

2018

Interprofessional Education at UNMC: 2018 Annual Report

University of Nebraska Medical Center

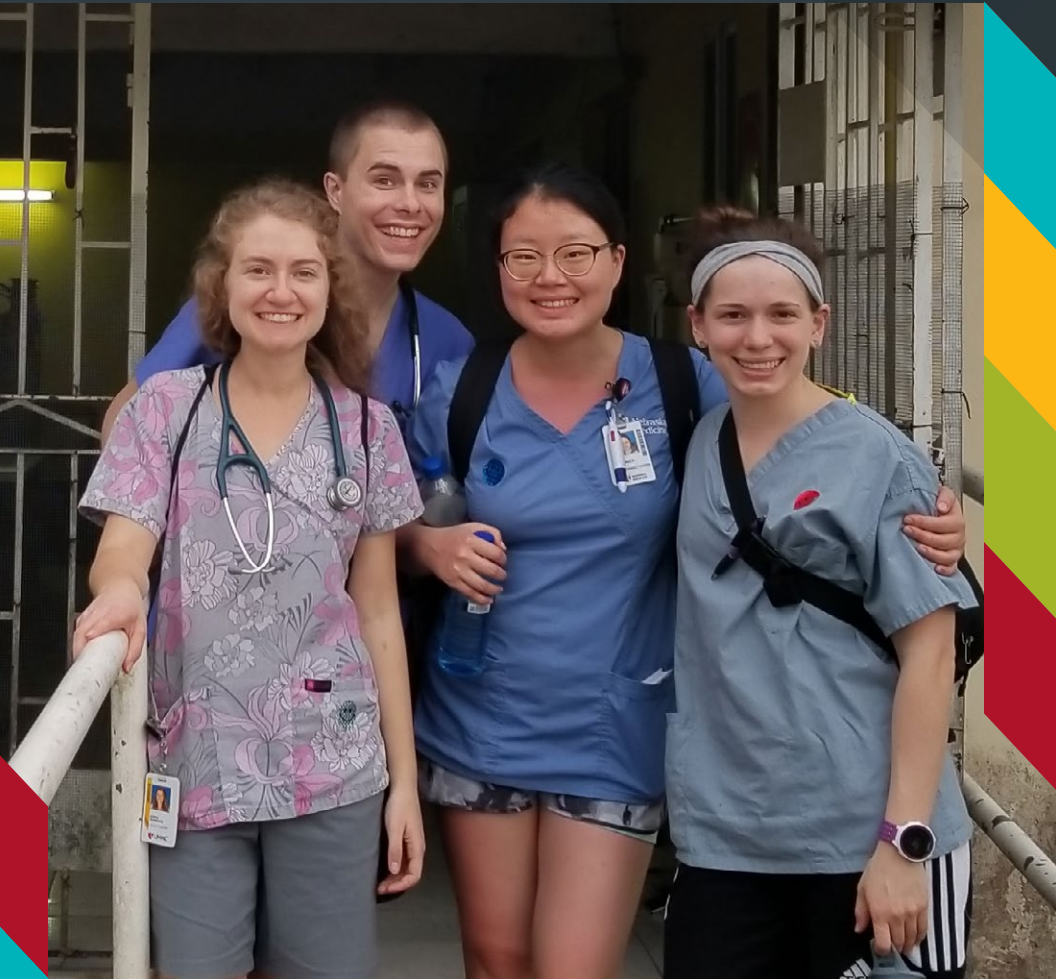
Follow this and additional works at: https://digitalcommons.unmc.edu/ipe_report

 Part of the [Education Commons](#)

Recommended Citation

University of Nebraska Medical Center, "Interprofessional Education at UNMC: 2018 Annual Report" (2018). *Annual Reports: Interprofessional Education*. 4.
https://digitalcommons.unmc.edu/ipe_report/4

This Book is brought to you for free and open access by the Interprofessional Education at DigitalCommons@UNMC. It has been accepted for inclusion in Annual Reports: Interprofessional Education by an authorized administrator of DigitalCommons@UNMC. For more information, please contact digitalcommons@unmc.edu.



INTERPROFESSIONAL EDUCATION at UNMC **2018 Annual Report**

INDEX

INTRODUCTION TO INTERPROFESSIONAL EDUCATION (IPE) AT UNMC **1**

NOTE FROM THE SENIOR VICE CHANCELLOR FOR ACADEMIC AFFAIRS	2
--	---

NOTE FROM THE ASSOCIATE DEAN FOR IPE	3
--------------------------------------	---

AMERICAN INTERPROFESSIONAL HEALTH COLLABORATIVE	4
--	---

JOURNAL OF INTERPROFESSIONAL EDUCATION & PRACTICE (JIEP)	7
---	---

LIBRARY	8
---------	---

CAMPUS IPE STRUCTURE	10
----------------------	----

IPE CURRICULUM COMMITTEE	11
--------------------------	----

IPE EVALUATION SUBCOMMITTEE	14
-----------------------------	----

OFFICE OF COMMUNITY ENGAGEMENT	16
--------------------------------	----

REPORTS FROM IPE DIVISIONS **21**

COLLEGE OF MEDICINE (COM)	23
---------------------------	----

COLLEGE OF PHARMACY (COP)	59
---------------------------	----

COLLEGE OF NURSING (CON)	65
--------------------------	----

COLLEGE OF DENTISTRY (COD)	75
----------------------------	----

COLLEGE OF PUBLIC HEALTH (COPH)	81
---------------------------------	----

COLLEGE OF ALLIED HEALTH PROFESSIONS (CAHP)	89
--	----

TEAMSTEPS	111
-----------	-----

INTRODUCTION TO INTERPROFESSIONAL EDUCATION (IPE) AT UNMC

NOTE FROM

SENIOR VICE CHANCELLOR FOR ACADEMIC AFFAIRS




We are pleased to report how UNMC continued to lead the nation in IPE during the past year. These results were due to the excellent collaborative efforts of our dedicated faculty, staff, and students from across our 500-mile campus in building on existing programs, creating new ones and sharing their expertise. Several of our faculty participated in local, regional and national conferences including the 2018 Collaborating Across Borders conference held in Banff, Alberta, Canada. The Elsevier sponsored Journal of Interprofessional Education and Practice with Devin Nickol (Associate Dean for

IPE) as Co-Editor published numerous high-quality articles and is now regarded by many as the leading national IPE journal.

This past year marked the first time that social work students from the University of Nebraska Omaha and UNMC dental students from Lincoln participated in campus wide IPE events, bolstering the impact of IPE across our campuses. IPE events were also hosted on UNMC campuses in Kearney and Scottsbluff. While there are many other noteworthy developments, I would like to draw attention to a couple that will have significant ongoing impact on our students. Dr. Kendra Schmid, (Assistant Vice Chancellor for Academic Affairs – Assessment and Accreditation) led several faculty on developing campus wide interprofessional learning outcomes as part of competencies all UNMC graduates will be expected to demonstrate during their training. Dr. Gary Yee (College of Pharmacy) and Dr. Devin Nickol also led the development and implementation of institution-wide entrustable professional activities (EPAs) for IPE. EPAs are discrete and essential tasks that our graduates will be expected to do without direct supervision after they leave us.

Looking forward, we can literally see the future of IPE on our campus as the emerging physical structure of the Davis Global Center for Advanced Interprofessional Learning rises and transforms the south west corner of campus. This center will allow



development of simulation activities addressing interprofessional care scenarios and support the campus goal of competency-based education. The center will enable teaching and assessment in realistic clinical situations, and will feature innovative use of technology, including virtual and augmented reality in health education. The center should be open just in time for UNMC and Creighton University's combined efforts in developing a regional IPE conference to be held in the summer of 2019.

Finally, I am honored to be have been appointed as the founding Chair of the one-year-old Association of Academic Health Centers (AAHC) Chief Academic Officers RoundTable. This roundtable currently consists of 16 CAOs leading interprofessional health science centers from across the nation that are meeting regularly through conference calls and annual face to face meetings to discuss and put out position papers on issues of relevance to academic health centers, in particular IPE. My special thanks to Dr. Steve Wartman, the former AAHC CEO for his visionary leadership and Dr. Steve Kanter, the new CEO for his enthusiastic support and embracing of this group.

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

NOTE FROM

ASSOCIATE DEAN FOR INTERPROFESSIONAL EDUCATION



Thank you for taking the time to review this year's IPE annual report! The programs described in these pages represent the collaborative efforts of faculty and students from all of UNMC's health professions training programs. In addition to local efforts, national and international collaborations continue to grow.

A FEW HIGHLIGHTS:

In 2016, the Office of the Vice Chancellor for Academic Affairs announced the development of seven new campus educational awards, including an award recognizing

scholarship in the area of interprofessional education. This award will recognize the scholarly contributions of UNMC faculty that make our IPE program possible.

Over the past year, grant-funded research from the AMA and HRSA have allowed the development of new tools for observation- and simulation-based assessment in IPE, and new clinically-focused interprofessional learning opportunities in UNMC's HIV clinic. UNMC faculty continue to produce peer-reviewed IPE publications and national conference presentations.

Participation in interprofessional education now extends across the 500-mile University of Nebraska campus, including Kearney and Scottsbluff. Students at those sites participate in both local activities, and state-wide offerings made possible by distance technology.

As construction continues on the Global Center for Advanced Interprofessional Learning, leadership from IPE and iEXCEL are working to develop curriculum to realize the promise of interprofessional learning in this state-of-the-art facility.

I hope you will enjoy reading about these and other accomplishments from the past year, and that they will inspire you to get involved – IPE needs you!

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, Dr. Devin Nickol, 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 & PRACTICES (JIEP)



Journal of Interprofessional Education & Practice (<https://www.jieponline.com/>) is a quarterly journal published by Elsevier and affiliated with UNMC. Dr. Devin Nickol, UNMC's Associate Dean for Interprofessional Education, 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 UNMC 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>

GRANT AWARDED

IPE Development Funds, awarded January 31, 2016

An interprofessional team, made up of faculty and graduate students in the McGoogan Library of Medicine and the College of Allied Health Professions programs: Medical Nutrition Education, and Diagnostic Medical Sonography, proposed and was awarded funds to develop and hold a test run for a true IPE course titled: "Following the Growth of Sarah's Baby." The funds were used to conduct a planning session, pay for a Standardized Patient, cover graduate student stipends, and included payment for a biostatistician to assist with data collection design and analysis. The test run of the course took place online and in person during March and April 2016. Medical Nutrition Education and Diagnostic Medical Sonography students first completed customized online tutorials that introduced the "Sarah's Baby" case and its information literacy learning issues. Students, based on the Kearney and Omaha campuses, attended two April 2016 classes, in-person and through distance technology. The students answered pre- and post-tests measuring their knowledge of the other profession and information resources pertaining to the case. The first class was led by and focused on Diagnostic Medical Sonography learning issues. The second class was led by and focused on Medical Nutrition Education learning issues. Based on the results of the student evaluations and pre-and post-tests, the event became a regularly scheduled IPE course in 2016-2017 academic year. The project team anticipates publication of the research.

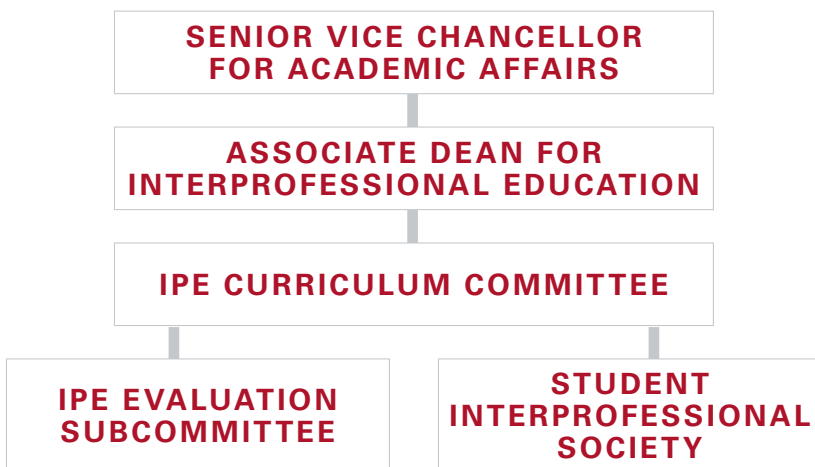




CAMPUS IPE STRUCTURE

Interprofessional Education at UNMC is overseen by the 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.



Abbreviations: 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

IPE 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. This year we also invited the members of the Interprofessional Academy of Educators (IAE) Interprofessional Education Interest Group to join us!

MEMBERS

Devin Nickol, MD (COM, co-chair)	Jo Anne Genua, MSN, RN (CON)
Gary Yee, PharmD (COP, co-chair)	Corrine Hanson, PhD (CAHP)
Caren Barnes, MS (COD)	Teresa Hartman, MLS (Library)
Elizabeth Beam, PhD, RN (CON)	William Hay, MD (COM)
Tara Brakke, MD (COM)	LaKaija Johnson (Student Representative)
Liliana Bronner, MBA, MHSA, (COM)	Katherine Jones, PhD (CAHP)
David Brown, PhD (COD)	Kristan Lester, MS (IAE)
Stephane Burge, APRN-NP, MSN (CON)	Kimberly Michael, MA (CAHP)
Nicole Carritt, MPH (COM)	Missy Ofe Fleck, PhD, RN (CON)
Claudia Chaperon, PhD, RN, APRN (CON)	Paul Paulman, MD (COM)
Teresa M. Cochran, DPT, MA (CAHP)	Yun Saksena, DMD (COD)
Dean Collier, PharmD (COP)	Ron Shope, PhD (COPH)
Kristen Cook, PharmD (COP)	Jan Tompkins, MPH (CAHP)
Amber Donnelly, PhD, MPH (CAHP)	Kate Wampler, BS (CAHP)
Cynthia R. Ellis, MD (COM)	Glenda Woscyna, MS (CAHP)

The committee meets once per month and receives input from the Evaluation and Student Subcommittees. 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.

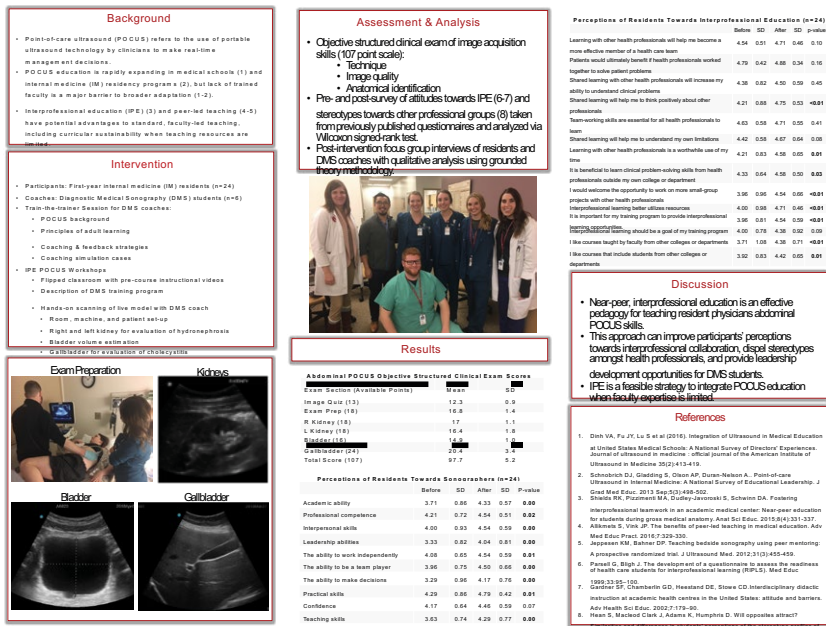
In addition to overseeing the campus IPE days, the IPE Curriculum Committee is also responsible for the development of new IPE initiatives, review of current initiatives, and overall direction of UNMC's IPE program. Current priorities include:

- 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

All Together Now! A Mixed-methods Evaluation of Interprofessional Point-of-Care Ultrasound Training

Christopher J. Smith¹, Tabatha Matthias¹, Elizabeth L. Beam¹, Kathryn Wampler², Devin Nickol¹, Arianna S. Crum³, Lea Pounds⁴, Kimberly K. Michael⁵

1. Department of Internal Medicine, UNMC College of Medicine 2. UNMC College of Nursing 3. Department of Medical Imaging and Therapeutic Sciences, UNMC College of Allied Health 4. Department of Health Promotion, UNMC College of Public Health



Several faculty collaborated on a poster presentation for UNMC's Interprofessional Academy of Educators first annual Spotlight showcase, which took place on May 10, 2018. This presentation described a peer-led point-of-care ultrasound training program developed collaboratively between the Colleges of Medicine, Nursing, Allied Health Professions and Public Health.

IPE EVALUATION SUBCOMMITTEE

The UNMC IPE Subcommittee on Evaluation reports to the UNMC IPE Curriculum Committee. The subcommittee is responsible for devising and implementing process and outcome evaluations of UNMC IPE Days and other IPE activities, storing evaluation data in a secure and retrievable manner, and sharing the evaluation results with the IPE Curriculum Committee for the purpose of improving IPE at UNMC.

