



The Interprofessional Academy of Educators extends a special thanks to the University of Nebraska Programs of Excellence, UNMC College of Medicine Alumni Engagement Council and Virginia B. Grissom for the generous support that allows us to fulfill our mission.



Mission

The mission of the Interprofessional Academy of Educators is to foster a vibrant interprofessional community of educators through faculty development programs, educational scholarship, and the development of innovative curricula.

Vision

The vision of the Interprofessional Academy of Educators is that UNMC and Nebraska Medicine are the most learner-centered organizations in health professions education.

Message from the Director

On behalf of our members of the UNMC Interprofessional Academy of Educators (IAE) and its leadership team, it is my pleasure to share the Academy's accomplishments during our inaugural year.

The IAE is made up of more than 70 UNMC educators who are committed to training the next generation of health practitioners and scientists, making UNMC the most effective, innovative, and learner-centered health science center in the world. The Academy membership includes representatives not only from each campus but 6 Colleges, the Munroe Meyer Institute, Academic Affairs, and ITS. It is a vibrant community of UNMC educators for UNMC educators.

The mission of the IAE is threefold. First, we are dedicated to fostering the use of teaching best practices among all faculty through sharing of ideas and experience. Second, the IAE nurtures educational scholarship and innovation. Finally, the connections that IAE members have provide a framework for mentoring the next generation of teachers at UNMC, providing young faculty members with enthusiasm for teaching, a network of peer support and opportunities to become involved in educational projects.

While several institutions have Academies, ours is unique. Many such organizations are housed within one college, school, or unit. The IAE, however, is interprofessional by design. It was founded with the idea that when educators with like interests and complementary expertise collaborate, no matter what their profession or where they are physically located, students ultimately benefit. This focus on breaking down physical and logistical barriers is evident in everything we do, from the diversity of the IAE's membership to our dedication to making all events available at each campus.

Second, IAE membership is based on a commitment to service to the educational mission of UNMC, not simply a "feather in the cap" for senior professors. Each member of the IAE is expected to give back to their peers through development of educational projects, mentorship, and participation in programs. Indeed, we seek out both accomplished faculty members with a long track record of teaching excellence and junior faculty with a passion for teaching.

Special thanks are necessary for the support provided by the UNMC College of Medicine Alumni Engagement Council, Virginia B. Grissom, and the University of Nebraska Board of Regents (through the NU Programs of Excellence) for their generous support during our first year. The commitment that they have shown to supporting UNMC's educators has made everything that is discussed in this report possible.

Geoffrey Talmon, MD Director, UNMC Interprofessional Academy of Educators



Geoffrey Talmon, MD



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Ask the Founders



Howard Liu, MD
Assistant Vice Chancellor
Faculty Development



Gregory M. Karst, PT, PhD
Executive Associate Dean
College of Allied Health Professions

While Dr. Howard Liu and Dr. Gregory Karst played a critical role in realizing the vision for a teaching academy at UNMC, there were many faculty, staff, and supporters, who were instrumental in its development. The Teaching Academy Task Force, an Interprofessional group of over 50 faculty and staff members worked tirelessly creating and championing a 2014 effort which ultimately led to the inception of the UNMC Interprofessional Academy of Educators. Charles Krobot, PharmD, championed an initial proposal as far back as 2010 that set the stage for the birth of the organization. Myrna Newland, MD, Paul Larsen, MD, and Tom Birk, PhD, also played a crucial role throughout the process. It is because of the efforts of these dedicated educators, along with the support and leadership of Senior Vice Chancellor for Academic Affairs, Dr. Dele Davies, and each of the UNMC Deans that the IAE was generously funded through the University of Nebraska Programs of Excellence.



How did the idea for an UNMC Interprofessional Academy of Educators come about?

There was a recognition at UNMC for many years that encouraging collaboration among faculty across our colleges was critical to the sharing of innovations in education. Unfortunately, Faculty Development programming alone was not enough to build interprofessional research and scholarship teams, as well as share ideas that would strengthen teaching. As far back as 2010, work began on an initiative to form a teaching academy that could fill this gap. However, it wasn't until 2015 that this idea became a reality. It was all made possible because of the dedicated faculty and staff who spent hours brainstorming and planning how a UNMC academy would function. We also had support from key leaders on campus who felt strongly about the need for an interprofessional unit whose key focus was elevating our educational techniques, enhancing collaborative research, and increasing scholarship.



As part of developing UNMC's Academy, you spoke with leaders from the University of California San Francisco and Harvard Medical School academies. What were the most valuable things you learned from those discussions?

By consulting with these experts, we were able to gain an understanding of the types of functions an academy could have and what worked (and didn't work) for them. We were able to see the pros and cons of possible structures for an academy, which helped to shape our service-based mission. Additionally, being inspired by Harvard's strong emphasis on educational research and scholarship, we were able to adopt a similar goal of helping UNMC's Academy members develop and implement projects that lead to national and international dissemination. UCSF also shared their vision of providing internal grants to its members. This concept of financially supporting early educational researchers has since become an important element of UNMC's Academy structure.



