

E-LEARNING SHOWCASE  
SPRING 2025 | VOLUME 12

# INNOVATORS IN EDUCATION

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# COHORT 14

## 2 | Foot & Ankle Dynamics: A Visual Approach to Orthotic Selection

Stacie Christensen, Megan Frazee, Abigail Aplaca,  
Chailey Bollens, Felicia Sheil  
*College of Allied Health Professions*

## 3 | Sexually Transmitted Infections: A Guide to Treatment

Jennifer M. Davis, Richard Hankins, Jim Medder,  
Jonathan Ryder, Rose McCoy, Priya Verbik  
*College of Medicine*

Kevin McGuire  
*College of Allied Health Professions*

Shawnalyn Sunagawa, Emily Evans, Carissa Wilson  
*College of Pharmacy*

## 4 | Pharmacogenetic Testing Interpretation in Psychiatric Treatment

Nick Guenzel, Dominic Gliko, Haylie Krone,  
Jordan Isabella Witte  
*College of Nursing*

## 5 | Critical Incident Stress Debriefing in Healthcare Education

Rachel Kunkle, Alyson Hanish, Lisa Walters,  
Holly Hansen, Kelsey Miller  
*College of Nursing*

## 6 | Preventative Care Guidelines in the Primary Care Setting

Mindy Lacey, Noelle Pick, Keland Potthoff  
*College of Medicine*

## 7 | Differential Diagnosis of Radiolucent Pericoronal Lesions

Kavya Shankar Muttanahally, Nagamani Narayana,  
Cole Baeder, Joseph Dworak  
*College of Dentistry*

## 8 | Portal Hypertension: A Systemic Disease

Faruq Pradhan, Marissa Baker, Taylor Pitzl  
*College of Medicine*

## 9 | Hereditary Neuroendocrine Tumors: Genetic Counseling and Molecular Testing

Gwen Reiser  
*Munroe-Meyer Institute  
and College of Allied Health Professions*

Sierra Clark  
*Munroe-Meyer Institute*

Morgan Blood, Anna Boatman, Ashley Parde,  
Caroline Stokes  
*College of Allied Health Professions*

## 10 | Mastering ECG Interpretation: A Systematic Approach to Arrhythmia Recognition

William Schleifer, Megan Doehner, Reid Sindelar  
*College of Medicine*

## 11 | Electric Insights: Electrotherapy Procedures for PT & OT

Kait Uwazurike, Michael Rosenthal, Jessica Grace,  
Kelsey Larsen, Tanner Ruda, Spencer Wagner  
*College of Allied Health Professions*

## 12 | Are You Positive This Result Is Positive?

Dawn M. Venema, Hannah Hessler, Nicole Kleffman,  
Tristan Larson, Carrie Oaklund  
*College of Allied Health Professions*

## 13 | The Neural Pathways of Opioid Use

Matthew Vilburn, Allison Daro, Cierra Wegner  
*College of Medicine*

Rebekah Rapoza  
*Graduate Studies*

## 14 | Continuous Glucose Monitor (CGM) Basics

Jessica Witt, Caressa Trueman, Emily Jinings,  
Jackson Stensgard  
*College of Pharmacy*