Membership includes all academic units in Omaha involved with IPE and meets monthly:

MEMBERS

Gary Beck Dallaghan, PhD, co-chair (COM)

Teresa Barry Hultquist, PhD, RN (CON)

Dean Collier, PharmD (COP)

Sara McBrien, MS (CAHP)

Jenenne Geske, PhD (COM)

Devin Nickol, MD (COM)

Barbara (Kay) Grant, MS (Health Professions Education)

SPECIAL RECOGNITION

After several years of chairing the subcommittee, Dr. Gary Beck-Dallaghan is moving on to other opportunities outside UNMC. Under his leadership, the committee has been instrumental in designing and publishing evaluation and assessment tools including the NIPEAS (Nebraska Interprofessional Education Attitudes Scale). The subcommittee appreciates all of his hard work and dedication and wishes him the very best in his new adventure!

ASSESSMENT AND EVALUATION

Beginning in 2018, the IPE Evaluation Subcommittee will be merged with the Campus Assessments Committee. This will aid the ongoing development of shared learning outcomes in IPE. The subcommittee has continued to assess the quality and outcomes of the IPE curriculum offered in August and February. The subcommittee updated and administered the following instruments: (1) Facilitator Evaluation of IPE Day to assess effectiveness of learning activities, group process, and effectiveness of facilitator training sessions; (2) Student Evaluation of IPE Day to assess effectiveness of learning activities and characteristics of group process; and (3) Nebraska Interprofessional Education Attitudes Scale (NIPEAS) to measure interprofessional attitudes of students before and after IPE at UNMC. Participating students and faculty who had served as facilitators for IOPE Day small group sessions were surveyed using online systems (e.g. Survey Monkey). Comprehensive reports of survey findings were forwarded to the IPE Curriculum Committee to facilitate their ongoing improvements in the IPE curriculum.

Additionally, the subcommittee conducted an evaluation of faculty facilitators for the newly developed IPE event for second year students held each February. Dr. Jane Meza assisted with the analysis of the various evaluations students were required to complete.

During the past few years, the subcommittee conducted additional analyses on the NIPEAS with the goal of refining the instrument so that it can be used more widely to measure attitudes about interprofessional proactive pre-service health professions students. A manuscript detailing this work has been published in the *Journal of Interprofessional Education and Practice*.

PUBLICATIONS

Lockeman, Kelly S.; Dow, Alan W.; DiazGranados, Deborah; McNeilly, Dennis P.; Nickol, Devin; Koehn, Mary L.; & Knab, Mary S. "Refinement of the IPEC Competency Self-Assessment survey: Results from a multi-institutional study." *Journal of Interprofessional Care*. 30.6 (2016): 726-731.

Dallaghan, Gary L. Beck, et al. "The Nebraska Interprofessional Education Attitudes Scale: a new instrument for assessing the attitudes of health professions students." *Journal of Interprofessional Education & Practice*. 4 (2016): 33-39.

Dallaghan, Gary L. Beck, et al. "Faculty attitudes about interprofessional education." *Medical Education Online*. 21.1 (2016): 32065.

OFFICE OF COMMUNITY ENGAGEMENT

Name & Title: Heidi Keeler, PhD, RN
Faculty, College of Nursing
Director, Office of Community Engagement

Email: hkeeler@unmc.edu

Name & Title: Anita Lee, EdS
Coordinator, Office of Community Engagement

OVERVIEW

The Office of Community Engagement (OCE) builds mutually beneficial relationships and collaborations between UNMC and the communities we serve through the sharing of knowledge and experience, collaborative education, and generation of scholarship. In addition to developing interprofessional community engagement knowledge, resources, tracking and infrastructure, the OCE supports 5 Service Learning Student Groups, known as our “Legacy Projects.”

PROJECTS

Do juSTIce

Faculty Advisor: Kari Simonsen, MD.

The interprofessional and intercampus collaborative student lead program do juSTIce (Douglas County Jail United with Students To Impact a City-Wide Epidemic) was developed as a legacy project and continues to educate this community on the prevalence of sexually transmitted infections (STIs). The population that is targeted by this impact is the incarcerated at the local correctional facility and at-risk youth. Students build cognitive skills related to individual healthcare and the management of population health, and grow affectively through development of compassion, positive views on health equity, and growth of cultural awareness.

Do juSTIce is comprised of three volunteer sites. Douglas County Department of Corrections (DCDC), Douglas County Youth Corrections (DCYC), and Omaha Home for Boys (OHB).

DCDC is a correctional center located in the heart of Omaha, Nebraska. As the population grows and changes within this system, research conducted identified this local jail population as a high-risk group for STIs. Positive chlamydia rates are 9% higher than the epidemic rates reported in Douglas County overall. With the average length of stay at 23 days - most of the jail population returns to the community of Omaha. DCDC is the center of this community engagement project as volunteers educate, test, and



Offering opportunities for interprofessional engagement during the annual “Welcome Back BBQ”

treat inmates. In total, Do juSTICE had an impact of 865 inmates educated, 728 inmates tested, and 87 inmates treated from Jan 2017 to April of 2018. Because of our services, Do juSTICE was able to impact the education and STD status of multiple inmates, thusly improving the morbidity for the Douglas County community. Do justice also promoted STI prevention over the last year through the distribution of 8,064 condoms upon discharge of inmates from the facility.

Like the adult jail, there is an adjacent youth jail which this community project educates. Pre and post education questionnaires are screened and youth are educated about safe sex practices and STD awareness. Education takes place once to twice month at the Douglas County Youth Corrections facility. This volunteer site is spearheaded by the project’s DCYC coordinator. During the educational sessions, a risk factor questionnaire is completed.

In the last volunteer site, Omaha Home for Boys, volunteers educate on safe sex practices and STI awareness. Education for residents of the transitional home takes place once a month during the semester at the Omaha Home for Boys facility. During the interactive educational sessions, residents are engaged, and robust discussion occurs. From September 2017 through May 2018, 13 sessions were led by interprofessional student teams.

Do juSTICE supported education and awareness for the UNMC and Nebraska Medicine community by organizing and hosting a Schwartz Center Rounds in February 2018 entitled “Caring for the Incarcerated”. Schwartz Center Rounds are designed to foster and support the human side of medicine and increase patient care through interactive discussions with various care populations. Attendance exceeded 65 clinicians, faculty, students and staff.



Officers from the Omaha Police Officer's Association helping Fostering the Future with their 2017 Blanket Drive.

FOSTERING THE FUTURE

Faculty Advisor: Teri Mathews, APRN

Fostering the Future is an interprofessional student led organization that allows UNMC students to help children and young adults in the foster care system while expanding upon their medical knowledge. In partnership with Project Everlast, the students host two major events each year. The Project Linus Annual Fall Blanket Drive is hosted each fall. This event included making tie blankets for transitioning youth, particularly those entering or moving through the foster system. In 2017, approximately 150 blankets were handmade from reams of soft fabric by approximately 50 nursing, medical, and pharmacy students in teams. Community members, such as the Omaha Police department, joined efforts to make the blankets. The blankets were donated to various organizations throughout the Omaha community including the Omaha Police Department, the Ronald McDonald House, the Fred & Pamela Buffett Cancer Center, the Project Harmony, Siena/Francis House.

Fostering the Future supported education and awareness for the UNMC and Nebraska Medicine community by organizing and hosting a Swartz Center Rounds in January 2018 entitled "Cracks in Health Care Consistency for Fostered Youth." UNMC and Nebraska Medicine faculty, students and staff listened to Project Everlast and students present on their experiential learnings on how to provide better health care for fostered youth.

In the Annual Spring Health Festival, youth from Project Everlast were invited to learn about different aspects of their physical and mental health. An interprofessional team of UNMC students coordinated partner participation and presentation of health information booths. Educational activities were provided by the students on stress management, healthy nutrition, care for infants, and birth control.

DECREASING THE DONOR DEFICIT

Decreasing the Donor Deficit targets health inequities related to disparities in cancer treatment. This interprofessional student led group raises awareness of cancer screening and treatment disparities, and addresses the gaps in bone transplantation through recruitment of new donors. Recruitment drives are held in various communities with an emphasis on procuring a vast donation bank to match all ethnicities in need. Partnering with the national organization Be The Match, students receive supplies, training and education on donor screening protocols and proper handling of samples. Students run periodic donor drives, practicing sampling skills and learning about the barriers and importance of access to health care and lifesaving treatments. Since February 2017, students entered over 25 new potential donors into the registry

EMPOWER

Faculty Advisor: Shireen Rajaram, PhD

The interprofessional student led group EMPOWER focuses on minimizing reducing domestic and sexual violence in our community and beyond by increasing awareness and providing opportunities for future health care professionals to become involved in supporting survivors through health education and service. Interdisciplinary teams of students organize and facilitate seminars and workshops in partnership with community experts and leaders, and in conjunction with the “Its On Us” national movement to encourage all to actively stand up against sexual assault. EMPOWER has maintained a long-term relationship with the Women’s Center for Advancement (WCA). This partnership results in frequent trainings for students and community members on how to understand and better care for those who have suffered abuse or domestic violence. In 2017 and 2018, EMPOWER hosted over a dozen events with over 350 participants collectively. Topics of seminars and events include: Response to the US HIV Epidemic movement, Healthcare Considerations for the Trans Community (in partnership with Pride Alliance), Addressing Refugee Trauma and Abuse, Experiences of Transgender Patients, Rape Culture and Health Care Delivery, Human Trafficking, and Voiceless: Male Survivors of Abuse.



Students provide education to local refugee families

BRIDGE TO CARE

Faculty Advisor: Drissa Toure, MD MPH

The Bridge to Care program is an interprofessional student-led group that partners with resettlement agencies, faith-based organizations, educational facilities, and other service providers and community groups to work with resettled refugees in Omaha. Under the guidance of the Office of Reducing Health Disparities, students organize and participate in numerous activities to educate, mentor, and link refugees with resources. *See the full description of this group within the CPH section of this report.*

REPORTS FROM THE IPE DIVISIONS



COLLEGE OF MEDICINE (COM)

COLLEGE OF MEDICINE

DEPARTMENT OF FAMILY MEDICINE

PERSONNEL

Name & Title: Paul Paulman, MD

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

Email: ppaulman@unmc.edu

Name & Title: William Hay, MD

*Clinical Associate Professor & Medical Director, SHARING
Department of Family Medicine, College of Medicine*

Email: whay@unmc.edu

Name & Title: Liliانا Bronner, MHSA, MBA

*Instructor and Clinical Education Manager
Primary Care Center for Education, Research, and Health Care Design
Department of Family Medicine, College of Medicine*

Email: lbronner@unmc.edu

Name & Title: Nicole Carritt, MPH

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

Email: ncarritt@unmc.edu

PROJECTS

EDUCATION

J Term Program: Designed to provide second year medical students with information and skills practice to prepare them for their third year clinical clerkships. This three-day event includes practical didactic lectures and clinical skills training in areas such as suturing, arterial puncture, blood drawing, lumbar puncture and naso-gastric tube placement among others. This course occurs near the end of June or beginning of July following the end of classes for the second year students. All members of the second year class participate. Instruction is provided via simulation and live practice with instructors from the colleges of medicine, nursing, and allied health volunteering to provide training for the medical students.

Home Visits – COM: Since the 2013 – 2014 academic year, during the required eight-week third year Family Medicine Rural Preceptorship, medical students are given the option of conducting an interprofessional home visit to one of the patients for which they provided care for during the rotation. The medical students are accompanied during the



Above: Student-run Free Clinics Faculty Association's new officers: Lanita S. Shaverd-White (PastPres), William Hay (Pres) Rebecca Lundt (PresElect), John Boltri (Tres, not pictured) Jill Omori (Sec), Jonell Hudson (Board) and Brendon Tu (Board), Sunny Smith (Board, not pictured).

Left: Society of Student-Run Free Clinics (SSRFC) 2018

home visit by an on-site student or practitioner from the local community. The home visit teams use a standard reporting form which includes items about the patient's home environment and the medical condition of the patient. The student presents the findings to the patient's physician and makes recommendations for changes in treatment or home support resources. The visits are done predominantly for homebound elderly patients. This activity is popular with a number of medical students during the rotation and is completed by approximately 30 percent or more of all medical students. The activity is rated highly by the students.

Interprofessional cardiac arrest / team skills simulation – COM: Since the 2013 – 2014 academic year, the iExcel simulation lab has hosted a required interprofessional simulation involving all senior medical students and senior level pharmacy and nursing students. The purpose of this activity is to instruct students in team communications using didactic and simulation activities. This activity consists of a pre-study of the TeamSTEPPS team communication curriculum, viewing a best-practice cardiac arrest instruction video, managing a simulated cardiac arrest using a mannequin, reviewing the video recording of their performance during the debrief session, and finally re-assigning team roles and repeating the simulation and debrief session. Approximately 200 students participate each year with learner evaluations being very high.

SHARING System Clinics: The SHARING Clinic opened on September 9, 1997 to provide primary health care to underprivileged populations in South Omaha. It began as a medical student's vision of the need for quality care among Omaha's underserved. With the help of a small group of medical and nursing students under the guidance of Jim Medder, a family physician, and Kathryn Fandt, a nurse practitioner, the clinic was born. The UNMC SHARING clinics strive to enhance the well-being of the greater Omaha community by providing high-quality, low-cost health care and human services to those in need. In a multidisciplinary educational setting, the SHARING clinics empower patients and instill the values of service and compassion in UNMC students. The SHARING organization oversees four clinics in the Omaha area: SHARING, RESPECT, GOODLIFE, & VISION. The UNMC SHARING Clinic is also partnered with a dental clinic in Lincoln, Neb. and a primary care clinic in Kearney, Neb.

The SHARING Clinic continues to provide students with an opportunity for interprofessional collaboration in the clinical setting. The clinic has changed its model to allow for interprofessional patient presentations. This allows a multidisciplinary group of students to present their patient to an interprofessional team of faculty, modeling for the students IP practice..

The Society of Student Run Free Clinics was established in 2009. Until 2018, the student organization held conferences in association with the Society of Teachers of Family Medicine. As the student group grew, it became large enough that it was important to establish itself with its own, freestanding conference. In 2016 a medical student, Michael Blaha, submitted a bid to host the first ever freestanding meeting of this organization. The UNMC bid was accepted in February 2017, and the hosting institution team began to plan for the conference in February, 2018. This two-day meeting occurred at UNMC with 610 students and faculty in attendance from across the United States, Canada, and Germany. The content was planned by the national interprofessional student group and contained 200 posters and more than 60 oral presentations. Dr. H. Dele Davies was the keynote speaker, and Dr. Audrey Paulman was the faculty advisor for the National Student Run Free Clinic Conference.

During the Society for Student Run Free Clinic's Annual Conference, the Journal of Student-Run Clinics hosted a special "hackathon" event. The basic premise of the workshop was to create a space where different clinics work in teams to solve shared challenges through a guided exercise in ideation and prototyping. Participants pre-registered and submitted "challenge points" based on their personal experiences. Teams were assigned around common interests and diversified to include different clinics, disciplines, and experience levels. Two of the long-term goals included fostering inter-clinic and inter-disciplinary discussions around different issues and promoting collaborative, multi-institutional projects. Faculty members served as mentors to the teams during this event, floating between teams' tables to listen in and provide feedback and guidance about approaches to problem solving, group discussion, faculty perspectives, or content expertise.

In addition, the Student Run Free Clinics Faculty Association held a three-day conference to address the needs of the faculty who support student run free clinics. This conference, planned by Sheritta Strong and Jennifer Liu, was a well-attended, interactive session to provide academic mentoring and support to faculty.

