



TEACHING AND  
LEARNING CENTER

2025

TEACHING AND LEARNING CENTER

**ANNUAL REPORT**



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2025 was another productive year in terms of the number of college and department specific workshops we facilitated, consultations with individual faculty, and collaborations with programs, departments, and colleges. UT Health Science Center is fortunate to have an amazing group of educators, and our team really enjoys working with them, whether it be in one of the labs in the GEB or one on one to discuss teaching and learning strategies.

A highlight of last year was our first SoTL Retreat, held in June at Henry Horton State Park. Faculty from all five of the UT schools came together to work on their scholarship, share ideas with each other, and get advice from various experts across the system. Check out page 7 for more information about the retreat.

We also continued our visits to faculty across the state, with trips to Jackson and Chattanooga, providing workshops specific to the needs of those groups. You can find details on page 10.

In collaboration with the Wellness Committee, the TLC launched a Thank-a-Prof initiative, giving students an opportunity to thank their educators. Since launching last April, students have written over 300 thank yous. More about the program is on page 7.

Congratulations to Jerry Williams, from the College of Health Professions, for receiving the Active Learning Award, given annually to a member of the faculty who goes above and beyond to engage students in their classes. Dr. Williams received his award at the TLC's Annual Celebration of Teaching Excellence.

Finally, a dear colleague retired in December. Ronald Davis, GEB Lab Manager, retired after 44 years at UT Health Science Center. To say that he will be missed is an understatement. He was a great addition to our team. We wish him well as he starts this new life chapter. Read about our celebration for him on page 6.

We're looking forward to a great 2026!. As always, our team thanks everyone in our community for their support of the TLC.

Sincerely,

A handwritten signature in black ink that reads "Thomas C. Laughner". The signature is written in a cursive style with a large, prominent 'L'.

Thomas C. Laughner, PhD  
Director

# BY THE NUMBERS

WORKSHOPS AND WEBINARS  
OFFERED BY TLC

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**51**

## WORKSHOP ATTENDANCE

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Dentistry:	168	Nursing:	51
Graduate Health Sciences:	18	Pharmacy:	195
Health Professions:	38	Other:	98
Medicine:	221	Total:	<b>789</b>

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CONSULTS

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**458**

TECH ASSISTS

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**570**

MEDALLIONS

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**65**

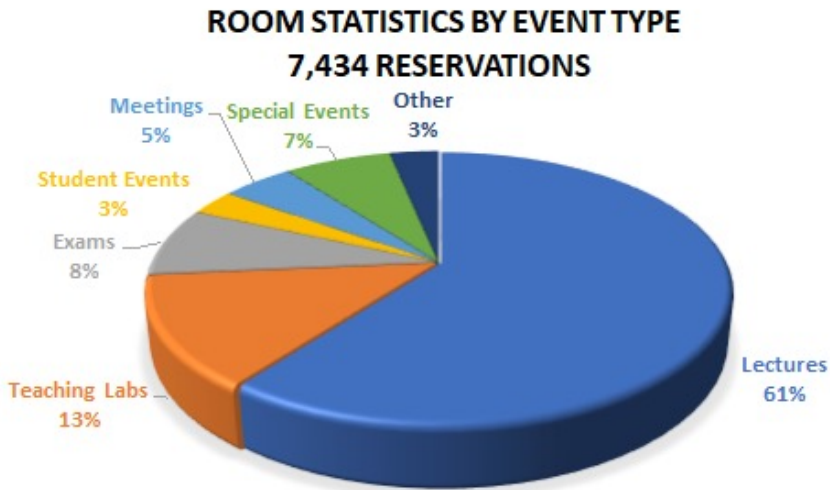
# EDUCATIONAL SUPPORT

Educational Support supports the learning environments across the UT Health Science Center campus, but primarily within the Cecil C Humphreys General Education Building (GEB). The GEB is the largest instructional facility on the campus, and the building boasts 209,000 square feet (which is equivalent to 3.5 football fields) of learning space. There are six classrooms, nine lecture halls, two exam testing areas, sixteen basic science labs, and individual and group study spaces. Also, the building hosts conferences, workshops, ad hoc, and external events.