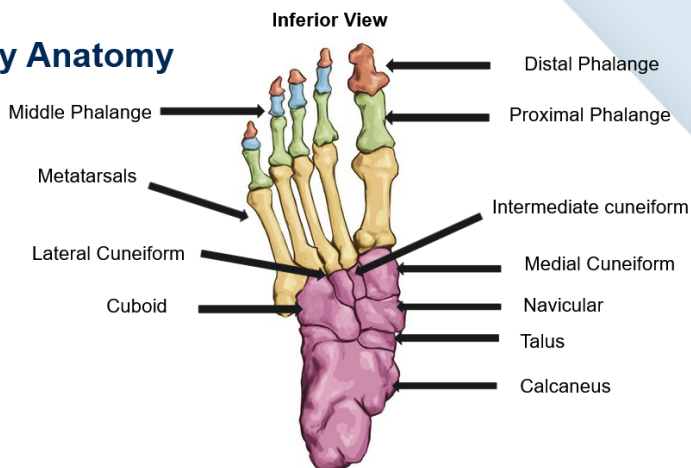
# LEADERSHIP

## 15 | Interprofessional Steering Committee

## 16 | Interactive E-Learning Leadership

# Foot & Ankle Dynamics: A Visual Approach to Orthotic Selection

## Bony Anatomy



Understanding foot and ankle kinematics is challenging due to the complex interplay of bones, joints and soft tissues, especially as alignment shifts between weight-bearing and non-weight-bearing positions. Many learners struggle to visualize these dynamic changes and apply biomechanical principles when making orthotic recommendations.

This e-learning module enhances the retention and application of course material by providing interactive, visually engaging content, including images and case examples. By reinforcing theoretical knowledge with dynamic visualizations, students develop a deeper understanding of movement patterns and orthotic interventions. Used alongside classroom instruction, the module cultivates critical thinking by requiring students to analyze kinematic changes and make clinical decisions based on real-world scenarios.

Assessment includes both formative and summative questions to gauge student retention throughout the module. Designed for contemporary learners, the module aims to create an active learning experience, helping students translate foundational knowledge into clinical practice—ultimately preparing them for evidence-based patient care.

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# Sexually Transmitted Infections: A Guide to Treatment

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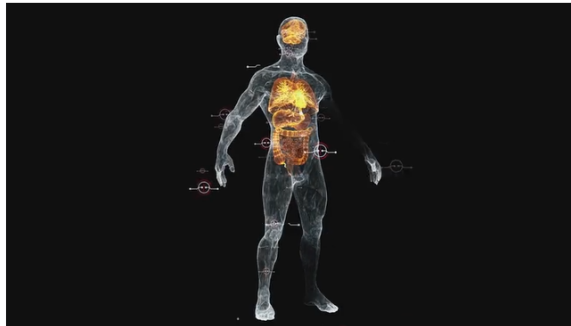
This module is the third installment in a series designed to provide student providers—medical and pharmacy students, physician assistants and medical lab scientists—with foundational knowledge in the treatment of sexually transmitted infections (STIs). This e-learning module teaches students the basic management of the most common treatable STIs in the United States, focusing on gonorrhea, chlamydia, trichomoniasis and syphilis, and highlights resources students should refer to for treatment questions. Students virtually interact with simulated patients to emulate real-life clinical practice.

The module includes interpretation of diagnostic laboratory studies, selection of the best guideline-directed treatment option and practice with appropriate patient counseling. Learners will be primed and able to apply this information when treating patients in the multidisciplinary student-run STI clinic and in clinical practice. Reinforcing this knowledge also enhances the efficiency of running a clinic, thereby improving patient care. The module will be analyzed with pre- and post-tests to quantify e-learning module efficacy and impact.

# Pharmacogenetic Testing Interpretation in Psychiatric Treatment

## Pharmacodynamics

- What a *drug* does to the body
- Receptor binding
- Post-receptor effects
- Chemical interactions



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This project explores how pharmacogenetic testing can help clinicians understand how genetic differences affect individual medication responses. Pharmacogenetic testing is a tool that can be used to improve treatment effectiveness and safety, leading to improved outcomes in psychiatric treatment.

This module promotes better retention and application of course material by incorporating interactive questions, engaging images, text and narration. These elements meet the needs of multiple learning modalities and maintain engagement. By presenting realistic scenarios in question form, learners develop skills in interpreting genetic testing results and making informed prescribing choices.

Pre- and post-tests will be used to measure baseline knowledge and retention of new information. Interactive questions throughout the module reinforce concepts and provide data on learners' understanding as they progress. This module is designed to provide an interactive, online approach to understanding complex pharmacogenomic concepts. Integrating genetic insights into psychiatric prescribing helps future health care professionals personalize treatment plans based on an individual's unique genetic profile.



