

UAMS



GRADUATE SCHOOL

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

Date: June 1, 2015
To: Members of the UAMS Graduate Council and All Other Graduate Faculty
From: Dr. Sam Atcherson, Chair 
Subject: Graduate Council Meeting Minutes-May 28, 2015

Members Present: Drs. Sam Atcherson, Helen Benes, Mari Davidson, Barbara Fuhrman, Howard Hendrickson, Seongkum Heo, William Wessinger (for Andrew James), Eric Peterson, Paul Prather, Karl Boehme (for Dan Voth), Patty Wight, Leavonne Pulley and Ms. Tiffany Lepard

Members Absent: Drs. Gunnar Boysen, Tina Crook, Holly Felix, and Ms. Lee Ann King

Non-voting Members: Drs. Robert McGehee and Kristen Sterba

Administrative items:

Elections were held for the Graduate School (GRS) Academic Senate representative. Dr. Hendrickson discussed the importance of this position and time commitment required. The Senate serves as a direct communication link between the Chancellor and faculty. Dr. Andrew James was unanimously nominated to serve a 2 year term as a GRS representative. Dr. Gunnar Boysen is completing the first year of his 2 year appointment as the other GRS representative (there are 2 per college). Dr. McGehee will contact Dr. James to inquire if he accepts the nomination.

Drs. McGehee and Mike Jennings met with Drs. Lee Wilbur and Kat Neill to discuss implementation of Interprofessional Education (IPE) in the Graduate School. They discussed a 3 year phased in implementation of the IPE curriculum (Exposure, Immersion, Competence). Dr. McGehee presented a document (see attached) detailing this phased in approach for approval by Graduate Council. The council approved the plan (10 in favor and 3 opposed) with a few noted changes to the document including removal of the first paragraph and the addition of the sentence "Graduate faculty will participate on the Curriculum Pillar Team." Two Graduate Council members, Drs. Mari Davidson and Helen Benes, volunteered to serve on the curriculum team.

The meeting was adjourned at 5:04 p.m.

Interprofessional Education for Graduate Students-Passed by Graduate Council May 28, 2015

On May 28, 2015, the Graduate Council passed a three year phase-in of the three components of the IPE curriculum [Exposure, Immersion, Competence]. Each year of the phase-in period is briefly described below with an example(s). This layered phase-in structure was based on discussions and “in principle” approval of activities between Drs. Jennings and McGehee and Drs. Wilbur and O’Neill.

Fall 2015: All PhD students will complete the “Exposure” phase. This phase is a 4-hour large group workshop provided by the IPE Office. This workshop will be given by the IPE office during Graduate School Orientation this fall.

The IPE office over the next year will be establishing a website with a dashboard of IPE activities students are eligible to participate in. During this first year, Graduate School course directors will be asked to identify activities that meet Immersion Phase criteria. We will work throughout the year to get those activities listed on the IPE Dashboard. Examples may include things like participation in journal clubs, participation in Ethics discussions, participation in Responsible Conduct of Research discussions, or participation on hospital/clinic rounds with clinical care teams. There may be many others as well, and the idea is that throughout the year we get these listed on the dashboard for next fall.

Fall 2016: All PhD students will complete the “Exposure” and “Immersion” phases. Exposure will be as the previous year offered during Graduate School Orientation. Students will then have the opportunity to access the IPE dashboard to select Immersion activities. This activity does not necessarily need to be completed in the first year, but at some point prior to graduation.

During this second year, Graduate School course directors will be asked to identify activities that meet Competence Phase criteria. As with immersion, we will work with course directors throughout the year to get Competence activities listed on the IPE dashboard. Examples may include things like grant writing workshops that yield a grant proposal, or leading a journal club.

Fall 2017: All PhD students will complete all three phases, “Exposure”, “Immersion”, and “Competence” of the IPE curriculum. Again, Exposure will be during Graduate School Orientation, with the two latter phases being completed prior to graduation.

The bottom line is that this does allow a unique opportunity for students in other colleges to better understand what graduate students learn and bring to the table, and the vital role research serves to the success of their profession. The above proposal allows a gradual phasing in period while we identify specific activities that can be interprofessional.

It was noted that a significant number of items associated with the IPE activities are still in a To-Be-Developed state, such as how the evaluation/assessment will be accomplished (e.g., what the metrics will be, what methodologies will be used, what will the baseline be, etc), how the activities will be monitored, how activities are approved, and the development of a user friendly IPE Dashboard of selectable activities. Therefore, the GC approval was to support and participate with IPE in principle and would be contingent on continued and successful development of the program.

Master’s students will participate in “Exposure activities”, but because of potential time challenges, the other phases of IPE will be determined at a later time for these students.

Graduate faculty will participate on the Curriculum Pillar Committee