



Center for Interprofessional Health Education



Annual Report ● 2017-2018

Leadership Messages

Provost

David W. Blackwell, PhD

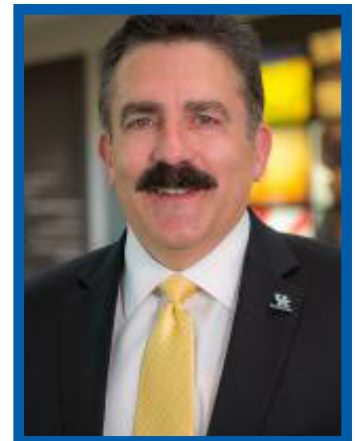


The Center speaks to our mission as a land grant, flagship institution with an unwavering commitment to improving health in Kentucky and beyond. It provides the space for students, faculty, and clinicians to explore the distinct responsibilities of the various practice disciplines and to better understand how collaborative, team-based care enhances patient outcomes.

Executive Vice President for Health Affairs

Michael F. Newman, MD

In our role as the clinical enterprise of the University of Kentucky, UK HealthCare places a high value on team-based leadership and care. Given the complexity of our patient base, it is critical that those joining our care teams understand how to work and thrive within a team because it takes a multidisciplinary approach to deliver the complex, advanced care for which we are known. We commend the Center for the progress it is making to develop health care students as future interprofessional team members – fully understanding their own professional identity while gaining an understanding and appreciation for the roles of others on the health care team.



CIHE Board of Directors Chair

Janie Heath, PhD, APRN-BC, FAAN, FNAP, FAANP



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 continues to do 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 continued level of quality 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 in the Commonwealth and beyond.

Center Update and Report Highlights

Director James C. Norton, PhD

This year has been an amazing one for our Center. Looking first at our signature offering, iCATS, for this year, the Course Committee made a substantial change to the format, concentrating the six evening sessions into two half days. The result was a large and positive change in student evaluations of the experience compared with previous years, which was certainly a gratifying outcome. The Center was pleased to collaborate on two new initiatives funded by UK Women and Philanthropy Network grants: hCATS to Appalachia for Wellness and Oral Health, a partnership in which interprofessional teams of students accompany College of Dentistry students on sealant trips to elementary schools in rural communities, and hCATS to Cultivating Practices in Resilience (CPR) Camp, weekend retreats to explore mindfulness and resilience-building strategies. Student response to both programs was overwhelmingly positive. As the grant period ended, the Center committed to fully fund hCATS to Appalachia going forward, sustaining this clinical service-learning program. Turning to some other activities, we are working on developing a follow-up experience to Leadership Legacy that continues to develop leadership skills and team problem-solving. Our emphasis on Authentic Clinical IPE continues with a pilot of the revised evaluation tool in selected courses and venues in the coming year. DIHC continues to be well received and, next year, the topic will be opioid abuse, a focus area for which UK is dedicating efforts. We remain active in scholarly works which champion IPE both here and abroad.



Finally, looking at CIHE staff, we've had some transitions. Rachelle Aker came on board in July to replace Leslie Woltenberg, who accepted a faculty position with Physician Assistant Studies. In November, we welcomed Shelley Ferrin, and she has been a wonderful addition to our team. John Blaine has recently accepted a new position with the College of Pharmacy for the upcoming year; we celebrate his promotion and wish him well in his new role. And finally, we are pleased to welcome Madeline Aulisio back to the team, after a year away to gain experience in the clinical setting. In the midst of comings and goings, we remain committed to our Center's vision and mission. We not only welcome our new staff but encourage new faculty who are not yet familiar with our Center, to join us in a new year of collaboration.

In summary, it's been another great year for IPE at UK, and I appreciate the opportunity to play a role in these efforts. As always, the Center welcomes your thoughts. If you would like to learn more about any of our offerings, please let me know. I'm always happy to chat about our work!

A handwritten signature in black ink, appearing to read "J. Norton".

Center Vision and Mission

The Center's vision and mission were first established by the deans of the health profession colleges in response to a charge by the Provost in 2010.

