



Center for
Interprofessional
Health Education

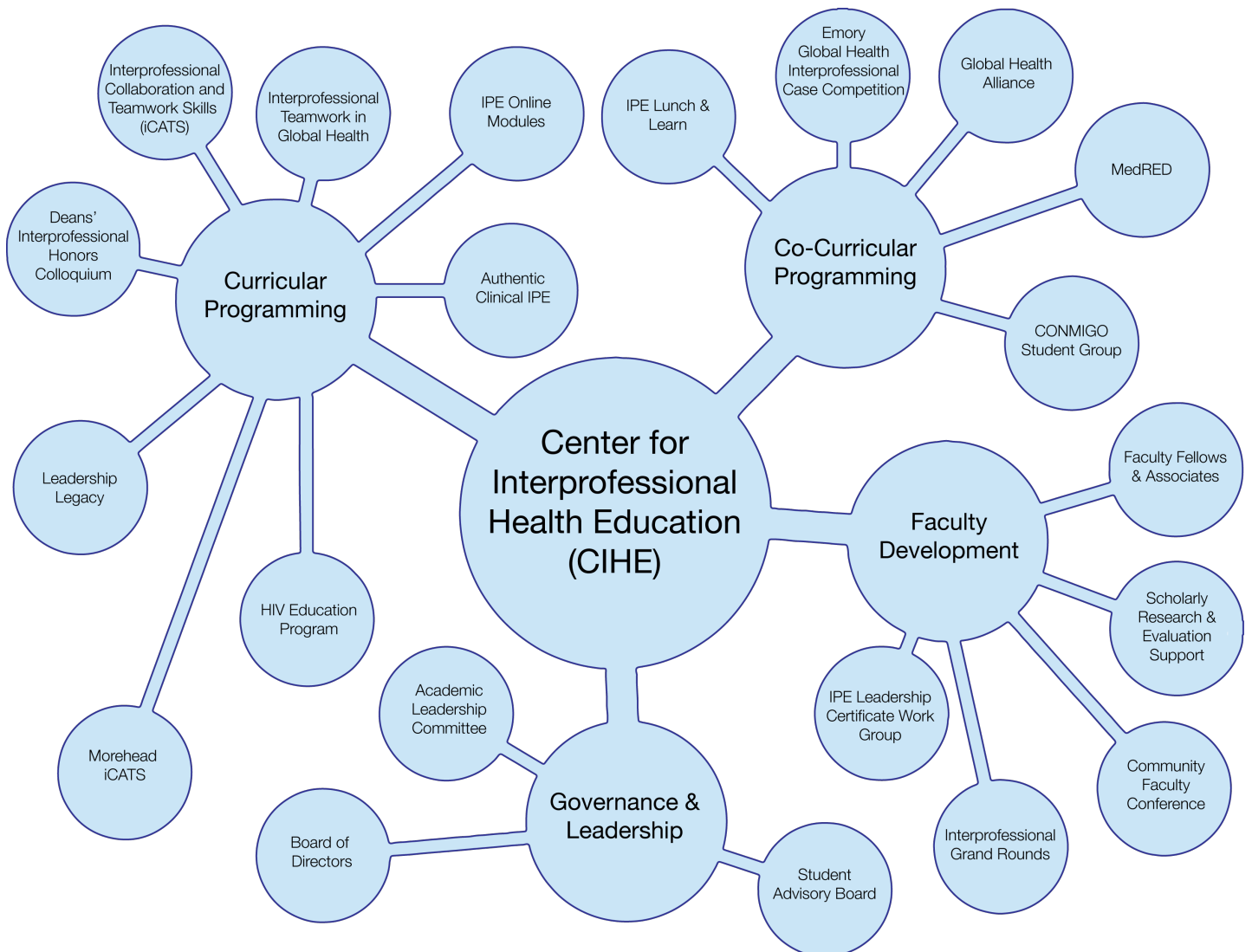
2016-2017 Annual Report



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CIHE Diagram



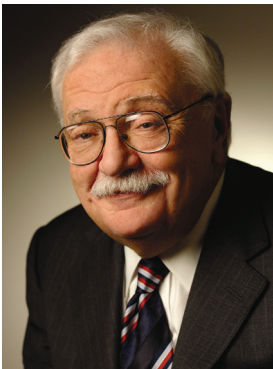
Leadership Messages

Message from Provost Timothy Tracy, PhD, RPh



The work of the Center is critical to our efforts to train practitioners that understand the value of team-based care for our patients and the positive effects of these collaborative practices on patient outcomes. By helping students understand the unique roles and responsibilities of the various practice disciplines and giving them opportunities to share with and learn from each other, the Center is playing a key role in improving health.

