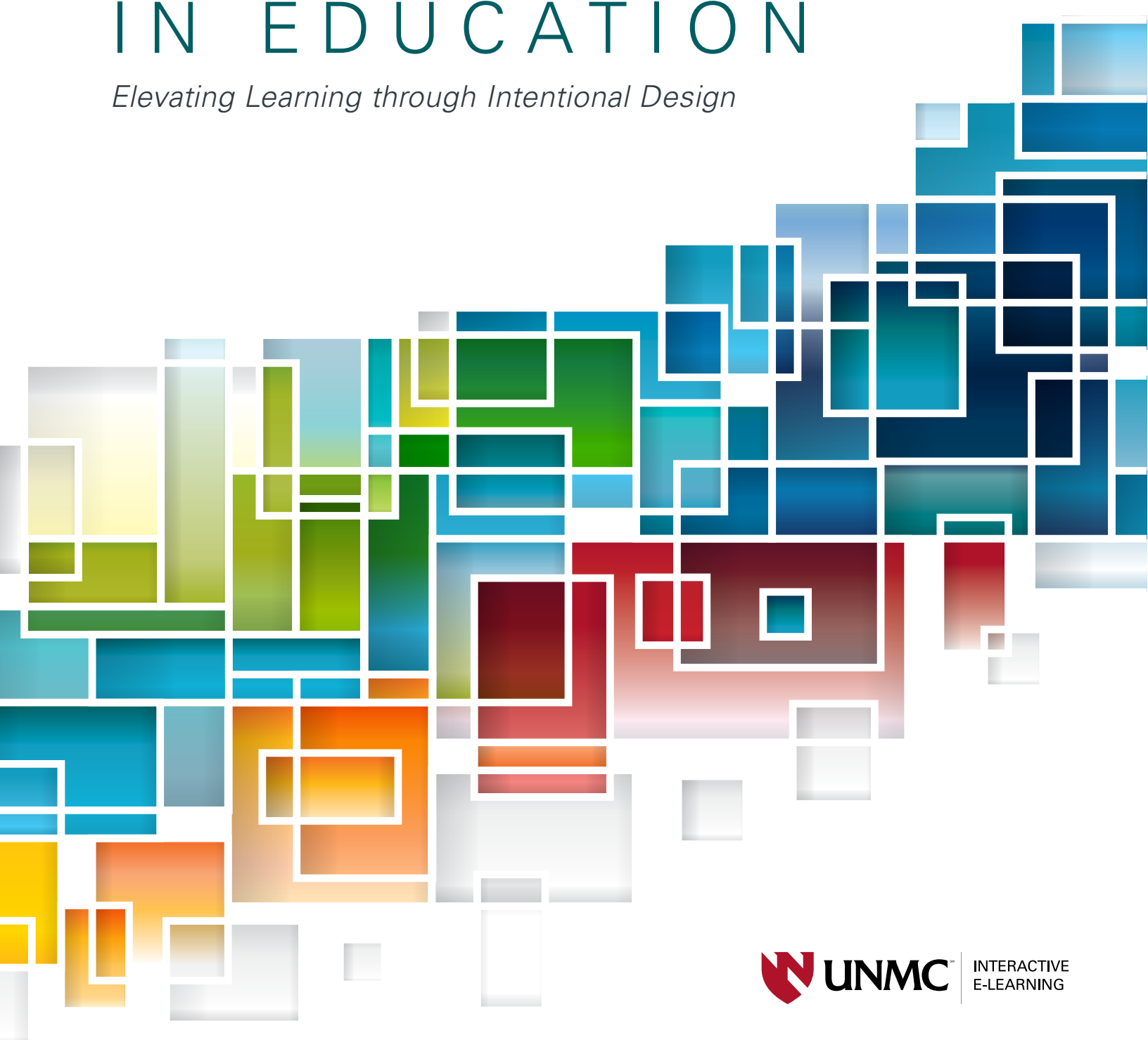


E-LEARNING SHOWCASE
SPRING 2026 | VOLUME 13

INNOVATORS IN EDUCATION

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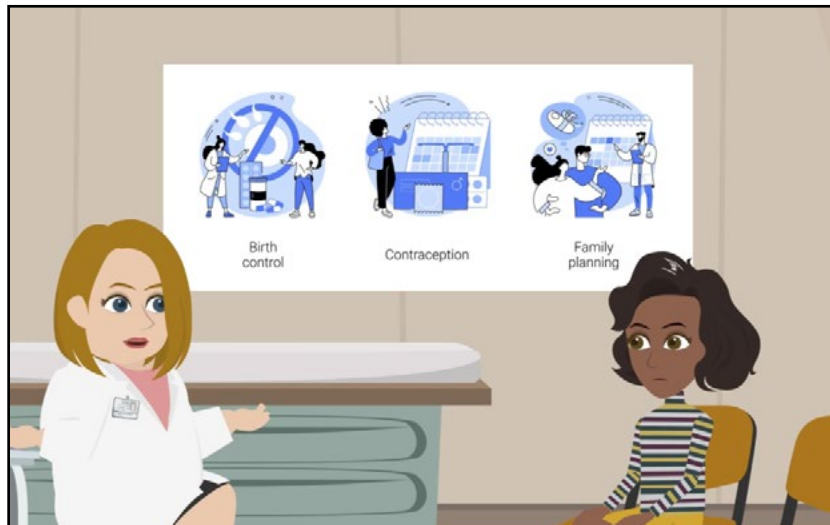
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Let's Talk About Sex...ual Health: How to Take a Comprehensive Sexual History



This module is a continuation of the “Let’s Talk About Sex” series that teach student clinicians foundational skills for taking a comprehensive, unbiased sexual history. This e-module will teach students the key information to ask during a comprehensive sexual history. Students will learn how to take a nonjudgmental, accurate history for any patient, regardless of number or characteristics of partners. They will also learn how to counsel patients on safe, healthy and fulfilling sex lives. Students will interact virtually with simulated patients to emulate real-life clinical practice with multimodal reinforcement strategies. The module includes best practices rooted in the “5Ps” of sexual history taking, and tools to empower clinicians to have sensitive conversations about their patients’ history in a respectful, nonjudgmental manner that emphasizes sexual health. Students