

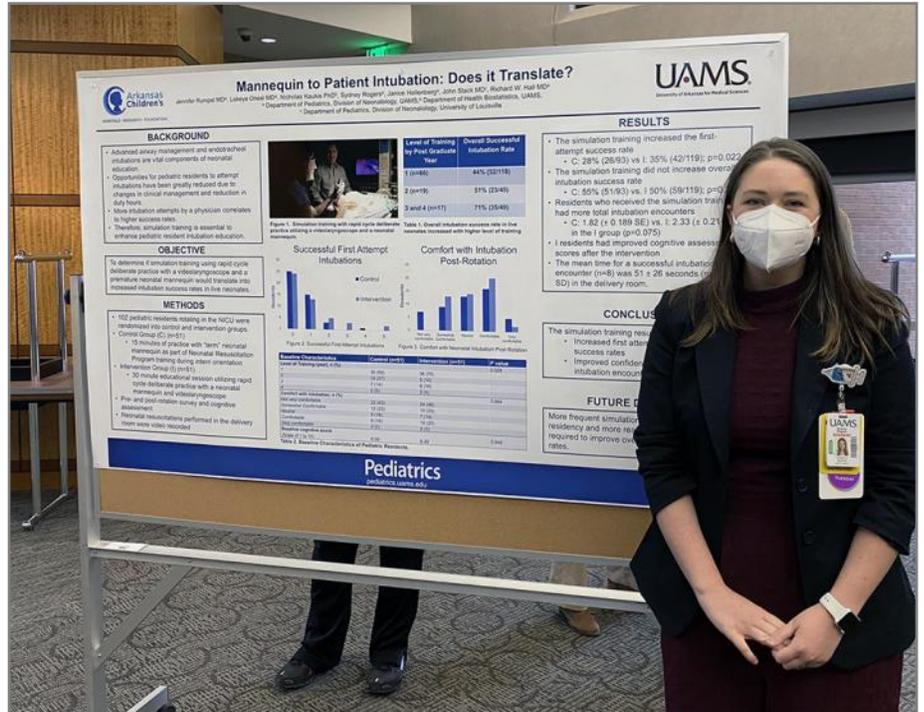
Centers for Simulation Education Stage First Research Day

The UAMS Centers for Simulation Education held its first Research Day on Nov. 2 with a theme of “Modern Interprofessional Simulation Education.”

The conference was organized by Karen J. Dickinson, M.D., M.Ed., assistant professor of surgery, director of interprofessional simulation and clinical skills training and Travis Hill, M.Ed., executive director of Centers for Simulation Education, who were supported in this endeavor by the simulation center staff.

Here at UAMS there are many simulation champions in all specialties and disciplines who provide a rich and diverse selection of simulation education for both undergraduate and undergraduate learners. By creating an annual research day our intent was to provide a great opportunity for interprofessional colleagues with a common interest in simulation to share work and ideas, and to break down some of the silos that we often work within in clinical practice. The benefit of getting together to celebrate UAMS simulation research projects is two

—Continued on Page 10



During the poster session at the Simulation Education Research Day, medical student Sydney Rogers stands in front of the poster “Mannequin to Patient Intubation: Does it Translate?,” on which she collaborated.

Academic Affairs Accolades

- The manuscript “Assessing Learner Engagement with Virtual Educational Events: Development of the Virtual –In-Class Engagement Measure (VIEM)” by **Karen J. Dickinson, M.D., M.Ed.**, director of interprofessional simulation and clinical skills training in the **Centers for Simulation Education** and an assistant professor of surgery, was featured in the December 2021 issue of *The American Journal of Surgery* at: [www.americanjournalofsurgery.com/article/S0002-9610\(21\)00654-1/fulltext#back-bib1](http://www.americanjournalofsurgery.com/article/S0002-9610(21)00654-1/fulltext#back-bib1).

- Michael E. Anders, Ph.D.**, associate professor of assessment and evaluation in the **Office of Educational Development**, recently tallied a new publication and several presentations. **Publication Anders, Jasna Vuk** of the **Education and Student Success Center** and **Sung W. Rhee** of the College of Medicine’s Department of Pharmacology and Toxicology, collaborated on the recent publication “Interactive retrieval practice in renal physiology improves performance on customized National Board of Medical Examiners Examination of Medical Students” in *Advances* —Continued on Page 12

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News from Academic Affairs

November 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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Questions? Comments?