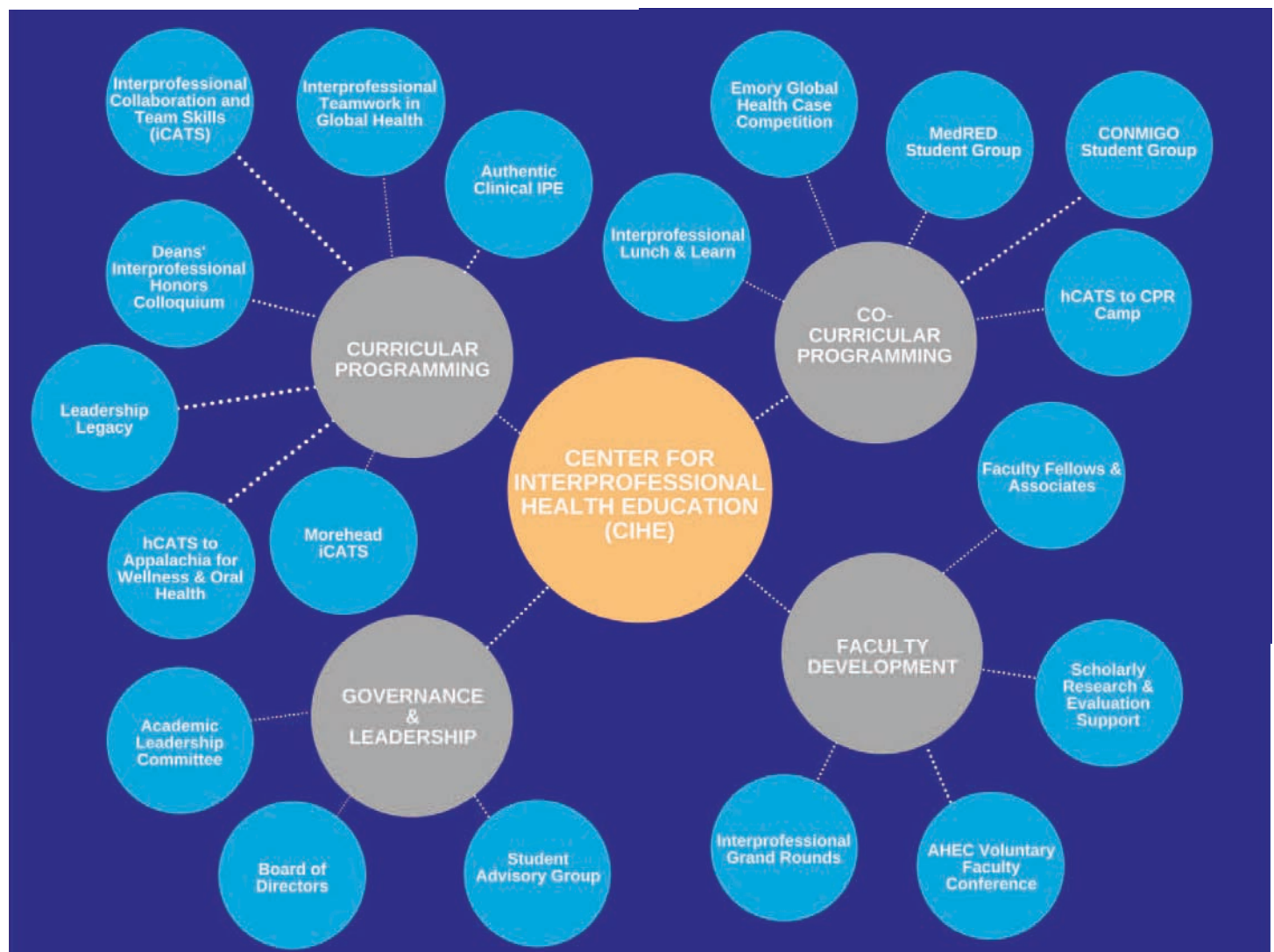
Vision

Students in the UK health professions and related colleges will graduate having acquired the skills, knowledge, and values needed for collaborative practice in health care delivery and in the promotion of human health.

Mission

The Center will collaborate with faculty members to design and implement interprofessional curricular elements and other activities that lead to team-ready graduates. Further, the Center will collaborate with faculty on professional development and support scholarly work related to IPE.

The following diagram reflects the breadth and reach of our activities. Our Center unifies efforts among our many partners to grow IPE at the University of Kentucky.



IPE Program Descriptions

Interprofessional education (IPE) has continued to grow exponentially over the 2017-18 academic year, with nearly 1500 students and over 250 faculty encounters and 17 academic programs participating in Center offerings. Please visit our website www.uky.edu/CIHE to learn more.