will also be introduced to a novel “6th P” pertaining to provider perceptions. Learners will be primed and able to apply this information when treating patients in the multidisciplinary RESPECT student-run STI clinic and in future clinical practice. The module will also be used in other health professions courses at the Colleges of Nursing, Pharmacy and Medicine. Future research opportunities include the analysis of student performance through pre- and post-tests to quantify the e-module’s efficacy and impact.

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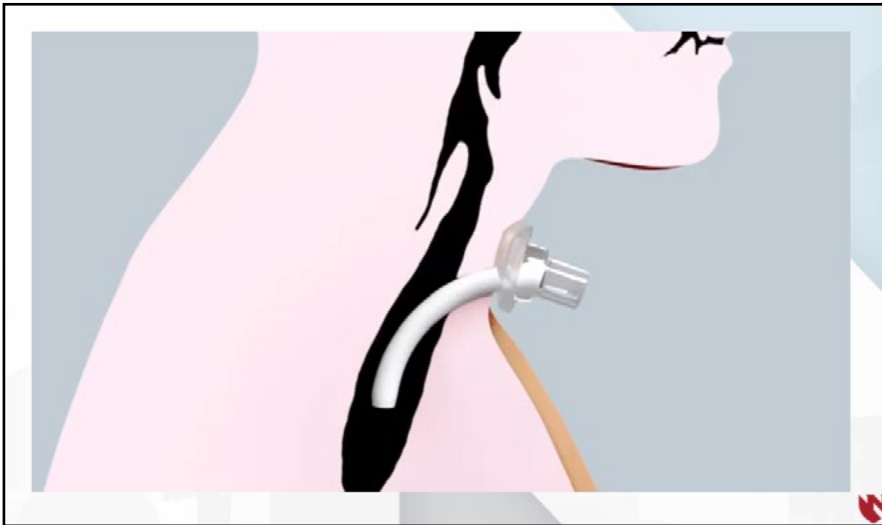
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Patient-Focused Approaches to Tracheostomy Management



Developed by the College of Medicine's Department of Otolaryngology, this module builds knowledge and confidence in health care personnel and community members caring for patients with tracheostomies. Because tracheostomy care spans a broad continuum from surgical consent discussions and operative placement to inpatient management and outpatient care coordination, it promotes safer, standardized care while supporting advocacy and education for those involved in these patients' care.

