

An illustration of four hands holding puzzle pieces in a circle. The hands are colored blue, teal, light blue, and brown. The puzzle pieces are red, orange, green, and yellow. The background is dark grey with a faint pattern of puzzle pieces.

University of Nebraska Medical Center
INTERPROFESSIONAL EDUCATION
Annual Report

2022 – 2023

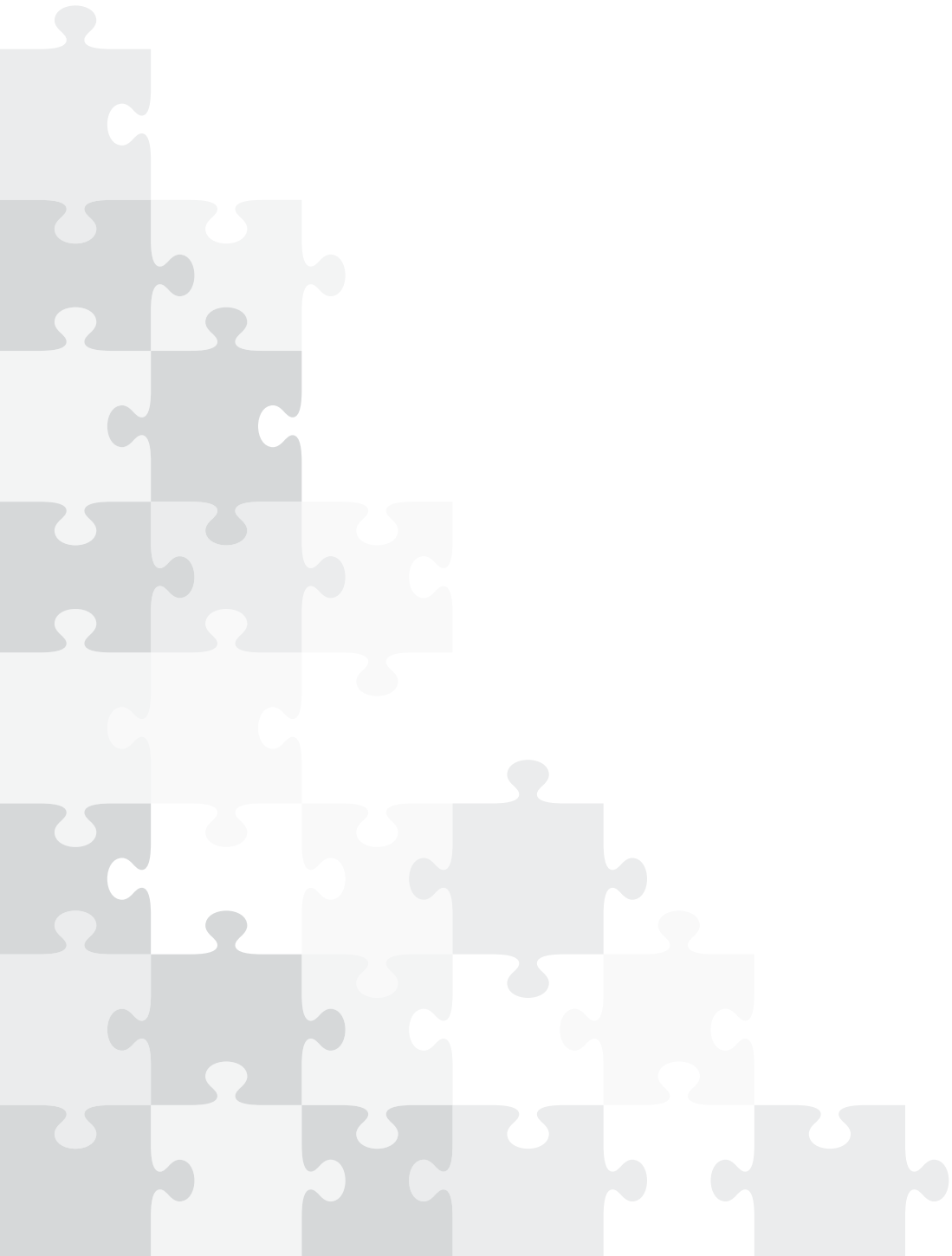




TABLE OF CONTENTS

INTRODUCTION

- 1 Message from the Senior Vice Chancellor for Academic Affairs
- 2 Message from the Associate Dean for Interprofessional Education
- 3 American interprofessional Health Collaborative
- 4 Journal of Interprofessional Education & Practice (JIEP)
- 5 Campus Interprofessional Education Structure
- 6 McGoogan Health Sciences Library
- 7 Interprofessional Education Curriculum Committee
- 9 Student Interprofessional Society (SiS)

REPORTS FROM IPE DIVISIONS

- 13 Academic Affairs – iEXCEL
- 15 Academic Affairs – Interprofessional Academy of Educators
- 16 College of Medicine – UNO Athletic Training
- 17 College of Medicine – Family Medicine
- 20 College of Medicine – Center for Primary Care Education, Research & Health Care Design
- 24 College of Pharmacy
- 26 College of Nursing – HEROES Program
- 28 College of Nursing – Omaha Division
- 29 College of Nursing – Lincoln Division
- 32 College of Nursing – West Nebraska Division
- 33 College of Nursing – Kearney Division
- 34 College of Dentistry
- 38 College of Public Health
- 39 College of Allied Health Professions
- 43 NE Area Health Education Center Program
- 44 Heartland Interprofessional Education Conference

MESSAGE FROM THE SENIOR VICE CHANCELLOR FOR ACADEMIC AFFAIRS



We are delighted to share this report of the many IPE activities at UNMC during the past year, which highlights the extraordinary work being done by our faculty, staff and students.

A core theme throughout the year was addressing bias that impacts health provision, outcomes and ultimately leads to health care disparities. I am particularly impressed that many of these activities were driven in large part by the Student Interprofessional Society (SiS) who created three videos focused on addressing the various facets in which bias influences health care from an interprofessional standpoint. The group also led in-person events, in collaboration with faculty from multiple colleges, to help learners identify and address bias in health care. This work is a testament to our students' passion for providing exceptional care for everyone in our diverse community.

Our educators also leveraged technology to teach interprofessional skills and connect learners across the state. For example, faculty and staff implemented an IPE telehealth simulation activity, a collaboration between the Colleges of Medicine, Pharmacy and Allied Health Professions. Over 260 students from various disciplines participated in an online simulation to coordinate care and transfer of a patient from a rural setting to hospitalization in an academic health center setting.

Finally, our faculty continue to be advocates for IPE, as is highlighted through their multiple publications, conference presentations and grants.

I hope you enjoy reading about all the exciting activities taking place across our campuses as we expand our efforts to deliver better care and improve the patient experience through interprofessional collaborations

H. Dele Davies, MD, MSc, MHCM
Senior Vice Chancellor for Academic Affairs
Dean for Graduate Studies
University of Nebraska Medical Center

MESSAGE FROM THE ASSOCIATE DEAN FOR INTERPROFESSIONAL EDUCATION



Thank you for reviewing this year's annual report for Interprofessional Education at UNMC! Our mission is to prepare the healthcare providers of tomorrow to function as collaborative members of high-functioning healthcare teams, providing the best possible care to the patients and populations they serve.

In these pages you can learn about the many approaches to IPE being pursued by UNMC programs across the state, and I hope you will find much to stir your interest in participating. Please don't hesitate to contact me if you would like more information about any of the educational, research, and patient care activities you read about.

On local campuses, statewide, and at the national level, our IPE program continues to grow in size and scope, and directly impacts the training of countless future healthcare practitioners.

Devin Nickol, MD
Associate Dean for Interprofessional Education
University of Nebraska Medical Center



AMERICAN INTERPROFESSIONAL HEALTH COLLABORATIVE

The American Interprofessional Health Collaborative (AIHC, <https://aihc-us.org/>) is the U.S. organizer of the Collaborating Across Borders (CAB) conference, the oldest and largest North American IPE meeting. Recently, AIHC took the major step of establishing itself as a membership-based organization. AIHC's well-respected position in the field of interprofessional education has also led to plans for formal alignment with the National Center of Interprofessional Practice and Education (<http://nexusipe.org>), with the combined organization serving as the academic and practice home for members of the field.

In addition to co-hosting the CAB conference every two years, AIHC provides members with benefits including regular webinars on topics of interest in interprofessional education and practice, a quarterly newsletter, and discounts on CAB conference registration. Anyone with an interest in IPE is encouraged to consider membership: <https://aihc-us.org/membership>

UNMC's Associate Dean for Interprofessional Education Devin Nickol, MD, is the co-covonor (co-president) elect of AIHC, and would be happy to answer any questions about the organization.



JOURNAL OF INTERPROFESSIONAL EDUCATION & PRACTICE (JIEP)



JIEP
JOURNAL OF
INTERPROFESSIONAL
EDUCATION &
PRACTICE
JIEPONLINE.COM



Journal of Interprofessional Education & Practice (JIEP <https://www.jieponline.com/>) is a quarterly journal published by Elsevier and affiliated with UNMC. Dr. Devin Nickol, serves as founding co-editor in chief.

Each issue of *JIEP* provides innovative ideas for interprofessional educators and practitioners through peer-reviewed articles and reports. Several UNMC faculty and students have published articles in the journal, which is available to the university community through the library's online journal access.

Information for prospective authors, including article formatting and submission guidelines, is available at the journal's website: <https://www.jieponline.com/content/authorinfo>



CAMPUS INTERPROFESSIONAL EDUCATION STRUCTURE

Interprofessional Education (IPE) at UNMC is overseen by the senior vice chancellor for academic affairs and the associate dean for IPE. Campus committees oversee curriculum design and evaluation, and subcommittees focus on development of new IPE activities and student perspectives. Committee membership represents the full spectrum of UNMC health professions. In addition, there are several collaborative relationships that have developed spontaneously between colleges to promote IPE.

The following pages describe the membership, role, and activities of the individual campus IPE committees and subcommittees, and other IPE activities within the colleges.



LEON S. McGOOGAN HEALTH SCIENCES LIBRARY

PERSONNEL

Teresa Hartman, MLS
Professor

thartman@unmc.edu

Danielle Westmark, MLIS
Assistant Professor

danielle.westmark@unmc.edu

PROJECTS

EDUCATION

- Library faculty supported planning and teaching during the UNMC campus Fall and Spring IPE events for 1st and 2nd year students.
- Cynthia Schmidt, MD, MLS provided IPE library orientation and searching/trial evaluation for CAHP Diagnostic Medical Sonography and Medical

Nutrition Education students. This course was first developed thanks to grant funding by the UNMC IPE Curriculum Committee in 2015. The course is now a fixture in both the Diagnostic Medical Sonography and the Medical Nutrition Education curricula.