## Learning Space Management

Learning Space Management is responsible for scheduling effective and efficient use of learning spaces and to ensure that the learning spaces meet the academic standards of the university. Priority scheduling is given to curricular activities and all other requests for space are received on a first-come, first-served basis.

In 2025, Learning Spaces Management coordinated 7,434 unique events, totaling 19,159 scheduled hours. Lecture halls, teaching labs, and exams remained the top three activities in the General Education Building, reflecting trends consistent with previous years. Compared to 2024, both the number of unique events and total reserved hours remained stable in 2025—a predictable outcome as lab operations resumed in the General Education Building following the completion of renovations in December 2023.



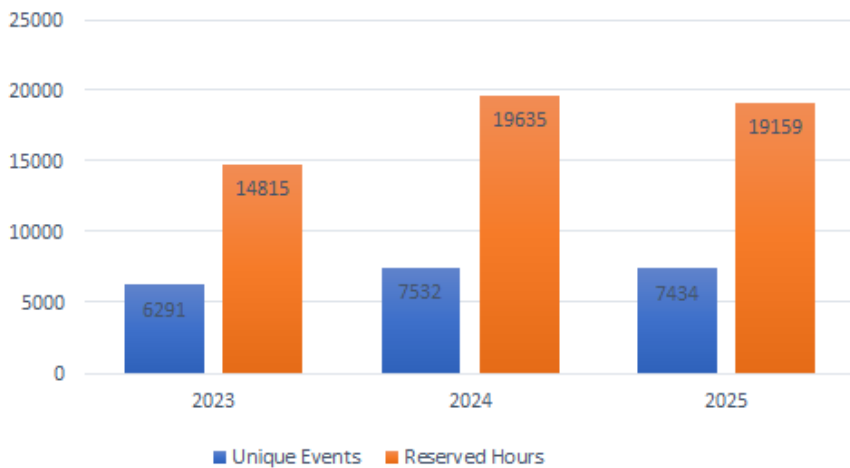
## Teaching Lab Operations

Teaching Lab Operations is responsible for consulting and collaborating with faculty to design and deliver pedagogically sound laboratory experiences. These experiences support students' learning of anatomy, neurology, microbiology, chemistry, and other foundational sciences within an active, hands-on environment.

The Teaching Lab Operations are highly structured and focus on:

- Accuracy (quality control, calibration, equipment checks)
- Safety (biosafety protocols and personal protective equipment)
- Efficiency (organized workbench, specimen readiness)
- Compliance (documentation, communication )

### NUMBER OF EVENTS AND RESERVED HOURS



# TEACHING LAB OPERATIONS

In Teaching Lab Operations, there are 16 basic science labs. Each lab is equipped with lab benches, power outlets, and gas sources. Eye wash stations and showers are located within the interlab corridor in case of an emergency.

Teaching Lab Operations is responsible for consulting and collaborating with faculty, providing pedagogically sound lab experiences to learners, and delivering lab protocols. Students are exposed to the principles of anatomy, neurology, microbiology, chemistry, and other basic sciences in an active learning environment.

## By the Numbers

Faculty scheduled **659 hours** of lab time in the General Education Building.

Teaching Lab Operations spent **732 hours** preparing lab experiments. Prep time includes quality control checks, preparing media plates, organizing slides, reconstituting reagents, and specimen processing. It takes one hour to prepare for every scheduled hour of lab time.

The Teaching Lab Operations spent **353 hours** breaking down lab activities.

There were **6010 unique learners** that participated in lab activities.

Learners spent **12.364 hours** in the lab, which equals to 2 hours for each learner.

## HAPPY RETIREMENT TO RONALD DAVIS!



Ronald Davis, Lab Manager in Educational Support, retired in December 2025 after 44 years of dedicated service. Ronald began his career with the university in February 1981, initially working in both the animal lab care unit and the chemistry lab.

Already holding a Bachelor of Science Degree in Marine Biology and a Master of Science Degree in Marine Botany, Ronald later pursued an Executive Master's Degree in Business Administration. This additional achievement paved the way for his advancement to Laboratory Manager, where he provided leadership for the chemistry labs, dentistry labs, and the clinical laboratory sciences labs.

