

University Health Services Professional Development Series: Session 1 Demystifying Postural Orthostatic Tachycardia Syndrome (POTS)

Wednesday, August 26, 2026 | 7:55 – 9:00 AM

University Health Services - 333 East Campus Mall, Madison WI – Room 8808

*Doors open at 7:45 AM

PARTICIPANT STEPS

When you arrive or during the session

ENTER the ATTENDANCE CODE

You will be given an attendance code at the learning session.

There are two ways to submit the attendance code:

1. Text the code to 608-260-7097 **OR**
2. Go to <https://ce.icep.wisc.edu/code> and enter the code

AFTER the Session

Submit your Evaluation & Claim Credit within 45 Days

1. **Log into your ICEP Account:** <https://ce.icep.wisc.edu/>
2. Visit the course site: <https://ce.icep.wisc.edu/content/uhs-professional-development-series-demystifying-postural-orthostatic-tachycardia-syndrome>
3. Navigate to the **Course progress bar** > Use the dropdowns
4. **Evaluation > Start** > Complete the questions < **Submit**
5. **Credit > Start** > Select all credits you are eligible to earn > Enter total credits earned > Attest to your attendance > **Submit**
6. **Certificate > Start > Download Certificate**

Questions about entering the attendance code or claiming credit? Contact: professional.development@nursing.wisc.edu

AGENDA

Time	Session Content, Speakers & Learning Objectives	
7:45-7:55 AM	Registration & Check-in	
7:55-8:00 AM	Welcome & Introduction ~Cydney Levanetz, RN BSN UHS Training Coordinator	Describe how this interprofessional series addresses clinical practice gaps to optimize management and health outcomes for the UHS student population.
8:00-9:00 AM	Demystifying Postural Orthostatic Tachycardia Syndrome (POTS): An interprofessional approach to definition, diagnosis & treatment ~Kathleen Walsh, DO, MS	1. Define postural orthostatic tachycardia syndrome and identify who is at risk. 2. Explain the various subtypes of POTS. 3. Describe the diagnostic approach in patients with suspected POTS. 4. Apply the pharmacological and non-pharmacological treatment options for POTS. 5. Develop appropriate exercise routines for patients with POTS.
9:00 AM	Adjourn	

CREDIT INFORMATION

Statement of Need

Data from UHS employee surveys, patient satisfaction results, and leadership feedback indicate an opportunity to improve support for our interdisciplinary healthcare team in delivering evidence-based care and patient-centered communication. On recent staff surveys, our team identified high-priority areas where knowledge gaps, variation in practice, and gaps in standardized clinical workflows or communication strategies exist. This educational series is designed to bridge these specific gaps by equipping our medical, nursing, support, and administrative staff with actionable, evidence-based guidelines and resources to gain knowledge and skills in these areas.

Intended Audience

This educational series is designed to meet the interprofessional needs of physicians, physician assistants, nurses, nurse practitioners, physical therapists, and other interprofessional healthcare team members at University Health Services.

Session Learning Objectives

As a result of participation in this educational activity, members of the UHS Medical Services team will be able to:

1. Define postural orthostatic tachycardia syndrome and identify who is at risk.
2. Explain the various subtypes of POTS.
3. Describe the diagnostic approach in patients with suspected POTS.
4. Apply the pharmacological and non-pharmacological treatment options for POTS.
5. Develop appropriate exercise routines for patients with POTS.

Series Learning Objectives

As a result of participation in this education series, the UHS Medical Services team will be able to:

1. Apply evidence-based, scientific literature to develop diagnoses and treatment plans to manage disease states.
2. Apply principles of culturally competent care and population health management through their learned understanding of social sciences and global health systems.
3. Use interprofessional communication that values team-based decision making.
4. Establish rapport and build trust with patients using patient-centered, evidence based communication techniques.

Elements of Competence

This educational activity is designed to change learner competence and focuses on the following competency areas:

- **Accreditation council for Graduate Medical Education (ACGME)/Nursing:** Patient Care and Procedural Skills, Medical Knowledge, Practice-based Learning and Improvement, Interpersonal and Communication Skills, and Professionalism
- **National Academy of Medicine (NAM)/Nursing:** Provide Patient Person-Centered Care, Employ Evidence-Based Practice, Population Health, and Utilize Informatics
- **Interprofessional Education Collaborative Competencies:** Values and Ethics, Roles/Responsibilities, Communication, and Teams and Teamwork
- **Social Impact and Belonging:** Engage in Self-reflection, Address Differences in Health Outcomes, and Value Culturally Centered Care

Accreditation and Designation Statements



In support of improving patient care, the University of Wisconsin–Madison ICEP is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC) to provide continuing education for the healthcare team.