CURRICULUM DESIGN AND IMPLEMENTATION

- Library faculty serve on the UNMC IPE Curriculum Committee, reviewing proposed and conducted IPE events within college curricula.



INTERPROFESSIONAL EDUCATION CURRICULUM COMMITTEE

The IPE Curriculum Committee is the central steering committee for IPE at UNMC. Membership consists of at least two members from each college or school and a student representative.

The committee meets once per month and receives input from the student subcommittee. It is responsible for the design and implementation of statewide IPE events held in the fall and spring, which serve to introduce IPE to first- and second-year students from all programs..

During fall orientation, the first-year students participate in a panel discussion of a specific clinical case. Physician, pharmacy, nursing, dental, laboratory, hospital administration, and public relations representatives discuss an actual adverse outcome that resulted from a series of breakdowns in communication between care team members. Students ask questions of the panel and the session services to emphasize the real-world importance of interprofessional teamwork. After the panel session, students attend a faculty-facilitated small group with 10 – 12 other first-year students from a variety of professions. During the two-hour small group, students work through a series of exercises to illustrate the challenges of group communication and teamwork. Both the large- and small-group sessions are intended to help students appreciate the tension between seemingly obvious goals (e.g. “We should all work together in effective teams”) and the realities of modern healthcare (e.g. time pressures, hand-offs, complexity of care delivery, etc.).

During the spring, first-year students are reunited with their small groups and challenged to collaborate in the development of a code of ethics to guide their future practice. Students generate a list of commonly-held assumptions about the different healthcare professions then conduct one-on-one interviews of other group members to explore their backgrounds, educational histories, and personal / professional goals. Following these interviews, the list of assumptions are re-examined in light of what the group members have

learned about each other and students are asked to reconsider the validity of their initial assumptions. After completing any necessary revisions to their code suggested by their group members, the students submit their completed versions which are then shared with the other participating small groups.

Also in the spring, the second-year students are offered an opportunity to compare individual and interprofessional approaches to a specific clinical case. Prior to meeting, the students participate in an online quality and teamwork training and are then provided with a clinical case of a complex patient with multiple comorbidities containing information tailored to their profession. Finally, the students are charged with developing an interprofessional care plan for that patient by integrating their own discipline’s plan with that of students from other professions. This IPE event uses the SBAR tool to structure interprofessional communication essential to patient care. The goal of this event is to create a working assessment and recommendation that begins to address the patient’s health challenges. Most importantly, this is an opportunity to improve the students’ orientation toward interprofessional team-based care as compared to multidisciplinary care.

In addition to overseeing the campus IPE days, the IPE Curriculum Committee is also responsible for the development of new IPE initiatives, review of current initiatives, and overall direction of UNMC’s IPE program. Current priorities include:

- Expansion of IPE opportunities in the later years of student training
- Development of a campus database of IPE activities
- Establishment of college-specific IPE requirements
- Exploring the possibility of an expanded, longitudinal statewide IPE curriculum

MEMBERS

Sara Bares, MD (COM)
Elizabeth Beam, PhD, RN (CON)
Liliana Bronner, MHSA, MBA (COM)
Tara Brakke, MD (COM)
David Brown, PhD (COD)
Stephanie Burgie, DNP, ARPNR, FNP-BC (CON)
Teresa Cochran, PT, DPT, MA, GCS, FNAP (CAHP)
Claudia Chaperon, PhD, RN, APRN (CON)
Shari DeVeeney, PhD (UNO)
Amber Donnelly, PhD, MPH, SCT(ASCP) (CAHP)
Kellie Ellerbusch, BLA (MMI)
Cynthia Ellis, MD (COM)
Lizzy Gillespie, MBA, MPH, MS (COM)
Jessica Gormley, CCC-SLP (MMI)
Shaun Grammer, DMSc, PA-C (CAHP)
Kay Grant, MS (NM)
Teresa Harman, MLS (MHSL)
Carol Hasbrouck, MA (AA)

William Hay, MD (COM)
Michael Hollins, MPA, MA (AA)
Karen Honeycutt, PhD, Med, MASCP,
MLS(ASCP)^{CM}SM^{CM} (CAHP)
Michelle Johnson, PhD, RN (CON)
Victoria Kennel, PhD (CAHP)
Kristan Lester, MS (AA)
Sarah Lowman, DDS, MHP (COD)
Bethany Lowndes, PhD, MPH (COM)
Devin Nickol, MD (COM)
Margaret Ofe Fleck, PhD, RN (CON)
Adam Rosen, PhD, ATC (UNO)
Yun Saksena, BDSc, MMSc, DMD (COD)
Geoffrey Talmon, MD (COM)
Kathryn Wampler, MA, RT, RDMS, RVT (CAHP)
Jana Wardian, PhD (COM)
Danielle Westmark, MLIS (MHSL)
Gary Yee, PharmD, FCCP (COP)

Abbreviations:

AA Academic Affairs
COD College of Dentistry
COM College of Medicine
CON College of Nursing
COP College of Pharmacy
COPH College of Public Health
CAHP College of Allied Health Professions
MHSL McGoogan Health Science Library
MMI Munroe-Meyer Institute
NM Nebraska Medicine
UNO University of Nebraska at Omaha



STUDENT INTERPROFESSIONAL SOCIETY (SiS)

The newly re-established Student Interprofessional Society (SiS) aims to represent students' interest in pre-professional interprofessional education and its implementation at UNMC. The organization serves to represent students belonging to all health science training programs at UNMC.

The newly re-established Student Interprofessional Society (SiS) aims to represent students' interest in pre-professional interprofessional education and its implementation at UNMC. SiS works in collaboration with the IPE Curriculum Committee to provide input regarding existing IPE programming while also formulating new ideas for IPE integration within the current educational framework of our institution. As a group, SiS hopes to promote the development of students as successful, empathetic interprofessional team members.

UNMC STUDENT INTERPROFESSIONAL SOCIETY TEAM

STUDENT LEADERSHIP

Nate Singh (COM), President

Libby Moberg (COM), Past President

FACULTY ADVISORS

Dean Collier, PharmD, BCPS (COP)

Liliana Bronner, MHSA, MBA (COM)

Jana Wardian, PhD, MSW (COM)

BIAS IN HEALTH CARE SERIES – DEI INITIATIVE

The SiS in conjunction with a variety of collaborators at UNMC and in the surrounding communities has been working to develop a series of educational materials that seek to address the various facets in which bias influences healthcare from an interprofessional standpoint. This has led to the development of three videos written and produced by iEXCEL and members of SiS.

RACIAL BIAS IN HEALTHCARE

This was developed to demonstrate how race can influence the quality of patient care. Spearheaded by past SiS president, Dr. McKenzie Rowe (Class of 2024), and faculty advisor, Dr. Jasmine Marcellin, this led to the implementation of a successful seminar last spring that incorporated small group discussion and a discussion panel led by local community members.



Nate Singh, current president of SiS (left) and Libby Moberg, past president of SiS (right).



Behind the scenes in the development of the Bias in Health Care Series

MARCH
23
12-1PM

LET'S TALK ABOUT
BIAS IN HEALTH CARE

*An Interactive Interprofessional
Student Educational Experience*



LGBTQ+ BIAS IN HEALTHCARE

This video was developed to demonstrate how implicit biases towards members of the LGBTQ+ community can lead to harmful interactions and decreased trust in medical professionals. This project is currently being worked on in collaboration with UNMC Student Pride Alliance (SPA) with contributions from Kaylee Anderson (COM), Alyssa Bursott (COM), and faculty advisor Catherine Medici-Thiemann, PhD.

CULTURAL COMPETENCY IN HEALTHCARE

This video was developed to demonstrate how cultural differences and language barriers have the potential to decrease the quality of care patients receive from various members of the medical team. This project is currently being led by SiS president, Nate Singh (COM), and faculty advisor Precious Davis, EdD, MSN, RN.





REPORTS FROM
THE IPE DIVISIONS

ACADEMIC AFFAIRS

iEXCEL

PERSONNEL

Jenni Bouckhuyt

Director, Simulation Operations

jenni.bouckhuyt@unmc.edu

Armalita Dosseh

Program Coordinator, iEXCEL/Interprofessional Education (IPE)

ardosseh@unmc.edu

Paul Dye, MEd

Manager, Educational Technology & Design

paul.dye@unmc.edu

Bill Glass, MS

Artistic Director, iEXCEL Visualization

bill.glass@unmc.edu

Carol Hasbrouck

Consultant, IPE

carol.hasbrouck@unmc.edu

Michael Hollins, MPA, MA

Director, Community & Business Engagement

michael.hollins@unmc.edu

Sarah Kriss

Manager, Advanced Human Patient Simulation Program

sarah.kriss@unmc.edu

Randi Peavy

Surgical Simulation Program Supervisor

randi.peavy@unmc.edu

Samantha Rogers, MSA

CHSOS Manager, Clinical Simulation Program

samantha.rogers@unmc.edu

Benjamin Stobbe, RN, MBA

Assistant Vice Chancellor for Clinical Simulation, iEXCEL

benjamin.stobbe@unmc.edu

PROJECTS

EDUCATION

DEI Videos: iEXCEL, in collaboration with the Student Interprofessional Society (SiS), began a series of videos that highlight racial bias in health care. Upon completion of the first video, SiS hosted an interprofessional event open to all UNMC students. Participants used the simulated video scenarios as the foundation for this programming series focused on eradicating systemic issues and enhancing the training of UNMC health care students.

IPE Skills Night: iEXCEL Student Society members came together to lead an interprofessional skills night. In this afterhours, student-driven event, learners utilized simulation technology to practice skills such as airway management, IV placement, suturing, the DaVinci robotic surgery trainer and more.



Interprofessional students and faculty discuss racial bias in health care during a workshop hosted by the Student Interprofessional Society with support from iEXCEL



A group of interprofessional students highlight team-based patient care through the creation of IPE instructional videos with iEXCEL.



Graduate research students host an interprofessional workshop highlighting IPE concepts utilizing technology within the Davis Global Center.

GSA Student Sessions: The UNMC Graduate Student Association (GSA) led a series of interprofessional workshops dedicated to the discussion of major topics in health care research. In this multi-week event series, participants utilized interactive touch wall technology while learning more about the interdisciplinary nature of health care through the lens of oncology, neurology and HIV.