# Critical Incident Stress Debriefing in Healthcare Education

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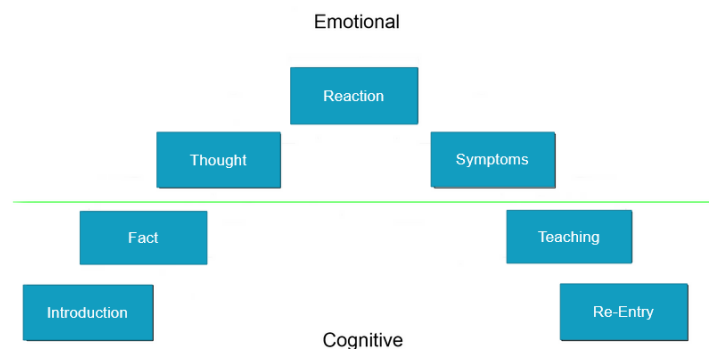
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## 7 Steps of Structured Debriefing



Health care institutions are high-risk organizations for critical incidents. Repeatedly caring for patients within these circumstances can significantly impact a professional's physical, emotional, cognitive and spiritual well-being. When critical incidents occur, emotional reactions may arise that interfere with a provider's ability to function during or after an event. Health care educators have a responsibility to focus on providing clinical education to students who experience critical incidents and provide learning opportunities using evidence-based guidelines. In addition, educators need these skills to offer structured debriefing following critical incidents.

This module is designed to provide health care educators with the skills to lead structured debriefings to guide students through cognitive awareness of their stress responses and emotions related to critical incidents. The module provides training of a 7-step model that can be used in health care education at all levels.

# Preventative Care Guidelines in the Primary Care Setting

## Colorectal Cancer Screening

B



Adults age 45



1st degree relative - begin screening at 40 or 10 years before relative's age at diagnosis

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This module provides an overview of guidelines published by the United States Preventative Task Force (USPTF) designed to help medical providers understand and implement evidence-based screening practices in clinical settings.

This module focuses on recommendations primary care providers may encounter on a regular basis when screening for a variety of medical conditions, including cancers, cardiovascular disease, mental health diagnoses and more. Learners can progress through the module at their own pace, learning each recommendation and the patient population to which it applies. At the end of the module, students can use what they have learned to think critically and apply these guidelines in simulated clinical encounters.

While this module was designed for students to prepare for their clinical rotations in primary care settings, it can be used by learners of all levels who want to improve their knowledge of the USPTF recommendations.



# Differential Diagnosis of Radiolucent Pericoronal Lesions

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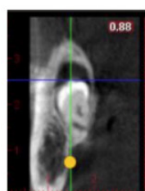
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## Dentigerous Cyst



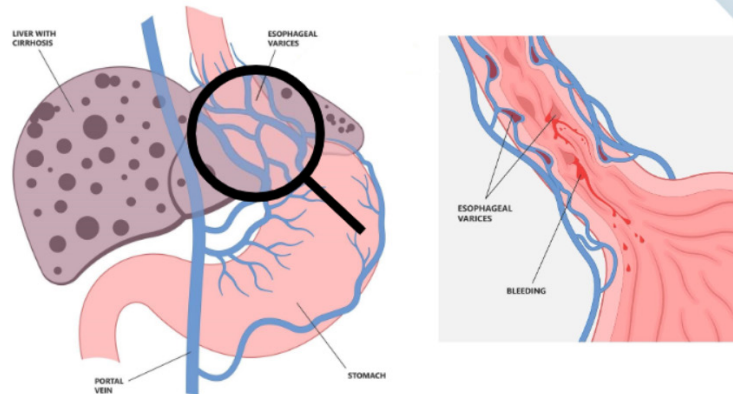
Early radiographic detection of pericoronal lesions dramatically increases the prognosis associated with the teeth involved. Many of these lesions can be difficult to distinguish, as presenting signs and symptoms may be very similar. In this module, students will learn key differences in commonly presented radiolucent pericoronal lesions and how they can be treated. This module also provides a resource that students and practitioners can quickly access if uncertainties arise with a patient.