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

Academic Affairs

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A Message from the Provost

While our campus community remains careful and vigilant by observing COVID precautions to keep us healthy, I continue to be pleased to see how our programs adapt to keep our students and faculty engaged.

The latest examples include the successful research day hosted by our Centers for Simulation Education and various student activities hosted by Campus Life and Student Support Services.

The hybrid format for the Simulation Education Research Day allowed the presentations to be held in person and also broadcast over social media. This expanded the reach of the event that included a poster session featuring 24 accepted submissions paired with oral presentations and one invited lecture.

The hybrid delivery allowed for an interactive poster session in person to those in attendance, following all of the safety protocols for gatherings on campus, while video clips featuring the posters also were broadcast online.

The interdisciplinary nature of simulation education was underscored throughout the day with presentations and posters from participants that spanned multiple professions.

Meanwhile, our Campus Life and Student Support Services continue to adapt activities for our students. While virtual activities quickly became one workaround last year to allow some student fun, I am glad to see the successful outdoor activities such as Game Day at the Student Center and intramural games.

My congratulations and sincere gratitude go to all who were involved in the planning and staging of these events. Through these examples and many more, Team UAMS is exemplifying our institutional Core Values — particularly Teamwork, Creativity, Excellence and Safety — while achieving successes in our academic mission to the state.



Dr. Stephanie Gardner

Campus Life and Student Support Services



New RAs in the Residence Hall are (from left to right) Shariesa Feimster, Nicole Lee, Camron Thomas (center), Kaylyn Smith, and Rilie Vote.

Residence Hall

The Campus Life department introduces its 2021-22 Resident Assistants (RAs):

Shariesa Feimster: I am a second-year clinician in the College of Health Professions Speech-Language Pathology program. I am from Huntington and have a sister and brother-in-law. My long-term career goal is to start a developmental preschool with therapy services available. I enjoy reading, spending time with friends, and riding around.

Nicole Lee: I am a College of Health Professions student in the Dental Hygiene program. I have worked as a dental assistant for the past two years. I like to spend my free time outside and adventuring to new places. Every day I strive to become the best version of myself.

Camron Thomas: I am from Texarkana. I am in my first year in the College of Nursing program. I have five siblings that live around Texarkana. I want to be a nurse practitioner and start a private clinic. I enjoy listening to music and watching sports.

Kaylyn Smith: I am from Monticello. I am a first-year student in the College of Health Professions Dental Hygiene program. I have a dog named Ali and I enjoy eating good food and taking photos. I aspire to become a strong advocate within the dental community.

Rilie Vote: I am a first-year student in the College of Pharmacy. I am from Strafford, Missouri, which is where my parents and sister live. My current interests in the field of pharmacy are either in a community setting or in geriatrics. Besides studying and working as an RA, I spend my time in the gym or with close friends.

Campus Life and Student Support Services



Student Center

Game Day at the Student Center

On a bright, sunny October day, Campus Life and Student Support Services took it back “old school” with games from our past with large-sized versions of Connect Four, Jenga, checkers and more.

Grab and Go Lunch at the Student Center

Campus Life and Student Support Services knows how to make our students happy: just offer them free lunch. Hamburgers, cheeseburgers, turkey burgers, and veggie burgers were served with smiles. This is one of the students’ favorites and most-requested grab-and-go lunches.



