

2020

## Interprofessional Education Annual Report: 2019-2020

University of Nebraska Medical Center

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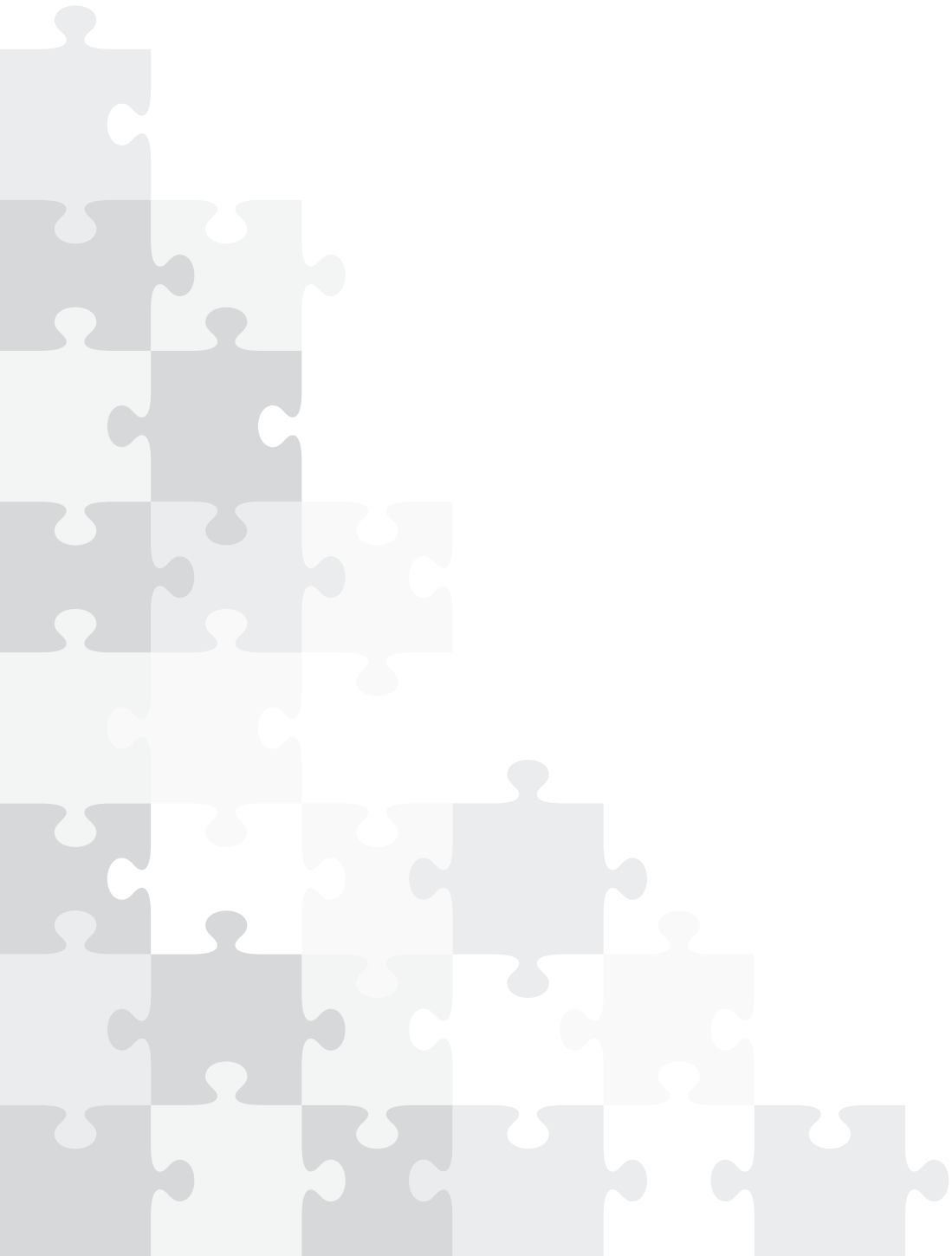
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An illustration of four hands, each holding a different colored puzzle piece (red, orange, green, and yellow) that fits together in the center. The hands are wearing sleeves of various colors: dark blue, teal, light blue, and dark teal. The background is a dark grey with a faint, repeating pattern of puzzle pieces.

University of Nebraska Medical Center  
**INTERPROFESSIONAL EDUCATION**  
Annual Report

2019 – 2020





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# MESSAGE FROM THE SENIOR VICE CHANCELLOR FOR ACADEMIC AFFAIRS



This report demonstrates the ongoing extra-ordinary contributions made to interprofessional education (IPE) by our faculty, students and staff during the past year. I am continually impressed with the degree of teamwork and collaboration across our academy. While the report is full of many excellent accomplishments, I would like to highlight a couple that exemplify the richness of IPE collaborations by our faculty, students and staff, locally, regionally and nationally. The *Journal of Interprofessional Education & Practice* with Devin Nickol, associate dean for IPE, as co-editor continues to mature as the voice of IPE nationally and has published several high-quality papers during the past year. I draw your attention to one particular publication titled “The academic health center (AHC) chief academic officer (CAO) role in fostering interprofessional learning experiences,” written by Dr. Valerie Williams of Oklahoma Health Sciences Center and members of the Chief Academic Officer (CAO) Working Group of the Association of Academic Health Centers (<https://www.sciencedirect.com/science/article/abs/pii/S2405452619300059>, <https://doi.org/10.1016/j.xjep.2019.100270>). This article was a collaborative effort drawing on the experiences of 17 academic health centers across the country that defines and describes the important roles and responsibilities played by CAOs in the creation of sustainable interprofessional learning experiences at academic health centers. Congratulations to Drs. Devin Nickol and Dr. Gail Jensen, executive director of Creighton University’s Center for Interprofessional Practice, Education and Research, for forging a successful partnership in hosting the first annual Heartland Interprofessional Education Conference. More than 120 attendees from across Nebraska, surrounding states, and as far off as Texas, were in attendance with prominent national IPE speakers that included Dr. Barbara Brandt, director of the National Center for Interprofessional Practice and Education, Dr. Amy Blue, associate vice president for IPE at the University of Florida, and Dr. Alan Dow, assistant vice president of health sciences for IPE and collaborative care at the Virginia Commonwealth University, in addition to many excellent local speakers.

Construction was completed on the architecturally stunning Davis Global Center for Advanced Interprofessional Learning that has already quickly become a campus gateway landmark on the corner of Leavenworth and 42nd street. The center has already begun to host numerous local, regional and national interprofessional simulation and competency-based activities for learners at all levels (undergraduate, graduate and post-graduate).

Our students, faculty and staff were very well represented in multiple publications, and presentations at regional and national meetings. Student service-learning organizations such as Bridge to Care, partnering with different community agencies and schools, played major roles in supporting refugees in navigating our health care system,

Finally, I would like to take this opportunity to recognize and thank Drs. Paul and Audrey Paulman who retired from UNMC this year after 60 combined years of service to the university. Among their many contributions and legacies, the Paulmans were instrumental in supporting and mentoring many generations of interprofessional students in the UNMC Sharing Clinics, and helped launch the Faculty Association of the Society of Student-Run Free Clinics. Our best wishes to them in their retirement.

H. Dele Davies, MD, MSc, MHCM  
Senior Vice Chancellor for Academic Affairs | Dean for Graduate Studies

# MESSAGE FROM THE ASSOCIATE DEAN FOR INTERPROFESSIONAL EDUCATION



Welcome! This year's annual report includes descriptions of many new and existing interprofessional activities taking place across the state of Nebraska. Collaboration between UNMC's health professions education programs continues to grow, and I invite you to explore the innovative and exciting educational opportunities described in these pages. As always, the success of IPE depends on the combined efforts of students, faculty, and staff who have joined together to make UNMC's interprofessional curriculum a national model.

As you read the descriptions of IPE activities already taking place, I hope you will want to participate. Please don't hesitate to contact me if you have ideas you would like to develop, or if you would like to get involved with an existing activity.

Patients, populations, students and health care professionals all benefit from high-quality, collaborative care. On behalf of the IPE curriculum committee, thank you for taking the time to review the spectrum of interprofessional educational offerings available at UNMC!

Devin Nickol, MD  
Associate Dean for Interprofessional Education



# AMERICAN INTERPROFESSIONAL HEALTH COLLABORATIVE

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

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

UNMC's Associate Dean for Interprofessional Education, Devin Nickol, MD, serves on the AIHC board of directors, as well as, secretary-historian, and would be happy to answer any questions about the organization.



# JOURNAL OF INTERPROFESSIONAL EDUCATION & PRACTICE (JIEP)



**JIEP**  
JOURNAL OF  
INTERPROFESSIONAL  
EDUCATION &  
PRACTICE  
JIEPONLINE.COM



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

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

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

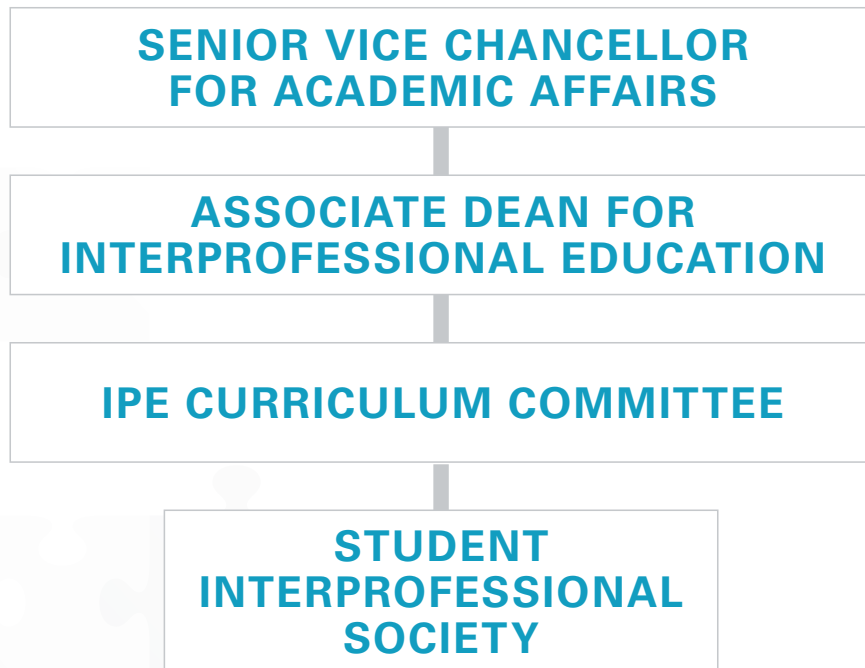




# CAMPUS INTERPROFESSIONAL EDUCATION STRUCTURE

Interprofessional Education (IPE) at UNMC is overseen by the senior vice chancellor for academic affairs and the assistant dean for IPE. The committee structure consists of the IPE curriculum committee, and subcommittees focusing on evaluation and student perspectives. Committee membership represents the full spectrum of UNMC health professions. In addition, there are several collaborative relationships that have developed spontaneously between colleges to promote IPE.

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



# LEON S. McGOOGAN HEALTH SCIENCES LIBRARY

## PERSONNEL

**Danielle Westmark, MLIS**

*Assistant Professor, McGoogan Library of Medicine  
Member, IPE Curriculum Committee*

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**Teresa Hartman, MLS**

*Associate Professor, McGoogan Library of Medicine  
Member, IPE Curriculum Committee*

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## OVERVIEW

McGoogan Library of Medicine has a long history of interprofessional education collaboration with UNMC health care professional faculty. Examples of interprofessional education conducted during 2019 – 2020 academic year are listed below.

