

 Center for
Interprofessional
Health Education

ANNUAL REPORT 2018-2019



Leadership Messages

Provost

David W. Blackwell, PhD

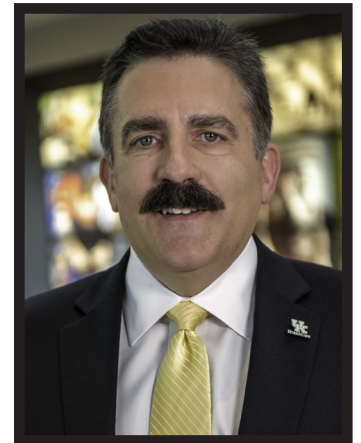


The Center speaks to our mission as a land grant, flagship institution with an unwavering commitment to improving health in Kentucky and beyond. It provides the space for students, faculty, and clinicians to explore the distinct responsibilities of the various practice disciplines and to better understand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

Executive Vice President for Health Affairs

Mark 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



Every day that passes, it becomes increasingly important for students in a variety of disciplines to cultivate interprofessional relationships in order to provide quality, holistic care. I am privileged to witness the UK Center for Interprofessional Health Education impact health outcomes of growing patient populations through their strong commitment to effective communication and collaboration. Our faculty have continued to rise to the challenge in developing shared core competencies and learning objectives that ultimately streamline and piece together our health care delivery systems. It is because of their constant engagement in interprofessional education that we are able to provide the Commonwealth, the nation, and the world a more complete and integrated health care environment with patient-centered, evidence-based care.

Center Update and Report Highlights

Director James C. Norton, PhD

I am happy to report that our Center successfully continues to facilitate the integration of IPE into the fabric of health professions education here at UK. Looking first at our signature offering iCATS, the course committee made some adjustments to the content but maintained the intensive two half-days format for this year. The outcomes and evaluations continue to be strongly positive. The course committee is now hard at work to maintain the momentum of improvement and innovation that has characterized iCATS from its inception. While grant funding for last year's hCATS Cultivating Practices in Resilience (CPR) Camps has ended, this experience inspired some of the participants to launch MINDS (Mindfulness in Newly Developing Students) of Healthcare, a student-led group dedicated to resilience-building and well-being during the academic year. Our emphasis on Authentic Clinical IPE (ACIPE) continues with a pilot of the revised evaluation tool currently underway in selected courses, progressing well with additional venues in the coming year. Deans' Interprofessional Honors Colloquium (DIHC) and Leadership Legacy continue to be well received. Finally, we remain active in scholarly works with both publications and presentations occurring this year that reflect collaborative work in IPE at UK.



The close of this academic year brings a change in leadership. I have greatly enjoyed my time overseeing the work of this Center and, with the ongoing support of UK HealthCare and the Office of the Provost, feel we have positioned it well. It's time, though, to move on, and I am pleased that Dr Jim Ballard accepted the position of Director and will begin guiding our efforts in August 2019. I have complete confidence in Jim and know our Center will prosper under his leadership. Jim is a true collaborator, and that is what CIHE is all about.

In summary, it's been another great year for IPE at UK, and I appreciate having had the opportunity to play a role in these efforts over the past few years. I will miss working with the many colleagues I've come to know and admire. I know Jim and Center staff will welcome hearing your thoughts about this Annual Report and will welcome also the opportunity to talk with you, should you want to learn more about our Center and its offerings.

A handwritten signature in black ink, which appears to be "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.