PUBLICATIONS

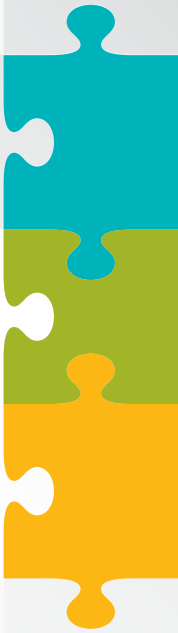
Model-Based Systems-of-Systems Healthcare: Coordinating the Coordinators by Dr. Pamela Boyers



Students utilize task trainers for hands-on simulation during IPE Skills Night.



iEXCEL Advanced Simulation Specialist Andrew Oxtoby instructs students during IPE Skills Night.



ACADEMIC AFFAIRS INTERPROFESSIONAL ACADEMY OF EDUCATORS (IAE)

PERSONNEL

Bethany Lowndes, PhD, MPH

Assistant Professor, Department of Neurological Sciences, College of Medicine

bethany.lowndes@unmc.edu

Victoria Kennel, PhD

Assistant Professor, Department of Education, Research, and Practice, College of Allied Health Professions

victoria.kennel@unmc.edu

OVERVIEW

In 2020, the Interprofessional Academy of Educators re-started a special interest group focused on Interprofessional Education (IPE). Dr. Bethany Lowndes and Dr. Victoria Kennel currently serve as co-chairs for this special interest group.

The IPE special interest group serves the following purposes:

- As a platform for assisting UNMC educators in identifying opportunities for incorporating interprofessional teaching/learning,
- To create an environment that nurtures the development, effective implementation, and assessment and evaluation of teaching activities that promote interprofessional education and collaborative practice, and,
- To facilitate connections, partnerships, and relationships that support the advancement of interprofessional education and collaborative practice.

Members of this special interest group may collaborate in various areas based on interest, including the following areas:

- Support and resources for creating meaningful IPE activities
- Assessment strategies for interprofessional competencies



The Interprofessional Education special interest group hosted a table at the Premier Education Event to share information about the interest group and resources for IPE assessment.

- Collaboration to include a focus on teamwork and human factors
- Strategies to leverage IPE experiences to address specific topics (e.g., social determinants of health, patient safety strategies).

Current 2022 – 2023 initiatives of the IPE special interest group include:

- Developing collaborations among individuals interested in both IPE and simulation
- Generating well-vetted resources for faculty to guide IPE assessment
- Offering feedback on IPE content and facilitating connections and collaborations within and across campus to encourage IPE

All are welcome to join the IPE special interest group. You do not need to be a member of the Interprofessional Academy of Educators to participate. Please contact Dr. Bethany Lowndes (**bethany.lowndes@unmc.edu**), Dr. Victoria Kennel (**victoria.kennel@unmc.edu**), or the Interprofessional Academy of Educators (**iae@unmc.edu**) for more information and to join the IPE special interest group.

COLLEGE OF MEDICINE UNIVERSITY OF NEBRASKA AT OMAHA (UNO) ATHLETIC TRAINING

PERSONNEL

Adam Rosen, PhD, ATC

Associate Professor

Director, Athletic Training Program

UNO, School of Health and Kinesiology

arosen@unomaha.edu

UNMC College of Medicine Departments of
Emergency Medicine, Orthopedics, Family
Medicine, and Pediatrics/Sports Medicine

PROJECTS

EDUCATION

Sideline Emergency Care

An interprofessional student team will simulate scenarios and work together as a team to care for a patient (or group of patients) during a sporting event and sideline emergency care situation. There will be a focus on team work and professional roles and responsibilities. A debrief will be completed after each scenario with the team and a group of interprofessional faculty members.

Primary IPEC Competency:

- Values/Ethics
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork





COLLEGE OF MEDICINE DIVISION OF FAMILY MEDICINE

PERSONNEL

William Hay, MD

*Clinical Associate Professor & Medical Director,
SHARING Clinics*

whay@unmc.edu

Liliana Bronner, MHSA, MBA

Assistant Professor

lbronner@unmc.edu

Melanie Menning, MD

Assistant Professor,

melanie.menning@unmc.edu

Jenenne Geske, PhD

Associate Professor

jgeske@unmc.edu

Hannah Christiansen, MD

Assistant Professor

hannah.christiansen@unmc.edu

Birgit Khandalavala, MD

Associate Professor

birgit.khandalavala@unmc.edu

Jessica Koran-Scholl, PhD

Associate Professor

jessica.koran@unmc.edu

Jennifer Liu, MD MPH

Assistant Professor

jlliu@unmc.edu

OVERVIEW

2021-2022 SHARING Student Advisory Committee

CO-CHAIR

Austin Johnson, Paul
Wurtz

SECRETARY

Joe Kleinsmith

TREASURER

Phil Holubeck

STUDENT RECRUITER

Sarah Sweeney

PROVIDER RECRUITER

Trevor Daubert, Andrew
White

INTERPRETER

RECRUITER

Quintin Timblin

PUBLIC RELATIONS

Shelby Butts

CONTINUITY DIRECTOR

Nicholas Amendola

FUNDRAISING

Huong Trinh, Haley DeWitt

CLINIC LOGISTICS

Hannah Carhart

RESEARCH

COORDINATOR

Marco Pinto

2021-2022 SHARING Faculty Advisory Committee

CHAIR

Melanie Menning MD
(COM)

CO-CHAIR

TBD

TRASURER

Kevin McGuire MHPTT,
MLS (ASCP) CM (COAH)

SECRETARY

Megan Timmerman MPA
RD (COAH)

BOARD MEMBERS

Hannah Christiansen MD
(COM)

Melanie Menning MD
(COM)

MEDICAL DIRECTOR

William Hay MD (COM)

CLINIC OPERATIONS

Desinee Drakulich,
Truhlsen Eye Institute-
VISION Clinic
Yun Saksena (COD)

Angie Townsend, Clinic
coordinator

Julie Bouchard,
Administrative coordinator

Jennifer Liu MD (COM)

Lina Jiang, Business and
Finance

DEPARTMENT REPRESENTATIVE

Grace Johnson PT DPT
MS OCS (COAH)

Megan Timmerman-
(COAH)-Medical Nutrition

Kevin McGuire (COAH)-
Clinical Lab Science

Kristen Cook (COP)

Jessica Downs (COP)

Jennifer Liu MD (COM)

Wayne Mathews (COAH)

Karen Backus (MSW)

The SHARING organization oversees four clinics which provide interprofessional education experiences for UNMC students:

- SHARING (Student Health Alliance Reaching Indigent Needy Groups) was established in 1997. This clinic is open each Tuesday night from 5:30 to 7:00 pm for general medical care for pediatrics and adults.
- RESPECT (Responsible Early STD Prevention, Education, and Community Testing) was established in 2001. This clinic is open each Monday night from 5:30 to 7:00 pm for confidential testing, treatment, and counseling for STDs.

PROJECTS

EDUCATION

SHARING system clinics: involve faculty and students from COM, COD, CON, COP, SAHP, COPH in student run free clinics with approximately 1,200 patient visits each year. The SHARING system engages >25% of all UNMC health professions students and dozens of UNMC faculty in providing health care for patients in need in the Omaha area. SHARING is 25 years old, has won national awards and is funded by student fund raising activities. Disciplines participating in the sharing clinics include medicine, medical nutrition, medical lab sciences, nursing, pharmacy, physical therapy, and physician assistants. The clinics are overseen by student and faculty boards.

Evans S, Christiansen H, Nutrition Elective for M4 students. Teaching team include a Neurologist, an internist and multiple nutrition faculty. While on rotation students will spend time with PCMH providers (outpatient) and during patient rounds take part in interdisciplinary rounds.

Christiansen H, Family Medicine Interdisciplinary Mock Code Training. Participants: Family Medicine residents and clinical staff from Bellevue Medical Center (APPs, pharmacy, lead nurse, ICU nurse, floor nurse, RT) (2 hours each, 4 sessions per year). Participate in briefing, 4 mock codes with debriefing following each with goal to improve communication and response to codes.

Menning M, Cook K, Imani N, Kriss S, Marshall J, Moore P, Nabower A, Nelson S, Ponce J, Saavedra-

- GOODLIFE (Greater Omaha Outreach for Diabetes Lifestyles Impacting Fitness and Education) was established in 2002. This clinic is open the 2nd Wednesday each month from 5:30 to 7:00 p.m. and provides care for comprehensive diabetic patients.
- VISION (Volunteers Improving Sight in Omaha, Nebraska) was established in 2011 and provides ophthalmology services one half day per month. It receives referrals from the SHARING and GOODLIFE clinics.

Garcia A, Schuelke S, Simmons S, Stade L, Wardian J. Reality of Children Experiencing Social Determinants of Health. In-production. UNMC E-Learning gallery.

OUTREACH

TJ, UNMC-UNO Football Sideline Emergency Course Update on Concussion and Heat Related Illness Management. Audience included athletic training students, community athletic trainers, physicians who provided sideline coverage for local high school football games. University of Nebraska at Omaha, August 2022.

PRACTICE

Menning M, Witt J. Integration of clinical pharmacist into family practice resident outpatient clinical staffing. Start date: August 2022-ongoing.

Menning M, Kinnan S. Research into interprofessional collaboration between family medicine, psychiatry, and behavioral health to improve mental health outcomes at a FQHC. Includes student and resident researchers. Start date: August 2022-ongoing.

LOCAL

Christiansen H. Family Medicine Interdisciplinary Mock Code Training. Participants: Family Medicine residents and clinical staff from Bellevue Medical Center (APPs, pharmacy, lead nurse, ICU nurse, floor nurse, RT) (2 hours each, 4 sessions per year). Participate in briefing, 4 mock codes with debriefing following each with goal to improve communication and response to codes.

Menning M., Witt, J., Integration of clinical pharmacist into family practice resident outpatient clinical staffing. Start date: August 2022-ongoing.

Menning M., Kinnan, S., Research into interprofessional collaboration between family medicine, psychiatry, and

behavioral health to improve mental health outcomes at a Federally Qualified Health Center. Includes student and resident researchers. Start date: August 2022-ongoing.

PRESENTATIONS

LOCAL

Meredith TJ. Update on Heat Emergencies in Football at previously listed outreach course. University of Nebraska at Omaha. August 2022.

Menning M, Cook K, Imani N, Kriss S, Marshall J, Moore P, Nabower A, Nelson S, Ponce J, Saavedra-Garcia A, Schuelke S, Simmons S, Stade L, Wardian J. Reality of Children Experiencing Social Determinants of Health. In-production. UNMC E-Learning gallery.

