

Time for Celebration: Continuing Education Nets Commendation in Reaccreditation

When the Office of Continuing Education (OCE) achieved renewal of its accreditation to provide continuing education for the interprofessional team by the Joint Accreditation organization, the accrediting body added a “with commendation” designation based on the high quality of the UAMS program.

Currently, there are just four institutions in the United States that have been awarded accreditation with commendation — only two of which are academic health centers: UAMS and the Cleveland Clinic. After first achieving joint accreditation in 2017 for a four-year term to provide continuing education credits to nurses, pharmacists, physicians and physician assistants, the renewal for the OCE also extended the term to six years.

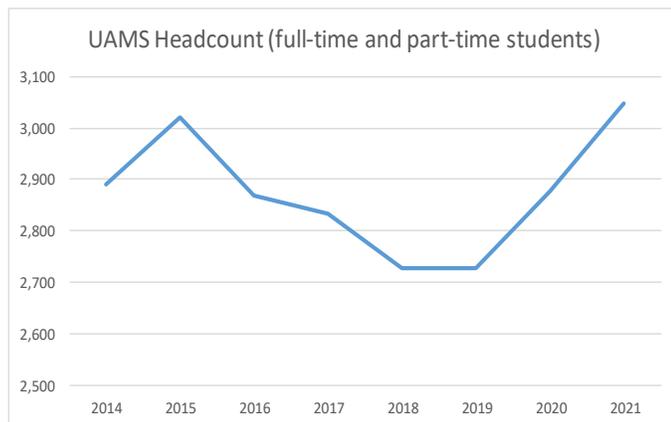
“We are ecstatic over the recognition, which is shared with the wonderful course directors and dedicated planning committees that plan and deliver high quality, interprofessional continuing education activities,” said Lea Mabry, M.Ed., director of the Office of Continuing Education. “The OCE team works diligently behind the scenes guiding these dedicated educators to plan and

deliver compliant education that meets the high standards of Joint Accreditation.”

Mabry said the commendation designation — and how few institutions have it — illustrates how the UAMS program strives to go above and beyond the already high standards set by Joint Accreditation. Only 113 organizations hold JA and 22 are academic health centers. Adding the “commendation” recognizes the achievements of CE/CME providers that advance interprofessional collaborative practice, address public health priorities, create behavioral change, show leadership, leverage educational technology, and demonstrate the impact of education on health care professionals and patients, she said.



In addition to providing compliant CE/CME credits to
—Continued on Page 14



UAMS enrollment, including full-time and part-time students, totaled 3,047 for the fall 2021 semester. Adding the 41 Clinton School students, for whom UAMS provides student admission and support services, the UAMS enrollment tops out at 3,088.

UAMS Enrollment Again Tops 3,000 Students

UAMS counted 3,047 full-time and part-time students in the traditional 11th Day student census for the fall 2021 semester — the first time in more than five years that enrollment surpassed 3,000.

Adding the 41 students in the Clinton School for Public Service, for whom UAMS provides student admission/ registration services, pushed the student headcount up to 3,088, as reported by the Department of Institutional Research, Policy and Accreditation.

Student enrollment is reported by college and includes the headcount and the UAMS full-time equivalent (FTE) calculation of students.

Total headcounts by college were: College of Health Professions 1,098 (up from 857 in 2020);

—Continued on Page 5

Inside this Issue:

- UAMS Library - Page 3
- Historical Research Center - Page 4

- Centers for Simulation Education - Page 6
- Campus Life and Student Support Services - Page 7
- Office of Educational Development - Page 10

News from Academic Affairs

September 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

Departments in the Division of Academic Affairs

Enrollment Services

- [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](#)
- [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](#)

[Center for Faculty Excellence](#)

[Office of Continuing Education](#)

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

It was fantastic to hear the news of the renewal for the Office of Continuing Education's joint accreditation to provide interprofessional continuing education credits for physicians, nurses, pharmacists and physician assistants. The accrediting organization amplified that feeling by accrediting our program with commendation — placing it in elite company for the quality of our continuing education activities.



Dr. Stephanie Gardner

There are 113 organizations nationwide that have joint accreditation for continuing education, including hospital systems, for-profit medical education companies, health care organizations and societies (like the American Heart Association) and academic medical centers. Achieving joint accreditation alone, which we did for the first time in 2017, is no small feat. There are only 22 academic medical centers with joint accreditation.