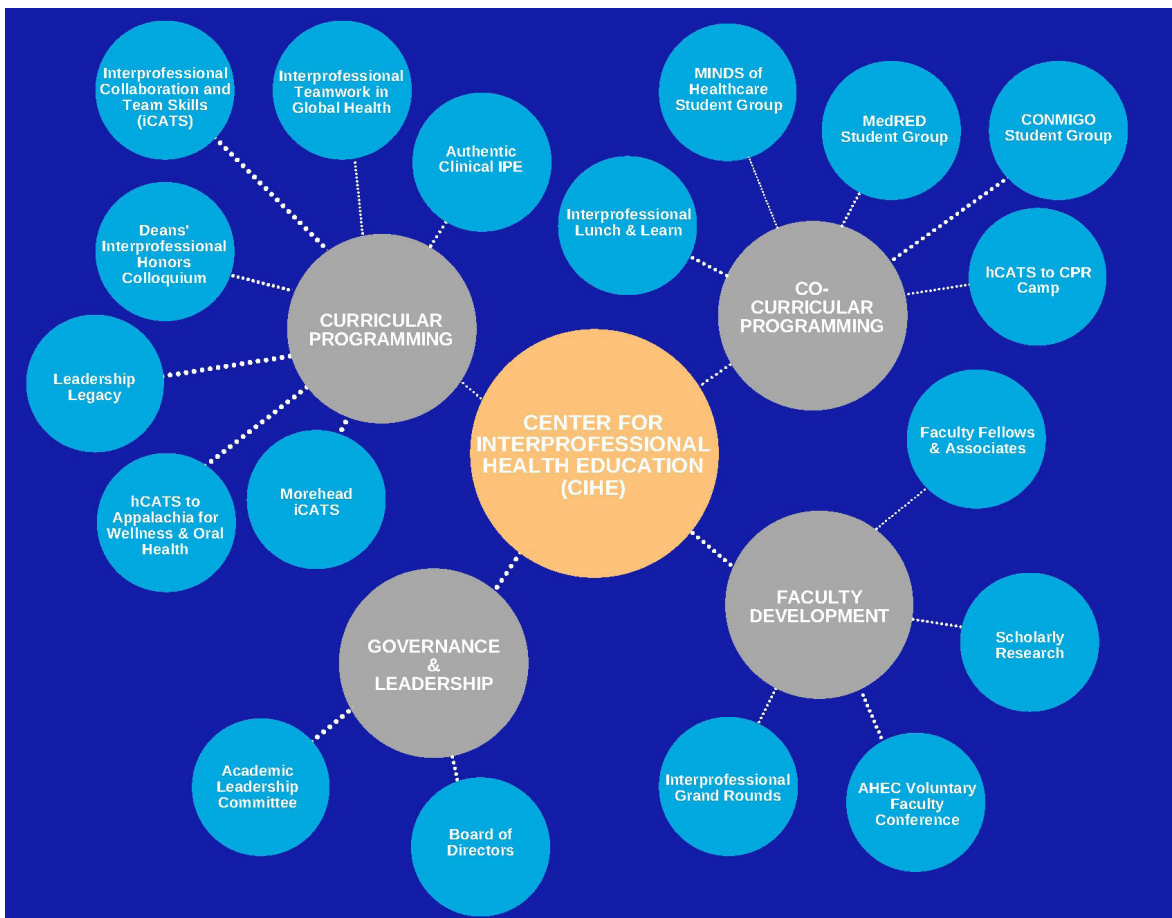
Vision

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 2018-19 academic year with nearly 1100 students from 14 academic programs participating in Center offerings and over 150 faculty encounters. 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, Interprofessional Grand Rounds, and the student groups IP Lunch & Learn, Connigo (now Future Professionals of Global Health), MedRED, and MINDS of Healthcare.

New Directions: The Center is pleased to report the launching of a new student group, MINDS of Healthcare. In response to student interest in continuing meaningful practice of the knowledge, skills, and attitudes introduced in the hCATS to CPR Camp, this group was the winner of UK's 2019 New Student Group of the Year award. MINDS continues to attract new membership and looks for ways to provide stress relief and resilience-building for students in health profession programs.

Collaborative Programs



- Center support for faculty/staff as they develop and deliver programs relevant to IPE
- Curriculum design assistance, evaluation services or consultation, event coordination
- Community partnerships to advance teamwork in delivering care to patients and populations

Programs in Place: Area Health Education Center (AHEC) Annual Voluntary Faculty Conference, Authentic Clinical Interprofessional Education (ACIPE), hCATS to CPR (Cultivating Practices of Resilience) Camp, and Interprofessional Teamwork in Global Health (IPTGH). Collaboration with Down's Syndrome

Alliance of Central KY (DSACK) yielded educational presentations to faculty and students (Grand Rounds and IP Lunch & Learn) with a focus on interprofessional teamwork to care for this population and their families.

New Directions: The Center welcomes a new IP partner, UK Food Connections, to collaborate on the integration of nutrition and self-care into health promotion and wellbeing for patients and health care professionals.