Through focused recall, concise delivery of information and an interactive format centered on clinically relevant content, students learn foundational anatomy, physiology and hospital procedures for routine and emergent aspects of tracheostomy care. By linking core concepts to practical scenarios, the module encourages critical thinking and real-world application. It also complements validated in-person tracheostomy education for learners across multiple disciplines as well as first responders.

Learners are assessed through interactive questions based on key learning points and images presented throughout the module. Measurable outcomes associated with the curriculum include increased learner knowledge and confidence in caring for patients with tracheostomies. Overall, the project responds to contemporary learners by providing a concise, interactive and educational experience that prepares health care professionals to deliver more informed, effective and standardized care.

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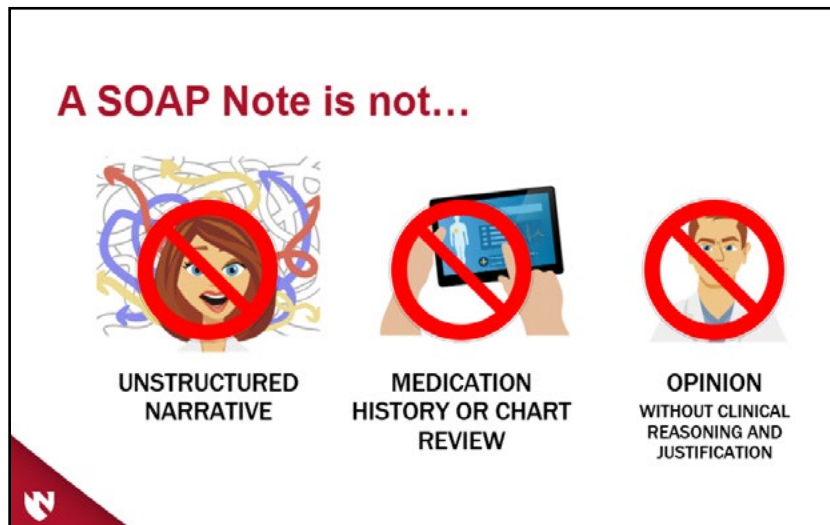
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Clues to Care: A SOAP Scavenger Hunt



Accurate documentation using the SOAP (subjective, objective, assessment, plan) format is essential for effective interprofessional communication and patient care. Instructional methods for teaching SOAP skills have relied on in-class instruction, application of skills in lab assessments, comparison of submissions to a rubric and written feedback. This module will provide instruction, guided examples and practice opportunities to help learners construct a SOAP note before summative assessments. It will be implemented in a required first-year pharmacy course and available for practice before summative assessments in the second and third years.

The module uses interactive activities for the development of each section of a SOAP note. Learners first identify objects around a clinic room and then drag and drop that information into the subjective or objective category. This information includes lab values, electronic health records and patient-provided dialogue. Next, students build the assessment and plan for their patient through drop-down selection options using previously identified information and additional resources for clinical goals and information. Finally, students can see their completed SOAP note and answer post-module assessment questions.

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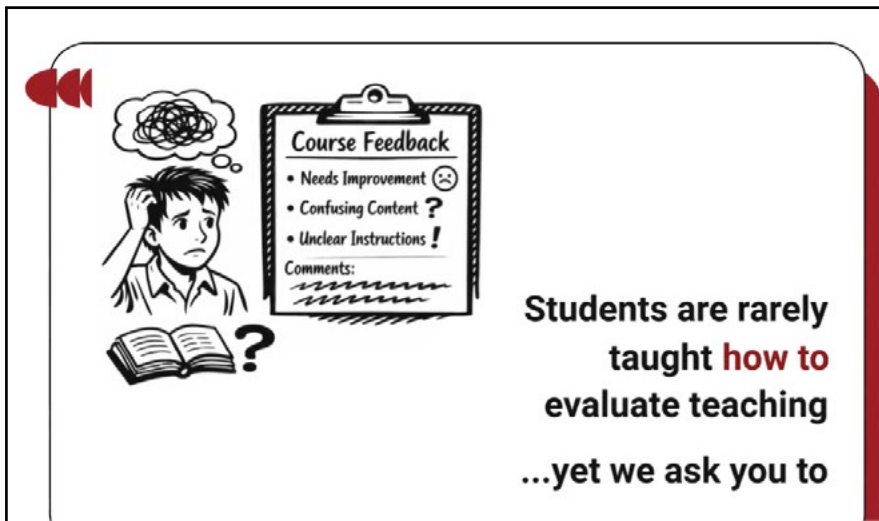
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Improving Student Feedback for Teaching Quality



