



University of Nebraska
Medical Center™

InnovatED Symposium

EMPOWERING MINDS,
INNOVATING HEALTH CARE EDUCATION

October 1, 2026
Truhlsen Campus Events Center



About the InnovatED Symposium Hosts

The InnovatED Symposium is brought to you by the UNMC Interprofessional Academy of Educators and UNMC Distance Education, in collaboration with our event sponsors.

The Interprofessional Academy of Educators cultivates a community across professions that connects educators with like interests to drive collaboration, innovation and scholarship.

The Office of Distance Education leverages technology and pedagogical expertise to empower fully online learners from diverse backgrounds in achieving their educational and professional goals.

Contact the Academy for guidance on

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- Online and in-person teaching strategies
- Educational best practices
- Peer feedback on teaching

CAREER

- Presentation skills
- Mentorship

EDUCATIONAL RESEARCH

- Research design
- Data collection methods
- Approaches for data analysis
- Developing funding proposals
- Identifying publication outlets and preparing manuscripts

unmc.edu/academy

Leadership

Tanya Custer, PhD, MS, RT(R)(T)ARRT

Director, Interprofessional Academy of Educators
Director, CAHP Distance Education
Associate Professor,
College of Allied Health Professions – *Omaha*

Analisa McMillan, PhD, MSED

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Interprofessional Academy of Educators
Interim Executive Director,
Digital Accessibility and Online Learning
Director, COPH Office of Teaching and Learning
Assistant Professor, Health Promotion,
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Associate Professor, Internal Medicine,
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Education Researcher, Interprofessional Academy of Educators
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Associate Professor & HEROES Program Director,
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Education Researcher, Interprofessional Academy of Educators
UNMC Academic Affairs – *Omaha*

Rebecca Baker, MA

Program Associate, Interprofessional Academy of Educators
UNMC Academic Affairs – *Omaha*



As we celebrate the fourth annual InnovatED Symposium, we affirm UNMC's ongoing commitment to advancing health professions education. By bringing together educators from across our five campuses, the symposium fosters the exchange of ideas, discoveries and best practices through an interprofessional approach. I look forward to the collaboration, innovation and progress that this event will inspire—now and in the future.

Jane Meza, PhD
Interim Vice Chancellor for Academic Affairs

Special Thanks

We would like to thank the following partners for their support of the InnovatED Symposium.

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Event Schedule

8:30 A.M. – 9:00 A.M.	ATRIUM Registration & Networking Network with educators from across UNMC
9:00 A.M. – 9:20 A.M.	MAIN EVENT HALL Welcome Tanya Custer Opening Remarks Jane Meza Distinguished Educator Presentation Tanya Custer, Analisa McMillan
9:20 A.M. – 10:10 A.M.	OPENING KEYNOTE MAIN EVENT HALL Teaching in a New Time: The Surprising Simplicity and Hidden Complexity of Teaching Across Generations Laura Brooks Dueland, Inclusion Analytics
10:20 A.M. – 11:10 A.M.	SESSION 1: CONCURRENT MAIN EVENT HALL From Reactive to Proactive: UNMC Findings from a National Survey of Medical Student AI Use and the Educator's Role in What Comes Next Roshan Sapkota, J.P. Miller, Nathan Anderson ROOM B Preparing Students for What's Next: Rethinking Career Readiness Through Integrative Learning Trina White, Brenda Nickol, Nicole Kolm-Valdivia ROOM C Using Kolb's Experiential Learning Theory as Instructional Framework to Integrate Virtual Reality Simulation into Classroom Instruction Ellie Miller ROOM D Using Importance-Performance Analysis (IPA) as a Practical Tool for Rapid Educational Improvement in Health Professions Education Maha Farid
11:20 A.M. – 12:10 P.M.	SESSION 2: CONCURRENT MAIN EVENT HALL Teaching Beyond Slides: Access, Engagement, Inclusion Tanya Custer, Analisa McMillan, Kim Michael, Peggy Moore ROOM B Ethical Integration of AI Tools to Improve Manuscript Quality and Efficiency Jana Wardian ROOM C Simulation by Design: A Complete Lifecycle Approach to Task Trainer Development Jami Monico, Katherine Finney ROOM D Let's Talk About Cancer: Co-Developing a Community Health Worker Cancer Training Curriculum with a Student-Centered Approach Brooke Lawson Sautter, Meka Tate, Kia Scott-Sellers, Brandon Varilek
12:10 P.M. – 1:00 P.M.	MAIN EVENT HALL Lunch <i>Food and Drinks Provided</i>

1:00 P.M.
– 1:50 P.M.