Ronald was an active and long-time member of the Association for Multidiscipline Education in the Health Sciences (AMEHS), which later became the Association for Educational and Laboratory Support in the Health Sciences (AELSHS). Through this organization, he championed educational, laboratory, and professional development initiatives within the health sciences. His involvement took him across the country, attending conferences and connecting with colleagues and experts in the field.

We proudly celebrate 44 years of hard work, leadership, and unwavering dedication. Congratulations to the man, the legend — Ronald Davis!

## SoTL RETREAT

The TLC collaborated with the other four teaching and learning centers in the UT system to hold a two-day Scholarship of Teaching and Learning (SoTL) Retreat at Henry Horton State Park. The retreat provided faculty time to focus on their writing, consult with and listen to experts in various areas of scholarship, and get to know faculty at the other UT schools. Faculty participants included Pamela Lewis-Kipkulei, Alexia Williams, Kelsey Frederick, LaToya Green, Tyler Melton, and Al Gruber. Thanks to Jessica Snowden, Devin Scott, and Sharon Valente for facilitating anchor sessions and breakout groups.



## THANK-A-PROF

In collaboration with the UT Health Science Center Wellness Committee, the TLC introduced Thank-A-Prof. Students are invited to send notes to their faculty for dedication to teaching and learning. Students are able to submit their notes online or can write their notes by hand. Since starting in April 2025, over 300 notes have been submitted.



# TEACH WELL LEARN WELL: SUPPORTING THE SCHOLARSHIP OF TEACHING AND LEARNING



As a way to provide visibility to UT Health Science Center educators doing work in Scholarship of Teaching and Learning (SoTL), the TLC continued its Teach Well Learn Well Series. Each podcast episode features members of the community who have published or presented on their SoTL work.

SPEAKER(S)	TOPIC	2025 VIEWS
Kelsey Frederick, Devin Scott, and Ken Hohmeier	Student Perceptions of Blended and Online Learning	42
Danita Adams	Left-Handed Students in the Clinical Setting	27
Devin Scott, Kelly Jo Fulkerson Dikuuu, Amy Hall, and Tom Laughner	Supporting SoTL in a Center for Teaching and Learning	53
Ryan Sheehy, Devin Scott, Trevor Sweatman, and Eric Nemece	How Students Use Practice Questions, Part 1	30
Ryan Sheehy, Devin Scott, Trevor Sweatman, and Eric Nemece	How Students Use Practice Questions, Part 2	22
Janet Tucker and Lisa Beasley	Sensitive Conversations with Patients	12
Rachel Barenie	Evidence-Based Learning Strategies	40

SPEAKER(S)	TOPIC	2025 VIEWS
Melissa Taylor and Sharon Valente	Student Beliefs About How They Learn	29
Elizabeth Yett	Pediatric Immunization Training for Pharmacy Students	36
Taylor Littlejohn and Leslie Hamilton	Backwards Navigation, Time Limits, Anxiety, and Test Scores	38
Tabitha House, Dawn Havrda, and Katie March	Specification Grading and Course Mastery	46
Katie Shearer and Anne Zachry	Attitudes About Sex in OT Education	17

## TLC ON THE ROAD

Instructional Consultants continued to travel across Tennessee to give face-to-face workshops to faculty.

The team traveled to Chattanooga for a day of workshops with faculty at Erlanger, offering Teaching When Time is Limited, Giving Effective Feedback in a Clinical Setting, and Giving Engaging Lectures.

Tom Laughner and Amy Hall visited the Family Medicine faculty in Jackson for a half-day series of workshops including Engaging Residents in Clinical Settings, Teaching Clinical Reasoning Skills, and How to Capitalize on AI.



## TEACHING EXCELLENCE INSTITUTE

The Teaching Excellence Institute is a series of year-long programs for faculty interested in focusing on a specific topic related to teaching and learning.

Participants meet monthly beginning at the start of the academic year and complete projects and assignments related to that topic. Faculty that complete the minimum requirements receive a certificate and a stipend.

