9:15am – 10:15am | Presentations | Choose 1 of 3 sessions

Into the Hornet’s Nest: Teaching Gender and Sexuality across interdisciplinary curricula: Lessons learned and a proposed format
Presenters: Craig Turner, MD, Assistant Professor; Theresa Lafavor, PhD, Assistant Professor; Kristine Marcus, BSPharm, RPh, BCPS, FOSHP, Associate Professor; Jennifer Campbell, MS, PA-C, Director of Clinical Education and Assistant Professor

With increasing demands on content, integrating discussion of gender and sexuality in health care professional training can be extremely difficult. Faculty from the Schools of Physician Assistant Studies, Pharmacy, and Professional Psychology at Pacific University developed a five lecture speaker series on Gender and Sexuality in conjunction with the university’s Center for Gender Equity. This lecture series focuses on health care provider communication with patients during usual health care visits. Asking health related questions regarding gender and sexuality in a sensitive, compassionate, and clinically appropriate way is applicable across disciplines and curricula. At the conclusion of this session, the participant will be able to: Identify preferred language when discussing gender and sexuality with patients; Design gender and sexuality curricula that can be integrated into existing content; Avoid common pitfalls when teaching gender and sexuality; Summarize basic health care needs of the LGBTQ community.

Three Quick Concepts to Transform Your Teaching
Presenter: Susan Stein, Associate Dean CHP, Director PIPER, Professor School of Pharmacy
Additional Authors: Dr. Ashley Castleberry, Dr. Jenny A. Van Amburgh, Dr. Seena L. Haines

The 5 Minute Faculty Teaching Development project, an interprofessional multi-university endeavor, was designed to support teaching training for faculty with limited time and flexibility. Trainings included teaching concept presentations and handouts. This presentation will highlight 3 of these teaching concepts: Instructional Alignment, The Minute Paper and Think-Pair-Share. Active learning will be incorporated to describe, practice and critique the concepts introduced. Handouts with additional resources will be provided as well. Learning Objectives: Describe Instructional Alignment, including statistical impact on teaching effectiveness; Demonstrate the Think-Pair-Share active learning concept and potential applications; Demonstrate The Minute Paper and illustrate usage in formative assessment.

Learning IPE by Doing: The Combined MD-PA Rural Rotation
Presenters: Curt Stilp, EdD(c), PA-C, Assistant Professor, Clinical Coordinator OHSU PA program; Ryan Palmer, EdD Assistant Professor Family Medicine
The session will describe the core competencies of IPE clinical training and then how these competencies were implemented into a clinical environment with the Combined MD-PA Rural Rotation. Logistics and curricular aspects of the rotation will also be shared. The introductory sections will be followed by a discussion of a qualitative study measuring the educational impact of the program on interprofessional learners. Samples of student projects and feedback on the program will be shared.

Learning Objectives:
- Describe how one institution applied core IPE competencies to a program that takes place in a clinical, rather than classroom, environment;
- Describe the educational impact of this program on MD and PA learners;
- Assess how the model of IPE in a clinical setting can be applied that their own institutions.

10:15am – 10:30am | Break

10:30am – 10:45am | An Inter-institutional, Interprofessional Approach to Preceptor Development | Poster Q & A
Author: Patrick Enking, MS, PA-C, DFAAPA, Director of Clinical Education

Northern Arizona University and Midwestern University (Glendale, AZ) hosted an interprofessional preceptor development workshop. Participants (n=43) included PT, OT and PA community preceptors. Following this hands on, all-day event, attendees were surveyed and reported up to 32% increase in areas of familiarity in interprofessional education and health care delivery. Data has been analyzed for specific areas of IPE understanding and will be displayed prominently.

