

PROGRAM

HEALTH PROFESSIONS EDUCATION DAY



Event Information:

June 1, 2016 9:00am- 1:00pm
Michigan League Ballroom



#HPEday

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

The University of Michigan is unique with nine health science schools across three campuses that share the core missions of preparing future clinicians and scholars, while caring for patients within a number of health care systems. Within each school, faculty members are actively engaged in educational experimentation and innovation, and many of our educators are working collaboratively through the Michigan Center for Interprofessional Education to develop and teach novel courses focused on interprofessional health education.

This event aims to bring together educational scholars, practitioners, researchers and students to share best practices and explore opportunities for collaboration and innovation around Health Professions Education and Interprofessional Education in particular.

The day's highlights will include sharing of our efforts in interprofessional education and collaborative care, both in poster and panel formats. And will include a discussion of best practices in the implementation of interprofessional education. We also aim to continue the growth of collaborations across the health science schools and the broader University of Michigan community and campuses.

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

EVENT SCHEDULE

8:00 am: Registration Open. Continental breakfast buffet open.

9:00 am -10:30 am: Poster, demo, and display viewing. Continental breakfast buffet open

10:30 am -11:15 am: Keynote speaker presentation:

Jean Nagelkerk, PhD, FNP, FNAP

"MIPERC: A collaborative approach to infuse interprofessional initiatives across disciplines, learning institutions and healthcare systems"

11:15 am - 12:00 pm: Student Panel

12:00 pm - 12:15 pm: Closing Remarks

12:15 - 1:00 pm: Lunch and networking

LEARNING OBJECTIVES

1. **Understand** the innovative health professions educational efforts at the University of Michigan campuses
2. **Discuss** initial interprofessional education efforts, including their successes and challenges
3. **Learn** about best practices in interprofessional education from around the State of Michigan
4. **Engage** in an iterative process with students within the interprofessional educational experiences for further curriculum development and refinement
5. **Identify** innovative partners for future advancement of interprofessional education and collaborative care
6. **Strengthen** community bonds among educators within the health science schools across all of the University of Michigan

JEAN NAGELKERK, PHD, FNP, FNAP

**VICE PROVOST FOR HEALTH
GRAND VALLEY STATE UNIVERSITY**

Dr. Jean Nagelkerk has worked as a Professor of Nursing, Director of Medical Surgical and Ambulatory Care Services, Assistant Vice President of Academic Affairs and now serves as the Vice Provost for Health at Grand Valley State University. Grand Valley State University's (GVSU) annual enrollment is over 25,000 students with over 1/3 of the students pursuing a health-related degree. Jean's role includes providing leadership for and coordinating health-related initiatives for the University, developing and strengthening community partnerships, developing a strategic plan for health, administering health compliance and health contracts for the University, overseeing the Simulation and Learning Resource Center and GVSU Scribe Academy, hosting health-related university events and leading the Midwest Interprofessional Practice, Education and Research Center (MIPERC).



Dr. Nagelkerk currently serves as the principal investigator of a grant project jointly funded by the Michigan Department of Health and Human Services and the National Center for Interprofessional Practice and Education titled, "Improving Outcomes in Adults with Diabetes through an Interprofessional Collaborative Practice and Education Program". She served as the lead for Grand Valley on a U.S. Health and Human Services Nursing Education and Practice Quality Research Grant that implemented and tested the MIPERC Interprofessional collaborative practice model in nurse managed centers. She also served as the principle investigator of the Veterans Traumatic Brain Injury Education Project funded by the Department of Defense, the Safety Culture Transformation Study funded by Blue Cross Blue Shield of Michigan Foundation, and as Grand Valley's project director for a Kellogg grant to develop two primary care nurse managed health centers. Jean has authored numerous publications and serves on multiple community boards.