SHARING Clinics:

2018 – 2019 STUDENT ADVISORY COMMITTEE

CO-PRESIDENT	Safwan Elkhatib	FACULTY RECRUITER	Kaitlin Hehnke
CO-PRESIDENT	Gabriella "Ellie" Rizzo	FACULTY RECRUITER	Ann Pearson
SECRETARY	Jenna Scholl	RESEARCH COORDINATOR	Henry Mishek
TREASURER	Natalie Tiefenthaler	STUDENT RECRUITER	Scott Irvin
CLINICAL LOGISTICS	Madeline Blaha	OUTREACH COORDINATOR	Sean Feehan
CLINICAL LOGISTICS	Alexis Mills	DIETETIC INTERN	Karen Overman
CLINICAL LAB SCIENCE	Michaela Belt	DIETETIC INTERN	Mariah Dougherty
CLINICAL LAB SCIENCE	Jennifer Silva	PHYSICAL THERAPY	Alison Drey
PATIENT LIAISON	Harrison Lang	PHYSICAL THERAPY	Erika Mueller
FUNDRAISING	Katelyn Dickes	PHYSICIAN ASSISTANT	Luke Friesen
FUNDRAISING	Erin Brown	PHYSICIAN ASSISTANT	Cody Thorson
INTERPRETER RECRUITER	Cristian Leon Valquier	NURSING COORDINATOR	Madeline Sipes
VISION COORDINATOR	Shannon Hegemann	NURSING COORDINATOR	Abby Crouch
PHARMACY	Xiaoxiao Qi	COPH REPRESENTATIVE	Jessica Ern
PHARMACY	Kuulei Hose	COPH REPRESENTATIVE	Kara Babcock
PHARMACY	Kelsie Post	PSYCH BOARD MEMBER	Constance Meitus
PHARMACY	Alexa Karels	PSYCH BOARD MEMBER	Joseph Aloï
PUBLIC RELATIONS	Caleb Ayers		

2018 – 2019 FACULTY ADVISORY COMMITTEE

PRESIDENT	Jennifer Liu, MD, College of Medicine, Family Medicine
VICE PRESIDENT	Sherrita Strong, MD, College of Medicine, Psychiatry
SECRETARY	Grace Johnson, PT, DPT, MS, OCS, College of Allied Health Professions, Physical Therapy
TREASURER	Jeff Miller, CPA, Controller, Business & Finance
IMMEDIATE PAST PRESIDENT	William Hay, MD, College of Medicine, Family Medicine

FACULTY BOARD MEMBERS

Rebecca Anderson, College of Public Health

David Brown, College of Dentistry, Dental Clinic Medical Director

Kristen Cook, College of Pharmacy

Jessica Downes, College of Pharmacy

Grace Johnson, College of Allied Health Professions, Physical Therapy

Jenenne Geske, College of Medicine, Research Committee Chair

Deeptha Gbate, College of Medicine, Ophthalmology, VISION Clinic Director

William Hay, College of Medicine

Kathy Hoffman, College of Nursing, RESPECT Clinic Director, Youth Outreach Committee Chair

Megan Timmerman, College of Allied Health Professions, Medical Nutrition Education

Ulrike (Ricki) Otten, College of Allied Health Professions, Clinical Laboratory Science

Audrey Paulman, College of Medicine, Fundraising Committee Chair

Paul Paulman, College of Medicine

Sheritta Strong, College of Medicine, Psychiatry

Jennifer Liu, College of Medicine

STUDENT REPRESENTATIVES

Michael Blaha, SHARING Student Co-President

Terry Brown, SHARING Student Co-President

EX-OFFICIO BOARD MEMBERS/ADVISORS

Jeffrey Miller, Business & Finance

Keith Swarts, Business & Finance

Brenda Helget, NU Foundation, Advancement Board and Fundraising Committee Member

Shelly Baldwin, Ambulatory Care Nebraska Medicine

PRACTICE

The SHARING organization oversees four clinics in the Omaha area which provided more than 400 visits last academic year: SHARING, RESPECT, GOODLIFE, & VISION. The UNMC SHARING Clinic is also partnered with a dental clinic in Lincoln, Neb. and a primary care clinic in Kearney, Neb.

Medical Director, William Hay, MD, has been secured to provide medical oversight to the SHARING clinics.

- **SHARING** (Student Health Alliance Reaching Indigent Needy Groups) opened on September 9, 1997 in order to provide primary health care to underprivileged populations in South Omaha. The SHARING clinic operates on Tuesday nights from 5:30 to 7:00 p.m. at the Specialty Care Center located at 52nd and Leavenworth streets in midtown Omaha.
- **RESPECT** (Responsible Early STD Prevention, Education, and Community Testing) opened on October 3, 2001. The purpose of this clinic is to provide confidential testing and treatment for sexually transmitted diseases. The clinic provides a unique opportunity for students to gain practical experience in interviews, physical exam, and diagnosis pertaining to sexual health. Volunteer physicians, Medical Laboratory Sciences faculty and nurse practitioners are there to assist and supervise the students. The RESPECT Clinic is open on Monday nights from 5:30 to 7:00 p.m. The visit and routine STD services provided at RESPECT Clinic are free.
- **GOODLIFE** (Greater Omaha Outreach for Diabetes Lifestyles Impacting Fitness and Education) opened in October 2002 to address the primary care needs of those living with type 2 diabetes in the North Omaha community. It is the third clinic that the SHARING Clinics have opened to help citizens of Omaha who cannot afford health care and do not have insurance. This interdisciplinary clinic brings together medical, nursing, pharmacy, physical therapy, physician assistant, clinical laboratory sciences, family medical therapy, and medical nutrition students. The GOODLIFE Clinic operates on the second Wednesday of each month at the Baker Place clinic, 5050 Ames Avenue in North Omaha. Patients must demonstrate financial need to be seen at the GOODLIFE clinic. Patients are asked for a ten-dollar co-pay at each visit; the fee is waived if the patient cannot afford it. Those who attend the clinic receive comprehensive type 2 diabetes examinations, laboratory evaluations, and medications.
- **VISION** was founded in March 2011 and provides ophthalmology services one half day per month. Key to making the SHARING ophthalmology services possible was Dr. Michael Griess, formerly of UNMC Physicians Eye Specialists. The clinic is held at the Truhlsen Eye Institute, 3902 Leavenworth Street, and students have the capabilities to perform complete eye exams. The Clinic accepts referral patients from the SHARING and GOODLIFE Clinics.
- **SHARING Dental** (Student Health Alliance Reaching Indigent Needy Groups) started in 2008 as a result of urging from some local dentists, a feeling that the college should do something to address the oral health needs of the low income population in the Lincoln area and from UNMC in Omaha to join their array of SHARING Clinics. Procedures performed at the SHARING Clinic are at no cost to the patient and the college has used this program to enhance Interprofessional Education opportunities with students from the Lincoln Division of the College of Nursing and health

professions students from Omaha. In recent years the dental SHARING Clinic has gained a positive reputation in the surrounding area. This has resulted in an annual extraction clinic held in conjunction with the Third City Clinic in Grand Island. For this event about 15 to 20 dental students and faculty go to Grand Island to work out of a private dental office generously donated for the day. Students see about 70 patients on a Saturday to extract about 200 teeth. More recently, the college has begun working with a district health department in the northeastern part of the state to identify a minority population with major dental needs. This has resulted in a special triage and referral day conducted by the college at the rural health department and the opportunity provided by the health department to transport up to 40 patients from the rural area to a SHARING Clinic. The SHARING Dental Clinic program provides students with the opportunity to gain experiences, especially multicultural, they might not ordinarily have at the college and gives faculty and staff an opportunity to model professional behaviors that serve the community. The Dental SHARING Clinic is made possible by generous financial support from Ameritas Insurance Company, Delta Dental of Nebraska, dental alumni and friends.

OUTREACH

- **OWL Ride:** In July 2016, SHARING students participated in the sixth annual Omaha With Lights (OWL) Ride, a 16-mile nighttime ride through various neighborhoods within Omaha with proceeds going to support the Munroe-Meyer Institute's Meyer Foundation for Disabilities. SHARING students worked at first aid stations throughout the course to support the riders through the night. It was a fun event and a great way to interface with the community and support a good cause.
- **Metro Credit Union Memberfest First Aid Station:** Over the past two years, SHARING students have provided first aid services to Metro Credit Union members and employees at their annual Metro Credit Union Memberfest. This is a great way for the students to provide firsthand medical assistance and education, if needed. This also serves as an opportunity for SHARING students to support the Metro Credit Union, an organization that has generously contributed to SHARING and has helped make the clinic's vision a reality.
- **Teddy Bear Picnic and Clinic:** In the fall of 2017, the SHARING Clinics collaborated with the Boys and Girls Club of Omaha to create the inaugural Teddy Bear Picnic and Clinic. This clinic was part of the Boys and Girls Club's Day for Kids, a fun-filled event hosting over 500 children and their families. The Teddy Bear Picnic and Clinic was an innovative way for UNMC students to interact with the children, while providing valuable pediatric healthcare education. The event was a success and will be held annually moving forward.



William Hay, MD; Srikala Yedavally-Yellayi, DO; Anne Walsh, PA; Martha Seagrave, PA; and Freya Spielberg, MD, MPH (not pictured). Presenting the preconference workshop: Teaching in the Clinical Setting, Skills for Today's Family Physician; Effective Strategies in Teaching Team-based Care and Interprofessional Education. 2018 Society of Teachers of Family Medicine Conference on Medical Student education; 2018 February 1. Austin TX

ADDITIONAL SHARING PROJECTS

In addition, the SHARING Youth Outreach Committee provides students to community organizations for mentoring and presentations:

- **SHARING – Girls, Inc.:** An ongoing partnership with Girls, Inc. provides clinical care in the new health and wellness addition at Girls, Inc.
- **SHARING – Liberty Mentoring Program:** Since 2009, SHARING has collaborated with Liberty Elementary to provide medical access to their students, many of whom are from underserved populations. SHARING facilitates classroom volunteers from all professions at UNMC to mentor in the classroom and provide educational sessions on topics such as smoking.
- **SHARING – Jackson Family Nights:** Since the summer of 2011, SHARING has partnered with Completely Kids afterschool program at Jackson Elementary School. Each month, students from multiple professions give presentations to both students and parents on a variety of health and prevention topics, including nutrition, over-the-counter medications, and exercise. SHARING-Dental Clinic provides toothbrushes and toothpaste to the students in the program.

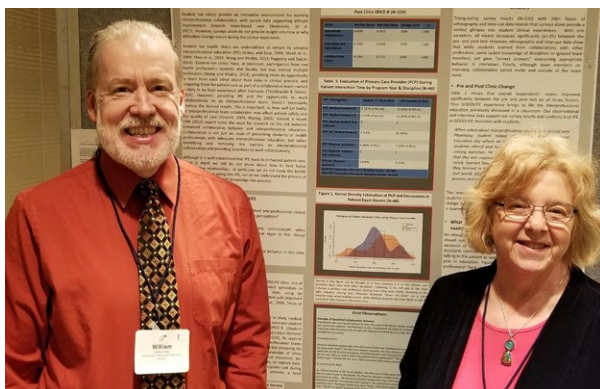
PRESENTATIONS

NATIONAL

Zaudke J, Shrader S, Walsh A, Forest C, Hay W, and Moon J. "The Interprofessional Preceptor." Symposium, Society of Teachers of Family Medicine Conference on Medical Student Education; Phoenix, AZ, January 29, 2016.



Above: Jennifer Liu, Ellen Beck, William Hay, Lanita S Shaverd-White, Audrey Paulman, Brian Sick, Rebecca Lundt, & Sheritta Strong. Student-run Free Clinics Faculty Association 2018 Annual Meeting; 2018 Feb 23. Omaha, NE



Left: Dr. May Ann Power (UNO) and Dr. William Hay (UNMC) presenting a poster at the CGEA in March 2018.

Clark J, Finn M, Otten U. "Maximizing the role of the laboratory in an interdisciplinary student-run clinic." Society of Student Run Free Clinics Conference; Phoenix, AZ, February 2016.

Fennel E, Vogel D, Chonis T, Medder J, et al. "STI reinfection: patient susceptibility and healthcare shortcomings." Society of Student Run Free Clinics Conference; Phoenix, AZ, February 2016.

Miotke L, Tessier E, Chonis T, Geske, J, et al. "Cancer screening in low-income patients: the correlation between family cancer history, screening awareness and screening practices." Society of Student Run Free Clinics Conference; Phoenix, AZ, February 2016.

Visenio M and Geske J. "Identifying health care needs through geographic distribution of SHARING clinic patients." Society of Student Run Free Clinics Conference; Phoenix, AZ, February 2016.

Walsh A; Hay W; Seagrave M; Yedavally-Yellayi S; Spielberg F. Preconference workshop: Teaching in the Clinical Setting, Skills for Today's Family Physician; Effective Strategies in Teaching Team-based Care and Interprofessional Education. 2018 Society of Teachers of Family Medicine Conference on Medical Student education; Austin, TX, February 1, 2018.

Chen K; Kruger J; McCarther N; Strong SA; Liu JL; Otten UT; Paulman A; Hay WH; Paulman P. Student-Run Clinic Hackathon. Society of Student Run Free Clinics Conference; Omaha, NE, February 2018.

Cook K and Downes J. "Ensuring medication access and controlling medication costs in a student run free clinic: a pharmacy faculty perspective." Society of Student Run Free Clinics Conference; Omaha, NE, February 2018.

Beck E; Hay W, Lundh R; Paulman A; Shaverd-White, L; Sick B. Student Run Clinic Bootcamp for Early Beginners. Student-run Free Clinics Faculty Association Conference; Omaha, NE, February 2018 (Dr. A. Paulman also involved) attached picture SRFCFA 1 (pitctured: Jennifer Liu, Ellen Beck, William Hay, Lanita S Shaverd-White, Audrey Paulman, Brian Sick, Rebecca Lundt, & Sheritta Strong – Dr. Liu & Strong are UNMC faculty, they were the moderators.)

Leon L and Baxter J. "An Exploratory Descriptive Study of Patient Numbers at the SHARING Clinics from 2010-2017." Society of Student Run Free Clinics Conference; Omaha, NE, February 2018.

Hay W; Barone T; Powell MA; Ammons S; Hughes C; Huynh T; Brown A; McGuire J; Thompson B; Irwin J. Poster: Improving the assessment of student interprofessional behaviors and knowledge using a mixed methods approach. Central Group on Educational Affairs 2018 Regional Spring Meeting; Rochester. MN; March 22-23, 2018.

Barone T; Hay W, Ammons S; Hughes C; Ngoc-Hunyh BT; Brown A; McGuire J; Thompson B; Powell MA; Irwin J. Paper: "I Prefer Hands-On to Lectures": Interprofessional Education in a Student Run Diabetic Clinic. Society for Applied Anthropology Annual Meeting; Philadelphia, PA, April 4, 2018.

GRANTS

Working with the faculty and University of Nebraska Foundation, SHARING secures donations to provide funding for this outreach.

COLLEGE OF MEDICINE

DIVISION OF INFECTIOUS DISEASE

PERSONNEL

Name & Title: Ann Fitzgerald, APRN

Program Director, Nebraska AIDS Education & Training Center

Email: anfitzgerald@nebraskamed.com

Name & Title: Susan Swindells, MBBS

Professor, Department of Internal Medicine, Division of Infectious Diseases

Medical Director, Nebraska Medicine/UNMC HIV Clinic

Email: sswindells@unmc.edu

Name & Title: Sara Bares, MD

Principal Investigator and Director, Nebraska AIDS Education & Training Center

Assistant Professor, Department of Internal Medicine, Division of Infectious Diseases

Email: sara.bares@unmc.edu

Name & Title: Jasmine Marcelin, MD

Assistant Professor, Department of Internal Medicine, Division of Infectious Diseases

Email: jasmine.marcelin@unmc.edu

Name & Title: Devin Nickol, MD

Assistant Dean for Interprofessional Education

MATEC IPE Consultant

Email: dnickol@unmc.edu

Name & Title: Josh Havens, PharmD

Clinical Pharmacist, HIV Program

Email: jhavens@unmc.edu

Name & Title: Kim Scarsi, PharmD

Associate Professor, COP Pharmacy Practice

Email: kim.scarsi@unmc.edu

Name & Title: Anthony Podany, PharmD

Assistant Professor, COP Pharmacy Practice

Email: apodany@unmc.edu

Name & Title: Nichole Regan, APRN
Nurse Practitioner

Email: nregan@nebraskamed.com

Name & Title: Christine Tran, DNP
Nurse Practitioner

Email: chtran@nebraskamed.com

Name & Title: Barbara (Kay) Grant
Program Coordinator, Office of Health Professional Education

Email: bagrant@nebraskamed.com

Name & Title: Deanna Hansen
Administrator Assistant

Email: dmhansen@unmc.edu

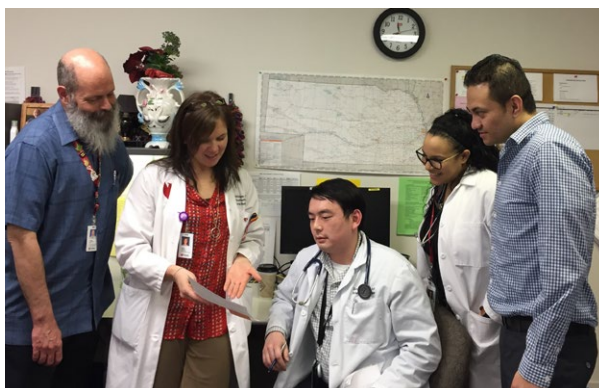
Name & Title: Deborah (Deb) Justesen
Project Coordinator, Nebraska AIDS Education & Training Center

Email: djustesen@unmc.edu

PROJECTS

HIV INTERPROFESSIONAL EDUCATION PROJECT (HIPEP): 2017 PILOT PROGRAM REPORT-NEBRASKA

In the spring of 2017, Midwest AIDS Training and Education Center (MATEC) launched the HIV Interprofessional Education Project (HIPEP) at six participating Academic Institutions in the Midwest region. The overall purpose of the program was to train students in health professional programs in order to acquire the knowledge, skills and attitudes needed to engage in collaborative practice in a primary care model for the diagnosis, care and treatment of People Living with HIV (PLWH). Additionally, HIPEP aims to build the capacity of faculty members from participating institutions so they can train their students in the area of intercollaborative practice in HIV care and prevention. A number of data collection tools were administered to both students and faculty to measure the outcomes of the program and identify areas of improvement. The results of the student baseline and endpoint assessments, the faculty feedback survey, and the student PIFs and ERs are presented in the report, which can be obtained by the Office for IPE.