Many teaching academies nationally are housed in their corresponding college. What benefits do you see in having an interprofessional focus?

There is power in networking with people from different disciplines to share ideas about teaching and research. Bringing together people with different perspectives allows new ideas to rise and fosters a sense of collaboration which then gets passed on to our students, who have to learn to work across disciplines for the best outcomes for patients. That's why interest groups are so pivotal to the Academy's mission. They really are the starting block for interprofessional education. Additionally, while there are many academies in the U.S., very few have an interprofessional focus. This means the UNMC Academy has the opportunity to become a pioneer and leader in this effort.



Where would you like to see the Interprofessional Academy of Educators in the next 5 to 10 years?

By connecting dedicated educators, the academy is uniquely poised to find better ways to integrate technology and teaching, as well as use it effectively. We would like to see members of our Academy at the forefront of research and scholarship in this area, as well as modeling best practices for using technology in teaching. In addition, the Academy should strengthen relationships between all five campuses across Nebraska, allowing rural areas to have access to the same high-quality education tools the Omaha campus employs. Finally, the Academy should serve as an avenue to partner with other healthcare agencies and institutions, enabling us to have both a national and global impact for setting standards for educating healthcare professionals. The current Academy leadership is setting in motion many elements to ensure we achieve these endeavors, and we have complete confidence in their success.

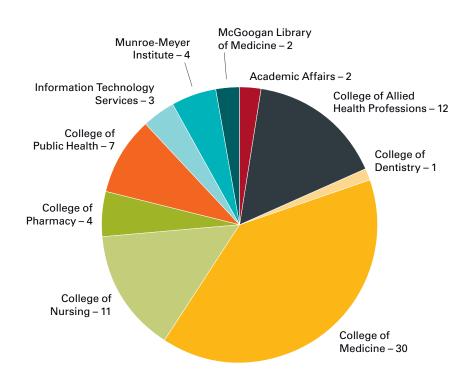


Introducing our Inaugural Members



In its first induction class, on September 13, 2016, the Interprofessional Academy of Educators welcomed 76 new members. Dr. Howard Liu, an Academy founder and inductee called the ceremony 'the culmination of a 20-year journey of enhancing the educational culture at UNMC'.

These inaugural members, who have demonstrated dedication to teaching excellence, represent each of UNMC's six colleges as well as MMI, ITS, and Academic Affairs—spanning across Nebraska with members on each of UNMC's five campuses.









Lincoln – 2

Kearney – 2

Norfolk – 2

Scottsbluff – 1

Special Interest Groups

The Interprofessional Academy of Educators functions through eight interest groups designed to nurture collaboration between educators with similar interests. While led by Academy members, meetings are open to anyone on campus.

Members initially serve a two year term, with four year terms afterward, which are renewable indefinitely provided members remain engaged in the activities and mission of the Academy. Each member is expected to belong to at least one interest group.

Quarterly Academy-wide meetings provide an opportunity for interest groups to share their projects and initiatives.



Chair: Jessica Snowden, MD | Secretary: Kathryn Wampler, BS, RT(R), RDMS, RVT

The Clinical Teaching interest group provides a vehicle for encouraging communication and innovation among educators with an interest in teaching in clinical environments. The focus is to foster cooperation in the development and implementation of best practice, evidence-based educational strategies, and practical tools in education at the bedside and in the clinic. Participants in this interest group include clinical teachers from many fields, including Allied Health, Medicine, Nursing, Psychology and others. This multi-disciplinary participation allows us to learn from each other and to design strategies for optimizing education across many fields.

In 2016-2017, the Clinical Teaching interest group was actively involved in the development of the Preceptor On-boarding website. This included active discussion and analysis of existing preceptor surveys

and expanding the surveys to include multiple practice fields, as well as the clerkship directors. We also reviewed existing preceptorship resources to provide advice for highlighting areas of need and best practices to include in the newly developed site. We anticipate continued involvement in review and improvement of this valuable resource to better serve the preceptors throughout the state and beyond.

Additionally, the Clinical Teaching interest group provided feedback and guidance for an on-going project regarding assessment of clinical teaching. The group would like to continue to serve as a resource for clinical educators on campus who are developing and evaluating innovative teaching approaches. Through 2016-2017, the group met monthly in face to face discussions. For 2017-2018, this may transition to other formats to offer optimal flexibility for clinical educators.