There are just *four*(!!) institutions in the United States that were awarded accreditation with commendation — and only two of those are academic health centers: UAMS and the Cleveland Clinic. Plus, when we first earned joint accreditation in 2017, it was for a four-year term. In renewing our accreditation, the term was expanded to six years. To me, this is a ringing endorsement of our team and our work.

My predecessor as provost, Jeanne Heard, M.D., Ph.D., began the effort back in 2014 to centralize our continuing education. Previously, CE was organized and accredited at the college level. The foundation for this movement can be traced to the same team-care idea that led UAMS to make an interprofessional education curriculum a graduation requirement for all students starting in 2015.

Health care that is patient- and family-centered for better outcomes, improves population health, is efficient and considers the work/life balance of health care providers is better delivered by an interprofessional team. We are preparing our students for delivering team-based care to achieve that Quadruple Aim, so it makes sense we also should be using the same philosophy to deliver continuing education to current health care providers.

This achievement is the result of a lot of hard work by a team of people over several years. Congratulations to Office of Continuing Education director Lea Mabry and the whole OCE team as well as the program directors, faculty members and staff across our colleges and the Division of Academic Affairs.

UAMS Library

Clinical Connections – Clinical Librarians are in the Hospital to Help

The UAMS Library features not only premier research resources and services to the campus, but to the entire institution.

In addition to outreach efforts on campus where librarians act as liaisons to various colleges and departments, four-and-a-half years ago the UAMS Library started a program specifically to initiate outreach to the hospital and busy clinicians. The program started with one clinical librarian, Lindsay Blake, and this year added another, Lauren Tong.

Together Lindsay and Lauren work directly with clinicians, including physicians, residents, nurses, and students in clinical rotations. The librarians attend patient rounds to help provide information for direct patient care, education on evidence-based practice, and literature searching skills. Lindsay and Lauren attend patient rounds with Family Medicine, Pediatrics, and Pediatric Infectious Disease currently.

They also teach classes for the residencies programs on topics ranging from setting up your first poster presentation to advanced literature searching for research. Librarians also are available for individual consultations in person or by video to assist with all literature and library needs.

Find the UAMS Library online at library.uams.edu.



Clinical librarians Lindsay Blake (left) and Lauren Tong assist UAMS clinicians with literature searches, in addition to teaching residents improved methods for finding research sources and support.

A history of diseases and vaccines: How similar is COVID-19 to poliovirus?

by Viktoria Capek | Tuesday, September 21st 2021



Polio newspaper clipping



Little Rock (KATV) — Vaccination rates for COVID-19 increased in August, following Pfizer's FDA approval. Still, more than 40 percent of Americans refuse to get the shot, a hesitancy medical experts have seen throughout history with other diseases, but never to this extreme.

Interview Tracks History of Vaccines in Arkansas

With news of COVID vaccination and vaccine resistance in the news, Tim Nutt, UAMS Historical Research Center director, was interviewed recently by KATV to discuss the history of vaccines, touching on the polio vaccine and the movement in Arkansas in the 1970s to get the state's school-age children vaccinated against measles and chicken pox.

The story also included comments from Lewis Epley Jr., retired attorney and former member of the UA Board of Trustees, who contracted polio when he was 17. Epley also was a strong supporter in the development of the physical therapy academic program on the UAMS Northwest Campus, since he credited the physical therapy he received in helping him regain use of an arm paralyzed by polio.

Read and watch the story online at: katv.com/news/local/a-history-of-diseases-and-vaccines-how-similar-is-covid-19-to-poliovirus

UAMS Library

UAMS Historical Research Center Tells 'Stories from the Archives' in New Series

The UAMS Historical Research Center, in collaboration with the UAMS Library, created a new presentation series that focuses on telling the state's health sciences history by highlighting some of its unique archival items.