10:45am – 11:00am | Interprofessional Alumni Introducing High Schoolers to the Health Professions | Poster Q & A
Author: Jennifer Van Atta, Assistant Professor, MS, PA-C; Jennifer Campbell, PA-C, MS, Director of Clinical Education, Assistant Professor; Jeff Fortner, RPh, PharmD; Jeremy Hughes, PharmD, Assistant Dean for Student Affairs, Assistant Professor; Susan Stein, Associate Dean, CHP; Director PIPER, Professor, School of Pharmacy

This poster will explore a reproducible process for using interprofessional alumni to introduce the health professions to motivated high school students. Health Occupations Students of America (HOSA), a national organization with active state chapters, and the local Chamber of Commerce School to Career Program have separately developed programs for connecting high school students to a variety of health careers. Pacific University is developing an alumni-based package from the School of Physician Assistant Studies and School of Pharmacy to excite high school students specifically about these two careers. By developing a package complementary to HOSA and Chamber offerings, the project lends itself to both independent and partner presentations, with implications for easy reproducibility and additional interprofessional collaborations. It includes presentation material, handouts, and hands on activity ideas to promote both PA and Pharmacy professions via a single alumnus. With faculty involvement, interested alumni will be offered the package, logistical assistance, and associated contacts within the HOSA and Chamber systems to facilitate presentations at high schools in the alumni’s region.

11:00 – 11:15am | An Examination of Rater Variability for High Stakes Testing | Poster Q & A
Author: Alan K Mirly, Assistant Professor; Melanie Domenech Rodriguez, PhD, Utah State University

This poster examines inter-rater reliability during mock patient examinations. This high stakes, semi-subjective examination is performed across 3 campuses with up to 14 examiners per examination. There were notable differences in inter-rater reliabilities that might impact student
outcomes as a result of the raters. Variability in raters over time does provide some protection for this bias.

11:15am – 11:30am | The Resuscitation of Emergency Medicine: A Team based Approach to Learning | Poster Q & A
Authors: Denise Kolojejchick-Coslett, MSPAS, PA-C, Assistant Professor, Didactic Coordinator; John Alvitre, PA-C; Patty Hahn, RN, MN, ARNP; Donald J Smith, MCHS, PA-C; Doug Brock, PhD

Emergency Medicine is a required clinical rotation for PA training. The University of Washington MEDEX program requires an emergency medicine course (4 credit hours over 2 quarters) during the didactic year. The course is delivered across 4 geographically separate MEDEX training sites. One of the main goals of this course is to prepare the student for their emergency medicine rotation. The course has historically been taught in lecture format with the bulk of the course grade coming form 2 multiple choice question tests. Over the past several years, the faculty coordinators and students were losing interest. We were not effectively delivering the course content. Our students struggled to assimilate knowledge and move towards the application phase of learning. The course had flat lined. We wanted to breathe life back into Emergency Medicine at the same time challenge our students to synthesize the information and apply it clinically.

11:30am – 12:30pm | Lunch

12:30pm – 1:30pm | Presentations | Choose 1 of 3 sessions

Active Learning in PA Education: Best Practices in Developing a Geriatric Skills Lab
Presenters: Lisa Tshuma, PA-C, MPAS, MPA, Assistant Clinical Professor; Emily Babcock, PA-C, DHSc, Associate Clinical Professor

This presentation will review the evidence supporting the demand for PAs in the care of geriatric patients, in and out of geriatric clinical settings and the benefits of active learning in higher education. Second, presenters will describe four activity stations designed to improve student learner knowledge, skills and attitudes that foster high quality geriatric care in the areas of 1) polypharmacy/pharmacotherapy, 2) functional assessments and falls risk prevention, 3) physiology of aging and ADLs/IADLs. These activities will be linked to geriatric care competencies. Throughout the presentation best practices gathered over 5 years of delivery will be shared including materials, timing, facilities and interprofessional faculty selection. An IPE model and the experience of transforming this PA student activity into a campus wide (nearly 800 students from 10 professions) IPE activity will be summarized. Findings from student learner surveys will be summarized and shared. Finally, 10-15 minutes will be allotted at the end of the presentation for questions and discussion to encourage participants to explore how to incorporate a similar activity in their PA curriculum. Learning Objectives: Describe at least five reasons interprofessional geriatric skills training is important; Discuss how to successfully design and implement a geriatric clinical skills event; Identify potential challenges to successful implementation of a geriatric clinical skills event and apply best practices and strategies to overcome challenges; Link geriatric care competencies to 4 training station activities.

