

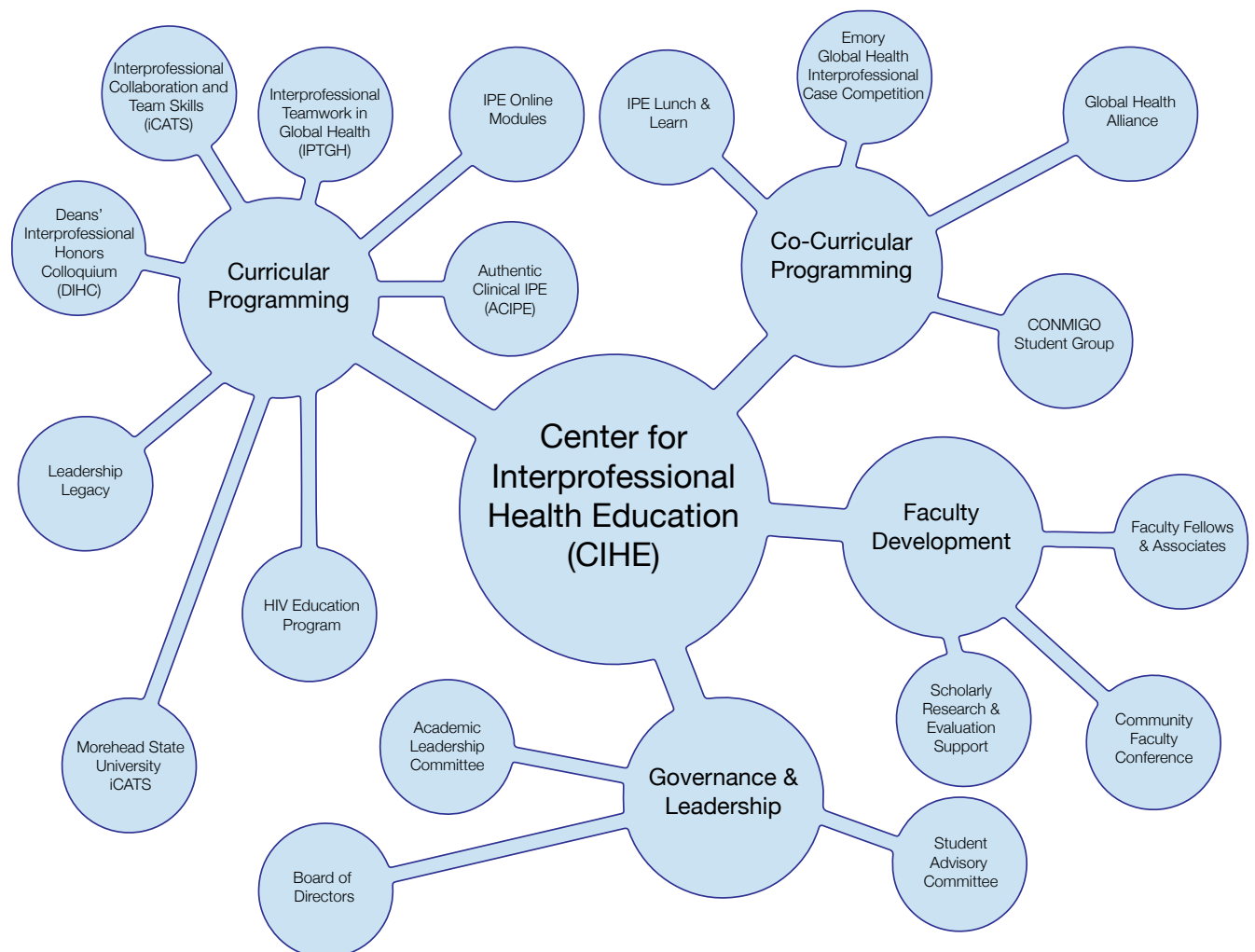
Center for Interprofessional Health Education 2015-2016



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CIHE Diagram



Leadership Messages

Message from Provost Timothy Tracy, PhD, RPh



As the care of patients continues to become more “team-based,” the work of the Center becomes even more vital. Educating students in a manner that reflects the environment in which they will be practicing is paramount to achieving optimal outcomes for their patients. The Center is to be commended for their outstanding work in preparing our students for the future.

