm. D., FNAP

— “The Integration of Professional Wellness, Humanities, and Interprofessional Education” — **Wendy L. Ward**, Ph.D., ABPP, FAPA, FNAP; **Kathryn K. Neill**, Pharm.D., FNAP; Angela Scott, M.D.; and Micah Hester, Ph.D.

The three posters accepted were:

— “Caution and Context: COVID-19 as the Educational Focus for Interprofessional Learning” — **Kathryn K. Neill**, Pharm.D., FNAP; **Wendy L. Ward**, Ph.D., ABPP, FAPA, FNAP; and **Karen J. Dickinson**, MBBS, BSc, MD, MEd, FRCS

— “Efficacy of a Virtual Mock Trial for Interprofessional Learning” — **Karen J. Dickinson**, MBBS, BSc, MD, MEd, FRCS; **Wendy L. Ward**, Ph.D., ABPP; Robert Minarcin, JD; Christopher Trudeau JD; and **Kathryn K. Neill**, Pharm. D., FNAP

— “Perceptions of Virtual Simulations by Interprofessional Simulation Facilitators” — **Karen J. Dickinson**, MBBS, BSc, MD, MEd, FRCS; **Wendy L. Ward**, Ph.D., ABPP, FAPA, FNAP; and **Kathryn K. Neill**, Pharm. D., FNAP

- **Michae Orfanos** and **Judi Casavechia**, health care simulation educators in the Clinical Skills Center, presented their look back at medical education through the shutdown, “Pivot! The Progression from In Person to Remote Delivery of Curricular Events” at the Association for Standardized Patient Educators remote conference in June. In the presentation Casavechia and Orfanos shared the triumphs and tribulations of continuing medical education through challenging times.

Academic Affairs News

- The UAMS Center for Health Literacy welcomes new staff member, **Marsha Scullark**, MPS. She will work on the plain language writing team helping primarily with UAMS patient education materials. She is a graduate of the Clinton School for Public Service, and she comes to us from Arkansas Children’s where she planned and implemented tobacco cessation for patients and their families.
- **Zeketra M. Gandy**, Ed.D., recently joined the Student Success Center as a learning specialist. In her role, she assists students with academic needs by meeting one-on-one to develop a working plan of action, referring to peer tutoring, organizing and holding workshops to help students, and other academic related activities that would help students successfully complete course work. She previously worked as a JAG College Career Coach at the University of Arkansas-Pulaski Technical College. She earned a doctorate in workforce education from the University of Georgia.
- **Geoffrey Stark**, MA, joined the UAMS Library’s Historical Research Center in June in the new position of digital archivist. His main responsibilities will be to research for and build a digital exhibit for the “Women of Color in Medicine” initiative. This initiative intends to document the contributions of Arkansas female health professionals from the Latinx, African-American, Asian and Pacific Islander, and other communities who have been underrepresented in the historical record. He previously worked at Special Collections in the University of Arkansas Libraries for 18 years before joining the Historical Research Center. Most recently, he served as the Research Services Coordinator where he managed the daily operations of the research room. A native of Little Rock, Stark holds a BA in History from the University of Arkansas at Little Rock and a Master’s Degree in History with an emphasis on Roman and Greek Studies from the University of Arkansas.
- **Sreedevi Vaddi** joined the UAMS Library as assistant director of operations on July 1. She succeeds Nancy Clark, who retired in May after 42 years with the Library. In her new role, Vaddi will assist library administration in managing the finances and budget of the Library.
- **Michelle Zenguilis**, MS, recently joined UAMS as the new Title IX/ADA Coordinator. She previously served as assistant director for residence life at the University of Memphis. She has a bachelor’s degree in mass communication and a master’s degree in college student personnel services and administration.