About the Contributors

Jill E. Stefaniak is an Assistant Professor of Instructional Design and Technology at Old Dominion University. Prior to joining Old Dominion University, Jill was the Director of Education Training at the Oakland University William Beaumont School of Medicine. An experienced educator, Jill has trained medical students to become physician educators in community and hospital environments. She received her Ph.D. from Wayne State University in Instructional Technology, and holds a designation as a Certified Professional in Learning & Performance. Previously, she earned a Masters of Training and Development with a double concentration in Instructional Design & Technology and Organizational Development & Leadership from Oakland University in 2008 and a Bachelors of Commerce from the University of Windsor in 2006. Her research interests include learner-centered instruction, cognitive apprenticeships, informal learning environments, and medical simulation.

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Jason Bates is a Master’s prepared Instructional Designer and Healthcare Simulation Manager with over 10 years of experience developing simulation based education in medicine. He currently serves as Training and Simulation Manager at The University of Maryland Medical Center leading the development of medical simulation programs within the Shock Trauma Center. He has an extensive background in the design, development and implementation of simulation based training over a wide array of delivery mechanisms and simulation modalities. He has applied Interactive Multi-Media Instruction principles to virtual world, serious game and e-learning development. He has led project development, instructional systems development and validation processes to ensure the complete life cycle of training development is carried out.

Gayle V. Davidson-Shivers is a professor of Instructional Design and Development at the University of South Alabama. Her MA and PhD are from the University of Minnesota-Twin Cities and her BS in education is from Western Oregon University. She teaches instructional design models, needs assessment, and human performance improvement among other topics and supervises doctoral and master’s students. Being first in her program to teach online, she began focusing her research interests on online learning and instruction. She co-authored with Karen Rasmussen, Web-based learning: Design, implementation, and evaluation. Her publications include book chapters, journal articles and proceedings papers. She is a program coordinator and served on the USA Faculty Senate. Other service includes university committees, editorial board for the British Journal of Educational Technology, membership on the AACE Ed Media Executive Committee, AECT Definitions and Terms Committee, AECT D&D Division Board, and the Advisory Board for Penelope House.
Joy Doll, OTD, OTR/L, is an Associate Professor of Occupational Therapy at Creighton University. She is the Executive Director of the Creighton Center for Interprofessional Practice, Education and Research. She is one of the leaders of interprofessional education at Creighton University.

Elizabeth A. Gazza is an associate professor of nursing at UNCW. She has served as chief nursing administrator and faculty for undergraduate through doctoral level nursing education programs. She has taught in fully online nursing education programs for 8 years and has completed research, presented, and published on topics related to the faculty role, including online teaching and facilitating writer development.

Xun Ge, Ph.D., is Professor of Instructional Psychology and Technology with the Department of Educational Psychology, the University of Oklahoma. She received her doctorate in Instructional Systems from the Pennsylvania State University. Dr. Ge’s research focuses on ill-structured problem solving, self-regulation, and designing scaffolds for open learning environments to support students’ problem solving. She is particularly interested in the impact of technology affordances (e.g., games, simulations, and mobile technology) on learners’ ill-structured problem solving. Dr. Ge has published extensively, including numerous articles in top-tier journals, two edited books and multiple book chapters with highly regarded publishers. She has been serving on the editorial board for several leading journals in her field, including Educational Technology Research & Development, Interdisciplinary Journal of Problem-based Learning, and Technology, and Knowledge and Learning. Dr. Ge has been recognized for several awards in her field, including “Young Scholar” award and “Outstanding Journal Article” award.

Kun Huang, Ph.D., is an Assistant Professor in the Department of Instructional Systems and Workforce Development at the Mississippi State University. She received her Ph.D. in Instructional Psychology and Technology from the University of Oklahoma. She has extensive experience with research and practice in simulation-based learning, including its application to medical education. Prior to her faculty career, she had six years of experience working as an instructional designer at two academic health science centers, where she helped to design and facilitate learning with high-fidelity simulations. Dr. Huang’s research interests focus on problem-based learning, simulation-based learning, and students’ beliefs and motivation in technology-supported learning environments. Her research has been published in refereed journals such as Educational Technology Research and Development, Journal of Educational Computing Research, Teaching and Teacher Education, Interdisciplinary Journal of Problem-based Learning, and Journal of Educational Multimedia and Hypermedia.

Kathryn N. Huggett, PhD, Professor of Medicine at the University of Vermont. She is the inaugural Larner Endowed Professor in Medical Education and directs the Teaching Academy at the University of Vermont’s Robert M. Larner, M.D. College of Medicine. Prior to her appointment at the University of Vermont, Katie served as co-chair of the IPE Steering Committee at Creighton University as part of her role at Creighton University in the School of Medicine.