## PROJECTS

### EDUCATION

- Library faculty support planning and teach during the UNMC campus Fall and Spring IPE events.
- Library faculty members, Cynthia Schmidt, MD, MLS and Teresa Hartman, MLS, are members of the interprofessional team that leads the CAHP Diagnostic Medical Sonography course.
- Library faculty members, Emily Glenn, MSLS and Teresa Hartman, MLS, served as faculty facilitators in the UNMC College of Medicine Impact of Infectious Disease remote learning course during Spring 2020.
- Provided sponsorship and support for the 2018 and 2019 Invent-A-Thons. Diverse teams of Omaha-area high school students competed to develop a 3D-printed design to solve a real-world medical problem. These events were supported by students of the UNMC Makers Club.
- The UNMC Makers Club cooperated to support UNMC students in health sciences programs. Club members from different colleges worked together to build a 3D printer, develop outreach and engagement opportunities, and assist with design and printing.

## PRESENTATIONS

Anaya T, Hartman T, Brownfield L, Bishop K, and Placzek S. COVID-19 Response – Adjusting to Online Instruction (panel). The Practicing Pedagogies: 2020 Summer Teaching Summit, From Planning to Practice. June 3, 2020.



# INTERPROFESSIONAL EDUCATION CURRICULUM COMMITTEE

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

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

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

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

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

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

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

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

## MEMBERS

Devin Nickol, MD (COM, co-chair)  
Gary Yee, PharmD (COP, co-chair)  
Christine Arcari, PhD, MPH (COPH)  
Sara Bares, MD (COM)  
Elizabeth Beam, PhD, RN (CON)  
Tara Brakke, MD (COM)  
Liliana Bronner, MBA, MHSA  
(COM)  
David Brown, PhD (COD)  
Stephane Burge, APRN-NP, MSN  
(CON)  
Claudia Chaperon, PhD, RN, APRN  
(CON)  
Teresa M. Cochran, DPT,  
MA (CAHP)

Dean Collier, PharmD (COP)  
Shari DeVene, PhD (UNO)  
Amber Donnelly, PhD, MPH  
(CAHP)  
Cynthia Ellis, MD (COM)  
Lizzy Gillespie, MBA, MPH, MS  
(COM)  
Jessica Gormley, PhD (MMI)  
Kay Grant (NM)  
Shaun Grammer, DMSc, PA-C  
(CAHP)  
Teresa Hartman, MLS (MLM)  
Carol Hasbrouck, MA  
William Hay, MD (COM)  
Michael Hollins, MA (AA)

Karen Honeycutt, PhD, MEd,  
MASCP, MLS(ASCP)<sup>CM</sup>SM<sup>CM</sup>  
(CAHP)  
LaKaija Johnson, MPH, MPS  
(COPH)  
Kristan Lester, MS (IAE)  
Lady Beverly Luma, BMS  
Kimberly Michael, MA (CAHP)  
Margaret Ofe Fleck, PhD, RN  
(CON)  
Amy Pick, PharmD (COP)  
Yun Saksena, DMD (COD)  
Goeff Talmon, MD (COM)  
Kate Wampler, MA (CAHP)  
Danielle Westmark, MLIS (MLM)

## Abbreviations:

AA = Academic Affairs  
COD = College of Dentistry  
COM = College of Medicine  
CON = College of Nursing  
COP = College of Pharmacy

COPH = College of Public Health  
CAHP = College of Allied Health  
Professions  
MLM = McGoogan Library of  
Medicine

MMI = Munroe-Meyer Institute  
NM = Nebraska Medicine  
UNO = University of Nebraska at  
Omaha



# Student Interprofessional Society (SiS)

The newly re-established Student Interprofessional Society (SiS) serves to represent the interests of students belonging to all health science training programs at UNMC.

SiS works in collaboration with the IPE Curriculum Committee to provide input regarding existing IPE programming while also formulating new ideas for IPE integration within the current educational framework of our institution. As a group, SiS hopes to promote the development of students as successful, empathetic interprofessional team members.

The SiS Executive Board, selected at the conclusion of the Fall 2019 semester, consists of three committees: Curricular Development & Innovation, IPE Day Feedback & Improvement, and Social Engagement & Simulation. Each of these committees is led by two student Co-Chairs who represent the diverse academic programs that our campus has to offer.

## UNMC STUDENT INTERPROFESSIONAL SOCIETY EXECUTIVE TEAM

### PRESIDENTS

Morgan Harris (COM)  
Mckenzie Rowe (COM)

### COMMITTEE CO-CHAIRS

*Curricular Development & Innovation*

Minden Huntrods (COP, COPH)  
Maddison McConnaughay (COD, COPH)

*IPE Day Feedback & Improvement*

Christopher Elbracht (COP)  
Erin Johnson (COPH)

*Social Engagement & Simulation*

Liby Moberg (COM)  
Christopher Thompson (Graduate Studies)

### FACULTY ADVISORS

Dean Collier, PharmD, BCPS (COP)  
Liliana Bronner, MHSA, MBA (COM)



Presidents of the UNMC SiS, Morgan Harris, M3 (left) and Mckenzie Rowe M3 (right).



College of Allied Health Professions student & SiS member Hannah Brown interviews Emily McElroy, dean of the McGoogan Library of Medicine, about the newly-renovated library and resources available to students during the live broadcast “Explore Campus With Us” on August 12, 2020.

With challenges brought about by the COVID-19 pandemic, SiS has made every attempt to adapt ongoing and prospective projects in accordance with social distancing guidelines.

- While plans for an in-person, simulation-based interprofessional Escape Room have been put on hold, work with iEXCEL Visualization specialists has begun to develop a virtual Escape Room which will allow students to participate safely together online even when they are not located in the same physical space.
- The Student Interprofessional Society’s plans to connect directly with new health professions students at the start of the 2020 academic year were modified to fit the virtual format of New Student Orientation. In July 2020, SiS hosted the first of a series of informative interprofessional broadcasts from the Davis Global Center in partnership with the iEXCEL Strategic Advisory Group, the Student Success Program, and IPE Curriculum Committee leadership. These Zoom webinars were designed to share the educational experiences of returning UNMC students with those entering their respective programs in order to make their arrival to campus, whether virtual or in-person, more welcoming and stress-free. Several faculty members also appeared in these broadcasts to share exciting information about the newly-renovated McGoogan Library of Medicine, student wellness resources, and iEXCEL simulation technologies. Plans have been made to continue these broadcasts throughout the 2020-2021 academic year.
- In the summer of 2020, SiS collaborated with the IPE Curriculum Committee to develop a new IPE Day activity for first-year students, allowing for flexibility within the virtual Zoom environment. In the “Draw What You Hear” activity, students used pen and paper to learn how communication in the practice of healthcare can go awry. The activity was successfully implemented in August 2020.





REPORTS FROM  
**THE IPE DIVISIONS**



# ACADEMIC AFFAIRS

## iEXCEL

### PERSONNEL

**Michael Hollins, MA**

*Director, Community & Business Engagement, iEXCEL*

michael.hollins@unmc.edu

### PROJECTS

**iEXCEL Student Society:** iEXCEL's Student Society is a group of students focused on improving interprofessional communication and collaboration in health care education. The society was established in 2019 and worked to build a sustainable foundation that prioritizes interprofessional collaboration and experiential learning among UNMC students across all disciplines. The society elected a formal executive committee at the end of 2019 with anticipation to grow in both members and project intake in 2020.

**Interprofessional Simulations:** In 2019, iEXCEL hosted a wide variety of learners and educators from across the university through simulated health care experiences. Some iEXCEL simulations engaged interprofessional groups to practice providing care to patients.

**Visualization Team:** The iEXCEL visualization team works with health care professionals across various fields to create content. Projects serving an interprofessional group receive precedence and collaborators work with visualization experts to create resources used to communicate and teach medical topics.

**Simulation in Motion - Nebraska (SIM-NE) interprofessional rural care:** On August 22, the UNMC Department of Emergency Medicine took part in an immersive, interprofessional outdoor simulation. Medical students, emergency medicine resident physicians, emergency department nurses and pharmacists, SIM-NE, Gretna Volunteer FD and LifeNet all participated in this day of training. Simulations involved typical outdoor scenarios that you might see in



iEXCEL's Z-Space modules allow students to learn with advanced 3D Workbenches (pictured above). The users' vision is tracked by infrared cameras so that anatomical models are always viewed in full stereoscopic 3D. This technology allows students to manipulate and deconstruct models while studying and practicing their anatomical retention skills.



The Head Mounted Display or Holo Lens pictured above, is allowing students to visually understand the components of the brain while interacting with Augmented Reality (AR). This technology responds to voice commands allowing the student to manipulate the model and visually experience the impact of traumatic organ failure in many cases.



Nebraska, including a heat injury, pool injury and several wilderness injuries.

The team also simulated the aftermath of a tornado. Scenarios included a pinned manikin, car rollover with trapped patients, and a possible biohazard spill, as well as impalement, bumps and bruises, fractures and other injuries. Several patients required on-scene triage and others needed prioritized transport, via ambulance to either the SIM-NE truck or the LifeNet helicopter. Additionally, obstacle courses covering a list of skills from airway management, to venomous bites and fishing injuries, allowed nurses and residents to practice hands-on skills before completing the day with a reflective discussion and debrief.

“We do a lot of reading and studying in school and I think the ability to put hands on patients and to actually react to real time situations is beneficial,” said Jason Langenfeld, MD, UNMC Department of Emergency Medicine director of simulation and one of the exercise planners. “In simulation, we do that all of the time and it gives our learners the opportunity to put things they’ve learned into practice.”

Asit Misra, MD, simulation research scientist for iEXCEL, led the development of an assessment tool (Training Satisfaction Survey), designed to measure participant confidence and reactions to the training, and to ultimately improve training events in the future.



## PRESENTATIONS

### **Heartland Interprofessional Education Conference:**

Pamela Boyers, PhD, associate vice chancellor of clinical simulation for iEXCEL, was featured as a keynote speaker at the Heartland Interprofessional Education Conference. Dr. Boyers spoke about the opportunities presented through the new Davis Global Center and the support that iEXCEL provides for interprofessional activities. Later, attendees experienced hands-on demonstrations further exploring the potential for interprofessional experiential training collaborations between IPE and iEXCEL.

## PUBLICATIONS

*Defense Global: Exploring Distributed and Remote Learning Opportunities* by Dr. Boyers and Jeffrey Gold, MD, UNMC chancellor, describes the wide learning network and technology aimed at serving multiple healthcare professions.



# COLLEGE OF MEDICINE DEPARTMENT OF FAMILY MEDICINE

## PERSONNEL

### **Paul Paulman, MD**

*Professor, Associate Dean for Clinical Skills and Quality  
Department of Family Medicine, College of Medicine*

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### **William Hay, MD**

*Clinical Associate Professor & Medical Director,  
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### **Liliana Bronner, MHSA, MBA**

*Instructor and Clinical Education Manager Primary  
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*Department of Family Medicine, College of Medicine*

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### **Nicole Carritt, MPH**

*Program Manager, Nebraska AHEC  
Department of Family Medicine, College of Medicine*

ncarritt@unmc.edu

## PRESENTATIONS

### NATIONAL

Hay WH, Powell MA, Barone TL, Ammons SK, Hughes CG, Huynh T, Brown AM, McGuire J, Thomson B, Irwin JA. Mind the Gap: Medical and Health Professions Students' Understanding of Clinical Roles in an Interprofessional Student-Run Free Clinic. 2019 STFM Medical Student Education Conference; Feb. 1, 2019. Jacksonville, FL.