SESSION 3: CONCURRENT

MAIN EVENT HALL

**Harnessing Artificial Intelligence for Curricular Revision:
The Give and Take of Forward Progress**

Katherine Bravo

ROOM B

**Shifting the Focus: Using Third-Point Communication to
Transform Coaching in Clinical Education**

Cory Rohlfesen, Victoria Kennel,
Sarah Chandler, Hailey Hardin, Jana Wardian,
Danielle Westmark

ROOM C

**Safety in Focus: Teaching Fluoroscopic Radiation
Protection Through Interprofessional Collaboration**

Ashley Balliet, Shaun Horak, Alisha Wright,
Lauren Driscoll

ROOM D

**Evaluating ASCEND: Advancing Scholars through
Coaching, Empowerment, Networking and
Dimensional Wellness**

Michelle Strong, Jessica Tschirren

2:00 P.M.
– 2:50 P.M.

SESSION 4: CONCURRENT

MAIN EVENT HALL

**Rethinking E-Learning: Designing Interactive Experiences
with AI**

Suhasini Kotcherlakota

ROOM B

**Doctoral Capstone Student Supervision in a Nontraditional
Level I OT Fieldwork Model**

Corey Cundall, Stacy Smallfield

ROOM C

ENT Emergencies Expanded Bootcamp Curriculum

Chelsea Hamill

ROOM D

Pharmacist Exploration Childcare Play-kit

Ally DeringAnderson, Tristan Duff, Justin
Martin, Dane Messersmith, Tomasa Trejo

3:00 P.M.
– 4:00 P.M.

SHORT STACK SESSIONS

MAIN EVENT HALL

3:00 P.M. **Workflow for Developing Practice Questions
Using ChatGPT**

Jack Paradis, Currey Zalman, Makayla Schissel,
Geoffrey Talmon, Kari L. Nelson

3:15 P.M. **Recycling Made Easy: Building a Better
E-Module Together**

Jami Monico

3:30 P.M. **Flipping the Feedback Loop: Building
Zero-Tool Interactive Quiz Slides in Native
PowerPoint**

Iman Ahmad

3:45 P.M. **Accessibility in E-Learning**

Steph Langel, Peggy Moore

4:00 P.M.
– 4:05 P.M.

MAIN EVENT HALL

Closing Remarks

Tanya Custer

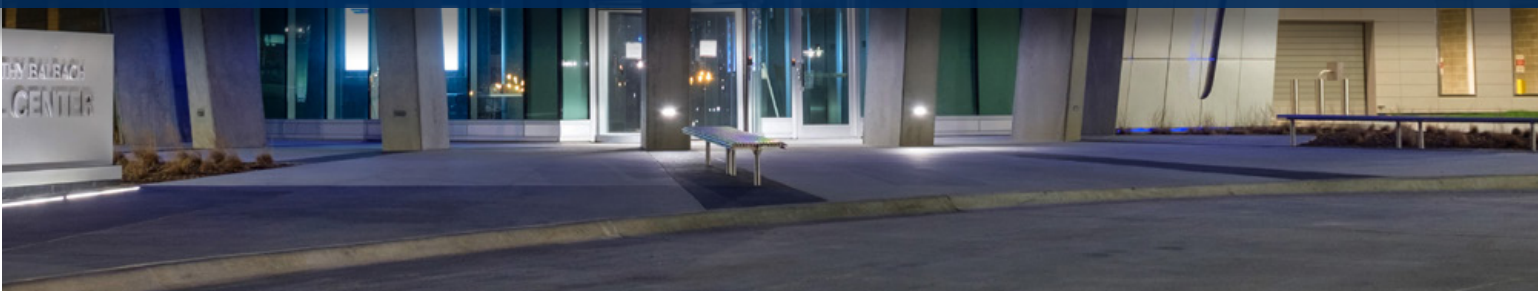
See pages 9 - 13 for full
presentation descriptions.



HONOREES

Distinguished Educators

The Distinguished Educator designation is awarded to a faculty member who consistently demonstrates excellence in teaching and peer mentoring to promote the development of the next generation of effective and innovative teachers.



Abbey Fingeret, MD, MHPTT, PhD, FACS

Professor, UNMC Department of Surgery, Division of Surgical Oncology
Endocrine Surgery Program Director
College of Medicine – Omaha

Abbey Fingeret, MD, MHPTT, PhD, FACS is a professor of surgery in the UNMC College of Medicine. An endocrine surgeon and nationally recognized leader in surgical education, Dr. Fingeret credits her passion for teaching to the mentors who shaped her early professional development. Her educational philosophy emphasizes supportive, rigorous and learner-centered experiences that foster curiosity, confidence and professionalism.