Margaret Jergenson is the department chair and Associate Professor within the School of Dentistry at Creighton University. Maggie served on the Interprofessional Education Steering Committee at Creighton University.
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Barbara Joyce, Ph.D., is an Associate Professor of Biomedical Science and Director of Curriculum Evaluation at Oakland University William Beaumont School of Medicine. Dr. Joyce’s experience has spanned the continuum of medical education although her current focus is at the undergraduate medical education level. Dr. Joyce joined Oakland University William Beaumont School of Medicine (OUWB) in 2010 as an Associate Professor of Biomedical Science and Director of Curriculum Evaluation. She is also the Course Director for the Behavioral Science course. Prior to OUWB, Dr. Joyce was Director of Instructional Design at Henry Ford Health System and a Clinical Associate Professor in the Department of Family Medicine at Wayne State University. At Henry Ford Health System she designed, implemented, and evaluated curricula, assessment tools, and program improvement processes for 45 ACGME accredited residency and fellowship training programs. Previously, she was Senior Project Manager at the ACGME, and worked on the Outcome Project providing faculty development on the ACGME competencies. She has a Ph.D. from Wayne State University in Educational and Clinical Psychology.

A. J. Kleinheksel completed her undergraduate education at Michigan State University. After serving as an AmeriCorps VISTA, Dr. Kleinheksel earned a Master of Education in Educational Leadership and Policy, and a Ph.D. in Educational Technology from the University of Florida. She currently serves as the Director of Instructional Design at Shadow Health, a company that develops digital standardized patients for health professions education.

Thomas Lamey is a doctoral student in the Instructional Design and Development (IDD) department at the University of South Alabama (USA). In 2008, Thomas received his Bachelor of Science in Cardiorespiratory Care from USA. In 2012, Thomas completed his Master of Science in IDD from USA. He is a Registered Respiratory Therapist and Certified-Asthma Educator with 8 years of clinical and preceptor experience in a large 600 bed urban hospital.

Victor Law is an Assistant Professor at the University of New Mexico in the Program of Organization, Information, and Learning Sciences. He received his PhD in Educational Psychology from the University of Oklahoma. His research explores the social aspects of self-regulation in collaborative learning environments. In addition, he has been conducting studies examining the effects of different scaffolding approaches, including massively multiplayer online games, computer-based simulation, and dynamic modeling, on students’ complex problem-solving learning outcomes. Dr. Law has published empirical studies in national and international refereed journals, such as Computers and Education, Computers in Human Behaviors, Journal of Educational Computing Research, Journal of Educational Technology & Society, Interdisciplinary Journal of Problem-based Learning, Technology, Knowledge and Learning, Technology, Instruction, Cognition, and Learning, and International Journal of Knowledge Management and E-Learning.

Anna Lerant, MD, CHSE, is a non-clinical professor of anesthesiology and the managing director of the Simulation and Interprofessional Education Center at the University of Mississippi Medical Center in Jackson, Mississippi. She received her MD degree from the Semmelweis University School of Medicine, Budapest Hungary in 1992. In 1999, she joined the faculty of the School of Medicine at the University of Mississippi Medical Center and received numerous awards for excellence in teaching. She had been involved in simulation-based education for medical and other healthcare professionals since 2005 as educator, curriculum developer and facilitator.
Mildred Vanessa López Cabrera is currently the Coordinator of Innovation and Academic Quality at the National School of Medicine Tecnológico de Monterrey, where she is responsible for the proposal and coordination of educational innovation projects and their respective broadcast in national and international forums and scientific journals, monitoring indicators academic quality, the organization of national and international conventions, conferences and meetings of medical education, and strengthening the research and educational innovation by advising teachers in the documentation of their experiences on educational innovation. She participates in different projects at institutional level for innovation in teaching learning, and the inclusion of technology in the classroom and in clinical settings. Which she combines with her teaching practice at a undergraduate and graduate level of engineering and medical specialty in Clinical Care Quality.

Kathryn Lovell is a Professor, Depts, Neurology and Radiology, Colleges of Human and Osteopathic Medicine, Michigan State University.

Anna Maio, MD, is a physician in general internal medicine and an educator for the Creighton University School of Medicine. She is one of the leaders of interprofessional education and collaborative practice at Creighton University.

Misa Mi is an associate professor and health information specialist in the Department of Biomedical Sciences at the Oakland University William Beaumont School of Medicine. She has been designing and providing training for learners across the spectrum of medical education over the past two decades. She earned her Ph.D. in Learning Design & Technology and a Masters of Library & Information Science from Wayne State University and was trained in the Program for Educators in Health Professions at the Harvard Macy Institute, Harvard University. She is a distinguished member of the Academy of Health Information Professionals of the Medical Library Association.

Rebecca Moote is an Associate Professor at the Regis University School of Pharmacy. Regis SOP was the first program to use an integrated Team-Based Learning (TBL) approach to teaching throughout the pharmacy doctorate curriculum. She has an interest in TBL facilitation skills and how expert facilitation enhances learning in the classroom. She has a strong interprofessional focus and has worked to evaluate the impact of collaboration across disciplines of learning.

W. Bosseau Murray, M.B., Ch.B., MD, is a clinical anesthesiologist at Pennsylvania State University College of Medicine, Hershey, PA. He has 40 years of clinical experience (including Level 1 Trauma Centers) in South Africa, Great Britain, Canada and the USA. He is an ACLS and an ATLS instructor. He has 16 years of experience teaching in the Clinical Simulation Center at Pennsylvania State University College of Medicine. He is a founding member of the Society for Simulation in Health Care (SSH) and a regular Faculty Member at the International Meeting for Simulation in Health Care (IMSH). He is the author of 80+ peer reviewed papers, many on simulation for health-care education. He is co-author (with Richard Kyle) of the book “Clinical Simulation: Operations, Management and Engineering.”