Curricular Design, Instructional Methods, Assessment and Evaluation

Co-Chairs: Craig Piquette, MD, FACP, FCCP & Suhasini Kotcherlakota, PhD Secretary: Karen Honeycutt, MEd, MASCP, MLS(ASCP)^{CM}SM^{CM}

Our interest group has a long name and broad interests. It was clear from the first meeting that members came to the group seeking information in order to become better teachers. As the group evolved, the meetings became a means to present best practices in a variety of areas such as feedback, reflection, objective writing, simulation-based curriculum methods and to talk about some of the innovative methods being implemented on campus. As the academic year ended, the group

focused on learning as much about the new learning management system to be used on the UNMC campus, Canvas. Some early adopters shared tips and representatives from Information Technology provided an overview of Canvas' capabilities. The two projects the interest group initiated were publishing the transcripts and materials of the best practices reviewed earlier in the year and we began work on establishing a UNMC 'template' for Canvas.



ETC: Education Technology Collaboration

Co-Chairs: Teresa Hartman, MLS & Melissa Diers, MEd | Secretary: Alissa Fial, MA, MLIS

This year has been one of teamwork and focused outcomes, starting with the inclusion of ETC as one of the eight founding Special Interest Groups of the UNMC Interprofessional Academy of Educators. ETC co-chairs, Teresa Hartman and Melissa Diers, worked throughout the year to maintain the atmosphere of a community of support, while addressing the expectations of the IAE. ETC leadership expanded to include the first elected Secretary, Alissa Fial. In November 2016, ETC members decided to work towards the following goals to satisfy the IAE SIG annual outcomes:

- Increase SIG membership by 20 percent to promote the appropriate use of educational technology, and
- Creation of a tool/diagram to identify UNMC educational technology tools, identified outcomes, and exemplary examples.



Diers, Melissa and Hartman, Teresa, "Yes You Can! Encourage Technology innovation by Building a Community of Support" (2017). Posters and Presentations. http://digitalcommons.unmc.edu/mcgoogan_pres/4

Both goals were met. Of note, eight members reviewed 14 of resources/tools. The reviews will be shared University-wide so others interested in integrating educational technology into their curriculum will find support and information.

Diers and Hartman presented a poster outlining the process that ETC has taken to develop its community of support on June 6, 2017, at the OLC Collaborate Conference, Omaha, Neb.





Learning Environment and Wellness

Co-Chairs: Amy Duhachek-Stapelman, MD & Nizar Wehbi, MD, MPH, MBA Secretary: Jennifer Parker, MD, FAAP, FACP

The Learning Environment and Wellness Interest Group has been primarily focused on development of the "Bridges to Wellness" conference in collaboration with the Rural Health Interest Group. This will be an event focused on recognition and education of preceptors in the University of Nebraska Medical Center system. The conference will be held in 2018 in Kearney, Nebraska with the goal is to include 70 clinical preceptors in this educational endeavor.

Key components of this conference will be to introduce preceptors throughout the state to the Interprofessional Academy of Educators and to educate preceptors about resources available to them, such as the Preceptor Toolkit. An additional purpose of the conference is to thank preceptors for helping to train the future healthcare providers of the

state of Nebraska. The majority of the conference will be an interactive educational opportunity focused on Wellness in healthcare providers. The initial session will involve table discussions where providers can discuss barriers to wellness they experience in their practices. This will be followed by our keynote speaker, Dr. Colin West, who will discuss Developing Bridges to Wellness. Dr. West has done extensive research on physician well-being and medical education. The day will conclude with table discussions on how skills can be incorporated into practice, followed by a panel discussion on creating Bridges to Wellness.

The Learning Environment and Wellness Interest Group will also begin work on other projects related to wellness in the learning environment.



Rural Health Care Education

Co-Chairs: Michael Huckabee, PhD, MPAS, PA-C, Russ Buzalko, PhD (through June, 2017) & Julie Morbach, MA, RT(R), RDMS (June through Aug. 2017)
Secretary: Julie Morbach, MA, RT(R), RDMS (through June, 2017)

The Rural Health Care Education (RHCE) Special Interest Group's mission is to identify, develop programs/projects, and promote educational opportunities related to rural education, with a particular focus on meeting the needs of community educators. During the group's first meetings, discussion topics included teaching strategies for rural health preceptors, benefits to students learning in rural health environments, benefits to rural communities hosting student learners, best practices in rural care, and utilization of telehealth in rural care. Consideration was given to creating outreach courses modeled after other courses such as the UNMC Rural Health Emergency Medicine program. Gaining a better understanding of rural health education needs and establishing connections with other rural health organizations (e.g., Nebraska AHECs, Nebraska Rural Health Assoc., NE Dept of HHS and VA Health care systems) were identified as possible future directions.

The Academy leadership asked the RHCE and the Learning Environment & Wellness special interest groups to work together to develop a wellness seminar for UNMC preceptors who are rural health professionals. Planning for this event has been the main project of the RHCE special interest group.