Hay WH, Barone TL, Ammons SK, Powell MA, Irwin JA. Time Well Spent: Collaboration with Social Scientists to Improve Clinic Operations (and your CV). Student-run Free Clinics Faculty Association Conference; March 4, 2019. Kansas City, KS.

Hay WH, Barone TJ, Ammons SK. Time Enough at Last? Interprofessional Precepting, Clinic Efficiency and Education. Society of Student-run Free Clinics Conference; March 2, 2019. Kansas City, KS.

Barone TL, Hay WH, Ammons SK, Hughes CG, McGuire J, Huynh T, Brown AM, Thompson B, Kroeger K, Gray E, Powell MA, Irwin JA. Star Performers, Team Players, and Team Leaders: How Do Medical Students Navigate Ambiguity and Hierarchy on Interprofessional Teams? Society for Applied Anthropology, 79th Annual Meeting; March 22, 2019. Portland, OR.

Hay WH, Barone TL, Ammons SK, Hughes CG, McGuire J, Huynh T, Brown AM, Thompson B, Grey E, Alexander A, Powell MA, Irwin JA. Living the GOODLIFE Model: What students learn about team-based interprofessional care in a student-run free clinic. 2019 Heartland Interprofessional Education Conference (HIPE); Aug. 2, 2019. Omaha, NE.



Student run free clinics faculty Association board 2019. Board of Directors: Jill Omori, Bill Hay, Becki Lundh, Jonell Hudson, Jay Amrien, Melissa Clark, Lacey Madison, Brenden Tu

Evans, S., Geske, J., Khandalavala B., Impact of an Interprofessional Nutritional Intervention. Society of Teachers of Family Medicine Conference on Medical Student Education; Feb. 1, 2019. Jacksonville, FL.

Khandalavala B, Evans S, Geske J. Impact of an interprofessional Nutrition Rotation. Presented at Spring Conference of the Society for Teachers of Family Medicine, April 28, 2019.

Jortberg B, Khandalavala B, Reilly J, Evans S, Playing With Food: Interactive Nutritional Curricula for Medical Student Education and Engagement. Presented at Medical Student Conference of the Society for Teachers of Family Medicine, Feb. 1, 2019.

Liu J, Khandalavala B, Geske J, Brown D, Premaraj S. A Demonstration of Interprofessional Collaboration Between Family Medicine and Dental Providers Regarding Oral Health Risk Assessment. Presented at the 52nd Annual Meeting of the Society for Teachers of Family Medicine, April 28-May 1, 2019. Toronto, Ontario, Canada.

Bronner L, Geske J, Skinner A, Meyer K. How perceptions of Interprofessional Practice in small rural communities can inform Interprofessional Education. Poster presented at the Heartland Interprofessional Education Conference; Aug. 1-2, 2019. Omaha, NE.



Presentation: Time Enough at Last? Interprofessional Precepting, Clinic Efficiency and Education. Society of Student-run Free Clinics Conference; Dr. Hay, Dr. Timi Barone, Dr. Samantha Ammons



Mind the Gap: Medical and Health Professions Students' Understanding of Clinical Roles in an Interprofessional Student-Run Free Clinic. 2019 STFM Medical Student Education Conference – Dr. Hay and Dr Mary Ann Powell



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

## PERSONNEL

**Liliana Bronner, MHSA, MBA**

*Assistant Professor*

*Clinical Education Manager*

*Department of Family Medicine, College of Medicine*

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## PROJECTS

### EDUCATION

#### **National Primary Care Month**

An interprofessional group of students coordinates informational seminars around primary care topics. The audience at each seminar was comprised of students from COM, COP, COPH, CAHP, including students from CON and COD campuses via distance.

Seminar Topics Covered:

- The Impact That Poor Health Literacy has on Primary Care – Carli Zegers
- Use of Opioids in Primary Care: the Good, the Bad, and the Ugly – Thomas Tape, MD
- Integrated Behavioral Health in Primary Care – Brandy Clarke, PhD
- Comprehensive Assessments of Older Adults – Joseph Hejkal, MD
- Rural Health Systems and Professional Incentive Act – Nebraska Office of Rural Health
- Federal Primary Care Incentive Programs – Nebraska Primary Care Office
- Trauma Informed Care – UNMC Department of Surgery and Project Harmony
- Geriatric Workforce Enhancement – Jane Potter, MD
- Social Media & Behavioral Health – Tara Sjuts, MD and Amie Konwisnski, CEO of Smart Girl Society

The UNMC student organizations that collaborated to organize these activities were: Primary Care Progress (PCP), Aging Interest Group (AIG), Psychiatry Interest Group (PsIG), Student Association for Rural Health (SARH), Family Medicine Interest Group (FMIG), EMPOWER and Rural Pharmacy Student Association (RPSA).

#### **Health Communications Conference**

A health communications conference was held March 6, 2019, for the UNMC campus community. The conference was an interprofessional faculty- and student-driven project with the objective of having participants explore approaches that facilitate effective communication for optimal function in every interaction in healthcare. The keynote speaker was Calvin Chou, MD, PhD, recognized internationally for his work to enhance communication between patients and physicians. The sessions helped participants build on existing skills to learn how to ask questions using skilled open-ended inquiry and listen reflectively. Attendees were also able to examine the importance of recognizing diverse needs and the challenges of health communication as a first step to improve health equity and well-being for varied patient populations.



Student run free clinics faculty Association board 2019. Board of Directors: Jill Omori, Bill Hay, Becki Lundh, Jonell Hudson, Jay Amrien, Melissa Clark, Lacey Madison, Brenden TuKeynote speaker, Dr. Calvin Chou, guides participants on a reflective listening activity.



Keynote speaker, Dr. Calvin Chou, facilitates a breakout session for participants from medicine, nursing, and public health.

### Service Learning Travel

In an effort to move health professional student learning beyond the traditional confines of the classroom and outside uniprofessional ethos, a service learning to Barranquilla, Colombia was arranged on March 17 – 23, 2019. The experience focused on the learning and collaboration that occurs among students from multiple health professions during the trip and the cross-cultural exchange between the students, Colombian health professionals and patients. Participants included five faculty and 14 students from seven health professional programs (dentistry, medicine, nursing, pharmacy, physician assistant, public health, and graduate studies).



Students and faculty formed a health brigade with local public health officials and made humanitarian visit to a settlement of displaced families near Bendición de Dios in Barranquilla, Colombia.

## PRACTICE

### Primary Care Progress (PCP) – UNMC Chapter

PCP is an interprofessional grassroots network of innovators, educators, learners and advocates united by a new vision for revitalizing the primary care pipeline through strategic advocacy and trainee engagement in clinical innovation. Thomas Tape, MD, Michael Sitorius, MD, and Liliana Bronner, MHSA, MBA serve as faculty advisors. Each year, PCP sponsors the UNMC Primary Care Week activities at the UNMC Campus.

2018 – 2019 Student Chapter Leaders:

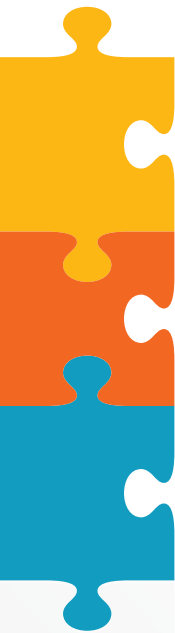
- Jed Hansen (Graduate Nursing 2021)
- Balkissa Ouattara (Masters Public Health 2019)
- Katherine Salinas (Nursing 2021)
- Madeline Volk (Pharmacy 2020)
- Carli Zegers (Nursing 2019)

2019 – 2020 Student Chapter Leaders:

- Jed Hansen (Graduate Nursing 2021)
- Balkissa Ouattara (PhD Public Health 2023)
- Katherine Salinas (Nursing 2021)
- Yufei Shi (Pharmacy 2022)
- Jonathan Wood (Medicine 2023)

### Awareness and Advocacy – Relational Rounds Podcast

In partnership with the national PCP office, our students promoted these podcasts to the UNMC PCP chapter members. These podcasts are conversations with leading minds (from current clinicians to internationally renowned leaders, authors, and activists) on some of the most pressing issues facing primary care and health care transformation.



Students: Madeline Volk, Jed Hansen, Katherine Salinas, and Balkissa Ouattara post with their faculty advisor, Liliana Bronner after a team building activity.



Primary Care Progress student leaders pose with their completed strategic plan for projects they will develop over the school year.

### Topics Covered in 2018 – 2019 School Year:

- Opportunities and Challenges Facing Public Health – Monica Bharel, MD, MPH
- The Healing Power of Narrative Storytelling and Connection – Jonathan Adler, PhD
- Teaching Health Centers’ Role in the Future of Medicine – Patrick Kinner and Nickia King, DO
- The innovative Approach at Kaiser Permanente – Mark Schuster, MD

### Leadership Training

The UNMC PCP student chapter leaders have participated in the Gregg Stracks Leadership Summit over the last five years. In this two-day conference, focuses on teaching relational leadership skills and community building skills to help students run an effective student organization, create positive change on their campus, and advance primary care as a career choice. UNMC students and have won scholarships to help them attend this training which takes place in Boston, Mass.

## OUTREACH

### Partnership with Intercultural Senior Center

In an effort to practice communication skills and using an interpreter with non-English speaking consumers, PCP students established a partnership with Omaha’s Intercultural Senior Center (ISC) to provide short health education and wellness presentations every month to refugee older-adults who speak Spanish, Nepali and Karen/Karenni.

The work at the ISC has been well received that they director wrote a letter to UNMCs Office for Community Engagement, nominating PCP for a community service



Student, Yufei Shi (Pharmacy 2022), gives an educational presentation at the Intercultural Senior Center.



Dr. Heidi Keeler, Director of Office of Community Engagement, presents Primary Care Progress student leaders with a plaque recognizing their efforts for exemplary contributions to the development of educational healthcare services top a community agency



Audience at the Behavioral Health Ambassador Conference listen to Dr. Joseph Evans speak.



Keynote speaker, Don Warne, MD, PhD, addresses the audience about the impact that unresolved trauma has on American Indian health disparities

award. In April 2019, the PCP student group was the first to receive this recognition and honor for their work with the senior center.

### **Behavioral Health Ambassador Program for Native American Students**

The UNMC Center for Primary Care Education, Research, and Health Care Design collaborated with the Behavioral Health Education Center of Nebraska (BHECN), Munroe-Meyer Institute (MMI), October 20, 2018, to organize an educational event to give Native American high school juniors, seniors, and college students the opportunity to explore behavioral health careers and meet behavioral health professionals. Attendees consisted of 45 high school and college students and 22 behavioral health professionals.

### **Conference on American Indian Behavioral Health**

The “Wakanyéja: Conference on American Indian Behavioral Health,” was held at UNMC April 23 – 24, 2019. This conference was a multi-institutional effort with the Primary Care Center, MMI, UNMC COPH, public relations, and the UNL Center for Great Plains Studies.

The conference was an effort to bridge the gap between health professionals and tribal leaders, service providers, and other tribal members on the topic of behavioral health. The conference had 198 attendees. Tribal members accounted for 114 (49%) of the registrants, representing 12 different tribes spread across 12 states. More than numbers, however, the strong tribal representation shaped the quality of the conversations. Many shared personal or family stories, others discussed community issues or recounted local experiences or expressed their hopes and expectations. The conference conversations had the feel of real and free communication among tribal members, tribal officials and elders, and health professionals (many of whom were themselves tribal members).