NATIONAL

Pasarica M, Schiff T, Mifflin M, Clark J, Hay WH, Omori J. Mentoring students to perform quality improvement projects in Student-Run Free Clinics: Lessons Learned. Society of Teachers of Family Medicine (STFM) Conference on Medical Student Education; 2022 Jan 26. San Antonio (virtual)

Sick B, Hay WH, Lundh R, Omori J. (Mistakes &) Lessons Learned: Special COVID edition. Student Run Free Clinics Faculty Association Conference; 2022 Mar 25. Mobile AL

PUBLICATIONS

Grimmond J, Menning, M. 2022. Employing a Quality Improvement Database to Observe the Gaps in Care at a Student-Run Free Clinic. *Journal of Student-Run Clinics*, 8(1).

McIntire B, Greni S, Radil S, Menning M. A look into motivations and barriers to student involvement at the SHARING Clinic, a Student Run Free Clinic. *Journal of Student-Run Clinics* volume

Pfeifer J, Egger A, Hughes M, Tondl L, High R, Nelson KL. 2022. An investigation of stress and anxiety among health professions students in the early stages of the COVID-19 pandemic. *Journal of Interprofessional Education & Practice*, 28, p.100531.

AWARDS

On September 22, 2022, William Hay, MD and Melanie Menning, MD were inducted into the UNMC Interprofessional Academy of Educators, a community of interprofessional educators whose mission is to connect educators with like interests to drive collaboration, innovation and scholarship.



COLLEGE OF MEDICINE CENTER FOR PRIMARY CARE EDUCATION, RESEARCH & HEALTH CARE DESIGN

PERSONNEL

Liliana Bronner, MHSA, MBA

Assistant Professor

Clinical Education Manager

Department of Family Medicine, College of Medicine

lbronner@unmc.edu

PROJECTS

EDUCATION

Primary Care Progress - UNMC Chapter

Primary Care Progress is an interprofessional grassroots network of innovators, educators, learners and advocates united by a new vision for revitalizing the primary care pipeline through strategic advocacy and trainee engagement in clinical innovation. Dr. Jeffrey Harrison, Dr. Jennifer Parker, and Liliana Bronner, serve as faculty advisors. Each year, Primary Care Progress sponsors the UNMC Primary Care Week activities at the UNMC Campus.

National Primary Care Month

An interprofessional group of students coordinated informational seminars around primary care topics, as well as promote regional and national talks to the student body. Sessions included synchronous live sessions that were streamed online to provide the opportunity for students from all UNMC colleges and locations to join the national conversation. The theme explored throughout the month of October was *Improving Health Outcomes Through Advocacy*. The UNMC student organizations that collaborated to organize these activities were Primary Care Progress (PCP) Student Chapter and Aging Interprofessional Group (AIG).

Seminar Topics Covered:

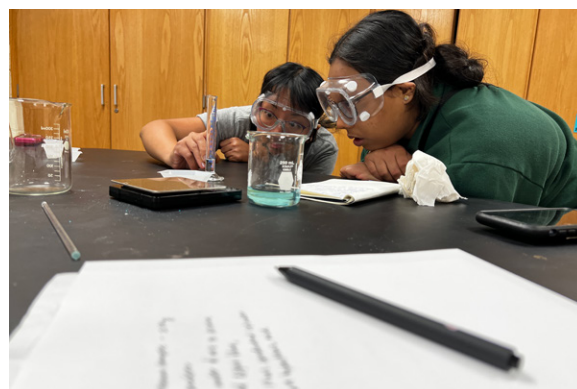
- Tackling Health Disparities in Medicine — Guest Speakers: Isaiah Cochran, MD and Jeff Koetje, MD
- Osteopathic Awareness and Primary Care Advocacy in Action — American Medical Student Association

- Primary Care Beyond COVID-19 — Small Panel Discussion on Strategies
- Impact of COVID Pandemic on Older Adults — UNMC Geriatrician Panel

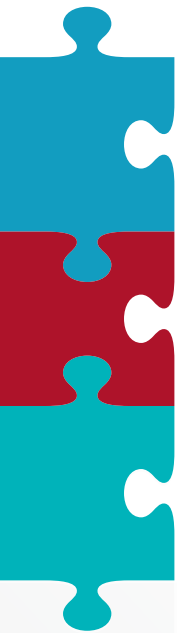
OUTREACH

I-SPARK Summer Institute

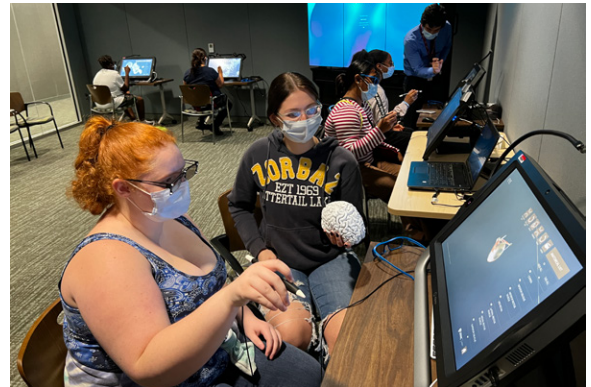
In summer 2021, a collaboration with Munroe Meyer Institute, Creighton University Department of Chemistry, UNL College of Engineering, UNMC Neurological Sciences, UNMC High School Alliance, UNMC Student Success, and UNMC Financial Aid enabled us to launch a 4-week health-science institute for underrepresented minority high school students called Student Program for Advancing Research Knowledge (I-SPARK). This health-science enrichment experience was designed



A program manager from general surgery, helps a high school student with her chemistry experiment.



Students gather to learn essential steps to intubating a patient before trying a team emergency simulation.



Students work on a virtual dissection activity.



Dr. Patil helps students identify key structures of the brain during a dissection activity



Right Photo: Researchers at the Mind and Brain Lab explain to students how they use sophisticated cognitive assessment tools, high-fidelity simulation, and sensor-based measures to help them conduct translational research.

to prepare students to become competitive applicants for summer internship research programs and college pre-health majors. The opportunity also allowed for interprofessional and cross discipline collaboration of faculty. The program focused on teaching local underrepresented minority high school students to gain basic laboratory skills, such as planning experiments, evaluating data and reading and evaluating journal articles. The program included both medical and clinical components that exposed the 10 participating students to view interprofessional education and practice in action.

I-SPARK Fall and Spring Day Programs

After the popularity of the summer institute, a shortened 5-hour long event was coordinated in the fall and spring to give high school students the opportunity to learn how to set up an experiment, learn lab techniques, and learn about clinical research applications in a shortened 5 hour-long event. The program content and program assessments are coordinated by a committee of interprofessional faculty from the Primary Care Center and Munroe Meyer Institute.

PRESENTATIONS

REGIONAL

Acheampong, Benjamin; Bronner, Liliana; Hancock Friesen, Camille; Jones, Andrea; Santamaria, Juan. *Importance of Cultural Respect and Humility as Future Health Professionals*. Interprofessional panel presentation for Urban Health Opportunities Program (UHOP) Scholars at University of Nebraska Omaha Campus. April 13, 2022

POSTER PRESENTATIONS

Hyde, Mia; Bronner, Liliana; Cook, Kristen. *Interprofessional Telehealth Simulation Improves Student Confidence in Ability to Collaborate with Patients and Health Care Team Members*. (Poster) Presented at National Academies of Practice (NAP) Annual Meeting Poster Fair, Mar 3 – 5, 2022, San Diego, CA

Godfrey, Maurice; Bronner, Liliana; Soper, Kim; Johnson, Jolene; Kumar, Shrawan. *Encouraging Excellence: Health Science Education in Native American Communities 2021 – 2022*. (Poster) Presented at NIH Science Education (NIH SciEd) Annual Conference, May 31 – June 3, 2022, Washington, DC.

CURRICULUM DESIGN AND IMPLEMENTATION

IPE Telehealth Simulation

College of Medicine, Pharmacy, and Physician Assistant Program Collaborated in the spring 2022 semester, to implement a telehealth simulation activity for 264 health professions students – 60 first-year Physician Assistant (PA) students, 43 third-year Pharmacy students and 120 fourth-year medical students. The activity was designed for 4 students to work interprofessionally via a remote video platform, to facilitate the evolution of patient care from a rural primary care clinic to an inpatient setting for complex care of a diabetic wound.

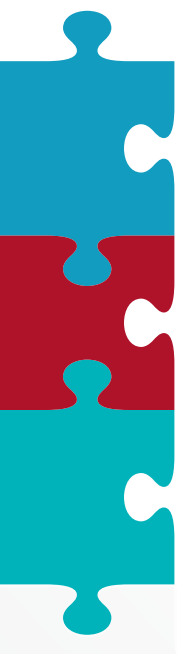
Specific objectives of the activity included the following:

- Introduce students to telehealth concepts and remote patient encounter techniques to ensure effective and patient-centered care.
- Demonstrate communication and interview skills with patients through telehealth.
- Demonstrate interprofessional communication and collaboration skills with members of the health care team through a telehealth consultation.

The evaluation and management of dysphagia is complex and requires an inter-professional team of medical and therapeutic specialists. Click each of the icons below to learn more about some of the key contributors.

Dentistry Duration 2:40	Primary Care Duration 1:51	Nursing Duration 1:53	Patient Duration 15:00
Speech-Language Pathology Duration 2:12	Radiology Duration 1:58	Otolaryngology Duration 2:58	

Screen in the e-module that covers the roles and responsibilities of interprofessional team members that treat dysphagia cases.



For this effort, the team of interprofessional faculty was recognized with an institutional *Interprofessional Collaboration Award* for collaborating across health professions to create an Inter-professional Telehealth Human Simulation course for remote and distributed learning across Nebraska

IPE Dysphagia Classroom Activity

To accompany the e-module developed in 2020, *Interprofessional Evaluation & Management of Dysphagia*, faculty in the college of medicine partnered with speech language pathology to develop an in-classroom activity so medical students learn alongside speech language pathology trainees and professionals about the roles and responsibilities of interprofessional team members in the evaluation and management of dysphagia. The activity was embedded into the Gastrointestinal Block. The activity's goals are to provide mutual understanding about best approach for patient cases from each professional perspective. The activity helped advance and deepen discussion about the roles of speech language pathologists and other health professionals with respect to the cases presented.



Students work in small teams to review cases and discuss their approach from different professional perspectives.