Since joining UNMC in 2016, Dr. Fingeret has led innovative efforts in curriculum design, competency-based education and digital learning. Her contributions include the development of Entrustable Professional Activity-based curricula, simulation-enhanced training programs and educational strategies that strengthen collaboration, competency and professional identity across health professions education.

Dr. Fingeret also serves in several leadership roles, including as chair of the Interactive E-Learning Steering Committee. She is the former chair of the College of Medicine Curriculum Committee. Mentorship remains central to her work, and she is committed to developing future educators, clinicians and leaders through individualized, strengths-based guidance.

T.J. Welniak, MD, MACM

Associate Professor, UNMC Department of Emergency Medicine
Program Director, Medical Education, Technology, and Innovation Fellowship, UNMC Department of Emergency Medicine
Associate Residency Program Director, UNMC Department of Emergency Medicine
Co-Director, Health Design Thinking Program
College of Medicine – Omaha

T.J. Welniak, MD, MACM, is a physician educator and academic leader in the UNMC Department of Emergency Medicine whose work focuses on developing the next generation of healthcare professionals. An Omaha native, he joined UNMC in 2016. Dr. Welniak is driven by the opportunity to help learners grow into confident clinicians, educators and leaders. What he values most is seeing them come into their own and begin contributing in meaningful ways to patients, colleagues and future learners.

Dr. Welniak's educational approach emphasizes active learning, critical thinking and collaboration. He believes learners develop these skills most effectively through authentic experiences that require them to navigate uncertainty, solve complex problems and consider different perspectives. Whether in clinical settings, classroom discussions or other interactive learning experiences, he encourages learners to explore new ideas, challenge assumptions and refine their thinking through reflection and dialogue.

His teaching philosophy centers on aligning educational methods with intended outcomes. To support learner development, he draws from storytelling, community-engaged learning and design thinking alongside a wide range of classroom and experiential approaches. Dr. Welniak believes effective teaching is a skill that can be learned, practiced and continuously improved through feedback and self-reflection, allowing educators with many different styles and personalities to develop an approach of their own.

KEYNOTE

Teaching in a New Time: The Surprising Simplicity and Hidden Complexity of Teaching Across Generations

Each day can feel like teaching in motion. New technologies reshape practice, learner expectations evolve and cultural norms shift as new generations enter training. These changes can create the impression that generational differences are the primary challenge, but the evidence tells a more nuanced story.

This presentation examines what research actually shows about generational differences and how age-related behaviors are shaped by a complex interaction of cohort, period and lifecycle effects. Rather than relying on stereotypes, it explores how educators can use the foundations of inclusion, psychological safety and fairness to create learning environments that support rigorous instruction across generations.

Participants will learn how inclusive teaching practices help stabilize learning during times of rapid change, strengthen learner engagement and build cultures where trainees of all ages feel respected, challenged and able to grow. By grounding generational conversations in evidence and focusing on classroom culture, educators can design sustainable teaching strategies.



PRESENTER

Laura Brooks Dueland, PhD

Industrial/Organizational Psychologist
Co-Founder, Inclusion Analytics
University of Nebraska at Omaha

Laura Brooks Dueland, PhD, is an industrial/organizational psychologist and co-founder of Inclusion Analytics. She earned her doctorate from the University of Nebraska at Omaha, where her collaboration with co-founder Emily Adams, PhD, sparked the theoretical and technical frameworks that later became the foundation of their firm.

Inclusion Analytics pairs data and psychological science to help organizations build stronger workplace cultures, improve employee engagement and wellbeing and enhance performance. The company's assessments examine organizational policies and employee perceptions and have been used by more than 100 organizations across industries—from small nonprofits to global technology companies. The team serves as organizational data partners, developing customized data collection strategies and helping leaders identify and address culture challenges.

Outside of Inclusion Analytics, Dr. Dueland teaches in the psychology department at the University of Nebraska at Omaha and pursues side projects focused on the arts, community building and third spaces for young people.

Morning Sessions

SESSION 1 | 10:20 – 11:10 A.M. (50-MINUTE SESSIONS)

From Reactive to Proactive: UNMC Findings from a National Survey of Medical Student AI Use and the Educator's Role in What Comes Next

Roshan Sapkota

M3, College of Medicine – Omaha

J.P. Miller

M3, College of Medicine – Omaha

Nathan Anderson

Associate Professor, College of Medicine – Omaha

Medical students are already using AI in their clinical learning, often without formal guidance. Drawing on a multisite national survey across 11 medical schools, including more than 100 UNMC respondents, this session explores how students use AI for self-testing, evidence lookup, generating differentials and refining clinical reasoning. Participants will examine common use cases, pitfalls and student-reported concerns, identify gaps in faculty guidance and discuss practical strategies to support responsible AI use, strengthen educator confidence and enhance clinical reasoning and patient care.