This module can be used in conjunction with classroom activities to help learners better retain information relating to the diagnosis and treatment of pericoronal lesions. This module offers an alternative to a traditional lecture or as supplemental information to further reinforce topics learned in class.

Contemporary learners should respond positively to the module as it allows them to work at their own pace, while testing their knowledge with questions throughout and a summative assessment at the end. This module will help prepare future health care professionals by informing them of potential intraoral lesions they may encounter in practice and the correct actions to take.

# Portal Hypertension: A Systemic Disease

## Esophageal Varices



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The objective of this e-learning module is to discuss the systemic impacts of portal hypertension and signs providers should be aware of while caring for patients with chronic liver disease. The module follows Linda, a patient previously diagnosed with metabolic dysfunction-associated steatotic liver disease (MASLD), through her clinical course. After progressing to cirrhosis, Linda has developed portal hypertension and its sequelae.

Portal hypertension is presented from a systemic perspective with emphasis on ascites, esophageal varices and hepatic encephalopathy. These consequences of portal hypertension can be significant. The module outlines some of the strategies available for managing symptoms, but a liver transplant is ultimately the preferred treatment for many patients. In 2022, MASLD accounted for 19.9% of liver transplants performed in the United States. This is a serious condition that will be encountered by medical professionals of all specialties. Therefore, it is important for medical students to be well educated on portal hypertension and its impact on clinical outcomes.

The benefits of presenting portal hypertension through an e-learning module are the ability to characterize the multidimensional nature of the disease and reinforce student learning through multimodal strategies, including multiple choice questions and patient vignette questions. As the current College of Medicine curriculum is organized by organ blocks, this e-learning module has the advantage of illustrating the multisystem complications of portal hypertension and linking multi-organ educational concepts that may otherwise be lost in the current curriculum.



# Hereditary Neuroendocrine Tumors: Genetic Counseling and Molecular Testing

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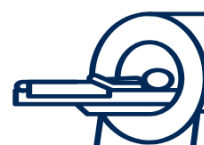
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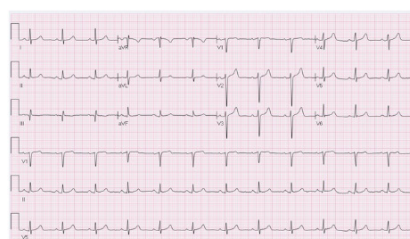
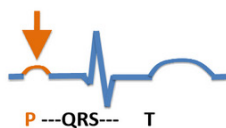
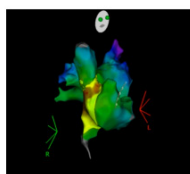
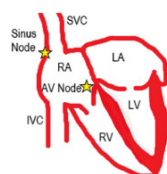
Hereditary neuroendocrine tumors are rare and there are few opportunities for genetic counseling learners to encounter these cases in their clinical training and internships. Didactic content on principles of hereditary neuroendocrine tumor syndromes is available through course curriculum; however, traditional lecture formats can lack opportunities for learners to apply knowledge in addressing rare endocrine tumor cases. This e-learning module uses simulated cases to provide learners with an engaging experience analyzing unique clinical scenarios.

Through the use of interactive clinic rooms, competency-based assessments focus on differential diagnoses, molecular testing indications, inheritance patterns and family variant cascade testing. Genetic counselor learners will have the opportunity to apply their knowledge, critical thinking and decision-making skills to better understand concepts of rare neuroendocrine tumor cases.

This immersive learning experience is designed to implement genetic counseling concepts through motivation, timely feedback and challenging clinical scenarios. While didactic lectures remain an efficient way to disseminate cancer genetic content to learners, increasing engagement through e-learning can help ensure proficiency with cases they may not encounter otherwise.

# Mastering ECG Interpretation: A Systematic Approach to Arrhythmia Recognition

## Step 1: P Waves



Normal Sinus Rhythm

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Accurate ECG interpretation is a critical skill for health care students, yet many struggle to confidently approach interpreting ECGs. This module was designed to bridge that gap by providing an interactive, systematic approach to ECG analysis students can apply consistently and confidently in practice.