Center Sponsored Programs

- Core interprofessional offerings managed and evaluated by the Center
- Required and elective curricula, and elective co-curricular programming

Programs in place: Deans'

Interprofessional Honors Colloquium (DIHC), Leadership Legacy,

Interprofessional Collaboration and Team Skills

(iCATS), Morehead iCATS (M-iCATS), hCATS to Appalachia for Wellness & Oral

Health, Authentic Clinical Interprofessional Education (ACIPE), Interprofessional Grand Rounds, and the student groups IP Lunch & Learn, Conmigo, and MedRED.

New directions: The Center is pleased to announce that hCATS to Appalachia for Wellness & Oral Health, initially a collaborative program funded by a grant from the UK Women and Philanthropy, has transitioned to become a fully sponsored curricular program of the Center for the next academic year, and will expand beyond Appalachian communities. Work is also underway with the course committee on a new elective course to follow Leadership Legacy that will continue the development of leadership skills and critical problem solving.

Collaborative Programs

- Center support for faculty/staff as they develop and deliver programs relevant to IPE
- Curriculum design assistance, evaluation services or consultation, logistical support

Programs in place: Interprofessional Teamwork in Global Health (IPTGH), Emory Global Health Interprofessional Case Competition, and hCATS to Cultivating Practices for Resilience (CPR) Camp.

New directions: The Center recently met with representatives of the Down's Syndrome Alliance of Central KY (DSACK) to explore possibilities for collaboration in preparing future care providers to work with this vulnerable population.



IPE Program Outcomes

Instrumentation

Assessment instruments in place (5-point Likert scale with 5 as the highest rating):

- Interprofessional Collaborative Competency Attainment Scale (ICCAS) (Archibald, et al., 2014): retrospective pre/post design measures student perspectives on the development of interprofessional competencies
- Knowledge of Education and Scope Scale: evaluation of student knowledge of educational requirements and scope of practice of other professions
- Course/experience and facilitator evaluations: standard items for the general assessment of program offerings and the associated faculty facilitators

New directions: Development of the Authentic Clinical IPE (ACIPE) evaluation tool continues, with implementation planned as a pilot phase in the coming year.

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, conflict management and resolution, and in knowledge of educational requirements and scopes of practice across disciplines. Outcome data for each of the programs appear with their descriptions below.

CENTER SPONSORED PROGRAMS

Interprofessional Collaboration and Team Skills (iCATS)

- Core interprofessional curriculum for all first-year health program students
- Baseline knowledge, skills, and attitudes required to participate in intermediate and advanced interprofessional curricula (i.e. DIHC, Leadership Legacy)
- Two half-day sessions in the spring semester

With over 700 students and 75 faculty involved from eight health professions programs, iCATS is one of the largest pre-clinical IPE programs offered in the nation. Informed by extensive faculty, student and staff feedback and evaluation, the fifth iteration of iCATS included introduction of the PEEER communication model, learning about other professions' education and roles/responsibilities, a case scenario, a simulation with standardized patients, and a debrief.

Overall Experience Rating: 4.27

Overall Facilitator Rating: 4.92

Outcomes Highlight: Outcomes for iCATS continue in an upward trend, surpassing all prior years. All sessions were rated as valuable with the Standardized Patient Simulation regarded the most highly (4.56). Student comments lauded the opportunity to interact and collaborate with others outside one's own profession.

Deans' Interprofessional Honors Colloquium (DIHC)

- Semester-long honors level IPE course offered during both fall and spring
- Presentations by university scholars with IPE experience and content area expertise
- Project-based; students are placed in small interprofessional groups for class discussion, activities, and project planning

For its ninth year, DIHC has continued the tradition of excellence with 69 students from 13 programs. The topic this year was health literacy in vulnerable populations across the lifespan, and next year's topic will be opioid abuse.

Overall Experience Rating: 4.63 (fall), 4.68 (spring)

Overall Facilitator Rating: 4.60 (fall), 4.46 (spring)

Outcomes Highlight: In addition to completing a team project to address an aspect of health literacy, students appreciated the interprofessional shadowing experience, made possible by the generosity of UK and community health professionals willing to welcome students into the practice setting.

Leadership Legacy

- Semester-long honors level IPE course offered during the spring semester (will be offered for the fall semesters beginning in Fall 2018)
- Series of cohort-based activities in retreat, workshop, service, and mentoring relationships intended to enhance interprofessional leadership skills and professionalism

Leadership Legacy, another selective and highly successful program, celebrated its seventh year with 24 students from eight programs.

