

02.07.19  
Ceremony

IMPACT IN  
EDUCATION  
**Awards**

Fanning the flame of education



# Agenda

## Welcome

**H. Dele Davies, MD, MS, MHCM**  
Senior Vice Chancellor for Academic Affairs

## Opening Remarks

**Jeffrey P. Gold, MD**  
Chancellor

## 2018 Education Highlights

**H. Dele Davies, MD, MS, MHCM**  
Senior Vice Chancellor for Academic Affairs

## Award Presentations

Awards presented by leaders from the Interprofessional Academy of Educators

Note: Dr. Jerald Varner and Dr. Dele Davies will give remarks about the award, followed by comments from the award winners, Dr. O'Dell and Dr. Paulman

## Closing Remarks

**Brian Boerner, MD**  
Director, Interprofessional Academy of Educators  
Assistant Professor, College of Medicine



*Reception in Durham Research Center Commons to follow awards ceremony*

## Congratulations to our Award Recipients

**Research in Education Scholar**  
**Kendra K. Schmid, PhD, MA**  
College of Public Health

**Interprofessional Education Scholar**  
**Elizabeth L. Beam, PhD, RN**  
College of Nursing

**Innovative Practices in Education**  
**Danish Bhatti, MD**  
College of Medicine

**Inspirational Mentor of Educators**  
**Shannon Boerner, MD, FACP**  
College of Medicine

**Visionary Leadership in Education**  
**Karen Gould, PhD**  
College of Medicine

**Valor in Educational Service**  
**James R. Newland, MD**  
College of Medicine

**Varner Educator Laureate**  
**James R. O'Dell, MD, MACP, MACR**  
College of Medicine

**Paul Paulman, MD**  
College of Medicine



UNMC is very fortunate to have a high cadre of dedicated and excellent faculty who contribute to making our education mission a reality.

Our students have and will continue to be the primary beneficiaries of this innovative group of faculty.



**Dr. Dele Davies**  
Senior Vice Chancellor for Academic Affairs

# Award Recipients



## Research in Education Scholar

### Kendra K. Schmid, PhD, MA

Department of Biostatistics, College of Public Health  
Office of Graduate Studies, Academic Affairs  
Assessment, Academic Affairs

Dr. Kendra Schmid has a sustained record of high-level accomplishment in teaching, innovation, and scholarship. She is committed to enhancing education at all levels and promoting lifelong learning.

Dr. Schmid has contributed to UNMC's educational mission through various avenues, including teaching multiple undergraduate and graduate courses, delivering courses for in-service middle and high school teachers, mentoring students and faculty, reviewing for educational journals, and providing webinars, online educational materials, and guest lectures.

Dr. Schmid has turned educational activities into scholarly work with numerous publications and presentations, including a first author publication in the Journal of Statistics Education describing her work with in-service middle school teachers. A second paper discussing preparing in-service teachers for action research has been published in the Statistics Education Research Journal. Dr. Schmid has coauthored publications outside of biostatistics, including incorporating spirituality into health sciences education and using and assessing new grading rubrics for higher-order thinking. Additionally, she has been an invited presenter at the Joint Statistical Meetings, the largest international conference for statistics. In addition to teaching and scholarly work, Dr. Schmid has

**We should approach education like we do other areas of research. Documenting and disseminating our work is critical for advancing health sciences.**

several leadership roles within UNMC and the national statistics community. She has been an active participant in course and program development and mentored junior faculty. Dr. Schmid has served on the Education Council, E-Learning Steering Committee, and iEXCEL Steering Committee and was inducted in the inaugural class of the Interprofessional Academy of Educators. In national service, Dr. Schmid has served on the executive committee as program chair for the Teaching Statistics in Health Sciences (TSHS) section of the American Statistical Association. She is active with the national organization on promoting and enhancing statistics education in the health sciences and serves as a mentor to faculty and students who have interest in educational research and scholarship.