Message from Executive Vice President for Health Affairs Michael Karpf, MD



At UK HealthCare, we are pleased with the progress this Center is making in introducing students to the principles of team-based care, beginning with iCATS at the start of their health professions educations, then following up with experiences during their clinical years. Since we expect the providers we hire to be ready to work as team members from day one, we are pleased to support the Center’s work and we extend our thanks to the faculty members who devote time and effort to interprofessional education.

Message from Board of Directors Chair Janie Heath, PhD, APRN-BC, FAAN



What an exciting time for our students to learn how to work interprofessionally and enter the workforce ready to provide team-based care. The work that the UK Center for Interprofessional Health Education is doing is vital to the mission for students, faculty and clinicians to enable effective communication and improve health outcomes through collaborative-based care. I could not be more pleased to see the level of engagement of our faculty to develop shared core competencies and learning objectives to help transform fragmented health care delivery models to integrated care delivery environments.

Center Update and Overview of the Report from the Director

This has been a year of major developments for the Center in a number of ways. First, we offered iCATS to the largest contingent of students in our history and will reach an even larger number when iCATS is offered for the 2016-2017 academic year. As always, we have made changes in the course based on both student and faculty feedback and look forward to a more tightly organized experience with this revised version. Second, we have had a major change in staff. Dr. Jim Ballard, who had been part of the Center since its founding, has moved on to a new position as Director of the Indiana University AHEC Program. Given his role in AHEC here at UK, he is well suited to this position and, though we miss him, we congratulate Jim on this appointment. To replace Jim, we were most fortunate to find Dr. Leslie Woltenberg, a UK graduate with a PhD from our College of Education. Since her dissertation work was in the area of collaborative learning, she brings unique and highly relevant skills to her position as Associate Director. Third, our emphasis on Authentic Clinical IPE has moved forward with the identification of existing courses in which it is already happening and the development of processes through which we will support the documentation of these activities and support the creation of additional ones. Finally, we launched our Fellows and Associates Programs this year and expect to benefit greatly from the input we will receive from these groups of identified advocates and contributors to IPE at UK.

In summary, it's been a good year for IPE at UK and I appreciate the opportunity I've been given to play a role in these efforts. I look forward to next year with great anticipation. I hope you enjoy reading through this report of our efforts last year and would welcome hearing your thoughts on what we have done and your advice on our future directions.



James C. Norton, PhD
Director, Center for Interprofessional Health Education

IPE Program Descriptions and Outcomes

In 2015-2016, nearly 1000 students and over 140 faculty members from 12 academic programs participated in one or more interprofessional education (IPE) activities offered through the Center for Interprofessional Health Education (CIHE). The reach of IPE has grown considerably at UK over the past year with growth in both Center sponsored as well as collaborative programs. Aggregate program data appear at the end of this report. Please visit our website www.uky.edu/CIHE for more information.

Center Sponsored Programs: These activities are the core interprofessional offerings at the University of Kentucky. They include both required and elective curricula in addition to elective co-curricular programming. All are managed and evaluated by the Center. Programs include: Deans' Interprofessional Honors Colloquium (DIHC), Leadership Legacy, Interprofessional Collaboration and Team Skills (iCATS), Morehead State University iCATS, Authentic Clinical Interprofessional Education (ACIPE), IPE Lunch and Learn, and the CONMIGO Student Group.

Collaborative Programs: One of the roles of the Center is to be a catalyst for faculty and staff to develop expertise in IPE and its application. The Center thus assists in the delivery of programs relevant to IPE and this involvement varies across each of the collaborative programs. It ranges from curriculum design assistance, evaluation services or consultation, to logistical support. Programs include: Interprofessional Teamwork in Global Health (IPTGH), Global Health Alliance, Emory Global Health Interprofessional Case Competition, and HIV Education Program



Students present final project in Deans' Interprofessional Honors Colloquium.