# FACULTY NEW TO TEACHING

Intended for faculty who are early in their teaching careers, participants in this track are introduced to the fundamentals of teaching and learning at a health science center. Topics include writing a teaching philosophy, developing learning goals, creating a course skeleton, effective use of class time, inclusive learning spaces, student engagement, providing effective feedback and assessment to students, time management, effective presentation strategies, and student ratings of instruction.

“The Faculty New to Teaching Certificate Program helped me overcome many of the initial challenges I faced at the beginning of my teaching journey. It enhanced my understanding of inclusive teaching practices and reinforced the importance of recognizing the diverse backgrounds and learning needs of individual students. Through the program, I learned that each student’s needs are unique and require thoughtful consideration. Most importantly, it equipped me with practical strategies to accommodate these differences effectively in my teaching. Overall, the program strengthened my confidence and effectiveness as an educator.”

The faculty who received the Faculty New to Teaching certificate were:

## HEALTH PROFESSIONS

Kathleen Reed

Allison Swearingen

## MEDICINE

Purmina Singh

Evan Ward

## NURSING

Vickie Porter

Shakila Erby

Melanie Fant

Deundra Hearne

## Pharmacy

Luke Hentrich

Amie Throneberry

Elizabeth Yett

# CLINICAL EDUCATOR

The Clinical Educator track is a 9-month program for faculty interested in developing and/or deepening their understanding of the pedagogical strategies used to effectively teach students in the clinical setting. Topics include setting expectations, feedback and coaching and case-based learning.

“The Clinical Educator course was extremely helpful when considering the importance of clear expectations and objectives for students from the beginning of the fieldwork experience. I also appreciate the concepts related to feedback and toxic empathy during which we can accidentally be ‘too nice’ by worrying more about hurting the student’s feelings than helping them learn from their mistakes.”

“I am so grateful for this program and the way it affected my clinical teaching. The course empowered me to give feedback that resulted in change and a stronger connection with my learners. I would recommend it to anyone hoping to advance their clinical teaching skills in a more relational way!”

The faculty who received the Clinical Educator certificate were:

## DENTISTRY

Felisa Jackson

Kay Rose

## HEALTH PROFESSIONS

Samantha Etters

Micayla Sayers

Lauren Woods

## NURSING

Jill Travis

Sharon Hogue

Louise Manasco

## MEDICINE

Faria Abdullah

Nico Salazar

Balaji Krishaniah

Stephanie Martinez

Sara Robertson

Edson Ruiz

Rebekah Shapley

# ART AND SCIENCE OF EFFECTIVE COMMUNICATION

New in 2025, this certificate provided resources to help faculty interested in refining their oral communication skills through the exploration and application of effective verbal, nonverbal, and visual communication strategies.

“It helped me design more succinct and impactful PowerPoint presentations, develop a better foundation for effective group projects, and speak with greater clarity and confidence. I also gained a deeper understanding of persuasive strategies like ethos, pathos, and logos, which enhanced the way I engage with different audiences.”

The faculty who received the Art and Science of Effective Communication certificate were:

## DENTISTRY

Anmol Brar

## HEALTH PROFESSIONS

Kimberly Carter

## MEDICINE

Laura Himel

Tali Wajsfeld

## NURSING

Janeane Anderson

Tyra Girdwood

Elizabeth Paton

# TLC MEDALLION PROGRAM

The TLC Medallion Program is a series of online courses on a wide range of topics related to teaching and learning. After completing nine medallions, faculty receive the Expert Educator medallion and a stipend from the university.

In 2025, Dr. Anna Allen of the College of Medicine completed her ninth medallion and received the Expert Educator designation.

There were 63 medallions awarded in 2025.



“I started feeling more confident in the classroom. Also, I feel that I understand my students better, I have a better connection with them. And I actually started feeling fun teaching!”

