Center for Faculty Excellence

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2026 Teaching, Learning, & Assessment Symposium

Preparing Students to Use AI in the Workforce

Poster Sessions

The 2026 Teaching, Learning & Assessment Symposium featured 30 poster presentations highlighting innovation across Creighton University. Faculty and staff from diverse disciplines and campuses shared evidence-based practices and scholarship on AI in education, student learning, workforce readiness, interprofessional and community-engaged learning, Ignatian pedagogy, curriculum innovation, and assessment. Together, these presentations advanced institutional priorities, encouraged cross-campus collaboration, and strengthened Creighton's commitment to academic excellence and continuous improvement.

Teaching

Teaching in Panels: Graphic Narratives as Pedagogical Tools for Health Professions Education

Marion Russell OTD, MOTR/L, MBE, SCFES, Occupational Therapy, School of Pharmacy and Health Professions

AI-Powered Patient Counseling for Pharmacy Student Skill Development: Scaling and Validation

Jessica Cumber, PharmD, BCPS, Pharmacy Practice, School of Pharmacy and Health Professions, Steven Fernandes, PhD, Computer Science, College of Arts & Sciences, Kevin Fuji, PharmD, MA, Pharmacy Science, School of Pharmacy and Health Professions, Olivia Austin, School of Pharmacy and Health Professions, Sara Avila, College of Arts & Sciences, Halie Erwin, School of Pharmacy and Health Professions, Lucy Flaat, Heider College of Business, Karessa Greenwood, School of Pharmacy and Health Professions, and Baylor Winters, School of Pharmacy and Health Professions

Small Group Instructional Diagnosis (SGID) to Improve Pharmacy Student Professional Development Education

Shelby A. Jensen, PharmD, BCACP, & Ann Ryan Haddad, PharmD, Pharmacy Practice, School of Pharmacy and Health Professions

Learning

From Foundation to Collaborative Practice: Outcomes of a Developmentally Sequenced IPE Curriculum

Kimberley Begley, PharmD, RPh, FNAP, Pharmacy Practice, School of Pharmacy and Health Professions

The Bridge to Creighton Program

Jill Fox, PhD, Isabel Barros, MA, and Carissa Loughrey, MA, Intensive English Language Institute, Global Engagement Office

Multi-Institutional Evaluation of NotebookLM AI-Generated Study Guides for Pharmacotherapy Courses

Nicole Nielsen, PharmD, BCACP, APh, MEHP, CDCES, BC-ADM, Pharmacy Practice, School of Pharmacy and Health Professions, Kevin Fuji, PharmD, MA, Pharmacy Sciences, School of Pharmacy and Health Professions

Moving from Cheating into Learning: Integrating AI into the Classroom

Gintaras Duda, PhD, Physics, College of Arts & Sciences

Who Wants to Beat AI? A Gamified Quiz Gets Students Reading Again

Jason Marshall, PhD, Marketing & Management, Heider College of Business

Using Model-Based Learning (POGIL) in an Undergraduate Microbiology Course

Rebecca Kochanowsky, PhD, Medical Education, School of Medicine

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Academic Service-Learning (AcSL) or Global and Community Engaged Learning (OGCEL)

Utilizing Social Annotation to Introduce Students to Anatomical Ethics and Humanistic Values

Shawn M. Magrum, MS, PhD, Exercise Science & Pre-Health Professions, College of Arts & Sciences

You are Here: Concept Mapping an Undergraduate Applied Research Course

Lara McCormick, PhD, Cultural and Social Studies, College of Arts & Sciences

Assessing Ignatian Leadership: A Carnegie Reclassification for Leadership for Public Purpose Priority

Candace Bloomquist, PhD, Department of Interdisciplinary Studies, College of Professional and Continuing Education

Incorporating News into Classroom Discussion: The Importance, Challenges, Critical Elements, & Tips

Mehrnaz Khanjani, Computer Science, Design, & Journalism, College of Arts & Sciences

Making Your Academic Service-Learning Reflection GenAI-Resistant

Brian Kokensparger, MFA, PhD, Computer Science, Design, and Journalism, College of Arts & Sciences

From Clues to Clinical Decisions: "Guess Who? Nursing Edition" to Build Clinical Reasoning in Senior Nursing Students

Lauren Guthrie, MSN-ED, RN, & Tamara Oliver, PhD, MPH, RN, Nursing, College of Nursing

Developing a Community-Engaged Course Project Across Disciplines: Mapping Businesses and Social Indicators

Alana Haynes Stein, PhD, Cultural and Social Studies, & Laura Roost, PhD, Political Science and International Relations, College of Arts & Sciences

Teaching and Learning Medical Physics for Certification in View of Clinical Practice

Andrew Ekpenyong, MS, PhD, Physics, College of Arts & Sciences

Transdisciplinary Collaboration in Critical Service Learning

Holly Sak, EdD, MSN, RN, Nursing, College of Nursing

Longitudinal Patterns of OTD Students' Fieldwork Performance

Ashley Fecht, OTD, OTR/R, BCP, Hana Mulcrone, OTS, Yongyue Qi, MS, PhD, Occupational Therapy, School of Pharmacy and Health Professions

Economy of Communion: Business as an Engine for Human Flourishing

Andrew Gustafson, PhD, Marketing & Management, & Matthew A. Smith, Economy of Communion Project, Heider College of Business

Beyond the Assignment: Turning Distance Pharmacy Learning into Local Community Impact

Tara Eickhoff, PharmD, MBA, Pharmacy Practice, School of Pharmacy and Health Professions

Attitudes and Perceptions Following AI Integration in Occupational and Physical Therapy Education

Yongyue Qi, MS, PhD, Angela Lampe, OTD, OTR/L, Keli Mu, PhD, OTR/L, Occupational Therapy, & Michelle Reilly, DPT, PT, Physical Therapy, School of Pharmacy and Health Professions

Course Assessment in a Community of Practice Faculty Workshops Project

Thomas Backer, MDIV, MA, MSIL & Ted Dedon, PhD, Theology, College of Arts & Sciences

An AI-Supported, Board-Style Question Bank to Strengthen Neonatal Pharmacology Learning and Certification Readiness in Neonatal Nurse Practitioner Education

Megan Falke, DNP, APRN, NNP-BC, Nursing, College of Nursing & Molly Hines, MS, Center for Faculty Excellence

Assessment

Six Attributes of Ignatian Accompaniment in Nursing Education

Anne Harty, EdD, RN, Nursing & Lori Rusch, PhD, RN, CNE, Paramedicine, College of Nursing

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From Coverage to Progression: Aligning Cardiopulmonary Competencies Across DPT Courses

Mallory Kargela, PT, DPT, CCS & Kathleen Sutton, PT, DPT, PhD, MPH, Physical Therapy, School of Pharmacy and Health Professions

Librarians as Scholars: Building a Scholarship Community of Practice

Karina Kletscher, MLIS & CJ Garcia, MLIS, Research & Instruction, and Eric Feikert, MLIS & Rachel Wallenbeck, MLIS, Academic Information Resources, Creighton University Libraries

Applying Ignatian Pedagogy to Student Learning Outcomes Assessment

Samuel Gavin, PhD, Philosophy Department, College of Arts & Sciences

BFI-2 and PILS for Enhancing Psychiatric Pharmacy Student Learning

Paul Price, PharmD, RPh, BCPP, Pharmacy Practice, School of Pharmacy and Health Professions

Project ReVise: College of Nursing Curriculum Review and Vision

Aimee Burch, DNP, APRN, CNS, CMSRN, SCRN, FAMSN, Nursing, College of Nursing