



Jennifer Plant, M.D., M.Ed.

Clinical Interests	Dr. Jennifer Plant cares for pediatric patients critically ill from a variety of conditions including congenital heart disease and trauma. She is interested in improving the care her team provides these patients through simulation-based interprofessional education.
Research/Academic Interests	Dr. Plant's academic focus is on medical education, specifically curriculum development, learner assessment and research related to self-assessment and reflection.
Title	Chief, Division of Pediatric Critical Care Medicine Clinical Professor
Specialty	Pediatric Critical Care
Department	Pediatrics
Division	Pediatric Critical Care
Center/Program Affiliation	UC Davis Children's Hospital
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Education	M.D., Dartmouth Medical School, Hanover NH 2003 M.Ed., University of Cincinnati, Cincinnati OH 2010 B.A., Yale University, New Haven CT 1996
Residency	Pediatrics, Children's Hospital & Research Center Oakland, Oakland CA 2003-2006
Fellowships	Pediatric Critical Care Medicine, UC San Francisco, San Francisco CA 2006-2010
Board Certifications	American Board of Pediatrics American Board of Pediatrics, Pediatric Critical Care Medicine
Professional Memberships	American Academy of Pediatrics Council on Medical Student Education in Pediatrics Society for Critical Care Medicine and Pediatric Critical Care Medicine
Honors and Awards	UCD Health Deans Award for Excellence in Education, 2018 UC Davis Department of Pediatrics Eli Gold Prize



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Select Recent Publications

UCSF Academy of Medical Educators Cooke Award for the Scholarship of Teaching and Learning, 2010

Butani L, Plant J, Barone MA, Dallaghan GLB. Entrustable Professional Activity-Based Assessments in Undergraduate Medical Education: A Survey of Pediatric Educators. *Acad Pediatr*. 2021 Apr 8; S1876-2859(21)00213-8. doi:10.1016/j.acap.2021.03.020. Epub ahead of print. PMID:33838345.

Rosenthal JL, Sauers-Ford HS, Snyder M, Hamline MY, Benton AS, Joo S, Natale JE, Plant JL. Testing Pediatric Emergency Telemedicine Implementation Strategies Using Quality Improvement Methods. *Telemed J E Health*. 2021 Apr;27(4):459-463. doi:10.1089/tmj.2020.0067. Epub 2020 Jun 22. PMID:32580661.

Butani L, Sweeney C, Plant J. Effect of a patient-led educational session on pre-clerkship students' learning of professional values and on their professional development. *Med Educ Online*. 2020 Dec;25(1):1801174. doi:10.1080/10872981.2020.1801174. PMID:32730189.

Natale JE, Boehmer J, Blumberg DA, Dimitriades C, Hirose S, Kair LR, Kirk JD, Mateev SN, McKnight H, Plant J, Tzimenatos LS, Wiedeman JT, Witkowski J, Underwood MA, Lakshminrusimha S. Interprofessional/interdisciplinary teamwork during the early COVID-19 pandemic: experience from a children's hospital within an academic health center. *J Interprof Care*. 2020 Sep-Oct;34(5):682-686. doi:10.1080/13561820.2020.1791809. Epub 2020 Jul 16. PMID:32674638.

Butani L, Bogetz A, Plant J. Illuminating exemplary professionalism using appreciative inquiry dialogues between students and mentors. *Med Teach*. 2019 Mar;41(3):325-331. doi:10.1080/0142159X.2018.1472371. Epub 2018 May 25. PMID:29801424.

Plant J, Li ST, Blankenburg R, Bogetz AL, Long M, Butani L. Reflective Practice in the Clinical Setting: A Multi-Institutional Qualitative Study of Pediatric Faculty and Residents. *Acad Med*. 2017 Nov;92(11S Association of American Medical Colleges Learn Serve Lead: Proceedings of the 56th Annual Research in Medical Education Sessions):S75-S83. doi:10.1097/ACM.0000000000001910.



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PMID:29065027.

Butani L, Plant J. Building Connections With Role Models Using an Appreciative Inquiry Approach. *Acad Pediatr*. 2016 May-Jun;16(4):411-2. doi:10.1016/j.acap.2016.02.001. Epub 2016 Feb 9. PMID:26872403.

Plant J, Barone M, Serwint J, Butani L. Taking Humanism Back to the Bedside. *Ped*. 2015;136(5):828-830.

van Schaik S, Plant J, O'Brien B. Challenges of interprofessional team training: a qualitative analysis of residents' perceptions. *Educ Health (Abingdon)*. 2015 Jan-Apr;28(1):52-7. doi:10.4103/1357-6283.161883. PMID:26261115.

van Schaik S, Plant J, O'Sullivan P. Promoting self-directed learning through portfolios in undergraduate medical education: the mentors' perspective. *Med Teach*. 2013;35(2):139-44. doi:10.3109/0142159X.2012.733832. Epub 2012 Oct 26. PMID:23102105.

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