Called "Bridges to Wellness," the event is slated for 2018. The event is for physicians, physician assistants, and nurse practitioners within a 100-mile radius of Kearney that serve as preceptors for UNMC students. This educational sharing session is designed to assist these UNMC preceptors in maintaining well-being while meeting their challenging roles as educators and clinicians. During this interactive event, participants will collaborate with local and national experts in the area of wellness by identifying sources of clinician burnout and resources to help formulate bridges to wellness and recognize the invaluable contributions of UNMC preceptors and bring their attention to the helpful resources of the Academy.







PJ Schenarts. MD. FACS

Secretary: Katherine Bravo, PhD, RN, CPNP-PC

The Science of Learning Interest Group focuses on gaining an appreciation for and supporting the purposeful application of the knowledge garnered from cognitive theory, adult learning, and memory research to healthcare professions education of all flavors.

Our work during the last year has focused on critical thinking. The group began by reviewing and discussing relevant literature. We have been actively involved in planning the Premier Education Banquet program, held on Aug. 15, 2017. The event's activities focus on critical thinking. Members of the Science of Learning Group have been involved in developing a pre-event module that introduces the domains and 'habits of the mind' that comprise the skill or practice of critical thinking. They have also been involved in developing a series of scenarios for an interactive



learning experience for event attendees.

Group members also visited the iEXCEL Vizualization Hub and discussed ways to incorporate available technology more broadly across colleges and disciplines. Directions for future work include building on the critical thinking activities to include assessing critical thinking skills and ways to capture best practices from UNMC faculty recognized for excellence in teaching.



Co-Chairs: Patricia Carstens, MS, CHSE & Connie Miller, PhD, RN, CNE Secretary: Lisa Bartenhagen, MS, RT(R)(T) ARRT

The Simulation Interest Group met monthly from Sept. until May. The structure of the meetings included review of relevant journal articles, discussion of possible projects for the group and presentations from various members on topics related to the development and operationalization of simulation. Meeting attendance has ranged from 15-40 faculty and simulation staff who are currently involved in simulation activities.

The group agreed that one of the most important and potentially overlooked aspects of simulation is in the area of debriefing or reflective thinking. The group determined that there is a need for educational modules based on four of the major debriefing models and various members of the interest group are working to complete e-learning modules on those debriefing methods. Additionally, other members

are working on updating the simulation equipment database. This database allows easy access of the collection of simulation equipment currently on campus.

One meeting was devoted to the tour of Dr. Hani Haider's lab where he uses 3-D printing to develop orthopedic implant devices and another meeting was devoted to the introduction of the iExcel Visualization Lab in Sorrell.

Meetings of this group will reconvene in August with the Premier Banquet as the meeting.

General meetings will be starting in September and will devote more focus to open discussions, demonstrations and possible scholarly pursuits in the area of simulation.



Interprofessional Education (IPE)

Co-Chairs: Charles Krobot, PharmD, RP & Denise Britigan, PhD, MA, CHES | Secretary: Kristen Cook, PharmD, BCPS

This interest group serves as a platform for assisting UNMC educators in identifying opportunities for incorporating interprofessional teaching. Our inaugural year was one of exploration. In our monthly meetings, the following items were considered over the course of the 2016-17 academic year:

- The need to identify IPE activities already in place on UNMC campus. A potential project suggestion was explored to inventory what each college is doing however, after further exploration; we learned that this type of activity had already been completed as part of the UNMC IPE Program.
- Much discussion regarding what IPE actually is and how it intersects with service learning and community engagement
- Leaders in the area of TeamStepps at UNMC shared information with the group. These expert

- now routinely attend and contribute to the interest group meetings.
- Discussion regarding the Entrustable
 Professional Activities (EPA) per discipline to
 assure those concepts are incorporated into
 further development on the part of our group.
- Extensive discussion regarding what role the IPE Interest Group can play in the development of a longitudinal IPE curriculum on our UNMC campus.

Educational Programs & Projects





Teaching Launchpad

This year the Academy began the Teaching Launchpad series. The series was designed to provide new faculty or faculty who have new teaching roles with foundational teaching skills. Sessions were spaced throughout the year and consisted of content covering key elements of course development, formative and summative assessment, teaching strategies and the relationship between teaching and scholarship. Sessions were live streamed to other UNMC campuses. There were 64 faculty members who attended at least one session with nine who attended all of the sessions. The series was Interprofessional with participants coming from the College of Medicine, the College of Allied Health, the College of Pharmacy, the College of Nursing and the Monroe-Meyer Institute. Distance participants attended from the Kearney, Scottsbluff, Lincoln, and Norfolk campuses. Continuing education credit was offered for the series, and evaluations will be analyzed to enhance the program and format in future years.

1 COURSE DEVELOPMENT

SEPT. 16, 2016

In this course, participants learned the basic principles of constructing a course syllabus, developing learning objectives and became familiar with posting course

content to Blackboard.

Course Faculty: Ronald Shope, PhD Andrew Patterson, MD, PhD, Faye Haggar, EdS Linda M. Love, EdD, MA

Attendance: 33 (3 distance)

2 ASSESSMENT & EVALUATION

NOV. 18, 2016

This session explored techniques for assessing student work in the classroom, including principles of test design and construction of rubrics.