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 perceptions of the development of interprofessional competencies
- Knowledge of Education and Scope of Practice Scale: measurement of student perception of 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

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. Program descriptions and outcome data appear 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 early in the spring semester

With nearly 700 students and 75 faculty involved from nine 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 sixth iteration of iCATS included introduction and practice of the PEEER communication model, learning about other professions' programs of study and roles/responsibilities, a case scenario for team problem-solving, and a simulation with standardized patients who provided feedback.

Overall Experience Rating: 4.23

Overall Facilitator Rating: 4.89

Outcomes Highlight: Outcomes for 2018-2019 iCATS continue in a positive trend with post-experience satisfaction means closely matching last year's high ratings. Students were highly satisfied overall and regarded the Standardized Patient Simulation the most highly (4.43). Frequent mentions of most valuable activities during the experience included learning about and collaborating with other professions and practicing communication skills with a team.

New Directions: For the first year, students from the UK College of Medicine's Bowling Green campus partnered with Western Kentucky University's physical therapy and nursing students for an inaugural run of iCATS. Students indicated satisfaction with the course and particularly valued successful interaction with others outside one's chosen profession (4.64) and developing a foundational understanding of team-based collaboration in health care (4.51).

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 tenth year, DIHC has continued the tradition of excellence with 79 students from 10 programs in health profession colleges and related programs such as Dietetics and Human Nutrition and Health Promotion. The topic this year was opioid use disorder (OUD), and next year's topic will be caring for special populations.

Overall Experience Rating: 4.48 (fall), 4.53 (spring)

Overall Facilitator Rating: 4.79 (fall), 4.93(spring)

Outcomes Highlight: In addition to completing a team project to address an aspect of opioid abuse, students rated the class speakers (content experts) as particularly effective in helping them learn about the topic (4.82) and appreciated the interprofessional shadowing experience made possible by generous UK and community health professionals willing to welcome students into the practice setting. A follow-up course, DIHC II, is now active. A student team will take their project to the next level, leading efforts to provide post-incarceration resources and support for those with OUD.

Leadership Legacy

- Semester-long honors level IPE course currently offered during the fall semester
- Series of cohort-based activities in retreat, workshop, and mentoring relationships intended to enhance interprofessional leadership skills and professionalism

Leadership Legacy, another selective and highly successful program, celebrated its eighth year with students from six programs.



Overall Experience Rating: 4.82

Overall Facilitator Rating: 4.91

Outcomes Highlight: Students valued the opportunity for Speed Mentoring with university leaders providing career guidance (4.73), the equine-assisted leadership workshop Herd Dynamics (4.64), and the initial retreat including DISC Personality Style Inventory (4.55). Also rated favorably (4.09), a Team Survivor Simulation was introduced as a new activity to facilitate effective, evidence-based team problem-solving.

IPE Program Outcomes

(continued)



hCATS to Appalachia for Wellness and Oral Health

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

In its second year, this service-learning program reached the Kentucky communities of Whitesburg (Letcher Co.), Ashland (Boyd Co.), and Butler (Pendleton Co.) Students from the Colleges of Nursing and Education joined with Dentistry students to provide health education and dental sealant services, with the Center providing administrative and staff support.



Overall Experience Rating: 4.73

Outcomes Highlight: Students rated the development of collaborative skills highly for the team effort (average mean 4.53). Common themes in student feedback echoed the previous year's feedback: enjoyment in working with pediatric patients, learning about the needs of rural communities, practicing newly acquired clinical skills in an authentic setting, appreciation for collaboration, and pride in participating in community service.

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 and residents from Morehead University College of Medicine
- Combination of virtual and in-person meetings (Morehead campus) and online modules

For the fourth year, M-iCATS has offered a foundational IPE experience to rural campus students, making the program accessible via distance learning. Twenty-seven students participated, with the experience culminating in the application of newly developed skills to create a transition of care plan for a fictional patient.

Overall Experience Rating: 3.00

Overall Facilitator Rating: 4.73

Outcomes Highlight: While facilitator ratings remained strong, barriers to successful interprofessional teamwork were identified such as limited enrollment compared to previous years and difficulty in matching program schedules in order to collaborate on team projects. Course faculty and CIHE remain committed to providing a quality IPE experience for students and have begun curricular revision to be responsive to the unique needs of students on rural campuses.

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: Our newest partner, Down Syndrome Alliance of Central KY (DSACK), presented an exemplary model of interprofessional collaboration at Grand Rounds on March 21, World DOWN's Awareness Day. An interprofessional panel of providers, caregivers, and a person with Down Syndrome related personal and professional experiences to highlight caring for this special population. In April, UK's IP Global Case Competition Team, who placed second in Emory University's regional competition, shared their presentation and lessons learned from the experience through collaboration.