Campus Life and Student Support Services



Associated Student Government

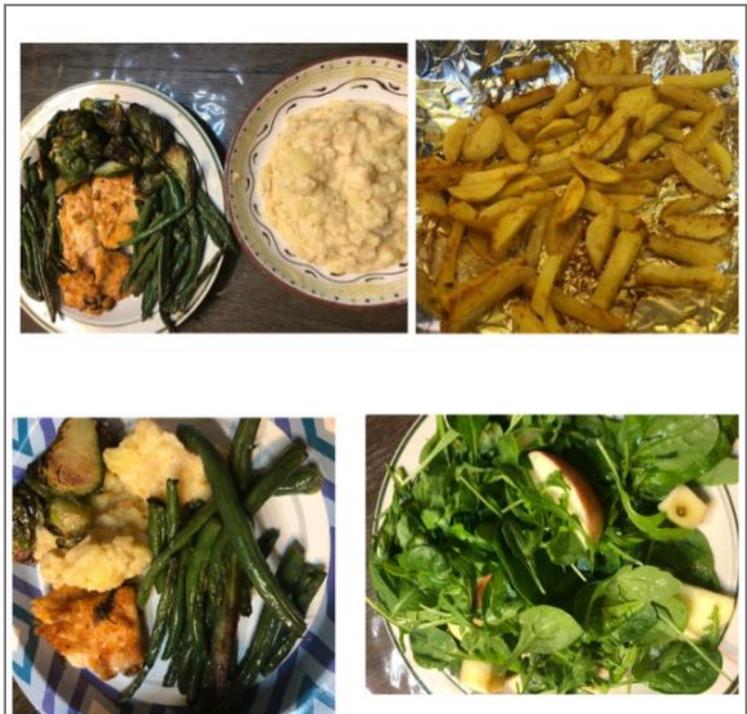
Cooking LIVE with ASG

In September, UAMS Students enjoyed "Cooking LIVE with the Associated Student Government!". Kyle Davis, ASG president, and Nakia Dedner, Campus Life and Student Support Services assistant director, led students on a fun, healthy cooking experience.

All participants received food boxes prepared by Hello Fresh. Each box included pecan-crusted chicken, honey apple salad, vegetables, salmon, and meatloaf with creamy mushroom sauce.

It was nice to watch everyone prepare loving meals for themselves and family members. Though chicken was the meal of choice, some students ambitiously cooked all three meals. Graduate student, Amal Shoeib, impressed all with her mere ownership of a rolling pin. After speaking with her further, we learned she collects them.

Although miles apart, the camaraderie and laughter wrapped us like a warm blanket. It's no wonder some say, "cooking is good for the soul."



ASG hosted a virtual cooking activity featuring meals from Hello Fresh. Students gathered via Zoom for cooking and fellowship. Top photo credit: Jennifer Gan (GRAD); bottom photo credit (and cook) Sara Yousef (COM).

Campus Life and Student Support Services

Associated Student Government

Virtual Escape Room

Instead of sitting bored in the house and in the house bored, Campus Life and Student Support Services hosted its first Virtual Escape Room. If you've ever participated in this event, the head scratching, foot-stomping puzzles, riddles and obstacles are what makes this game such a nail biter and so much fun.

UAMS students took full advantage of this mysterious brain-teasing treat on Oct. 22. Normally these games are played face-to-face; however, the virtual version did not disappoint. The concept was the same, escape the room (in this case a spooky basement) in 60 minutes or less.

The winners of the game, Team Green, completed its course in 37 minutes and six seconds with only one hint. According to the group moderator, that was pretty amazing. A Northwest Arkansas student even commented on how appreciative the teams were for this fun event opportunity.



Virtual Escape Room participants included (clockwise from upper left) Chase Phillips (COM), moderator Xavion, Nakia Dedner, assistant director of Campus Life and Student Support Services, and winners, "Team Green" — COM student Catherine Kirkpatrick and her husband Cain Farnam.



Halloween Pumpkin Painting, Carving Event

College of Medicine student, Elena Milstead, and College of Health Professions student, Monday Qin, joined Campus Life in a bit of Halloween fun by showcasing their carving skills on Oct. 28.

Elena took first place with a triple entry for the win. Yes, Elena carved the UAMS logo with a DNA chain, skeleton hand, and heart all on-to one pumpkin. But the fun didn't stop there! Monday Qin carved the cutest little kitten anyone ever laid eyes on and took home second place.

How either of them found the time we'll never know, but we're so happy they did. Both Elena and Monday raised the bar for anyone planning to compete in this event next year.

Office of Continuing Education

Upcoming Conferences Managed by the Office of Continuing Education

The Office of Continuing Education will manage a series of webinars and virtual conferences through the end of 2021 and into 2022.

The Pharmacy Update series started in November with two sessions remaining in December. The webinars are from noon-1 p.m.