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



UK HealthCare has been a supporter of this Center since its inception, because we believe in team-based care. We are pleased with the progress the Center has made in introducing students to the principles of such care during their preclinical years and look forward to seeing full implementation of IPE during the clinical portions of their training going forward. The clinical venues within our health system will support these efforts in every way possible, because education like this makes a difference. It prepares students to provide care as team members and the patients our students ultimately will serve will be the beneficiaries. Keep up the good work.

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 year has seen a number of important developments for the Center. Looking first at iCATS, I am happy to report that our outcome data suggest the experience is doing what it is intended to do. Students generally agree that it provides a foundational understanding of interprofessional education and team-based collaboration, a gratifying outcome for the many faculty and staff who make this large undertaking possible. As always, though, we are making some adjustments to address both faculty and student feedback and will offer iCATS next year in a two afternoon format in the spring, concentrating the focus and adding more active learning opportunities. Furthermore, we are exploring with the College of Social Work the possibility of adding their students to iCATS, something we believe would enrich the experience for all students involved. Second, we have again had a major change in staff. Dr. Leslie Woltenberg has taken a faculty position in the PA Program. Her contributions to the Center have been very important, particularly in the areas of research and evaluation. We will miss her and wish her well in her new duties. Fortunately, we have been successful in recruiting an outstanding replacement for Leslie in Rachelle Aker, who comes to us from the Department of Internal Medicine at UK. The breadth and depth of her experience in health professions education, evaluation and faculty development will serve us very well. Third, our emphasis on Authentic Clinical IPE has moved forward with the creation of evaluation tools to assess student learning in clinical settings and student perceptions of team care in those settings. We are piloting these tools now and hope to see them implemented over the coming months. Finally, we welcomed new Fellows and Associates to the Center at our first Fellows and Associates retreat held in April and Authentic Clinical IPE was the theme.

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. I 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 2016-2017, over 1000 students and more than 160 faculty members from 16 academic programs participated in one or more IPE activities. IPE has grown at UK over the past year in both Center sponsored and 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 Teamwork Skills (iCATS), Morehead iCATS (M-iCATS), Authentic Clinical Interprofessional Education (ACIPE), Interprofessional Grand Rounds, and the student groups IPE Lunch & Learn, Conmigo, Global Health Alliance, MedRED.

Collaborative Programs: The Center is a catalyst for faculty and staff who develop IPE and accordingly assists in the delivery of programs relevant to IPE. This ranges from curriculum design assistance, evaluation services or consultation, to logistical support. Programs include: Interprofessional Teamwork in Global Health (IPTGH), Emory Global Health Interprofessional Case Competition, HIV Education Program, and the Interprofessional Leadership Certificate Work Group.

Instrumentation: The Center employs a variety of evaluation instruments for the assessment of program offerings. Assessment instruments include the following:

1. **Interprofessional Collaborative Competency Attainment scale** (Archibald, et al., 2014): The ICCAS retrospective pre/post design measures student perspectives on the development of interprofessional competencies.
2. **The Knowledge of Education and Scopes Scale:** This is an evaluation of student knowledge about the educational requirements and scope of practice of other professions.
3. **Course/Experience and Facilitator Evaluations:** These evaluations include standard items for the general assessment of program offerings and the associated faculty.

All of these scales employ a five point Likert scale with 5 as the highest rating.

Outcomes Overview: Program evaluation continues to demonstrate that our curricular and co-curricular experiences are effective in producing measurable improvements in interprofessional competencies as well as increased understanding of other professions.

All Center offerings that utilize the aforementioned evaluation tools show positive and statistically significant outcomes in pre/post means in interprofessional competency categories including communication, collaboration, roles and responsibilities, and conflict management/resolution, and in knowledge of educational requirements and scopes of practice across disciplines



Students present final projects in Deans' IPE Honors Colloquium.

“I really valued the chance to work with a small group of individuals outside of my field for the final project because it simulated real-life situations in which we will have to interprofessionally solve problems.”