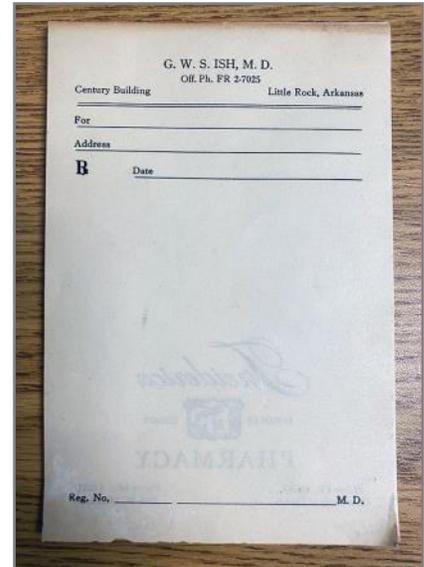
"Stories from the Archives" focuses on artifacts in the Center's collections and the individuals who used or collected them. The series seeks to demystify the archives, while raising awareness of the Center by showcasing its plethora of unique and unusual artifacts that might not have been seen by the public or the UAMS community. The series also seeks to highlight the historical diversity in the medical and health sciences fields in Arkansas.

The first presentation in the series was held virtually on Sept. 15. Historical Research Center Director Tim Nutt used the artifacts, including the eyeglasses, a prescription pad, and a United Friends of America fez of Dr. George W. S. Ish to relay his story of being one of the pioneering African American physicians in Little Rock. Ish, a native Arkansan, graduated from Harvard Medical School in 1909, and spent the years after in practice in Little Rock, administering to both white and Black patients. He was a co-founder of the Bush Memorial Hospital (1918) and the United Friends Hospital (1919), both of which served the African American community. He also saw patients at St. Vincent Infirmiry and Baptist State Hospital. Ish was active in the medical community until his death in 1970. In 2006, the UAMS College of Medicine named one of their Academic Houses after Dr. Ish. The artifacts of Dr. Ish were preserved and donated to the Historical Research Center by Donald Stecks, Pharm.D., a pharmacist who operated and owned a number of drug stores in Little Rock.

"Stories from the Archives" will be presented every quarter. Future dates of presentations have not yet been scheduled but will be advertised when appropriate. The presentations will be held via Zoom for the foreseeable future, but, in-person events will be held as soon as possible.

"Stories from the Archives" are recorded and will be made available on the Historical Research Center's website soon after each presentation.

The UAMS Historical Research Center is a division of the UAMS Library and is charged with the preservation of the institutional records of UAMS, as well as the state's health sciences history. For more information about the Center or to be notified about future programs may contact Tim Nutt, UAMS Historical Research Center Director, at tgnutt@uams.edu.



Artifacts held in the UAMS Historical Research Center from pioneering African American physician Dr. George W. Ish include, from top, a prescription pad, a United Friends of America fez hat and a pair of eyeglasses. Ish, a native Arkansan, was the topic of the first "Stories from the Archives" series that focuses on telling stories from the history of health sciences in the state using artifacts kept by the UAMS Historical Research Center.

Division of Academic Affairs

Zengulis Settles in as Title IX/ADA Coordinator

Michelle Zengulis, M.S., joined Team UAMS and the Division of Academic Affairs in June as the new Title IX/ADA Coordinator, where she is the central contact for students needing accommodations related to a disability. As the campus Title IX coordinator, she also is responsible for the implementation and monitoring of UAMS' compliance with the federal regulations prohibiting any form of gender discrimination in education.

She previously served as assistant director for residence life at the University of Memphis. She said after working in student housing while in college, she knew she wanted to pursue a career in higher education.

"One of the great things about working in higher education is that you get experience in multiple areas," Zengulis said. "I knew I enjoyed investigating conduct and Title IX issues and enjoyed partnering with disability services to make sure that our students had the best experience."

A Little Rock native, she earned a bachelor's degree in Mass Communications from the University of Arkansas at Little Rock. Energized by her college work experience, she went on to earn a master's degree in college student personnel services and administration.

She said her transition since arriving at UAMS has been "a breeze." "Everyone here is so friendly and helpful," Zengulis said.

Her role serves as a resource for faculty as well as students on disability accommodations or Title IX questions. She reminds students to contact her as early as possible about a need for accommodations because they are not retroactive. The most commonly requested student accommodation is alternative testing arrangements, which could include extended test time or a reduced distraction testing environment.

For full information on Americans with Disability Act (ADA) services, including request forms, visit students.uams.edu/ada-disability-services. For more about Title IX, visit students.uams.edu/title-ix.

Away from work, Zengulis said she enjoys spending time outdoors with her Great Dane, Midnight, or relaxing by reading historical fiction.