Silvia Lizett Olivares Olivares, MsC, PhD., is the Academic Dean of the School of Medicine at Tecnológico de Monterrey. She is associate professor, researcher and academic leader on topics related with medical education and quality management. As Academic Dean, she leads curriculum design, pro-
grams accreditation, faculty development, medical education research, international programs, ethics and professionalism, students’ assessment and clinical simulation for graduate and undergraduate medical programs. She participates as senior examiner for the Nuevo León Quality Award, as secretary of the Quality Board of the Mexican Association for Medical Schools (AMFEM by its initials in Spanish) and she is member of the Latin Association for Clinical Simulation (ALASIC by its initials in Spanish). She has been examiner for the National Quality Award in Mexico and the Latin American Quality Award. She has received international recognition by Reimagine Education QS Awards, national medical associations and institutional distinctions.

Jeffrey D. Orledge, MD, FACEP, is an associate professor of Emergency Medicine and the medical director of the Simulation and Interprofessional Education Center at the University of Mississippi Medical Center, Jackson, MS. Dr. Orledge has been involved in simulation-based education for over 15 years. He contributed to development of high fidelity simulations that are used in the Advanced Disaster Life Support course, the emergency medicine residents’ “boot camp”, as well as several other student and provider courses.

Beth Oyarzun earned her PhD in Instructional Design and Technology from Old Dominion University. Beth has worked as an instructional designer in the Office of eLearning at the University of North Carolina Wilmington (UNCW) since 2010. She previously worked as the technology liaison at the Watson College of Education also at UNCW. She has worked in the higher education environment teaching and training online pedagogy for more than ten years. Beth was previously a high school mathematics teacher for nine years in various counties surrounding the Wilmington, NC area.

Katie Packard, PharmD, MS, is an Associate Professor of Pharmacy Practice at Creighton University. She served on the Interprofessional Education Steering Committee.

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Meghan Potthoff, PhD, APRN, is an Assistant Professor in the Creighton University College of Nursing. She will be serving as the Chair of the IPE Curriculum Committee.

Robin Rockhold, following receipt of a baccalaureate degree from Kenyon College in 1973, was awarded the Ph.D. in pharmacology from the University of Tennessee Center for the Health Sciences in 1978. Initial post-doctoral training at the Pharmakologisches Institut, der Universitat Heidelberg was followed by a second post-doctoral period in the Department of Physiology & Biophysics, an initial appointment as Assistant Professor in that department, and subsequent appointments as Assistant, Associate and full Professor in the Department of Pharmacology & Toxicology at the University of Mississippi Medical Center (UMMC). He began administrative duties in 2005 and currently serves as Deputy Chief Academic Officer. With over 100 peer-reviewed publications and book chapters, Dr. Rockhold has served as Principal Investigator, Co-Investigator or Investigator on 42 awards since 1983, with over $18 million being awarded. He has been responsible for strategic oversight of UMMC simulation-based education since 2008.
Ann Ryan Haddad is a Professor Pharmacy Practice and Director of the Office of Interprofessional Scholarship, Service and Education at Creighton University. She is a leader in the development of the interprofessional education curriculum at Creighton University.

Patricia J. Slagter van Tryon is an Associate Professor in the Department of Mathematics, Science, and Instructional Technology Education at East Carolina University where she teaches graduate courses in instructional technology in a 100% online Master of Arts in Education program. Her research interests include the design of instruction for online and blended learning environments and social cognition and schema revision strategies through instructional e-mmediacy in online learning environments.

Bill Solomonson, CPT, is Associate Professor in the Department of Organizational Leadership at Oakland University in Rochester, Michigan. His research interests include the client-consultant relationship, multi-media learning theory, online learning pedagogy, and organizational performance improvement. Bill’s current research explores the factors affecting trust and relationship commitment in the client-consultant relationship.

Tina M. Souders, MSW, LCSW, JD, is a Clinical Associate Professor at the University of North Carolina at Chapel Hill, School of Social Work. She is the Director of the Winston-Salem Distance Education MSW Program. She teaches courses in Social Work Practice with Organizations and Communities, Social Work and the Law, and assists faculty in the development of online instruction.

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Dominique Thomas received her M.Ed. in Instructional Psychology and Technology from the University of Oklahoma in 2004. She is currently a Technical Trainer at CACI International where she designs and develops front-end user interfaces, rich multimedia content, and gamification techniques to enhance computer-based training for tactical systems. She is interested in research in serious games and simulations for mobile devices.

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About the Contributors

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Qian Wang is a graduate student pursuing her Ph.D. degree in Instructional Psychology and Technology at the University of Oklahoma. Her research interests include scaffolding students’ cognition and metacognition through enhancing their motivation, as well as developing cognitive tools to support their reasoning, ill-structured problem solving, and decision making.