This structured approach ensures that students analyze ECGs the same way every time, building a reliable framework for clinical application. Students engage with ECGs as if they were holding them in their hands, strengthening their ability to assess and interpret rhythms in a practical, intuitive way.

Designed to complement classroom ECG lectures, this module provides an interactive space for students to practice interpretation in a guided environment. It bridges didactic teaching and real-world application, allowing students to develop critical thinking skills before encountering complex patient cases.

Interactive checkpoints guide learners through key decision points, reinforcing concepts and improving retention. To assess comprehension and mastery, the module integrates real-time feedback and self-assessment tools to ensure students effectively apply their acquired skills and employ critical thinking. Performance analytics track student progress, identifying areas of strength and opportunities for growth.

By combining interactive learning with structured clinical reasoning, this module ensures that students do more than memorize ECG patterns—they develop confidence and expertise to make informed clinical decisions. By fostering consistent practice and structured reasoning, this approach helps shape competent and prepared health care professionals who can translate their knowledge into high-quality patient care.



# Electric Insights: Electrotherapy Procedures for PT & OT

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### Application of Electrodes

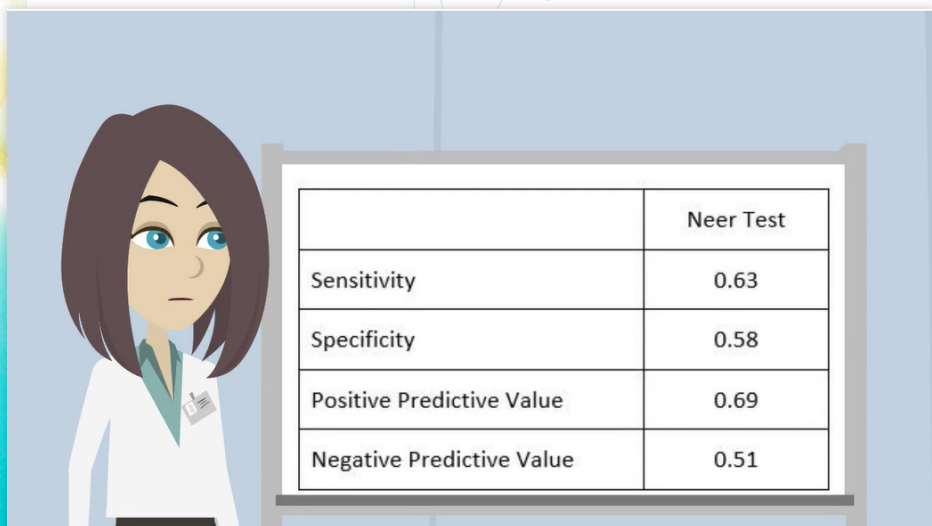


Physical therapists, occupational therapists and other health professionals employ electrotherapy, a biophysical agent, to improve muscle contraction, reduce pain and promote soft tissue healing. This e-learning module aims to define key terminology and parameters, review contraindications and precautions and illustrate the safe and appropriate application for a patient case.

The module uses a variety of multimedia and interactive features to promote engagement while learning key concepts of waveforms, parameters, contraindications and precautions associated with electrotherapy. It includes a video demonstrating the general application technique for electrical stimulation for muscle contraction of the quadriceps muscle, highlighting the safe and effective application of electrotherapy in a patient setting. Formative quiz questions are used throughout the module, followed by a 10-question summative assessment upon completion.

The e-learning module provides a comprehensive guide for new learners of electrotherapy technique and serves as a refresher for learners seeking to revisit the fundamentals of electrotherapy procedures and applications. This self-paced, repeatable module is an essential resource for training learners on hands-on electrotherapy application.