Zengulis can be reached by email at MZengulis@uams.edu or call her at 501-526-5641.



Michelle Zengulis

UAMS Enrollment

Continued from Page 1

College of Medicine 684 (down from 704); College of Nursing 517 (down from 569); College of Pharmacy 340 (down from 364); Graduate School 243 (up from 234); and the College of Public Health 165 (up from 148).

The growing College of Health Professions enrollment does not include 53 students in the joint UAMS/UA-Fayetteville Occupational Therapy program since those students are registered through the UA.

The FTE student total for UAMS this is 2,722.17, up from 2,608.66 in 2020.

UAMS reports the enrollment and headcount data to external groups, including the Arkansas Division of Higher Education and the Higher Learning Commission.



Centers for Simulation Education

Standardized Patient Profile



Mike Saxby

Name: Mike Saxby

How long you have been an SP? 7 years

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

I spent 12 years in the U.S. Air Force as a security policeman. I worked for the State of Arkansas for 30 years and had a variety of jobs including computer programming and managing a fraud unit. For the last 25 years I have been a sports official, with the main sport being volleyball.

What is your favorite thing about being an SP?

Watching the students grow into doctors and pharmacists and watching them gain confidence in themselves and their decisions.

What is your biggest reward about being an SP?

Having an impact on their education.

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

I learned that there are many different conditions that show the same or similar symptoms.

Other comment or a funny experience as an SP:

My funniest experience was when one of the volleyball players I watched grow up from junior high through college walked into the room for an ultrasound session and she said "Mike I have been waiting on this a long time."

Center for Health Literacy

CHL Partners with COPH Faculty on New Service Learning Project

The UAMS Center for Health Literacy (CHL) has a long-term strategic goal to integrate health literacy competencies across longitudinal curricula across UAMS colleges.

Formal integrations had previously been adopted throughout the Interprofessional Education curriculum and in selected courses within the College of Medicine and the College of Public Health. As the center consulted with CHL Affiliate Faculty member and COPH Professor Amanda L. Golbeck, Ph.D., about additional integrations of health literacy coursework needed to address COPH accreditation standards, the idea for a service-learning project arose.

CHL developed two new lectures and an 18-hour service learning project for students in the COPH Health Numeracy course instructed by Golbeck and Craig A. Molgaard, Ph.D., MPH. Learners in the fall pilot will work in pairs to apply health literacy and numeracy plain language best practices to selected patient health education materials that will benefit patients treated by UAMS Health and will receive structured feedback from CHL's team of plain language writers.

CHL faculty and staff look forward to welcoming COPH students for this activity and to continuing our efforts to support UAMS students as they learn how to improve health by making health information easy to understand and use.



Campus Life and Student Support Services

Residence Hall:

"We're back!"

A student, along with the assistance of her parents was moving back into the residence hall.

Her words spoken in an excited, high-pitched tone echoed loudly enough that other students and their helpers who were un-loading their cars and loading their personal belongings onto hotel carts and flatbed carts, turned and gave her a thumbs-up and an AMEN!

Many students who spent last semester at home attending virtual classes, due to the COVID-19 pandemic, told our staff that they were eager and delighted to move back on campus and into their "home away from home."

The new COVID-19 move-in policies and protocols such as masking, social distancing, longer waits for the elevator (due to limited occupancy), student and visitor screenings, did not dampen the spirits or the resolve of the new and returning students.

The hustle and bustle, conversation, laughter and questions are all sounds that are music to the ears of the staff in the Campus Life department. These wonderful sounds of laughter and conversation, although muffled by masks, still echo throughout the corridors and floors of the residence hall buildings and bring back a semblance of normalcy to our campus.