## Medallions Awarded in 2025

COLLEGE	# FACULTY	TOTAL AWARDED
Dentistry	8	9
Graduate Health Sciences	1	2
Health Professions	9	12
Medicine	18	22
Nursing	15	16
Pharmacy	2	2
<b>TOTAL</b>	<b>53</b>	<b>63</b>

## WEBINARS

The TLC's webinars in 2025 focused a wide range of topics from simulation activities to emotional intelligence.

WEBINAR TITLE	SPEAKER	ATTENDEES	ARCHIVE VIEWS
Neurodivergence and Neurodiversity: Changing Our Lenses	Teresa Hooper, UT Knoxville	18	1
The Neurodiversity Supportive Classroom	Teresa Hooper, UT Knoxville	12	1
Accessibility Beyond Accommodations	Federico Gomez-Uroz Hurst and Keri Snyder, TLC	9	2
The Evolution Of Simulation In Health Professions Education	Tara Lemoine and Amy Rush, CHIPS	26	0
Using Humor In Your Oral Presentations	Will Howell, Oregon Youth Authority	26	4
The Power of Emotional Intelligence: Connecting, Leading, and Thriving in Health Sciences	Nikki Dyer, College of Dentistry	35	4
Harnessing AI for SoTL: Emerging Opportunities, Responsible Use, and Evolving Guidelines	Federico Gomez-Uroz Horst and Devin Scott, TLC	16	2
Academic Integrity and Artificial Intelligence in a Postplagiarism Era	Sarah Eaton, University of Calgary	24	33

# ACADEMIC TECHNOLOGY

With the upgrade to Blackboard Ultra complete, ITS and the TLC focused their collaborative efforts on two fronts: implementation of Simple Syllabus, a cloud-based system for providing standardized language and consistency across all UT Health Science Center syllabi, while providing faculty an easier way to update these documents every semester; and artificial intelligence, providing policy, process, and guidance to the community about its use.

## AI IN 30

AI in 30 is a new workshop series designed to support faculty in understanding and applying emerging artificial intelligence tools in their teaching and clinical practice. The series features short, focused sessions that highlight practical use cases for AI in higher education, including instructional design, assessment, and content creation. During 2025, the series included seven workshops and engaged 180 participants, providing faculty and staff with hands-on demonstrations and opportunities to explore human-curated and AI-assisted approaches to the use of this technology in teaching and learning.



SESSION TITLE	ATTENDEES	ARCHIVE VIEWS
AI for Course Design	42	22
AI-Powered Student Support	31	30
Blackboard AI Tools	23	61
Agents and Assistants	35	43
Privacy and Secure Integration	13	11
AI for Creating Visuals	24	23
AI for Student Support	12	35
<b>TOTAL</b>	<b>180</b>	<b>225</b>

# PROGRAMMING FOR GRADUATE STUDENTS AND RESIDENTS

## Resident as Educator

Since 2021, Graduate Medical Education residents and fellows from across the state have participated in the Resident as Educator (RAE) program to develop and improve their teaching skills. RAE, a one-year program, is comprised of asynchronous online modules focused on effective teaching practices. Topics include giving effective feedback, teaching in the outpatient and inpatient settings, role modeling, questioning, and teaching clinical reasoning skills. In January 2025, 156 residents and fellows completed the program.



## Future Educator’s Academy

The Future Educator’s Academy (FEA) provides training in teaching and learning for graduate students at UT Health Science Center who may pursue academic careers. The purpose of this program is to support graduate students across disciplines in becoming effective educators for academic settings. FEA consists of two parts: 1) six self-paced, asynchronous medallion courses, and 2) the submission of a capstone project that includes a teaching portfolio and teaching demonstration, both of which are needed for academic job interviews. All graduate students who complete the program will also receive a notation on their transcript indicating this accomplishment.



There are twenty-four graduate students and residents currently enrolled in the program.

PROGRAM	# PARTICIPANTS
Doctor of Nursing Practice	9
Speech and Hearing Science	7
GME	1
Audiology and Speech Pathology	3
Physical Therapy	1
Microbiology, Immunology, and Biochemistry	1
Pharmacy	2

Two graduate students completed the program last year, Drs. Margaret Bohm (Biomedical Sciences) and Elizabeth Schneider (Medicine Hematology).