Overall Experience Rating: 4.40

Overall Facilitator Rating: 4.70

Outcomes Highlight: Students rate all sessions highly but have particularly high regard for the political advocacy session in Frankfort with legislators (4.60), the initial retreat including DISC Personality Style Inventory (4.45), and the equine-assisted leadership workshop Herd Dynamics (4.20).



IPE Program Outcomes

(continued)

Morehead Interprofessional Collaboration and Team Skills (M-iCATS)

- Core interprofessional curriculum for students from rural campuses in the UK Physician Assistant Studies (PAS) and UK College of Social Work (CSW) programs
- Combination of in-person meetings (Morehead campus) and online modules

For the third year, the UK PAS and UK CSW partnership has provided a foundational IPE experience to rural campus students, making the program accessible via distance learning. Twenty-four students participated, with the experience culminating in applying newly developed skills to creating a transition of care plan for a fictional patient.

Overall Experience Rating: 4.35

Overall Facilitator Rating: 4.54

Outcomes Highlight: Students rated the electronic delivery methods (Zoom and Canvas) as effective (4.22) and indicated that the experience provided a foundational understanding of IPE and team-based collaboration in health care (4.54).

hCATS to Appalachia for Wellness and Oral Health

- Dental sealant intervention and wellness education for elementary schoolchildren in underserved Kentucky communities
- A minimum of three trips planned each October for interprofessional teams of students

In its first year, this service-learning program reached the communities of Ashland (Boyd County), Morehead (Rowan County), Whitesburg (Letcher County) and Sandy Hook (Elliott County). Forty-eight health profession students from six colleges paired with 65 dentistry students to provide health services, with grant funding this year provided by the UK Women in Philanthropy Network, and the Center providing administrative and staff support.

Overall Experience Rating: 4.60

Outcomes Highlight: Mean scores for all teamwork competencies were well above 4.0 (average mean = 4.35). Common themes in student feedback were enjoyment in working with pediatric patients, pride in community service, experiencing regional differences, learning about rural communities, appreciation for collaboration, and practicing newly acquired clinical skills in an authentic setting.

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
- Continuing education credit available for most presentations

Recent Highlights: Fall 2017 featured Dr. Erika Erlandson (UK College of Medicine) presenting an innovative approach to transitions of care for stroke patients: Kentucky Care Across Transitions for Stroke (KCATS). In Spring 2018, the Center hosted a Grand Rounds series on opioid use disorder with Dr. Michelle Lofwall presenting "Interprofessional Collaborative Care in the Treatment of Opioid Addiction", and Dr. Kristy Deep presenting "Opioid Stewardship: It's Everyone's Job".



Authentic Clinical IPE Experiences (ACIPE)

- Clinical venues that have more than one health profession learner learning with, from, and about each other
- Teach and evaluate IPE competencies as listed in *Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel* (2011, rev 2016)

Recent Highlights: The development of a universal evaluation instrument to assess IPE competencies across colleges and clinical sites began in 2016. Since then, the tool has been presented at the Nexus Summit (August 2017) and feedback sought. More revision resulted with collaborative efforts to make it behavior-based and user-friendly. The tool will debut in a pilot phase in the spring.

STUDENT GROUPS

Interprofessional Lunch & Learn Series

- Student-led colloquium
- Presentations from both individuals and clinical teams at UK designed to help students understand how interprofessional collaboration occurs in UK clinical services

Recent Highlights: Teams presented from Kentucky Children's Hospital, Amyotrophic Lateral Sclerosis (ALS) Clinic, Anesthesia and Operating Room, and dental clinics.

Connmigo

- Student-led colloquium series with monthly meetings to explore barriers facing multi-cultural communities in accessing health care
- Opportunity to practice Spanish language skills

Students may also volunteer at the Chrysalis House, Fayette County elementary schools, and the annual Hispanic and Migrant Community Holiday Health Fair.

Recent Highlights: This year, the decision was made by student members to merge Global Health Alliance with Connmigo, to coalesce one membership with similar goals and interests.

Medical Rehabilitation and Education Development (MedRED)

- Student-led interprofessional group dedicated to fighting the substance use disorder epidemic in Kentucky through education
- Participants collaborate with health professions faculty to develop lecture presentations delivered in rehabilitation centers that explore the epidemiology, physiology, and consequences of substance abuse

Recent Highlights: Students received a warm welcome as they presented to recovering substance use disorder patients at rehabilitation facilities in Covington, KY, and at GreenHouse17 in Lexington.