– Physical Therapy Student, DIHC

CENTER SPONSORED Programs

Deans’ Interprofessional Honors Colloquium (DIHC): This semester-long honors level IPE course is project-based and includes presentations by university scholars with interprofessional experience and expertise in the content area. Students are placed in interprofessional small groups for class discussion, activities, and to complete a final project. For its eighth year, DIHC has continued the tradition of excellence with 63 students from 11 programs. The topic this year was substance abuse, and next year’s topic will be health literacy in vulnerable populations across the lifespan. Enrollment will be expanded to include students from Dietetics.

- **Overall Experience Rating:** 4.58 (fall), 4.74 (spring)
- **Overall Facilitator Rating:** 4.85 (fall), 4.87 (spring)
- **Outcomes Highlight:** One of the most highly regarded elements of the course is the interprofessional shadowing experience, made possible by the generosity of 33 professionals across eight disciplines.

Leadership Legacy: Leadership Legacy, another selective and highly successful program under the leadership of Erika Erlandson, MD, celebrated its sixth year with 20 students from seven programs. This semester long course allows learners to participate in a series of cohort-based activities in retreat, workshop, service, and mentoring relationships intended to enhance interprofessional leadership skills and professionalism.

- **Overall Experience Rating:** 4.89
- **Overall Facilitator Rating:** 4.84
- **Outcomes Highlight:** Students rate all sessions highly but have particularly high regard for the equine-assisted leadership workshop Herd Dynamics (4.89), the initial retreat including the DISC Personality Style Inventory (4.63), and the simulation on negotiation skills (4.40).

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 such as Leadership Legacy. With nearly 700 students and 70 faculty involved from seven health professions programs, iCATS is one of the largest pre-clinical IPE programs offered in the nation. Informed by extensive



Leadership Legacy students participate in the Herd Dynamics activity.

IPE Program Descriptions and Outcomes

continued

faculty and staff feedback and evaluation, the fourth iteration of iCATS included six meetings: orientation, a professional panel of experts, a patient panel, team huddle, simulation with standardized patients, and a debrief.

- **Overall Experience Rating:** 3.68
- **Overall Facilitator Rating:** 4.55
- **Outcomes Highlight:** Outcomes for 2016-2017 iCATS surpassed all prior years. All sessions were rated as valuable with the Patient Panel and Standardized Patient Simulation (3.68 and 3.67, respectively) regarded the most highly.

Morehead Interprofessional Teamwork and Collaboration Skills (M-iCATS): For the second year, the UK Physician Assistant Studies Program has partnered with the UK College of Social Work to provide a foundational IPE experience to students at rural campuses. Twenty-six students participated in M-iCATS through a combination of in-person meetings and online modules focused on the topic of transitions of care. The experience culminated in the students putting their newly developed skills to the test by planning the transition of care for a fictional patient.

- **Overall Experience Rating:** 4.52
- **Overall Facilitator Rating:** 4.90
- **Outcomes Highlight:** Students rated the electronic delivery methods (Zoom and Canvas) as highly effective (4.67) and particularly identified the orientation as a valuable opportunity for discussing scope of practice among team members (4.43).



Students engaging in the Standardized Patient Simulation for iCATS.

“I learned so much and gained so much confidence in communicating with professionals outside of my field. I also took away a special memory from the Herd Dynamics activity that I would not have experienced otherwise.”

– Public Health Student, Leadership Legacy

Authentic Clinical IPE Experiences (ACIPE):

Authentic clinical interprofessional education is possible for courses in clinical venues that have more than one health profession learner. To be identified as ACIPE, the course must teach and evaluate IPE competencies as listed in the *Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel*.

- **Recent Highlights:** In fall 2016, the ACIPE Work Group (17 faculty and staff from 10 academic programs or units) developed a universal evaluation instrument to assess IPE competencies across colleges, departments, and clinical sites. This tool was piloted in early



iCATS orientation.

spring 2017 with Pharmacy rotations and was very well received by preceptors. Continued pilot work is planned for 2017-2018 and the evaluation tool will be presented at the Nexus Summit in August 2017.

Interprofessional Grand Rounds: After a period of inactivity, the Center Faculty Development Committee relaunched Interprofessional Grand Rounds in collaboration with UKHC CECentral. Interprofessional Grand Rounds provides faculty, staff, and students with the opportunity to learn about contemporary developments in interprofessional collaborative practice from experts in the field.