(left to right) Jeremy Johnson, MSW (HIV Clinic social worker); Nichole Regan, APRN (HIV Clinic nurse practitioner); Doug Lim, MD (Internal Medicine resident); Claire Hollis (NP student); Subash Baniya (P4 student)

Nebraska's HIV Interprofessional Education Project (HIPEP) took place from January 31 through April 30, 2017, and included ten students from Medicine, Pharmacy, Nursing (RN), and Advanced Practice Nursing.

Students enrolled in the HIPEP program participated in in-person didactic presentations, communities of practice, and clinical preceptorships: 40% of those enrolled in were from the College of Nursing, 30 percent were from the College of Pharmacy, and 30 percent were from the College of Medicine.

The faculty came from three different professional schools which ensured that the majority of students in the program were represented by at least one faculty member from their own professional program: 14 percent were from the College of Nursing, 43 percent were from the College of Medicine, and another 43 percent were from the College of Pharmacy. The faculty members fulfilled a variety of roles within the program, with most taking on more than one role. Over 40 percent of faculty were involved in curriculum development, 44 percent in small group facilitations, and 22 percent in the delivery of content. Over half indicated they were involved in other roles such as clinic provider and program implementation in the clinic.

PUBLICATIONS

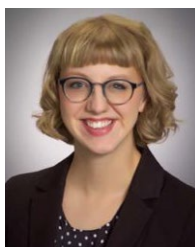
Bares SH, Swindells S, Fitzgerald A, Grant K, Havens, Nickol D. Implementation of an HIV Clinic-Based Interprofessional Education Curriculum for Nursing, Medical and Pharmacy Students. *Journal of Interprofessional Education & Practice* 2018; 11:37-42.

ONLINE / SOCIAL MEDIA

UNMC ID blog: <https://blog.unmc.edu/infectious-disease/2017/12/06/what-it-means-to-be-a-trainee-learning-from-patients-living-with-hiv/>

WHAT IT MEANS TO BE A TRAINEE LEARNING FROM PATIENTS LIVING WITH HIV.

Posted by Jasmine Riviere Marcelin, MD | December 6, 2017



Rebecca Osborn

Fourth Year UNMC Medical Student

I have always had a strong desire to work with under-served communities, and was thus drawn to the unique social and medical needs of patients living with HIV. Through my four-year track, I was able to gain early clinical experience, as well as participate in research and work closely with patients and their providers. During my rotations, I witnessed the full spectrum of HIV disease and all of its health ramifications,

and I enjoyed the creative and intellectual challenges presented by these complicated patients. The thorough history and workup of immunocompromised patients has taught me valuable interviewing and diagnostic skills that will help me throughout my residency and beyond.



Randy McCreery, MD

Third Year UNMC Internal Medicine Resident, planning a career in Infectious Diseases

Rotating through the Specialty Care Center (SCC) has been one of the most rewarding experiences I have had at UNMC. HIV infection is one of those diseases where, with the right care, patients can really thrive. I believe our patients at the SCC get that type of care. From initial diagnosis to long-term stability, our multidisciplinary team of physicians, pharmacists,

nurses and social workers are there to help each and every patient succeed with their disease. What the clinic did for me was to show me that HIV care is another rewarding aspect of the many settings that Infectious Diseases doctors find themselves in. I had

little exposure to HIV care prior to coming to the clinic, now it's something that I look forward to. From the trainee perspective, it is very satisfying to be able to make your contribution to the team and together, feel like you are actually saving someone's life. Isn't that what we all got into medicine for in the first place? Go SCC! and Go UNMC!



Richard Hankins, MD

First Year UNMC Infectious Diseases Fellow

Working at the Specialty Care Clinic has provided me with the opportunity to make connections with patients and follow them as they are beginning treatment. I've found that my favorite part of working there is seeing patients back at the clinic after they have started treatment and seeing the great strides that they have made in their health. It means a lot to see people getting better, but I love hearing their stories about how their lives have changed and improved as a result of this. The first few months have been great, and I look forward to being able to continue working there and learning over the next few years.



Daniel Cramer

Family Nurse Practitioner Student

As a family nurse practitioner student, having meaningful specialty clinical experiences is essential. I was first introduced to the Specialty Care Clinic rotation by one of my professors early on in the program and I immediately knew it was something that I was interested in. The Specialty Care Clinic has a program designed for nurse practitioner students that will pair them with one of the knowledgeable and passionate providers in the clinic. I spent a month at the clinic seeing patients who are part of studies, patients who are newly diagnosed HIV patients, and stable HIV follow-up patients. I not only came away from this clinical experience with greater understanding of HIV patient care, but also a newly found passion for the specialty that came from interacting with the patient population but learning from the amazing providers at the clinic. Christine Tran and Nichole Regan, along with the rest of the providers and office staff, made this clinical experience one that will influence my practice once I graduate and I cannot thank them enough.

GRANTS

Health Resources and Services Administration under Award Number U1OHA29293
[Midwest AIDS Education and Training Center (MATEC) Program (Award 068475-00001,
Subaward 7797RM)] PI: Susan Swindells, MBBS

COLLEGE OF MEDICINE

DIVISION OF GERIATRICS

PERSONNEL

Name & Title: Jane F. Potter, MD

Chief, Division of Geriatrics & Gerontology,

Department of Internal Medicine, College of Medicine

Email: jpotter@unmc.edu

PROJECTS

EDUCATION

Aging Interprofessional Group (AIG):

- The Aging Interprofessional Group (AIG), formerly known as the Interprofessional Aging Interest Group, was formed in August 2001. This organization is comprised of students (medical, medical nutrition, nursing, pharmacy, physician assistant, physical therapy, and public health) who are interested in working with older adults, learning about careers in geriatrics, and issues in aging. Students also learn how to work together with students from other health disciplines. It is a student led initiative with faculty support from Linda Sobeski, PharmD and Dawn Venema, PT, PhD. The executive board meets monthly during the academic year to plan events on campus and in the community. The average attendance at the meetings is 15 students representing various disciplines. The students have created three objectives for the group, which include:
 - » Promote interdisciplinary healthcare that is essential to providing quality care to the geriatric population.
 - » Recognize a growing need for geriatric knowledge across medical care settings and aim to inform & elevate awareness of geriatric needs and issues that are unique to this population.
 - » Provide students from all disciplines with opportunities to interact with geriatric patients and to practice clinical skills as they relate to this population.
- Every August, AIG hosts a booth at the New Student Orientation Fair, where executive board members give information about the group to new students along with dates of upcoming events. Between the years of 2015 – 2017, nearly 100 students expressed interest in upcoming events since 2015. Recently, a Listserv has been created to inform interested students, faculty, and staff of upcoming events on campus and in the community regarding aging. Since August 2017, 125 people representing various disciplines have been added to the list.

- Every October AIG partners with the Primary Care Progress (PCP) campus group to plan events for National Primary Care Month to highlight the importance of primary care and interdisciplinary work.
 - » In 2015, seminar topics included: patient centered medical home, loan repayment opportunities in primary care, integration of behavioral health in rural primary care, and promoting health and senior fitness. More than 190 students representing all disciplines attended at least one event.
 - » In 2016, AIG co-hosted a seminar hosted by Christopher Michael Kelly, PhD from UNO Gerontology Department titled “Myths about Aging.” Forty-three interprofessional students and faculty attended.
 - » In 2017, AIG co-hosted a seminar hosted by various health professionals to discuss aging and caregiving. Forty-nine interprofessional students and faculty attended.
- AIG typically hosts “Lunch and Learn” events over the course of the year to encourage their peers to learn more about geriatric issues.
 - » On February 25, 2016, AIG hosted Justin McNair and Mark Flaxbeard from Home Instead Senior Care to discuss common conditions with aging and challenges of medication management in the aging population. Approximately 25 students attended.
 - » On November 1st, 2016, AIG hosted Kaleb Michaud, PhD, Associate Professor in the Division of Rheumatology, to discuss Spielbound’s Stay Sharp Senior Project involving board games. Twenty-two students from various disciplines attended.
 - » On February 5, 2017, AIG hosted Patrick Bartmess, a fulltime caregiver for his mother with Alzheimer’s, and Diane Hendricks, LCSW for a seminar on “Alzheimer’s: A Family Perspective.” Thirty-five interprofessional students and faculty attended.
 - » On September 19, 2017, AIG hosted Mark Gilbert, PhD for a presentation on “Portrait of Dementia: Reflections on the Visual Arts in End of Life Care in Dementia.” Thirty-three interprofessional students and faculty attended, including 13 who watched remotely from the Kearney campus.
 - » On February 5, 2018, AIG hosted Julie Masters, PhD of UNO Gerontology for a presentation on death and dying. Sixty-three interprofessional students and faculty attended.

- Two AIG executive board members representing different disciplines were selected each year to attend the Primary Care Progress Gregg Stracks Leadership Summit in Cambridge, MA held August 2015 and August 2016. The AIG and PCP students shared their learnings from the trip with their peers at a joint presentation following their return.
- On November 5, 2015, four AIG executive board members attended the “Collaboration in Education” workshop at UNMC.

2017-2018 STUDENT LEADERS

CURRENT EXECUTIVE COMMITTEE

Melissa Borsh	Sara German	Lauren Olberding
Noel Bruner	Alex Hansen	Qi Xiaoxiao
Rachel Coburn	Brianna Harder	Paige Scholer
Dana Dickes	Brandon Heuermann	Allie Schulte
Katelyn Dickes	Ran Jing	Claire Svec
Taylor Ditoro	Sasha Kapil	Kaleb Thomas
Alex Eilers	Jazmin Lee	Jackson Wagoner
Carly Faller	Mary Maxwell	Austin Wilson
Claire Ferguson	Kavita Mosalpuria	
Yang Yang Gao	Nathan Most	

FACULTY ADVISORS

Linda Sobeski, Pharm.D., BCPS, Assistant Professor, UNMC College of Pharmacy

Dawn Venema, PT, Ph.D., Assistant Professor, UNMC College of Allied Health

AIG COORDINATOR

Jessica Semin, Division of Geriatric Medicine

The Aging & Integrated Medicine Scholars Track (AIMS):

AIMS started in 2008 as one of six enhanced education tracks acknowledged by the College of Medicine. The AIMS Track teaches geriatrics, interprofessional care, goals of care, and decision making in complex illness in a curriculum spanning three-and-a-half years and roughly 895 hours. Completion awards certification as part of the medical school transcript. The program currently has 17 medical students enrolled and by May of 2018 will have graduated 23 students.

In 2016, members of the geriatric faculty and anatomy faculty, one geriatric fellow, and two AIM M4 students teamed together for the “Anatomical Donors as a Lesson on Aging and Humanism” project for first year medical students. Prior to going to the anatomy lab, students were given two lectures – one on the anatomical donor program that included who our donors are and their causes of death compared to national statistics and the other on the biology of aging and its manifestations on our patients. Students were then brought to the anatomy lab to meet their first patient.

A required web-based module teaching SBARQ (Situation, Background, Assessment, Recommendation, Question) communication was developed and is required of all HP students on geriatrics rotation. Students are also required to demonstrate the technique in clinic.

The Interprofessional Problem Based Learning Case has been developed. The authors for this case are: E. V. Vandenberg, J. S. Booth, K. J. Jones, K. M. Cook, D. K. Hendricks, B. J. Robertson, C. A. Gaebler, W. L. Lyons, and J. F. Potter. The College of Medicine used this as Case 2 in the "Introduction to Disease Processes" Core in September, 2014.

The geriatric faculty continues to incorporate interprofessional content into Internal Medicine Resident Noon Conferences during lectures on End of Life Care, Dementia/Delirium, Elder Abuse, Palliative Care, and Fracture Assessment & Gait Disturbances.

Medicine/Pharmacy End of Life/Palliative Care Senior Seminar: Using a small group format, medical students and fourth year pharmacy students work through several cases of patients nearing the end of life. By the end of the seminar, students are able to:

1. Formulate and write orders for management of key non-pain and pain symptoms based on patient goals of care.
2. Describe hospice; know services provided by hospice, be able to identify appropriate patients and indications for referral.
3. Demonstrate communication skills including breaking bad news, assisting patients and/or surrogates in discerning goals of care, and advance care planning.
4. Effectively work with a pharmacist to manage patient's symptoms.

The elective patient centered medical home (PCMH) senior seminar was offered for the first time in 2013. This seminar is facilitated by Dr. Harlow using interactive patient examples to illustrate improvements in care with the medical home model.

TeamSTEPPS training for members of the Resident Quality Council, ICU staff, and untrained geriatric clinic staff was offered on October 16, 2014. Four geriatric scenarios were used for training. The 39 professionals included MD faculty, fellows, medical assistants, nurses, residents, respiratory therapists and a social work student.

A series of resident education modules has been developed. The Internal Medicine, Primary Care, and Med/Peds first year residents all review the Resident Education Modules. The resident education modules were developed to educate residents in what other team members do. The content was organized around the IM-FM geriatric competencies and IM Milestones. The modules include topics on medication management; cognitive, affective, and behavioral health; falls, balance, gait disorders; transitions of care; hospital patient safety; complex or chronic illnesses in older adults; and ambulatory care.



Aging
Interprofessional
Group

PRACTICE

Aging Interprofessional Group (AIG):

- Traditionally, AIG sponsors a Clinical Skills Lab for students to review exam techniques with a special focus on the geriatric population with guidance from practicing geriatric providers. The following topics are typically covered with the help of standardized patients: heart and great vessels, cranial nerve exam, sensory and coordination exam, gait assessment, and abdominal exam. In April 2016, 48 students participated. In April 2017, 38 students participated and was co-sponsored by UNMC Student Senate.

OUTREACH

Aging Interprofessional Group (AIG):

- On November 17, 2016, AIG partnered with Spielbound: The Board Game Café to bring members of the EngAge Wellness together for a fun-filled afternoon of playing games and chatting. six students along with six EngAge members attended. A similar event was held on February 9, 2018 at Hillcrest Grand Lodge with eight students and about 20 older adults.
- AIG traditionally hosts a health fair for older adults to provide preventative health information and also practice their skills every spring. Students are able to learn about the roles of all disciplines by rotating through various stations (fall risk evaluation, pulse and blood pressure, vision and hearing screening, osteoporosis screening, blood sugar testing, nutrition education, medication review, and public health education). In March 2016, the health fair was held at Elmwood Tower with 28 student leaders and

more than 30 older adults along with support from faulty mentors and geriatricians. In April 2017, the health fair was held at Hillcrest Grand Lodge with 17 student leaders and 39 older adults with support from faculty mentors and geriatricians. AIG is busily planning to host the 2018 health fair at Hillcrest Grand Lodge.

PRESENTATIONS

NATIONAL

Hendricks, D. "Training internal medicine residents in the scope of practice of social workers." National Association of Social Workers (NASW), Nebraska Chapter (Poster Session), Omaha, NE. September 18, 2015.

Potter, J. "Leadership tools improve performance in a geriatric clinic and critical access hospital." TeamSTEPPS training for UNMC residents, faculty, interprofessional students, and geriatrics fellows and clinic staff. September 27, 2015.

Lyons, B. "Resident Education Modules." Reynolds 2015 Grantee Meeting (Marketplace), St. Louis, MO. October 14, 2015.

LOCAL

Potter, J. "Using interactive role play to teach interprofessional geriatric care." Reynolds 2015 Grantee Meeting (Workshop), St. Louis, MO. October 14, 2015.

ASSESSMENTS AND EVALUATION

RESIDENT EDUCATION MODULES

- Residents complete pre/posttest to assess knowledge

UNMC IPE ACTIVITY FOR 2ND YEAR

- Students completed the paper evaluation instrument at the end of the activity.

PUBLICATIONS

Evaluating the Older Adult's Ability to Live Independently or Drive: An Occupational Therapist's Role in Assessment. Pogoe - Portal of Geriatrics Online Education; 2014 Available from: <https://www.pogoe.org/productid/21749>

Physical Therapists Optimize Movement. Pogoe - Portal of Geriatrics Online Education; 2015 Available from: <https://www.pogoe.org/productid/21856>

Wound Care and Ostomy Nursing. Pogoe - Portal of Geriatrics Online Education; 2015 Available from: <https://www.pogoe.org/productid/21857>

"The Psychologist's Role in Assessment and Therapy". Pogoe - Portal of Geriatrics Online Education; 2014 Available from: <https://www.pogoe.org/productid/21806>

A Developmental Approach to Campus-Wide Interprofessional Education: From Exposure to Immersion using a Geriatric Case Study. Pogoe - Portal of Geriatrics Online Education; 2015 Available from: <https://www.pogoe.org/productid/21849>

The Audiologist's Role in Care of Hearing Loss and Vestibular Disease. Pogoe - Portal of Geriatrics Online Education; 2015 Available from: <https://www.pogoe.org/productid/21748>Team

STEPPS® for Primary Care Teams. Pogoe - Portal of Geriatrics Online Education; 2014 Available from: <https://www.pogoe.org/productid/21688>

Patient-Centered Medical Home M4 Seminar. Pogoe - Portal of Geriatrics Online Education; 2014 Available from: <https://www.pogoe.org/productid/21701>

GRANTS

Donald W. Reynolds Foundation Grant: "Next Steps in Physicians' Training in Geriatrics."
PI: Jane F. Potter, MD.