Dr. Schmid has been recognized nationally and locally with multiple awards, including the TSHS's Young Investigator Award (a national award recognizing the top paper submitted by a young investigator), the College of Public Health Excellence in Teaching Award, the UNMC Outstanding Teaching Award, and the UNMC Distinguished Scientist Award.



## Interprofessional Education Scholar

### Elizabeth L. Beam, PhD, RN

College of Nursing

Dr. Elizabeth Beam has educated students from health profession programs across the state of Nebraska through her work with the HEROES project. She also connects with faculty throughout the university working on engaging projects and encourages the publication of their important work.

Dr. Beam began her career at UNMC in 2005 as the Project Coordinator for the HEROES project. This project engaged health professions students and health care providers in learning emergency preparedness concepts using both hands-on and multimedia teaching strategies. Dr. Beam has educated students from nursing and other health profession programs across Nebraska.

Through HEROES, Dr. Beam has also worked with critical access hospitals, regional hospitals, and emergency responders throughout the state. The project's media in infection control, hospital decontamination, volunteer shelter training, and biocontainment concepts has brought the University of Nebraska Medical Center national and international acclaim.

During her tenure as project coordinator, Dr. Beam completed her dissertation examining infection control behaviors in nurses. This work has led to an educational research grant from the College of Nursing focusing on N95 respirator use when randomizing between two different educational strategies.

**Interprofessional education engages students in communication and teaching moments that don't occur when we only focus on our own discipline.**

Dr. Beam is now the Project Director for the HEROES program, which continues to innovate and collaborate across the university system.

Upon completion of her doctorate, Dr. Beam became an education researcher for the Interprofessional Academy of Educators. In this role, she connects with faculty throughout the university working on engaging projects and encourages the publication of that important work.

One of Dr. Beam's proudest moments in interprofessional education came this past year working with the United States Air Force on infection control protocols and training for providing care in flight. In creating the training, they dialogued about the different missions and challenges they face every day. Dr. Beam said it was an honor to work with such an elite team of men and women who serve our nation. This experience was particularly meaningful because Dr. Beam's grandfather was a pilot in the second World War in the US Army Air Corps, so their interactions and stories took on a personal meaning.

# Award Recipients



## Innovative Practices in Education

### Danish Bhatti, MD

Department of Neurological Sciences  
College of Medicine

To Dr. Danish Bhatti, teaching has become a life purpose. He is a firm believer that technology can never replace a great teacher, but modern teaching methods utilizing technology offer great promise for transforming medical learning and trainee well-being.

Dr. Bhatti's conscious journey as a teacher took off when he attended the Performance in Teaching Series by UNMC Faculty Development. He brought the skills he learned there into residency training and completely reformatted the curriculum and didactic schedule into subspecialty-based courses and worked with course directors, providing guidelines and structure for the subspecialty lectures and course building.

The training also led him to pilot an innovative blended course for the residents in Canvas, a first for Neurology. This five-week course included theme-based weekly online modules with formative quizzes, reading material, task-based assignments, podcasts, a curated discussion forum, and a Twitter feed.

Alongside face-to-face weekly didactics, each resident received a weekly assessment and performance evaluation. A blinded assessment done before and after the course showed improvement in every resident with an overall average of 35%.

The biggest strength of such tools is the ability for

long-distance learning internationally. Dr. Bhatti currently runs an innovative Movement Disorders Mini-Fellowship in collaboration with the Pakistan Society of Neurology for neurology faculty across Pakistan. This 24-week program includes 12 modules using similar assignments and recorded lectures. The program features an interactive discussion group with case-based discussion of participant-submitted cases from their clinics.

Assessments are provided every other week, and the course culminates with a two-day training camp with hands-on skill learning on live patients. This course has attracted participants from Afghanistan, UAE, and Saudi Arabia and collaboration with the John Hopkins International Neurology Program.

Dr. Bhatti's utilization of social media has increased his ability to provide large-scale distance learning. His YouTube channel gained more than 1,000 followers in six months, with the five-minute Neuro Exam video having over 700,000 views. Additionally, Dr. Bhatti uses an iTunes podcast channel for blended learning for residents.