New directions: Plans are underway to expand this group's reach to Pathways-Morehead Inspirations Center, and to pregnant women at Polk Dalton Clinic here in Lexington.



IPE Program Outcomes

(continued)

COLLABORATIVE PROGRAMS



hCATS to Cultivating Practices for Resilience (CPR) Camp

- Provides students a strategy 'toolkit' for managing stress, building resilience, and preventing burnout
- Weekend retreat format with a variety of presenters sharing tips/strategies for work-life balance through mindfulness, time management, relaxation exercises, and self-care

Overall Experience Rating: 4.6

Overall Presenters Rating: 4.1

Outcomes Highlight: Students from the first cohort raved about the experience at Shaker Village in June, with a retrospective pre/post analysis showing gains in: habits/practices of resilient people (3.0 to 4.3), strategies for building resilience (3.1 to 4.1), and work-life balance (3.0 to 4.2).

Interprofessional Teamwork in Global Health (IPTGH)

- Interprofessional 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

Overall Experience Rating: 4.48

Overall Facilitator Rating: 4.90

Outcomes Highlight: This course was effective in addressing multiple global health competencies including: influence of cultural context on perceptions of health and disease (4.34), an understanding of common ethical issues and challenges that arise when working within diverse economic, political, and cultural contexts to address global health issues (4.31) and the relationship between access to and quality of resources on individual and population health (4.30). All class sessions were highly rated; however, students were particularly satisfied with Travel Orientation (4.42), Demystifying my Culture (4.41), and Effective Community Engagement in Health Promotion (4.39).

With over 100 students from academic units taking this course, IPTGH is a unique and remarkable offering for students seeking IPE in an international context.



Emory Global Health Interprofessional Case Competition

- Local competition held annually in which interdisciplinary student teams address contemporary global health issues and offer solutions (precursor to the national competition)
- Hosted by the Global Health Initiative, UK International Center, with planning assistance and staff support by our Center

Recent Highlights: The local competition held in February 2018 included ten subject matter experts/mentors from five UK academic programs and six judges from higher education institutions across the U.S. with nearly 70 students from 12 UK colleges represented. Teams competed to present a solution for the case “Growing Pains: Palliative Care in Indonesia and Papua, New Guinea”. Three winning teams were recognized here at UK and a hybrid team from among the winners competed at the Global Case Competition hosted at Emory.

UK Area Health Education Center’s Annual Voluntary Faculty Conference

Since 1994, the Voluntary 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

- IPE Student Panel Discussion hosted by our Center; students from four academic programs discussed the importance of curricular and co-curricular IPE experiences
- Session highly rated by conference attendees and plans are underway to continue offering similar sessions at future conferences


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. Ongoing effort continues for the identification of opportunities to enhance faculty understanding and implementation of interprofessional education and practices.

2017-2018 Membership: Stacy Taylor – Chair (Pharmacy), Cathy Catlett, Lynne Jensen, and Erin Chiswell (Nursing), Julia Costich (Public Health), Larry Cunningham and Lorri Morford (Dentistry), Shawn Caudill, Kris Lohr, and Helen Garces (Medicine), and Karen Badger (Social Work).

Recent Highlights

- Committee members assisted with the highly successful iCATS Facilitator trainings
 - Modules to introduce the PEEER Model for effective interprofessional communication finalized for UKHC CECentral
 - Grand Rounds topics and presenters selected
- 

IPE Program Outcomes

(continued)

Faculty Fellows and Associates 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.

2017-18 Membership: We are proud to recognize a total of 22 Fellows and 13 Associates representing eight academic programs.

Recent Highlights

- The Center welcomed two new Fellows (Audrey Johnson and Leslie Woltenberg) and two new Associates (Emily Messerli and Ron Singer) at the spring retreat in April
- Retreat provided opportunities for members to network, identify collaborative research opportunities, and assist the Center in the advancement of ACIPE



Leadership & Governance

Board of Directors

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

2017-2018 Membership: Janie Heath, Chair (Nursing), Donna Arnett (Public Health), Robert DiPaola (Medicine), Kip Guy (Pharmacy), Stephanos Kyrkanides (Dentistry), Scott Lephart (Health Sciences), Dan O'Hair (Communication and Information), and Ann Vail (Social Work).



