HEALTH PROFESSIONS EDUCATION DAY

Event Information:
September 16, 9:00am- 1:00pm
Michigan Union, Rogel Ballroom

http://dlhs-umi.ch/hpe-day

The University of Michigan is unique with seven outstanding health science schools that share the core missions of preparing future clinicians and scholars, while caring for patients within a single health care system. Within each school, faculty members are actively engaged in educational experimentation and innovation, but the ideas are not always visible to like-minded educators in other schools across campus. With the recent formation of the Michigan Center for Interprofessional Education, we can collectively create a community space focused on innovation within health professions education.

HPE Day, which is an evolution of Med Ed Day, is an opportunity to share and disseminate scholarly efforts completed or in progress, and to spark the dialogue required to synergize our work. This event brings together educational scholars, practitioners, researchers and students to share best practices and explore opportunities for collaboration and innovation. Faculty have an opportunity to learn about innovations being developed and implemented at other schools and share their own creative ideas. The day includes sharing of our initial efforts in interprofessional education and collaborative care and discussion of opportunities for the growth of collaboration across the health science schools and the broader campus community.

SPONSORS

- Division of Professional Education, Department of Learning Health Sciences, Medical School
- Michigan Center for Interprofessional Education
- Center for Research on Learning and Teaching
- Office of Digital Education & Innovation
- Benn Gilmore Lecture in Excellence in Medical Education

EVENT SCHEDULE

8:00 am: Registration Opens

9:00 am -10:30 am: Poster, Demonstration, and Display Session

10:30 am -12:00 pm: Gilmore Keynote Lecture by Catherine D. DeAngelis, "Patient Care and Professionalism", and Local Response Panel by Representatives of the 7 Health Science Schools

12:00 pm -1:00 pm: Lunch and Networking

2:00 pm - 4:00 pm: Grand re-opening and tours of the A. Alfred Taubman Health Sciences Library at 1135 E. Catherine Street

LEARNING OBJECTIVES

1. Understand the innovative educational efforts focused on professional education within the health science schools at the University of Michigan

2. Evaluate the initial interprofessional education efforts in Ann Arbor, including their successes and challenges

3. Discuss opportunities for continued development of interprofessional education at the University of Michigan

4. Identify innovation partners for further advancement of interprofessional education and collaborative care within the University of Michigan Health System

5. Strengthen community bonds among educators within the health science schools across all of University of Michigan

Dr. Catherine D. DeAngelis is Johns Hopkins University Distinguished Service Professor Emerita, Professor Emerita at the Johns Hopkins University Schools of Medicine (Pediatrics) and School of Public Health (Health Policy and Management), and Editor-in-Chief Emerita of JAMA, the Journal of the American Medical Association (2000-2011), serving as the first woman Editor in Chief. She received her M.D. from the University of Pittsburgh's School of Medicine, her M.P.H. from the Harvard Graduate School of Public Health (Health Services Administration), and her pediatric specialty training at the Johns Hopkins Hospital. She also has been awarded seven honorary doctorate degrees and has received numerous awards for humanitarianism and medical excellence, including the Ronald McDonald Award for Medical Excellence ($100,000 donation made to the Johns Hopkins Child Life Program), the Catcher in the Rye Award for Humanitarianism by the American Academy of Child and Adolescent Psychiatry, The Armstrong, St. Geme, and Howland Awards (Various Pediatric Societies), and a lifetime achievement award by the American Association of Medical Colleges (AAMC).

From 1990-2000 she was Vice Dean for Academic Affairs and Faculty, Johns Hopkins University School of Medicine, and from 1994-2000 she was editor of Archives of Pediatrics and Adolescent Medicine and also has been a member of numerous journal editorial boards. She has authored or edited 12 books on Pediatrics, Medical Education and Patient Care and Professionalism and has published over 250 peer reviewed articles, chapters, and editorials. Most of her recent publications have focused on professionalism and integrity in medicine, on conflict of interest in medicine, on women in medicine, and on medical education. Her major efforts have centered on human rights especially as they relate to patients, health professionals and the poor.