# COLLEGE OF PHARMACY

## PERSONNEL

### Dean Collier, PharmD

*Associate Professor, Department of Pharmacy Practice  
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### Gary C. Yee, PharmD

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## PROJECTS

### EDUCATION

The SHARING clinic is UNMC's student run interprofessional clinic for the underserved. Pharmacy continues to grow their role and collaboration with other professions. There were six pharmacy students who served on the student advisory board for the clinic in the 2019 – 2020 year and there will be seven serving during the 2020 – 2021, including in the co-president roles. A pharmacy student is a member of each care team for every patient in the clinic. Pharmacy focuses on safe and effective use of medications, and educates both the patient and students from other professions about their role and medication use. The teams at the SHARING clinic staff their patients in an interprofessional staffing model where preceptors from several professions, as well as students from these professions, discuss the clinical decisions needed for the patient. Pharmacists are always part of this interprofessional staffing model. Pharmacy students continue to be a member of each continuity team. The continuity care program assigns a consistent group of interprofessional students to always see a patient in clinic. This allows the interprofessional teams to grow in their teamwork over an entire year, and hopefully provide more consistent care for the patient.

In 2019 the SHARING clinic moved to a new location within Nebraska Medicine (NM) and a committee led by pharmacy was formed to determine feasibility of moving the dispensing pharmacy to NM's outpatient pharmacy. The pharmacy students assumed a leadership role and worked with other professions

to analyze costs of switching and determine policies and procedures to make the switch easy for patients. The pharmacy students continue to work through the transition and refine processes for the clinic's pharmacy operations. Faculty and students both presented at the 2019 and 2020 Society for Student-Run Free Clinic's national meeting.

The UNMC College of Allied Health Professions collaborated with the College of Pharmacy on a new interprofessional project called the ABCs of Diabetes Education. This was a three session series that occurred over four weeks. Pharmacy, nutrition and physician assistant students collaborated in small teams to learn how to educate new patients with diabetes. Twelve pharmacy students volunteered to participate in the activity. During the first session students formed their teams and learned the various roles professions have in diabetes education. The second session students learned about various public health topics related to diabetes and using a case created an education session within their teams utilizing each professions strengths. The third session was simulation based, where the interprofessional teams educated a standardized patient on diabetes. Teamwork and interprofessional roles/knowledge were assessed.

### **Student-led vaccination clinic.**

Pharmacy students, with guidance from Allison Dering-Anderson, PharmD, have created and staffed a vaccination clinic within the college's simulation suite.



During clinic, pharmacy students always worked closely with a nurse from student health clinic. They learned a great deal working with their nurse colleague. This structure was intentionally designed in order to show students two approaches to care – particularly in those patients who weren't "standard," such as those who previously had syncope during a vaccination, or those who had a questionable PPD read. Additionally, within the past two years, laboratory science professionals were added to the team for patients with reactive PPD. Lastly, an emergency briefing was structured and held before every clinic. The briefing included information on interacting with emergency services personnel. Under the guidance of emergency response personnel, pharmacy students practiced mock emergency vaccination scenarios.



# COLLEGE OF NURSING HEROES PROGRAM

## PERSONNEL

**Beth Beam, RN, PhD**  
*Program Director*  
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**Stephen Smith**  
Instructional Technologist  
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**Kim Hayes, MPH, BSN, RN**  
Program Coordinator  
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## PROJECTS

### EDUCATION

Didactic and hands on skills station education was provided for the following audiences beginning in October 2018 and ending October 2019.

**10.19.18 & 9.20.19:** HEROES participated in Omaha Health Care Coalition Education Day to engage coalition members from EMS, Nursing Homes, Hospitals and Public Health and offer on demand training opportunities.

**11.5.18:** HEROES program provided gowning and gloving training to first year Medical students at UNMC

**11.16.18:** HEROES provided technical support/ expertise to the Omaha Fire/EMS ambulance decon exercise

**12.12.18:** HEROES provided content expertise on high-level isolation care for the U.S. Air Force C-STARS program nurses and doctors.

**4.18.19:** HEROES provided an exhibit for elementary and middle school students at the Nebraska Science Festival Expo. Attendees experienced games depicting various forms of natural disasters and how to prepare for each and how to prevent the transfer of pathogens in schools and at home.



Kim Hayes, HEROES Program Coordinator, demonstrates through the use of a 3D printed bacteria, how easily germs can spread.



Kim Hayes, HEROES Program Coordinator, demonstrates through the use of a 3D printed bacteria and UV light box, how easily germs can spread.



Participants from the Nebraska Plains Healthcare Coalition familiarize themselves with a ProPac Positive Pressure Patient Isolation Transportation Device in McCook, NE



Participants from the Nebraska Plains Healthcare Coalition familiarize themselves with a ProPac Positive Pressure Patient Isolation Transportation Device in North Platte, NE

**5.26.19:** HEROES education on emergency preparedness, high-level PPE, ISOPOD highly infectious patient transport device and START triage was provided to Creighton University Emergency Medical Services students. Lecture and hands on skills were provided.

**9.4.19 & 9.5.19:** HEROES developed a video and provided hands on education on the assembly and

use of the ProPac highly infectious patient isolation transportation device to EMS/Fire/Public Health and hospital personnel in McCook and North Platte.

**10.17.19:** HEROES Day education and skills stations in Scottsbluff Nebraska were attended by RN and EMS students from UNMC College of Nursing and Western Nebraska Community College. (Photos may be available from Bobbi Hartshorn – bhartsho@unmc.edu)

## NEW MEDIA DEVELOPMENT

### PUBLISHED

- Tourniquet Basics: Combat Application Tourniquet
- Isolator Basics: ProPac Positive Pressure Patient Isolation Transportation Device – Assembly
- NDMS eLearning: Introduction

### AWAITING PUBLICATION

- Volunteer Shelter Training: Ankle Wrap
- Intraosseous Access: EZ-IO

### IN PRODUCTION

- Patient Isolation: Positive and Negative Pressure Isolation Devices – Comparison

## DOWNLOADS

HEROES education is downloaded from the website by

Date	Resource Name	Requested By	Organization
01-Oct-18	Biological PPE: Ebola Virus Disease - PAPR Level - Donning	Christopher Fiebig	Baraboo District EMS
01-Oct-18	Biological PPE: Ebola Virus Disease - PAPR Level - Doffing	Christopher Fiebig	Baraboo District EMS
02-Oct-18	ISOPOD Basics: IRT Model	Eric Stanton	Department of State, Operational Medicine
02-Oct-18	ISOPOD Basics: IRT Model	Eric Stanton	Department of State, Operational Medicine
02-Oct-18	ISOPOD Basics: IRT Model	Eric Stanton	Department of State-Operational Medicine

<b>Date</b>	<b>Resource Name</b>	<b>Requested By</b>	<b>Organization</b>
10-Oct-18	Biological PPE: Ebola Virus Disease - High Level - Doffing	Patty Walgenbach	Waupun Memorial Hospital
10-Oct-18	Chemical Decontamination PPE: Level C 3M Breathe Easy - Doffing	Carrie Douglas	Cody Regional Health
27-Oct-18	ISO-POD Update: AirBoss Defense Advantage	Leah Carey	UNMC
02-Nov-18	PAPR Assembly and Testing - Level C Chemical: 3M Breathe Easy	Michelle Westerdale	University of Michigan, Environment, Health and Sa
14-Dec-18	ISO-POD Update: AirBoss Defense Advantage	Shawn Metzner	Eastern Virginia Healthcare Coalition
14-Dec-18	ISOPOD Basics: IRT Model	Shawn Metzner	Eastern Virginia Healthcare Coalition
14-Dec-18	ISOPOD Basics: Patient Care	Shawn Metzner	Eastern Virginia Healthcare Coalition
27-Feb-19	ISO-POD Update: AirBoss Defense Advantage	Amanda godin	Emmet county ems
11-Mar-19	Hospital PPE - Infection Control: Donning and Doffing	Michele Chukwu	Texas Health School
11-Mar-19	Hospital PPE - Infection Control: Doffing	Michele Chukwu	Texas Health School
21-Mar-19	ISOPOD Basics: IRT Model	Donna Stokes	Mercy Joplin
21-Mar-19	ISOPOD Basics: IRT Model	Donna Stokes	Mercy Joplin
23-Mar-19	PPE: Chemical Level C - Doffing	MICHELLE M	STURGIS HOSPITAL
23-Mar-19	PPE: Chemical Level C - Donning	MICHELLE M	STURGIS HOSPITAL
23-Mar-19	PPE: Chemical Level C - Donning	MICHELLE M	STURGIS HOSPITAL
05-Apr-19	Biological PPE: Ebola Virus Disease - PAPR Level - Donning	Roy Litfin	Gove County Medical Center
14-Apr-19	PAPR Assembly and Testing - Level C Biological: ILC Dover Sentinel XL	Terry Stone	HENRY MAYO NEWHALL HOSPITAL
08-May-19	ISOPOD Basics: IRT Model	Kenneth Shaw	Duke University Hospital
28-May-19	Biological PPE: Ebola Virus Disease - PAPR Level - Doffing	Tony Sambol	NPHL/UNMC
28-May-19	Biological PPE: Ebola Virus Disease - PAPR Level - Doffing	Tony Sambol	NPHL/UNMC
28-May-19	Biological PPE: Ebola Virus Disease - High Level - Donning	Tony Sambol	NPHL/UNMC
28-May-19	Biological PPE: Ebola Virus Disease - High Level - Donning	Tony Sambol	NPHL/UNMC
28-May-19	Biological PPE: Ebola Virus Disease - High Level - Doffing	Tony Sambol	NPHL/UNMC
01-Jun-19	Cervical Collar Placement: Supine Patient	ALTA DE VILLIERS	Guest
01-Jun-19	Cervical Collar Placement: Seated Patient	ALTA DE VILLIERS	Guest
01-Jun-19	START Triage Basics	ALTA DE VILLIERS	Guest
01-Jun-19	Body Mechanics	ALTA DE VILLIERS	Guest

<b>Date</b>	<b>Resource Name</b>	<b>Requested By</b>	<b>Organization</b>
25-Jun-19	Biological PPE: Ebola Virus Disease - High Level - Donning	Doug Smith	Riverside Health System
25-Jun-19	Biological PPE: Ebola Virus Disease - High Level - Doffing	Doug Smith	Riverside Health System
25-Jun-19	Biological PPE: Ebola Virus Disease - PAPR Level - Donning	Doug Smith	Riverside Health System
25-Jun-19	Biological PPE: Ebola Virus Disease - PAPR Level - Doffing	Doug Smith	Riverside Health System
25-Jun-19	ISOPOD Basics: IRT Model	Doug Smith	Riverside Health System
25-Jun-19	Chemical Decontamination PPE: Level C 3M Breathe Easy - Doffing	Doug Smith	Riverside Health System
25-Jun-19	Chemical Decontamination PPE: Level C 3M Breathe Easy - Donning	Doug Smith	Riverside Health System
25-Jun-19	PAPR Assembly and Testing - Level C Chemical: 3M Breathe Easy	Doug Smith	Riverside Health System
25-Jun-19	Chemical Decontamination PPE: Suit Support	Doug Smith	Riverside Health System
25-Jun-19	START Triage Basics	Doug Smith	Riverside Health System
25-Jun-19	Body Sealer Basics	Doug Smith	Riverside Health System
03-Jul-19	ISO-POD Update: AirBoss Defense Advantage	Rodgers Ayebare	Infectious diseases institute Makerere University
30-Jul-19	Biological PPE: Ebola Virus Disease - PAPR Level - Doffing	Quan Zhou	China academy of building research
30-Jul-19	Biological PPE: Ebola Virus Disease - PAPR Level - Doffing	Quan Zhou	China academy of building research
11-Aug-19	ISOPOD Basics: IRT Model	Rodgers Ayebare	infectious diseases institute
13-Aug-19	START Triage Basics	Jessica Lee	Nebraska Medicine
25-Sep-19	PAPR Assembly and Testing - Level C Biological: 3M Air-Mate	Carrie Douglas	Cody Regional Health
25-Sep-19	Hospital PPE - Infection Control: Donning and Doffing	Carrie Douglas	Cody Regional Health
29-Oct-19	ISOPOD Basics: TVI Model	Walter Soto	Children's Hospital of the Kings Daughters
29-Oct-19	ISOPOD Basics: TVI Model	Walter Soto	Children's Hospital of the Kings Daughters

## PRESENTATIONS

### INTERNATIONAL

**7.15.2019 – 7.19.2019:** Injection Safety lecture and hands on skills stations for Nigerian Army Nurses, Pharmacists, Laboratorians, Doctors, and Public Health personnel was developed and provided in Lagos Nigeria by HEROES program coordinator.