Preparing Students for What's Next: Rethinking Career Readiness Through Integrative Learning

Trina White, DrPH, MBA, MSPT, FACHE, FACMPE

Assistant Professor, UNMC Department of Health Services Research & Administration

Director, Master of Health Administration Program

College of Public Health – Omaha

Brenda Nickol, MPH, CPH

Director of Career Services, Office of the Dean

Instructor, UNMC Department of Health Services Research and Administration

College of Public Health – Omaha

Nicole Kolm-Valdivia, PhD, CHES, MPH

Assistant Dean of Academic Affairs, College of Public Health

Assistant Professor, UNMC Department of Epidemiology

College of Public Health – Omaha

This presentation showcases how a master of healthcare administration program transformed its culminating experience, a capstone course, to better prepare students for today's healthcare workforce. Guided by feedback from alumni, healthcare leaders and students, the program replaced its traditional capstone with an innovative Integrative Learning Experience that connects classroom learning to real-world career goals. Using complex case studies, current healthcare issues and reflective practice, the course helps students build leadership skills, strengthen professional identity and demonstrate career readiness. Attendees will gain insights from the redesign process, lessons learned from the pilot and practical strategies for preparing graduates to thrive in a rapidly evolving healthcare environment.

Using Kolb's Experiential Learning Theory as Instructional Framework to Integrate Virtual Reality Simulation into Classroom Instruction

Ellie Miller PhD, RT(R)(CT)(ARRT), RDMS, RVT

Assistant Professor, College of Allied Health Professions

Didactic Education Coordinator

College of Allied Health Professions – Kearney

Simulation-based learning can help bridge the gap between classroom instruction and clinical practice, giving students opportunities to apply knowledge in realistic, low-risk environments. This session explores how Kolb's Experiential Learning Theory can guide the intentional integration of virtual reality simulation into health professions education. Focusing on first-year radiography students, the presenter will share findings from an intervention study examining the impact of non-immersive virtual reality on image evaluation skills. Attendees will gain insights into curriculum design, student learning outcomes and practical strategies for using simulation to strengthen clinical readiness across health professions programs.

Using Importance-Performance Analysis (IPA) as a Practical Tool for Rapid Educational Improvement in Health Professions Education

Maha Farid, MBBCh, MS, PhD

Education Researcher, Interprofessional Academy of Educators

UNMC Academic Affairs - Omaha

Learn how Importance-Performance Analysis (IPA) can turn learner feedback into meaningful improvements without adding complexity. Designed for busy health professions educators, this session introduces a practical, low-burden evaluation method that compares the importance of educational experiences with perceived performance to identify strengths and priority areas for improvement. Using a simple visual framework, IPA supports data-informed decision-making and continuous quality improvement without advanced statistical expertise. Attendees will leave with ready-to-use templates, sample survey questions and a step-by-step approach for enhancing teaching effectiveness and learner experiences through focused, actionable feedback.

SESSION 2 | 11:15 A.M. – 12:10 P.M. (50-MINUTE SESSIONS)

Teaching Beyond Slides: Access, Engagement, Inclusion

Tanya Custer, PhD, MS, RT(R)(T)ARRT

Director, Interprofessional Academy of Educators

Director, CAHP Distance Education

Associate Professor, College of Allied Health Professions – Omaha

Analisa McMillan, PhD, MSED

Interim Executive Director of Digital Accessibility and Online Learning

Associate Director, Interprofessional Academy of Educators

Director, CPH Office of Teaching and Learning

Assistant Professor, Health Promotion, College of Public Health – Omaha

Kim Michael, EdD, RT(R), RDMS, RVT, FSDMS

Anderson Distinguished Professor

Professor, College of Allied Health Professions – Omaha

Program Director, Diagnostic Medical Sonography

Peggy Moore, MSED

Director & Instructional Designer, Interactive E-Learning

UNMC Academic Affairs – Omaha

Assistant Professor, College of Allied Health Professions – Omaha

As institutions work toward ADA Title II compliance, accessible teaching requires more than well-designed slides. This interactive session explores how instructional delivery can either support or create barriers for diverse learners, including students with disabilities, multilingual learners and those relying on course recordings. Grounded in Universal Design for Learning principles, participants will identify common accessibility challenges and learn practical strategies to improve clarity, engagement and inclusion. Through real-world examples, reflection and discussion, attendees will discover ways to better narrate visual content, manage cognitive load and create more meaningful learning experiences. Participants will leave with a customizable checklist and actionable techniques to enhance accessibility in any teaching environment.