CURRICULUM DESIGN AND IMPLEMENTATION

Nine education modules on key geriatric problems/syndromes demonstrating collaboration between medicine and eight professions have been designed. The modules teach residents key clinical issues in geriatrics and interprofessional collaboration. All modules are interactive using Adobe Captivate software. These modules are aimed at preparing the IM residents for the Milestones and Competencies under the New Accreditation System for residency training. The IM, Primary Care, and Med/Peds residents are required to take a pre/posttest and review these modules.



COLLEGE OF MEDICINE IEXCEL: SIMULATION IN MOTION- NEBRASKA (SIM-NE)

PERSONNEL

Name & Title: Paul Paulman, MD
SIM-NE Principal Investigator

Email: ppaulman@unmc.edu

Name & Title: Doug Dekker, NRP, BS
SIM-NE Program Manager

Email: douglas.dekker@unmc.edu

PROJECTS

EDUCATION

Projects are in a constant state of evolution with several outreach classes occurring every week. Here are some recent statistics:

Simulation In Motion-Nebraska Training Activity

January 1, 2017 – March 31, 2018

Training Events		149	
EMS Specific Training Events	96 (65%)	EMS Conferences	11 (7%)
Critical Access Hospital Events	30 (20%)	Multiple Agency/Other	10 (7%)
Pre-Licensure Events	2 (1%)		

Activity by Region			
Western	23 events (15%)	Central	39 events (25%)
Northeast	46 events (30%)	Southeast	45 events (30%)
<i>(Some events had multiple trucks)</i>			

- Healthcare Professionals Trained – 2767
- Over 5000 people have been through the trucks.
- Counties with at least one agency trained – 71
 - » 76% of Nebraska's 93 counties
- Combined the four trucks have traveled just over 24,000 miles.
 - » The most distance travelled for a training (roundtrip) – 440 miles
 - » The shortest distance travelled for a training (roundtrip) – 100 feet



The simulation labs are 44 foot trucks with two simulation spaces: an emergency room and an ambulance module. Each mobile simulation lab is staffed by licensed, experienced healthcare professionals and educators and provide a realistic, yet safe and relaxed learning environment. In order to better serve the state, these mobile simulation units are based in Norfolk, Lincoln, Kearney, & Scottsbluff and travel to local communities for training.

- During the peak training season, SIM-NE provided a training in Nebraska on an average of every 36 hours and the average training event had 17 participants.
- The program has employed 33 registered nurses and paramedics as part-time field trainers and has four full-time program management staff members.

OUTREACH

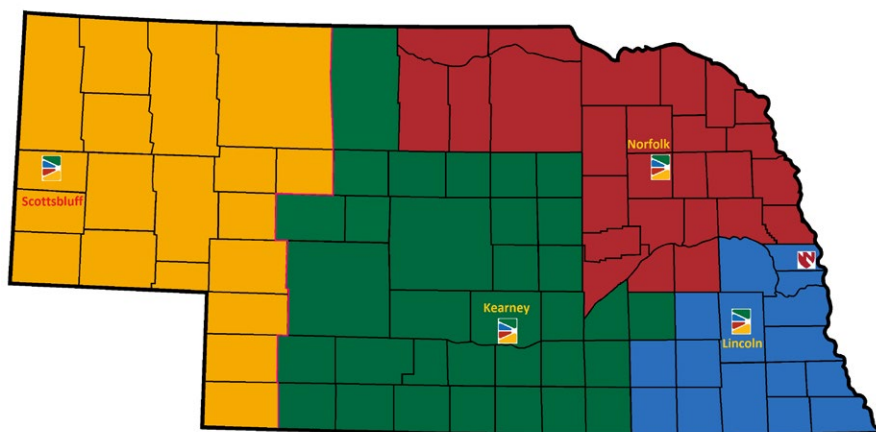
The University of Nebraska Medical Center's mission is to lead the world in transforming lives to create a healthy future for all individuals and communities through premier education programs, innovative research, and extraordinary patient care.

Through a generous grant from The Leona M. and Harry B. Charitable trust, SIM-NE is bringing high-fidelity medical training to EMS workers and critical access hospital personnel across the state. This being accomplished through the use of 4 simulation vehicles that are outfitted with realistic equipment and 4 high-fidelity patient simulators. The simulation units are housed in Norfolk, Lincoln, Kearney, and Scottsbluff. This training is free of charge to the participants.

Simulation in Motion-Nebraska (SIM-NE) is a statewide, mobile education system, which brings state-of-the-art, hands-on training, using high fidelity human patient



High fidelity patient simulators that include: adults, children, infants, and pregnant mothers/newborns. The simulators can talk, breathe, and bleed. The simulated patient's condition changes according to the treatment that it receives.



simulators, to pre-hospital and hospital professionals throughout the state. These simulators are some of the most technologically advanced training tools available to the medical community today. This unique program delivers quality, simulation based education to providers who otherwise would not have opportunities to attend this type of training. SIM-NE provides standardized, high quality, training to ensure consistent outcomes, to rural healthcare providers.

On July 26, 2016, the University of Nebraska Medical Center (UNMC) officially launched Simulation in Motion-Nebraska (SIM-NE). The day began with a brunch program, which



opened with remarks by UNMC Chancellor Dr. Jeffrey Gold, comments from Shelley Stingley from The Leona M. and Harry B. Charitable Trust, an impassioned speech by volunteer EMT Jen Wolsleben, and finally the appointment of Shelley Stingley & Heidi Schultz from The Helmsley Trust, as Admirals in the Great Navy of the State of Nebraska by Lt. Governor Mike Foley.

After the program, guests were given tours of one of South Dakota's simulation units, before a press conference featuring Lt. Governor Foley, Omaha Mayor Jean Stothert, Shelley Stingley from The Helmsley Charitable Trust, University of Nebraska President Dr. Hank Bounds, UNMC Chancellor Jeffrey Gold, SIM-NE Principle Investigator Dr. Paul Paulman, and EMT Jen Wolsleben. Following the press conference, members of the University and the community were invited to tour the simulation unit and peruse information tables set up by SIM-NE's partners.

PRESENTATIONS

LOCAL

Since January 1, 2017 the program staff have presented at 43 different events across Nebraska on the concept of mobile simulation and the capabilities of SIM-NE. These events have included school groups, professional organizations, educational events/festivals, and philanthropic organizations.

NATIONAL

The program management staff was featured several discussions and presentations at the Simulation in Rural Healthcare conference that was held Bozeman, MT in March. Topics ranged from comparing and contrasting program operations, the use of research in simulation, and operations specific content.

INTERNATIONAL

The program manager presented as a part of a panel with administrators from the three other Simulation in Motion states (South Dakota, North Dakota, and Montana) at the International Meeting on Simulation in Healthcare which was held in Los Angeles, Calif. in January 2018. The presentation addressed mobile simulation and how the four states compare and contrast in their operations.

ASSESSMENTS & EVALUATION

The program is just launching an evaluation that assesses the long term efficacy of mobile simulation training and will attempt to evaluate changes in practice related to the training.

PUBLICATIONS

The program has been featured no less than 150 times in various media outlets (radio, newspaper, television, and magazines) since its public announcement. While many of these have focused on local training events, some have been aimed at making providers and the public aware of the program.

GRANTS

Beyond the initial leadership grant from The Helmsley Charitable Trust, the program received a grant from Women Investing in Nebraska as well as numerous gifts from philanthropic organizations.

CURRICULUM DESIGN & IMPLEMENTATION

The UNMC College of Public Health has conducted an educational needs assessment on behalf of SIM-NE. This assessment combined provider surveys and focus groups to help ascertain what the perceived training needs were in rural healthcare providers. The results of this study were published and the CPH staff has been invited to be a part of the poster presentation at the American Public Health Association's Annual Meeting in San Diego, November 10 – 14, 2018.



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

PERSONNEL

Name & Title: Liliana Bronner, MHSA, MBA

Clinical Education Manager, Department of Family Medicine, College of Medicine

Email: lbronner@unmc.edu

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, CPH, CAHP, including students from CON and COD campuses via distance.

Seminar Topics Covered 2016-2017:

- Insights on the Patient Centered Medical Home Model – Elizabeth Harlow, MD
- Rural Health Systems and Professional Incentive Act – Nebraska Office of Rural Health
- Federal Primary Care Incentive Programs – Nebraska Primary Care Office
- Integrated Behavioral Health and Primary Care – Holly Roberts, PhD
- Telepsychiatry to Nebraska Nursing Homes – Thomas Magnuson, MD
- Myths About Aging – Christopher Michael Kelly, PhD
- Culture Matters – Meeting Rural Needs for Future Health Care Providers – Nicole Carritt, MPH
- The Quadruple Aim and Interactive Tools for Health Care Provider Wellness – Jennifer Yalof, PsyD, Jessica Koran-Scholl, PhD, and Justin Reed, PLMHP
- Listening to Your Patient : A Physician's Perspective – Sarah Richards, MC, FACP
- What Patients and Caregivers Say – Panel of Patients, Caregivers, and Providers

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), and Rural Pharmacy Student Association (RPSA).

PRACTICE

Primary Care Progress - UNMC Chapter

Primary Care Progress 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



Liliana Bronner, UNMC Primary Care Progress faculty advisor shares insights at the Gregg Stracks Leadership Summit

faculty advisors. Each year, Primary Care Progress sponsors the UNMC Primary Care Week activities at the UNMC Campus.

2016-2017 Student Chapter Leaders

Paige Frauendorfer (Pharmacy 2018), Hannah Luksa (Medicine 2019), Patricia Malinowski (Pharmacy 2018), Molly Miller (Pharmacy 2019), Kaleb Thomas (Medicine 2019)

2017-2018 Student Chapter Leaders

Allyson Cole (Pharmacy 2020), Matthew Dorwart (Medicine 2020), Kayla Lane (Pharmacy 2020), Gerson Manriquez Martinez (Medicine 2020), Brittany Trausch (Pharmacy 2020), Carli Zegers (Nursing 2019)

Awareness and Advocacy - Relational Rounds Podcast

In partnership with the National Primary Care Progress office, our students promoted these podcasts to the UNMC Primary Care Progress 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 healthcare transformation.

Topics Covered in Spring 2018:

- Building a Primary Care Community – Dr. Andrew Morris Singer
- What's Holding Healthcare Transformation Back – Dr. Robert Pearl
- From the Frontlines and in the Shadows of Domestic Care – Ai-jen Poo
- America's Neighborhoods are the future of Healthcare – Prabhjot Singh
- Sexism, Complicity, and Community Action in Healthcare
– Liza Hutchinson and Kelsey Priest



UNMC students and faculty (second row) participating in the 2016 Gregg Stracks Leadership Summit

Leadership Training

The UNMC Primary Care Progress student chapter leaders have participated in the Gregg Stracks Leadership Summit over the last four 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, Massachusetts.

OUTREACH

Partnership with Intercultural Senior Center

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

Behavioral Health Ambassador Program for Native American Students

On November 2, 2016, 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), 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 114 students and 51 behavioral health professionals. Nine behavioral health careers were represented.



Gerson Manriquez (Medicine 2020) and Brittany Trausch (Pharmacy 2020) hold dental puppets they will use to do an education session on dental hygiene.



Carli Zegers (Nursing 2019), Gerson Manriquez Martinez and Matthew Dorwart (Medicine 2020) use the help of a Nepali interpreter to hold an education session on dental hygiene.

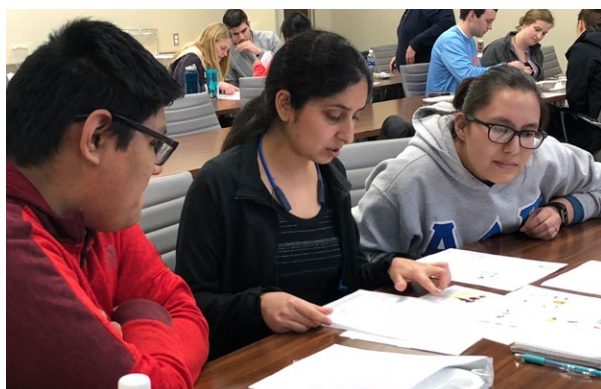
Cancer Biology and You Day

On April 4, 2018, an interprofessional group of UNMC and UNO graduate students, post docs, and faculty organized and led an outreach event in South Sioux City. The five-hour event was designed to increase Native American student interest in research careers and broaden their understanding of the relevance of cancer biology to their daily lives. Nearly 100 high school and tribal college students from Nebraska and South Dakota attended the outreach event. A Youth Enjoy Science (YES) Research grant, National Cancer Institute-funded initiative to engage youth and communities in cancer research, provided funding for the experience.



ABOVE:
Photo of high school
and college students
from Native American
communities that
participated in the
educational event.

Pictured are all the
UNMC faculty and
behavioral health
professionals that
made the Behavioral
Health Ambassador
Program possible.



UNO and UNMC
graduate students
Jonathan Ramos-
Robles, Irfana Saleem,
and Lily Tamayo
prepare lessons for
the Cancer Biology
event



COLLEGE OF PHARMACY (COP)

COLLEGE OF PHARMACY

PERSONNEL

Name & Title: Dean Collier, PharmD

Associate Professor, Department of Pharmacy Practice, College of Pharmacy

Email: dcollier@unmc.edu

Name & Title: Gary C. Yee, PharmD

Professor, Department of Pharmacy Practice, and Associate Dean for Academic Affairs, College of Pharmacy

Email: gcyee@unmc.edu

PROJECTS

EDUCATION

Dean Collier, Jana Wells, MS, RD, LMNT, Corrine Hansen, PhD, RD, LMNT, FAND, and Ashley Hamernik, BS, instructional technologist have worked together to develop an e-learning module to help students better understand parenteral nutrition order writing. The module was piloted with second year pharmacy students and will be available for other interested health professions students.

PN Order Writing 2 Menu Resources

PN Support Goals

To begin, start with **Step 3: Fluids**.
Complete Step 3: Fluids to unlock Steps 4-7: Macronutrients.
Complete Steps 4-7: Macronutrients to unlock Steps 8-10: Electrolytes.

The image shows three smartphone screens, each representing a different goal in the PN Support Goals module. The first screen is titled 'FLUIDS' and shows 'PN Step 3' with a bullet point for 'Daily Total' and a sub-point for '- Rate'. The second screen is titled 'MACRONUTRIENTS' and shows 'PN Step 4-7' with bullet points for 'Daily Total' and 'Subdivide', and sub-points for '- Protein', '- Dextrose', and '- Lipid'. The third screen is titled 'ELECTROLYTES' and shows 'PN Steps 8-10' with bullet points for 'Daily Total' and 'Minerals', and a sub-point for '- Daily Total'.

Category	Step	Goal	Sub-goal
FLUIDS	PN Step 3	• Daily Total	- Rate
MACRONUTRIENTS	PN Step 4-7	• Daily Total	- Protein
MACRONUTRIENTS	PN Step 4-7	• Subdivide	- Dextrose
MACRONUTRIENTS	PN Step 4-7		- Lipid
ELECTROLYTES	PN Steps 8-10	• Daily Total	- Daily Total
ELECTROLYTES	PN Steps 8-10	• Minerals	

- **The SHARING Clinic** continues to provide pharmacy students with an opportunity to collaborate interprofessionally in the clinical setting. COP students hold four or more positions on the interprofessional board each year. Over the past several years COP students served as co-presidents and as leaders of the clinical operations outside of the typical pharmacy responsibilities. Each week there are four to eight pharmacy students at the clinic to see patients as a team with other professions. The clinic has changed its model to allow for interprofessional patient presentations. This allows multiple faculty (physical therapy, pharmacy, medicine, nutrition) from different disciplines to be presented to as a group and has allowed more individual disciplines to present their patient versus the traditional model of medicine presenting only to medicine staff. Several pharmacy students also volunteer to be continuity providers. This pairs each pharmacy student up with a medical student and one patient they follow through the entire year as a pair.

SHARING Clinic hosted the national conference for student run free clinic in 2018. There has been significant pharmacy representation at this conference over the past five years. This includes three student podium presentations in previous years, as well as two pharmacy faculty presentations at the national conference this year.

- **Jamaica Medical Mission trip** sent 35 UNMC students and faculty to Jamaica in March 2018, continuing a long standing relationship with the people of Falmouth and surrounding community. For the last eight years, UNMC students from different health professions have worked together to provide care to the warm and kind people of this Caribbean nation. Eighteen students from College of Medicine, five students from College of Pharmacy, and two students from College of Allied Health Professions gave many hours of their time over a six-month period to raise funds to



Students celebrate a successful interprofessional clinic day in Jamaica



Attending to the medical community needs of the Nicaraguan community.

pay for medications and supplies for the trip. Their efforts were of great benefit to the more than 400 people that were cared for during the group's six days in Jamaica. Students learned more deeply as they addressed the health care needs of many patients in a short period of time. Learning was guided by a diverse group of volunteer faculty from family medicine, pediatrics, surgery, neonatal health, obstetrics and gynecology, pharmacy and physical therapy. Interprofessional practice was at its best in the rural and spartan facilities of Jamaica!