## Pharmacy Educator Academy

The Pharmacy Educator Academy (PEA) is a nine-month program to support pharmacy residents across the state of Tennessee in their growth as educators. Each month, residents complete mini-assignments and attend a lecture or workshop based on the monthly topic. At the end of the program, residents submit a final portfolio that documents competency with elements like lesson planning, developing a feedback plan, developing a teaching philosophy, and using technology to teach. At the mid-program check-in, participants noted appreciating the variety of speakers and how the monthly activities reinforced the monthly topics. In its third year, **78 residents completed the program.**

## Neurology Master Educator Curriculum

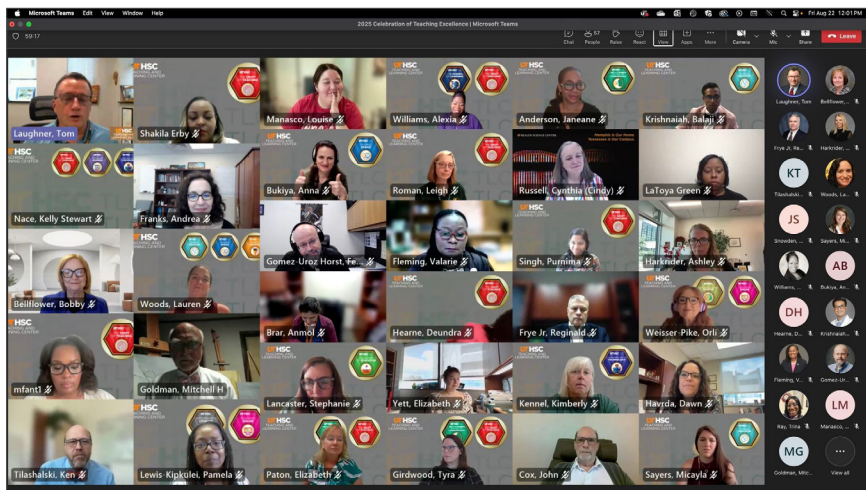
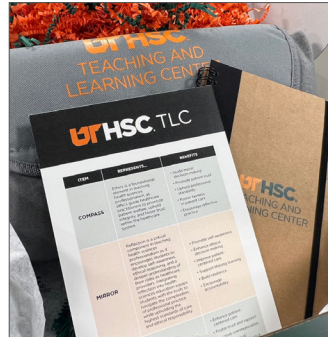
A key responsibility of medical residents is teaching medical students and fellow residents. However, most graduate medical education programs provide minimal formal instruction on effective teaching strategies. Recognizing this gap, Dr. Balaji Krishnaiah, Program Director for the Neurology Residency Program, has made significant strides in enhancing teaching instruction for his residents.

In collaboration with the Teaching and Learning Center, Dr. Krishnaiah developed the Neurology Master Educator Curriculum, a program designed to equip Neurology residents with essential teaching skills. By strengthening their ability to educate others, this initiative enhances both resident and student learning—ultimately leading to improved patient care.

Residents who enroll in the program complete the Resident as Educator course along with three specialized medallions: The Craft of Teaching, Teaching with Technology, and a choice between Inclusive Learning or Mentoring. In 2025, Dr. Mohammed Alzayadneh successfully completed the program.

# CELEBRATION OF TEACHING EXCELLENCE

The fifth annual celebration of the work UT Health Science Center faculty and graduate students put into building, improving, and honing their teaching skills was held on August 22. Cindy Russell, Vice Chancellor for Academic, Faculty, and Student Affairs, Wendy Likes, Dean of Nursing, Ken Tilashalski, Dean of Dentistry, Ashley Harkrider, Dean of Health Professions, Reggie Frye, Dean of Pharmacy, Kristen Bettin, Interim Associate Dean of Medical Education, and Jessica Snowden, Interim Dean of Graduate Health Sciences joined 59 medallion and certificate recipients and the nominees of the TLC Teaching Awards for the hour-long recognition. This year's gift box theme was professionalism with a compass (ethics), mirror (reflection), notepad and pen (communication), mints (self-care), and a blanket (empathy), along with a card with tips on how each reflects professionalism.