- **Recent Highlights:** The Fall 2016 Interprofessional Grand Rounds featured Drs. Angela Carman and Robin Vanderpool (UK College of Public Health), addressing the topic of Proactive Office Encounters and the relevance of interprofessional teamwork in that context. The topic of Interprofessional Teamwork in Sports Medicine was addressed in spring 2017 by Drs. Christian Lattermann (UK College of Medicine) and Cale Jacobs (UK College of Health Sciences).

STUDENT GROUPS

Interprofessional Lunch & Learn Series: This student-led colloquium delivers presentations from both individuals and clinical teams at UK and is designed to help students understand how interprofessional collaboration occurs in UK clinical services.

Conmigo: Presentations during this student-led colloquium series provide information about the barriers that multi-cultural communities face in accessing health care. In addition to monthly informational meetings, many students also volunteer at the Chrysalis House.

Global Health Alliance: Global Health Alliance offers students an opportunity to interact and engage in discussion about global health issues. The vision is to provide experiences that prepare these future health professionals to pursue their passions in global health, integrating such efforts into their careers.

Medical Rehabilitation and Education Development (MedRED): MedRED is a student-led interprofessional group dedicated to fighting the substance use disorder epidemic in Kentucky through education. MedRED participants collaborate with health professions faculty to develop lecture presentations delivered in rehabilitation centers that explore the epidemiology, physiology, and repercussions of substance abuse.

IPE Program Descriptions and Outcomes

continued



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

COLLABORATIVE Programs

Interprofessional Teamwork in Global Health (IPTGH): This course helps prepare students and residents for the shoulder-to-shoulder health brigade in Ecuador. Students learn to work effectively as an interprofessional team to promote positive, holistic health outcomes for individuals and communities. With nearly 100 students from academic units all over campus taking this course, IPTGH is a unique and remarkable offering for students seeking IPE in an international context.

- **Overall Experience Rating:** 4.24
- **Overall Facilitator Rating:** 4.72
- **Outcomes Highlight:** This course was effective in addressing multiple global health competencies including: relationship between access to resources to individual and population health (4.34), influence of cultural context on perceptions of health (4.26), and the effect of social and economic determinants of health on access to health services (4.25). All class sessions were highly rated; however, students were particularly satisfied with the Environment and Health (4.40), Effective Community Engagement (4.40) and Ecuadorian History (4.36) components.

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 Interprofessional Case Competition. As a precursor to the national competition, a local competition is held annually in which interdisciplinary student teams address contemporary global health issues and offer solutions. The local competition included seven subject matter experts/mentors from three UK academic programs and six judges from higher education institutions across the U.S.

- **Recent Highlights:** The UK Competition statistics for 2016 included 37 students from nine colleges. The winning UK team went on to compete at the Global Health Case Competition hosted at Emory. Although they did not place, the team presented a very compelling case and demonstrated strong teamwork.

“I knew little about social workers and their scope of practice before beginning the M-iCATS program. I now feel that I understand and appreciate their profession more.”

– Physician Assistant Studies Student, Morehead iCATS

HIV Education Program: Led by Kentucky AIDS Education Training Center (KY AETC), the two-year UK HIV Education Program was developed 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. Students complete interprofessional shadowing, 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.

- **Recent Highlights:** In spring 2017, 10 students from four academic programs were welcomed as the first cohort for the program. Didactic sessions for this cohort included an introduction to IPE, Social Determinants of Health, Introduction to HIV, and HIV Medications. Outcome data will be available upon their completion of the program in spring 2019.

Interprofessional Leadership Certificate Work Group: The concept of developing a Graduate Certificate in Interprofessional Leadership began as a discussion at a fall 2016 meeting of the Provost’s Leadership Team. Based on that discussion, the Center convened a group of nine faculty members representing seven academic colleges in February 2017 with a charge to explore development of such a program. Work is ongoing and the group plans to deliver a formal proposal to Deans of the health professions colleges within the 2017-2018 academic year.

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



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

IPE Program Descriptions and Outcomes

continued

SCHOLARSHIP

In this academic year, six manuscripts were published in peer-reviewed scholarly journals and seven peer-reviewed presentations were provided at national conferences.



iCATS students participate in a team discussion.