- **Nicaragua.** Nineteen UNMC students, comprised of medical, nursing, pharmacy, and physical therapy students were based in Managua and San Marcos and participated in community and public health programs. More than 1000 patients received services, which included vaccinations, fluoride treatment, vitamin A, and anti-parasite pills. 43 adults received physical therapy assistance in daily living skills. UNMC students were hosted by Nicaraguan families. Toothbrushes, toothpaste, t-shirts, scrubs, and medical supplies were donated to local health posts and hospitals. The group activities were coordinated in conjunction with the Los Chavalitos Maternal Child

Health Clinic, the Nicaragua Ministry of Health and National Institute of Social Security.

- Two UNMC students (pharmacy and physical therapy) participated in the Native American Service trip, which took place in Winnebago. The students shadowed the practitioners in their respective disciplines at the Winnebago hospital and were hosted by a Native American woman in her home, who also provided the cultural experience of a sweat lodge participation.

RESEARCH

Pharmacy has partnered with the College of Nursing on a NEXUS grant from the National Center for Interprofessional Education and Practice (<https://nexusipe.org/accelerating/executive-summaries>).

Second and third year pharmacy students collaborated with college of nursing students using state-of-the-art instructional technologies to practice interprofessional skills needed to improve quality of care during patient transfers/hand-offs. The transfer of patients from hospitals to skilled nursing facilities is recognized nationally as an area of need to reduce adverse events and unnecessary re-hospitalizations. Early and focused interprofessional learning in teamwork and communication will better prepare pharmacy students to improve the care of patients transitioning to skilled nursing facilities.

PRESENTATIONS

NATIONAL

Ensuring medication access and controlling medication costs in a student run free clinic: a pharmacy faculty perspective. National Society for Student Run Free Clinics National Conference. Omaha, NE. February 2018.

Pharmacy faculty experiences and opportunities in student run free clinics. National Society of Student Run Free Clinics National Conference. Omaha, NE. February 2018.

Olson B, Dugan A, Downes J, Cook K. Assessment of chronic pain management satisfaction from a patient perspective in a underserved population at a student-run safety net clinic. National Society for Student Run Free Clinics Annual Meeting. Anaheim, CA. February 2017.

PUBLICATIONS

Beck GL, Barry T, Nickol DR, Collier DS, Geske JA. Attitudes Toward Interprofessional Education Improve Over Time. *Journal of Interprofessional Education and Practice* 2018; 13 :24-26.



Nicaraguan child
during medical check-
up at the clinic

GRANTS

Chaperon, C., Collier, D., Nielsen, J., Meier, N., Wester, R., Kotcherlakota, S., Sobeski, L., Geary, C., & Kupzyk, K. (2016). Comprehensive Geriatric Assessment Practice Interprofessional Education (CGAP IPE). Accelerating Community-based Interprofessional Education and Practice. John Hartford Foundation, Robert Wood Johnson Foundation, Josiah Macy, Jr. Foundation, and the Gordon and Betty Moore Foundation. (\$50,000.00) and matched donor, Tim Juilf, Ambassador Health Services (\$50,000.00).



COLLEGE OF NURSING (CON) KEARNEY, LINCOLN, NORFOLK, OMAHA & SCOTTSBLUFF DIVISIONS

COLLEGE OF NURSING KEARNEY DIVISION

PERSONNEL

Name & Title: Cathrin Carithers, DNP, RN
*Assistant Dean, Kearney Division
College of Nursing*

Email: cathrin.carithers@unmc.edu

PROJECTS

Nursing students from Kearney continue to work with faculty members involved in an interdisciplinary educational research team (physical therapy faculty Katherine Jones, Tessa Wells, Dawn Verna, Teresa Cochran, radiography faculty Ellie Miller, nursing faculty Steph Burge, and simulation and clinical skills specialist Christina Jackson, Ed.D.) studying students attitudes about interprofessional education. The research design is a triphasic effort where each discipline (physical therapy, radiography, and nursing) assumes accountability for peer development in shared clinical competency such as general assessment of a hospitalized client and their environment, understanding mobility and physical transfer of a client, and basics of readying patients for diagnostic studies. The research efforts establish groundwork for embedding shared student experiences within different professional curriculums creating sustainability for the IPE Kearney endeavor.

The new Health Science Education Complex (HSEC) building in Kearney supports pop-up student experiences such as 12 senior nursing students volunteering to assist physical therapy students in an IPE simulation where a team worked with a patient with traumatic brain injury multiple injuries to progress with sitting and walking. Additionally, senior Kearney nursing students spend six-hour days with respiratory and physical/occupational therapists where clinical learning fosters understanding for shared practice domain with the goal of improving patient outcomes. The experience with a professional who shares similar identified patient goals while licensed differently has led to a consistent discussion about safety and the importance of professional communication. Notably, progress continues toward faculty supporting student participation in the spring and fall UNMC (all programs) sponsored IPE events.

Spring of 2018 brought the formation of a new association between University of Nebraska at Kearney (UNK) College of Business and Technology, UNK Family Studies and Interior Design, and UNMC College of Nursing Kearney Division. Leaders joined to develop the John C. Marienau Morality of Capitalism Symposium: Human Trafficking: Can Free Markets Free People? The purpose was to create a high-quality educational experience for UNK and UNMC students and the greater community regarding the serious issue of human trafficking.



University of Nebraska at
Kearney Health Science
Education Complex



Students working together
at orientation.



Faculty and Staff

COLLEGE OF NURSING NORTHERN DIVISION (NORFOLK)

PERSONNEL

Name & Title: Liane Connelly, PhD, RN, NEA-BC
*Assistant Dean, Northern Division
College of Nursing*

Email: liane-connelly@unmc.edu

PROJECTS

In fall 2017, undergraduate nursing students from the CON northern division participated in an Interprofessional simulation with Northeast Community College physical therapist assistant students, paramedic students and nursing students to prepare Interprofessional teams to safely and comfortably communicate with other healthcare professionals to provide optimal patient-centered care. Scenario: An elderly woman, living in a Long-Term Care Facility, falls in her room and subsequently fractures her hip. The scenario progresses from care at the LTC facility, to the ER and then to a post-operative hospital room. In each progression, communication between health care members was practiced then evaluated.

In spring 2018, undergraduate nursing students from the CON northern division participated in an Interprofessional simulation with Northeast Community College physical therapist assistant students, paramedic students and nursing students to prepare students to safely and comfortably communicate with other healthcare professionals to provide optimal patient-centered care. Scenario: a young adult healthcare worker with a back injury is addicted to opioids collapses in an outpatient physical therapy office. The PTA and Paramedic students must respond to the incident and transfer to the Emergency Department. The situation at the hospital involves nursing and paramedic hand-off as well as a HIPAA concern.



College of Nursing – Norfolk

COLLEGE OF NURSING WESTERN DIVISION (SCOTTSBLUFF)

PERSONNEL

Name & Title: Susan Wilhelm, PhD, RNC
*Assistant Dean, West Nebraska Division
College of Nursing*

Email: slwilhel@unmc.edu

PROJECTS

In June 2017, M3 students collaborated with nursing faculty to lead an SBAR activity and casting experience with high school summer camp participants. The participants, from local high schools, were on campus to learn about healthcare, specifically nursing.

In fall 2017, 35 traditional nursing students participated in the UNMC IPE team building activity using distance technology. School screening was provided by an Interprofessional team of traditional nursing students and dental hygiene students in the Scottsbluff area.

During spring 2018, a simulation with nursing students and M3 students enabled the Interprofessional team to collaborate in the management of four patients in a critical access hospital scenario. The patient group consisted of an OB patient, a pediatric patient, a geriatric patient and an adult medical surgical patient with different needs and priorities in care. Traditional and accelerated nursing students, along with dental hygiene students participated in the UNMC IPE days for both year-two and year-four students.

The Western Division campus has had 75 multi-sensory learning activities on the I-Wall. The students have evaluated this modality as very engaging and a creative way to learn.

The Scottsbluff Learning Resource Center each year hosts conferences on campus partnering with Regional West Medical Center and Children's Hospital in Denver. The conferences offer hands on activities such as the RWMC Air Link and Birthing Center on campus to run scenarios on our high fidelity simulators for training purposes.



Following instructions from Dental Hygiene Students



UNMC & WNCC nursing students pose with ppe gear on during HEROES Simulation



I-Wall at the Scottsbluff location.

COLLEGE OF NURSING OMAHA DIVISION

PERSONNEL

Name & Title: Connie Miller, PhD, NR, CNE

Assistant Dean, Omaha Division

College of Nursing

Email: clmiller@unmc.edu

PROJECTS

EDUCATION

Graduate Program:

Approximately 20 Psychiatric Mental Health Nurse Practitioner students participated in Interprofessional practicum experiences with psychiatrists, licensed psychologists, licensed mental health providers, developmental pediatricians, and social workers. Spring Interprofessional Rural Behavioral Health Rotation East Central District Health Department, Good Neighbor Community Health Center 4321 41st Ave, Columbus, Neb., March 26 to April 20. Students work directly with an on-site preceptor, Caitlin Schneider, MPH, Chief Public Health Officer, at the East Central District Health Department and the director of the Rural Health Education Network (RHEN) on a population health project, as a member of an interprofessional team with other UNMC students. The team develops recommendations to address priorities articulated by the health department. Examples of activities include:

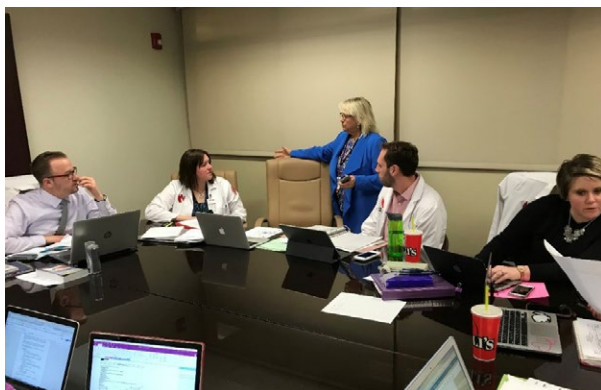
- Assessing the health department's: functions, health service delivery area, user population, and health status of user population
- Identifying the factors that are responsible for the community's health
- Analyzing what existing initiatives are in place to address a particular public health issue
- Examining what more can be done and what would be the expected outcome of creating an intervention plan to address the public health issue

Dr. Claudia Chaperon and her team continue work on the Comprehensive Geriatric Assessment Practice and Interprofessional Education grant funded by the National Center of Interprofessional Practice and Education. This work includes activities such as:

- Clinical IPE NRSRG 633 and PharmD students completed 7 Comprehensive Assessments in Skilled Nursing Facilities by 34 students.
- Student teams consisting of Acute/Primary/CNS advanced practice nurses in NRSRG 633 with Dr. Claudia Chaperon were paired with Pharm D students led by Dr. Linda



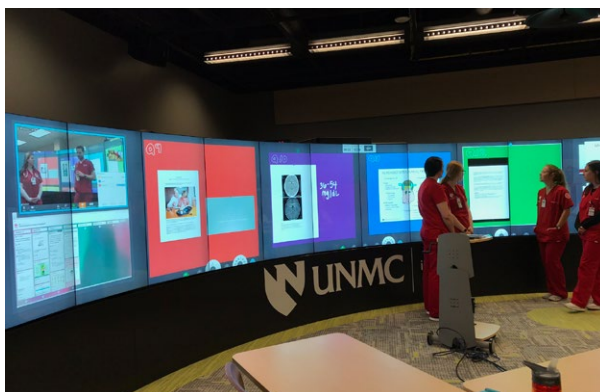
Graduate Students
working on the IPE Grant



Graduate Students
working on the IPE Grant

Sobeski. Students spent the entire day reviewing the chart, obtaining old records for clinical accuracy, comprehensive assessment of the patient, medication reconciliation, and then documentation of the clinical encounter with recommendations on treatment.

- Student engagement in an IPE game called “Transitional Care STAIRS” that provides a venue for learners to experience team behaviors in a simulated admission of a patient into a skilled nursing facility.



The Omaha campus has integrated multi-sensory learning activities on the I-Wall platform with nursing students in West Nebraska, Kearney and Lincoln Divisions. The students have evaluated this active learning, flipped classroom strategy as an engaging way to learn. Plans are underway to foster interprofessional work groups across the state.

Undergraduate Program:

Undergraduate students, traditional and/or accelerated, on the Omaha Division continue to participate in the IPE days on the UNMC campus in both years one and two. In addition, semester four traditional students participate in a simulated experience with physical therapy students that promotes patient safety, teamwork and collaboration in an acute care scenario. The dojuSTIce interprofessional service learning project continues to be a positive experience for both graduate and undergraduate nursing students. Undergraduate students also volunteer at the Sharing Clinic proving them another opportunity to practice with an interprofessional team.

GRANTS

College of Nursing has received a grant (<https://nexusipe.org/accelerating/executive-summaries>) from the National Center for Interprofessional Education and Practice .



COLLEGE OF DENTISTRY (COD)

COLLEGE OF DENTISTRY

PERSONNEL

Name and Title: David G. Brown, PhD
Professor, Oral Biology
College of Dentistry

Email: dgbrown@unmc.edu

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 COD did take part in the UNMC-wide IPE Day on August 18, 2018 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 200 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-Lincoln come to Dental Day to take vitals and do well child checks. After that the nursing students



Lincoln nursing students provided dental and dental hygiene students with flu vaccinations and performed TB testing.

(Photography:
Margaret Cain)



Shawna Smith receives dental care from Alaina Allen, D4, left, and Zachary Reiersen, D2, right, dental students at the UNMC College of Dentistry. (Photo by Margaret Cain)

disperse among the dental student operators to observe or assist when possible with the dental care. Also, Physician Assistant 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 4 different locations 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 Sharing Clinics are held twice a year at the COD. These are clinics where screened, low income adults are treated at no cost by dental and dental hygiene students. Opportunities exist here for interaction with students from the CON and Union College and from Omaha, as part of the UNMC SHARING Clinics program. CON students have participated by taking vitals on the patients and then shadowing COD student as they provide care. About 150 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.



Dental students Kevin Smith, left, and Ben Coenen, right, examine patient Katheran Ford at the People's City Mission Dental Clinic in Lincoln. They are supervised by Jon Asbjornson, D.D.S., UNMC adjunct faculty member. (Photo by Margaret Cain)

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.

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. About 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 about 40 patients a month.
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 about 25 such events annually distributing information and advice to about 4000 people.



Faculty members and students at the UNMC West Division Dental Hygiene program visit Northfield Elementary School in Gering to provide dental education and instruction to about 300 children.



College of Dentistry and College of Nursing students at a shared outreach event in February, 2018



College of Dentistry and College of Nursing students at a shared outreach event in February, 2018



College of Dentistry
and College of Nursing
students at a shared
outreach event in
February, 2018



COLLEGE OF PUBLIC HEALTH (COPH)

COLLEGE OF PUBLIC HEALTH

DEPARTMENT OF HEALTH PROMOTION

RURAL HEALTH EDUCATION NETWORK

PERSONNEL

Name and Title: Patrik Johansson, MD, MPH

Associate Professor, Department of Health Promotion

Director, Rural Health Education Network

College of Public Health

Email: pjohansson@unmc.edu

Name and Title: Julia Fisco Houfek, PhD, APRN-CNS

Professor

College of Nursing

Email: jmhoufek@unmc.edu

Name and Title: Brian M. Lange, PhD

Professor, Department of Oral Biology

College of Dentistry

Email: blange@unmc.edu

Name and Title: Devin Nickol, MD

Associate Professor, Internal Medicine Division of General Medicine–

Academic Academic, College of Medicine

Email: dnickol@unmc.edu

Name and Title: Kimberly Norman-Collins, BA, MAI

Coordinator of Experiential Programs, Department of Pharmacy Practice,

College of Pharmacy

Email: knorman@unmc.edu

Name and Title: Caitlin Schneider, MPH

Chief Public Health Officer of the East Central District Health Department

and UNMC student preceptor

Name and Title: Janice Tompkins, MPH, MT(ASCP)

Assistant Professor, Assistant Dean for Academic Affairs,

Director Health Professions Teaching and Technology Program,

College of Allied Health Professions

Email: jtompkins@unmc.edu

PROJECTS

EDUCATION

Interprofessional Rural Rotations

Established in 2016 through the support of a Rural Futures Institute Grant at the University of Nebraska Medical Center, the format for this interprofessional rural rotation is a population health-oriented team project based in a local health department and primary care setting, and rooted in the principles of community oriented primary care (COPC). The target audience includes fourth-year dental students, fourth-year undergraduate students in imaging science, second-year master of public health students, third-year medical students enrolled in the MD/MPH program, second-year nurse practitioner students, fourth-year pharmacy students, and first-year PhD students. The specific learning objectives of the curriculum were adapted from emphasis areas of the Interprofessional Education Collaborative's competency domains, and include the development of students' ability as a member of an interprofessional team to:

- Engage diverse health care professionals
- Communicate with team members to clarify each member's responsibility in executing components of a public health intervention
- Choose effective communication tools and techniques
- Integrate knowledge and experience of other professions
- Engage themselves and others to constructively manage disagreements

The Rural Health Education Network (RHEN) of the UNMC College of Public Health seeks to act "as a convener, promoter, and catalyst of interprofessional education and workforce development." In collaboration with all UNMC Colleges, RHEN leads the coordination and development of the curriculum for the rotation, which takes place at the East Central District Health Department in Columbus, Nebraska. The East Central District Health Department serves a population of 52,000 within a 2,219 square mile area.