**Innovation allows me to reach out long distances without being limited by physical classrooms. It also lets you assess and monitor learners' progress and engagement.**



## Inspirational Mentor of Educators

### Shannon Boerner, MD, FACP

Department of Internal Medicine  
College of Medicine

Dr. Shannon Boerner has been fortunate to benefit from generous and thoughtful mentors throughout her training and career. These mentorships inspired her to develop a new faculty mentoring program, multiple peer mentoring groups, an annual mentoring recognition luncheon, and focused faculty development offerings.

Dr. Boerner has deep ties to UNMC, where she completed her medical school and residency training. As a graduate of the Primary Care Program at UNMC, she is committed to delivering high-quality ambulatory care. Working at the Olson Center for Women's Health allows Dr. Boerner to focus on primary care for women and provides excellent clinical teaching opportunities.

Early in her career as a clinician educator, Dr. Boerner took the opportunity to help develop a new peer mentoring group – Internal Medicine Mentoring Peers in an Academic Career Track (IMMPACT). This group of clinician educators came together to provide support, guidance, and feedback to each other. Dr. Boerner facilitated this group of colleagues as they supported the development of new projects, building local, regional, and national presentations, and the production of publications and other scholarly work.

When the needs of the IMMPACT faculty evolved, Dr. Boerner approached the group about a new mentoring idea to support progress toward academic promotion.

She built tools to utilize for a new peer mentoring structure, the Career Advising Team (CAT). This led to the group transitioning to monthly sessions focused on one or two members per session, and the remaining members provide feedback and guidance to support goal setting, career path development, and ultimately progress toward academic promotion. Since the inception of the CAT sessions, nearly all members have been promoted or have an active plan and timeline underway.

**As a mentor, I am always gratified when learners take much deserved credit for a difficult job well done and they can see their own progress.**

In recent years, she has initiated a new role within the Department of Internal Medicine as the Director of Faculty Mentoring and Development. In this capacity, she develops and directs mentoring programs across the department. These activities include a new faculty mentoring program, multiple peer mentoring groups, an annual mentoring recognition luncheon, and focused faculty development offerings.

Faculty and resident mentoring are particularly rewarding for Dr. Boerner and have provided some of the most enjoyable and gratifying aspects of her career.

# Award Recipients



## Visionary Leadership in Education

### Karen Gould, PhD

Department of Genetics, Cell Biology & Anatomy  
College of Medicine

For more than 10 years, Dr. Karen Gould has been engaged in improving the educational experiences and learning outcomes of graduate students at UNMC. A major focus of her efforts has been program development.

Dr. Gould co-chaired the committee that reorganized graduate programs in the basic sciences in the College of Medicine and Eppley Institute to create the Interdisciplinary Graduate Program in Biomedical Sciences (IGPBS). The goals of the IGPBS are to enhance recruitment of highly qualified PhD students and to increase their opportunities and interdisciplinary training in the biomedical sciences at UNMC. The IGPBS has rapidly become one of the largest graduate programs on campus, with ~100 students and more than 200 participating faculty. Dr. Gould currently serves as co-director of the IGPBS.

Dr. Gould also helped to develop and currently oversees the Anatomy Teaching Track, a PhD track that provides students with training in biomedical research, as well as instruction in pedagogy and hands-on experience in teaching in the anatomical sciences. This program is one of just a handful of such programs across the country.

Dr. Gould also led the development of and currently directs the MS Medical Anatomy program, a pre-professional masters program designed for individuals aspiring to careers in the health professions. More than 85% of graduates of the MS Medical Anatomy program have been admitted to professional or graduate school.

In addition, Dr. Gould has been very involved in curriculum development and innovation.

She has implemented innovative and active learning strategies, such as the use of concept mapping and the iWall for journal clubs to teach students to critically evaluate the scientific literature.

Further, she initiated a program to develop e-modules for the IGPBS core courses and introduced workshops in an advanced cell biology and genetics methods course to provide students with more hands-on learning.