# Are You Positive This Result Is Positive?



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Many health professions use diagnostic and prognostic tests during patient examinations to guide intervention plans. It is critically important that health care professionals select the best tests to use with a given patient and are able to accurately interpret the results. This e-learning module focuses on defining, calculating and interpreting sensitivity, specificity, positive predictive value and negative predictive value, which are key psychometric properties of diagnostic and prognostic tests. One of the best ways to help learners define and interpret these properties is by having them calculate these values. Making these calculations is simple, yet knowing how to set up the equations is key to understanding the definition and application of these terms.

After opening with a patient case example, interactive features embedded throughout the module guide the learner to develop the correct equations, based on definitions of terms and a 2 x 2 table. Learners then calculate values using data from a recent research study and interpret results in the context of the patient case. Summative questions allow learners to measure their understanding and receive immediate feedback.

This e-learning module can be used the first time students learn these concepts and may serve as an introduction that can be completed before engaging in additional practice and application in the classroom. Learners can then return to the module to review these concepts as they encounter various diagnostic and prognostic tests in other courses throughout their health professions curriculum.

# The Neural Pathways of Opioid Use

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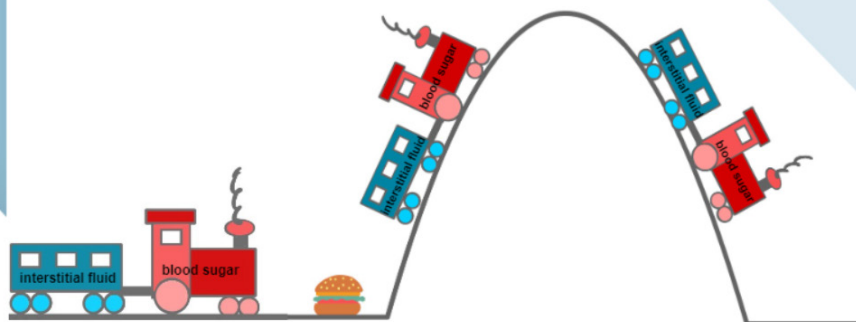
The topic of this e-learning module is particularly relevant given the high rate of opioid dependency in the United States. In this module, the connections and neurotransmitters involved in opioid use are described through a story format. This approach aims to improve learners' retention through engaging features, including animated scenes, themed narration and a navigable 3D anatomy model (courtesy of iEXCEL). This e-learning module explores both the normal functioning of the nucleus accumbens and the pathologic functioning that occurs due to opioid use. There is also discussion about the recovery process and timeline following opioid use, with particular emphasis on the long-term effects to the nucleus accumbens.

The e-learning module will be integrated into the College of Medicine and Masters of Medical Anatomy programs to help improve the quality of the neurobiology and neuroanatomy education received by students. The course also includes post-section questions to help solidify the information learned. Pre- and post-tests will also be included to evaluate the module's effectiveness.



# Continuous Glucose Monitor (CGM) Basics

## CGM Lag Time



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Continuous Glucose Monitors (CGMs) have rapidly become a core component of diabetes care, but education on these devices in traditional classroom settings is limited. This e-module was developed to educate learners on foundational concepts of CGMs and their reports. This e-module incorporates visuals of Ambulatory Glucose Profile (AGP) reports with audio explanations to introduce the core sections and explain the importance and relevance of the information provided. Knowledge checks throughout the e-module help reinforce important education points. This e-module will be implemented into the Pharmacotherapy 3 (PHPR676) and the Diabetes Mellitus Management elective (PHPR657) to provide students the opportunity to become familiar with this important technology.

By having learners review this module prior to course lectures, didactic time can be spent on advanced topics related to CGMs. This e-module can also be used by faculty members prior to clinical clerkships where CGM technology is used. After participation in this e-module, learners will understand the basic components of a CGM and be able to describe an AGP's four core areas and their uses.

Combined with lecture and case discussions, this e-module will better prepare students for interpreting reports and educating patients during their clinical clerkships. Pre- and post-testing will allow learners to objectively measure increases in their CGM knowledge and understanding. The post-module survey also gives learners the opportunity to suggest additional CGM education topics and will be used to generate future e-learning modules.

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