In the spring of 2018, rural students from UNMCs colleges of nursing and public health participated in an interprofessional rural rotation at the East Central District Health Department that focuses on rural Nebraska mental health issues. Specifically their project focused on examining public health oriented solutions to address mental health issues in rural Nebraska. According to Caitlin Schneider, MPH '14, Chief Public Health Officer of the East Central District Health Department and preceptor of the UNMC students, *"Mental health represents a priority area for the East Central District Health Department based on data gathered in the most recent Community Health Needs Assessment and is included in our Community Health Improvement Plan. Many area*

partners are already working together to address both youth and adult mental health, but the opportunity to have students conduct further research and make recommendations for future efforts is a valuable asset to the health district."

- Grant Brueggeman, MPH student, hometown Auburn, NE
- Amber Hanson, MSN student, hometown Randolph, NE
- Nikki Houlden, MSN student, hometown, Madison, NE
- Rachel Mann, MSN student, hometown, Norfolk, NE

Enrolled in the Master of Science in Nursing (MSN) program the nursing students, Amber Hanson, Nikki Holden, and Rachel Mann, are studying to become Psychiatric Mental Health Nurse Practitioners. MPH student, Grant Brueggeman currently serves as the interim director of the Southeast District Health Department and has aspirations of attending medical school to become a primary care provider in his hometown of Auburn, Neb.

As part of the rotation students conducted key informant interviews, reviewed existing county-level data, and conducted literature reviews to formulate intervention strategies to address rural youth suicide. UNMC faculty leading the rotation were Dr. Julia Houfek, Professor in the College of Nursing and Dr. Patrik Johansson, Director of the Rural Health Education Network and Associate Professor in the Department of Health Promotion, UNMC College of Public Health. In addition, guest lecturers include the deputy director of the Nebraska Area Health Education Center, Nikki Carritt and faculty member at Wayne State College, Dr. Joe Blankenau. Drs. Blankenau and Johansson conducted a study supported by the Rural Futures Institute, which examined rural Nebraska mental health providers' views on solutions to addressing access to mental health care services, which was part of the students' reading materials. At the end of the rotation the student provided a two to three page executive summary to the East Central District Health Department.

Nikki Houlden, MSN student, from Madison, NE, stated, *"Teenage suicide is a significant health challenge within the East Central Health District; increasing public awareness and education will help to address stigma associated with this sensitive topic, as well as increasing services available to the community."*

Rachel Mann, MSN from Norfolk, NE, added, *"I learned that there is a huge lack of mental health providers in the Columbus area."*

MPH student Grant Brueggeman said, *"The one thing that I experienced and was the most valuable during this rotation was the collaboration between various health care disciplines. Perspectives from both clinically trained professionals and public health trained professionals provided valuable insight on youth suicide prevention methods and*



Left to right: Caitlin Schneider, MPH, Chief Public Health Officer of the East Central District Health Department and UNMC student preceptor (you only see her back); Dr. Joe Blankenau, Professor, Wayne State College; Dr. Julia Fisco Houfek, Professor, College of Nursing Co-instructor; Nikki Houlden, MSN student, from Madison, NE; Amber Hanson, MSN student, hometown Randolph, NE. Not pictured Grant Brueggeman (on speaker phone) and Rachel Mann.

future community engagement to reduce youth suicide mortality within the East Central District Health Department region."

Amber Hanson stated, *"I enjoyed the experience to work on the youth suicide prevention project and have gained considerable knowledge, not only in youth and suicide but public health as well. It was astonishing to discover the number of youth that have experienced suicide ideations or suicide attempts in such a small portion of Nebraska. Earlier screening and interventions are important in mental health and I believe this project will work towards better outcomes involving Nebraska youth and mental health concerns."*

As future rural Nebraska psychiatric mental health nurse and public health practitioners Ms. Hanson, Ms. Mann, Ms. Houlden, Hansen and Mr. Brueggeman represent part of the solution and future in addressing mental health provider shortages in rural Nebraska.

COLLEGE OF PUBLIC HEALTH BRIDGE TO CARE

PERSONNEL

Name and Title: 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

Email: drissa.toure@unmc.edu

PROJECTS

Bridge to Care (BTC) is an interdisciplinary student-led organization at the University of Nebraska Medical Center supported by the Center for Reducing Health Disparities in College of Public Health. BTC Focuses on improving the health outcomes of recently resettled refugees in the Omaha area.

2017 was a fantastic year, working with our partners and serving refugee communities across Omaha area. Thanks to all of the people who contribute to this unique year. In spite of the work we did, far too many refugees face critical health challenges and access to healthcare.

It is through our Three Volunteer Program Pillars: 1) Health Education Sessions, 2) Youth Mentoring, and 3) Health Fairs, that we are advancing refugee health equity.

- **Health Education Sessions:** BTC Health Education took place every month at different refugee centers with diverse communities. Students taught about mental health, diabetes, hygiene, Medicaid, bed bugs, medication safety and OTC drugs, and parenting education.
- **Mentoring Sessions:** The mentoring program partnered with Omaha Public Schools, conducted sessions every month. More than 80 UNMC volunteers participated with over 400 refugee youth. Students. They taught refugee youth about nutrition, healthy snacks, careers (importance of school and going to college and dental hygiene (got toothbrushes, tubes of toothpaste and floss). They also learned about bullying.
- **Health Fairs:** Students from all colleges of the University of Nebraska Medical Center (UNMC) and staff from the Center for Reducing Health Disparities, working with Bridge to Care, planned and carried out two Refugee Health Fairs.



Refugee Health
Navigation

Students, experts from academia, Benson high school students and leadership, refugee health organizations, local health departments, community health centers, and public health partners volunteer their time to help us ensure that refugees are well served, 2017 was another great year. Adding to our list of accomplishments, BTC:

- In Collaboration with Boys Town, Nebraska/Iowa Common Sense Parenting organized six weeks of parenting education session and trained 20 refugee families. Other health education sessions (kids and their health and success in school, how to use medicine properly, loans and How to manage finances) were organized in collaboration with refugee apartments and refugees empowerment center to serve over 150 refugees.
- In collaboration with Douglas County, Health Department trained 32 student refugee health navigators. A total of 180 participated in the refugee health navigation program.
 - » The Refugee Health Navigation Program contains three units:
 - › Unit 1 – U.S. Healthcare Systems
 - › Unit 2 – Introduction to Good Health and Healthy Lifestyle
 - › Unit 3 – Personal Hygiene and Home Care
- In Collaboration with YMCA Camp Kitaki, BTC organized two family days. We had five refugee families, a total of 32 participants.
 - » Camp Kitaki - Family Days is held twice a year and allows children to bring their parents out to see the Camp and engage in activities such as crafts, cannoning, archery, hiking and horseback riding. The families also enjoyed hanging out at the Kitaki Lake and making music at Kitaki's Musical Playground.



Bridge to Care Board
and Advisors



Camp Kitaki Family
Days

- Alongside more than 60 community-based clinics and health organizations, and more than 100 student volunteers across all health professions on the UNMC campus, such as the Colleges of Public Health, Medicine, Nursing, and Pharmacy, as well as students from the Creighton School of Dentistry, BTC organized two health fairs. These students provided critically needed vision, dental, BMI, blood pressure, lead testing, glucose level screenings, and flu shots to refugee families. More than 450 refugees participated.



COLLEGE OF ALLIED HEALTH PROFESSIONS (CAHP)

COLLEGE OF ALLIED HEALTH PROFESSIONS

PERSONNEL

Name and Title: Janice Tompkins, MPH, MT(ASCP)
*Assistant Professor and Assistant Dean for Academic Affairs,
College of Allied Health Professions*

Email: jtompkin@unmc.edu

Name and Title: Glenda Woscyna, MS, RD, LMNT
*Assistant Professor and Program Director, Medical Nutrition Education,
College of Allied Health Professions*

Email: glenda.woscyna@unmc.edu

Name and Title: Tessa Wells, PT, DPT, CEEAA, GCS
*Assistant Professor, Physical Therapy Education,
College of Allied Health Professions*

Email: tessa.wells@unmc.edu

PROJECTS

EDUCATION

- **Kearney Physician Assistant, Diagnostic Medical Sonography, Radiography students:** The location of CAHP programs in Kearney at the UNMC Health Science Education Center brings a natural collaboration of three programs to learn about abdominal physical exam using ultrasound and the diagnostic use of radiographic technology.
- **Kearney Physician Assistant, Radiography, Third-semester Nursing students:** CAHP students in Kearney have the unique opportunity to work closely with College of Nursing students. They utilized the HSEC hospital simulation setting to carry out pediatric and geriatric scenarios that teach students the value of teamwork as students work together to provide the best possible care for the patient and a better understanding of the role of each healthcare professional on the team. The simulation scenarios were followed by an extensive large group debriefing session with the students who participated. Pre- and post- simulation surveys measured the change in students' knowledge and attitudes.
- **Interprofessional Rural Rotation:** A CAHP Radiography student in Columbus, Nebraska, participated in part two of a rotation with students from public health, dentistry, medicine, nursing, and pharmacy that focused on tobacco use and the



Society for Student-Run
Clinics Conference held at
UNMC February 2018

tobacco tax policy. Working with the East Central District Health Department, the students developed a survey in English and Spanish to evaluate attitudes about tobacco and a policy to increase the tobacco tax. The students also met with State Senator Mike Gloor, who sponsored legislation to raise the tobacco tax.

A CAHP Physician Assistant student participated in part three of a rotation in Columbus, Neb., East Central District Health Department with students from public health and nursing in a rural behavioral health project on youth suicide.

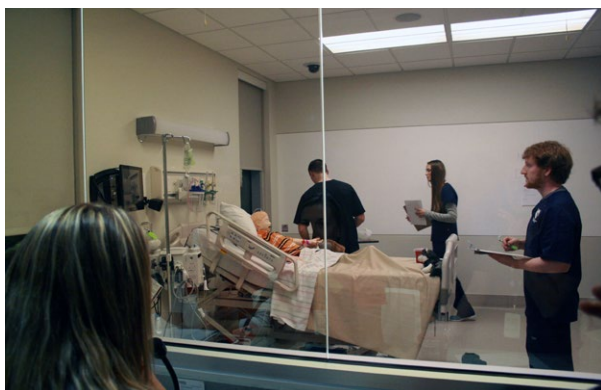
- Following the Growth of Sarah's Baby:** This IPE activity involves students from the Medical Nutrition and Diagnostic Medical Sonography programs and the library in an activity centered on a clinical case study of fetal growth. The activity is based around evidenced-based library modules to teach literature search techniques. Students from both programs interact in activities to measure and interpret fetal growth, assess diet adequacy, and encourage communication about the techniques and interventions. The iWall was employed to present the didactic information and then, interactively by the students, to review the case study and evaluate the different types of intrauterine growth restrictions to arrive at a diagnosis.
- Radiation Therapy, Cytotechnology, and Medical Nutrition:** Radiation Therapy, Cytotechnology and Medical Nutrition instructors utilize interprofessional learning scenarios for their students. Cytotechnology students make a presentation on the process required for identification and classification of malignant tumors. Radiation Therapy students demonstrate the processes required to treat these tumors with radiation using the VERT (Virtual Environment of Radiation Therapy). Medical Nutrition



Debrief session from the activity at HSEC in Kearney

students present information about the nutritional obstacles oncology patients face. After discussion between all groups of students, they each complete a survey about the experience.

- **Diagnostic Medical Sonography (DMS)/Medical Students:** DMS students work with second-year medical students demonstrating the use of ultrasound in obtaining fine-needle aspiration breast biopsies.
- **Diagnostic Medical Sonography/Nephrology Fellows:** DMS students participate in an exercise with Nephrology fellows in performing renal biopsies on lightly embalmed cadavers. This activity is assessed with pre- and post-surveys to measure the participants' perceptions of performing the biopsy.
- **Physical Therapy/Accelerated Nursing:** PT students participate with 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.
- **Medical Nutrition/Nursing/Attending Physicians/Residents:** Medical Nutrition students work with nurses, attending physicians, and residents in the clinical care setting utilizing prescriptive competencies from their accrediting body, ACEND, and the learning objectives associated with these competencies. The Medical Nutrition preceptor completes an assessment rubric to evaluate the student's professional conduct of interaction and relationships with the members of the team, knowledge/



Interprofessional activity at HSEC, Kearney between Physician Assistant, Radiography, and Nursing students

cognitive learning, and skill/application as they participate in patient rounds, including handoffs, identification of nutritional problems, diagnosis, and coordination with patient care and safety.

- **Physical Therapy/Nursing simulation:** PHYT 617 and 650 are IPE classes for second-year nursing students and second-year PT students to learn team skills and prepare for a simulation exercise. Later, during the spring semester, PT and nursing students complete the simulation in the Clinical Skills Lab using high-tech manikins. Assessment is part of the course grade.
- **Lab for Nursing students:** First-year nursing students are taught transfers by third-year PT students during the fall semester. This activity builds experience with a collaborative clinical activity the students will perform repeatedly in their practice.

PRACTICE

- **Physician Assistant, Physical Therapy and Accelerated BSN students:** Physician Assistant, Physical Therapy and Accelerated BSN students on the Kearney campus provided free sports physical exams for athletes planning to compete in the Special Olympics in an event called West Central MedFest.
- **Medical Nutrition and M4 Students on Selective Nutrition Rotation:** Year 1 Dietetic Interns and M4 students in selective nutrition rotation complete various group projects over the course of a week. The topic is Malnutrition Assessment. Year 1 MNE students lead a discussion with M4 students on malnutrition assessment criteria, reviewing preceptor selected research articles. MNE students review



Interprofessional activity at HSEC, Kearney between Physician Assistant, Radiography, and Nursing students

literature from the perspective of nutrition and M4 students discuss malnutrition assessment from the physician perspective. A detailed review of malnutrition diagnosis criteria are discussed. Students then (both MNE and M4 students) watch a recorded training on how to conduct Nutrition Focused Physical Exam (NFPE) which teaches the students how to conduct the physical exam. The last activity is that the MNE and M4 students conduct NFPE on each other, utilizing a scoring tool that was developed by nutrition preceptors to assess student learning. Students are guided by preceptors through the process and both MNE and M4 students complete a full physical exam.

- **Student-Run Clinics:** Nine clinic sessions are staffed each month by faculty and students from the CAHP. Medical Laboratory Science students are present, an uncommon feature at most student-run clinics. The MLS students have presented at national meetings and gained national recognition for their part in these clinics.
 - » **SHARING:** Faculty and students from the Medical Laboratory Science, Physician Assistant, Physical Therapy and Medical Nutrition programs participate in this clinic.
 - » **RESPECT:** Faculty and students from the Medical Laboratory Science and Physician Assistant programs participate in this clinic.
 - » **GOODLIFE:** Faculty and students from the Medical Laboratory Science, Physician Assistant and Medical Nutrition programs participate in this clinic.



Medical Nutrition and
Diagnostic Medical
Sonography students
"Following the Growth of
Sarah's Baby"

- **Society of Student-Run Free Clinics (SSRFC):** Three Medical Laboratory Science and three Physician Assistant students participated in the planning and hosting of the SSRFC Conference held at the University of Nebraska Medical center February 24 – 25, 2018.
- **Community-based Volunteer-driven Clinic:** Physician Assistant students on the Kearney campus provide care at the HELPCare clinic two to three times per month. They work side-by-side with nursing students and other healthcare professionals. This clinic is staffed by volunteer healthcare professionals from the community who provide family-centered medical and behavioral health care to uninsured patients who have no other access to healthcare.

PRESENTATIONS

TITLE: "Laboratory efforts to educate patients and providers on proper glucometer use and maintenance"

AUTHORS: Loany Fajardo and Andrew Rogers (CLS students); Ulrike Otten (faculty advisor)

1. Poster presented at the Society of Student-Run Free Clinics (SSRFC) conference in Anaheim, CA, February 11-12, 2017.
2. Poster presented at the ASCLS-NE meeting, Omaha, NE, April, 2017.
3. Poster presented at the CAHP Evidence-based Medicine Forum May 3, 2017.



Radiation Therapy, Cytotechnology and Medical Nutrition students using the VERT to demonstrate processes required to treat malignant tumors.

Fitzpatrick S, Hanigan E, Mathews W, Kennel V. *A Comparison of Preclinical Learning Environments: PA Student Perceptions of Clinical Competency*. Poster presentation at Nebraska Academy of Physician Assistant conference, Kearney, NE, April, 2018. Manuscript also submitted to the Journal of Interprofessional Education and Practice, January, 2018.