Campus Life and Student Support Services

Student Center

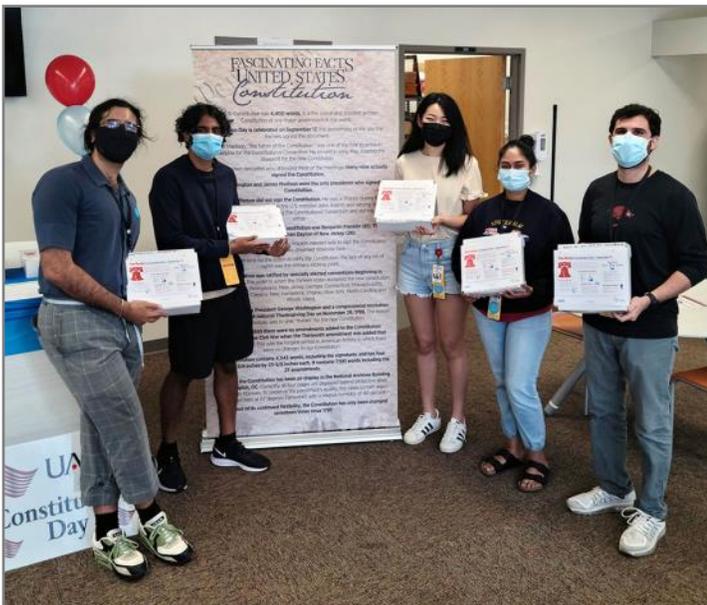
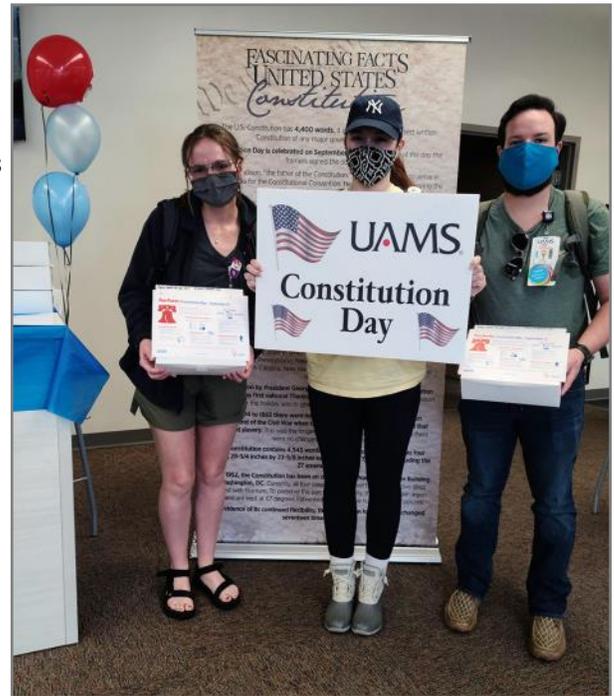
Grab-n-Go Breakfast

Campus Life and Student Support Services served a scrumptious breakfast from the Local Grounds Café to countless early bird students. This is a great way to jump-start their morning with fresh dripped coffee, assorted pastries, and orange juice. Students greatly appreciated this complementary treat!



Constitution Day and Student Resource Fair

Each year, the Campus Life department hosts a Student Resource Fair and Constitution Day event in the Student Center. This event provides campus resources and information to all students enrolled at UAMS. Due to COVID-19 safety guidelines, the Resource Fair portion was hosted virtually again this year. However, on Sept. 17, students who visited the Student Center received "Go Vote" cookie kits along with fun facts about Constitution Day and had the opportunity to pick up an Arkansas Voter Registration form.



Campus Life and Student Support Services

Associated Student Government

Painting with a Twist at Home

To kick off the fall semester, the Associated Student Government (ASG) hosted Painting a Twist at Home (PWAT) event. To switch things up a bit, students tried a new painting technique called "Acrylic Pour Paint" in their desired color palate. 'Pour' is a medium used to alter the consistency of acrylic paint, in order to achieve an abstract design of sorts. The term 'medium' simply refers to the type of supplies used to create the art piece.

The great thing about this technique is that unique abstract art is accomplished in a very short period of time. There is no high skill-level required whatsoever, so beginners tend to really enjoy this method. The finished product looks extremely complex, considering only a few steps are involved.

The students raved all night as their canvases developed and took form. There is no doubt that Acrylic Pour was a crowd pleaser for the win!



The **Department of Campus Life and Student Support Services** recently welcomed **Shanice Davis** to the Student Center. She is a student in the College of Nursing and is assisting our student center manager, **Vanessa Lewis**, with daily operations of the center. Shanice was born and raised in Miami, Florida. She moved to Arkansas with her family seven years ago. She loves spending time with her daughter, listening to music, dancing, and binge watching her favorite television shows.

Center for Faculty Excellence

The **Center for Faculty Excellence** recently restructured to better align its work and support for UAMS faculty.