American Medical Association (AMA)

The University of Wisconsin–Madison ICEP designates this live activity for a maximum of **1.00 AMA PRA Category 1 Credit™**. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

American Nurses Credentialing Center (ANCC)

The University of Wisconsin–Madison ICEP designates this live activity for a maximum of **1.00 ANCC** contact hours.

American Academy of Physician Assistants (AAPA)

The University of Wisconsin–Madison ICEP has been authorized by the American Academy of PAs (AAPA) to award AAPA Category 1 CME credit for activities planned in accordance with AAPA CME Criteria. This activity is designated for 1.0 AAPA Category 1 CME credits. PAs should only claim credit commensurate with the extent of their participation.



Continuing Education Units (CEUs)

The University of Wisconsin–Madison ICEP, as a member of the University Professional & Continuing Education Association (UPCEA), authorizes this live activity for **1.00** continuing education units (CEUs) or **.10** hours.

Policy on Disclosure

It is the policy of the University of Wisconsin–Madison Interprofessional Continuing Education Partnership (ICEP) to identify, mitigate and disclose all relevant financial relationships with ineligible companies* held by the speakers/presenters, authors, planners, and other persons who may influence content of this accredited continuing education (CE). In addition, speakers, presenters and authors must disclose any planned discussion of unlabeled/unapproved uses of drugs or devices during their presentation.

For this accredited continuing education activity all relevant financial relationships have been mitigated and detailed disclosures are listed on the following pages.

**Ineligible companies are those whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on, patients.* The ACCME does not consider providers of clinical services directly to patients to be commercial interests.

Name	Role	Financial Relationship Disclosures	Discussion of Unlabeled/Unapproved uses of drugs/devices in presentation?
Nina Berge, BA, Continuing Education Specialist, Nursing Professional Development, University of Wisconsin-Madison School of Nursing	Committee Member	No relevant relationships with ineligible companies to disclose	No
Aneeta Brown, BSN	Planner	No relevant relationships with ineligible companies to disclose	No
Emily Fuchs, Medical Assistant	Planner	No relevant relationships with ineligible companies to disclose	No
Sue Gaard, MS, RN, Director, Nursing Professional Development, University of Wisconsin-Madison School of Nursing	Committee Member	No relevant relationships with ineligible companies to disclose	No
Katie Kieler, NP	Planner	No relevant relationships with ineligible companies to disclose	No
Cydney Levanetz, RN, BSN, University Health Services Training Coordinator	Activity Chair/Planner	No relevant relationships with ineligible companies to disclose	No
Tracy Mrochek, MPA, RN, NPD-BC, Manager, Nursing Professional Development, University of Wisconsin-Madison School of Nursing	Committee Member	No relevant relationships with ineligible companies to disclose	No

Donnie Ophime, Medical Program Assistant	Planner	No relevant relationships with ineligible companies to disclose	No
Amy Parins, MPAS, PhD, University Health Services Clinical Director	Activity Co-Chair/Planner	No relevant relationships with ineligible companies to disclose	No
Rob Poehnelt, BA, Continuing Education Specialist, Nursing Professional Development, University of Wisconsin-Madison School of Nursing	Committee Member	No relevant relationships with ineligible companies to disclose	No
Caitlin Reichelderfer, BSN, MSN	Planner	No relevant relationships with ineligible companies to disclose	No
Morgan Schauuff, BSN	Planner	No relevant relationships with ineligible companies to disclose	No
Chad Wagner, MD CAQ PCSM RMSK	Planner	No relevant relationships with ineligible companies to disclose	No
Kathleen Walsh, DO, MS	Speaker	No relevant relationships with ineligible companies to disclose	No

TECHNOLOGY ISSUES OR QUESTIONS? UW–Madison Nursing Professional Development Unit (professional.development@nursing.wisc.edu).

LEARNING PORTAL DIFFICULTIES? ICEP Help Desk (help@icep.wisc.edu or 608-262-7226).