Two problems-One solution: Using DISC Analysis to Improve Student and Faculty Communication
Presenters: Mary Von, Director; Elizabeth Crawford, PA-C, Associate Director; Sue Wulff, Director

How do we improve student communication with each new cohort of students bringing their different
backgrounds and perceptions into the classroom? How do we find the time to improve faculty and staff communication when we are pulled in a million different directions daily? We will discuss how DISC behavioral analysis has been working to improve communication in both of these arenas and has helped us divide students into groups with a purpose instead of random allocation. Learning Objectives: Recognize components of DISC behavior theory; Describe the role of DISC analysis in developing student advisee/testing groups; Identify personal DISC style; Apply personal DISC style and knowledge of other DISC styles to improve communication and interactions with faculty/staff/students.

Development and Implementation of Practical Interprofessional Student Learning Collaborations

Presenters: Saje Davis-Risen, PA-C, Director of Global Education and Clinical Skills; Anne E Hogan, PhD; Gail Aamodt, RDH, MS; Amy Coplen, RDH MS

With an increasing trend toward interprofessional clinical practice, it is difficult to find didactic experiences for students that mirror this model and promote meaningful collaborative learning. Efforts to transition classroom learning into practical application among students of different health professions are imperative. In this talk, examples of three reproducible interprofessional student learning collaborations which provide practical, hands on opportunities for students to learn from and teach one another will be presented. Collaborations between allied health professions such as PA/Dental Hygiene and PA/Audiology bridge the gap between the traditional classroom experience and best practices for holistic treatment of our patients clinically. The experiences described will include development and implementation of a PA/Dental Hygiene anesthesia lab, PA/Audiology vestibular lab, and PA/Dental Hygiene collaborative community service. Time will be provided for attendees to brainstorm practical clinical education collaborations in their own institutions, identify barriers to these types of experiences and explore solutions to address barriers. Learning Objectives: Participants will list the benefits of incorporating this educational model into their curriculum; Participants will list at least three opportunities within their universities for collaborative interprofessional clinical teaching and learning; Participants will identify barriers to implementing these potential collaborations; Participants will identify solutions to the previously listed barriers.

1:30pm – 1:45pm | Break

1:45pm – 2:00pm | Evaluating the Impact of Community Service on PA Education | Poster Q & A

Author: Michelle DiBaise, Professor

The main objective of this project was to evaluate the impact of volunteering before PA school admission and during PA education on self-reported preparedness of managing issues relevant to professionalism on clinical rotations. We found a statistically significant correlation between volunteerism and perceived preparedness for clinical rotations.

2:00p – 2:15pm | How Communication Skills are Modeled and Reinforced during Early Clinical Experiences. Analysis of Medical and PA Student Reflections | Poster Q & A

Author: Anthony Brenneman, Director and Clinical Professor

First year course introduced the use of early clinical experiences for medical and PA students to explore how communication skills taught in formal sessions are used in the context of real clinical practice. Students write formal reflections to deepen and integrate overall learning.

2:15pm – 2:30pm | Physical and Occupational Therapy on a Primary Care Interprofessional Team | Poster Q & A
This poster will review the roles of Physical and Occupational therapies in increasing patient safety and adherence to primary care and team-based plans of care. Evidence-based therapy interventions will be reviewed, including patient safety strategies, pain management, driver evaluation, mobility, and management of comorbidities including psychiatric conditions.

2:30pm – 2:45pm | Predicting PANCE Performance by Student Attendance and Engagement with a Board Review Course | Poster Q & A
Authors: Alan K Mirly, MBA, PA-C Assistant Professor; Melanie Domenech Rodriguez, PhD; Jennifer Coombs, PhD, PA-C

Idaho State University (ISU) and The University of Utah (UofU) PA programs participated in an independent board review course for the class of 2015. We compiled all data from both ISU and UofU focusing on whether students attended the course in person or remotely and whether they were engaged in the program based upon the number of pretests taken. Results suggest that students should attend onsite and take all available pretests.