EXTERNAL FUNDING

Nexus: 2016-2017 was the final 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 for the development of interprofessional 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. The Primary Investigator is Dr. Erika Erlandson (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 (.5 FTE).

- **Recent Highlights:** In August 2016, Dr. Erika Erlandson delivered an oral presentation on the KCATS tool at the annual Nexus conference in Minneapolis and at the All Together Better Health Conference in Oxford, England in September.

AIDS Education Training Center (AETC): The grant for the HIV Education Program supported 1.5 FTE of the Center Director's distribution of effort annually. In this capacity, the Director provides support to the HIV Education Program by serving on the steering committee and supporting the IPE didactic portion of the program.

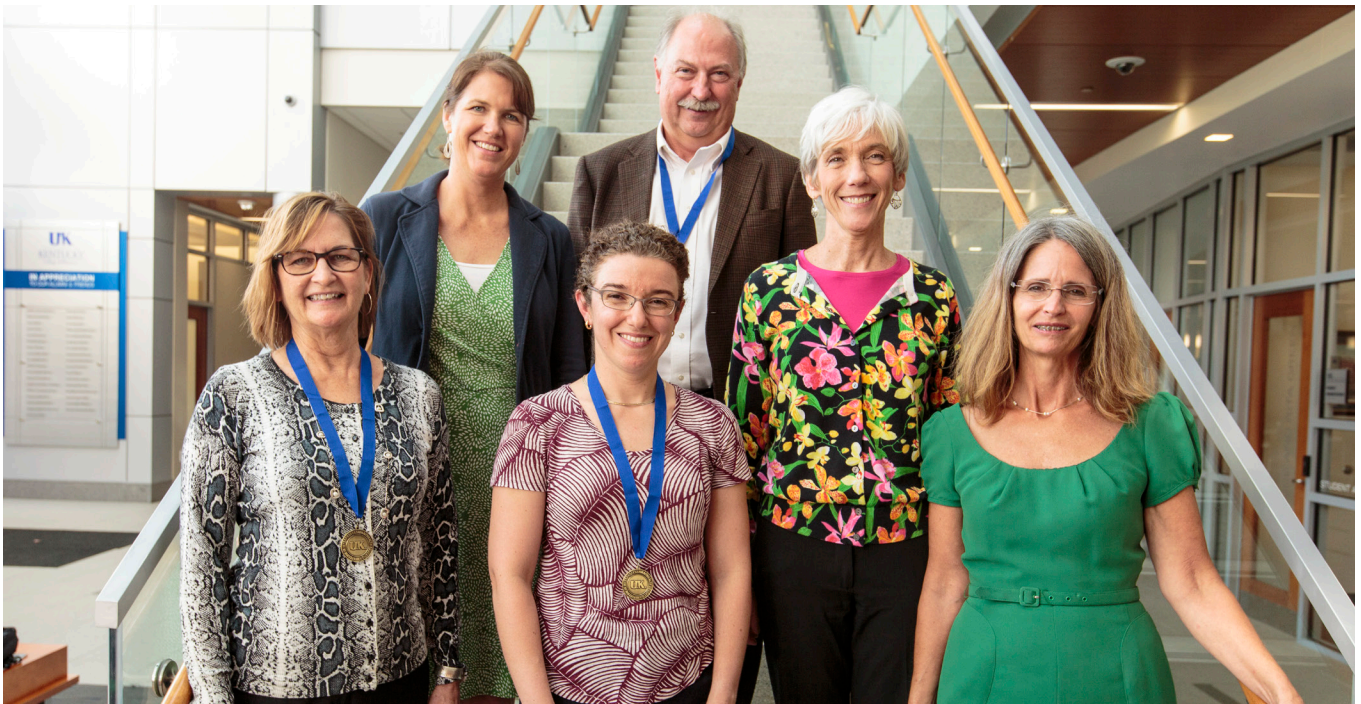
“Learning about the social determinants of health and major factors impacting the health of Ecuadorian citizens was fascinating.”

– Dental Student, IPTGH

FACULTY DEVELOPMENT

Faculty Development Committee: From its inception, the Center has worked closely with its Faculty Development Committee to develop and deploy content that assists faculty members in acquiring the skills necessary to teach and evaluate the IPE competencies.