“Don't be afraid to make changes or try something new. As long as we keep our focus on enhancing student learning outcomes, we will have a positive impact.”



## Valor in Educational Service

### James R. Newland, MD

Department of Pathology & Microbiology  
College of Medicine

Dr. James Newland has over four decades of experience assisting students become successful health care professionals — and with developing faculty to provide students with the tools to do so.

Upon joining UNMC in 1972, Dr. Newland's teaching opportunities expanded beyond the traditional lecture. The use of small groups to facilitate clinical pathology for medical students was started in the 1970s and turned out to be successful and rewarding for the faculty. He became involved in the Group for Research in Pathology Education, eventually becoming its president.

As the Pathology Course Director in the 1980s, Dr. Newland learned how to assemble curricula, determine grades, and advise students. In counseling, students were interviewed as to their specific problems, how they studied, and how much they studied. Dr. Newland then suggested techniques to help them study successfully. In the 1990s, he began educating allied health students in pathology.

Dr. Newland's responsibilities expanded further to directing second-year curriculum, where he worked across medical disciplines for integration of the material. Problem-based learning was also introduced into the

curriculum. This integrated, small group approach to patients was professionally satisfying, as facilitators stayed with the same group of students throughout the year and got to know them well. It was similar for the integrated clinical experience, which was introduced to medical students not long after problem-based learning.

Based on these experiences, Dr. Newland was able to do educational research and publish articles on medical education.

“To have an impact in education, you must consider your students as colleagues. Do your best to help them succeed in mastering your course material.”

In the 1990s, he was asked to set up an Educational Development Institute to instruct UNMC faculty on successful approaches to teaching. He presented a similar program to the faculty of the Kabul Medical University in Afghanistan on two occasions. Dr. Newland's passion in assisting faculty develop their teaching skills laid the groundwork for the current UNMC Office of Faculty Development.

Dr. Newland continues to be involved in medicine and allied health curricula, both small group format and lecture.

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Award Recipient

## Varner Educator Laureate



**James R. O'Dell, MD, MACP, MACR**

Department of Internal Medicine, College of Medicine

Dr. James O'Dell has over three decades of experience educating students, residents, and fellows at UNMC. Throughout his career, he has striven to elevate education on both the local and national levels.

Dr. O'Dell is the Stokes Shackelford Professor of Internal Medicine, Vice Chairman of Internal Medicine, and Chief of the Division of Rheumatology at UNMC. He also has served as Director of the Internal Medicine Residency Training Program for the last 34 years, where he has directed the training of over 1,000 internal medicine residents.

Dr. O'Dell was Dr. Michael F. Sorrell's first chief resident, and it was during that year that he made the decision to go into academic medicine to pursue his passion for teaching. Over the decades, he has striven to have an educational impact in three different areas: the internal medicine residency and its educational impact on its residents and all the students whose main teacher during their rotation is always their intern and resident;

the education of students, residents, and fellows in rheumatic disease; and the education of rheumatologists and rheumatology fellows at a national level.

During his time as the Internal Medicine Residency Director, his number one goal has always been to maximize each individual resident's potential to become the very best general internist. To this end, he has kept the focus on education and run a program where the residents have a strong sense of ownership and are involved with creating the frequent changes that are necessary monthly, if not daily. During that time, Dr. O'Dell's area has always been fully accredited, has filled through the match 96% of the time, ranks in the top 5% of the country for ABIM pass rate, and receives stellar evaluations from former residents.

Dr. O'Dell has built a division of rheumatology educators whose main priority is ensuring the best teaching program for students, residents, and fellows. Additionally, he continues to host early morning teaching hours as well as post-clinic interactive sessions. Under his leadership, rheumatology has ranked number one among all

subspecialties in terms of ITE and ABIM scores (95% of years), and fellows have a 100% ABIM pass rate.

For the last 20 years, Dr. O'Dell has annually given the rheumatoid arthritis review talk at the only national board review course for fellows. Further, he has given dozens of invited talks at the American College of Rheumatology national meeting, many international talks, and visited over 40 institutions as visiting professor or grand rounds speaker.