# TLC TEACHING AWARDS

The TLC’s Teaching Awards recognize and celebrate excellence in teaching and scholarship. Chosen by their peers and students, the awardees are honored for their outstanding achievement in active learning strategies, inclusive teaching, and educational scholarship.

The 2025 award recipient was Dr. Lee Williams from the College of Health Professions for active learning, Dr. Williams received a plaque and \$500 stipend and was honored at TLC’s annual Celebration of Teaching Excellence.



## Nominees

Jerry Williams	Health Professions (winner)
Jackie Burchum	Nursing
Lauren Ditta	Medicine
Ashley Hendrix	Medicine
Lauren King	Medicine
Karl Kodweis	Pharmacy
Louise Manasco	Nursing
Mark Miller	Medicine
Julio Lanfranco Molina	Medicine
Syed Raza	Medicine
Trevor Sweatman	Medicine

# iMPACT

Edited by Federico Gomez with articles and features written by TLC staff, iMPACT is TLC's online periodical that features profiles of UT Health Science Center's faculty, tech tips, and other information relevant to teaching and learning. One edition of iMPACT was published in 2025.



## By the numbers

	Views
April 2025	193

# FIVE-MINUTE UNIVERSITY

This popular video series, featuring faculty sharing their best teaching tips, started its third season with the theme of “Teaching with Technology.”



## By the numbers

THEME (2024-2025): Active Learning		
Speaker	Topic	2025 Views
Cody Whitefoot	Think Like a Healthcare Professional	143
Leslie Hamilton	Active Learning in the Clinical Setting	77
Carlos Clardy	Improving Patient Communication through Simulation	113
Danita Adams	Integrating Active Learning into Your Lecture	35
Lauren King	Modeling to Promote Student Engagement	44
Janet Tucker	Using Expert Modeling for Clinical Practice	515
Anmol Brar	Simulation as an Effective Learning Strategy	517
Andrea Franks	Team-Based Learning	67
THEME (2025-2026): Teaching with Technology		
Speaker	Topic	2025 Views
Stephanie Lancaster	Using Technology to Increase Active Learning	32
Karl Kodweis	Integrating AI Literacy	58
Aditi Kesari	Using AI as a Teaching Assistant	68
John Boughter	Using Animations to Illustrate Concepts	35

## **PUBLICATIONS AND PRESENTATIONS**

TLC Staff were active in the national and international communities, presenting and publishing in several venues.

### **Awards**

Scott, D., Cernasev, A., Barenie, R. E., Springer, S. P., & Axon, D. R. (2023). Teaching deprescribing and combating polypharmacy in the pharmacy curriculum: Educational recommendations from thematic analysis of focus groups. *Clinics & Practice*, 13(2), 442-453.

### **Publications**

Barenie, R. E., Scott, D., Axon, D. R., & Cernasev, A. (2025). Teaching prescribing in the PharmD curriculum: A qualitative analysis. *Clinics and Practice*, 15, 232.

Cernasev, A., Scott, D., Eckert, B., Jasmin, H., & Axon, D. R. (2025). The role of U.S. pharmacists in deprescribing: Recommendations based on a systematic literature review of qualitative studies. *Exploratory Research in Clinical and Social Pharmacy*, 19, 100625.

Scott, D., Hall, A., Barenie, R., Walker, C., Khan, M., Koltnow, P., Callahan, W. R., & Cernasev, A. (2025). "Put Me in, Coach": A Discussion of Deprescribing Roles, Responsibilities, and Motivations Based on a Qualitative Study with Healthcare Professional Students. *Pharmacy*, 13(3), 77.

### **Conference Presentations**

Cernasev, A., Eckert, B., Jasmin, H., Scott, D., & Axon, D. R. (2025, November). Student pharmacists' perspectives of deprescribing: A systematic literature review of U.S. qualitative studies. Presented at the American Public Health Association Annual Meeting, Washington, DC, United States.

Cernasev, A., Nagel, E., Scott, D., & Hall, A. (2025). A hybrid educational model for the pharmacy curriculum: Lessons learned from a public health elective course in the United States of America. Presented at the International Pharmaceutical Federation (FIP) Congress.