Now leading the Faculty Development team is **Fatera Herd**, who has been with the Center for five years and was recently promoted to faculty development manager. She previously served as faculty development coordinator. **Untrese Wesley**, who previously served as a faculty liaison at Wesley University, has joined the Center as faculty development specialist. **Katie Poe** has been named faculty affairs manager, and will work on appointment, promotion and tenure as well as policies, evaluation and recognition. She has been with UAMS since 2015, previously working as a program manager in the Department of Endocrinology.

Office of Educational Development

eLearning

Updates on Ally Rollout

On July 1, eLearning enabled the Ally Accessibility tool for Fall 2021 courses and beyond. This tool improves course accessibility by providing automated alternative file formats. It also notifies instructors of accessibility issues and provides guided steps to address them. Usage reports indicate students and faculty are exploring the tool in their courses.

Alternative Formats Use (July 1-Aug. 31, 2021)

The Alternative Formats feature automatically converts course files to other file formats. Usage reports indicate that users have launched the Alternative Formats window on 5,032 occasions. Out of these launches, users downloaded 2,706 files. There are 181 courses across all colleges with use of the Alternative Formats tool.

Alternative Formats Distribution

Conversion Type	Number of downloads
Tagged PDF	1,478
ePub	589
HTML	358
Beeline	155
Audio	86
OCRed PDF	23
Braille	17

Distribution reports indicate that Tagged PDFs are the most popular conversion to download. ([Learn more about Tagged PDF Documents](#))

ePubs are the second most popular conversion type. [Learn more about the ePub Format](#)

Use [this matrix](#) to determine the benefits of each file format.

Instructor Adoption (July 1-Aug. 31, 2021)

Instructors reviewed their courses and implemented 44 fixes to files with accessibility issues. The improvements occurred in 16 courses that cut across all colleges.

If you're interested in learning about your course or program's accessibility score, please get in touch with eLearning through [Blackboard-Help@uams.edu](mailto:BlackboardHelp@uams.edu).

You can also utilize Blackboard's [Quick Start Guide](#) for tips on getting started.

Upcoming eLearning Training Sessions

Please see our [eLearning Training Sessions page](#) for a complete list of scheduled sessions. If you need training for a custom topic or another time, please send your request to BlackboardHelp@uams.edu. Comprehensive training sessions are also available by request. We can accommodate individual and group training.

Total downloads

2,706

Alternative file formats were downloaded 2,706 times.

Total courses with downloads

181

A total of 181 courses had at least one alternative file format downloaded.

Total fixes

44

44 identified accessibility issues were fixed by Instructors.

Total courses with fixes

16

Four instructors utilized the feedback tool to fix accessibility issues in 16 courses that cut across all colleges.

Office of Educational Development

	<p>TEACHING SCHOLARS IMPLEMENTS COMPETENCY-BASED EDUCATION</p>
---	---

The Teaching Scholars program helps faculty apply scholarly competencies to improve teaching and learning. In alignment with the UAMS *Vision 2029*, it prompts teaching innovation, educational grantsmanship, and publications. Now in its 25th anniversary year, Teaching Scholars has implemented competency-based education.

Desired outcomes are faculty members proficient in the scholarship of teaching, in alignment with the goals of UAMS as well as that of their colleges and educational programs. Competency-based education offers flexibility to busy faculty through time variability – each faculty member enters, progresses through, and completes Teaching Scholars at his or her pace. The program features tailored, timely mentoring and collaboration, while faculty engage in an individualized educational scholarship project.

Current Teaching Scholars are working on a wide array of projects:

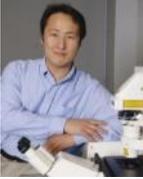
 Crystal Ackles, ME.d. Regional Programs	<p><i>The National SEED Project (Seeking Educational Equity and Diversity): Qualitative analysis of the experience and impact on future professional interactions and practice</i></p>
 Deziree Arnett MEd, R.T.(R) (CI) (ARRT) College of Health Professions	<p><i>Interactive retrieval practice to improve national examination scores in radiologic imaging sciences students</i></p>
 Pam de Gravelles, Ph.D., RN College of Nursing	<p><i>A transitional care of a geriatric patient simulation to improve interprofessional competencies in medical, nursing, and pharmacy students</i></p>