Academic Leadership

This committee, comprised of the associate deans who oversee academic affairs or a designee within each of the participating colleges, is charged by the Board of Directors to guide the Center as it pursues curricular innovation supporting IPE.

2017-2018 Membership: Members for the past academic year included: Kristin Ashford (Nursing), Kalea Benner (Social Work), Angie Carman (Public Health), Reny De Leeuw (Dentistry), Christopher Feddock (Medicine), Carl Mattacola (Health Sciences), and Frank Romanelli (Pharmacy).

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, in addition to assessment of its offerings, the Center annually recruits a diverse body of students from across the academic disciplines to help critique current Center offerings and brainstorm new ideas.

2017-2018 Membership: Audrey Bachman (Communication and Information); Lauren Estep, Nicole Davenport, Cecily Chambers (Communication Sciences & Disorders); Taylor Blaylock, Tyler McCubbins, Alex Kluemper, Lucas Pepper, and Yuriy Udod (Dentistry); Nadine Achenjang, Neil Horsley, Mary Greenwood, Benjamin Cloyd, Eric Kiltinen, Michael Koenig, Jeremy Swiney, Zeeshan Akhtar, Patrick Michael, Elliot Campbell, Charles Mechas, Paul Yager, Connor Appleman (Medicine); Kent Brouwer and Kristen Keifer (Nursing); Kayla Maggard, Jacquee McNear, and Katie Walker (Physician Assistant Studies); Tony Nesta, Travis Smith, and Mary Sau (Pharmacy); Jackson Van Arsdale (Physical Therapy); Keahna Akin (Public Health).

IPE Participation by Program

The number of students and faculty members who participated in the Center's IPE programs for the past academic year is shown in Table 1 as number of encounters, since many of our participants engage in multiple Center offerings. Acronyms for colleges and academic programs are included below the table.

Table 1:
Number of Student & Faculty Encounters by Professional Program & Center Offering

2017-18	STUDENT ENCOUNTERS							TOTAL STUDENTS	TOTAL FACULTY
	DIHC	iCATS	M-iCATS	LL	hCATS for W & OH	hCATS to CPR Camp	Student Groups		
CCI	3				1			4	4
CHS/AT							1	1	2
CHS/CSD	2	30		2			9	43	10
CHS/HHS							14	14	0
CHS/PAS	2	41	11	2			32	88	18
CHS/PT	6	68		5	2		33	114	21
CHS/RS							1	1	0
COA	4							4	7
COD	6	64		2	65		60	197	31
COE	2							2	4
COM	4	136		1			142	283	45
CON	7	255		2	33	7	60	364	53
COP	2	148		6	6	2	101	265	34
CPE	9							9	4
CPH	4				2		7	13	8
CSW	9		7	1	4	1	5	27	15
Other UK							59	59	2
TOTAL	60	742	18	21	113	10	524	1488	258

CCI = College of Communication and Information (Health Communication)

CHS = College of Health Sciences

CHS/AT = Athletic Training

CHS/CSD = Communication Sciences & Disorders

CHS/HHS = Human Health Sciences

CHS/PAS = Physician Assistant Studies

CHS/PT = Physical Therapy

CHS/RS = Rehabilitation Sciences

COA = College of Agriculture (Dietetics & Nutrition)

COD = College of Dentistry

COE = College of Education (Health Promotion)

COM = College of Medicine

CON = College of Nursing

COP = College of Pharmacy

CPE = Clinical Pastoral Education

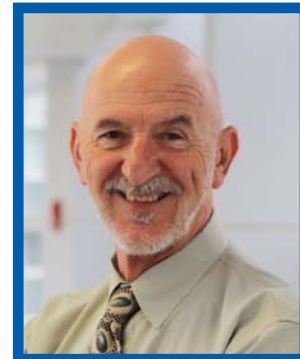
CPH = College of Public Health

CSW = College of Social Work

Center Staff

James Norton, PhD Center Director

Before assuming leadership of the Center, Dr. Norton served as an Associate Dean in the College of Medicine overseeing community based educational activities, directing CECentral, 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, completing post-doctoral training in clinical neuropsychology at the University of Wisconsin. He holds a joint appointment as Professor in the UK Departments of Psychiatry and Neurology.