Instrumentation: The Center has developed tools for evaluation and deployed them widely. For programs that meet over an extended period, pre/post and end of course evaluations are used and the latter also are applied to briefer course offerings. The tools employed are:

1. Attitudes Toward Health Care Teams Scale (Heinemann, et al., 1999): This instrument measures attitudes regarding the quality of care that can be enhanced by interprofessional collaborative care and measures attitudes regarding roles and authority in teams.
2. The Knowledge of Education and Scope Scale: This is an evaluation of student knowledge about the education and scope of practice of other professions.
3. The Critical Components of Team Behavior Scale: This tool assesses eight constructs associated with effective team membership.

All of these scales employ a five point Likert scale for which 1 equals strongly disagree and 5 equals strongly agree; outcome means (M) are listed in each program section below.

Outcomes Overview: Program evaluation continues to demonstrate that longitudinal experiences that allow students to participate together over a prolonged period are effective in positively changing attitudes about the benefits of interprofessional health care. They lead to increased understanding of other profession's educational requirements and scopes of practice, and, most importantly, they lead to measurable improvements in eight critical components of effective teams. Four of the primary curricular offerings (DIHC, Leadership Legacy, iCATS, and MSU iCATS) and Interprofessional Teamwork in Global Health all scored statistically significant ratings in the Knowledge of Education and Scope and well as Critical Components of Team Behavior scales. Leadership Legacy, DIHC, and Interprofessional Teamwork in Global Health also scored highly on the Attitudes Toward Health Care Teams. Additional details of outcome data are listed following each of the program descriptions below.

CENTER SPONSORED Programs

Deans' Interprofessional Honors Colloquium (DIHC): The Deans' Interprofessional Honors Colloquium continued its tradition of excellence with a newly expanded enrollment (88 students participated in 2015-2016). Students and faculty from the health professions colleges, the Clinical Pastoral Education Program, and the College of Social Work participated in this project-based, limited didactics course that includes interprofessional shadowing. This year, the course addressed childhood obesity. Next year's topic is substance abuse. The Center will expand this program in 2016-2017 to include student participants from Kinesiology (Health Promotion) as well.

Course evaluations reveal that students are very satisfied with this course and find value in the experiences in which they participate. The students particularly value interprofessional shadowing (M = 4.6) and think very highly of their small group facilitators for encouraging teamwork (M = 4.7) and participation (M = 4.7). Students indicate that there is value working with other professions (M=4.6) and that the course enhanced their appreciation of teamwork (M = 4.5), increased knowledge of other professions (M=4.6) and improved their team skills (M=4.4). We are indebted to the 33 professionals across eight disciplines who served as shadowing preceptors for a three-hour one-on-one student interprofessional shadowing experience.

Leadership Legacy: Leadership Legacy, another selective and highly successful program, celebrated its fifth year with another outstanding group of students and experiences. This highly selective, semester-long experience complements the formal curriculum by providing participants with a series of cohort-based activities in retreat, workshop,



Leadership Legacy students participate in Herd Dynamics: Equine Guided Leadership Training.

IPE Program Descriptions and Outcomes

continued

service, and mentoring relationships to enhance interprofessional leadership skills and professionalism. Under the leadership of Erika Erlandson, MD, this year, 18 students from various health professions colleges participated.

Evaluation of this program is consistently, exceedingly positive. Students agreed that the course is valuable (M = 4.6), valued learning with other professionals (M = 4.8), and indicated that the experience enhanced their appreciation of the value of interprofessional work (M = 4.4). Importantly, students felt they improved their team skills (M = 4.2) and that the course helped them achieve their leadership goals (M = 4.5).



Final project presentations for the interprofessional small groups in DIHC.

Interprofessional Teamwork and Collaboration Skills (iCATS): The iCATS core interprofessional curriculum affords students the baseline knowledge, skills, and attitudes required to participate in intermediate and advanced interprofessional curricula. This year, the course included six monthly meetings, two of which involved a simulation experience with standardized patients. The curriculum culminated in a debrief opportunity during which feedback was obtained from student participants and faculty preceptors.

Although overall satisfaction of the course was disappointing (M = 3.5) in comparison to the Center's other programs, there were elements of this course that were highly rated. Students indicated satisfaction with the ability to interact with students outside their own disciplines (M = 4.2). Facilitators received positive student ratings, in terms of facilitators' effectiveness for engaging interaction (M = 4.6), creating an environment amenable to team development (M = 4.6), and probing for learners' professional perspectives (M = 4.7). The simulation experience with standardized patients continued to be the most highly rated activity. Qualitative analysis of student feedback indicated significant problems with iCATS course structure and logistics. Problems were identified and substantive changes have been developed with liaisons from each of the partnering colleges. Key elements of the revision for 2016-2017 include: a condensed schedule, additional

opportunity for scope of practice education, professional and patient panels, and enhanced opportunity for team building prior to the simulation event.