The full schedule for the Pharmacy Update Webinar Series:

Nov. 16	COVID-19 Vaccine Update
Nov. 17	HIV Prevention, PEP vs PrEP
Nov. 18	Three Keys to a Successful Practice for Patients
Dec. 7	Affirming Therapy for Transgender Patients and the Treatment Involved
Dec. 9	Mental Health for Health Care Workers

Register online at: <https://uams.cloud-cme.com/course/courseoverview?EID=41981&P=5&formid=490>

The virtual 2021 Dementia Update Conference will be Dec. 9-11. Online conference registration: <https://uams.cloud-cme.com/course/courseoverview?EID=42089&P=5&formid=489>

Upcoming CE events in 2022:

- Diabetes Update (virtual) — March 11
- Diabetes Update Webinar Series — To Be Determined
- Nursing Research Conference (virtual) — April 8
- Arkansas Pain Management Symposium (virtual) — April 23

Visit uams.cloud-cme.com for more CE/CME offerings.

The screenshot shows the CloudCME logo in the top left and navigation links (Testimonials, Features, Infrastructure, Request Demo, Community, Team) in the top right. The main heading is "The Journey to Joint Accreditation with Commendation: UAMS Achieves the Highest Honor". The text below the heading reads: "The University of Arkansas for Medical Sciences Office of Continuing Education (UAMS) has been a powerhouse in Arkansas for quite some time, but Lea Mabry and her team put UAMS on the global map by being one of four organizations to achieve Accreditation with Commendation by Joint Accreditation™ (JA). Although this endeavor is recent, the start of the journey dates back to 2008 when Lea revamped the entire department. New to the world of CME but having a strong background in instructional design, Lea was appointed Assistant Director during a reaccreditation year and during the time when the ACCME had completely changed criteria. That year, the CE team had to write three progress reports because they had problems in three major areas. New to the role, this gave Lea justification to change things up and take a deep dive into all things CME to understand what exactly the ACCME was looking for and fix it within their program. After becoming the department director, she looked at her staff—their responsibilities and their strengths—and she re-evaluated and reappointed people based on their skillset. "Four years later, we got Accreditation with Commendation," she said. "That was a big reward for me, because there was a point I wanted to quit because it felt too hard." Shortly after, they went through a mandated Lean Six Sigma project improvement process. The provost and chancellor were behind it. They looked at departments like theirs—CME, CNE, ACPE—where there was a centralized theme for what they were working toward and saw the opportunity to improve efficiencies, save money, and reallocate staff if they were to centralize into a single CE department under Academic Affairs. In 2017, UAMS achieved Joint Accreditation. With the time and money saved by having to manage only one accreditation status rather than three, UAMS was able to drastically improve the quality of their CE program. Not only did they increase the volume of educational offerings, but the sophistication of activities also went up. That was no small feat. But Lea and her team didn't stop there. "Criteria [for Joint Accreditation with Commendation] came out summer of 2020, and our self-study was due March of 2021, so we really didn't have a lot of time to prep for commendation," Lea said. "But the way I looked at it was: if you don't try, you don't get."

A partial screenshot shows the CloudCME article featuring Lea Mabry and UAMS.

UAMS Gets More Attention for CE Accreditation Achievement

Lea Mabry, M.Ed., director of the **Office of Continuing Education**, was recently interviewed by UAMS's accreditation management software vendor, CloudCME, for a blog post about UAMS achieving Joint Accreditation with Commendation.

The full article can be found at: <https://cloud-cme.com/uams-ja>.

Office of Academic Services

Office of Academic Services team with Testing Center

The Testing Center, located on the recently renovated 3rd floor of the UAMS Library, has joined forces with the Office of Academic Services, whose work includes managing and scheduling campus classroom and laboratory spaces. This will allow for more seamless provision of testing services, including special accommodation and make-up tests, for UAMS students in all testing settings (OAS laboratories and the Testing Center).