COLLEGE OF PHARMACY

PERSONNEL

Kristen Cook, PharmD, BCACP

*Clinical Associate Professor, Department of Pharmacy Practice and Science
College of Pharmacy
kmcCook@unmc.edu*

Donald Klepser, PhD, MBA

*Senior Associate Dean for Academic
Professor, Department of Pharmacy Practice and Science
College of Pharmacy
dklepser@unmc.edu*

PROJECTS

EDUCATION

College of Pharmacy students actively participate in the Spring (P1 and P2) and Fall (P1) UNMC IPE Days. The campus-wide events include large and small group work going through cases and activities promoting active engagement. The College of Pharmacy participated in a cardiac arrest simulation, where pharmacy students worked with students from the Colleges of Medicine and Nursing. The mock code simulations conducted at the Davis Global Center, allowed students to hone their life-saving skill sets.

All third-year pharmacy students at the College of Pharmacy students (P3) participate in an interprofessional rural telehealth simulation with students from the Colleges of Allied Health and Medicine. The simulation required the pharmacy students to coordinate care and transfer of a patient from a rural setting to hospitalization in an academic health center setting. Communication between professions centered on antibiotic recommendations and blood glucose management recommendations with the medical and PA students


PRACTICE

College of Pharmacy students, pharmacist interns, continue to work on providing vaccines across the state of Nebraska, including providing influenza vaccination of students, staff, and faculty at UNMC. These initiatives are often sponsored by Operation Immunization

which allows our students to work with nurses from student health and faculty pharmacist preceptors. Additionally, it offers the opportunity for students from all the health professions trained on our campus to interact with pharmacist interns as vaccinators. Operation Immunization, using a collaborative practice agreement with a physician from Family Medicine also provided influenza and COVID vaccines in the Omaha community.

The SHARING clinic is UNMC's student run interprofessional clinic for the underserved. Pharmacy continues to grow their role and collaboration with other professions. There were twelve pharmacy students who served on the 2022-2023 Student Advisory Board. This included pharmacy administration, as well as roles in fundraising, clinical logistics, public relations, co-president, outreach, research, and interpreter services. A pharmacy student is a member of each care team for every patient in the clinic. The continuity of care program assigns a team of two medical students and two pharmacy students to complex patients to care for the patient longitudinally over a year. Pharmacy focuses on safe and effective use of medications and educates both the patient and students from other professions about their role and medication use.

The College of Pharmacy recently signed a memorandum of understanding with the LiveWell Initiative based in Nigeria. This agreement allows Faculty and students at the College of Pharmacy to collaborate with an organization that sponsors



mentoring for new healthcare professionals in parts of Africa. Pharmacists, as well as other professions, like prescribers and chemical engineers, are mentees for the faculty and students. This is an international program with seminars conducted via ZOOM. Satisfaction surveys are planned to determine the value of interprofessional and international mentoring.

PUBLICATIONS

Wildermuth A, Cook K, Timmerman M, Wheelhouse C. ABC's of Diabetes Education: An Interprofessional Education Model. *Journal of Interprofessional Education*. March 2022. 27 (12). 100510.

COLLEGE OF NURSING HEROES

(Healthcare and Emergency Responder Organization Education through Simulations)

PERSONNEL

Austin Brake, EMT-P, EMS-I

Program Coordinator

heroes@unmc.edu

Elizabeth Beam, PhD, RN

*Associate Professor & HEROES Program Director,
College of Nursing*

Stephen Smith

Instructional Technologist

Brittany Schlueter, MSN, RN, EMT

Program Consultant

OVERVIEW

ABOUT HEROES

HEROES is an interdisciplinary approach to biological, chemical, radiological, & natural disaster emergencies. Funded through a University of Nebraska Programs of Excellence Grant, HEROES provides training and education for healthcare providers, students, and first responders across the State of Nebraska, and beyond. HEROES Provides training via its mobile simulation unit, website, and social media channels.

LIVE EVENTS – PARTNER WITH HEROES

The HEROES Program would love to partner with you on interprofessional educational activities! To schedule simulation training, propose a project, or if you have general questions, please contact our program coordinator (heroes@unmc.edu) or submit a training request via our online form: go.unmc.edu/heroes-training.

PROJECTS

EDUCATION

LUCAS Device (Mechanical CPR) Video

- Assisted by Lincoln (NE) Fire & Rescue
- Mechanical CPR is an effective alternative to manual CPR, especially during ambulance transport and resuscitation efforts in a critical access hospital when the number of responders is not adequate.

3M Breathe Easy PAPR with Butyl Hood – Assembly & Testing Video

- Demonstrating the assembly and testing of the 3M Breathe Easy PAPR with Butyl Hood, a battery-operated Powered Air Purifying Respirator (PAPR) used when responding to hazardous chemical situations.

DuoDote Autoinjector Video

- DuoDote autoinjectors are intended for the initial treatment of organophosphorus nerve agents or insecticides poisoning and should be administered by EMS personnel trained in the recognition and treatment of such situations. The ability to identify mild and severe symptoms of organophosphorus nerve agents or insecticides poisoning and knowing the correct DuoDote dosing and administration technique will help you provide optimum care for people exposed to organophosphates.



CAMPUS SUPPORT AND SERVICE

STOP THE BLEED

- HEROES Partnered with Nebraska Medicine Trauma Education to provide two train-a-thons to the UNMC, Nebraska Medicine, and Clarkson College in August and September 2022. We trained more than 1,000 people at both events bringing important lifesaving training to campus.
- We are looking for partners to help bring this training to other NU Campuses (Omaha, Lincoln, Kearney, Norfolk, Scottsbluff). If you are interested in helping, please reach out to our program coordinator at heroes@unmc.edu.

PRESENTATIONS

Beam, E.L., Respiratory Protection Plan Implementation. Presentation for Nebraska Infection Control Network Conference — Primary Infection Prevention: Prevention for All Health Care Settings on September 28, 2022. Dr. Beam provided a lecture on managing a respiratory protection program and the elements of that program to the conference attendees.

Lecture on respiratory protection and fit testing to UNO/UNL Engineering Program in 3 sections of a Construction Safety (CNST 444/844) course. Dr. Beam provided an overview of the respiratory protection program process, medical evaluation, and fit testing done as part of the program. A fit test was demonstrated.

Fit Tester Education (Qualitative)

- HEROES personnel continue to support the N95 fit testing process for UNMC supporting competency assessment for our fit testers who are faculty and staff volunteers.

Quantitative Fit Testing & Continuing Education

- HEROES provides Quantitative N95 fit testing to UNMC for students who have failed the qualitative testing. HEROES continues to develop educational materials to meet the needs of students to provide safe care.

COLLEGE OF NURSING OMAHA DIVISION

PERSONNEL

Missy Ofe Fleck, PhD, RN

*Assistant Professor, College of Nursing-Omaha Division
University of Nebraska Medical Center*

mofleck@unmc.edu

Beth Culross, PhD, RN, GCNS-BC, CHSE

*Assistant Professor, College of Nursing-Omaha Division
University of Nebraska Medical Center*

bculross@unmc.edu

Cathy Binstock, MSN, RN, ANP

*Instructor, College of Nursing-Omaha Division
University of Nebraska Medical Center*

cbinstock@unmc.edu

Jessica Semin, DNP, MPH, RN

*Assistant Professor, College of Nursing-Omaha Division
University of Nebraska Medical Center*

jessica.semin@unmc.edu

Sandy Sasse, MSN, RN

*Instructor, College of Nursing-Omaha Division
University of Nebraska Medical Center*

ssasse@unmc.edu

Claudia Chaperone, PhD, APRN, GNP-BC

*Associate Professor, College of Nursing-Omaha Division
University of Nebraska Medical Center*

cchapero@unmc.edu

Nancy Meier, DNP, MSN, RN, APRN-NP-BC

Assistant Professor, College of Nursing-Omaha Division

nmeier@unmc.edu

Logan Franck, PharmD, BCACP

Clinical Assistant Professor, College of Pharmacy

logan.franck@unmc.edu

PROJECTS

EDUCATION

Undergraduate and graduate nursing faculty continue to develop and offer interprofessional opportunities to foster building effective student teams/professional leaders and advance interprofessional core competencies.

Undergraduate Bachelor of Nursing (BSN) students actively participated in the Spring and Fall UNMC Interdisciplinary Education Day including large group work consisting of a case study review and resolution, as well as small group work supporting active engagement.

In February, physical therapy students from the College of Allied Health joined BSN students in the College of Nursing Simulation Center. Two physical therapy students worked with a primary nurse/nursing student



Practicing interprofessional team skills

to provide cares to a simulated patient. The students collaboratively assessed and prepared the patient for mobilization while managing an acutely complex scenario through shared critical thinking and clinical reasoning.



Practicing interprofessional life-saving skills

The BSN students in the accelerated program attended a low-risk labor and delivery/post-partum hemorrhage/newborn admission simulation scenario at the Davis Global Center (DGC) in August (see 2 pictures). Students prepared by answering posed questions in small groups on the iWall touch panel screens with the assistance of Paul Dye, MEd an Educational Technology & Design Manager and iXCEL staff member. Morgan R. Steffen, DO from the Department of Obstetrics & Gynecology attended the actual simulation event to facilitate the enactment of team roles and dynamics during the delivery process. Jessica McGhee, RN from the Women's and Infant Unit at Nebraska Medicine assisted students in the roles of the RN. Future endeavors will include adding neonatal intensive care team members to assist BSN students in term and preterm delivery stabilization.

Under the supervision of a staff physician, students from the College of Medicine and College of Pharmacy joined BSN students in January – March, and October – November to work in teams through a cardiac arrest simulation in the DGC. Students completed preparation work on the Canvas Learning Management System (LMS) prior to attending the event. Debriefing sessions were conducted as a means for student reflection and facilitation of team dynamics/learning.

An interprofessional mock simulation event was held on both Omaha and Kearney campuses and offered an opportunity for OT students to be student therapists and BSN nursing students to be involved as standardized patients. Reflection after three simulations allowed for discussion of roles and responsibilities. This increased interprofessional skills and decreased OT student stress and anxiety while increasing their preparation for skills-based exams. BSN nursing

students were able to experience first-hand the significant role the OT discipline offers to enhance patient-centered outcomes.

PRESENTATIONS

Behrendt M, Semin J, Smallfield S. (2022, Dec. 7). *Design of an interprofessional mock objective structured clinical examination (OSCE) in preparation for high-stakes exams* [Poster Presentation]. AOTA Education Summit, Orlando, FL, U.S. or virtual.