Dr. O'Dell has published extensively, mostly in the area of rheumatoid arthritis, with three first authored New England Journal of Medicine papers. He has more than 100 published articles in top-level rheumatology journals.

Dr. O'Dell has received many awards for teaching excellence, including the Nebraska ACP Laureate Award, UNMC Distinguished Scientist Award, and the Department of Internal Medicine Career Research Award. He has served as President of both the Rheumatology Research Foundation and the American College of Rheumatology.



Teaching is the gift that just keeps giving, stimulating, elucidating, and energizing both the student and even more so the teacher and, when done correctly, impacting through a tremendous ripple effect the lives of patients for generations to come.

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Award Recipient

## Varner Educator Laureate



### Paul Paulman, MD

Department of Family Medicine, College of Medicine

Dr. Paul Paulman continually seeks to ensure that health professionals achieve their full intellectual potential and become caring, competent health care providers for Nebraska, the nation, and the world.

As a UNMC faculty member, Dr. Paulman has placed strong emphasis on developing educational programs for students, residents, and health care practitioners. He has received local, regional, and national recognition for these educational programs.

Dr. Paulman has secured extramural funding for educational projects that have led to substantial and lasting curricular changes at the UNMC College of Medicine. One of these grants provided funding to establish courses that developed opportunities for first- and second-year medical students to gain clinical experience with physicians in both the Omaha metro area and in rural Nebraska. Additionally, Dr. Paulman has worked with UNMC faculty and staff to facilitate international experiences for medical students.

Dr. Paulman is the principal investigator on a \$5.5 million grant from The Leona M. and Harry B. Helmsley Charitable Trust that funded four high-tech simulation trucks as part of Simulation in Motion Nebraska (SIM-NE). The trucks provide training opportunities on life-saving procedures for rural emergency medical providers and hospitals.

Additionally, Dr. Paulman was instrumental in establishing and validating a list of required clinic skills necessary for medical students to master prior to graduation and has been pivotal in integrating simulation technology to the curriculum in the College of Medicine for instruction and evaluation of health professions students.

Since Dr. Paulman assumed directorship of the Sorrell Clinical Simulation Laboratory, the use of simulation in medical education at the College of Medicine has increased by more than 90%. These simulation activities provide training for medical, nursing, physician assistant, and pharmacy students.

Dr. Paulman, alongside his wife and fellow family physician Dr. Audrey Paulman, was integral in creating

and growing the UNMC SHARING (Student Health Alliance Reaching Indigent Needy Groups) Clinic, a nationally recognized model for student-run clinics.

Most recently, Dr. Paulman developed a point of care ultrasound curriculum for medical students, which has learning activities ranging from web modules to live ultrasound scanning.

Dr. Paulman has written several journal articles and book chapters and has edited more than 12 clinical and educational textbooks that have been translated into five languages. He is a member of numerous professional organizations, including the Society of Teachers of Family Medicine, the Metro Omaha Medical Society, the American Medical Association, Nebraska Medical Association, and the American Academy of Family Physicians.

Dr. Paulman has received numerous awards for his work. In 2010, he was awarded the university-wide Outstanding Teaching and Instructional Creativity Award. In 2017, he was honored with the Innovative Practices in Education Award from UNMC Academic Affairs.



Students learn best  
via experiences.  
The greatest reward  
of being a teacher is  
helping students progress  
from memorizing  
to problem-solving.

# Special Recognition

## Sponsor of Educator Laureate Award

### **Jerald Varner, PhD**

Associate Professor & Undergraduate Advisor  
University of Nebraska – Lincoln

Dr. Jerald Varner's lifelong passion for interprofessional education, combined with his love of the intersection between biology, medicine, and engineering, inspired his decision to endow and support the Varner Educator Laureate award. UNMC is honored to be the beneficiary of Dr. Varner's outstanding legacy.

Dr. Varner is an Associate Professor in the Department of Computer and Electrical Engineering at UNL.