Authentic Clinical IPE Experiences (ACIPE)

- Clinical venues with students from more than one health profession learning with, from, and about each other
- Facilitators 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, with the tool currently in its pilot phase.



IPE Program Outcomes

(continued)

STUDENT GROUPS

Conmigo (now Future Professionals in Global Health)

- Student-led colloquium series to explore barriers multicultural communities face when accessing health services

Recent Highlights: To reflect a more global identity for its mission, members changed Conmigo's name to Future Professionals in Global Health with a guiding motto of "Serve, Speak, and Learn".

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 faculty to develop presentations delivered in rehabilitation centers that explore the epidemiology, physiology, and consequences of substance abuse

Recent Highlights: MedRED is pleased to report engagement with the following community education and assistance programs: Transitions (Northern KY), Greenhouse 17, Voices of Hope, Bryan Station High School Medical Academy, HIV PrEP Intervention (in collaboration with Chicago Medical School), and Perinatal Assistance & Treatment Home (PATHways) at Polk Dalton Clinic.

New Directions: Plans are underway to continually expand this group's reach. Approval has been obtained to plan a campus-wide Opioid Use Disorder Awareness Day in the coming year to provide critical education to the UK community to prevent deaths from opioid overdose. MedRED is also joining with the Mayor's Office to coordinate efforts with Lexington's response to the opioid crisis.

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: Presenters included DSACK and UK Food Connections; students were encouraged to incorporate other professionals as resources for health promotion and coordinating patient care.

MINDS (Mindfulness in Newly Developing Students) of Healthcare

- Student-led interprofessional group to provide resilience-building and stress/burnout prevention strategies to health profession students

Recent Highlights: MINDS was the proud recipient of the New Student Group of the Year award for 2019, bestowed by the UK Student Activities and Organizations Board. This honor speaks to the group's initiative and commitment to caring for the wellbeing of fellow students as they journey together in health professions programs. MINDS already supports nearly 70 student members with faculty advisors from several health colleges. The group was inspired by student participation in hCATS to CPR Camp, an experience designed to cultivate resilience in health profession students.



COLLABORATIVE PROGRAMS

hCATS to Cultivating Practices for Resilience (CPR) Camp

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

Overall Experience Rating: 4.80

Overall Presenters Rating: 4.71

Outcomes Highlight: Three additional cohorts of students enjoyed the provision of a generous grant by UK Women and Philanthropy with weekends at Shaker Village in August, April, and May. A comparison of pre- and post- means for development of habits and practices of resilient people, strategies for building resilience, and recognition of work-life balance showed significant gains. One of the most notable outcomes was the inspiration of a new student group, MINDS of Healthcare, which arose after the August experience and immediately became active during the academic year.



Interprofessional Teamwork in Global Health (IPTGH)

- Interprofessional course helps prepare students and residents for the Shoulder-to-Shoulder health brigades in Ecuador
- Students learn to work effectively as an interprofessional team to promote positive, holistic health outcomes for individuals and communities

Overall Experience Rating: 3.96

Overall Facilitator Rating: 4.59

Outcomes Highlight: This course addresses multiple global health competencies. Students reported that their development of an understanding of major social and economic determinants of health and their effects on the access to and quality of health was particularly important. All class sessions were well-received; however, students rated the Travel Orientation (4.38), Timmycare Electronic Health Record (4.30), and Ethics of Medical Volunteerism (4.28) sessions the most highly.

UK Area Health Education Center (AHEC) 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 AHEC staff. The Center assisted AHEC with plans to celebrate the conference’s 25th anniversary in March.

Recent Highlights: The Center hosted a casual meet and greet luncheon for Dr. Barb Brandt, keynote speaker for the AHEC conference and Director of the National Center for Interprofessional Practice and Education. Fellows and Associates as well as the Center’s student group leaders welcomed Dr. Brandt and discussed current issues in interprofessional education.

Faculty Development

Faculty Development Committee



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, evaluate, and model IPE competencies.

2018-2019 Membership: Stacy Taylor – Chair (Pharmacy), Karen Badger (Health Sciences), Erin Chiswell (Nursing), Helen Garces (Medicine), Lynne Jensen (Nursing), Lorri Morford (Dentistry).