Behrendt M, Semin J, Smallfield S. (2023, June 22 – 23). *Interprofessional mock objective structured clinical examinations (OSCE) for exam preparation* [Oral Presentation]. 2023 Innovation Summit for Health Professions Education, Omaha, NE.

PUBLICATIONS

Culross B, Ofe Fleck M, Curtis K, Mckinney T. (2022). Interactive distance technology using touch panel computers in nursing education. *CIN: Computers, Informatics, Nursing*, 40(4), 221-227. doi: 10.1097/CIN.0000000000000872

Behrendt M, Semin J, Smallfield S. (2023). Using an ungraded interprofessional clinical examination to decrease student stress and anxiety for a skill-based exam. *Journal of Occupational Therapy Education* (in press).

CURRICULUM DESIGN AND IMPLEMENTATION

Interprofessional Workforce Education: E-Learning Module for Training APRN and PharmD Students about Antibiotic Resistance in Transitional Care.

Students enrolled in NRS606 & PHPR 556 were eligible for this interactive module. Eighty-seven APRN students from the Applied Pharmacology for Advanced Practice Nurses course and fifty-nine PharmD students from the Pharmaceutical Care course participated

COLLEGE OF NURSING LINCOLN DIVISION

PERSONNEL

Krystal Davis EdD, RN
College of Nursing-Lincoln Division
krystall.davis@unmc.edu

Miranda Kilment
College of Nursing-Lincoln Division
miranda.kilment@unmc.edu

Michelle L. Johnson
Assistant Dean, College of Nursing-Lincoln Division
michellejohnson@unmc.edu

Heidi Gubanyl
IPE Experience
College of Nursing-Lincoln Division
University of Nebraska-Lincoln, Barkley Center
heidi.gubanyl@unmc.edu

PROJECTS

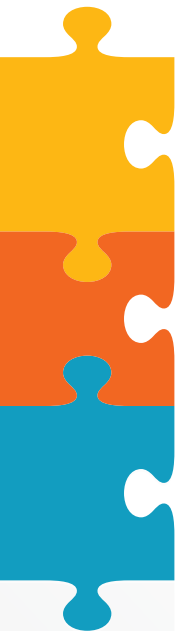
EDUCATION

- The second semester traditional BSN nursing students collaborated with the COD for their Children's Dental Day that provided free dental care and wellness screenings to around 200 underserved children from Crete, Columbus, Lexington, Hastings, Grand Island, and York.
- **University Health Center Vaccine Clinics**
Each fall the College of Nursing (CON) collaborates with the University Health Center to sponsor the annual influenza vaccine clinics. Under the direction of Dr. Krystal Davis, the semester 1 nursing students administer the influenza vaccines to the UNL student body. These clinics take place in the CON. On occasion, CON faculty also collaborate with the UHC staff to provide vaccine clinics. These clinics primarily take place at the city and east unions.
- The COD collaborated with the CON on writing an IPE geriatrics Objective Structured Clinical Examination (OSCE) that took place in the iEXCEL center in Omaha. The COD & CON faculty met several times to write the simulation case study that was written for the COD4 students as a learning activity. CON faculty in the Family Nurse Practitioner (FNP) program were consulted by the D4 students as part of the simulation scenario. The CON FNP faculty were part of the evaluation team. Discussions are underway for future offering of this OSCE to include

FNP students learning alongside the COD4 students. The COD received acclamations on the OSCE from its accrediting body.

- The 3rd annual CON & COD educational COVID-19 workshop collaboration was held to teach the COD4 students about IM injections and train them how to administer the vaccines. The workshops took place mid-spring 2023 semester. CON, Lincoln faculty and LRC staff held the workshops in the CON, Lincoln skills lab. After receiving instruction, the COD4 demonstrated proper IM administration technique.





- Continued partnership with UNL's Barkley Center to increase knowledge/awareness of disciplines and collaboration between students in nursing and speech language pathology (SLP) programs. A general orientation session was held at the beginning of the fall semester in which students and faculty shared information on what is an SLP/Nurse, the roles served, education and training, populations served, and settings where the professional works. Following the orientation session, student nurses had the opportunity to observe SLP/patient sessions. SLPs shared lesson plans prior to the observation and nursing students wrote and shared care plans with the SLPs that were tailored to the patient observed. A survey was completed by the students at the end of the semester. Twelve of the thirteen students (SLP/BSN) liked and recommended the experience. On a scale of one to five (1=not beneficial to 5= highly beneficial) on how the student would rate the value of the learning experience, the combined average ranking was 3.7.



caption here

COLLEGE OF NURSING NORTHERN DIVISION - NORFOLK

PERSONNEL

Lisa Walters

College of Nursing-Northern Division

lisa.walters@unmc.edu

PROJECTS

EDUCATION

An IPE was established for the UNMC CON Northern Division Population Health course in conjunction with Wayne State College Social Welfare/Pre-Counseling students. The IPE was conducted via zoom due to the distance between campuses. The objectives were to enable effective collaboration and plan for improvements in health outcomes for patients identified in case studies. The students worked in small groups representing both colleges and served as a treatment team. Their assignment was to develop an interdisciplinary plan of care and identify other health

professionals who could contribute to the patient's treatment. The case studies offered opportunities for students to recognize the need for culturally sensitive care and social determinants of health. The primary focus was to understand the role of other health professionals, develop good communication skills with other team members through proper use of formalized communication tools. Program evaluations demonstrated a high level of satisfaction from students of both colleges.



COLLEGE OF NURSING KEARNEY DIVISION

PERSONNEL

Steph Burge, DNP, APRN-BC, FNP
Clinical Assistant Professor
College of Nursing – Kearney Division
sburge@unmc.edu

PROJECTS

EDUCATION

Nursing/Radiography/PT

Kearney nursing students taught general survey skills to first-year radiography and physical therapy student as part of the Population Centered Care nursing course. As content experts, student nurses developed educational pre-work materials to introduce learners to the shared clinical skill of general survey assessment. Peer learners and peer teachers then met in person for a simulation experience developed by a team of student nurses.

Nursing/OT

A mock simulation on both Omaha and Kearney campuses offered an opportunity for nursing students to be involved as standardized patients and OT students as student therapists. Reflection after three simulations allowed for discussion of roles and responsibilities. This increases interprofessional skills and decreases OT student stress and anxiety while increasing their preparation for skills-based exams.

Nursing/PT/ PA

Special Olympics athlete screenings: an annual event to ensure athletes are safe for competition in the Special Olympics. Interprofessional communication skills are highlighted in this event. Learners can hone their screening and communication skills.

Nursing/Radiography/PT

Introduction to Radiographic Imaging; Second-year Kearney radiography students taught physical therapy and nursing students radiography basics. The peer learners received an Articulate Module titled Radiographic Imaging, developed by Kearney radiography faculty, as pre-work in an in-person event. A group of peer learners and teachers then met in person to discuss clinical scenarios from their professional lenses.

- UNMC Year 1 IPE experience Campus-wide IP activities.
- UNMC Year 2 IPE experience Campus-wide IPE activities.

Nursing/PA

Simulation experience providing OB/newborn care for a reproductive-age family.

COLLEGE OF DENTISTRY

PERSONNEL

Yun Saksena BDS., MMS., DMD
Associate Professor, Department of Adult Restorative Dentistry
Associate Dean for Education, Diversity, Equity and Inclusion
College of Dentistry
yun.saksena@unmc.edu

Erin Wirth MBA
Director of Communication and Outreach
College of Dentistry
erin.wirth@unmc.edu

PROJECTS

EDUCATION

UNMC's IPE Days

Dental and dental hygiene students from Lincoln and the college's West Division participated in the Fall and Spring IPE events. College of Dentistry (COD) faculty facilitated discussions. During the Fall IPE day, dental and dental hygiene students, and nursing students participated onsite at the COD, and at the College of Nursing (CON) – Lincoln Division.

Medical Emergency Simulations at College of Nursing

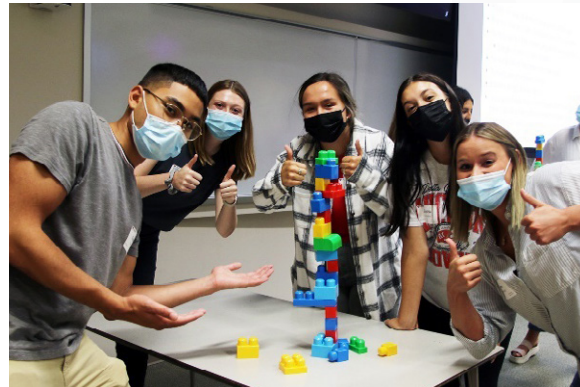
The dental class of 2024 was the first class to complete a hands-on medical emergency simulation at the UNMC College of Nursing's clinical simulation skills lab in Lincoln. Students used high-fidelity simulators to practice what they will do if their patient has a medical emergency.

IPE Geriatrics Objective Structured Clinical Examination (OSCE)

COD faculty collaborated with CON faculty to design a simulation case study using live simulated patients. CON faculty helped evaluate dental students during their OSCE at the iEXCEL Davis Global Center.

COVID-19 Vaccination Workshops at College of Nursing

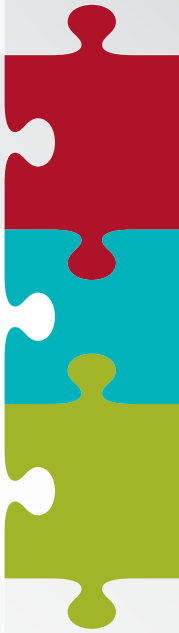
Senior dental students participated in COVID-19 vaccination workshops, learning from CON faculty in their clinical simulation lab in Lincoln. Students



Students learn how to work in interprofessional teams.



COD students zoomed from Lincoln and Gering with a group in Omaha.





Dental students complete a medical emergency simulation.



COD faculty and students discuss the simulation.

administered intramuscular injections to the simulated patients.

Bias in Health Care IPE Event

Some dental students participated in a UNMC-wide program "Let's Talk About Bias in Health Care". Dental faculty helped facilitate. The event was designed to help interprofessional students identify and address bias in health care. The event was designed by College of Medicine student McKenzie Rowe, and sponsored by the UNMC Student Interprofessional Society, UNMC Office of Inclusion and multiple colleges.

PRACTICE

Caring for Champions Dental Clinic

Pediatric dentistry residents and faculty collaborate with the UNMC Munroe Meyer Institute's interdisciplinary team at the Caring for Champions Dental Clinic, which opened in August 2021. The patient population they serve is individuals with intellectual and developmental disabilities.