Morehead State University Interprofessional Teamwork and Collaboration Skills (MSU iCATS):

The Physician Assistant Studies Program has a program in Morehead, based on the campus of Morehead State University. Students in this program did not participate in the core iCATS experience in Lexington because of the travel involved. However, to assure comparability in the educational programs at the two sites, CIHE staff worked with the PA Program leadership, the UK College



Students engaging in the Standardized Patient Simulation for iCATS.

of Social Work and the Imaging Sciences Program at MSU to craft an experience that addressed the core objectives of iCATS, but that could be done primarily online. 2015-2016 marked the first year of the MSU iCATS experience. After an initial in-person orientation dinner meeting at which the groups were formed and members given an opportunity to get acquainted, the course employed one of the modules developed through Macy Foundation funding. Groups of students from the three disciplines worked through didactic material online and then collaboratively, supervised by preceptors representing the three programs, developed a transition of care plan for a hypothetical patient. These plans were presented at a closing in-person dinner meeting at which the experience was evaluated.

For the inaugural year of MSU iCATS, course evaluations revealed a modest level of satisfaction with the overall experience ($M = 3.7$). Given the blended format of the course, preceptor engagement was strategically organized to provide support throughout the course both online and at in-person meetings. Students rated facilitators effectiveness for engaging interaction ($M = 3.7$), creating an environment amenable to team ($M = 3.8$), and probing for learners' professional perspectives ($M = 3.6$). Qualitative analysis of student and faculty feedback identified several opportunities for change to ensure this course delivers a quality IPE experience in the online format. The partnership among the MSU Imaging Sciences Program, UK Physician Assistant Studies Program, and UK College of Social Work has been extraordinary and this group continues to refine the MSU iCATS experience for the upcoming year.

Authentic Clinical IPE Experiences (ACIPE): Authentic clinical interprofessional education is possible in courses in clinical venues that have more than one health profession learner. To be identified as an ACIPE course, the course must teach and evaluate IPE competencies as listed in the Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel. To be certified as an ACIPE course, the Center's Education Specialist reviews the course syllabus and evaluation instruments to identify IPE objectives and determine if those objectives are assessed.

IPE Program Descriptions and Outcomes

continued



Leadership Legacy students visit Frankfort each year to participate in Political Advocacy workshop.

Currently, the Center is developing a co-rounding learning experience with the College of Medicine, the College of Nursing and the College of Pharmacy; a medication reconciliation learning experience with the College of Medicine and the College of Pharmacy; and a roles and responsibilities learning experience within Chandler Hospital's Surgery Department. The Center's Academic Leadership Committee recommended the formation of an ACIPE Work Group to aid in the identification and certification of ACIPE courses. The ACIPE Work Group has representatives from the Colleges of Medicine, Nursing, Pharmacy, Dentistry, Health Sciences, and Social Work. The ACIPE Work Group in collaboration with the Office of Clinical Contracting, has identified over 59 clinical sites where ACIPE could occur. In addition to identifying clinical sites, the ACIPE Work Group is developing a universal evaluation instrument that will assess IPE competencies across colleges, departments, and clinical sites.

A thematic analysis of the reflections from the first rotation of students participating in the medication reconciliation learning experience revealed themes such as improved team communication, professional growth, and improved self-confidence. A thematic analysis is underway for all student reflections from the 2015-2016 academic year.

Interprofessional Lunch and Learn Series: This student-led extracurricular colloquium provides students with an understanding of how professionals can work collaboratively in interprofessional teams to improve health outcomes for patients and communities. Students arranged presentations from individuals and clinical teams at UK to help their colleagues develop an enhanced understanding of how collaboration occurs at UK.

CONMIGO Student Group: This student-led extracurricular colloquium provides students the opportunity to understand the barriers facing multi-cultural communities in accessing health care. In addition to monthly informational meetings, many of these students volunteered their time at the Chrysalis House.