Rachelle Aker, MEd, Center Associate Director



Rachelle completed both her undergraduate and graduate programs here at UK, earning a Master's degree in Education (Curriculum and Instruction) and continuing in post-graduate work toward a doctorate in instructional design, her area of interest. Beginning her career as a middle and high school teacher with Fayette County Public Schools, Rachelle received the district's nomination for Outstanding First-Year Teacher. Her years of classroom teaching have shaped her passion for tailoring instruction to be fun while meeting objectives, engaging in meaningful practice, and using outcomes-based assessment to guide improvement. She is delighted to bring this experience to the Center, as well as her seven years with UK Internal Medicine. While there, she oversaw evaluations, program review, and resident quality improvement projects, led faculty development, and became certified in graduate medical education administration (C-TAGME). Her expertise in these areas is a welcome asset to the leadership team.

John Blaine, MEd Health Education Coordinator & IPE Specialist

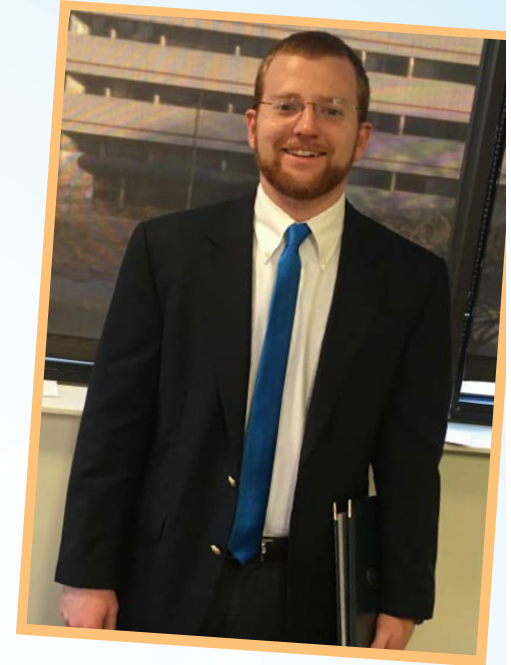
John holds a bachelor's degree from UK in Secondary English Education, teaching certification in Elementary Education, and a master's degree from Eastern Kentucky University in Gifted Education. In addition to teaming up to coordinate the Center's many offerings, John's focus has centered on assisting faculty in the development of Authentic Clinical IPE sites, assisting and promoting student-led interprofessional groups, overseeing the logistics for distance learning within the Morehead i-CATS course, and planning the annual Fellows and Associates retreat and recognition ceremony. John has served in this role for the past three years, helping to foster Center partnerships.



Shelley Ferrin, MA Health Education Coordinator & IPE Specialist

Our most recent addition to the team, Shelley holds degrees in Radiography (AAS), Imaging Sciences (BS), and Adult and Higher Education (MA). She spent 22 years as a practicing radiographer and served as a faculty member at BCTC in the Radiography Program and Developmental Education before joining the Center in November 2017. The combination of experience in direct patient care and teaching in higher education made her an ideal fit for the Center. While coordinating the Center's many offerings, she also participates in the development and implementation of new curriculum and initiatives. She works closely with both faculty and students to create a learning environment that is positive, inclusive, and rewarding for all participants.

“Throughout my time in the Second-Degree Bachelors of Science in Nursing program at UK, I have had the opportunity to improve my professional practice by participating in the programs offered by the Center for Interprofessional Education. During my time in Leadership Legacy, DIHC (Deans Interprofessional Honors Colloquium, and the hCATS CPR Camp (Cultivating Practices for Resilience), I have learned the importance of teamwork and actively engaging with my peers from all the health professions. Furthermore, I have gained practical skills and knowledge in how to be a leader in my clinical setting.



I have most enjoyed interacting and getting to know other students and the faculty and staff that work with the Center who also share an interest in interprofessional education. As I move forward and begin the Acute Care DNP program at UK, I plan to continue incorporating the skills that I have learned through the Center into my practice as a nurse and as a graduate student. I am confident that my continued work with the Center will further enhance my skills and knowledge so that I am better equipped to provide team-based, patient-centered care as an advanced practice provider.”

*--Kent Brouwer, BSN, RN
College of Nursing, 2018*

In Appreciation

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 championed the IPE community at UK.

 **Center for
Interprofessional
Health Education**

292 Lee T. Todd Jr Building
789 South Limestone • Lexington, KY 40536-0596
859.323.1590 • www.uky.edu/CIHE