- **Recent Highlights:** Members of the committee assisted with the highly successful iCATS Facilitator trainings in October. Additionally, modules on the PEEER Model for effective interprofessional communication and on transitions of care are in development in collaboration with UKHC CECentral. Ongoing effort continues for the identification of opportunities to enhance faculty understanding and implementation of interprofessional education and practices.
- **2016-2017 Membership:** Stacy Taylor – Chair (Pharmacy), 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)



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

Faculty Associates and Fellows Program: Established in spring 2016, the Faculty Fellows and Associates 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. New members may be nominated or self-nominated and are reviewed by the respective Steering Committee of the position for which they applied. The Center's Board of Directors confirms appointments bi-annually.

IPE Program Descriptions and Outcomes

continued

- **Recent Highlights:** The Center welcomed six new Fellows and nine new Associates in 2016-2017. Further, a Faculty Associates and Fellows Retreat in April 2017 provided opportunities for members to network, identify collaborative research opportunities, and most importantly, assist the Center in the advancement of Authentic Clinical IPE. In just one year after being established, the Center is very proud to have a total of 25 Fellows and 10 Associates representing seven academic programs.



Faculty Fellows And Associates retreat.

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 IPE.

- **Recent Highlights:** The Center hosted an IPE Student Panel Discussion moderated by Dean Janie Heath in which students from six academic programs discussed the importance of curricular and co-curricular IPE experiences. The session was highly rated by conference attendees and plans are underway to continue offering similar sessions at future conferences. In addition, Provost Tim Tracy's Keynote Address focused on IPE and how it can be taught in community settings.

Leadership and Governance

Board of Directors: Deans from the health professions and related colleges form the Board of Directors, the main governance body of the Center. The Center Director participates as a member of the board.

- **2016-2017 Membership:** Janie Heath – Chair (Nursing), Robert DiPaola (Medicine), Stephanos Kyrkanides (Dentistry), Scott Lephart (Health Sciences), Dan O’Hair (Communication and Information), Kip Guy (Pharmacy), and Ann Vail (Social Work).

Academic Leadership: The Academic Leadership Committee provides leadership and advice to the Director and staff, informing 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 a designee.

- **2016-2017 Membership:** Kalea Benner (Social Work), Pat Burkhart (Nursing), Katie Cardarelli (Public Health), Reny De Leeuw (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 curricula are relevant and valued by students. To support this goal, the Center annually recruits a diverse body of students from across the academic disciplines to help critique current Center offerings and brainstorm new ideas.

- **2016-2017 Membership:** Stella Achenjang, Ben Cloyd, Mary Greenwood, Marc Kai, Michael Koenig, and Jeremy Swiney from the College of Medicine; Taylor Blaylock, Blake Dickens, and Stephen Haverkos from the College of Dentistry; Kayla Maggard and Jackson Van Arsdale from the College of Health Sciences; Neil Horsley from the College of Public Health; Anthony Marti and Tony Nesta from the College of Pharmacy; Corinna Hughes, Alyssa Lesure, Tori Anne Shelton, and Cassandra Snodgrass from the College of Nursing.

Conclusion

Thank you for reviewing the 2016-2017 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 University Administration, UK HealthCare, the CIHE Board of Directors and 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 2016-2017. These values represent the total number of occasions which students or faculty members participated in the programs. The tables are organized by academic program.

Participation is tabulated based on the Center offering categories as described below:

- **Center Sponsored Programs:** DIHC, Leadership Legacy, iCATS, Morehead iCATS, Authentic Clinical IPE, IPE Grand Rounds, Lunch & Learn, Connigo, Global Health Alliance, MedRED
- **Collaborative Programs:** Interprofessional Teamwork in Global Health, Emory Global Health Interprofessional Case Competition, HIV Education Program
- **Service** refers to activities that students and faculty do outside the context of formal offerings, including committee service and grant-related activities. Center Offerings in the category of Service include the following: IP Student Advisory Committee, Interprofessional Leadership Certificate Work Group, Nexus Grant, Faculty Development Committee, Faculty Associates and Fellows, AHEC Conference (IPE presentation), CIHE Board of Directors, Academic Leadership Committee.