COLLABORATIVE Programs

Interprofessional Teamwork in Global Health (IPTGH): This course helps prepare students and residents for the shoulder-to-shoulder health brigade in Ecuador. It prepares them to work effectively as an interprofessional team to promote positive, holistic health outcomes for individuals and communities. Evaluation of this experience continues a tradition of being very positive with particular regard to facilitators. Students agreed that, overall, the course was good (M = 4.3). The large group didactics were effective (M = 4.1) and the quality of the presenters was highly rated (M = 4.1). They indicate that the small group facilitators encouraged participation (M = 4.4), promoted collaboration (M = 4.5) and were effective overall (M = 4.6).

Emory Global Health Interprofessional Case Competition: The Center was invited by the Assistant Provost for Global Health to support UK health professions students' participation in the Emory Global Health Interprofessional Case Competition. Mimicking the structure of the national competition, a local competition is held annually in which interdisciplinary student teams address contemporary global health issues and offer solutions. The competition statistics for 2015 included representation from ten UK Colleges, the four finalist teams included seventeen UK students, and the winning UK team placed second at the Emory National Global Health Interprofessional Case Competition.



Students compete locally in the UK Global Health Interprofessional Case Competition and the winning team competes nationally at Emory.

Global Health Alliance: Global Health Alliance is an interprofessional student group that exists to provide a platform for like-minded students of different professions to interact and engage in discussion about global health issues and to apply what is learned in this context to education. The vision is for future health

IPE Program Descriptions and Outcomes

continued

professionals to pursue their passions in global health, learn about other professions and their role in global health settings (both locally and internationally), and engage with professionals in the field to appreciate how they can integrate global health efforts into their future practice and careers. The Center assists with promotion of and recruitment for this great student opportunity.

HIV Education Program: The UK HIV Education Program was developed in 2016 to prepare future health care professionals in the delivery of quality health care to Persons Living with HIV/AIDS (PLWH) through interprofessional education and collaborative practice. The Kentucky AIDS Education Training Center (KY AETC) leads this effort and is a partner of the Southeast AIDS Education and Training Center (SE AETC) at Vanderbilt University. By participating in this two-year experience, students will: complete interprofessional shadowing in the Bluegrass Care Clinic and UK hospital, gain hands-on experience in the care of PLWH and at risk for HIV, attend HIV-specific seminars, obtain access to individual learning modules, and work collaboratively on a culminating project. Program planning, logistics, and approval took place in 2015-2016, and the first group of scholars in this program are scheduled to begin in academic year 2016-2017. Our Center was instrumental in the planning for this program and in the curriculum design, specifically with regard to IPE.

NOTE: The detailed tables at the end of this report include student and faculty participation statistics for each of the programs described above.



Closing ceremony & dinner for Leadership Legacy participants.

SCHOLARSHIP

In this academic year, two manuscripts were published in peer-reviewed scholarly journals and three book chapters are in press. Further, eight peer-reviewed presentations and six posters were presented at national conferences.

EXTERNAL FUNDING

Nexus: 2015-2016 was the second year of a 3-year \$270,000 award granted by the National Center for Interprofessional Practice and Education as part of the Nexus Innovations Network. The focus is on developing and testing interprofessional education and practice care models. Kentucky Care Across Transitions for Stroke (KCATS) is focused on developing and implementing an interprofessional transition of care tool for patients with stroke. Primary Investigator is Erika Erlandson, MD (College of Medicine) and key members of the team include Lynne Jensen, PhD, RN, APRN; Julia Blackburn, MSN, RN, NE-BC; Jimmi Hatton-Kolpek, PharmD; and Madeline Aulisio, MPH. The grant for this project supported 5% of the Center Project Coordinator's Distribution of Effort annually.

AIDS Education Training Center (AETC): The grant for the HIV Education Program supported 1.5% of the Center Director's Distribution of Effort annually.