## GRANTS

UNMC Program of Excellence Grant



# COLLEGE OF NURSING OMAHA DIVISION

## PERSONNEL

Louise LaFramboise, PhD, RN  
*Associate Professor*  
*Interim Assistant Dean, Omaha Division*  
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## PROJECTS

### EDUCATION

#### **Comprehensive Geriatric Assessment Program Report on IPE for 2019**

Chaperon C, Noel V, Berklund A, Maasdam K, Coufal R, Grammer S. (2019). Reticulously Anemia. Elearning Grant UNMC. Posted in E Learning Gallery and being used in NRSG 621 Adult Gerontology Primary Care Nurse I.

A collaboration between Physician Assistants Program (Faculty Advisors were Grammar S, now dean of physician assistants program and Chaperon C, coordinator of adult gerontology primary care nurse practitioner program).

Chaperon's previous e-learning module developed in 2017, *Resistant Organisms in Transitional Care*. *E-Learning Grant UNMC*. Module was revised by Nancy Meier, DNP (College of Nursing) and Logan Fanck, PharmD (College of Pharmacy) in 2019 to enhance better collaboration between PharmD students and APRN students. Used each Spring by approximately 90 APRN students and 50 PharmD students No problem implementing this asynchronous IPE activity during COVID spring 2020. Part of NRSG 606 and PharmD PPHR 674.

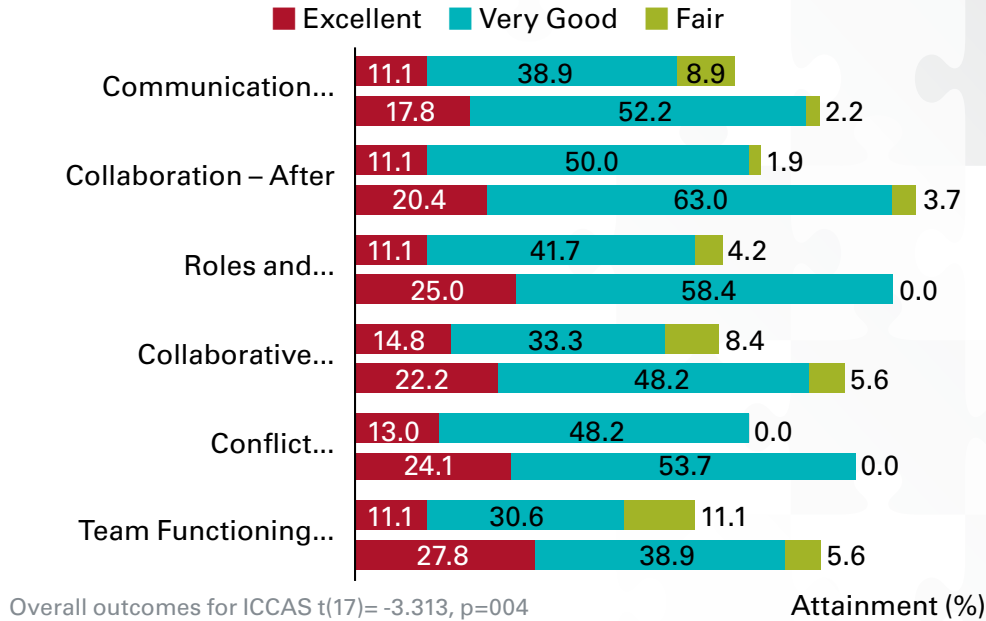
Ongoing IPP and IPE program, Comprehensive Geriatric Assessment Practice (CGAP) and Interprofessional Education (IPE) of Skilled Nursing Facility teams and PharmD and Adult Gerontology Primary Care and Acute Care NP students. The

students lead an Interprofessional team on performing a CGAP in the skilled Facility. In 2019 this involved 17 APRN and 12 PharmD students and the results were presented at the HIPE conference and the process of using PharmDs with Adult Gerontology Primary Care and Acute Care NP at the National Organization of Nurse Practitioner Faculty (NONPF) in 2020. Outcomes reported Heartland Interprofessional Conference (HIPE) in August 2019 and the National Organization of Nurse Practitioner Faculty in April 2020.

Chaperon C, Sobeski L, Wester R, Kunkle R, Maasdam K, Meier N, Kotcherlakota S, Mostek D, Collier D, Kupzyk K. Interprofessional curricular Integration between two University Colleges. Heartland Interprofessional Education (HIPE) Regional Conference, Aug. 2, 2019. Omaha, NE.

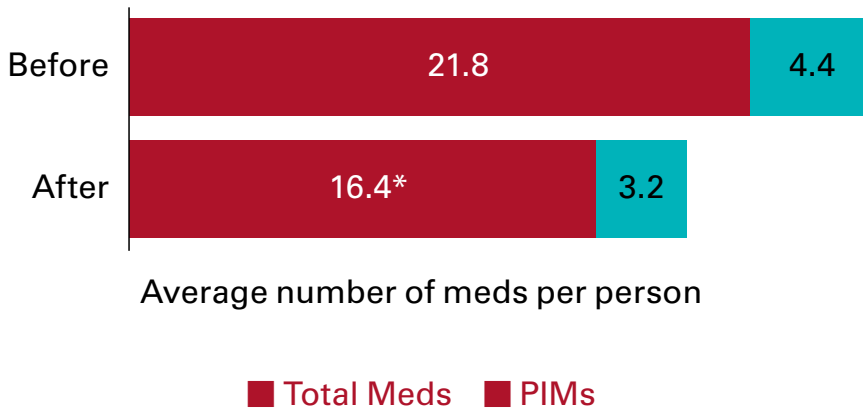
Chaperon C, Sobeski L, Wester R, Kotcherlakota S, Kupzyk K, Geary C, Haas D. Interprofessional Practice and Education: Transitional Care from Acute Care to Skilled Nursing Care. A Part of a Symposium on the Virtual Conference for NONPF, April 6, 2020.

## INTERPROFESSIONAL COLLABORATION ICCAS RESULTING STATEMENTS



## CGAP IPE MEDICATION OPTIMIZATION RESULTS

### Average Medication Changes After CGAP-IPE



- Overall average decrease in medication was 5.40 (2.51),  $p = .009$
- Overall average number of changes in medication was 9,  $p = .005$
- The average decreases in the number of Potentially Inappropriate Medications (PIMS) was 1.2 and decreased dosage was 1.



# COLLEGE OF NURSING KEARNEY DIVISION

## PERSONNEL

**Stephanie Burge, DNP, APRN, FNP-BC**

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*College of Nursing, Kearney Division*

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## PROJECTS

### EDUCATION

UNMC Kearney's faculty vision remains that students enrolled in the nursing, radiography and physical therapy programs continue to learn how to work with one another while gaining valuable information about each discipline's specific roles and responsibilities through an ongoing experience of working in teams and sharing leadership responsibility. The research efforts endure to embed shared student experiences within different professional curriculums creating sustainability for the IPE Kearney endeavor. The summer of 2019 brought progress with "Collaboration in Teaching and Learning: Shared Clinical Competencies Among Health Professional Students," a CAHP Pilot Interprofessional Education Grant Program. A designated IPE student team formed partnered with a small IPE faculty team to refine existing IPE educational materials aiding in improving IPE learning experiences for subsequent semesters.

The Health Science Education Complex in Kearney continues to sustain an environment where unique opportunities arise, motivated faculty are engaged, and the nimbleness of smaller health programs coexisting creates the opportunity to build robust IPE experiences. A recent example of such learning opportunity involved accelerated nursing students assigned to deliver a three-morning summer experience for the University of Nebraska at Kearney (UNK) child care program involving school-aged children 6 to 11 years.



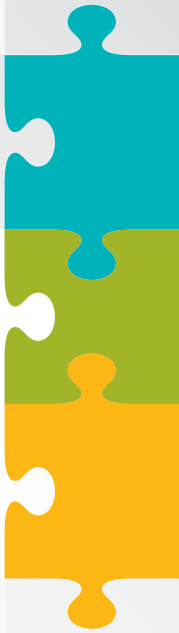


The premise of the experience was for the children to engage in medical play and summer clinical students, including accelerated nursing students, physical therapy students, diagnostic imaging students, laboratory science students, and UNK education students employed in child care to engage in IPE. The children all had an experience visiting “a patient” in a hospitalized setting while the patient receives diagnostic imaging; visits a physician assistant, requires the services of a medical laboratory scientist, and obtains physical therapy care. The nursing students had primary responsibility in building working relationships while creating a shared mental model between IPE students and faculty to assist in carrying out the medical play simulation. The result was service learning for a pediatric aggregate while providing a significant clinical experience for UNMC students, IPE students titled the happening “No Scare Health Care.”

Additional examples of “pop-up” learning opportunity include accelerated Kearney BSN students teaching PA students how to do injections and IV starts in a co-learning event. Part of the event was learning the scope of practice of the RN and PA, but also illuminating that any skill should be performed by the person who is most proficient, not always at the highest licensure



level. Asthma simulation with the help of the SIM-NE truck occurred. The RN student was assigned to be in the “ER” with a pediatric asthma patient, while the PA student was assigned to be “on-call” away from the simulated area. The team had to work together to manage and treat the patient. Illustrating future practice where the provider will not always be available in person and will need to depend on each level of education to accomplish health care delivery.



# COLLEGE OF DENTISTRY

## PERSONNEL

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## PROJECTS

### EDUCATION

1. Occasional guest lectures are provided from persons in other health professions who speak to topics of interest in dentistry but from a new and different perspective (e.g. epidemiology, public health).
2. The College of Denistry (COD) takes part in the UNMC-wide IPE Day in August in Omaha. This event offers team-working exercises where UNMC students from all of the different UNMC programs (about 500 students) are represented on each of the teams.