Recent Highlights: Academic Leadership approved this committee’s plan for the development of intentional, longitudinal faculty development, with implementation planned for AY 2019-20.

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. Fellows and Associates facilitate IPE curricula, provide authentic clinical IPE, mentor other faculty members, collaborate on scholarly activity, and serve on various Center committees. New members may be nominated or self-nominated and are reviewed by the Fellows and Associates steering committees. The Center’s Board of Directors confirms appointments bi-annually.



2018-19 Membership:

We are proud to recognize a total of 22 Fellows and 14 Associates representing eight academic programs.

Recent Highlights: In response to guidance from the Center’s Board of Directors, opportunities for Fellows and Associates’ continued engagement with the Center were identified and formalized for honorees’ commitment to the advancement of IPE at UK.

Leadership & Faculty Engagement

Board of Directors

Deans or the interims 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.

2018-2019 Membership: Dr Janie Heath, Chair (Nursing), Dr Donna Arnett (Public Health), Dr Robert DiPaola (Medicine), Dr Kip Guy (Pharmacy), Dr Scott Lephart (Health Sciences), Dr Derek Lane (Interim, Communication and Information), and Dr Ann Vail (Interim, Social Work). In summer of 2019, we welcomed two new board members, newly appointed deans Dr Jay Miller (Social Work) and Dr Jennifer Greer (Communication and Information).

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.

2018-2019 Membership: Dr Kristin Ashford (Nursing), Dr Kalea Benner (Social Work), Dr Sarah Wackerbarth (Public Health), Dr Reny De Leeuw (Dentistry), Dr Chris Feddock (Medicine), Dr Carl Mattacola (Health Sciences), and Dr Frank Romanelli (Pharmacy), Dr Karen Badger joined the group in April to replace Dr Mattacola.

IPE Participation by Program

Engagement in Center offerings continues to demonstrate a commitment to IPE across the colleges, as shown in the tables that follow. Many of our faculty and students engage in multiple Center offerings, therefore participation is shown as number of encounters. Medicine iCATS participation includes the Bowling Green iCATS experience.

Faculty Participation by Professional Program & Center Offering

2018-19	NUMBER OF FACULTY PARTICIPATING							TOTAL FACULTY
	DIHC	iCATS	M-iCATS	IPTGH	LL	hCATS for W & OH	hCATS to CPR Camp	
CCI	1							1
CHS	1	2			2			5
CHS/CSD	1	4		1	1			7
CHS/PAS	3	3	4		1			11
CHS/PT	2	6		1	2			11
COA	4						1	5
COA&S				1				1
COD	1	6			1	3		11
COE	2			1				3
COFA							2	2
COM	4	20		5	2		2	33
CON	1	22		4	2	6	3	38
COP	7	14		2	2			25
CPE	1						1	2
CPH	2	2		1	2			7
CSW	1	2	1		2			6
TOTAL	31	81	5	16	17	9	9	168

Student Engagement

Student Participation by Professional Program & Center Offering

2018-19	NUMBER OF STUDENTS PARTICIPATING							TOTAL STUDENTS
	DIHC	iCATS	M-iCATS	IPTGH	LL	hCATS for W & OH	hCATS to CPR Camp	
CCI								
CHS/CSD	3	29		9	1			42
CHS/HHS				6				6
CHS/PAS	3	41	13	4			1	62
CHS/PT	6	66		13	1		1	87
COA	3			3				6
COA&S				11			1	12
COD	5	65			2	65		137
COE	2			1		1		4
COM		165		7			2	174
CON	14	194		23	1	32	19	283
COP	27	132		15	4		4	182
CPE	9						5	14
CPH	7	1		7	3		4	22
CSW		24	1				2	27
TOTAL	79	717	14	99	12	98	39	1058

CCI = College of Communication and Information (Health Communication)

CHS = College of Health Sciences

CHS/CSD = Communication Sciences & Disorders

CHS/HHS = Human Health Sciences

CHS/PAS = Physician Assistant Studies

CHS/PT = Physical Therapy

COA = College of Agriculture (Biotech, Dietetics & Nutrition, Family Sciences)

COA&S = College of Arts and Sciences

COD = College of Dentistry

COE = College of Education (Health Promotion)

COFA = College of Fine Arts (Music)