Teledentistry in Schools

Pediatric dental residents and faculty utilize telehealth to serve as a resource for health professionals within Omaha Public Schools and Lincoln Public Schools. Telehealth consultations help minimize emergency room visits and provide an opportunity to bring oral health training to school-based health providers.



Dental student learning from CON faculty.



Dental student learning from CON faculty.



COD volunteers at the UNMC Bridge to Care Health Fair.



Providing care at the Caring for Champions Dental Clinic.



Teledentistry is a resource for school-based health providers.

OUTREACH

Oral Health Screenings and Education

The College of Dentistry collaborates with other UNMC colleges to provide health screenings and education to underserved populations. These outreach events include:

- Power of Prevention Minority Health Month Screening Fair
- Special Olympics MedFest
- UNMC Bridge to Care Annual Fall Refugee Health Fair

The college also provides oral health screenings at community events alongside multiple health disciplines. There are often opportunities to learn from one another. These community events include:

- Head and Neck Cancer Alliance Screenings
- Lincoln Public Schools Screenings
- Minority Health Screenings
- Project Homeless Connect

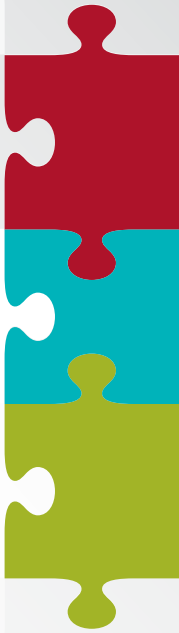
Patient Care at Clinic with a Heart

Dental and dental hygiene students provide patient care to the underserved at Clinic with a Heart, a free clinic in Lincoln. Students volunteer 800+ hours each year.

Other health care services are offered along with dental services. Students work with volunteers from other health disciplines to help patients get the care they need.

Patient Care for Underserved Pediatric Patients

The College of Dentistry works with Nebraska Public Health Departments to identify underserved pediatric patients. Pediatric dentistry residents, dental and dental hygiene students, and faculty provided free dental care to 50 patients.





COD volunteers at the UNMC Bridge to Care Health Fair.



Providing screenings at Project Homeless Connect.



Faculty and students provide screenings at an Asian Community and Cultural Center event.



Students providing patient care at Clinic with a Heart.

Early Dental Health Starter Kits Educational Program

The College of Dentistry partnered with the Nebraska Community Foundation and the Nebraska DHHS Office of Oral Health and Dentistry to educate caregivers on the importance of oral hygiene in children from birth to six years old.

The educational program involves producing and distributing 50,000 early dental health starter kits that are packed with unique oral hygiene items and education. The kits are given at no cost to new parents and caregivers across Nebraska.

The project's key distribution partners are Children's Hospital and Medical Center and the Nebraska Hospital Association. Working with these interprofessional partners has increased the program's effectiveness.



Students, faculty, and staff pack dental health starter kits.

COLLEGE OF PUBLIC HEALTH EPIDEMIOLOGY AND EMERGENCY PREPAREDNESS

PERSONNEL

Keith Hansen

Director, Public Health Emergency Preparedness Professional Association (PHEPPA)
Co-Director, Association of Healthcare Emergency Preparedness Professionals (AHEPP)
Co-Director, Center for Preparedness & Emergency Response Solutions (CPERS)
Instructor, Department of Epidemiology, Emergency Preparedness
College of Public Health

PHEPPA: kfhansen@pheppa.org

AHEPP: kfhansen@ihepp.org

PROJECTS

In fall 2022, the Nebraska Public Health Laboratory (NPHL) and the Center for Preparedness and Response Solutions (CPERS) (formerly called the Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases) in the College of Public Health recruited UNMC students to assist with the NPHL's full-scale exercise to test the laboratory response to a radiation event. In the event that a bomb with radiological material was detonated, the NPHL would be responsible for testing hundreds (or even thousands) of people for radiological contamination. The purpose of this exercise was to test their ability to conduct testing on a large scale.

Students from the College of Public Health, College of Nursing, and College of Medicine participated as role players and evaluators, both essential positions in the success of a full-scale disaster exercise. Feedback from all students provided valuable insight into the updating of disaster plans for the NPHL.





COLLEGE OF ALLIED HEALTH PROFESSIONS

PERSONNEL

Teresa Cochran, PT, DPT, MA, FNAP

*Assistant Dean, Health Science Education Complex
– Kearney Campus, Department of Health and
Rehabilitation Sciences
Associate Professor, Physical Therapy Education
teresa.cochran@unmc.edu*

**Karen Honeycutt, PhD, MEd, MASCP, MLS(ASCP)
CMSMCM**

*Department of Allied Health Education, Research and
Practice
Director & Associate Professor, Medical Laboratory
Science Program
khoneycu@unmc.edu*

McKenzie Behrendt, OTR/L, OTD

*Health Science Education Complex – Kearney Campus,
Department of Health and Rehabilitation Sciences,
Instructor, Occupational Therapy Program
mbehrendt@unmc.edu*

Lisa Fuchs, EdD, MHA, RRT, CTTS, CHWC, ACUE

*Department of Medical Sciences,
Director & Associate Professor, Respiratory Care
Program
lfuchs@unmc.edu*

Shaun Grammer, DMSc, PA-C

*Chair, Department of Medical Sciences
Director & Associate Professor, Physician Assistant
Program
shaun.grammer@unmc.edu*

Vicki Kennel, PhD

*Department of Allied Health Education, Research and
Practice
Assistant Professor, Healthcare Delivery Science
victoria.kennel@unmc.edu*

Jana Koth, MPH, RT (R)(T)

*Department of Clinical, Diagnostic and Therapeutic
Sciences
Clinical Education Coordinator & Assistant Professor,
Radiation Therapy Program
jkoth@unmc.edu*

Amber Lickert, MPS, CCP, LP

*Assistant Professor, Department of Medical Sciences
Clinical Education Coordinator, & Staff Perfusionist,
Clinical Perfusion Program
amber.lickert@unmc.edu*

Abbey Lowe, PhD

*Department of Allied Health Education, Research and
Practice
Assistant Professor, Health Professions Teaching and
Technology
abigail.lowe@unmc.edu*

Nicole Martino, PhD, OTR/L

*Department of Health & Rehabilitation Sciences,
Assistant Professor, Occupational Therapy Program
nmmartino@unmc.edu*

Kaylyn Rogers, MHPTT, MLS(ASCP)BB^{CM}

*Department of Diagnostic, Clinical and Therapeutic
Sciences
Instructor & Clinical Education Coordinator, Medical
Laboratory Science Program
kaylyn.rogers@unmc.edu*

Elizabeth Stout, MBA

*Education Program & Admission Coordinator,
Office of Enrollment Management & Student Affairs
Health Science Education Complex - Kearney Campus
elizabeth.stout@unmc.edu*

Megan Timmerman, MPA, RD, LMNT
*Department of Medical Sciences,
Assistant Professor, Medical Nutrition Program*
megan.timmerman@unmc.edu

Kate Wampler, MA, RT(R), RDMS, RVT
*Department of Clinical, Diagnostic, & Therapeutic
Sciences,
Clinical Coordinator & Assistant Professor, Diagnostic
Medical Sonography Program*
kathryn.wampler@unmc.edu

PROJECTS

EDUCATION

CT/MNT/RT

Interprofessional Education: A Case Study Approach — cytology (CT), medical nutrition (MN) and radiation therapy (RT) students participated in a joint in-person and online, case study activity. Students presented their profession and their role in a related case study that offered visualization into a patient's journey through cancer diagnosis, treatment and follow-up care.

Each professional program's unique educational methodologies [i.e., virtual microscopy, nutrition focused physical exam, and virtual environment radiotherapy training system (VERT)] were showcased during each presentation. A post-survey evaluated the participants' perception of the online activity.

DMS/MD(IM)

Point-of-care ultrasound (POCUS): An interprofessional team developed a four-hour workshop. Diagnostic medical sonography (DMS) students served a rear-peer coaches to internal medicine residents (COM) learning abdominal POCUS. Such training is expanding in medical schools and internal medicine (IM) residency programs.

DMS/MD (Nephrology)

Performing renal biopsies on lightly embalmed cadavers: DMS students participate in a lab simulation activity with nephrology fellows to perform renal biopsies. Participants learn how to perform biopsies and practice communication skills. A pre- and post-survey measure the participants' perceptions of performing the biopsy and interprofessional collaboration.

DMS/MNE/McGoogan Health Sciences Library

Following the Growth of Sarah's Baby: Students interact through activities to measure fetal growth with sonography and assess diet adequacy in pregnancy. Students also perform literature searches

on intrauterine growth restriction and important nutrients in pregnancy. A Nearpod activity is employed to interactively review the case study. PA/Nursing IV placement workshop (cross-listed under CON-Kearney Division report): College of Nursing students demonstrate IV placement to PA students as part of a clinical skills course.

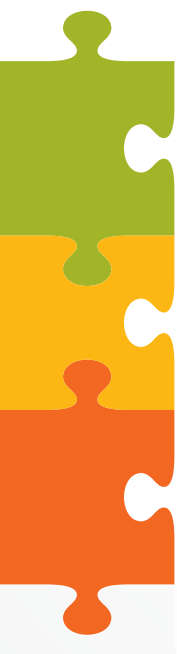
Interprofessional simulation: Asthma simulation involving ABSN and PA students during a live simulation, to report on a patient and receive orders. The nursing students were with the high-fidelity mannequin patient in the Simulation in Motion- Nebraska (SIM-NE) truck and our PA students were in a separate "on-call" room. Three phone reports were given based on patient presentation, patient progression, communication, and effectiveness of the orders. Onsite assessment was performed by the ABSN students including full physical exam and vitals, family and social history, medications, allergies, and presenting signs and symptoms. SBAR report was then provided to the PA student group who clarified any unclear findings or missing information needed to properly diagnose and treat the presenting symptoms appropriately. Once orders were discussed and agreed upon by the PAs, they were implemented on site by the ABSN student group and continued communication was encouraged as the patient either improved or decompensated based on time progression, quality of medication treatments ordered, or lack of appropriate physiologic response.

PA/UNK

Mental Health Counseling Screening, Brief Intervention, and Referral to Treatment (SBIRT) substance abuse training: physician assistant and UNK clinical mental health counseling students participate in substance abuse training.