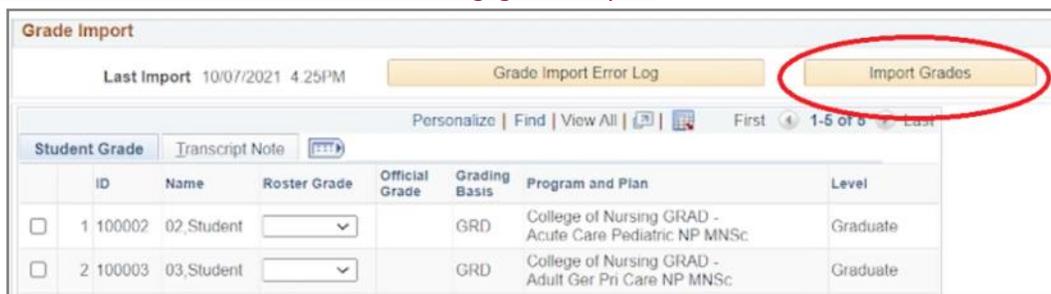
Testing Center forms and FAQs once found on the Student Success Center website can now be found on the OAS website at oas.uams.edu/testing-center.

Office of Educational Development

eLearning New Grade Import Feature

The eLearning Team, Office of the University Registrar, and Academic Computing recently enabled GUS & Blackboard's latest feature, Grade Import. This feature allows instructors to send final grades from Blackboard to GUS at the end of the class. The Grade Import feature can help instructors save time inputting final grades.

To access the how-to and more information, please the official announcement at educationaldevelopment.uams.edu/2021/10/11/introducing-grade-import.

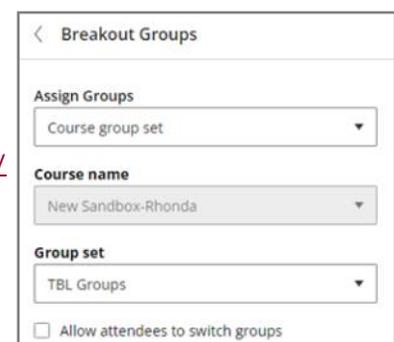


If you need help configuring your Blackboard Grade Center to calculate final grades, please reach out to BlackboardHelp@uams.edu to request a consultation.

New Collaborate Feature

Blackboard Collaborate can now pull group information from Blackboard courses. This new update makes it easier than ever to place students into breakout groups.

See our official announcement (educationaldevelopment.uams.edu/2021/10/26/introducing-breakout-groups-integration-with-blackboard-learn-groups) for more information and step-by-step instructions.



Upcoming eLearning Training Sessions

Please see our [eLearning Training Sessions page](#) for a full list of scheduled sessions.

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 Health Literacy

CHL Assumes Oversight of UAMS Patient Education Materials

Patient education materials (PEMs) support patient self-care following health care encounters, and UAMS clinicians have many vended and custom materials available to share with patients. Nursing leaders recently invited the Center for Health Literacy (CHL) to assume oversight of custom PEMs to ensure regular clinical review and inclusion of plain language practices that optimize the degree to which users can read, understand, and act on instructions.

Over the last year, the team produced an inventory of existing custom PEMs and led clinical stakeholders through a rapid review to decide if each material should be retained or retired. This review yielded removal of approximately 1,400 nonfunctional links and 2,000 additional links due to lack of current relevance or acceptability of a suggested alternative in our vendor materials. Plain language editing resulted in significant improvements in the mean readability of PEMs, from 8th grade to 5th grade. System-wide processes to efficiently manage patient education materials while addressing health literacy challenges can help produce cost savings, meet regulatory standards, and bridge the health equity gap.

CHL also charted a path to ensure all new custom PEMs are vetted by clinicians and plain language writers at CHL and to engage clinicians in regular review. The team plans to assess clinician learning needs and collaborate with nursing leaders to make certain clinicians are aware of the written and video education produced by UAMS and purchased from vendors.

Clinical teams now can email the CHL at healthliteracy@uams.edu to request support with any of the following:

- Development of a custom PEM to support patient learning needs
- Help accessing existing PEMs (although you can start by looking for "Patient Education," "Lexicomp," and "TIGR Staff Connect" in Clinical Resources within Epic)
- Modification of an existing custom PEM
- Transfer of existing PEMs into the proper shared network drive for system-wide access (If you have a Box folder, file drawer of papers, or other clinic- or unit-specific storage, let us help you integrate your materials into the shared system to facilitate regular review.)