—Continued on Page 12

Office of Educational Development

Teaching Scholars

Continued from Page 11

 <p>Vicky Flynn, M.D. College of Medicine</p>	<p><i>Team-based learning of personality disorders to improve knowledge and clinical practice in psychiatry residents</i></p>
 <p>Jennifer Gan, Healthcare MBA Academic Affairs</p>	<p><i>Project to be determined</i></p>
 <p>Steven McKee, M.D. College of Medicine</p>	<p><i>Feedforward: Medical students' perspectives on educational handoffs between attending physicians during clinical clerkships</i></p>
 <p>Sung Rhee, Ph.D. College of Medicine</p>	<p><i>Interactive retrieval practice to improve national examination scores in medical students</i></p>
 <p>Elizabeth Riley DNP, RNC-NIC, CNE College of Nursing</p>	<p><i>Interprofessional naloxone training practice to manage suspected opioid overdose</i></p>

—Continued on Page 13

Office of Educational Development

Teaching Scholars

Continued from Page 12

 <p>Layla Simmons M.Ed., RDCS, RDMS College of Health Professions</p>	<p><i>Evaluation of the role of sonographic imaging services in a student-run clinic</i></p>
 <p>Kimberly Stickley DNP, RN, APRN, FNP-C, PMHNP-BC College of Nursing</p>	<p><i>Koru mindfulness training in pre-licensure nursing students: A qualitative analysis</i></p>

The Educational Research and Scholarship Series is another component of Teaching Scholars. The series features national and local experts and is available to all UAMS faculty. Recent presenters were Grace Huang, M.D., Dean of Faculty Development in the College of Medicine at Harvard University and Maria Blanco, Ed.D., Associate Dean for Faculty Development at Tufts University.

Click [here](#) to view a recording of their presentations. Announcements of future presenters will be forthcoming.

Faculty interested in Teaching Scholars, please contact Michael Anders, PhD (MA@uams.edu).

Continuing Education

Continued from Page 1

participate in educational activities, the Office of Continuing Education (ce.uams.edu) works with UAMS departments and other health care organizations to design, develop, and implement activities through our educational initiatives services. Some recent examples of CE events hosted by the office are ICARE, an emergency medicine conference; the annual Nursing Research Conference; the annual Neuroscience Conference; the Geriatrics and Long-Term Care Update; and many others.

Among those showcasing the interprofessional strengths of the program is the annual Diabetes Update conference for an interprofessional audience of health care providers, including diabetes educators, dietitians, nurses, PAs, pharmacists, physicians, and others working with patients with diabetes. This program provides a combination of didactic lectures, panel discussions, demonstrations, and simulations to deliver a dynamic program.

COVID slows but does not stop CE

The pandemic derailed most in-person events, including continuing education conferences and activities. Mabry said the OCE adapted many events to a virtual format, though a few events still had to be suspended since they were primarily hands-on activities or the planners/speakers are frontline with COVID response, such as the emergency medicine conference.

"During the early stages of the pandemic, OCE compliance specialists worked with course directors and their staff to quickly convert to a virtual environment or cancel their activities," Mabry said.

Richelle Thompson, Ed.S., the OCE assistant director and director of education and quality initiatives, worked with OCE clients to convert to virtual education. Converting events to virtual required teamwork from the superb UAMS A/V staff to learn best practices for offering virtual conferencing. Through the experience, Thompson became a member of a special task force of CE/CME professionals from across the U.S. who were faced with the same challenges that we were tasked with: develop solutions for offering virtual conferencing.

"Our OCE team pulled together and adapted quickly so we could continue to deliver quality CE regardless of the restrictions made necessary by COVID-19," Thompson said. "We look forward to being able to return to in-person events when we can conduct events safely for our participants."

Prior to 2017, the OCE held three different accreditations for delivering CE to nurses, pharmacists and physicians. Achieving Joint Accreditation in 2017 recognized the growing move toward interprofessional education and the need to jointly provide continuing education activities to multiple professions.