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Students are routinely asked to evaluate teaching quality, yet they are seldom taught how to provide meaningful, actionable feedback. “Improving Student Feedback for Teaching Quality” is a brief, interactive e-module that helps learners transform vague reactions into specific, constructive insights that instructors can use to enhance course design and delivery.

The project promotes retention and application of course material by engaging students in metacognitive thinking about their own learning. Using the Three Lens Framework—learning objectives, level of thinking, and teaching strategies—students analyze their learning experiences and see how course components align and function. This reflective process deepens comprehension and supports the transfer of knowledge to new clinical and academic contexts.

The e-module cultivates critical thinking by inviting students to evaluate not only what they learned, but how they learned it, helping them shift from passive recipients to active participants in course design conversations. Assessment is embedded through formative activities, including revising sample feedback, applying the framework to their own experiences and receiving guidance aligned with the three lenses. By equipping students to communicate effectively with faculty, lecturers, and peers—and to think critically about their learning—this e-module supports the development of more self-aware, engaged and practice-ready healthcare professionals.

From Handwashing to Health Policy: Public Health Across the Lifespan



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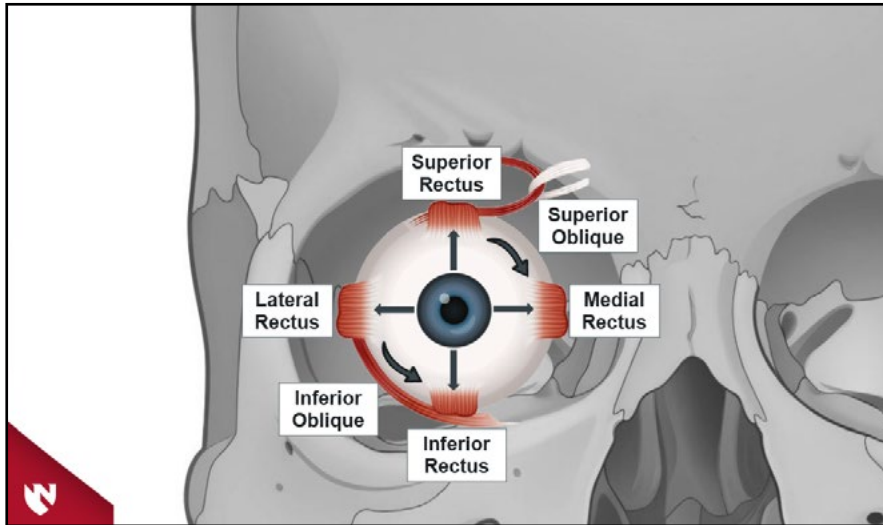
This module is designed to help learners better understand the role of public health and how it complements clinical practice. By highlighting how public health operates alongside clinical medicine, it helps students recognize the broader systems that influence health outcomes.

The module promotes retention and application of course material by presenting concepts through a narrative structure that follows a character across the lifespan. Rather than presenting public health principles as abstract frameworks, students encounter them through real-world scenarios such as lead paint exposure, vaping, foodborne illness and vaccination. This storytelling approach helps learners connect theoretical concepts to everyday experiences and reinforces how public health interventions influence health at multiple stages of life.

After completing the module, students complete an assessment that includes reflection activities that encourage them to consider how public health and clinical care interact and to think more broadly about prevention, policy and community-level health strategies.