CHL is thrilled to take on this new area of responsibility and excited to work with clinicians to ensure our patients have access to high quality materials that can help them sustain or improve their health.

Educational and Student Success Center

Marybeth Norcross, M.S.Ed., assistant professor (speaking at right), **Educational and Student Success Center**, joined UAMS faculty member **Laurel Sexton** PT, D.P.T., to present "The Use of a Self-Assessment Tool to Guide Interventions to Improve Meta-Cognition in 1st year DPT Students" in October at the National Physical Therapy Association's Educational Leadership Conference in Atlanta.



Centers for Simulation Education

Standardized Patient Profile

Name: Sara Bowling

How long you have been an SP? I've worked at UAMS as an SP for 9 years.

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

I started out after grad school teaching writing at a local college. After I got married, I worked as a mental health professional in Chicago with an underrepresented dual-diagnosis population as a literacy coordinator. Later, I had three children and worked in their school. I then was able to care for my father until he passed. Recently, I opened my own home pottery studio where I throw and fire my own pottery, which I sell on Etsy.

What is your favorite thing about being an SP?

I absolutely love to teach students how to actually communicate with patients. It is incredibly satisfying, and the students seem so grateful to have the chance to work with an SP. I have to add that my fellow SPs and those who run the Clinical Skills Center are the most capable and kind people I've had the privilege of working with. Many have become very close friends.



Sara Bowling

"Recently I waited between cases in the hallway of the CSC on a break, and found an interesting contraption sitting on top of a cabinet.

I've never seen anything like it. It was the size of a halved cantaloupe, white plastic, flat on the bottom, round on top, with varied sized holes around the edge. I found that the holes were varied in size when, one by one, I stuck a finger in each one. Still intrigued, I set the object down. Looking up I noticed the box it came in.

It was a proctology exam trainer."

What is your least favorite thing about being an SP?

I really wish I had a heater in the exam room for my bare feet while doing cases.

What is your biggest reward about being an SP?

My hope is that a student will understand something from a patient's point of view and be a better doctor because of that awareness.

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

I cannot stress enough how imperative it is to advocate for myself as a patient.

Find out more about the UAMS Standardized Patient program at medicalsims.uams.edu/standardized-patients.



Karen Dickinson, M.D.

Simulation Education

Continued from Page 1

fold: to develop collaborations and strengthen our simulation educational efforts, and, ultimately, to provide the highest quality care for our patients.

Added Travis Hill, M.Ed., executive director for the UAMS Centers for Simulation Education: "Simulation research is key to testing clinical processes, observing behaviors, and reflecting on how to better improve how we deliver healthcare. The opportunity to gather inter-professionally and share that research with peers is important as it often is the spark that leads to innovation and additional research projects.

"The feedback for our first Research Day was overwhelmingly positive and I look forward to next year," Hill said. "Dr. Dickinson has been a welcome addition to our simulation team and I credit her for spearheading this event."

The agenda included a keynote address by Professor Debra Nestel Ph.D., a pro-
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Simulation Education

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-fessor of simulation education in health care at Monash University and professor of surgical education, in the Department of Surgery, University of Melbourne, Australia. She was the founding editor in chief of [Advances in Simulation](#), the journal of the SESAM. She heads up the master's program of surgical education in the Department of Surgery, University of Melbourne and Royal Australasian College of Surgeons and the graduate certificate in clinical simulation. She also leads a national program for simulation educators, [NHET-Sim](#) in Australia and a [virtual network in simulated patient methodology](#).

Following this 14 UAMS employees from multiple professions gave podium presentations of their simulation education research work. These sessions were moderated by Amanda Young, M.D., with the College of Medicine's Emergency Department, Pamela Degraeves, Ph.D., RN, College of Nursing, Faiza Khan, M.D., with the College of Medicine's Anesthesiology Department and Karen Dickinson M.D., with the College of Medicine's Department of Surgery.