His career as an educator in the Electrical Engineering Department spans a period of 53 years. His specialization is in the Bioengineering Area, with the hope that his work will make a difference in people's lives.

Dr. Varner was a consultant for the National Institutes of Health for 25 years and actively consulted with other institutions. Additionally, he has worked summers as a visiting researcher on the National Institutes of Health campus in Bethesda, Maryland, doing research related to the analysis of the electrical activity of the brain.

While active in research, his first priority and love is always in instructing students. To this end, Dr. Varner has received several teaching awards, including being awarded Outstanding Professor in Electrical Engineering for two years.

In addition to his teaching duties, Dr. Varner is the Head Undergraduate Advisor in Electrical Engineering, which affords him the opportunity and time to spend with students helping them find their place in society and the engineering profession.

Dr. Varner also currently funds the Varner Professorship in Pancreatic Cancer and Global Health in the College of Medicine, which is held by Chandra Are, MD, MBA, FRCS, FACS.



I established this award to recognize good interprofessional teaching and the role it plays in mentoring young people to be productive, contributing members of society making life better for us all.

Starting this award has given me the opportunity to meet wonderful people who are as passionate about education as I am.



# Special Recognition



## Previous Award Winners (2016 – 2017)

### **Educator Laureate**

**David V. O'Dell, MD, FACP**  
Department of Internal Medicine  
College of Medicine

### **Innovative Practices in Education**

**Paul Paulman, MD**  
Department of Family Medicine  
College of Medicine

### **Research in Education Scholar**

**Gary L. Beck Dallaghan, PhD**  
Office of Medical Education  
Department of Pediatrics  
College of Medicine

### **Visionary Leadership in Education**

**Maurice Godfrey, PhD**  
Munroe-Meyer Institute

### **Inspirational Mentor of Educators**

**Shelby Kutty, MD, PhD, MHCM**  
Department of Pediatrics  
College of Medicine

### **Interprofessional Education Scholar**

**Devin Nickol, MD**  
Department of Internal Medicine  
College of Medicine

### **Valor in Educational Service**

**Alan T. Richards, MD, FACS**  
Department of Otolaryngology –  
Head & Neck Surgery  
Department of Genetics, Cell Biology  
& Anatomy  
College of Medicine

## Previous Award Winners (2017 – 2018)

### **Varner Educator Laureate**

**Karen Honeycutt, MEd, MASC, MLS(ASCP)<sup>CM</sup>SM<sup>CM</sup>**  
Division of Medical Laboratory Science  
College of Allied Health Professions

### **Innovative Practices in Education**

**Kim Michael, MA, RT(R), RDMS, RVT, FSDMS**  
Department of Medical Imaging  
& Therapeutic Sciences  
College of Allied Health Professions

**Tanya Custer, MS, RT(R)(T)**  
Department of Medical Imaging  
& Therapeutic Sciences  
College of Allied Health Professions

### **Research in Education Scholar**

**Paul J. Schenarts MD, FACS**  
Department of Surgery  
College of Medicine

### **Visionary Leadership in Education**

**Lynnette Leeseberg Stamler, PhD, DLitt, RN, FAAN**  
College of Nursing

### **Inspirational Mentor of Educators**

**Shantaram S. Joshi, PhD**  
Department of Genetics,  
Cell Biology & Anatomy  
College of Medicine

### **Interprofessional Education Scholar**

**Cynthia Ellis, MD, FAAP**  
Developmental Medicine  
Munroe-Meyer Institute

### **Valor in Educational Service**

**Robert T. Binhammer, PhD**  
Department of Genetics,  
Cell Biology & Anatomy  
College of Medicine



# Special Recognition

2018 – 2019  
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## A Special Thanks

Academic Affairs would like to thank **Chancellor Jeffrey P. Gold, MD**, for his support of the Impact in Education Awards and to the **award selection committees** for their service:

- |   |  |
|---|--|
| \ Lorena Baccaglini, PhD, DDS, MS                                       | \ Kim Michael, MA, RT(R), RDMS, RVT, FSDMS         |
| \ Jeffrey Baldwin, PharmD, RP, FAPhA, FASHP                             | \ Gerald Moore, MD                                 |
| \ Sara Bares, MD  | \ Audrey Nelson, PhD, RN                           |
| \ Elizabeth Beam, PhD, RN   | \ Devin Nickol, MD                                 |
| \ Robert Binhammer, PhD   | \ David O'Dell, MD, FACP                           |
| \ Jennifer Black, PhD   | \ Missy Ofe Fleck, PhD, RN                         |
| \ Cathrin Carithers, DNP, APRN, FNP-C                                   | \ Paul Paulman, MD                                 |
| \ Kristen Cook, PharmD, BCPS  | \ Alan Richards, MD                                |
| \ Larry Crouch, PhD   | \ Paul Schenarts, MD, FACS                         |
| \ Janet Cuddigan, PhD, RN, CWCN, FAAN                                   | \ Kari Simonsen, MD                                |
| \ Beth Culross, PhD, RN, GCNS-BC  | \ Lynette Smith, PhD                               |
| \ Tanya Custer, MS, RT(R)(T)  | \ Lynnette Leeseberg Stamler, PhD, DLitt, RN, FAAN |
| \ Dele Davies, MD, MS, MHCM   | \ Wayne Stuberg, PT, PhD, PCS, FAPTA               |
| \ Cynthia Ellis, MD   | \ Geoffrey Talmon, MD                              |
| \ Abbey Fingeret, MD  | \ Kathryn Wampler, BS, RT(R), RDMS, RVT            |
| \ Bradley Fremming, MD, PharmD  | \ Tammy Webster, PhD, MPA, RT(R)(M)                |
| \ Maurice Godfrey, PhD  | \ Annie Wildermuth, MMS, PA-C, CAQ EM, RD          |
| \ Mary Helms, MA, MS  | \ Susan Wilhelm, PhD, RN-C                         |
| \ Karen Honeycutt, MEd, MASCP, MLS(ASCP) <sup>CM</sup> SM <sup>CM</sup> | \ Rowen Zetterman, MD, MACP, MACG                  |
| \ Mia Hyde, MPAS, PA-C  |  |
| \ Suhasini Kotcherlakota, PhD   |  |

We would also like to extend a special thanks to **Robin Jaeckel** and **Kristan Lester** for their instrumental coordination and excellent logistical support throughout the entire awards process, and to **Megan Blusys** for her communications expertise.

## Appreciation for the Ceremony Facilitators

Academic Affairs would like to express our appreciation to the **Interprofessional Academy of Educators** for their ongoing commitment to fostering a vibrant community of educators, as well as for their tireless efforts in bringing the ceremony to fruition.

If you would like to learn more about the academy, please contact one of its team members:

### **Brian Boerner, MD**

Director

### **Geoffrey Talmon, MD**

Founding Director

### **Kim Michael, MA, RT(R), RDMS, RVT, FSDMS**

Associate Director

### **Beth Culross, PhD, RN, GCNS-BC**

Associate Director

### **Elizabeth Beam, PhD, RN**

Education Researcher

### **Ronald J. Shope, PhD**

Education Researcher

### **Kristan Lester, MS**

Program Associate



The academy enables an escalation of faculty-to-faculty peer mentoring in support of teaching and creation of new and innovative curricula and encourages greater scholarly work. As such, its leadership and members play a pivotal role in shaping the future of interprofessional education.



**Dr. Dele Davies**

Senior Vice Chancellor  
for Academic Affairs



2018 – 2019  
**Awards**

**OFFICE OF ACADEMIC AFFAIRS**

987810 Nebraska Medical Center

Omaha, NE 68198-7810

402.559.5130

[unmc.edu/academicaffairs](http://unmc.edu/academicaffairs)

The Impact in Education Awards are sponsored by the Office of Academic Affairs, and the award ceremony is facilitated by the Interprofessional Academy of Educators.

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