Finally, the project responds to contemporary learners by providing a concise, interactive learning experience that aligns with modern educational preferences for short, engaging modules that combine storytelling with applied examples. By helping students see how public health influences health across the lifespan and complements clinical care, the module supports the development of more well-rounded health professionals who are better prepared to consider both individual patient care and population-level health strategies.

Neuro-Ophthalmology Anatomy Part II: Ocular Movement & Coordination



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This second module in the neuro-ophthalmology series focuses on ocular movement and coordination, bridging foundational anatomy with clinical application. Learners explore the actions and innervation of the extraocular muscles, followed by higher-order control of eye movements through supranuclear, internuclear and brainstem gaze pathways, including the frontal and parietal eye fields, paramedian pontine reticular formation and medial longitudinal fasciculus. Key concepts such as saccades, smooth pursuit and gaze stabilization are integrated with clinically relevant syndromes such as internuclear ophthalmoplegia and cranial nerve palsies. Through interactive cases and applied reasoning, this module helps medical students and early trainees develop a structured approach to localizing lesions based on eye movement abnormalities.

Crafting Customized Care: Enhancing Healthcare with 3D Printing



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Although viewed as a niche field, 3D printing has become widely accessible. Many community makerspaces now offer access to 3D printers, creating new opportunities for health care professionals. One of the biggest barriers to getting started is the “threshold effect.” People hesitate because the process feels unfamiliar, and they assume they don’t have the skills to use the tools. Yet once learners step into the space, they often understand the process quickly and can begin printing on their first visit.

Building awareness through an e-learning module will help students overcome that threshold effect and expand engagement with 3D printing in a health care context. Designed for learners without prior experience, the module demystifies 3D printing, demonstrates its use across health care and builds confidence to start creating. Because the technology changes rapidly, the module focuses on general principles, while follow-up exercises show current software and procedures. This structure makes the module adaptable and creates a versatile, interdisciplinary resource.

We envision eventually incorporating this content into orientation for UNMC students. Initially, it will be required in an occupational therapy (OT) course, paired with asynchronous OT-specific 3D printing. OT students will design or adapt a printable file and complete a reflection analyzing their outcomes. Knowledge checks, skill demonstrations and library metrics will help us understand use across the institution.

By lowering barriers and building foundational familiarity, the module equips learners to integrate 3D printing into their educational and professional toolkit.

FACULTY ADVISORS

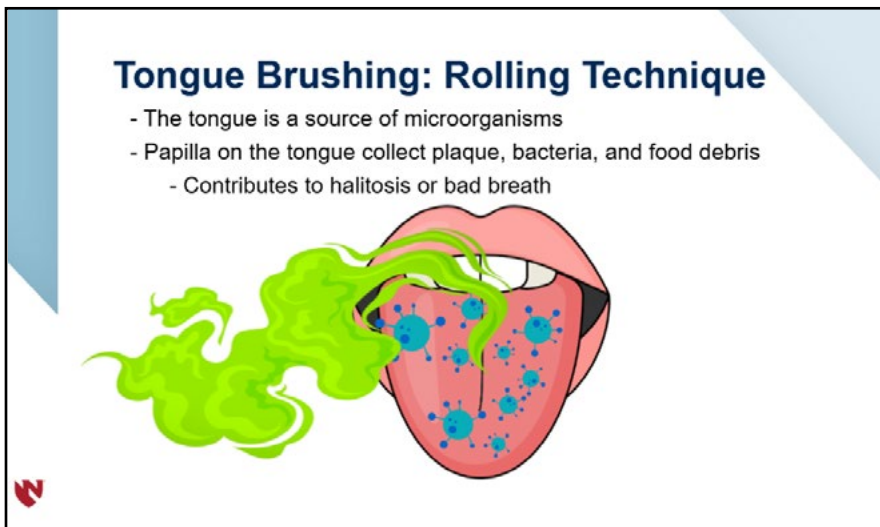
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Toothbrushing Techniques and Self-Flossing: A Guide for Dental Hygiene Students



This e-module will strengthen dental hygiene students' mastery of essential oral home care skills, including evidence-based toothbrushing and self-flossing techniques. These skills were selected as the project focus because dental hygiene students serve as role models for their patients, and proficiency in these foundational techniques is critical to promoting preventive oral health. The module enhances retention of course material by combining step-by-step demonstrations, narrated explanations and interactive checkpoints that reinforce the correct angulation, pressure, sequencing, and duration required for each brushing method—Bass, Stillman, Charters and Fones—as well as proper tongue cleaning.