Table 1: Student Participation by Program 2016-2017

		Center Sponsored	Collaborative	Service	Total
CPE		4	0	0	4
COD		157	10	3	170
CHS	AT	2	0	0	2
	CSD	37	11	0	48
	HHS	0	4	0	4
	PT	77	12	3	92
	PAS	69	11	3	83
	RS	0	0	0	0
COM		431	19	16	466
CON		266	18	8	292
COP		380	14	4	398
CPH		10	8	3	21
CCI		1	1	0	2
CEK		3	1	0	4
CSW		21	1	0	22
UG/M		4	40	0	44
Total		1462	150	40	1652

Acronyms for colleges and programs:

- COD College of Dentistry
- CHS College of Health Sciences
- AT Athletic Training
- CSD Communication Sciences and Disorders
- HHS Human Health Sciences
- PT Physical Therapy
- PAS Physician Assistant Studies
- RS Rehabilitation Sciences
- COM College of Medicine
- CON College of Nursing
- COP College of Pharmacy
- CPH College of Public Health
- CCI College of Communication and Information
- CEK College of Education (Kinesiology)
- CSW College of Social Work
- UG/M Undergraduate Studies & Misc. Programs

“It’s nice to begin building the connections between disciplines that we will one day have to rely on in our careers, and begin the foundational steps to working cohesively as a team member.”

– Pharmacy Student, iCATS

Table 1: Faculty Participation by Program 2016-2017

		Center Sponsored	Collaborative	Service	Total
CPE		1	0	0	1
COD		13	1	7	21
CHS	AT	5	0	3	8
	CSD	6	1	1	8
	HHS	0	0	0	0
	PT	12	2	3	17
	PAS	9	3	1	13
	RS	1	0	1	2
COM		37	10	14	61
CON		36	2	17	55
COP		27	4	10	41
CPH		3	2	5	10
CCI		1	1	2	4
CEK		1	0	0	1
CSW		5	1	6	12
UG/M		10	12	0	22
Total		167	39	70	276

Acronyms for colleges and programs:

- CPE Clinical and Pastoral Education
- COD College of Dentistry
- CHS College of Health Sciences
- AT Athletic Training
- CSD Communication Sciences and Disorders
- HHS Human Health Sciences
- PT Physical Therapy
- PAS Physician Assistant Studies
- RS Rehabilitation Sciences
- COM College of Medicine
- CON College of Nursing
- COP College of Pharmacy
- CPH College of Public Health
- CCI College of Communication and Information
- CEK College of Education (Kinesiology)
- CSW College of Social Work
- UG/M Undergraduate Studies & Misc. Programs



iCATS students participate in a case study about orofacial pain.

CIHE Staff

James Norton, PhD, Center Director



Dr. Norton is the Director of University of Kentucky Center for Interprofessional Health Education. Previously, he served as an Associate Dean in the 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.

Rachelle Aker, MAEd, Associate Center Director



Rachelle received her bachelor's degree, secondary teaching certification, and her master's degree (M.A. Ed, Secondary Education, Curriculum & Instruction, emphasis in Global Education) here at the University of Kentucky. She has completed post-master's work toward her doctorate in instructional design, which is her area of interest. Rachelle began her career teaching middle and high school students in Fayette County Public Schools, receiving the district's nomination for Outstanding First-Year Teacher. Her years of classroom teaching have shaped her passion for individualized learning, meaningful practice, outcomes-based performance assessment and integrated curriculum. For the past seven years, she has served as the Senior Medical Education Specialist for the UK Internal Medicine Residency Program, assisting the program directors by designing a robust assessment and evaluation system to match curricular goals and accreditation standards. Other responsibilities have included leading efforts in faculty development, resident clinical quality improvement projects, annual program review, and serving on Graduate Medical Education work groups and committees (Education Development Subcommittee, Program Coordinator Needs Assessment, Faculty Evaluation Work Group.)

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 and was recently invited to present a poster at the international All Together Better Health conference. 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 is currently a doctoral student in the Health Management and Policy program within the UK College of Public Health.

John Blaine, MAEd, Educational Coordinator



Mr. Blaine is the Educational Coordinator 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 recently earned a master's degree in Gifted Education from Eastern Kentucky University.



Steve Haverkos, College of Dentistry
Class of 2017

“As I reflect on the last four years of my dental education, I have had many great experiences. Some experiences that have really affected how I plan to practice in the future were Deans’ Interprofessional Honors Colloquium and Leadership Legacy. The lessons I learned will enable me to value a team-focused, patient-centered care system. I am planning to own a practice in the future and one of the first things I hope to develop is my team of practitioners. I’m eager to put into practice what I have learned. Thanks again for everything!”

 **Center for
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