Course Faculty: Ronald Shope, PhD

Attendance: 27 (2 distance)

3 TEACHING STRATEGIES

FEB. 17, 2017

Participants investigated different approaches to make content more engaging, including lecture, flipped classroom, simulation and e-learning module development.

Course Faculty: Elizabeth Beam, PhD, RN Geoffrey Talmon, MD Connie Miller, PhD, RN Peggy Moore, MSEd Tanya Custer, MS, RT(R)(T)

Attendance: 31 (5 distance)

4 EDUCATIONAL SCHOLARSHIP

MAY 19, 2017

During this session, participants discovered resources at UNMC that support educational scholarship in learning while learning more about the role of the Institutional Review Board and how they support the study of the teaching and learning process.

Course Faculty: Elizabeth Beam, PhD, RN Jennifer Kucera, MS, CIP

Attendance: 21 (2 distance)

Congratulations to those who attended all 4 sessions:

OMAHA

Inman Ahmad, PhD – CAHP
Danish Bhatti, MD – COM
Kirsten Curtis, MSN, RN – CON
*Alissa Fial, MA, MLIS – AA
Jo Anne Genua, MSN, RN, CCHN-C – CON
Sara Kupzyk, PhD – MMI

*Kathryn Wampler, BS, RT(R), RDMS, RVT - CAHP

KEARNEY

*Julie Morbach, MA, RT(R), RDMS – CAHP Tessa Wells, PT, DPT – CAHP

*= IAE Member











College of Nursing-Northern Division Teaching Program

In November of 2016, the Academy was asked by College of Nursing Dean Julie Sebastian and Assistant Dean of the College of Nursing Northern Division Liane Connelly to assist in the development of a learning session on teaching strategies for faculty new to a teaching role at the Norfolk campus. After some dialogue between the Academy and the CON leadership it was decided to create a workshop session in January followed by a teach out session in February to apply what was learned. The workshop session in January focused on educational design, teaching strategies, and classroom assessment techniques. Between sessions, the faculty chose a small amount of teaching material to revitalize and share with the group during the second session. The entire group along with Academy members provided immediate feedback on the new and improved teaching experiences. The educational presentations were also recorded and given to the individual faculty after the event so they could reflect on their performance.

The sessions were perfectly scheduled to coincide with pleasant winter weather for travel and the College of Nursing provided a tour and plenty of hospitality. The February session was just before Valentine's Day which provided a nice "love" theme for the teach out experience. Special thanks to Academy members Linda Love, Patti Carstens, Sarah McBrien, Analisa McMillan, Beth Burbach, and Academy Leadership for supporting this activity with their time and talents.



Premier Education Banquet

The Premier Education Banquet is an annual event that bridges institutions, colleges and departments to discuss academic activities that help define UNMC and Nebraska Medicine as a premier educational institution in support of our mission and strategic plan.

The 2016 Premier Education Banquet, co-sponsored by the Interprofessional Academy of Educators, Faculty Development, and Nebraska Medicine Office of Health Professions Education focused on helping classroom and clinical educators navigate and integrate change into their teaching styles by providing short content neutral demonstrations on e-modules, lecture, team based learning (TBL), and simulation.

E-Module:

*Faye Haggar, EdS

Lecture:

*Geoffrey Talmon, MD

Team-Based Learning:

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

Simulation:

Paul Paulman, MD

Ray Layne, BS, EMT

*Academy Members

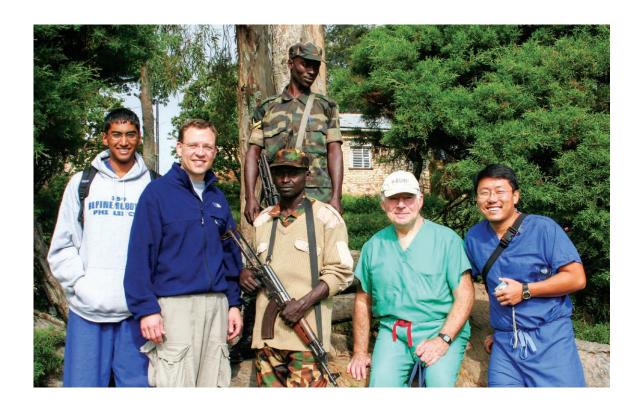


Everest Project

During the Spring of 2017, two IAE sponsored scholars (Walker Thomas and Eric Harvester) participated in an education and research project at Mt. Everest in Nepal. Walker Thomas is an ultrasonographer and Assistant Professor in the Department of Anesthesiology. Eric Harvester is a critical care nurse in the Cardiovascular ICU at UNMC. Their project focused on whether handheld ultrasound devices could be used during ascent to high altitude for the evaluation of cardiac and pulmonary dysfunction. Mr. Thomas and Mr. Harvester worked with investigators from University College London's Center for Altitude, Space, and Extreme Environment Medicine as well as with Dr. Bradley Fremming, an Anesthesiology faculty member at UNMC. Dr. Tim Rush (UNMC Resident in Anesthesiology) and Dr. Dan Kalin (UNMC Critical Care Medicine Fellow) were also members of the UNMC Everest team. During the nine months leading up to their ascent to high altitude, the UNMC trainees



learned to identify testable hypotheses involving human physiology and response to hypoxemia. They learned to design and conduct research studies. They learned to how to complete IRB submissions for human subject research studies. In addition, they learned to interpret data collected during physiology investigations.