By pairing digital instruction with classroom and clinical activities, the module helps students develop clinical judgment and critical thinking skills and supports a deeper understanding and more effective transfer of knowledge to hands-on practice.

Assessment tools—including interactive questions, matching activities, hotspots and a summative quiz—provide immediate feedback and generate performance analytics that allow faculty to identify learning trends and individual needs.

Designed to meet the expectations of contemporary learners, the module offers a flexible, visually rich and self-paced experience that accommodates diverse learning styles. By building strong psychomotor skills and confidence, the project helps prepare students for the DHYG 301 Theory clinical evaluation and contributes to the development of competent, patient-centered future health care professionals.

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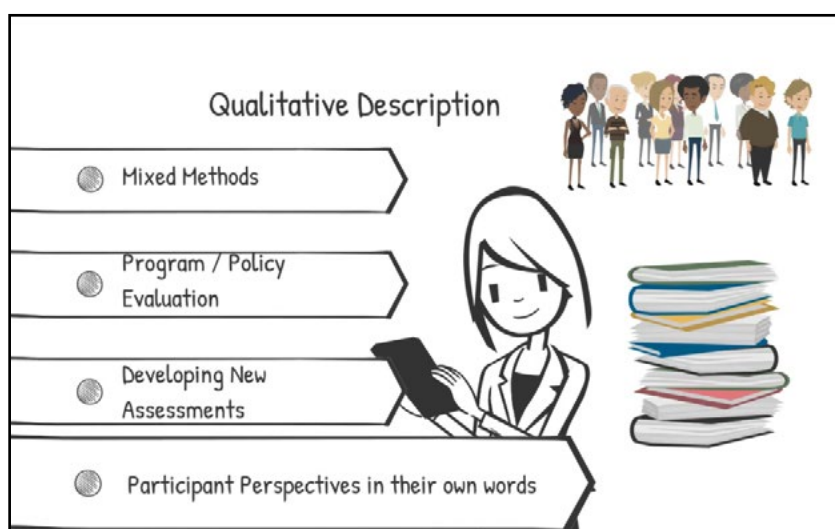
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Qualitative Description in Health Sciences: What to Know to Get Started



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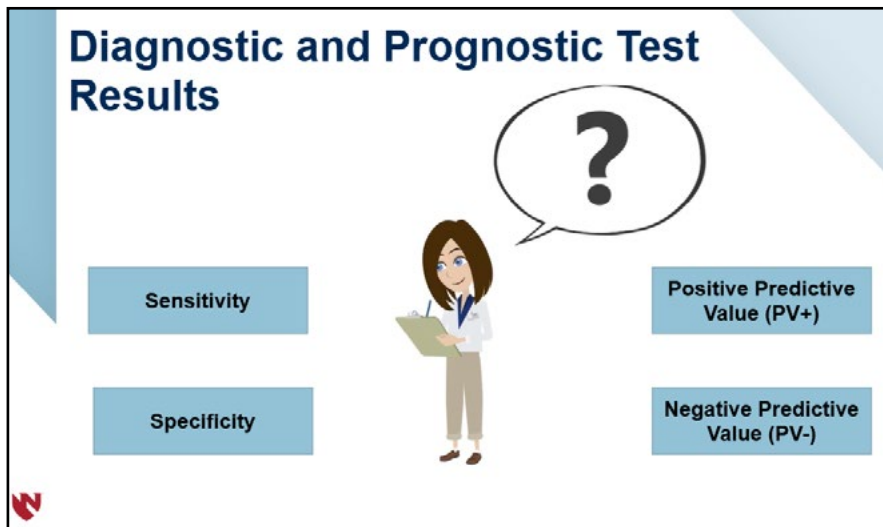
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This module was developed to meet a growing need in health science education for accessible, foundational training in qualitative description—a pragmatic research approach used to generate clear, factual and practice-relevant accounts of human experiences from the participant perspective. Qualitative description is useful in applied health research to help understand the real-world contexts that shape health behaviors, care processes and system challenges. It supports a wide range of activities including intervention development, needs assessments, policy evaluation and quality improvement initiatives. Health professional training is often quantitative, which means many practitioners may be unfamiliar with qualitative methodologies, leading to uncertainty and avoidance of these approaches. Quantitative methods alone cannot uncover the “why” and “how” of health behaviors and health system challenges.