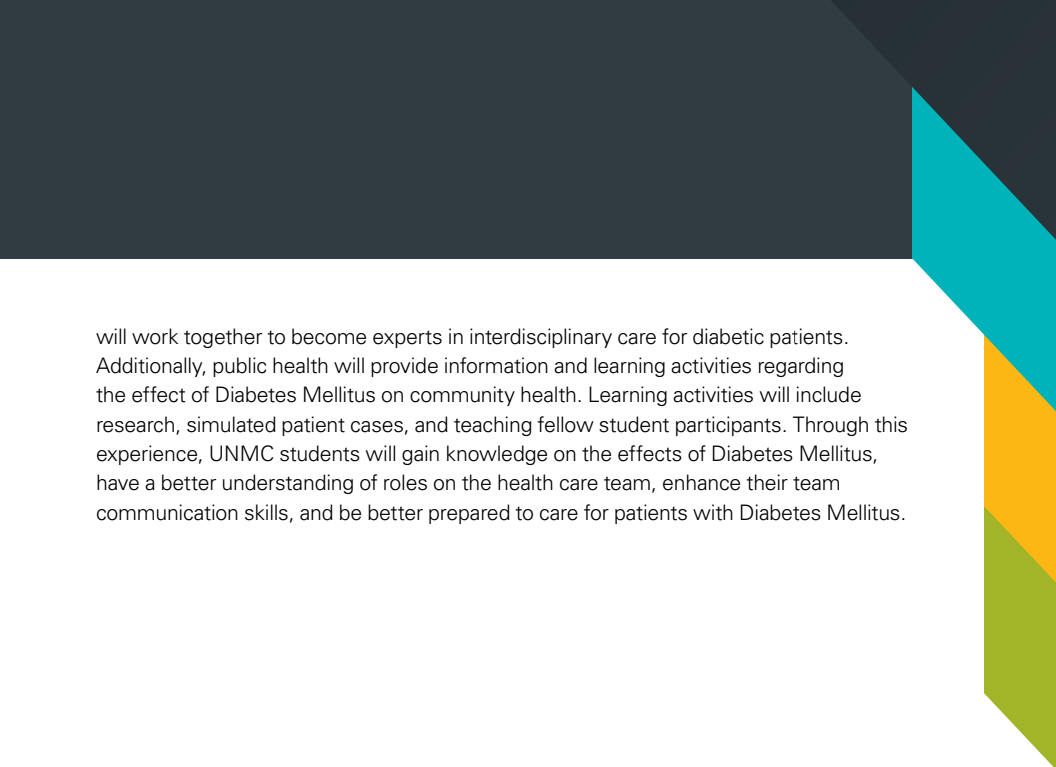
Wells TM, Burge S, Miller E, Jackson CM, Venema D, Crowe J, Cochran TM, Jones KJ. *Physical therapy, Radiography and Nursing Student Attitudes Toward Interprofessional Interaction Following a Student-led Hospital Simulation*. Platform presentation, Combined Sections Meeting of the American Physical Therapy Association, New Orleans, LA, February, 2018.

Jackson CM, Burge S, Wells TM, Miller E, Venema D, Cochran TM, Jones KJ. *Creating Meaningful Student-Led Interprofessional Education Experiences*. Poster presentation, 18th International Meeting on Simulation in Healthcare (IMSH 2018), Los Angeles, CA, January, 2018

GRANTS

Wildermuth A, Timmerman M, Wheelhouse C, Cook K. (2018). ABC's of Diabetic Education, College of Allied Health Professions at UNMC.

Several colleges within the University of Nebraska Medical Center are working to provide students with this interdisciplinary, or team-based, learning experience. Students enrolled in Medical Nutrition, Physician Assistant, and Pharmacy programs



will work together to become experts in interdisciplinary care for diabetic patients. Additionally, public health will provide information and learning activities regarding the effect of Diabetes Mellitus on community health. Learning activities will include research, simulated patient cases, and teaching fellow student participants. Through this experience, UNMC students will gain knowledge on the effects of Diabetes Mellitus, have a better understanding of roles on the health care team, enhance their team communication skills, and be better prepared to care for patients with Diabetes Mellitus.

PERSONNEL

Name and Title: Keith Allen, PhD
Director, MMI Academic Affairs

Email: kdallen@unmc.edu

Name and Title: Cindy Ellis, MD
Director, Leadership Education in Neurodevelopmental and Related Disabilities (LEND)

Email: cellis@unmc.edu

Name and Title: Kellie Ellerbusch, BLA
LEND Training Director

Email: kellerbusch@unmc.edu

PROJECTS

EDUCATION

Integrated Behavioral Health Care

The Munroe-Meyer Institute (MMI) provides interprofessional education training within primary care clinics in the metro area where behavioral health (BH) providers are integrated into Patient Centered Medical Homes. MMI provides opportunities for medical residents to train side by side with pre-doctoral interns and post-doctoral fellows in Psychology while providing patient care. In this model, residents are able to experience the ways in which a BH provider can provide support to patients within the medical home, can experience how behavioral health services are delivered in primary care settings, can encounter best practices for screening and identifying children in need of BH services, and can experience how to conduct “warm hand-offs” to BH providers and how to efficiently and effectively collaborate within the fast-paced environment of primary care. Psychology Interns and post-docs also learn how to communicate effectively and efficiently in a busy PCMH environment, when to consult with referring medical providers and how best to assist with the PCP in treatment planning. Training occurs through collaborative relationships between MMI Psychology and Village Pointe Pediatrics clinic as well as the Creighton/Children’s Physicians-Dundee Clinic. Faculty provide didactic training as well, with topics related to common pediatric BH concerns presenting in primary care, anticipatory guidance, developmental screening, managing ADHD, etc.

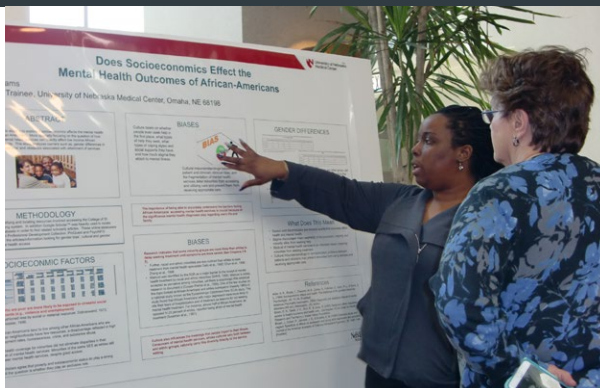
MMI Interdisciplinary Clinics

MMI provides interprofessional education training within several different monthly clinics for children with intellectual and developmental disabilities. These clinics demonstrate a variety of Interprofessional models for delivery of team care, including multidisciplinary, interdisciplinary, and transdisciplinary approaches. These include an Autism Diagnostic Clinic, staffed jointly by Psychology and Speech, an Autism Spectrum Disorders Management Clinic, staffed jointly by Developmental Medicine and Psychology, and a Fetal Alcohol Syndrome Clinic staff joint by Medical Genetics and Psychology.

Nebraska LEND Program

The Leadership Education in Neurodevelopmental and Related Disabilities (LEND) is an 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. 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 \$710,000 per year to support faculty, trainee stipends, community collaboration, and continuing education efforts. For more than 30 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
- **Advanced Autism Leadership Academy** This 325-hour Interprofessional training program includes didactics, research, community learning and leadership, and interdisciplinary training clinics in the area of autism spectrum disorders (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 & language pathology, psychology, occupational therapy, and social work.



- **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 & 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.

- **Interprofessional Practice and 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.



TO TEAM OR NOT TO TEAM? TEAMSTEPS TRAINING SUPPORTS INTERPROFESSIONAL EDUCATION AND INTERPROFESSIONAL PRACTICE

Although 93 percent of Americans want one place or doctor that provides primary care and coordinates care with specialists, only half report having such an experience. The goal of the Patient-Centered Medical Home (PCMH) model is to reinvent primary care so that it is “accessible, continuous, comprehensive, and coordinated and delivered in the context of family and community,” and, in so doing, improve the triple aim outcomes of quality, affordability, and patient and caregiver experience. Joyce Miller-Andersen, Practice Change Advisor at Nebraska Medicine, engaged with members of the UNMC Patient Safety Team to conduct a Team Strategies & Tools to Enhance Performance & Patient Safety (TeamSTEPS) workshop on May 6 and 13, 2016 at UNMC to support PCMH implementation efforts at Nebraska Medicine using evidence-based teamwork, communication, and coordination skills. Katherine Jones, PT, PhD leads the UNMC Patient Safety Team, which includes Anne Skinner, RHIA, MS; Russell Buzalko, PhD; Victoria Kennel, PhD, Mary Wood, and John Crowe, MA.

Sixty-six learners from fourteen Nebraska Medicine ambulatory clinics attended the TeamSTEPS training. The learners were interprofessional and included Medical Directors, Clinic Managers, Physicians, Allied Health Professionals, Nurses, Faculty, Technicians, and Human Resource Professionals. TeamSTEPS Master Trainers, including Katherine Jones, PT, PhD, Jane Potter, MD, Russell Buzalko, PhD, and Victoria Kennel, PhD, taught the team strategies and tools (team structure, communication, leadership, situation monitoring, and mutual support) needed to improve performance and patient safety. In addition, learners acquired methods to teach the tools to others, and to implement and evaluate the training as part of a culture change within an organization – in this case, to support the transition to and implementation of the PCMH model. This workshop also emphasized professional conduct and coaching to improve interprofessional interaction and teamwork skills during clinical care interactions, in administrative areas, and beyond.

According to the Institute of Medicine, working in high-functioning, interprofessional teams is one of five competencies that all healthcare professionals must possess. Thus, the TeamSTEPS curriculum is an evidence-based foundation for incorporating the principles and best practices from research into a teachable program designed to improve the quality, safety, and efficiency of health care. The tools and strategies are practical because they support daily operations in various healthcare settings and support safety and quality initiatives. Thus, they are a foundation for interprofessional education and practice. UNMC and Nebraska Medicine are well-poised to integrate TeamSTEPS strategies and tools across their shared educational and clinical enterprises. Effective interprofessional education and interprofessional practice are integral to our mission to lead the world in transforming lives to create a healthy future for all individuals and communities through premier educational programs, innovative research, and extraordinary patient care.



EMPOWER



It's On US video & pledge, Fall 2015:
Alena Skrunkevskiy,
Jessica Semin,
Kristin Wipfler, Shalis
Ammons, Simar Kaur



Bellevue Berry Farm
Fundraiser, October 2015:
Minh Nguyen, Liene
Topko, Katherine Kotas,
Jessica Semin, Semi Lee



WCA Education Session,
October 2015



Take Back the Night at the University of Nebraska at Omaha march, 2016: Anna Kokrda, Carmen Sirrizotti, Sarah Larsen, Jenny Sharrick, Laura Zima, Kristin Wipfler, Alena Skrundevskiy



Volunteer Day at Rejuvenating Women, April 2016: Jen McCarty, Sarah Larsen



Volunteer Day at Open Door Mission, April 2016: Shelby Braun, Daina Keehn



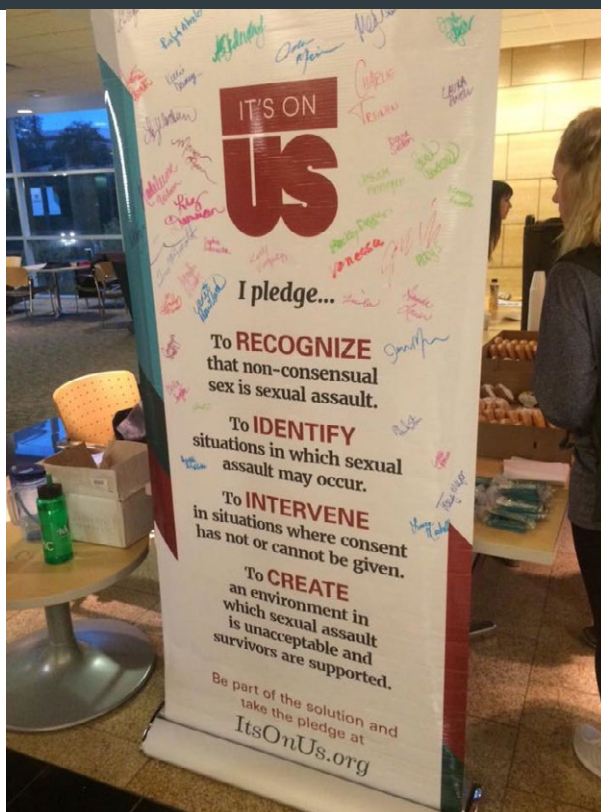
UNMC Welcome Back
BBQ, August 2016:
Alena Skrundevskiy,
Charlie Treinen



Intimate Partner Violence
Seminar #1, September
2016: Jessica Semin,
Alena Skrundevskiy



Self-Defence Class,
September 2016:
Alena Skrundevskiy
with instructor



It's On US, Wake
Up UNMC It's on Us
Breakfast, October 2016



It's On US Fall Fest,
October 2016: Kandy Do



UNMC Ribbon It's On
US Fall Fest, October
2016: UNMC Students,
Faculty and Staff



Bellevue Berry Farm
Fundraiser, October
2016: Jessica Semin,
Kandy Do, Lindsey Cork,
Alena Skrundevskiy,
Liene Topko, Semi
Lee, Katherine Kotas



Toiletry Drive, December
2016: Graduate
Studies Winner



TEAMSTEPPS

TEAMSTEPS

PERSONNEL

Name and Title: Katherine J. Jones, PT, PhD
*Associate Professor, Division of Physical Therapy Education
College of Allied Health Professions*

Email: kjonesj@unmc.edu

Name and Title: Anne Skinner, RHIA, MS
*Health Data Analyst
College of Allied Health Professions*

Email: askinner@unmc.edu

Name and Title: Victoria Kennel, PhD
*Assistant Professor, Division of Physical Therapy Education
College of Allied Health Professions*

Email: victoria.kennel@unmc.edu

Name and Title: Russel Buzalko, PhD
*Assistant Professor, Department of Emergency Medicine
College of Medicine*

Email: russell.buzalko@unmc.edu

Name and Title: Mary Wood
*Office Associate, Division of Physical Therapy Education
College of Allied Health Professions*

Email: mary.wood@unmc.edu

PROJECTS

PLAYING WITH BLOCKS

Teaching Key Components of Team Effectiveness as a Foundation for Interprofessional Education

UNMC health professions students are exposed to interprofessional education (IPE) concepts during their first week on campus. Since 2012, one afternoon during orientation week has been devoted to an initial IPE experience, which consists of a large and small group activity. The large group activity is an interprofessional panel discussion of a complex medical case illustrating that poor communication and lack of teamwork among healthcare professionals is a major contributing factor to patient harm in the

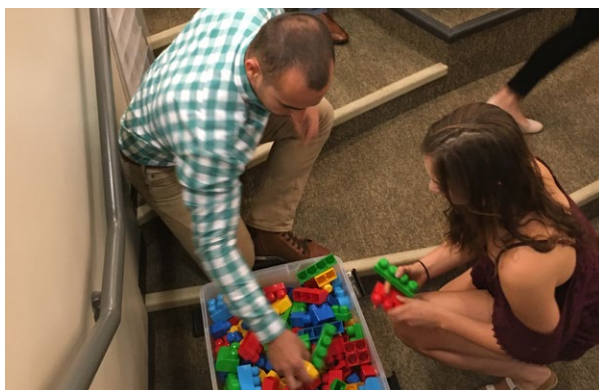


Faculty members Beth Beam, RN, PhD (left) and Rikki Otten, BS Instructor in Medical Laboratory Science, explain the value of debriefs to learn from experience.

hospital. In the fall of 2017, the committee responsible for IPE sought to improve this initial experience to IPE by introducing a new small group activity to ensure that students end the day by practicing and observing effective—as compared to ineffective—team behaviors illustrated in the large group case.

To achieve this goal, Dr. Katherine Jones, a member of the IPE Committee, trained faculty facilitators to conduct the Tower Building Exercise and to use objective criteria to identify team behaviors in a video vignette of a healthcare team conducting a post-fall huddle. The original Tower Building Exercise was developed by the University of Washington Institute for Simulation Interprofessional Studies in the context of its role as a National Training Center for TeamSTEPPS. TeamSTEPPS (Team Strategies and Tools to Enhance Performance and Patient Safety) is an evidence-based team training program developed by the Agency for Healthcare Research and Quality and the Department of Defense in 2006. TeamSTEPPS has since become the standard for team training in the health professions. As a TeamSTEPPS Master Trainer, Dr. Jones adapted the Tower Building exercise to include behaviors from the five key components of effective teamwork as taught in the TeamSTEPPS curriculum:

1. Team structure, which requires clarity about how each team member's roles and skills contribute to achieving a shared and valued goal. (Empirical research indicates that role and goal clarity account for nearly 25% of a team's performance).
2. Leadership skills such as conducting briefs for planning, debriefs for learning, and huddles to adjust the plan to changing circumstances.
3. Communication skills to achieve brief, clear, timely communication that is closed loop.



Students from multiple disciplines communicating, collaborating, and cooperating to achieve a shared goal.

4. Situation monitoring tools such as situational awareness (avoiding task fixation) so that teams maintain awareness of their progress toward their goal and the potential needs of other team members for assistance.
5. Mutual support tools to advocate for the patient and seek and offer task assistance.

Interdisciplinary teams of six to eight students complete the Tower Building Exercise twice so that they can debrief to identify the causes of their initial poor performance as lack of goal and role clarity, an absence of planning, and task fixation. Then, they brief to develop a new plan and repeat the activity. A second debrief allows the students to compare their second, more effective performance, to their first performance. Student and faculty evaluations of this new small group activity revealed that participants valued the opportunity to learn team skills that improve clinical outcomes.