Rwanda

IAE Advisory Council Member Dr. Danstan Bagenda and IAE Member and Associate Director, Dr. Andrew Patterson are leading an education and research team in the village of Gitwe Rwanda that recently completed a one-year, 1700 patient study of sepsis in resource limited environments. The investigation focused on an education intervention and demonstrated improvement in outcomes after a multi-day hands on education symposium for local health care providers. The symposium emphasized the importance of and techniques used for identifying and treating sepsis in rural environments like Gitwe. Dr. Bagenda and Dr. Patterson as well as their Rwandan colleagues also participated in a 6500 patient global collaborative study to evaluate the utility of the quick Sequential Organ Failure Assessment (qSOFA) score for identifying sepsis in low and middle-income countries. The collaborative project is known as the Sepsis Assessment and



Identification in Low Resource Settings (SAILORS) Collaboration and included clinicians from Bangladesh, Haiti, India, Indonesia, Myanmar, Sierra Leone, Sri Lanka, Thailand, and Vietnam.

Educational Scholarship



Educational scholarship has been a focus in the Academy throughout the year. As a component of the Teaching Launchpad courses, a primer on scholarship which included developing a scholarship plan and the many research and publication resources available to UNMC faculty and staff was developed. Resources were also organized and prepared for easy access on the academy website.

Research Lab/Workstation

We surveyed our Academy members to determine what research resources they would find valuable as resources. A workspace has been developed to provide a one-stop resource for data collection, data analysis, and scholarly work in education. We have plans to employ a student worker in the coming year and to begin working with other colleges to support writing groups on educational research.





The Interprofessional Academy of Educators awards seed grants to members for educational projects each year. Intended to position awardees for extramural funding, it is also expected that these projects will result in some form of dissemination on the regional or national stage. Below are summaries of the projects funded by the Interprofessional Academy of Educators in the past year.

PROJECT

Diagnostic medical sonography student-led teaching of abdominal point-of-care ultrasound to internal medicine residents: An interprofessional educational intervention and assessment

PROJECT ABSTRACT

Point-of-care ultrasound (POCUS) refers to the use of portable ultrasound technology to make diagnostic and therapeutic decisions in real-time at the patient's bedside and has shown promise among medical and under-graduate students. However, it is unclear if this can translate to graduate medical education programs which have unique challenges, including competing curricular priorities, scheduling conflicts, and a lack of trained house officers to serve as peermentors. To address these barriers we proposed an interprofessional educational (IPE) approach to teaching POCUS skills, in which diagnostic medical sonography (DMS) students from the College of Allied Health would serve as coaches for IM residents in the College of Medicine.

A four-hour IPE workshop in which DMS students teach first-year IM residents how to perform abdominal ultrasound through hands-on skills practice on standardized patients will be designed.

Abdominal ultrasound images attained by IM residents following the DMS student-led workshop will be scored objectively using a standardized rubric and compared to a historic cohort. Pre/post-intervention surveys and focus group interviews of residents and DMS students will be performed to determine their perceptions of interprofessional collaboration.

To our knowledge, this would be the first study looking at peer-led IPE in POCUS.

TEAM MEMBERS

- *Christopher Smith, MD PI
- *Tabatha Matthias, DO
- *Kim Michael, MA, RT (R), RDMS, RVT
- *Devin Nickol, MD
- *Elizabeth Beam, PhD, RN

*Academy Members

PROJECT

Learning analytics for assessing critical thinking and student engagement to improve instructor feedback: A mixed methods study

PROJECT ABSTRACT

This mixed methods study will utilize learning analytics to evaluate critical thinking, student engagement, and enhancement of instructor feedback in women's health students studying gynecological concepts. A sequential explanatory mixed method design will be used. This is a two-phase design where the quantitative data is collected first followed by qualitative data collection. The purpose is to use the qualitative results to further explain and interpret the findings from the quantitative phase. In this study, learning analytics will be used to assess student interactions and assessment scores to improve the way instructors provide feedback to students in the women's health course(s). Analytics from e-learning modules will be collected from the Moodle Learning Management system linked to Canvas LMS. Faculty members from the women's health program will then be selected for focus group interviews, where they can reflect on the data analytics.