2:45pm – 3:00pm | Break

3:00pm – 4:30pm | Presentations | Choose 1 of 2 Sessions

Simulated Cerumen Management: An Instructional Model
Presenter: Trent Westrick, AuD, Assistant Professor

Cerumen removal is a core competency many state licensing boards and the National Commission on Certification of Physician Assistants (NCCPA) expect licensed PAs to be competent to perform. This presentation is designed to provide faculty with a model for instructing PA students on the basics of in-office cerumen management, based on curriculum and simulated laboratory activities utilized in the School of Audiology at Pacific University. Didactic and hands-on components will be discussed and attendees will have an opportunity to experience simulated cerumen management.

Learning Objectives: Identify the key components of a simulated cerumen management course; Evaluate the need for focused cerumen management instruction in PA academic programs; Recognize potential interprofessional collaboration opportunities between audiologists and PAs.

Re-engaging with Students Struggling in the Experiential Setting, an Interprofessional Perspective
Presenters: Jeremy Hughes, PharmD, Assistant Dean for Student Affairs and Assistant Professor; Jennifer Campbell, MS, PA-C, Director of Clinical Education and Assistant Professor; Jeremy Hilliard, PT, DPT, Academic Coordinator of Clinical Education, Assistant Professor

As programs expand interprofessional opportunities, consistent educational models across health professions become important. Across professions, students struggling during experiential courses face a set of challenges unique from those in didactic courses. Likewise, faculty members have the additional challenges of the remediation occurring off-campus and through a third party (i.e. preceptor). This presentation compares and contrasts remediation pathways and models in Experiential Education between Pharmacy, Physician Assistant and Physical Therapy programs. Participants should be able to: Anticipate potential barriers to developing remediation pathways in experiential education for students and residents; Develop a list of strategies useful in the creation
of remediation pathways in Experiential Education; Apply the various strategies presented for the
development and implementation of remediation pathways.

SUNDAY | JUNE 26, 2016

8:00am – 8:30am | Breakfast and Sign-in

8:30am – 8:45am | Simulation-Based Learning to Promote Interprofessional Collaborative Practice Competencies | Poster Q & A
Authors: Saje Davis-Risen, PA-C, Assistant Professor, Director of Global Education; Tiffany Boggis, MBA, OTR/L; Edward Saito, PharmD, BCACP; Nicole Hacker, Au.D, CCC-A, FAAA; Jennifer Van Atta, PA-C, MS; John Begert, PharmD; Amber McIlwain, PhD expected 2016; Rebecca Reisch, PT, DPT, PhD, OCS; Talina Marshall-Corvus PT, DPT, LMT; Katherine Parker, MS; Ruth Zuniga, PhD

Increasingly, medicine is practiced in interprofessional teams that require proficient communication and mutual respect for all participants. Simulation-based learning, defined as any educational activity that utilizes simulation aides to replicate clinical scenarios, has emerged as an important tool in modern medical education. Use of simulation-based learning strategies to specifically promote interprofessional understanding of roles, communication skills and teamwork, however, remains in its infancy. A faculty team representing eight Schools from Pacific University’s College of Health Professions piloted a simulation experience to prepare interprofessional teams of students to perform health screenings with frail older adults who reside in charity-funded homes in Nicaragua. The simulation incorporates use of a culturally sensitive interprofessional screening tool, an experiential component with a Spanish-speaking standardized patient, and a follow-up debriefing session. Student self-reported outcomes on a post-simulation questionnaire indicate that the simulation provided a positive opportunity for students to learn more about each profession’s roles, experiment with team-work strategies and problem-solve together in a supportive and safe environment. Further research is needed to examine the efficacy of simulation-based educational strategies to promote interprofessional collaborative practice competencies.

8:45am – 9:00am | Interprofessional Site Visits Have the Potential to Improve Efficiency for PA Clinical Education Teams and Other Health Professions: A Survey of Current Attitudes Across Institutions in the United States | Poster Q & A
Authors: Sophia Nguyen, B.S.; Joshua Sevier, BS; Anne Hogan, PhD; Jeremy Hughes, PharmD, Assistant Dean for Student Affairs and Assistant Professor; and Courtney Kraus, PharmD

Site visits for Clinical Education sites vary greatly between disciplines and between different colleges and universities, in terms of purpose, timing, and frequency. This project discusses current attitudes in academia regarding Clinical Experiential Education site visits and the use of colleagues in other healthcare professions, within their college, to conduct site visits. Surveyed health professions include Physician Assistant Studies, Pharmacy, Nursing, Audiology, and multiple other health professions. Attitudes surveyed include comfort level, knowledge, and educational value of utilizing different health professions to complete site visits. Additional discussion involves who coordinates clinical experiences at a variety of universities and disciplines, as well as current practices and attitudes regarding site visits and potential inter-disciplinary site visits. Implications of these types of studies can improve efficiency of site visits by decreasing burdens on time, manpower, finance. Additional goals for shared site visits include increased communication and
Further promotion of interprofessional understanding and atmosphere both clinically and academically.

