AGENDA
Thursday, September 28, 2017
Health Science Education Building
Alumni Hall (2110 & 2120)

4th Annual Education Symposium
Enhancing Quality of Health Sciences Education

8:00 am - 8:20 am
Registration and Continental Breakfast
HSEB Atrium

8:25 am - 8:40 am
Welcome
Wendy Hobson-Rohrer, MD, MSPH
Director, Academy of Health Science Educators
HSEB Alumni Hall

8:45 am - 10:00 am
Educational Scholarship: The Expanding Horizon
Boyd Richards, PhD
This small group discussion/workshop uses the team-based learning format. Participants read a relevant published article (Simpson et al, Educational Scholarship, Med Ed, 2007), complete a 10-item readiness assurance quiz individually and in groups, and then apply key concepts in intra- and inter-group problem-solving discussions. Previous offerings of the workshop, at regional and national conferences, have been well received.
HSEB 2938

HSEB 2908
Case-Based Learning in Interprofessional Education
Rebecca Wilson, PhD, MEd; Don Blumenthal, PhD; Beth Cardell, PhD, OTR/L; Amanda Moloney-Johns, MPAS, PA-C
Creating immersive interprofessional learning opportunities for pre-professional students often takes the form of case-based learning. During this workshop, we will discuss the benefits and challenges of two different approaches to case presentation in an interprofessional learning activity. Practical advice will be shared among participants.

HSEB 2110
Playing Around with Serious Games in Health Sciences Education
Tallie Casucci, MLIS; Roger Altizer, PhD
There is a national conversation around incorporation of games and gamification in education, but questions linger as to their implementation and acceptability. This workshop will further the conversation through activity rather than talk. Participants will leave this session with an understanding of serious games, gamification, and calling themselves designers!
8:45 am - 10:00 am  
HSEB 2120

**Experiential Learning to Teach Quality Improvement: Reflections from Coaches and Learners**

Brigitte Smith, MD; Diane Liu, MD; Susan Pohl, MD, FAAFP

This interactive small group discussion will begin with a review of the need to teach quality improvement (QI) in health professions education and the current state of QI curricula nationally. We will focus on the use of QI projects as an instructional method to teach QI concepts through experiential learning. The three presenters will share their experiences coaching learners through QI projects with ample time for questions and discussion, and conclude with tips and tricks for success.

10:15 am - 11:30 am  
HSEB 2120

**Instructional what? How using instructional design models can make for a more organized, comprehensive and satisfying teaching and learning experience.**

Joanne Rolls, MPAS, PA-C; Karen Gunning, PharmD, BCACP, FCCP, BCPS

Often, the health science educator finds themselves in the position of “inheriting” a course or designing a course from scratch. It can feel natural to jump to writing lecture content and test questions. However, employing instructional design models prior to developing content can improve both you and your learners’ experience.

HSEB 2908

**Open Access Journals**

Wendy Hobson-Rohrer, MD, MSPH; Boyd Richards, PhD; Christy Jarvis, MLIS

By the end of the session, participants will be able to: 1) Describe trends leading to increased difficulty in publishing scholarship. 2) Compare and contrast pros and cons of Open Access options. 3) Summarize key findings and make recommendations for scholarly activity.

HSEB 2110

**Failure to Fail in Health Science Education**

Beth Cardell, PhD, OTR/L; Jeanette Koski, OTD, OTR/L

This small group discussion will facilitate participants to consider Failure to Fail in both the classroom and clinical education of health science professionals. Participants will explore if this is a concern in their own program, how it affects health sciences and their particular profession, which factors influence educators, and what solutions are available.

HSEB 2938

**Creating Synergy for Student Leadership Development Curricula Across the Health Sciences**

Kyle Turner, PharmD; Don Blumenthal, PhD; Amanda Moloney-Johns, MPAS, PA-C; Susan Hall, DNP, APRN, WHNP; Sue Chase-Cantarini, DNP, RN; Tim Farrell, MD

This session is intended for learners and faculty interested in developing student leadership curricula and will highlight current efforts in this regard across University of Utah Health. Best practices and ideas will be shared that could be applied across health professions training programs. Attendees will discuss integrating leadership development into their curricula in addition to a proposed leadership development collaborative within the Health Sciences to foster interprofessional teaching, learning, and scholarship in this area.
11:45 am – 12:30 pm
Lunch and Table Topic Networking
HSEB Alumni Hall

12:30 pm – 1:30 pm
Keynote: Communicating and Health: One Participant’s Perspective
Ann Darling, PhD
Assistant Vice President of Undergraduate Studies
Professor of Communications
HSEB Alumni Hall

1:30 pm – 2:30 pm
Scholarly Presentations
HSEB Alumni Hall

Lunch and Table Topic Networking

Keynote: Communicating and Health: One Participant’s Perspective
Ann Darling, PhD
Assistant Vice President of Undergraduate Studies
Professor of Communications

Scholarly Presentations

Addressing Barriers to Research in Anesthesiology
Harriet Hopf, MD
This pilot study identified barriers to research in an academic anesthesiology department. We administered a 30-question survey to residents, fellows, and faculty. Most perceive barriers to research. Respondents would devote 2h/mo to research education. We plan a structured, hands-on, workshop-based research education program to increase productivity and decrease perceived barriers.