Cernasev, A., Scott, D., Barenie, R., Walker, C., Khan, M., Koltnow, P., Callahan, W. R., & Hall, A. (2025, November). Lessons learned from a qualitative study with healthcare professional students to address deprescribing as a pressing public health concern.

# COMMITTEES AND PROFESSIONAL ASSOCIATIONS

## **Tom Laughner**

GEA, National Grant Reviewer  
POD Core Committee. June 2023-June 2026

## **Federico Gomez-Uroz Horst**

UT Health Science Center Student Impact and Advocacy Leadership Award committee.  
Electronic Thesis and Dissertation Advisory Committee (ETDAC)

## **Venus Claxton**

Campus Classroom Utilization Project  
AFSA Travel Work Group- Team Member  
Chair, Instructional Consultant Search Committee  
Associate Director, Faculty Affairs Search Committee  
Campus Wide Business Manager's Working Group

## **Jessica Ross**

UT Health Science Center Employee Relations Committee

# TLC ADVISORY COMMITTEE

## **Kristen Bettin, PhD**

Associate Dean,  
College of Medicine

## **John Cox, PhD**

Associate Dean,  
College of Graduate  
Health Sciences

## **Risa Handman, EdD**

Associate Dean,  
College of Dentistry

## **Dawn Havrda, PharmD**

Associate Dean,  
College of Pharmacy

## **Thomas Laughner, PhD**

Director, Teaching and  
Learning Center

## **Vikki Massey**

Vice Chancellor and Chief  
Information Officer

## **Bobby Bellflower, PhD**

Executive Associate Dean,  
College of Nursing

## **Jamie Pitt**

Director of Education, CHIPS

## **Patrick Plyler, PhD**

Executive Associate Dean,  
College of Health Professions

## **Natascha Thompson, MD**

Associate Dean,  
Graduate Medical Education

# TLC FACULTY DEVELOPMENT CIRCLE

**Wanda Claro-Woodruff, DDS**  
College of Dentistry

**Angela Haynes, MS**  
College of Dentistry

**Vrushali Abhyankar, MS**  
College of Dentistry

**LaToya Green, DPT**  
College of Health Professions

**Marcia Sharp, EdD**  
College of Health Professions

**Anne Zachry, PhD**  
College of Health Professions

**Lauren King, MD**  
College of Medicine

**Trevor Sweatman, PhD**  
College of Medicine

**Janeane Anderson, PhD**  
College of Nursing

**Jackie Burchum, DNSc**  
College of Nursing

**Randy Johnson, PhD**  
College of Nursing

**Laura Reed, DNP**  
College of Nursing

**Alexia Williams, PhD**  
College of Nursing

**Andrea Franks, PharmD**  
College of Pharmacy

**Thomas Laughner, PhD**  
Teaching Learning Center

## STAFF

**Antoine Beane**  
Media Specialist

**Venus Claxton, MPS**  
Associate Director, Classroom  
Learning Environments

**Lela Coleman MLT (ASCP)**  
Senior Lab Technologist  
Microbiology, Mycology,  
Parasitology

**Susan Cooper, MT (ASCP)**  
Senior Lab Technologist  
Hematology, Blood Bank,  
Immunology, Molecular Biology

**Ronald Davis, MS, MBA**  
Manager, Instructional  
Laboratories

**Federico Gomez-Uroz Borst**  
Instructional Consultant

**Amy Hall, EdD (January-April)**  
Instructional Consultant

**Thomas Laughner, PhD**  
Director

**Carol Mason**  
Conference Specialist,  
Scheduling Office

**Veronica Reliford-Thomas**  
Administrative Specialist

**Jessica Ross, MLT (ASCP)**  
Senior Lab Technologist  
Clinical Chemistry, Biochemistry,  
Molecular Biology, Urinalysis

**Devin Scott, PhD**  
Instructional Consultant



THE UNIVERSITY OF  
**TENNESSEE**  
HEALTH SCIENCE CENTER.

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TEACHING AND  
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