The presentations included:

- "Making It Real: Understanding Population Health Competencies Through Team Objective Structured Teaching Exercise (TOTSE)" — Nicole Ward, Ph.D., College of Nursing
- "A Multi-Disciplinary Zoom Based Virtual Capstone Course for Graduating Fourth-Year Medical Students" — Matthew Spond M.D., Department of Anesthesia
- "The Haunted House Experience: Home Health Assessment Training Utilizing an Interprofessional, Inter-Institutional Virtual Simulation" — Angel Holland Ed.D., Department of Physical Therapy
- "Role Assignment for Nurses for Obstetric Basic Life Support" — Fazia Khan M.D., Department of Anesthesia
- "An Educational Module to Teach Inter-Professional Peer Feedback Skills for Simulation Events Improves Learner Knowledge And Confidence" — Joseph Margolick M.D., Department of Surgery
- "Child Maltreatment Education for Anesthesiology Trainees: A Novel Simulation-Based Curriculum" — Anna Maria Onisei M.D., Department of Pediatric Anesthesia
- "A Virtual Interprofessional Medical Negligence Mock Trial" — Christopher Trudeau J.D., William H Bowen Law School
- "Clyde Jenkins' : An IPE Simulation on the Transitional Care of the Older Adult" — Pamela de Gravelles, Ph.D., College of Nursing
- "Development of Virtual Pharmacy Simulations Using Mydispense" — Hannah Howard, B.S., and Siddhi Patel, B.S., College of Pharmacy

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(Top) Alison Caballero, MPH, director of the Center for Health Literacy, presents at Simulation Education Research Day. (Middle) Tonya Thompson, M.D., and Angie Gilbert present work on the power of secondary SP observer. (Bottom) The poster session was held in person but also broadcast over social media.

Accolades*Continued from Page 1**in Physiology Education 2021; 45: 000000.***Recent Scientific Podium and Poster Presentations:**

- * Williams T, **Anders ME**, Prince, L, Allen, A, Thomas B, McGehee R. Using Culturally Responsive Mentoring Self-Efficacy Beliefs to Assess Mentoring Needs: An NIH-funded Initiative for Maximizing Student Development Program Intervention. Poster presentation. National Institutes for Health, Understanding Interventions Conference. Virtual, 2021.
- * Sharabura A, **Anders ME**, Sherrill J, Atkinson T, and Meyer ER. An Exploration of the Relationship between Four Cohorts of Medical Students' Decisions about Cadaver Naming and their Dissection-based Anatomy Course Experience. Poster presentation. International Association of Medical Science Educators. Virtual, 2021.
- * Davidson M, de Gravelles P, Dickenson K, Ryan K, **Anders ME**. Covid-19 Vaccine Advocacy: A Virtual Interprofessional Simulation. Oral presentation. Simulation Research Conference. University of Arkansas for Medical Sciences, Little Rock, AR, 2021.
- * de Gravelles P, Mendiratta P, Hutchinson L, **Anders ME**. Interprofessional Simulation on Transitional Care of the Older Adult. Oral presentation. Simulation Research Conference. University of Arkansas for Medical Sciences, Little Rock, AR, 2021.
- * de Gravelles P, Trotter S, Richardson L, Ward N, Beasley, B, **Anders ME**. Population Health Competencies through a Team Objective Structured Teaching Exercise. Oral presentation. Simulation Research Conference. University of Arkansas for Medical Sciences, Little Rock, AR, 2021.
- * Onisei M, Akbar Ali, Daley D, **Anders ME**. Child Maltreatment Curriculum for Anesthesiology Residents. Oral presentation. Simulation Research Conference. University of Arkansas for Medical Sciences, Little Rock, AR, 2021.
- * Khan FA, **Anders ME**, Phillips A, Racher L, Washington C, Mhyre J. Role Assignment for Obstetric Basic Life Support. Oral presentation. Simulation Research Conference. University of Arkansas for Medical Sciences, Little Rock, AR, 2021.
- * Mandoff V, Khan F, Onisei A, Spond M, Mabry L, Murphy M, Allen D; Halpain J, Johnson J, **Anders ME**. Anesthesiology Crisis Resource Management Simulation Course. Poster presentation. Simulation Research Conference. University of Arkansas for Medical Sciences, Little Rock, AR, 2021.
- **Jasna Vuk**, M.D., Ph.D., associate professor, **Educational and Student Success Center**, co-authored the manuscript "A better learning community: Mixed-method reveal medical student preferences with implications for learning community design and implementation" that was published in the May issue of the *Journal of Medical Education and Curricular Development*. **Vuk also** was a co-presenter of "The effect of students' regular utilization of a question
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Simulation Education*Continued from Page 12*