9:00am – 9:15am | Creating Empathy in Medicine through the Arts | Poster Q & A
Author: Jennifer Van Atta, Assistant Professor, MS, PA-C

Can we teach provider empathy through the arts? Patient satisfaction is at the forefront of healthcare today. It is well known that provider empathy plays a positive role in patient satisfaction scores, and empathy “testing” is now being used as a pre-entry screening tool for several medical schools around the country. Empathy training for existing medical providers is sometimes addressed through weekend retreats and stress-reduction programs, but little has been done to approach the development of empathy at the medical student level. In fact, empathy scores typically decline from the start of medical training to the point of entry into clinical practice. Since empathy is a reflection of one’s ability to identify and understand the needs of the patient, could empathy skills in medical students be developed by directed experiences in observation and communication using the arts as a vehicle for pre-clinical exposure and understanding? This poster will highlight this question as well as offer selected samples of guided experiences in the arts which have the potential to facilitate the development of empathy in medical students. For example, guided observation and reflection on a painting depicting mental illness, or on literature expressing depression within aging, may help develop the observational and response skills necessary to identify and understand a patient’s needs.

9:15am – 9:30am | Expansion of a Student Operated Blood Drive to Become an Interprofessional Organization Increases Opportunities for Interprofessional Education and Service in the Co-Curricular Setting | Poster Q & A
Authors: Leah Berger, PharmD Candidate, Blood Drive Coordinator; Hang Tran, PharmD Candidate; Jeremy Hughes, PharmD, Assistant Dean for Student Affairs, Assistant Professor

Interprofessional education is a required element in the degree programs of many health professions, including Physician Assistant Studies. Accrediting bodies outline interprofessional requirements for both didactic and experiential coursework. Required or suggested elements for interprofessional education in co-curricular activities are less prescriptive across all health professions. Student Organizations are one co-curricular activity that closely mimics the teamwork aspect that health professionals will have in their future careers. In the past year, the Blood Drive at our institution shifted from being a pharmacy only student organization to an interprofessional one. The planning, coordination, and recruitment for, the blood drives have been expanded to an interprofessional team involving all of the health professions programs at our university. Blood drive coordinators were selected for each program, including: Physician Assistant, Pharmacy, Dental Hygiene, Psychology, Optometry, and Physical Therapy. Not only, did this new interprofessional student organization allow students to practice working in interprofessional teams, it allowed for increased service to the community and to patients. From previous blood drives, the amount of students donating increased from 37 people in 2015 to 57 in 2016. This resulted in a growth from 42 pints donated in 2015 to 52 pints in 2016. Services were also able to expand as a result of the new interprofessional student organization. Bone marrow screening was added after the interprofessional expansion, and plans include dissemination of information on organ donation.

9:30am-9:45am | Break

9:45am – 10:45am | Presentations | Choose 1 of 4 Sessions
Cheating in schools is a perennial issue, and honor code violations may be on the rise. Our Program implemented some measures to raise our Physician Assistant (PA) students’ awareness of cheating and its consequences. Our student survey data suggest that after these measures, students better recognized cheating and consequences and academic integrity within our program improved. We hope to share the results of our findings with other PA programs, as well as promote discussion on successful practices to ensure academic integrity. Learning Objectives: Identify the need for Physician Assistant (PA students) to understand about cheating and consequences; Review the results of our student survey data and assess the effectiveness of our Program’s measures to raise our students’ awareness of cheating and its consequences; Discuss strategies to promote academic integrity.