TEAM MEMBERS

- *Suhasini Kotcherlakota, PhD Pl Janice Twiss, PhD, RN, CWHNP, APRN-NP – Co-Pl
- *Elizabeth Beam, PhD, RN Eric Lasher
- *Daniel Moser, PhD Sonja Kinney, MD Amy Ford, DNP, APRN-NP, WHNP-BC Jennifer Cera, MSN, RN, APRN-NP Deborah Wisnieski, PhD, RN, APRN-NP

^{*}Academy Members

Academy Grants

Academy members are working on grant funded Health Science Education projects that total more than \$26.9 million. Many projects are multi-year and include non-academy members. Below is a list of the members who work on funded projects.

*Grant includes non-Academy Members **Designates Academy Member is Principal Investigator + Extramural Grant

ACADEMY MEMBER(S)	FUNDING AMOUNT	TIME FRAME	GRANT TITLE/FUNDING AGENCY
H. Dele Davies Elizabeth Beam	19.8 million*+	2016-2020	"National Center for Health Security and Biopreparedness: Training, Simulation and Quarantine Center" U.S. Department of Health and Human Services
Cynthia Ellis** Interprofessional Academy of Educators	3,542,473*+	2016-2021	"Interdisciplinary Leadership Training Program (MCH-LEND)" U.S. Department of Health and Human Services
Beth Burbach Patricia Carstens Gregory Karst	1,095,991*+	2016-2021	"Nebraska Simulation in Motion" Helmsley Foundation
Michael Huckabee**	933,910+	2012-2017	"Physician Assistant Training in Primary Care" Bureau of Health Professions, Health Resources and Services Administration
Ronald Shope	450,000*	2016-2019	"Developing a Decision-Support Costs and Benefits Framework for Investments in Hospital Preparedness in Nebraska: A Pilot Mixed Methods Investigation" UNMC Foundation
H. Dele Davies** Kendra Schmid	415,000*+	2016-2017	"Summer Health Professions Education Program" Robert Wood Johnson Foundation
Kelly Caverzagie**	300,000+	2016-2019	"Interprofessional Education into Interprofessional Practice" AMA Accelerating Change in Medical Education Consortium
Brandon Grimm**	210,000*+	2016-2017	"Refugee Preventative Screening Program" Nebraska Division of Public Health, Nebraska Department of Health and Human Services
Kimberly Michael** Tanya Custer**	50,000	2015-2017	E-Learning Curricular Innovation Grant UNMC
Karen Honeycutt**	25,000	2016-2017	"Graduate Certificate in Leadership & Transferable Skills in Biomedical & Health Science Online Course Development" NU Online Worldwide

ACADEMY MEMBER(S)	FUNDING AMOUNT	TIME FRAME	GRANT TITLE/FUNDING AGENCY
Karen Honeycutt**	21,436	2015-2016	"Incorporation of an Online Video Collaboration Platform to Conduct Virtual Face-to-Face Small Group Classroom Discussion in a Blended Learning Environment" Kelly Funds University of Nebraska
Kendra Schmid**	25,000	2016-2018	"Certificate in Applied Biostatistics" NU Online Worldwide
Devin Nickol	5% Salary Support*+	2016-2020	"HIV Interprofessional Education Project (HIPEP)" HRSA/Midwest AIDS Training & Education Center
Katherine Bravo** Suhasini Kotcherlakota	9,682	2016-2017	"Enhanced Safe Medication Delivery Education for BSN Students" Nebraska Foundation
Betsy Becker**	9,200	2016	"Early Career Faculty LINK: Leveraging Individual Faculty Knowledge" College of Allied Health, UNMC
Christopher Smith**	5,000*+	2016-2017	"Alliance for Academic Internal Medicine Innovation Grant" Alliance For Academic Medicine
Amy Duhachek-Stapelman**	3,900	2016-2017	"Creating a better OSCE: Training and validating standardized patient assessments" College of Medicine, UNMC
Susan Wilhelm**	2,000*	2016	"Making the Transition from a Traditional Nursing Curriculum to a Concept Based Curriculum" College of Nursing, UNMC
Amber Donnelly**	1,000*	2016	"E-Learning Student Program Award: Rapid On-Site Evaluation (ROSE)" Office of Vice Chancellor of Academic Affairs, UNMC
Amber Donnelly**	1,000*	2016	"E-Learning Student Program Award: Telecytology" Office of Vice Chancellor of Academic Affairs, UNMC
Corrine Hanson**	1,000	2016-2017	"Following the Growth of Sarah's Baby: Development of an Interprofessional Educational Activity" UNMC Interprofessional Education Development
Kimberly Michael** Tanya Custer** Corrine Hanson Teresa Hartman	990*	2016	"IPE Development Grant" UNMC
Colleen Kennedy**	350	2016+	"Population-Centered Care Clinical Course for population projects on an Indian Reservation" Gamma Pi At-Large Chapter Service Grant

Publications

IAE members were authors on more than 30 articles that dealt with Health Sciences Education in 2016. Below is a list of the articles with the name of the Academy member author in bold.