Ethical Integration of AI Tools to Improve Manuscript Quality and Efficiency

Jana Wardian, PhD, MSW

Associate Director, Interprofessional Academy of Educators

Associate Professor, Internal Medicine, College of Medicine – Omaha

Artificial intelligence is transforming scientific writing, offering new ways to improve efficiency, streamline formatting and support manuscript development. This session explores practical approaches to integrating AI into the writing process, from language refinement and summarization to figure generation and journal formatting. The presenter will share a structured workflow that balances innovation with transparency, accuracy and scholarly responsibility. Attendees will learn about common ethical challenges, safeguards for responsible AI use and emerging best practices from health professions education and research. The session provides actionable guidance for researchers and educators seeking to leverage AI while maintaining rigor and trust in scholarly work.

Simulation By Design: A Complete Lifecycle Approach to Task Trainer Development

Jami Monico, MSED, CHSE

Assistant Professor and Instructional Designer

College of Medicine – Omaha

Katherine Finney, MD

Assistant Professor

College of Medicine – Omaha

Explore an innovative, cost-effective approach to simulation-based education through the development of customizable task trainers. This session highlights a collaborative partnership between a simulation educator and clinician that combines instructional design, clinical expertise, 3D printing, silicone casting and accessible materials to create realistic, learner-centered models. Attendees will learn how iterative design, clinical validation and learner feedback can produce high-value training tools that support deliberate practice, skill acquisition and confidence. Hands-on demonstrations will showcase practical solutions that expand access to simulation while providing a sustainable framework for educator-driven innovation.

Let's Talk About Cancer: Co-Developing a Community Health Worker Cancer Training Curriculum with a Student-Centered Approach

Brooke Lawson Sautter, RDH

PhD Candidate, Training and Development Manager,

CHW Connect Training Program

College of Public Health – Omaha

Meka Tate, MSOL, MBA, CHW

Community Health Worker Support Specialist,

CHW Connect Training Program

College of Public Health – Omaha

Kia Scott-Sellers MSN, BSN, RN, AMB-BC

PACT RN Care Manager/PhD Student

UNMC/Veterans Affairs

College of Nursing – Omaha Division

Brandon Varilek, PhD, RN, CCTC, CNE, CHPN, FPCN

Associate Professor

College of Nursing – Omaha

Community Health Workers (CHWs) play a vital role in improving community health, yet training opportunities vary widely. This session highlights the development of a women's cancer education curriculum created through a community-academic partnership with Omaha CHWs. Grounded in Social Cognitive Theory and aligned with eight CHW core competencies, the curriculum features interactive e-learning modules developed in Articulate Storyline and hosted on NU Advance. Presenters will share lessons from the co-design process, pilot outcomes and strategies for creating culturally responsive workforce training. Attendees will gain a replicable model for advancing CHW education and community-engaged health professions training.

Afternoon Sessions

SESSION 3 | 1:00 – 1:50 P.M. (50-MINUTE SESSIONS)

Harnessing Artificial Intelligence for Curricular Revision: The Give and Take of Forward Progress

Katherine Bravo, PhD, RN, CPNP-PC

BSN Program Director

Assistant Professor, College of Nursing – Omaha

Explore how the UNMC College of Nursing (CON) proposed its redesigned BSN curriculum to align with the American Association of Colleges of Nursing (AACN) Essentials: Core Competencies for Professional Nursing Education. This session highlights efforts in curricular mapping, gap assessment, clinical partner engagement and competency-based education. The presenter will share how AI supported the development of BSN outcomes, course descriptions and competency alignment while maintaining the mission and priorities of UNMC CON. Attendees will gain practical insights into balancing AI-assisted innovation with faculty expertise to create a competency-focused curriculum that prepares graduates for evolving healthcare needs.

Shifting the Focus: Using Third-Point Communication to Transform Coaching in Clinical Education

Cory Rohlfen, MD

Associate Professor, College of Medicine – Omaha

Victoria Kennel, PhD

Associate Professor, College of Allied Health Professions – Omaha

Sarah Chandler

M4, College of Medicine – Omaha

Hailey Hardin

M2, College of Medicine – Omaha

Jana Wardian, PhD, MSW

Associate Director, Interprofessional Academy of Educators

Professor, Internal Medicine, College of Medicine – Omaha

Danielle Westmark

Systematic Review Service Coordinator

Associate Professor, Education & Research Services Librarian

Leon S. McGoogan Health Sciences Library – Omaha

Explore an innovative coaching strategy from high-performance fields such as sports, music and the military and its potential applications in health professions education. This session introduces third-point communication, a technique that uses shared external references to focus attention, facilitate feedback and support performance improvement. Presenters will share findings from an integrative review examining how the approach is applied across disciplines and the mechanisms underlying its effectiveness. Attendees will gain practical insights into fostering more direct, psychologically-safe coaching interactions, helping learners navigate challenges related to hierarchy, cognitive overload and the complexities of clinical learning environments.