FACULTY DEVELOPMENT

Effective IPE requires well prepared faculty members. Accordingly, from its inception, the Center has had a Faculty Development Committee charged with developing and deploying content that assists faculty members in acquiring the skills necessary to teach and evaluate the competencies IPE is designed to instill. This content includes both skills and knowledge. Group facilitation, for example, is a skill for which the committee has deployed an online module in collaboration with UKHC CE Central. The core principles of interprofessional practice are an example of knowledge important



The inaugural class of CIHE's Faculty Associates & Fellows.

for effective IPE and the committee also has offered content on CE Central addressing this area. Modules on the PEER Model for effective interprofessional communication and on transitions of care are in development. In addition to providing generic IPE content, the Faculty Development Committee has made a major commitment to providing just in time training to the main facilitators involved in the delivery of iCATS. Because iCATS has evolved each year and because there are always new facilitators added to the group, this is an annual event. Facilitator Training for the 2015-2016 iCATS was provided on August 18 and 19, and preparation for the training sessions for iCATS 2016-2017 are well underway. These sessions are scheduled for October 5 and 6, 2016. The committee is ably lead by Dr. Stacy Taylor of the College of Pharmacy. Current membership includes: Cathy Catlett (Nursing), Julia Costich (Public Health), Larry Cunningham (Dentistry), Lynne Jensen (Nursing), Donna Weber (Dentistry), Shawn Caudill (Medicine), Karen Badger (Social Work), Kristine Lohr (Medicine), Jim Norton, Leslie Woltenberg, Madeline Aulisio, and John Blaine.

IPE Program Descriptions and Outcomes

continued

Faculty Associates and Fellows Program: The Faculty Associates and Fellows Program serves to build a community of leaders to enhance and support IPE at UK through participation as facilitators in IPE curricula, providing authentic clinical IPE, serving as mentors to other faculty members working toward becoming Associates or Fellows, and serving on various Center committees. The Center's inaugural classes of Faculty Associates and Fellows were inducted in March 2016. Sixteen faculty members representing the UK Colleges of Medicine, Public Health, Nursing, Health Sciences, Social Work, and Pharmacy were recognized as significant contributors to IPE. New members may be nominated or self-nominated and are reviewed by respective Steering Committees of the two groups. Appointments are confirmed by the Center's Board of Directors bi-annually.

UK Area Health Education Center's Annual Community Faculty Conference: Since 1994, the Community Faculty Program has hosted a statewide annual conference for community faculty, their campus faculty colleagues, administration, professional staff, and regional Area Health Education Center (AHEC) staff. The Center supports this conference each year by providing a session specific to interprofessional health education. For 2016, the Center hosted a Student Panel Discussion guided by five student leaders representing Colleges of Dentistry, Medicine, Nursing, and Pharmacy in addition to three professional Center staff members. Students discussed the value of both curricular and co-curricular IPE experiences. Highlights included discussion surrounding the Leadership Legacy, DIHC, and iCATS programs. Further, the students highlighted the importance of didactic exposure to IPE as well as expressed the value of first-hand experience in interprofessional collaboration clinical settings.

Provost Blog: In April 2016, Provost Tim Tracy featured the work of the Center in his Blog. In the feature, the Provost highlighted the ways that the Center exemplifies UK's commitment to preparing students to deliver the highest quality of care to the Commonwealth of Kentucky. The Associates and Fellows program was also acknowledged for the faculty members' tremendous contributions to interprofessional research, scholarship, and healthcare. This Blog post raised the profile of the work of the Center locally and has served as an effective vehicle to identify new partnerships, collaborations, and opportunities. The Center staff sincerely appreciate the support of the Provost for all IPE endeavors at UK.



iCATS simulations and events are a great opportunity for students to utilize the communication and team collaboration skills learned through the course.

Leadership and Governance

Board of Directors: Deans from each of the participating colleges form the Board of Directors, the main governing body of the Center. The Center Director participates as a member of the board. 2015-2016 Board Members included: Janie Heath (Chair, Nursing), Robert DiPaola (Medicine), Stephanos Kyrkanides (Dentistry), Scott Lephart (Health Sciences), Dan O'Hair (Communication and Information), Kelly Smith (Pharmacy), and Ann Vail (Social Work).