The Office of Continuing Education team includes:

- Wendy Ward, Ph.D., associate provost for faculty
- Lea Mabry, M.Ed., director
- Richelle Thompson, Ed.S., CHES®, LSSBB, CAPM, OCE assistant director and director of education and quality initiatives
- Courtney Bryant, lead compliance specialist
- Karen Fleming, compliance specialist
- Sara Strickland, compliance specialist
- Shannon Svendsen, project coordinator

Student Success Center

Lian Taylor, M.Ed., recently joined the **Student Success Center** as a student learning specialist, based on the Northwest Campus in Fayetteville. She will be an instructor in the Division of Academic Affairs.

Taylor previously worked for the Cabot School District. She has worked with students in K-12, post-secondary, and adult education and has experience integrating humanities, particularly art, into blended learning. She earned her master's degree in educational technology from the University of Arkansas, Fayetteville. She will work to assist UAMS students on the Northwest Campus with academic needs by meeting one-on-one to develop a plan of action, referring as needed to peer tutoring. She also will organize and facilitate workshops for groups of learners, and complete other related activities to support student retention and success.

Academic Affairs Accolades

IPE Leaders to Present at Virtual International Conference

The **Office of Interprofessional Education (IPE)** recently had three oral presentations and three posters accepted for the upcoming virtual conference of the Association for Simulated Practice in Healthcare (ASPiH) in England — including one of the posters that was accepted as a Top 30 Poster Presentation for the event.

The accepted submissions and authors included:

- Accepted as Top 30 Poster Presentation: "Efficacy of a Virtual Mock Trial for Interprofessional Learning," **Karen Dickinson**, MBBS, BSc, MD, MEd, FRCS; **Wendy L Ward**, Ph.D., ABPP; Robert Minarcin, JD, UALR; and Christopher Trudeau, JD, UALR; and **Kathryn K. Neill**, Pharm. D., FNAP
- Oral Presentation: "A Virtual Mock Trail for Interprofessional Learning," **Karen Dickinson**, MBBS, BSc, MD, MEd, FRCS; **Wendy L Ward**, Ph.D., ABPP; Robert Minarcin, JD; and Christopher Trudeau JD; and **Kathryn K. Neill**, Pharm. D., FNAP
- Oral Presentation: "Haunted House: The Dangers and Ghosts of the Lived Environment," **Kathryn Neill**, Pharm.D., FNAP; Duston Morris, Ph.D., MS, CHES, CHC, University of Central Arkansas; Debbie Waggoner, Pharm.D., Harding University; **Pamela de Gravelles**, Ph.D., RN, TTS, CHSE, UAMS College of Nursing; **Angel Holland**, PT, DPT, Ed.D., UAMS College of Health Professions; **Wendy L Ward**, Ph.D., ABPP; and **Karen Dickinson**, MBBS, BSc, MD, MEd, FRCS
- Oral presentation: "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
- Poster Presentation: "Caution and Context: COVID-19 as the educational focus for inter-professional learning," **Karen Dickinson**, MBBS, BSc, MD, MEd, FRCS; **Kathryn K. Neill**, Pharm. D., FNAP; and **Wendy L Ward**, Ph.D., ABPP
- Poster Presentation: "Perceptions of Virtual Simulations by Interprofessional Simulation Facilitators," **Karen Dickinson**, MBBS, BSc, MD, MEd, FRCS; **Kathryn K. Neill**, Pharm. D., FNAP; and **Wendy L Ward**, Ph.D., ABPP

Center for Faculty Excellence Receives Chancellor's Circle Grant

The **Center for Faculty Excellence** will receive a \$5,000 Chancellor's Circle Grant Award for a project related to onboarding/orientation of new UAMS faculty. The project goal is to assist with professional wellness, community building and getting new faculty off to a good start at UAMS in order to support recruitment and retention.

* * *

UAMS Library

A systematic review on which **Susan Steelman**, MLIS, AHIP, head of education and research services in the UAMS Library, worked was recently published in the Journal of Genetic Counseling. The citation is: Danylchuk NR, Cook L, Shane-Carson KP, Cacioppo CN, Hardy MW, Nusbaum R, Steelman SC, Malinowski J. Telehealth for genetic counseling: A systematic evidence review. J Genet Couns. 2021 Aug 6. doi: 10.1002/jgc4.1481. Epub ahead of print. PMID: 34355839.

Andrea Hayes, MLS, outreach services librarian in education and research services in the UAMS Library, was recently appointed to the Journal of the Medical Library Association's Editorial Board. Her appointment will run 2021–2024.