Safety in Focus: Teaching Fluoroscopic Radiation Protection Through Interprofessional Collaboration

Ashley Balliet, MEd, RT(R)(M)(ARRT)

Program Director, Radiography

Assistant Professor, College of Allied Health Professions – Omaha

Shaun Horak, PhD, DMSc, PA-C

Doctor of Medical Science Program Director

Associate MPAS Program Director and Associate Professor,

College of Allied Health Professions – Omaha

Alisha Wright, MHPTT, RT(R)(ARRT)

Assistant Professor, College of Allied Health Professions – Omaha

Lauren Driscoll, MHPE, RRT, RRT-ACCS, RRT-NPS

PA Clinical Education Program/Data Coordinator,

College of Allied Health Professions – Omaha

A team of four radiography students partnered with physician assistant (PA) faculty, radiography faculty and the Radiation Safety Office to develop Fluoroscopic Radiation Safety for Providers, a 40-minute educational module for PA students. This interdisciplinary project combined curriculum development, instructional design and radiation safety expertise to create a sustainable learning resource for the PA curriculum. Presenters will share the collaborative development process, implementation plans and strategies for evaluating learner outcomes through pre- and post-training assessments. Attendees will gain insights into how interprofessional partnerships can strengthen education, promote radiation safety awareness and enhance learning across healthcare disciplines.

Evaluating ASCEND: Advancing Scholars through Coaching, Empowerment, Networking and Dimensional Wellness

Michelle Strong, PhD, MPH, MFA, CHES(R)

Assistant Professor, UNMC Department of Health Promotion

MPH and DrPH Program Director, Department of Health Promotion

College of Public Health – Omaha

Jessica Tschirren, PhD, MPA

Assistant Professor, UNMC Department of Health Services

Research & Administration

Assistant Dean of Student Affairs, College of Public Health – Omaha

The ASCEND program demonstrates how group coaching can strengthen self-efficacy, well-being and community among PhD students. Funded through an IAE educational grant, this yearlong initiative used the GROW (Goals, Reality, Options, Way forward) model and wellness-based programming to help students set goals, build accountability and navigate the challenges of graduate education. Presenters will share program design, evaluation findings and participant experiences, including outcomes related to self-efficacy and sense of community. Attendees will gain practical insights into using coaching to support student success, foster connection and enhance the graduate education experience.

SESSION 4 | 2:00 – 2:50 P.M. (50-MINUTE SESSIONS)

Rethinking E-Learning: Designing Interactive Experiences with AI**Suhasini Kotcherlakota, PhD**

Director, Instructional Design & Technology

Assistant Professor, College of Nursing – Omaha

Discover how Microsoft Copilot can transform traditional e-learning into dynamic, AI-powered learning experiences. Using the real-world module Employee Satisfaction: A Leader's Challenge, this session demonstrates how a Storyline branching scenario was reimaged as a conversational simulation that encourages deeper reflection, decision-making and learner engagement. Attendees will explore practical strategies for designing AI-supported learning activities, including prompt development, scenario design and alignment with learning objectives. Presenters will also discuss implementation considerations, limitations and opportunities. Participants will leave with actionable ideas for using AI to create scalable, simulation-based learning experiences while reducing development time.

Doctoral Capstone Student Supervision in a Nontraditional Level I OT Fieldwork Model**Corey Cundall, OTD, OTR/L**

Assistant Professor, College of Allied Health Professions – Omaha

Stacy Smallfield, DrOT, OTR/L, BCG, FAOTA

Program Director and Professor

Doctoral Capstone Coordinator

College of Allied Health Professions – Omaha

This presentation showcases an innovative Level I occupational therapy (OT) fieldwork (FW) experience created to expand support for Movement Matters, a free, volunteer-based stretching program for people with ALS (PALS). Developed in partnership with doctoral capstone students, the model provides hands-on client experience, leadership development and structured supervision while addressing common challenges of nontraditional fieldwork placements. Presenters will share the program's design, implementation and evaluation results, including strong student satisfaction and professional development outcomes. Attendees will gain practical insights into creating meaningful fieldwork experiences that strengthen learner preparation, workforce development and community engagement.