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- Bravo, K. S., Pozehl, B., & Kupzyk, K. (2016). Revision and psychometric testing of the safe administration of medications scale. Journal of Nursing Measurement, 24(1), 147-165. doi:10.1891/1061-3749.24.1.147 [doi]
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- Carstens P., Adams J. J., Gannon D. E., Wadman M. C., Collier D. S, Miller C. L., Sample J. F., Brick D., Paulman P. P. (2016). Development of an Interprofessional student teaching simulation in team communications and skills. Journal of Interprofessional Education & Practice 5:23-25
- Custer, T. (2016). Using the flipped learning approach in an introduction to radiation physics course. Radiologic Science and Education, 21(1), 17-22.
- Dallaghan, G. L. B., Lyden, E., Meza, J., Stoddard, H., Bevil, C., Collier, D., Nickol, D. (2016). The Nebraska interprofessional education attitudes scale: A new instrument for assessing the attitudes of health professions students. Journal of Interprofessional Education & Practice, 4, 33-39.
- Damewood, R., Morris, J. B., Mellinger, J., Friedell, M. L., Borman, K. R., Dent, D. L., Schenarts, P. J., Jarman, B. T. (2016). Association of program directors in surgery position response to ACGME for position on accreditation requirements. Journal of Surgical Education, 73(3), 363-369. doi:10.1016/j. jsurg.2016.03.002 [doi]
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- Donnelly, A., Mukherjee, M., Lyden, E., & Radio, S. (2015). On-line education in cytotechnology-A pilot study. Journal of the American Society of Cytopathology, 4(6), S7.
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Preceptors

Clinical Preceptors

Our preceptors are an important part of clinical education and the Academy has a desire to support our preceptors in their work. We have been developing an online toolkit for Preceptors to provide them with resources to support their clinical teaching. The toolkit consists of resources from UNMC as well as links to online resources. The major areas for resources were developed as a result of a needs survey with preceptors from the Clinical Teaching Interest Group. Resources include both clinical teaching resources as well as resources that are specific to each College. The toolkit is public and can be accessed directly from the Academy website (www.unmc.edu/academy). We expect the toolkit will continue to grow and change as preceptors submit ideas for resources that they need and Academy members create projects for sharing.



Looking Ahead: 2017-2018

One focus in the year ahead for the Academy will be on education research and scholarship. In addition to providing research consulting support to faculty in the Academy, Beth Beam and Ron Shope will be participating in a research series in the College of Allied Health Professions. In October, the Academy will host a qualitative research workshop presented by nationally known author, Dr. John Creswell, Professor of Family Medicine at the University of Michigan and Dr. Ron Shope from the Academy and the College of Public Health. This handson workshop will provide participants with the opportunity to design a qualitative research project. Dr. Creswell will also be the Keynote Speaker at the October Writing Workshop and will speak on how to turn teaching into scholarship. Following the workshop, education researchers from the Academy will be available for individual or team research consulting.

Additional initiatives for the year include:

- Establishment of a student interest group
- Forging of a partnership with the University of Nebraska-Omaha Faculty
- Connecting UNMC Faculty interested in humanities in health professions education
- Developing resources to assist IAE members with the promotion and tenure process
- Application by several IAE members for a global physiology course, in which the foundations began with funding from the IAE



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Message from the Senior Vice Chancellor

I would like to take this opportunity to congratulate the Interprofessional Academy of Educators and its leadership for a very impressive beginning. In a very short period, the Academy has already transformed the culture and raised the level of interdisciplinary collaboration among faculty educators on the UNMC campus, and in the process enhanced educational scholarship and development of new innovative educational programs and curricula. Members of the Academy are now actively engaged in peer-peer mentorship, leading workshops, creating educational resources, sharing educational blogs, and bringing in or supporting extramural grants such as the Maternal and Child Health Interdisciplinary Leadership Education in Neurodevelopmental and Related Disabilities. Academy members were instrumental in HELPING LAUNCH the inaugural campus-wide Innovation in Education Awards which recognized the contributions of the finest faculty educators on campus, serving as peer-reviewers for the awards committees. In addition, the Premier Education Banquet, co-sponsored by the Academy, the Office of Faculty Development and the Office of Health Professions Education of Nebraska Medicine has quickly become the major event for connecting members of all the educational units serving UNMC and Nebraska Medicine to share, align and enhance their annual strategic goals towards meeting the educational missions for both organizations. Finally and most importantly, the beneficiary of the activities of the Academy during its early infancy have been UNMC students, who now have access to a buoyant group of faculty members focused on making UNMC the most highly student centered and innovative health science center in the nation.

Best,

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



H. Dele Davies, MD, MS, MHCM