GC/MN

Genetic counseling & medical nutrition professional



role case studies: Mariah Jackson (MN) and Drew Cratsenberg (GC) developed case studies to highlight the role of genetic counseling and medical nutrition in different settings. Working in teams of four from both professions (2 Genetic Counseling, 2 Medical Nutrition), students completed interprofessional case studies, strengthening appreciation for each other's profession. These case studies were presented in two parts, providing information on complex scenarios requiring a multifactorial approach. In Part 1, students had to work together to assess the patient information and determine what factors contributed to the disease state as well as what further information and testing was needed. New in 2022, Part 2 utilized a simulated clinical experience. Students gathered further information and developed a synergistic co-counseling plan while working with a standardized patient who has been trained to portray the role of the patient presented in the clinical scenario. Students also observed how each other's profession navigates patient care, fostering interprofessional understanding and respect. Students presented their case summary and interventions, along with an interprofessional reflection to the whole class.

OT/PA

Introduction to Interprofessional Global Health course: focuses on interprofessional global health competencies addressing issues including human rights, environment, culture, collaboration, and professional growth to provide learners with the foundation to engage as global citizens to positively impact the health of all people and communities.

OT/RN

A mock simulation event held on both Omaha and Kearney campuses offered an opportunity for OT students to be student therapists and nursing students to be involved as standardized patients. Reflection after three simulations allowed for discussion of roles and responsibilities. This increased interprofessional skills and decreased OT student stress and anxiety while increasing their preparation for skills-based exams.

CP/MD (CT Surgery/CT Anesthesia)

Students participated in a series of interprofessional simulation events utilizing the iEXCEL operating suite. During each event students, along with cardiothoracic surgery fellows and cardiothoracic anesthesia fellows, worked through catastrophe scenarios including aortic dissection, protamine reaction, cold agglutinins,

and power failure. Students also participated in troubleshooting ECMO oxygenator and pump failure.

PT/UNO, UNL & UNK engineering; Creighton PT, OT; Methodist OT

Go Baby Go: a national program that modifies ride-on cars to enable independent mobility for children with developmental disabilities. The cars are provided at no cost to the families.

PT, PA, CON

Special Olympics athlete screenings: an annual event to identify ensure athletes are safe for competition in the Special Olympics. Interprofessional communication skills are highlighted in this event. Learners are able to hone their screening and communication skills.

Radiography/ PT/ RN

Introduction to Radiographic Imaging: Second-year Kearney radiography students taught radiography basics to physical therapy and nursing students. The peer learners received an Articulate Module titled Radiographic Imaging, developed by Kearney Radiography faculty, as pre-work to an in-person event. The module addressed IPEC's Competency Domain #2 of Roles/Responsibilities by introducing peer learners to the radiographer's role in patient care, basic principles of image acquisition, the importance of radiation safety, and workflow challenges in the clinical environment.

A group of peer learners and peer teachers then met in person to discuss clinical scenarios from their individual professional lenses and apply the foundational radiographic principles discussed in the pre-work module. Peer teachers then guided learners through these clinical scenarios focusing on the IPEC Competency Domains #3 Interprofessional Communication and #4 Teams and Teamwork. After the discussion, peer teachers gave learners a guided tour of the HSEC Energized Lab.

Radiography/RN/PT General Survey Experience:

Kearney nursing students taught general survey skills to first-year radiography and physical therapy students as part of the Population Centered Care nursing course. As content experts, student nurses developed educational pre-work materials to introduce learners to the shared clinical skill of general survey. Peer learners and peer teachers then met in person for a simulation experience developed by the team of student nurses. Student nurses led simulation debriefs both

immediately after the simulation and as a larger group with all peer learners and teachers. The simulation experience and debrief focused on the importance of IPEC Competency Domains #2 Roles/Responsibilities, #3 Interprofessional Communication, and #4 Teams and Teamwork.

All CAHP students (Other Colleges vary)

UNMC IPE Orientation experience Campus-wide IPE activities: All CAHP students participate in the campus facilitated events that focus on team building and communication skills

Leadership in Health Professions Education

Provides an in-depth exploration of the knowledge, skills, attitudes, and competencies required for leadership in the context of complex health care and health professions education organizations. This course is part of a graduate program focused on health professions teaching and technology. The interprofessional student cohort enables learning about leading across professional boundaries! The course explores the intersection of self, my goal/ problem, and my situation/organization. A significant part of

PRESENTATIONS

Behrendt, M., Semin, J., & Smallfield, S. (2022, December 7). Design of an interprofessional mock objective structured clinical examination (OSCE) in preparation for high-stakes exams [Poster Presentation]. AOTA Education Summit, Orlando, FL, United States or virtual.

GRANTS

Cochran TM, Volkman KG, Kennel V, McKelvey M, Jensen L. Creating Connections: Using Student Tele-Teams to Empower Rural Stroke Survivors. Mission. Lifeline Rural Stroke Innovators Grant, American Heart Association. 2020 – 2022. \$42,500.

SERVICE

Teresa Cochran is serving an appointed two-year term as Chair, Student Engagement Committee of the American Interprofessional Health Collaborative, and was invited to serve on the Nexus Summit Advisory

the learning is in the reflection and discussion of the participants.

UNMC Year 1 IPE experience Campus-wide IPE activities:

Varied CAHP students participate in the campus facilitated events that focus on team building; development of a code of ethics.

UNMC Year 2 IPE experience Campus-wide IPE activities:

Varied CAHP students participate in the campus facilitated events that focus on management of a complicated case (older adult)

OUTREACH

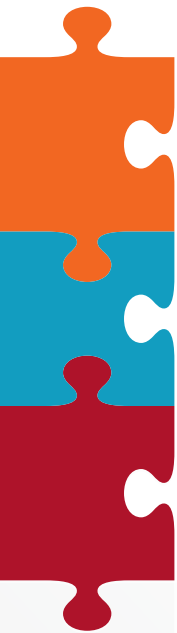
MLS/MNT/PA/PT/Nursing/Medicine

SHARING Clinics: medical laboratory science (MLS), medical nutrition (MN), physician assistant (PA) and physical therapy (PT) students work with CON and COM students to provide care to the underserved in the Omaha area.

Cochran TM, Jensen GM, Nickol DR, Costanzo C. *Engaging the Academies as a Moral Community: Exploring Moral Injury to Enhance Provider Well-Being Across Our Professions*. Workshop presentation, National Academies of Practice Annual Forum, San Diego, CA. March, 2022.

Horak, S, Krusen, N. Introduction to Interprofessional Global Health. Grant funded collaboration between PA and OT faculty to develop an interprofessional course on global health to be taught across campus programs.

Committee for the National Center for Interprofessional Education and Practice.



NE AREA HEALTH EDUCATION CENTER PROGRAM



PERSONNEL

Jeffrey Harrison, MD

*NE AHEC Program Project Director
Department of Family Medicine, College of Medicine*

Lydia Sand, MPA

*Deputy Director and Program Manager
Department of Family Medicine, College of Medicine*

Kaylene Page, MPA

*Program Coordinator
Department of Family Medicine, College of Medicine*

OVERVIEW

The Nebraska AHEC Scholars Program is a part of a national initiative preparing health care students to become leaders in addressing the challenges of Nebraska’s population health needs. It is a two-year interprofessional program. Over the two years, Nebraska AHEC Scholars receive 80 hours of didactic training and 80 hours of community-based experiential training or supported clinical training. AHEC Scholars attend workshops and huddles throughout the program connecting them to community leaders and gaining a deeper understanding of rural health care and caring for underserved populations, alongside a multitude of professions. Nebraska AHEC Scholars are supported by the regional AHEC centers across the state to better connect them to communities and potential employers. The Nebraska AHEC Scholars Program is a part of the Nebraska Area Health Education Center Program (NE AHEC Program). The NE AHEC Program provides educational programs and services that bridge academic institutions and communities to improve the health of Nebraskans with a focus on rural and underserved populations. NE AHEC Program, established in 2001, is housed in the Department of Family Medicine and is supported by the Health Resources and Service Administration (HRSA).

DIDACTIC TRAINING TOPIC AREAS

Social determinants of health, cultural competency,

REGIONAL AHEC CENTER PARTNERS

Northern NE AHEC

Norfolk, NE

NE Panhandle AHEC

Scottsbluff, NE

Omaha Area AHEC

Omaha, NE

Central NE AHEC

Kearney, NE

Southeast NE AHEC

Lincoln, NE

practice transformation, interprofessional education, behavioral health integration, connecting communities, and telehealth.

2022 – 2023 UNMC PARTICIPATION

A total of 89 UNMC students from medicine, dentistry, pharmacy, physician assistant, physical therapy, radiologic technology, and nursing participated across the Omaha, Kearney, Scottsbluff, Lincoln, and Norfolk campuses. Note, the AHEC Scholars Program is open to other eligible programs across other academic institutions as well.

2022 STATEWIDE WORKSHOP

In April, AHEC Scholars participated in a virtual statewide workshop where students had a chance to hear from an interprofessional panel of providers about working to provide patient-centered care and real-life challenges of doing so within varying communities across Nebraska. They also participated in a community-based case study and discussed the importance of social determinants of health. As well as the role community plays within health care and the differences that arise in communities without access to a hospital, to critical access hospital communities, and within larger communities. developmental disabilities and the interplay between health, education, and legal systems in the lives of families experiencing disability.

JULY 21-22, 2022

HEARTLAND INTERPROFESSIONAL EDUCATION CONFERENCE

The theme of the 2022 conference was ***Elevating IPE: Bridging Clinical and Community***, bringing together health care and community professionals, educators, and students to share knowledge and build skills to improve patient and client outcomes. Learners, scholars and practitioners were asked to join for this valuable conversation so that they can learn from diverse perspectives and experiences.



This conference highlighted trends in interprofessional education and collaborative practice, facilitated participants' knowledge and skill set acquisition, and affirmed attitudes focused on improving outcomes for clients, patients, health care and community professionals, and populations.

The conference provided an opportunity for learners, scholars, and practitioners in the field of interprofessional education and healthcare to share knowledge, build skills, experience professional development, and form collaborative relationships. The meeting highlighted emerging trends in interprofessional education and collaborative practice (IPE/IPP), facilitated participants' knowledge and skill set acquisition, and affirmed attitudes focused

on improving outcomes for patients, healthcare professionals, and populations.

FEATURED PRESENTATIONS BY UNMC FACULTY AND STUDENTS

POSTER PRESENTATIONS:

Menning M, Rios Rojas R, Orsi G, Delair S. U.S.-Based Virtual Individualized Immersive Spanish Language Course for Medical Students: An Innovative COVID-19 Pandemic Precipitated Approach. North American Refugee Health Conference, Cleveland, OH. 2022 June 23 – 25.







UNIVERSITY OF
Nebraska
Medical Center

BREAKTHROUGHS FOR LIFE.®