### PRACTICE

1. Children's Dental Day is held the first Friday in February annually at the college in Lincoln. About 150 children from eastern Nebraska are transported to the COD for free treatment at a full day event including educational games and activities as well as dental care. Whenever possible students from the College of Nursing (CON)-Lincoln Division come to Dental Day to take vitals and do well child checks. After that the nursing students disperse among the dental student operators to observe or assist when possible with the dental care. Also, physician assistant (PA) students from Union College-Lincoln are invited to observe the entire process and to interact with the dental students as they deliver care.
2. Panhandle Dental Day is held annually on the first weekend in June at several sites in the Nebraska Panhandle. About 70 students and faculty travel to the Panhandle and set up in four different locations



Patient receives dental care from dental students at the UNMC College of Dentistry (photo by Margaret Cain)

to treat low income children from throughout the Panhandle. About 225 patients are treated over a day and a half. There are opportunities for students to interact with private practice dentists in those rural areas. There is also the opportunity for CON students from Scottsbluff to participate in the Dental Day.

3. Dental Day SHARING clinics are held twice a year at the COD in Lincoln and once a year in Grand Island. At the COD clinics, pre-screened, low-income adult patients are treated at no cost by dental and dental hygiene students at the college. Opportunities exist for students from other programs to participate in IPE experiences. Students from the CON-Lincoln division and second year PA students from Union College in Lincoln have been involved in taking vitals on the

patients and then shadowing/assisting COD students as they provide care. In Grand Island the COD cooperates with the Third City Clinic to identify adults in need of extractions. Students and faculty travel to Grand Island for the day to treat patients. Nursing students from UNMC-Kearney participate by taking vitals, reviewing the health history then shadowing/assisting the dental students as they provide care. Approximately 200 patients are seen annually in this program.

4. Dental students are required to communicate with physicians or other health care providers regarding the care of patients with certain pre-existing medical conditions.
5. Dental hygiene students from both Lincoln and Gering visit area nursing homes to provide care to the residents and to interact with the nursing home staff regarding the importance and techniques involved in providing oral health care for the nursing home residents. IPE occurs in both directions as the students learn about the difficulties in providing care to this population.

Dental hygiene students also work with school nurses as part of a dental sealant program conducted at about 30 public schools across Nebraska.

In addition, dental hygiene students in Gering (COD-West Division) work with the UNMC Scottsbluff nursing students to learn from each other how to do screenings for dental and height, weight, hearing and eye exams for schools.

## OUTREACH

1. Dental students are required to participate in extramural rotations. This entails spending six weeks at an extramural site – usually rural and usually in two, three week sessions. The goals of this program are to provide the opportunity for students to provide care to the local population, learn about the business operation of the practice and become engaged with the community. Approximately 10,000 patients are seen in this program.
2. Dental students have the opportunity to volunteer at two free clinics in Lincoln. Dental students are supervised by dental faculty and perform certain procedures including cleaning, restorations and extractions. Each of these programs treat around 40 patients a month.



Faculty members and students at the UNMC West Division Dental Hygiene program visit elementary school in Gering to provide dental education and instruction to approximately 300 children

3. The college operates an outreach program whereby students and faculty volunteer to attend health fairs and community health events. These events usually have representatives from a variety of health care providers and offer the opportunity for visiting and comparing experiences. The college participate in 25 such events annually distributing information and advice to about 4000 people.
4. The COD does not formally sponsor an international outreach program but it does encourage students to take part in such trips. For example, there is an annual Jamaica trip each summer and up to 20 students volunteer to go on this one to two week trip to provide dental care to those who cannot access oral health care. Also the college has been represented the past two years at the East Meets West dental mission to Vietnam. These events give students the opportunity to work with staff, students and faculty from other countries and to learn about the dental health programs in the host country.



# COLLEGE OF PUBLIC HEALTH BRIDGE TO CARE

## PERSONNEL

**Drissa M. Toure, MD, PhD, MPH**  
*Faculty Advisor, Bridge to Care Program*  
*Center for Reducing Health Disparities*  
*Department of Health Promotion,*  
*College of Public Health*  
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## PROJECTS

Established in 2010 by the Service Learning Academy (SLA), Bridge to Care (BTC) is an inter-professional, community-engaged, and student-led legacy project supported by the College of Public Health (COPH) Center for Reducing Health Disparities (CRHD) at UNMC under the leadership of Dr. Toure. BTC is the only UNMC recognized student organization (RSO) with the direct aims of providing opportunities for students to interact and deliver health services and education to refugees in Omaha. BTC supports resettled refugees through biannual health fairs giving health education, screening, and services from community partners (i.e., clinical practices, federally qualified health centers, state and local public health) and UNMC students. Volunteers simultaneously develop cross-cultural competencies.

During 2017 – 2018, academic year, more than 70 community-based clinics and health care organizations, more than 250 students across all profession on the UNMC campus (colleges of public health, medicine, nursing, pharmacy and allied health professions) and Creighton University, and more than 600 refugees have engaged together in BTC programs, including refugee who participate in the BTC youth mentoring programs, health education sessions, health navigation programs, camp visitations and health fairs.

## PROGRAMS

- **Health Education Sessions**

In 2018, a total of ten health education took place at different refugee centers with diverse communities.

Students taught about – U.S. health care system, mental health, diabetes, hygiene, medicaid, bed bugs, medication safety, OTC drugs, and parenting education.

- **Mentoring Sessions**

The mentoring program partnered with Omaha Public Schools, conducted eight sessions in 2018. Students taught refugee youth about nutrition and eating healthy snacks. They also learned about bullying, proper tooth brushing technique. All participants got free toothbrushes, tubes of toothpaste and flosses.

- **Health Fairs**

Students from all colleges of UNMC and staff from the CRHD, working with BTC, helped to plan and carry out biannual health fairs (World Refugee Day and fall fairs) in 2018.

- » The Annual World Refugee Day for Omaha refugees health fair was held on summer in collaboration with Omaha Public School and hosted at Joslyn Museum in June 2018.
- » The Fall Refugee Health Fair was held Nov. 3, 2018. The health fair was hosted at and planned in collaboration with Benson High School in Omaha. Services provided by UNMC and Creighton University students, community-based health organizations and vendors included vision screening; dental screening; flu shots; health screenings such as BMI, blood pressure, and glucose; as well as health education booths on topics such as tobacco cessation, sun exposure, maternal and child health, and dietetics.



Health Fair



Health Fair

## BRIDGE TO CARE & BENSON HIGH SCHOOL CAREER DAY

BTC in collaboration with Benson High Magnet Health Professions Academy under the leadership of Angela Johaneck, participated in the organization of the Annual College and Career Day – students mock interview health-focused. Sachi Verma, MPH, PhDc and Drissa M. Toure, MD, PhD, conducted the interviews. The event was held Oct. 3, 2018, at Benson High Magnet. Eighteen students were interviewed. Approximately 60% of the participants were refugees.

## BRIDGE TO CARE LUNCH & LEARN PUBLIC HEALTH AND THE CAREERS/PATHWAYS/ADULT WORLD REALITIES THIS FIELD REPRESENTS

BTC in collaboration with Benson High School organized a lunch and learn session with THRIVE and English Language specific students. Objectives were to: 1) Discuss what is public health, what public health professionals do? 2) Explain the pathways to public health or other health careers for high school students, 3) Describe some public health programs. The session was held Oct. 10, 2018. A total of 32 students participated.

### Speakers:

Sachi Verma, MPH, PhDc, *Past Vice President, BTC*  
 Jessica Views, BS, MPH, *Health Fair Coordinator, BTC*

### Faculty Advisor:

Drissa M. Toure, MD, PhD, MPH, *Director, BTC*

### Facilitator and Coordinator:

Angela Johaneck, *Benson High Magnet, Health Professions Academy Specialist*



Health Fair

## PRESENTATIONS

### LOCAL

Sachi Verma, Elizabeth Oduwo, Drissa Toure. Bridge to Care and Refugee Communities. 2018 UNMC Board of Counselors Meeting. September 2018. Omaha, NE.

### GRANTS

- COMAEC - \$800
- COMAEC - \$1,085
- Methodist Health System – \$1,500





# COLLEGE OF ALLIED HEALTH PROFESSIONS

## PERSONNEL

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## PROJECTS

### EDUCATION

- **2018/2019 IPE events in Kearney:**
  - » College/campus-wide IPE event x2
  - » Nursing and physician assistant (PA) injection/IV workshop
  - » University of Nebraska at Kearney (UNK) mental health and PA – substance abuse SBIRT training
  - » Diagnostic medical sonography (DMS) and PA intro to U.S. workshop
  - » DMS and PA communication workshop
  - » DMS and PA FAST exam workshop
  - » Nursing and PA “On Call” workshop

- **Physical therapy**

College of Allied Health Professions (CAHP) students in Kearney have several unique opportunities to work closely with College of Nursing (CON) students, where each group will have the opportunity to serve as a teacher or be taught by their peers. Nursing students utilized the Health Science Education Center (HSEC) at UNK hospital simulation setting to carry out two clinical scenarios that teach physical therapy (PT) and radiography students the value of teamwork and general survey skills, with patient safety at the forefront of the experience. Through this

exercise, students also learn to appreciate the role of each health care provider and both the specific and overlapping skills and previous learning experience that each has. These simulation scenarios were then followed by an extensive large group debriefing session with all student participants, led by student nurses and supported by faculty involvement from all three disciplines. Pre- and post-simulation surveys measured the change in both student knowledge of general survey and attitudes.

In another opportunity within the same project, PT students utilize lab and simulation spaces (hospital and energized lab) to teach Radiography and Nursing students safe patient transfer and mobility techniques. Radiography and Nursing students review online modules created by physical therapy faculty and students that cover the didactic information relating to patient safety, teamwork, transfers and mobility. Following this material, which is part of both nursing and radiography curriculum, PT students then teach hands-on lab content to their peers to increase the likelihood of safe utilization of patient transfer and mobility techniques in clinical practice – potentially reducing workforce injuries and most importantly improving the quality and safety of

care. Pre- and post-experience surveys measured the change in student knowledge of safe transfers and mobility, as well as student attitudes.

Content is currently being developed to continue the learning trajectory with radiography students teaching PT and nursing students about imaging modalities, targeted for implementation in fall 2020.

- **Physical therapist/physical therapist assistant (PTA) students**

PT students participate with Clarkson College PTA students (Omaha campus) and with Southeast Community College PTA students (Kearney campus) to learn and practice team skills using clinical case scenarios. The cases are designed and taught by faculty from these programs to promote clinical, ethical, and collaborative reasoning in small groups using role play format.

- **Physical therapy/accelerated nursing**

PT students participate with CON Accelerated Nursing students in a simulated acute care setting scenario of a patient with a traumatic brain injury who is minimally responsive. The two groups of students work together in the evaluation of the patient— various lines, vital signs, etc. Each profession sets its own goals for the patient outcome and use team skills to achieve team goals. Students learn briefing, huddle and debriefing skills. This activity is completed on the Omaha and Kearney campuses.

## PRACTICE

- **Physical therapy students and athletic training students work side-by-side to bring injury care to UNK population**

In a unique opportunity partnering students from UNMC's PT Education program with UNK's athletic training program, students come together weekly in UNK's Open Rec Clinic. This clinic, which is staffed by students from both programs with direct oversight from licensed PT's and AT-C's, first opened in 2016 and UNMC PT students first started providing collaborative care in fall 2018. Students often have the ability to work one-on-one with students from the UNK or UNMC-Kearney campus who can benefit from the skills and interventions provided in physical therapy or athletic training. This has been an ideal opportunity to learn about similar and differing skill sets, educational preparation, licensure requirements, professional communication and referral or transfer of

care from one discipline to another. Outcomes from clinic data have shown over a 190% increase in clinic utilization from the 2017 – 2018 academic year. The clinic creates an unexpected avenue for advocacy and care for individuals who were previously unable to access or receive care. We are reaching students representing ethnic minorities as well as a student population with chronic conditions who are in transition from school-based Individualized education plans and can benefit from additional support and navigating available resources.