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

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 Staff

James Ballard, EdD, MS **Incoming Center Director**

We are pleased to welcome back Dr Ballard, who returns to us from Indiana University where he served as executive director of the Indiana Area Health Education Center (AHEC) Network and associate professor in the Department of Family Medicine at IU's School of Medicine (IUSM). During his tenure at IU, Dr Ballard was also a member of the IUSM Admissions Committee and the Executive Admissions Committee in addition to the IUSM Diversity Council and the CORE Leadership and Faculty Development Committees in Family Medicine, also serving as member at large for the IUPUI Faculty Council. Nationally, Dr Ballard chairs the National Center for Interprofessional Practice and Education NEXUS Learning System and is a member of the board and education committees for the American Interprofessional Health Collaborative (AIHC). He is a member of the Oversight Committee for the National Preceptor Expansion Program within the Society of Teachers in Family Medicine (STFM) and chairs one of five tactic teams developed by the Oversight Committee. He is a graduate in psychology from the University of Notre Dame and received a Master of Educational Psychology from the University of Kentucky and a Doctorate in Education at Northern Kentucky University with an emphasis on Interprofessional Education. Dr Ballard brings visionary leadership to our Center, and he looks forward to growing IPE here at UK and in the wider community.



Rachelle Aker, MEd **Center Associate Director**

A UK grad, Rachelle earned her Master's in Secondary Education (Curriculum and Instruction) and has continued in post-graduate work toward her doctorate. Rachelle began her career as a teacher, became interested in medical education during her graduate program, eventually accepting a position with UK Internal Medicine as the senior medical education specialist. She brings experience in teaching and managing learner assessment, curriculum design, program evaluation and review, faculty and staff development, and accreditation compliance to her position here at the Center. This past year, Rachelle thoroughly enjoyed designing and leading two of Leadership Legacy's class sessions: the opening retreat (focusing on leadership and personality styles) and the team survivor simulation (introducing effective, evidence-based practices for team problem-solving), both highly rated by students. Rachelle enjoys collaborating with our partner colleges to provide meaningful and quality IPE experiences for our students.



Madeline Aulisio, MPH **Health Education Coordinator & IP Education Specialist**

Madeline earned her undergraduate degree at Transylvania University, Master of Public Health degree from UK's College of Public Health and is currently completing a Doctor of Public Health in Health Management and Policy from UK. She originally joined the Center in 2012 as its graduate research assistant. Her continued work with the Center as a project coordinator allowed her the opportunity to gain greater experience with the design, implementation, and evaluation of the Center's many curricular and co-curricular offerings while contributing to its national presence through scholarship. She is excited to return to the Center as a health education coordinator and to continue to play an active part in the growth and development of IPE at UK.



Shelley Ferrin, MA **Health Education Coordinator & IP Education Specialist**

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. 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 an IPE learning environment that is positive, inclusive, and rewarding for all participants. This year Shelley became the advisor for student groups sponsored by the Center, successfully launching a new and highly active group, MINDS of Healthcare. Shelley will continue to expand her role in the coming year, working with faculty and students on IP initiatives, scholarship, and the Center's reach to university and community partners.





“A focus on interprofessional health care complemented my pharmaceutical educational experiences and has prepared me for a seamless transition into the health care workforce. My experiences with the Center for Interprofessional Health Education, including the Deans’ Interprofessional Honors Colloquium (DIHC), Leadership Legacy, and hCATS to CPR (Cultivating Practices for Resilience) Camp, have been integral to the adoption of interprofessionalism in my practice.”

Most recently, my work has been dedicated to the mental health crisis that plagues our health care students and practicing clinicians of all disciplines. I have gained experience conducting research and educating students on the impact of mindfulness on student stress, ultimately founding the New UK Student Organization of the Year (MINDS of Healthcare). This interdisciplinary student organization focuses on mindfulness and meditation to reduce stress and improve patient care.

Thanks to my close working relationship with the Center, I have grown as a pharmacist and intend to integrate principles of collaboration into all facets of the care I provide. My vision of health care will only be possible if we make interprofessional education and experiences a priority. Integrating experiences similar to those in which I participated can foster a collaborative workforce leading to a strengthened health system, optimal health services, and improved health outcomes.”

Jordan M. Potter, PharmD
College of Pharmacy, 2019



 **Center for
Interprofessional
Health Education**

Email us at: cihe@l.uky.edu

Visit our website: www.uky.edu/CIHE