Dr. DeAngelis is a former council member and current member of the National Academy of Medicine (nee IOM); a Fellow of the American Association for the Advancement of Science; a Fellow of the Royal College of Physicians (UK) and has served as an officer of numerous national academic societies including past chairman of the American Board of Pediatrics and Chair of the Pediatric Accreditation Council for Residency Review Committee of the American Council on Graduate Medical Education.

She currently serves on the Advisory Board of the U.S. Government Accountability Office, is a member of the Board of Physicians for Human Rights and serves on the Board of Trustees of the University of Pittsburgh.

ABOUT THE BENN GILMORE LECTURE IN EXCELLENCE IN MEDICAL EDUCATION

David D. Howell ('79 LS&A, '83 MD) established the Benn Gilmore Lecture in Excellence in Medical Education in honor of Benn Gilmore ('66 LS&A, '70 MD). Dr. Howell wishes to honor Dr. Gilmore, in thanks for the education and guidance that Dr. Gilmore provided him while a medical student at U-M, as well as for so many medical students and other individuals throughout Dr. Gilmore's career.

PANELISTS

- **Frank Ascione, PharmD, MPH, PhD** - Director, Michigan Center for Interprofessional Education and Professor, College of Pharmacy (Moderator)
- **Matt Davis, MD** - Professor, School of Public Health, Medical School, Ford School of Public Policy
- **Melissa Gross, PhD** - Thurnau Professor and Associate Professor of Kinesiology, School of Kinesiology
- **Rajesh Mangrulkar, MD** - Associate Dean for Medical Student Education and Associate Professor, Medical School
- **Bruce Mueller, PharmD** - Associate Dean of Academic Affairs and Professor, College of Pharmacy
- **Carol Anne Murdoch-Kinch DDS, PhD** - Associate Dean of Academic Affairs and Clinical Professor, School of Dentistry
- **Michelle Pardee DNP, FNP-BC** - Clinical Assistant Professor, School of Nursing
- **Mary Ruffolo, PhD, LMSW** - Director of Continuing Education Program and Professor, School of Social Work

PLANNING TEAM

- **Toya Adams** - Administrative Assistant, Michigan Center for Interprofessional Education
- **Frank Ascione, PharmD, MPH, PhD** - Director, Michigan Center for Interprofessional Education and Professor, College of Pharmacy
- **Melissa Bruno** - Special Projects Assistant, Department of Learning Health Sciences, Medical School
- **James DeVaney, MBA, MPP** - Associate Vice Provost for Digital Education and Innovation
- **Andrew Howard** - Administrative Assistant, Department of Learning Health Sciences, Medical School
- **Matthew Kaplan, PhD** - Executive Director, Center for Research on Learning and Teaching
- **Anica Madeo, MPH, MSW** - Program Manager, Michigan Center for Interprofessional Education
- **Kathleen Ludewig Omollo, MPP, MSI** - Strategist, Department of Learning Health Sciences, Medical School
- **Michelle Pardee, DNP, FNP-BC** - Clinical Assistant Professor, School of Nursing
- **Caren Stalburg, MD, MA** - Chief of the Division of Professional Education and Assistant Professor of Learning Health Sciences and Obstetrics and Gynecology, Medical School
- **Gundy Sweet, PharmD** - Director of Curriculum Assessment and Clinical Professor, College of Pharmacy
- **Mary Wright, PhD** - Director of Assessment and Associate Research Scientist, Center for Research on Learning and Teaching