- **HelpCare Kearney Clinic**

Jannelle Reynolds, PA-C

For the SHARING committee report, a new interprofessional student team has organized as a SHARING organization at the Kearney site. Led by Jannelle Reynolds, PA-C, a team of PA, PT, and nursing students has formed a governance structure to provide services to the free clinic HelpCare, a clinic in Kearney delivering direct care to uninsured people.

## OUTREACH

- **2018/2019 IPE events in Kearney:**

Special Olympics with PT, Nursing and PA

- **GoBabyGo! builds**

This outreach is part of GoBabyGo!, a national program that provides modified ride-on cars for kids with developmental disabilities. The cars are provided at no cost to the families to promote early independent mobility.

UNMC PT students have assisted with GoBabyGo! twice per year since 2016. In 2019, there were



GoBabyGo!







GoBabyGo!

builds in Omaha March 30 with UNMC PT students, UNO/UNL engineering students, and Methodist OT students; Sept. 28 with UNMC PT students, medical students from SAPA, and Creighton Jays for Peds which included PT, OT and Pharmacy students. There was also a build in Kearney March 30 with UNMC PT students and UNK engineering students.

## PRESENTATIONS

### LOCAL

#### • Heartland Interprofessional Education Conference, Omaha, Nebraska (2019)

- » *ABC's of Diabetes Education: An Interprofessional Education Model*

Anne Wildermuth, Kristen Cook,  
Megan Timmerman, Carey Wheelhouse

With funding from the CAHP Interprofessional Education Grant, an interprofessional team consisting of faculty from the PA program, medical nutrition program and College of Pharmacy presented a poster on their innovative, three-part interprofessional education model on diabetes patient education. They look forward to presenting and publishing their results in the future at the conclusion of the grant.

- » *Planning and Implementation of Physical Therapy Services in an Athletic Training Pro Bono Clinic: An Administrative Case Report*

Tessa Wells, Scott Unruh

Presentation describing administrative considerations in determining complementary and

#### • Special Olympics athlete screening

This is an annual screening event for Special Olympics – Nebraska that occurs in Kearney each September. Students from the PA, accelerated nursing and PT programs come together to provide screenings for athletes to participate in Special Olympics. Interprofessional communication skills are highlighted in this event, as students work with one another to conduct “patient handoffs” from one discipline to the next while working with the athlete to meet their needs. In working with the athletes, students are able to hone their screening and communication skills with a population that many are anxious to encounter. Post-event debriefs with students indicate an improved sense of self-efficacy in their ability to communicate with the student athletes and their families, as well as complete their screening components in a timely and accurate manner.

distinct roles and responsibilities, and sustainability strategies for an interprofessional clinic.

- » *Practical Strategies for Advancing Your Scholarship in Interprofessional Education and Collaborative Practice.*

Gail Jensen, Andrea Pfeifle, Teresa Cochran.

Regional workshop translating relevant features of implementation science to address critical questions and advance scholarship in interprofessional education and collaborative practice (IPECP).

- » *How Does Physical Therapy Fit Into Patient Care?*

A group of PT students from the student organization SUN-APTA (Students of the University of Nebraska – American Physical Therapy Association) presented an interdisciplinary presentation that was open to any of the other professions (not just medical and PA as the article states). They were awarded a BOSS grant by the student senate.

Alison Drey, PT3, presents the alignment of the missions of several the healthcare professions.



A group of PT students from the student organization SUN-APTA (Students of the University of Nebraska – American Physical Therapy Association) presented an interdisciplinary presentation

She went on to discuss the role of PTs as movement system experts that treat patients and clients in a variety of settings.

PT students from Students of the University of Nebraska – American Physical Therapy Association (SUN-APTA) answered pertinent questions and more when they presented, “How does Physical Therapy Fit into Patient Care?” to medical and physician assistant students. This interprofessional seminar was funded by a student senate boss grant and included free pizza for the attendees.

“This is a very creative approach to interprofessional learning,” said Kyle Meyer, PhD, dean of the College of Allied Health Professions.

“Sharing information with future healthcare providers about the role of PTs as movement experts is exciting. The students’ passion for the PT profession showed during this second annual event planned, promoted and presented by students for students,” said Betsy Becker, PT, DPT, PhD, physical therapy program director.

## NATIONAL

- **National Academies of Practice Conference, Washington, DC (2019)**

*Advancing Interprofessional Collaborative Practice & Policy Research Agenda: What Questions Must We Answer Together?*

Lydia Thurston, Teresa Cochran, Devin Nickol, Al Rundio, Gail Jensen, Andrea Pfeifle, Barbara Maxwell.

National workshop engaging members in an interprofessional research focus of the academies of allopathic, osteopathic, podiatric and veterinary medicine, audiology, dentistry, nursing, occupational therapy, optometry, pharmacy, physical therapy, psychology, social work and speech-language pathology.

- **Collaborating across Borders VII Conference, Indianapolis, IN. (2019)**

*Interprofessional Education and Clinical Practice Expansion to a Distant, Rural Campus: Leadership Considerations for a Systematic Process.*

Teresa Cochran, Tessa Wells, Ellie Miller, Chris Jackson, Kellie Gossman, Mia Hyde, Jannelle Reynolds, Kaylyn Rogers, Satera Nelson, Lea Lambing. Presentation, Collaborating across Borders VII Conference, Indianapolis, IN.

International conference presentation (hosted in U.S.) describing the process followed as an academic health center physically expanded various phases of IPE programming to a distant, rural campus setting. This administrative case report implements the Interprofessional Education Assessment and Planning Instrument for Academic Institutions as a mapping instrument, and describes areas of critical consideration for administrators and faculty members when expanding interprofessional programs in health professions’ education.





## GRANTS

- **CAHP Interprofessional Education Pilot Grant – ABC’s of Diabetes Education (2019)**

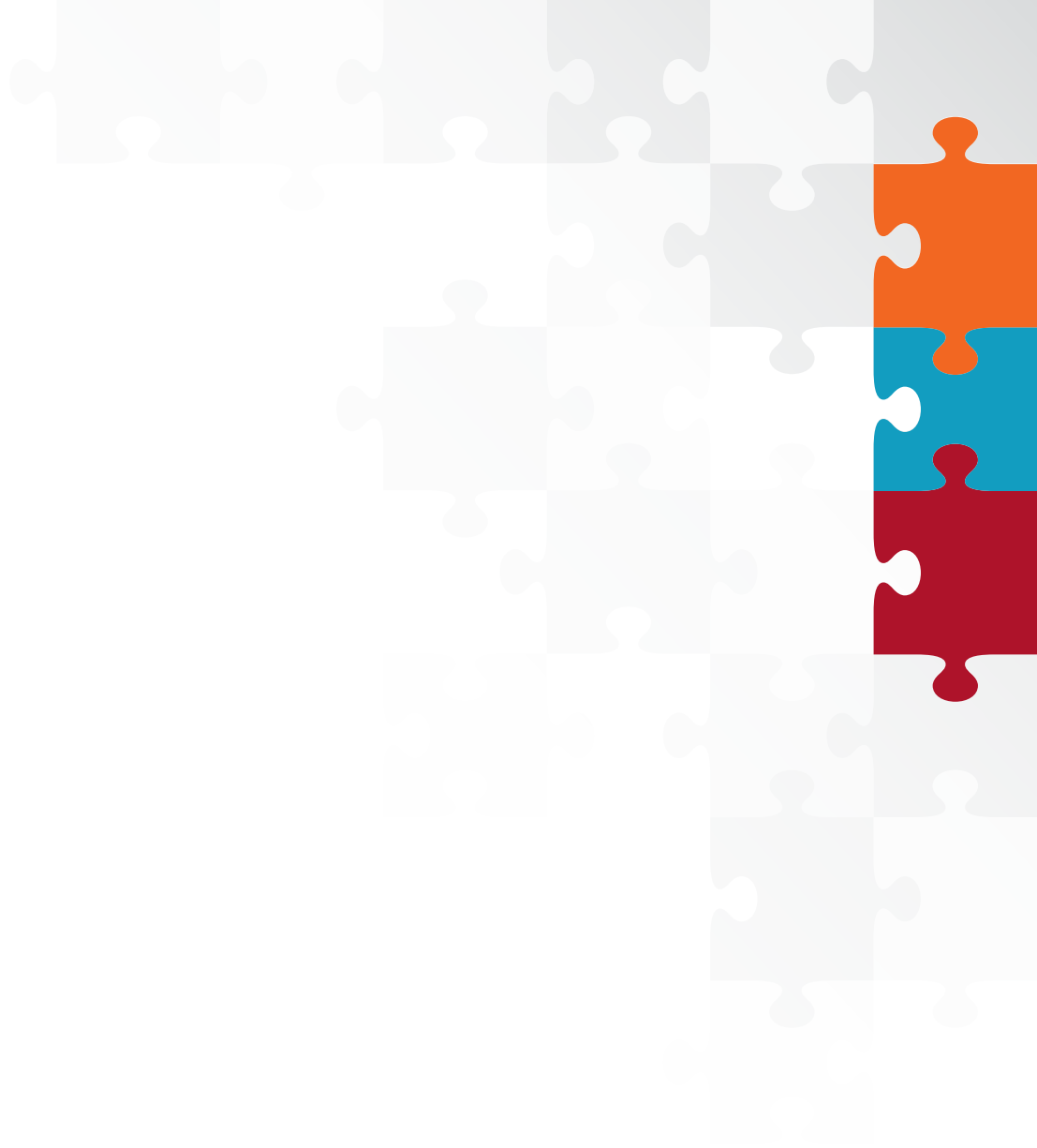
Anne Wildermuth, Kristen Cook, Megan Timmerman, Carey Wheelhouse

This three-part IPE event series included PA, medical nutrition and pharmacy students and focused on teaching patients with diabetes to self-manage their condition. At the first session, student participants taught each other about their profession and role on the healthcare team. Faculty introduced a mnemonic, known as the alphabet strategy (JD Lee, et al. *World Journal of Diabetes*, 2015), which is a tool to help patients understand and recall diabetes self-management components. Participating students researched and taught each other the alphabet strategy, applied it to a fictitious written case-study patient, and ultimately taught the model as an interprofessional team to standardized patients. Public health strategies and learning activities were included at each session. Through this experience, UNMC students gained knowledge on educating patients with diabetes mellitus, developed a better understanding of roles on the health care team, and enhanced their team communication skills.

- **Introduction to Interprofessional Global Health**

Shaun Horak, DMSc, PA-C and Nancy Krusen, PhD, OTR/L

PA and occupational therapy faculty collaborated and received a grant to develop an interprofessional course on global health to be utilized in many different programs and professions at UNMC.