Designed with contemporary learners in mind, this module provides a concise and engaging introduction to the goals and characteristics of qualitative description. In the module, real-world examples are described, and knowledge checks are assessed throughout to promote understanding and active learning. Instructors may choose to integrate the module as a preparatory “ticket to class,” allowing learners to arrive ready for deeper discussion or application in a learning activity. For example, after viewing the module, students might analyze transcript data to describe participants’ experiences in clear, low inference terms, producing a descriptive summary that aligns with the core principles of qualitative description.

Which Test Passes the Test?

Using Validity Indices in Clinical Decision Making



Many health care professions use diagnostic and prognostic tests during patient examinations, often choosing among many options when determining a diagnosis or prognosis. While practical aspects such as cost, feasibility and patient acceptance may influence test selection, accuracy is also important. Psychometric properties of diagnostic or prognostic tests are foundational yet often difficult for learners to retain and apply.

This module helps learners analyze relationships between diagnostic and prognostic validity indices to determine whether clinical test results can more readily rule in or rule out a diagnosis or prognosis. Learners engage with a patient case as they apply these relationships, using the mnemonics SpPin and SnNout. Drawing on test examples for the rotator cuff, the module reinforces that clinical decisions rarely hinge on a single test outcome. Instead clinicians synthesize multiple pieces of data and consider how positive or negative test results influence decisions. Interactive elements — such as modifiable 2x2 tables, drag and drop questions and test interpretation scenarios — support active learning and prompt learners to apply concepts. Feedback is provided throughout and at the end of the module.

The module can be used when learners are first exposed to these concepts to serve as an introduction to be completed before class, then followed by additional practice and application in the classroom. Learners can return to the module for review as they encounter various diagnostic and prognostic tests in other courses throughout their health professions curriculum.

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A Hiker's Guide to the Corticocerebellar Pathways



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The neuronal pathways associated with the cerebellum are often difficult for students to understand. Comprehension of the corticocerebellar pathway, which plays a key role in coordinating movement, motor planning and fine tuning voluntary motor activity, is crucial for students in professions that will work with motor disorders. However, the complex course and bidirectional communication between the cerebral cortex and the cerebellum make it difficult to grasp through traditional didactic methods.

This module allows learners to explore the corticocerebellar loop as a hiking trail. Learners follow trail guides who lead them along the pathway and point out key landmarks and functions along the way. The trail guides, as well as the landmarks, have memorable names to help learners with information retention.

The module is designed as a self-paced independent learning tool for students studying neural pathways. It can be used as a stand-alone guide to the corticocerebellar pathways or as a supplementary resource to reinforce standard didactic lecture content.

Interprofessional START Triage Rural Health Emergency Response



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Mass casualty incidents (MCIs) present significant challenges for rural communities. This module introduces learners to the interprofessional roles involved in rural emergency response and teaches the application of the Simple Triage and Rapid Treatment (START) triage system during a mass casualty event.

It uses a realistic scenario of a tornado striking a rural community, leading to multiple casualties and placing strain on local emergency services. Through interactive slides, learners explore the responsibilities of key agencies — 911 dispatch, law enforcement, fire services, emergency medical services, emergency departments and hospitals — while understanding how coordinated teamwork improves patient outcomes. Learners then apply START triage principles by classifying simulated victims based on injury severity and physiological indicators.

Interactive elements such as scenario-based questions, drag-and-drop activities and immediate feedback reinforce critical decision-making skills and promote active learning. These features support knowledge retention and encourage learners to apply triage principles in realistic emergency situations. A post-module quiz evaluates learners' understanding of interprofessional roles and START triage.

By integrating scenario-based learning and interprofessional concepts, this module prepares health care students to think critically and respond effectively during rural mass casualty incidents, supporting the development of competent and collaborative health care professionals.

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