Academic Leadership: The Academic Leadership Committee provides leadership and advice to the Director and staff which informs Center programs. Specifically, the Academic Leadership Committee is charged by the Board of Directors to guide the Center as it pursues curricular innovation supporting IPE. The committee is made up of the associate deans overseeing academic affairs within each of the participating colleges or designee. Current members are: Kalea Benner (Social Work), Pat Burkhart (Nursing), Katie Cardarelli (Public Health), Reny DeLeeuw (Dentistry), Chris Feddock (Medicine), Frank Romanelli (Pharmacy), Carl Mattacola (Health Sciences), and Shari Veil (Communication and Information).

Interprofessional Student Advisory Committee: One of the Center's main goals is to ensure its content and curriculum are relevant and valued by students. To support this goal, the Center recruited a diverse body of students representing the Colleges of Dentistry, Health Sciences, Medicine, Nursing, Pharmacy, Public Health, and Social Work to help critique current Center offerings and brainstorm new ideas. This committee meets twice a semester and has been integral in helping to relaunch Interprofessional Grand Rounds for the Fall 2016 semester. The makeup of this group changes frequently, given the fact that as students move along in their curricula, they may need to be replaced. Current members are: Nadine Achenjang, Benjamin Cloyd, Perry Hooper, and Michael Koenig from the College of Medicine; Taylor Blaylock, Blake Dickens, and Stephen Haverkos from the College of Dentistry; Denerica Curry and Katharine MacMillan from the College of Public Health; Iwona Gasior and Laura Plummer from the College of Health Sciences, Physician Assistant Studies; Jordan Gore and Cameron McGrath from the College of Social Work; Corinna Hughes, Kara Lester, and Alan Ruiz from the College of Nursing; Anthony Marti, Kevin Mercer, and Jeremy Swiney from the College of Pharmacy; and Carrie Ramsaur from the College of Health Sciences, Communication and Speech Disorders.

Conclusion

Thank you for reviewing the 2015-2016 Annual Report from the Center for Interprofessional Health Education. We at the Center believe it documents solid achievements in IPE made by dedicated UK faculty and staff and by our students. The Center appreciates the support and leadership provided by the Board of Directors, Academic Leadership Committee, and the hundreds of faculty, staff, and students who have contributed to the IPE community at UK. We are eager to continue to advance IPE at the University of Kentucky and welcome your feedback.

Detailed Tables

The tables on the next two pages indicate the number of students and faculty members who participated in IPE programs for the academic year 2015-2016. The tables are organized by academic program. The legend below designates the symbols for each college or program.

Acronyms for colleges and programs:

CPE	Clinical and Pastoral Education	CON	College of Nursing
COD	College of Dentistry	COP	College of Pharmacy
CHS	College of Health Sciences	CPH	College of Public Health
AT	Athletic Training	CCI	College of Communication and Information
CLS	Clinical Lab Sciences	CEK	College of Education (Kinesiology)
CSD	Communication Sciences and Disorders	CSW	College of Social Work
PT	Physical Therapy	UG/M	Undergraduates and Misc. Programs
PAS	Physician Assistant Studies	IS	Imaging Sciences (MSU)
COM	College of Medicine		

Table 1: Student Participation by Program 2015-2016

	CHS																Total
	CPE	COD	AT	CLS	CSD	PT	PAS	COM	CON	COP	CPH	CCI	CEK	CSW	UG/M	IS	
Deans' Honors Colloquium	5	9				10		15	18	1	3		1	27			89
Leadership Legacy		1				5		3	4	5							18
iCATS		65			30	66	41	139	219	140							678
Morehead State University iCATS							17							4		24	45
ACIPE								120		126							246
Lunch and Learn		26				2	30	12	16	43	11				6		146
CONMIGO		15						32	5	3	10				1		65
Student Advisory Committee		3			1		2	6	3	3	2			2			22
IP Teamwork in Global Health					3	9	1	6	21	8	4				21		73
Global Health Alliance		9				1		47	4	5	8						74
Emory Case Competition		1			1	1		10	4	6	12		1		7		43
Total	5	129	0	0	35	94	91	390	294	340	50	0	2	33	35	24	1499