# COLLEGE OF ALLIED HEALTH PROFESSIONS DIAGNOSTIC MEDICAL SONOGRAPHY

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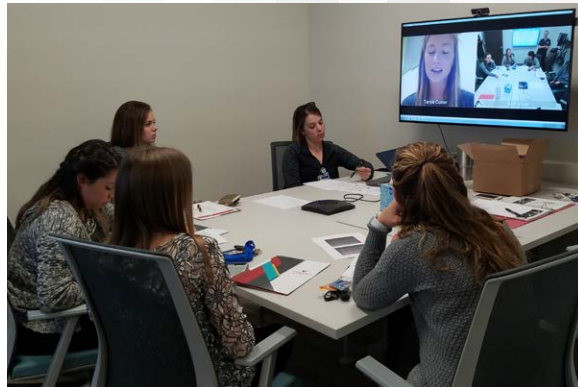
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Medical Nutrition Education (MNE) student practices obstetric sonography with guidance from DMS student.



DMS students in Kearney collaborate with MNE students in Omaha.

## PROJECTS

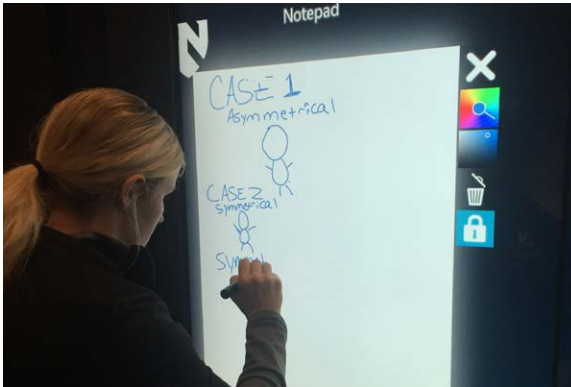
### EDUCATION/RESEARCH

- Point-of-care ultrasound (POCUS) training is expanding in medical schools and internal medicine (IM) residency programs. An interprofessional team developed a four-hour workshop where diagnostic medical sonography (DMS) students served as near-peer coaches to internal medicine residents learning abdominal POCUS. — DMS, CAHP and IM residents, COM
- DMS students participate in a lab simulation activity with nephrology fellows to perform renal biopsies on lightly embalmed cadavers. This activity has both educational and research focuses. Participants are able to learn how to perform biopsies and practice communication skills. This activity is assessed with pre- and post-surveys to measure the participants' perceptions of performing the biopsy and Interprofessional collaboration. — DMS, CAHP and IM residents, COM
- DMS students participate in a two-part lab simulation activity with PA students to perform ultrasound examinations. This activity has both educational and research focuses. DMS students teach the physician assistant (PA) participants how to operate the ultrasound machine and image the abdominal aorta. PA students educate and assess DMS students on patient communication skills during an abdominal ultrasound. This activity is assessed with pre- and post-surveys to measure the participants' perceptions of performing the ultrasounds, patient communication skills, and Interprofessional collaboration. — DMS and PA, CAHP

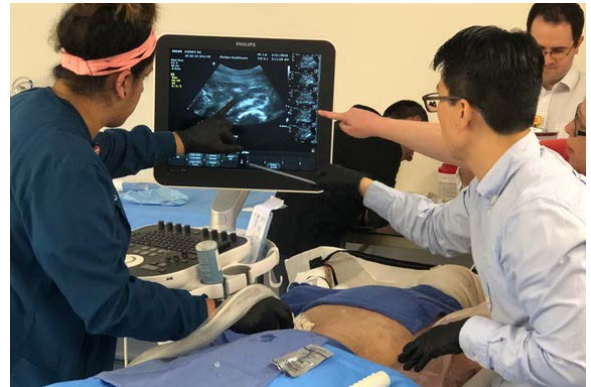


DMS and MNE students collaborate using iWall.

- The purpose of this study was to explore student perceptions and outcomes after participation in a DMS and medical nutrition education (MNE) interprofessional education (IPE) activity centered around a clinical case study on fetal growth. Participants included students from the DMS and MNE program. Data was gathered over a time period of four years. Each year, data was gathered in the form of pre- and post-tests based on a patient case-study and evidence-based search skills knowledge, faculty observation during the activity, and a post-activity survey and debriefing. Assessment sessions were held on the first day and on the last day of the activity. — DMS, MNE, CAHP and McGoogan Library of Medicine



MNE student utilizes the iWall during IPE activity.



DMS student and nephrology fellow perform renal biopsy simulation.

## PRESENTATIONS

### LOCAL

08/2019  
Heartland Interprofessional Education (HIPE)  
Conference, Omaha, NE.

Kathryn Wampler, Lisa Bartenhagen, Kim Michael

### NATIONAL

10/2019  
Diagnostic Medical Sonography, CAHP  
**Collaborative Approaches in Healthcare Education**  
Society of Diagnostic Medical Sonography Annual  
Conference, National Harbor, Maryland

Kimberly Michael, MA, RT(R), RDMS, RVT, FSDMS  
UNMC

Mitzi Roberts, EdD, RT(R), RDMS, RDMS  
Baptist College of Health Sciences

Sheryl Goss, MS, RT(R)(S), RDMS, RVT, RVS, FSDMS  
Misericordia University

10/2019  
Diagnostic Medical Sonography, CAHP  
**Teamwork: Love it or List it!**  
Society for Diagnostic Medical Sonography Annual  
Conference, Orlando, Florida

Kimberly Michael, MS, RT(R), RDMS, RVT, FSDMS  
UNMC

Sheryl Goss, MS, RT(R)(S), RDMS, RVT, RVS, FSDMS  
Misericordia University

08/2019

Diagnostic Medical Sonography, CAHP and Academic  
Affairs

**Development of an IPE Checklist for Quality  
through a Multi-Institutional Delphi Process**

2019 Heartland Interprofessional Education Conference,  
Omaha, NE.

Kimberly Michael, MA, RT(R), RDMS, RVT, FSDMS  
UNMC

Peggy Moore  
UNMC

Michael K, Matthias T, Beam E, Wampler K, Pounds  
L, Nickol D, Smith C. All Together Now! A Mixed-  
Methods Evaluation of an Interprofessional, Peer-Led  
Point-of-Care Ultrasound Workshop. Presented at: The  
Generalist in Medical Education; Nov. 2018; Austin, TX.

## PUBLICATIONS

Smith C, Matthias T, Beam E, Wampler K, Pounds L, Nickol D, Carlson K, Michael K. Building a Bigger Tent in Point-of-Care Ultrasound Education. A Mixed-Methods Evaluation of Interprofessional, Near-Peer Teaching of Internal Medicine Residents by Sonography Students. *BMC Medical Education*. 2018, 18(1). <https://doi.org/10.1186/s12909-018-1437-2>.

Wampler K, Bartenhagen L, Sayles H, Michael K. Lightly Embalmed Cadavers in Sonography Education: A Novel Approach to Improving Students' Perceived Competence in Renal Biopsy Procedures. *Journal of Diagnostic Medical Sonography*. 2019. <https://doi.org/10.1177/8756479319875451>

## GRANTS

Interprofessional Academy of Educators

Funded through the Charles R. O'Malley Trust

College of Allied Health Professions (CAHP)  
Interprofessional Education grant



DMS student serves as a near-peer coach for internal medicine resident learning POCUS.





# MUNROE-MEYER INSTITUTE LEADERSHIP IN EDUCATION IN NEURODEVELOPMENTAL & RELATED DISABILITIES (LEND)

## PERSONNEL

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## PROJECTS

### EDUCATION

The Leadership Education in Neurodevelopmental and Related Disabilities (LEND) is a federally funded interprofessional training program that promotes leadership development in the field of neurodevelopmental disabilities and children with complex health care needs with an emphasis on diagnosing, treating, and researching autism spectrum disorders (ASD) and related disabilities. For nearly 40 years, this program has offered a variety of training tracks for preservice graduate and post-doctoral interns, practicing professionals, family advocates, and undergraduate students in pipeline programs. Interprofessional cohorts are recruited from pediatric medicine, psychology, nursing, occupational and physical therapy, public health, nutrition, social work, speech-language pathology, law, health administration, and general and special education.

#### **Advanced Leadership Educational Program**

This 600-hour Interprofessional training program includes didactics, research, community learning and leadership, and interdisciplinary training clinics in the area of neurodevelopmental disabilities. Trainees include graduate students, post-doctoral fellows, family members, and practicing professionals from a broad range of health care and related disciplines.



LEND Interdisciplinary trainees met with Senator Ben Sasse at the Disability Policy Seminar in Washington, DC.

#### **Advanced Autism Leadership Academy**

This 600-hour Interprofessional training program includes didactics, research, community learning and leadership, and interdisciplinary training clinics in the area of ASD. Trainees include graduate students, post-doctoral fellows, and practicing professionals from those disciplines central to research, diagnosis, and evidence-based interventions for ASDs. These include medicine, nursing, education, speech and language pathology, psychology, occupational therapy, and social work.



Students from the Nebraska LEND and the South Dakota LEND at our annual Midwest LEND Faculty and Student Retreat.

### **Board Certification in Behavioral Analysis**

This Interprofessional training program provides support for coursework and the supervised clinical practicum required for professionals to obtain board certification in Applied Behavior analysis, the fastest growing evidence-based intervention in Nebraska for individuals on the autism spectrum. Trainees include practicing professionals in the fields of education, speech and language pathology, and psychology.

### **Pipeline Program**

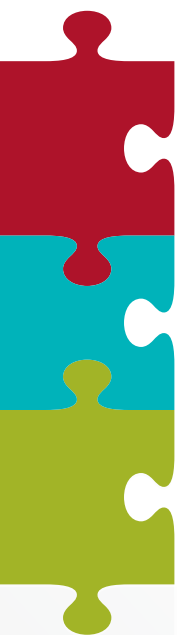
Undergraduates receive experiences and training in the field of developmental disabilities through two Interprofessional pipeline training programs. Students interested in advanced health or allied health care disciplines gain experience in providing early intervention services and parent training for families with toddlers on the autism spectrum. Undergraduates in allied disciplines such as health care administration and law are also gaining knowledge and experience in the unique needs of providers in the field of developmental disabilities and the interplay between health, education, and legal systems in the lives of families experiencing disability.

### **PRACTICE & OUTREACH**

The LEND program provides Interprofessional experiences for all participants through interdisciplinary training clinics on campus and in the community; didactics addressing clinical, leadership, and interdisciplinary team building skills; interdisciplinary research; and learning and leadership projects where interdisciplinary teams work with disability and culturally diverse agencies to develop programs and products to build the capacity of those community partners.

### **ASSESSMENTS & EVALUATIONS**

All participants complete self-assessments at the beginning of their training program that assess their levels of knowledge and experience in 12 leadership competency areas (including interdisciplinary team building) and in autism-specific competency areas where appropriate. They complete the same self-assessments at the end of their training to measure their assessment of the program's impact. LEND faculty assess each trainees progress throughout the programs and their clinical competencies. Trainees also assess the quality of each training component in exit surveys and through facilitated focus groups. All LEND trainees completing 300 hours or more of training are also surveyed at one, five, and ten years post training to measure the impact of the training program in the individual's career path and on their roles as leaders in interdisciplinary, academic, and health care provision.



## GRANTS

This program is supported primarily through a grant from the Maternal and Child Health Bureau and through funding provided by the Autism CARES act. This grant provides approximately \$780,000 per year to support faculty, trainee stipends, community collaboration, and continuing education efforts. Additional grant funding has included a personal preparation grant from OSERS to support psychology trainees at our interdisciplinary autism clinic for toddlers, an Educational Support grant from the UNMC College of Medicine to improve our interdisciplinary training clinics with new technology, a professional development grant from the Maternal and Child Health Bureau to incorporate adult learning theory into our training curricula, and funding from the national Association of University Centers on Disability to improve and expand the program’s cultural diversity in training, faculty, and student recruitment.





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