Jean earned her Nursing Diploma from Mercy Central School of Nursing, Bachelors of Nursing from Nazareth College, Masters of Nursing from Wayne State University, PhD from the University of Florida, and Post-Doctoral Family Nurse Practitioner Certificate from the University of Wisconsin. In 2014, Jean was elected to membership as a Distinguished Scholar and Fellow of the National Academies of Practice.

STUDENT PANELISTS

- **Jacob Cedarbaum** - MD Student, UM-Ann Arbor
- **Steven Ware** - MSW Student, UM-Ann Arbor
- **Teresa Zawacki** - DNP Student, UM-Ann Arbor
- **Chris Bowman** - DNP Student, UM-Flint

PLANNING TEAM

- **Toya Adams** - Administrative Assistant, Michigan Center for Interprofessional Education
- **Frank Ascione** - Director, Michigan Center for Interprofessional Education and Professor, College of Pharmacy
- **Meg Bakewell** - Assistant Director, Center for Research on Learning and Teaching
- **Molly Brennan** - Student Placement Coordinator, UM Flint
- **Melissa Bruno** - Special Projects Assistant, Department of Learning Health Sciences, Medical School
- **John Burkhardt** - Lecturer, Emergency Medicine
- **James DeVaney** - Associate Vice Provost for Digital Education and Innovation
- **Dierdre Jeske** - Administrative Assistant Senior, Department of Learning Health Sciences, Medical School
- **Matthew Kaplan** - Executive Director, Center for Research on Learning and Teaching
- **Anica Madeo** - Assistant Director, Michigan Center for Interprofessional Education
- **Kyriaki Marti** - Adjunct Clinical Assistant Professor, Department of Oral and Maxillofacial Surgery, School of Dentistry
- **Debra Mattison** - Clinical Assistant Professor, School of Social Work
- **Carol Anne Murdoch-Kinch** - Associate Dean for Academic Affairs, School of Dentistry
- **Kathleen O'Connor** - Education Programs Manager, Department of Learning Health Sciences, Medical School
- **Jeong (Jamie) Park** - Clinical Assistant Professor, College of Pharmacy
- **Chelle Robins** - Database Administrator, Department of Learning Health Sciences, Medical School
- **Gina Shereda** - Instructional Consultant, Center for Research on Learning and Teaching
- **Caren Stalburg** - Chief of the Division of Professional Education and Assistant Professor of Learning Health Sciences and Obstetrics and Gynecology, Medical School
- **Mary Wright** - Director of Assessment and Associate Research Scientist, Center for Research on Learning and Teaching

INTERPROFESSIONAL EDUCATION EXPERIENCES (100s)

101. The Initial Clinical Experience (ICE): A Novel Approach to Interprofessional Education through Early Immersion in Healthcare Teams
102. Assessment Variation of Medical Students in their Initial Clinical Experience
103. Self-perceived Assessment of Knowledge, Attitudes and Behaviors about Palliative and EOLCare amongst Interdisciplinary Health Care Providers
104. Interdisciplinary Co-teaching in a Clinical Skills Course: What Makes the Relationship Work?
105. Using team-based interprofessional education to enhance student knowledge of healthcare professional roles
106. Interprofessional Education: Social Work and Medical Students Working Together
107. A Social Work Course for Dental Hygiene Students in Community-Based Outreach Rotations: Development, Implementation, and Lessons Learned
108. 2 Years of an IPE/IPC Collaboration between Dentistry and Nursing
109. The Medical Device Sandbox: A Creative Learning Experience for BME Students and Medical Learners
110. Successful Implementation of Dental Preventive Strategies in Medical Clinics via Inter Professional Education and Training
111. Developing a Model for Interprofessional Care and Education at the UM Student-Run Free Clinic
112. Interprofessional Curricula and Program Selection Factors for Doctor of Physical Therapy Students
113. Student Special Interest Group: An Opportunity for Interprofessional Collaboration
114. Using Standardized Patient Simulation to Promote Interprofessional Education Across Multiple Healthcare Curriculums
115. U-M School of Public Health's "Innovation in Action: Solutions to Real-World Challenges"