Table 1: Faculty Participation by Program 2015-2016

	CPE	COD	CHS					COM	CON	COP	CPH	CCI	CEK	CSW	UG/M	IS	Total
			AT	CLS	CSD	PT	PAS										
Deans' Honors Colloquium	1	1				1		7	2	1	1		1	2			17
Leadership Legacy								3	2		2				3		10
iCATS		8			3	6	3	14	22	14							70
Morehead State University iCATS							4						1		4		9
ACIPE		1				1		4	2	2			1				11
Lunch and Learn	1					1	1	1	1	1			1				7
CONMIGO								1	1								2
Student Advisory Committee								1									1
IP Teamwork in Global Health		1			2	3		3	1	2	2				1		15
Global Health Alliance								2									2
Emory Case Competition		1						4	1	1	2				4		13
HIV Education Program				2				3	1	1				1			8
Total	2	12	0	2	5	12	8	43	33	22	7	0	1	6	8	4	165



Students participate in brigades to provide health services in Ecuador as part of Interprofessional Teamwork in Global Health in cooperation with Shoulder to Shoulder Global.

CIHE Staff

James Norton, PhD, Center Director



Dr. Norton is the Director of the University of Kentucky Center for Interprofessional Health Education. Previously, he served as an Associate Dean in the University of Kentucky College of Medicine overseeing community-based educational activities directing CECentral, the University's continuing education program for medicine and pharmacy and overseeing the Area Health Education Center Program. He is past President of the Kentucky Rural Health Association and received the Dan Martin Award from that organization in 2014 for his contributions to rural health in Kentucky. At a national level, he served as the Chair of the Research and Education Constituency Group of the NRHA and was a member of its Board of Directors. He has served as the AAMC Group on Educational Affairs (GEA) Liaison to the Group on Resident Affairs (GRA) and was the Chair of the GME Section of the GEA. He is a graduate in psychology from the University of San Francisco and did his post-graduate studies at the University of Arizona. He then took post-doctoral training in clinical neuropsychology at the University of Wisconsin. He holds a joint appointment as Professor in the Departments of Psychiatry and Neurology at the University of Kentucky.

Leslie Woltenberg, PhD, Associate Center Director



Dr. Woltenberg serves as the Associate Director for the University of Kentucky Center for Interprofessional Health Education. In this role, she provides strategic leadership for all curricular and co-curricular programs in addition to leading the Center's evaluation and publication efforts. Previously, she served as an Associate Registrar for Communications and Publications, Director of the UK Visitor Center, and in Student Affairs overseeing the Living Learning Community Program. She has also served the University through the Provost's Task Force for Learning Communities, SACS Accreditation Team Lead for Publication of Policies, Registrar Liaison for Institutional Governance (Undergraduate Council, Graduate Council, and Senate Council), and has taught undergraduate and graduate level courses in the College of Education. Dr. Woltenberg's research interests include collaborative learning, student development, and learning communities. She received her doctoral degree in Educational Policy Studies and Evaluation, master's degree in Higher Education with a Concentration in Student Affairs, and a bachelor's degree in Marketing, all from the University of Kentucky.

Madeline Aulisio, MPH, Project Coordinator



Ms. Aulisio is the Project Coordinator for the University of Kentucky Center for Interprofessional Health Education, having started at the Center as its Graduate Research Assistant in 2012. She currently coordinates the development and technical implementation of faculty training documents, curriculum modules, and student materials, and serves as the liaison between program participants and Center staff for the Center's curricular offerings. She is also an Ambassador of the National Center for Interprofessional Practice and Education. In addition to interprofessional education, Ms. Aulisio's research interests include health behaviors. She received her Master of Public Health degree with a certificate in Health Services Management from the University of Kentucky and bachelor's degree in Psychology from Transylvania University. She looks forward to entering the UK College of Public Health doctoral program in the fall of 2016.

John Blaine, BA, Educational Specialist



Mr. Blaine is the Education Specialist for the University of Kentucky Center for Interprofessional Health Education. His primary responsibilities are to help coordinate the Center's efforts to identify, certify, and track authentic clinical interprofessional education. Additionally, he serves as the Center's contact for co-curricular student led interprofessional groups, as well as assisting with preclinical curricular activities. His years of experience as a teacher are a tremendous asset to the Center. He has a bachelor's degree in Secondary English Education and teaching certification in Elementary Education from the University of Kentucky. Mr. Blaine is currently pursuing a master's degree in Gifted Education at Eastern Kentucky University.



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