- "Medical Student Feedback on a Novel Longitudinal Curriculum: Fundamentals of Suturing Skills (FOSS)" — Olivia Speed, College of Medicine
- "Novel Use Of Interprofessional Education Simulation for Weight Bias Training" — Tiffany Huitt, Ph.D., College of Medicine
- "Piloting a High-Fidelity Postpartum Hemorrhage Simulation with Prelicensure Nursing Students: Evaluating Knowledge, Confidence, And Satisfaction" — Elizabeth Riley, DNP, College of Nursing
- "The Power of the Secondary Simulated Participant (SP) Observer in Diversity Equity and Inclusion (DEI) Simulation" — Tonya M Thompson, M.D. Department of Pediatric Emergency Medicine
- "Covid-19 Vaccine Advocacy: A Virtual Interprofessional Simulation" — Mari K. Davidson, PhD, Department of Biochemistry

In between the two oral presentation sessions there was the option for live and Zoom viewing of the 24 posters accepted for presentation. The event concluded with an invited lecture by Alison Caballero, MPH, director of the Center for Health Literacy, on "Clarity in Health Communication: Roles and Goals for Learning and Practice."

The event was well attended both online and in person with almost 70 participants. Find live tweets from the event on Twitter in the timeline of [@UAMSSIMCENTER](https://twitter.com/UAMSSIMCENTER) and the hashtag [#UAMSSIm21](https://twitter.com/hashtag/UAMSSIm21).

Accolades*Continued from Page 13*

bank on exam scores” a table topic presented on April 1, 2021, at the annual virtual meeting of American Association of Medical Colleges (AAMC), Group on Educational Affairs (GEA) Joint Conference. In September, 2021, two fourth-year medical students/tutors submitted the abstract of their work in progress to the Keck School of Medicine of USC- Innovation in Medical Education Online Conference 2022 — Henson, J. C., Leding B. T. & **Vuk, J.** “Board-Style Question Review as an Inter-Module Approach for the Improvement of Medical Student Test Scores”

- **Helen Hu**, Ph.D., director of the **Educational and Student Success Center** recently presented with her former colleagues at UCA, Drs. Donna Wake and Erin Shaw (Nov. 3, 2021) a session entitled, “The Voices from District Library Media and Instructional Technology Specialists during AMI,” at the Association for Educational Communications and Technology (AECT) International Conference Virtually.
- **The Office of Educational Development eLearning Team** have been developing their online and in-person support of faculty by achieving certifications through The Blackboard Academy. These certifications ensure the team has current knowledge on the Blackboard Learning Management System and ways to support faculty and students using these tools. OED eLearning faculty who have completed certifications include:
 - **Cristina Gamalie**, M.S.E., M.S., instructor eLearning, Blackboard Certified Associate in Digital Teaching & Learning and Blackboard Certified Practitioner in Digital Teaching & Learning
 - **Jamison Hall**, M.S., M.Ed., Blackboard Learning Management System administrator, Blackboard Learn Administration Essentials
 - **Jake Martar**, M.Ed., AAS, BPS, assistant professor eLearning, Blackboard Learn Teaching Essentials Certification for Original Courses
 - **Rhonda Partney-Wakelyn**, M.Ed., M.A., assistant professor eLearning, Blackboard Digital Teaching & Learning Series (parts A & B), Collaborate Ultra Administration, and Blackboard Learn Administration Essentials
 - **Janay White**, M.A., assistant professor in instructional design, Blackboard Certified Associate in in Digital Teaching & Learning.

Academic Affairs News

The Office of Continuing Education welcomes our new project coordinator, **Shannon Svendsen**. She assists our health care providers with their transcripts, registering for courses, course evaluations and credits. She also will soon be our newest smiling face at our conferences when we meet in person again.

Shannon is an Arkansas native with family stretched all over the world. She enjoys spending time with her fiancé, traveling, and snuggling with her dog. In her free time you can catch her outside exploring all that Arkansas has to offer.