AUTONOMY, ENTRUSTMENT, FEEDBACK (200s)

201. OpTrust – A Minimally Invasive Observation Tool for Assessing Autonomy and Entrustment in the Operating Room
202. A Milestone Based Medical Student Performance Evaluation for Pediatrics, OBGYN, Emergency Medicine and Surgery: an Educational Handover from UME to GME
203. Challenges training left-handed surgeons: Perspectives from expert surgeons
204. The Ultrasound Inequality Conundrum: Creating an objective structured clinical examination to address variability in emergency medicine resident ultrasound competency
205. An Evaluation of Measuring Mid-Clerkship Feedback in the Third-Year Surgery Clerkship
206. Teaching Effectiveness Differs by Type of Trainee: Variations in Faculty Rankings Between Surgery Residents and Medical Students
207. Planning the Medical Education Student Data Warehouse: Foundation of the Learner Portfolio
208. The Introduction of the Concept of Startle Response as a Component of a Dental Adverse Event
209. 4-Year Analysis of Student Self-Assessment of Preclinical Restorative Tooth Preparation
210. Comparing student feedback platforms: Paper vs. Web-based vs. Mobile

PEDAGOGY (300s)

- 301. Optimizing Questioning Methods for Effective Intraoperative Teaching
- 302. Using Instructional Design Theory to Develop a Clinical Reasoning Curriculum
- 303. What Simulator is Best? The Creation and Evaluation of the Simulator Value Index Tool
- 304. Listening to What Medical Students Value in a Mentored Path of Excellence Program Focusing on Global Health and Disparities
- 305. Best Practices for Finding Best of Breed Software
- 306. Google Glass in Medical Education: Patient Interviewing
- 307. Facilitating Learning with Curriculum Change in PM&R Musculoskeletal Education
- 308. Teaching End-of-Life Care to Resident Physicians Using Clinical Simulation
- 309. Comparison of Clinical Judgment of Nursing Students: Use of Simulation to Enhance Clinical Experiences
- 310. Helping Students to Evaluate Their Learning – There Are Apps for That
- 311. Using a Longitudinal Remediation Program to Improve Third-Year Students' Communication Skills
- 312. Virtual software to personalize student learning in a required pharmacy course
- 313. Pilot Nurse Practitioner Electronic Health Record (EHR) Simulation: Learning by Using a High fidelity Case in the Vista-for-Education EHR
- 314. Dental Students' Perceptions on the Current Use of Learning Management Systems at the University of Michigan School of Dentistry
- 315. Virtual Dissection: Improving Student Learning with the Anatomage Table
- 316. Motivational Interviewing: Assessment of Dental Hygiene Students' Perceptions of Importance in Using and Confidence in Applying
- 317. Partnering with Medical School Faculty on Development and Delivery of MOOCs
- 318. Improved Clinical Skill Following Novel Pediatric Central Venous Catheter Simulation Curriculum

PEER TO PEER (400s)

- 401. Dental, Hygiene and Graduate Students' and Faculty Perspectives of Hygienists' Professional Role: Does Hygiene Students' Peer Teaching Matter?
- 402. Handoffs: What Residents Seek in Safe Transitions of Care
- 403. The Collaborative Design of a Leadership 360 Assessment Tool
- 404. Course Companion eBooks for Group Work
- 405. MICHR Distinguished Clinical and Translational Research Mentor Award, 2012 - 2016

WELLNESS AND RESILIENCE (500s)

- 501. Well-Being, Resilience, and Academic Performance of Medical Students
- 502. Medical Student Professional Behavior and Self-Regulation: Review of Honor Council Cases at the University of Michigan
- 503. Personal and Institutional Components of the Medical School Educational Environment
- 504. Small World at UMMS
- 505. Introducing Mindfulness-Based Stress Reduction: An interdisciplinary Partnership in Curriculum