Say AHHH! Lessons Learned on Oral Health Integration throughout the Didactic Curriculum
Authors: Michelle DiBaise, Professor; Emily Babcock, PA-C, DHSc, Associate Clinical Professor

Review of research of didactic on oral health and interprofessional practice. All participants completed pre and post surveys regarding concepts of oral health and interprofessional perceptions. Throughout the didactic year oral health concepts, outreach and educational activities were conducted in an IPE setting with dentists, dental hygienists, PA and medical students. Learning Objectives: Identify ways to incorporate oral health into the didactic curriculum; Review the benefits of oral health education across the lifespan; Discuss the outcomes of pre- and post-survey results as it pertains to PA students’ knowledge, skills and attitudes towards oral health and IPE.

Coding Clarified: The Basics of Teaching Billing and Coding
Author: Darcie Larimore-Arenas, MSPAS, MPH, PA-C, CCS-P

Accurate billing and coding are crucial for effective patient care and reimbursement. Teaching billing and coding can be challenging but is an important component of clinical education and future practice. This presentation gives key points on teaching billing and coding in a practical and straightforward format. Learning Objectives: Identify key documentation language necessary for billing; Recognize ICD-10 structure and important coding components; Distinguish criteria for levels of evaluation and management CPT codes; Develop basic outline for coding and billing instruction.

Developing Collaboration Between Physician Assistant and Pharmacy Students through Interprofessional Case Conferences
Authors: Elizabeth Crawford, PA-C, Associate Director, School of PA Studies; Jeremy Hughes, PharmD, Assistant Dean for Student Affairs, Assistant Professor; Jennifer Campbell, Director of Clinical Education and Assistant Professor; Craig Turner, MD, Assistant Professor; David Fuentes, PharmD

An interprofessional case conference (ICC) was developed by faculty from the Schools of Physician Assistant Studies and Pharmacy at Pacific University. The conference allows students from both schools to work together with faculty from each discipline through a structured patient case in the didactic setting. This presentation will focus on describing the development and implementation of an ICC between PA and Pharmacy Students. Participants should be able to: Anticipate potential
barriers to establishing interprofessional case based learning activities; Discuss the role of the faculty in developing and facilitating interprofessional case based learning activities; Develop a list of elements to include when facilitating interprofessional case based learning activities; Discuss the impact that interprofessional case based learning has on student perceptions of other health professions.

10:45am – 11:00am | Conference Wrap up and Conclusion
Curriculum design to enhance PA Student competence in behavioral change interviewing
Author: Kevin Bogart, MPAS, PA-C, Assistant Professor

Health is influenced by five domains: genetics, social circumstances, environmental exposures, behavioral patterns, and health care. It is estimated that behavioral patterns account for 40% of premature deaths, while medical care impacts less than 10%. Motivational Interviewing (MI) has been shown to be effective in improving the odds that a patient will be successful at making positive behavioral changes in the most common areas implicated in premature death. Health care providers can learn empathic, patient centered communication that comes with many benefits including increased patient satisfaction, provider wellbeing, and improved patient outcomes. The objective of this study was to design MI curricula based on evidence-based pedagogy and learner assessment of meeting course goals.

Communication in Healthcare
Authors: Brent Norris, PA-C, Assistant Professor; Craig Turner, MD, Assistant Professor

The poster will contain a description and an outline of a simulated scenario that was implemented at various times during throughout a two week didactic module. The purpose of the scenario was to utilize a non-traditional method to give physician assistant students exposure to the different aspects of communications that take place on a regular basis. The setting for the scenario consisted of a lab technician calling a medical provider to notify them about abnormal patient labs. The medical provider then called the patient explaining the findings and providing instructions to go to the emergency department. The medical provider then contacted another medical provider at the emergency department to inform them about the patient’s abnormal findings and forthcoming arrival. The final communication consisted of a communication between medical providers during a consultation for hospital admission. These communications took place in the classroom with the lecturer acting as an on-call provider with the conversations broadcast over the speaker system. These scenarios highlighted some of the different arenas in which healthcare communications take place. The scenario was further reinforced during the pharmacy lecture, EKG lectures, and a simulated mannequin environment. This approach emphasized didactic content material, interprofessional communication, and teamwork while providing students with a non-traditional exposure to various forms of healthcare communication.