The effect of faculty and peer interventions on stress levels of physician assistant students: A multi-site study.
Joanne Rolls, MPAS, PA-C; Virginia Valentin, DrPh, PA-C
Studies have demonstrated that medical education can induce stress which leads to psychological and physical health related consequences. This multi-site study seeks to evaluate the effectiveness of two separate interventions for reducing student stress, a peer and a faculty intervention measured by a validated stress scale.

Progress towards mastery learning: converting foundational science assessments from partially summative to purely formative
Janet Lindsley, PhD; Laura Sells, MD; Mark Metzstein, PhD
As part of our goal to support student self-efficacy and move our culture from performance-based to mastery-based, the University of Utah School of Medicine is exploring the effects of replacing summative quizzes with formative assessments in the pre-clerkship curriculum. We have analyzed the effects of this change on student performance, perceptions of coursework mastery, and utilization of student wellness services. The results of these studies will be shared.

Creating identity awareness among medical students, trainees, and faculty
Candace Chow, PhD; Gretchen Case, PhD
We present findings on an identity awareness workshop that we conducted four times (during the 2015-2016 and 2016-2017 academic years). The workshop guides participants in reflection on social and professional identities and the interaction between identities, inequality, and privilege. Data analysis indicates that participants experienced increased awareness of social and professional identities, professional relationships, and the effects of privilege and difference.
1:30 pm – 2:30 pm
HSEB Alumni Hall

**Scholarly Presentations**

**The Fakebetes Challenge: A high-fidelity diabetes simulation for nurse practitioner students**
Michelle Litchman, PhD, FNP-BC; Rebecca Wilson, MSN, MEd, PhD; Nancy Allen, PhD; Andrew Wilson, MSTAT, PhD
Nurse practitioner students underwent a high-fidelity diabetes simulation in which they lived as if they have diabetes for 7 days. In addition to glucose checking, carbohydrate counting, and calculating insulin doses, participants were paired with actual individuals living with diabetes to augment the simulation. Mixed method analysis measured attitudes, skills, and empathy. Challenges to recruitment will be discussed.

**Development of assessment tool to determine critical care competency in medical students**
Andrew Smith, MD; Jorie Colbert-Getz, PhD; Kerri Shaffer MJS, MEd
We conducted a qualitative analysis of how residency directors assess critical care competency in interns. Based on this data, we are developing an assessment tool that will assess former students’ critical care competency during internship. Results from this tool will allow us to evaluate the effectiveness of the UUSOM Critical Care Course.

2:45 pm – 4:00 pm
HSEB 2110

**Mentor Development Workshop: Being a Better Mentor by Engaging in Difficult Conversations and Providing Constructive Feedback**
Harriet Hopf, MD; Gretchen Case, PhD; Sue Chase-Cantarini, DNP, RN; Tim Farrell, MD; Kristen Keefe, PhD
Effective mentoring requires the ability to engage in difficult conversations, provide constructive feedback, and manage interpersonal conflict and conflicting communication styles. In this workshop, participants will identify common challenges in providing feedback as a mentor, learn best practices for approaching difficult conversations, and practice having difficult conversations with trained actors.

HSEB 2120

**Defining Quality in Health Science Education**
Sara Lamb, MD; Boyd Richards, PhD; Tony Tsai, MBA; Janet Lindsley, PhD
There is not one shared definition of what constitutes quality in health science education. We currently use proxies to address quality, such as accreditation standards, student satisfaction and board performance. The goals of this session are to develop a definition of quality and determine key indicators to measure quality.

HSEB 2680

**Interprofessional Education Hotspotting Immersions: a Community-based Approach for Learning and Addressing Health and Health Care Utilization**
Sara Hart, PhD, RN; Kyle Turner, PharmD
This session will provide an overview of the University of Utah Health Interprofessional Education Hotspotting Program, along with several other education and health system initiatives designed to improve health and health care delivery through interprofessional teams and application of a student value-added framework.