PIPELINE (600s)

- 601. The Influence of MCAT and GPA Preadmission Academic Metrics on Interview Scores
- 602. Creating Meaningful Partnerships with Community Colleges to Address the Leaky
- 603. Assessing Sociocultural Attitudes Among First-Year Medical Students to Enhance Cultural Competence Amongst Mentors
- 604. Staying on the Pre-Med Career Path: A Qualitative Study of Underrepresented Minority and First Generation Undergraduate Pre-Med Students
- 605. Premedical Undergraduate Students Rank Live Tissue Experience as Highly Educational and Highly Engaging

PATIENT-CENTERED CARE (700s)

- 701. He, She, They and Zie: Patient-Centered Care for Transgender Adolescents
- 702. Pediatric resident and patient-education librarian collaborative initiative to create disease-specific and patient-centered instructions
- 703. LGBT Coverage in Dental Schools and Dental Hygiene Programs: Results of a National Survey
- 704. Lessons in Medication Adherence
- 705. Complex Care: A Qualitative Study of Emergency Medicine Residents Experiences Caring for Diverse Populations and Understanding of Health Disparities
- 706. Access to Dental Care Considerations for Patients with Multiple Sclerosis
- 707. Evaluation of Cultural Competence in Undergraduate Nursing Education

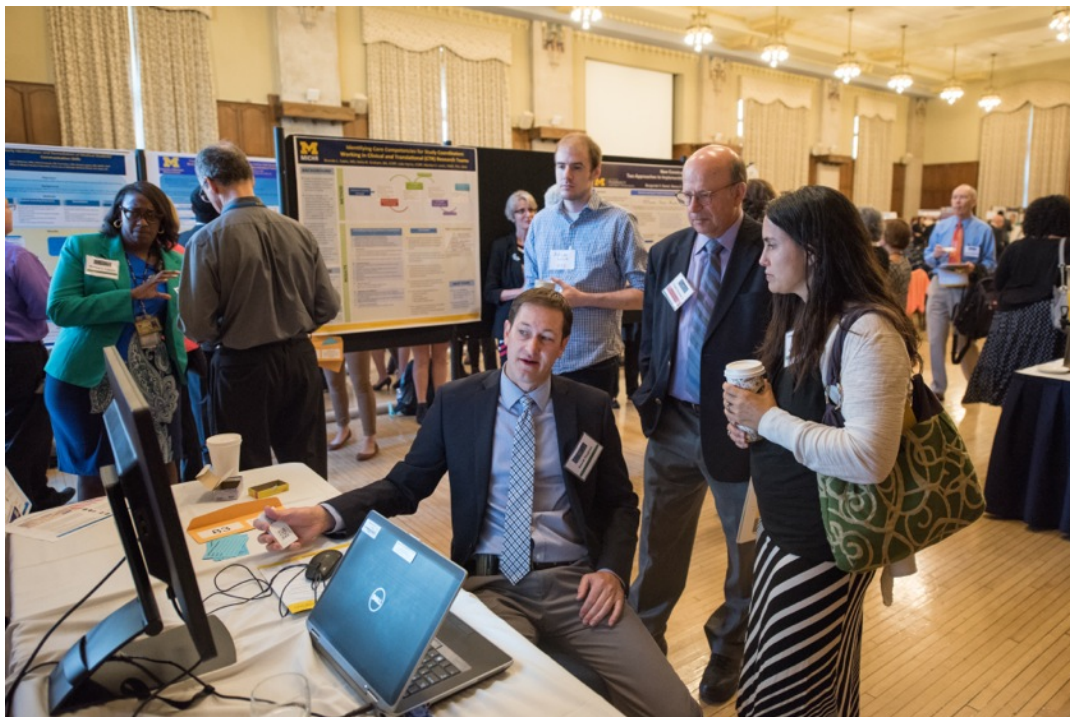


Image from the inaugural Health Professions Education Day, September 2015.