Research Posters

1. Identifying Core Competencies For Study Coordinators Working In Clinical & Translational Research (CTR) Teams
2. Promoting Interactive And Inclusive Approaches To Teaching Chest Radiograph Interpretation Using Nearpod
3. Lessons In U.S. Veteran Centered Care: A Interprofessional Massive Open Online Course (MOOC) For Health Professionals
4. Aligning Faculty And Resident Quality Improvement With Maintenance Of Certification
5. New Construction Vs. Renovation: Two Approaches To Implementing Interprofessional Education Curricula
6. Writing Warm-Ups As Empathy Exercise: A Student-Run Writing Group For Medical Students
7. Early Identification And Remediation Of Medical Students' Communication Skills
8. Evolution Of Clinical Simulation In Medical Student And Resident Teaching Within The University Of Michigan Department Of Family Medicine
9. Capturing Communication Skills: Creating An Online Self-Guided Module For Teaching Communication Skills To Standardized Patients
10. Towards A Model Of Lay Understandings Of Health
11. Interprofessional Education Must Start Early: The Premedical Clinical Shadowing Experience
12. Creating A Community Of Practice For Emerging Technologies
13. Introducing Pre-Health Students To Interdisciplinary Team Care; An Innovative Early Intervention
14. Dental Student Barriers To Participation In An Interprofessional Service Learning Course
15. Interprofessional Continuing Education Training In Integrated Behavioral Health And Primary Care: Using Digital Instructional Technologies
16. Maximizing Student Exposure To Relevant Clinical Rotation Experiences In Intraoperative Neuromonitoring And Enhancing Student Learning Using Clinical Hours As An Assessment Benchmark
17. A Child's Last Hours: Multi-Disciplinary Training In End-Of-Life Care For Professionals Working In Children's Hospitals
18. The Power Of Role Modeling During Clinical Training: Midwifery Students In Ghana Learn Patient Maltreatment As Trainees
19. "I Was Taught It Was Okay": A Qualitative Inquiry About Disrespect And Abuse During Midwifery Training In Ghana
20. International Immersion For Undergraduate Students In The Health Professions
21. Dental Students Apply Evidence-Based Practice (EBP) To Clinical Scenarios: Developing, Enhancing, And Assessing Skills
22. Preparing Medical Students For Field Experiences In Low-Resource Settings: Development And Evaluation Of A Pre-Travel Trigger Video And Large Group Discussion Module
23. Introduction To Interprofessional Practice Through Initial Longitudinal Experience
24. A 6-Domain Framework Was Useful In Identifying Clinically Relevant Biopsychosocial Information
25. Orienting First-Year Medical Students To A Team Focused Experience: Design And Results From A Medical School Orientation Session Directed By Health Professionals
26. Medical Student Leadership Training In Health Disparities Through Collaboration With Non-Academic Organizations: What Do Community-Based Organizations Value?
27. Training Interprofessional Adolescent Champion Teams To Develop Adolescent-Centered Medical Homes
28. Community Health Nursing – Vision Through A Global Lens
29. Theory, Process, And Validity Evidence For A Staff-Driven Medical Education Exam Quality Improvement Process
30. Developing The Learner Portfolio Framework: An Iterative Process
31. Innovation In Medical School Admissions Interviews

32. Pilot Of Introductory Training About Electronic Health Record (EHR) Systems Using The Vista-For-Education (VFE) System
33. Developing And Deploying Free, Adaptable Digital Learning Resources To Enhance Postgraduate Curricula Partnerships In Sub-Saharan Africa
34. Utilizing An Interprofessional Simulation Platform To Instruct The Use Of A New Electronic Health Record
35. Orienting First-Year Medical Students To Patient And Family Centered Care: Design And Results From A Medical School Orientation Session Facilitated By Patient And Family Advisors
36. Journal Club And Statistical Literacy In A Sleep Medicine Fellowship Program: A Novel Curriculum
37. What Are The Most Important Attributes Of A First-Year Medical Resident?
38. Integrating Medicinal Chemistry And Pharmacology Into A New Course Sequence In The PharmD Curriculum
39. Using Stories To Teach Across Disciplines: A Successful Model
40. Comparison Of Data Collection Forms Used In Adverse Event Reporting By US Dental School Clinics
41. Using Interprofessional Student Teams To Teach Contemporary Interprofessional Practice In Healthcare
42. Supporting Learners Who Care For Socioeconomically Disadvantaged Persons: An Interprofessional Curriculum Outcomes Report
43. Teaching End-Of-Life Care To Resident Physicians Using Clinical Simulation
44. Certificate In Advanced Clinical Dementia Practice
45. Self-Efficacy, Cultural Competence, And Perception Of Learning Environment In Traditional And Interprofessional Physical Therapy Curricula
46. Humanizing Technology To Improve Clinical Readiness For Advanced Practice Nursing Students
47. Teaching Oral Cancer And Oral Health Screenings To Physician Assistant Students Through Interprofessional, Peer-To-Peer Learning.
48. #Notanotherboringlecture: Using Presenter Initiated And Generated Live Educational Tweets (Piglets) To Broaden The Reach Of The Traditional Conference Workshop
49. Case-Based, Interprofessional Training Of Oral Health To Non-Dental Students In Boston
50. Web-Based Video Modules For Pediatric Resident Firearm Injury Prevention And Safe Storage Education: An Innovative Approach To Advocacy Education
51. Doctors Of Tomorrow: A Medical Student-Led Pipeline Program To Increase Underrepresented Minorities In Medicine
52. Benefits And Challenges Of Global Teaching Using Videoconferences
53. Cognitive Apprenticeship: A Roadmap To Improve Clinical Teaching
54. Pre-Matriculation Self-Assessment Pilot: Are You Ready For This?
55. Early Professionalism Education: A Novel 1- Hour Workshop For First-Year Medical Students
56. Breast Density Legislation Enacted In Michigan: Addressing The Need For Provider Education (Midensebreasts.Org)
57. University Of Michigan Nursing – Healthcare And Integrated Learning (UM-HAIL)
58. Evaluation Of A Self-Directed, Simulation-Based Learning Program
59. The Michigan Journal Of Medicine: A Practical Pilot For The School Of Medicine's New Curriculum
60. A Two-Way Path Toward Effective Communication In The PICU: Evaluation Of A Novel Program
61. Assessing The Diagnostic And Therapeutic Components Of Clinical Reasoning
62. Evaluation Of Performance Measures From Two Instruments Used To Assess Robotic Prostatectomy Among Fully Trained Surgeons
63. Multisource Assessment Feedback For Reflective Learning In Dental Education