ENT Emergencies Expanded Bootcamp Curriculum**Chelsea Hamill, MD**

Assistant Professor, Department of Otolaryngology, College of Medicine – Omaha

Prepare residents to manage high-stakes otolaryngology emergencies through an innovative ENT Emergencies Bootcamp at UNMC. Designed for junior residents who are often first to respond in critical situations, this curriculum builds confidence and readiness through targeted emergency training. Unlike traditional bootcamp models, the program incorporates progressive learning, tailoring content to residents' level of training and introducing increasingly complex scenarios as skills develop. Presenters will share the rationale, curriculum design and implementation strategy behind this novel approach. Attendees will gain insights into creating scalable, learner-centered emergency training programs that support clinical preparedness and resident development.

Pharmacist Exploration Childcare Play-kit**Ally DeringAnderson, PharmD, RP, FAPhA**

Clinical Professor, UNMC Department of Pharmacy Practice and Science

College of Pharmacy – Omaha

Tristin Duff

Pharmacist Intern, College of Pharmacy – Omaha

Justin Martin

Pharmacist Intern, College of Pharmacy – Omaha

Dane Messersmith

Pharmacist Intern, College of Pharmacy – Omaha

Tomasa Trejo

Pharmacist Intern, College of Pharmacy – Omaha

The presenters will highlight how collaboration can extend health professions education beyond traditional partnerships. This session highlights the development of pharmacist play-kits for childcare programs served by the University of Nebraska Extension Offices, showcasing the collaborative process used to design, refine and validate kit contents. Attendees will view a completed play-kit, learn how content was developed and hear the perspectives shared by our Extension Office partners. The presentation offers practical insights into building effective community partnerships and creating engaging educational resources that introduce young learners to health sciences professions.



SHORT STACK SESSIONS | 3:00 – 4:00 P.M. (15-MINUTE SESSIONS)

Workflow for Developing Practice Questions Using ChatGPT

Jack Paradis

M3, College of Medicine – Omaha

Currey Zalman, MD

Orthopedic Resident

College of Medicine – Omaha

Makayla Schissel, MPH

Statistician II, UNMC Department of Biostatistics

College of Public Health – Omaha

Geoffrey Talmon, MD

Professor and Vice Chair for Medical Education, UNMC Department of Pathology, Microbiology and Immunology

Senior Associate Dean for Undergraduate Medical Education, UNMC College of Medicine

Courtesy Professor, UNMC College of Allied Health Professions
College of Medicine – Omaha

Kari L. Nelson, PhD

Associate Professor, UNMC Department of Family Medicine

Director, UME Research & EMET programs

Explore a practical, scalable approach to using AI to enhance medical education. Following a needs assessment of first-year medical students at UNMC, presenters developed AI-supported learning resources to support the circulatory and respiratory blocks. This session highlights a standardized prompting workflow that improved content quality, reduced development time and supported active recall and long-term retention. Attendees will learn how AI-generated study materials influenced student engagement, exam preparedness and performance while gaining practical strategies for implementing similar approaches in their own educational settings. The presentation will also address lessons learned, challenges and opportunities for broader adoption.

Recycling Made Easy: Building a Better E-Module Together

Jami Monico, MSED, CHSE

Assistant Professor and Instructional Designer

College of Medicine – Omaha

Learn how the UNMC/Nebraska Medicine LiveGreen Ambassadors (LGA) developed an interprofessional recycling e-module to improve recycling knowledge and promote consistent practices across campus. Delivered through Canvas and Apollo, the module uses interactive scenarios, knowledge checks, animations and learner-centered design to make complex waste-sorting guidance clear and engaging. Presenters will share the collaborative development process involving the UNMC Office of Sustainability, Environmental Services and stakeholders across both institutions. Attendees will discover a scalable approach to sustainability education and gain access to resources that support immediate implementation and broader environmental engagement.

Flipping the Feedback Loop: Building Zero-Tool Interactive Quiz Slides in Native PowerPoint

Iman Ahmad, PhD

Associate Professor, College of Allied Health Professions – Omaha

Transform passive PowerPoint presentations into interactive learning experiences without relying on third-party tools. This lightning talk demonstrates how advanced Microsoft PowerPoint features, including animation triggers, layer sequencing and slide-navigation controls, can be used to create self-contained, responsive quiz activities. Presenters will also share an efficient workflow for meeting accessibility requirements, including a cloud-hosting direct-download link and independent text transcript that achieves a 100% Canvas Ally score. Attendees will leave with practical techniques to increase engagement, support asynchronous learning and maintain institutional accessibility compliance.