64. A Novel Approach For An Interdisciplinary Simulation-Based Medical Emergencies Course For Dental Students, Quantitative And Qualitative Data Analysis
65. Strategies For Implementing Evidence-Based Practice In An Undergraduate Clinical Course
66. Improvement In Acute Care Surgery Medical Student Education And Clerkships: Use Of Feedback And Loop Closure
67. 4th Year Medical Student Elective In Multidisciplinary Thoracic Oncology
68. Fostering Clinical Judgment Skills Through Remediation: A Multimodal Approach
69. Medical Student Curriculum Transformation At The University Of Michigan Medical School
70. Michigan Community Interprofessional Training Program (M-CIP): Training Of Health Professionals For The 21st Century
71. Incorporating Oral Health Into Primary Care - An IPE/IPC Collaboration Between Dentistry And Nursing
72. A Class In Creating Connections: An Innovative Mentorship Course And Experience For Pre-Health Students
73. Enhancing Communication And Confidence With Clinical Simulation: Pairing Nurse And Nurse Practitioner Students In Simulation Experiences
74. Effects Of Image-Based And Text-Based Exercises On Student Learning Outcomes In A Musculoskeletal Anatomy Course
75. Learning Objectives For A Multidisciplinary Lactation Curriculum Based Upon A Needs Assessment
76. Optimizing Patient Care Curriculum: Bridging Three Domains Of Knowledge For A Fully-Integrated, Longitudinal Curricular Thread
77. Graduated Autonomy: Entrusting Senior Residents To Teach Junior Residents
78. Assessment Method For Grading Medical Students During Elective Specialty Radiology Clerkship
79. University Of Michigan Medical School Medicine In Spanish Program: A Longitudinal Program To Train Spanish-Speaking Medical Students

Research Posters with Accompanying Demonstration Tables

80. Unified Online Calibration System for Faculty Assessment, Student Self-Assessment, and Student Peer-Assessment Across Preclinical and Clinical Learning Environments
81. Taking a SecondLook™ at a Time-Efficient Self-Evaluation Resource

Demonstration Tables

82. Taubman Health Sciences Library Outreach
83. A Novel Minute Feedback System
84. Virtual Software To Personalize Student Learning In A Required Pharmacy Course
85. The Lesion: Teaching Neurologic Localization With A Multi-Player Board Game
86. Video Podcast and Production Services for Educators
87. FastApp - A Service to Support Mobile Technology for Educational Content
88. MSIS Transformations to Support Medical Student Education
89. MSIS Book Publishing Program: Multi-Platform Content Distribution for Medical Education

Displays

90. U-M School of Public Health's "Innovation in Action: Solutions to Public Health Challenges"
91. Munger Graduate Residences