Accessibility in E-Learning

Steph Langel, MA, MSED

Instructional Designer, Interactive E-Learning

UNMC Academic Affairs – Omaha

Peggy Moore, MSED

Director & Instructional Designer, Interactive E-Learning

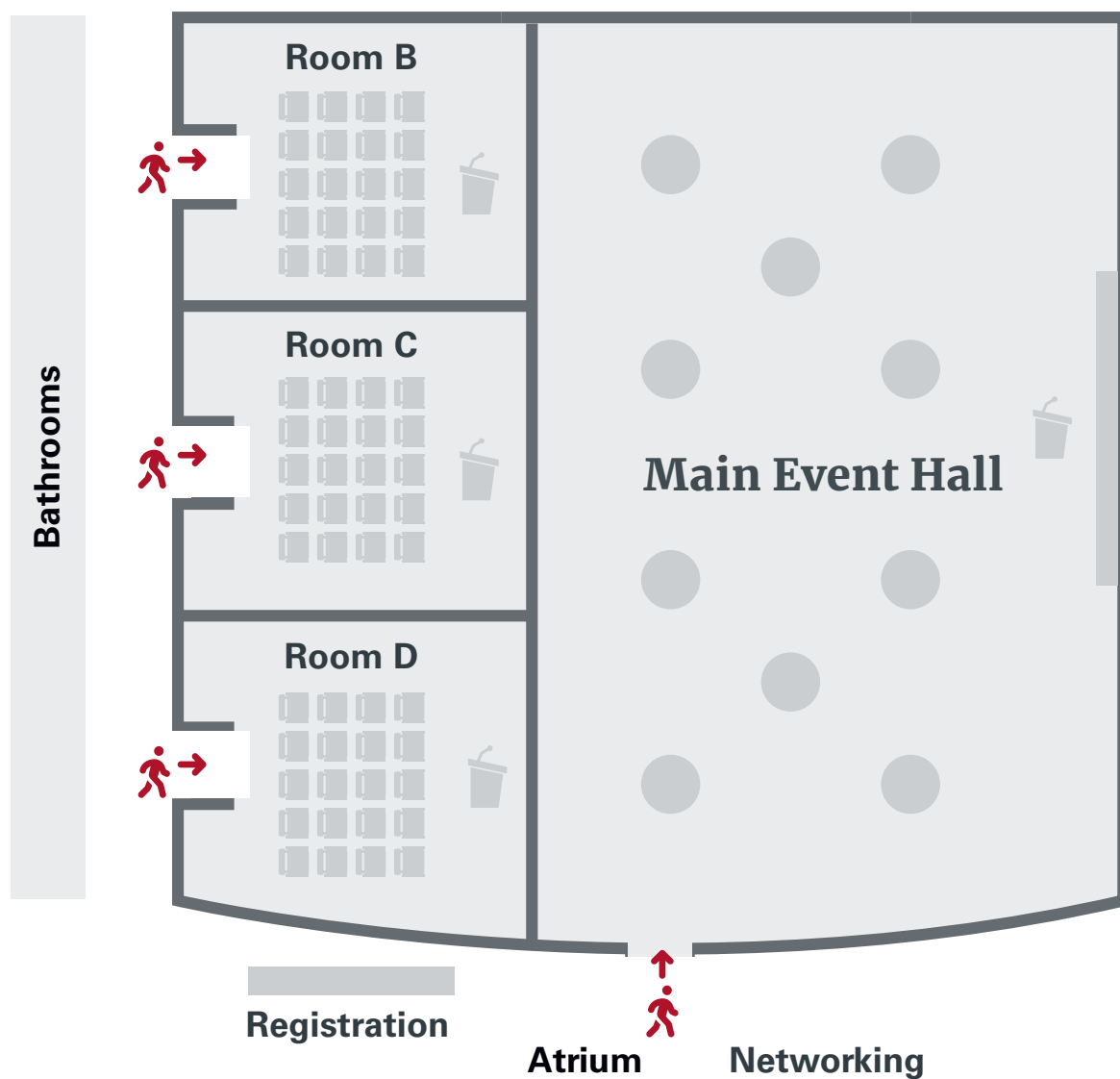
UNMC Academic Affairs – Omaha

Assistant Professor, College of Allied Health Professions – Omaha

While accessibility checkers are an important first step, they cannot identify every barrier and often vary across authoring platforms. This session introduces a comprehensive e-module accessibility checklist developed from WCAG standards and designed specifically for interactive learning environments. Presenters will share how key accessibility requirements were translated into clear, actionable guidance and demonstrate practical implementation strategies within Storyline. Attendees will gain a useful framework for moving beyond automated checks, strengthening accessibility compliance and creating more inclusive e-learning experiences through intentional design and development practices.



Truhlsen Campus Events Center



This publication is produced by the Interprofessional Academy of Educators and the Office of Distance Education at the University of Nebraska Medical Center.

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