



Center for Interprofessional Health Education



ANNUAL REPORT
2019-2020

Leadership



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, especially with the impact of the COVID-19 global pandemic, it becomes increasingly important for students across disciplines to cultivate interprofessional relationships in order to provide high quality team-based care with a holistic approach. I am privileged to witness the Center and our faculty impact health outcomes of growing patient populations through their strong commitment to preparing team-ready graduates and providing a more integrated health care delivery system.

CIHE Director
James A. Ballard, EdD

What a tremendous year. Our wonderful students, faculty, and staff came together to lead IPE forward at UK and beyond. They inspired us to look beyond the walls of the university into the community where there remains a great deal of work and opportunity. Our students pushed us to be better, and the faculty and staff responded. We are thankful for continued partnerships with Morehead State and Western Kentucky University and celebrate a new relationship with Northern Kentucky University. As you review this annual report, I hope that you will celebrate your accomplishments with us. Yet, as we reflect on our successes, the tumultuous events occurring over the past months remind us that the the need for collaboration has never been greater. The COVID-19 pandemic has made it clear that no single profession, person, or institution can mitigate its impact alone. Propelled by this, we recognize that, in this tenth year of the Center, we are poised to make even greater contributions to our students, our communities, and the academy.



Center Staff

CIHE staff, under the guidance of Director Dr Jim Ballard, and in collaboration with our course committees, uphold the Center's vision and mission in all the work we do: coordinating course offerings and faculty development, designing curriculum, facilitating class sessions, mentoring students, collaborating on scholarly work, reporting data outcomes, and interfacing with community and university stakeholders to advance IPE.

Associate Director Rachelle M. Aker, MEd

Rachelle oversees the Center's programming and evaluation, providing outcome reporting to course committees and leadership. She assists the Director with the Center's budget, strategic planning and faculty development, is the lead for iCATS, hCATS for Wellness and Oral Health, hCATS BARN, CPE Advisory Group, and supports Madeline and Shelley as they lead various projects.



IPE Coordinator Madeline C. Aulisio, DrPH

Madeline is the designated staff lead for Leadership Legacy, Interprofessional Teamwork in Global Health, Morehead i-CATS, and our Fellows and Associates program which includes organizing an annual retreat, coordinating steering committees, and recognizing new inductees. Charged with seeking opportunities for IPE collaborative research, she regularly represents the Center in publishing and presenting scholarly work.

IPE Coordinator Shelley Ferrin, MA

Shelley is our staff lead for DIHC, DIHC II, Interprofessional Grand Rounds, and the advisor for our three student groups (MedRED, Future Professionals in Global Health, MINDS of Healthcare) and their associated programming. She mentors students in collaborative endeavors, including planning for the student-driven 2021 UK Opioid Awareness Day, and guides their leadership efforts to advance IPE.



**We are proud to be a part of unifying efforts among our many partners
to grow IPE at the University of Kentucky.**

Center Engagement

This year, over 850 first-year UK students, as well as 76 WKU and 97 NKU students from professional health and related programs participated in preclinical, foundational IPE (iCATS). Students further opted for Center elective offerings and co-curricular experiences, with over 300 instances of course enrollment and activity engagement recorded as shown on the chart below. Our student groups welcomed participation this past year from additional programs in the Colleges of Agriculture, Food, and Environment; Arts and Sciences; Business and Economics; Fine Arts; and The Graduate School (shown on chart as “Other UK”). Students in the College of Communication and Information Sciences readily took on the challenge of designing a media campaign for UK’s Opioid Awareness Day 2021 event, with plans still underway. Approximately 130 faculty regularly serve as course facilitators, committee members, and IPE champions. The Center is proud to report strong engagement and a dynamic IPE landscape for 2019-2020 with new courses and experiences continually being developed to enhance learning.

Student Participation by Professional Program and Center Offering

2019-20	DIHC	iCATS	Leadership Legacy	hCATS Wellness & Oral Health	hCATS CPR Camps Reunion	Student Group Activities
CCI	<i>UK Opioid Awareness Day 2021 Media Campaign; see above</i>					
CHS/CSD		29				
CHS/HHS						1
CHS/PAS		LEX 39 MOR 17			1	1
CHS/PT	5	LEX 47 HAZ 18	3		1	
COA/Diet	4					
COA/CLM						11
COD	6	65	1	65		7
COE/HP	2					
COM		LEX 139 BG 31 NKY 33			1	41
CON	9	244	2	27	4	12
COP	13	133	6		2	45
CPE	8					
CPH	1	27	3			6
CSW	2	32				3
Other UK						11
WKU/NKU		173				
TOTAL	50	1027	15	92	9	138

Colleges (C)/Programs:

CCI: Communication & Information Sciences

CHS: Health Sciences

CSD: Communication Sciences & Disorders

HHS: Human Health Sciences

PAS: Physician Assistant Studies

PT: Physical Therapy

COA: Agriculture, Food & Environment

Diet: Dietetics & Human Nutrition

CLM: Clinical Leadership Management

COD: Dentistry

COE/HP: Education, Health

Promotion

COM: Medicine

CON: Nursing

COP: Pharmacy

CPE: Clinical Pastoral Education

CPH: Public Health

CSW: Social Work

Program Evaluation

Program evaluation is central to our efforts to maintain a vibrant network of IPE experiences.

Assessment Instruments:

- ❖ Interprofessional Collaborative Competency Attainment Scale (ICCAS), (Archibald, et al., 2014): retrospective pre/post design measures student perceptions of the development of interprofessional competencies (7-point Likert scale)
- ❖ Knowledge of Education and Scopes of Practice Scale: measurement of student perception of knowledge of educational requirements and scopes of practice of other professions (5-point Likert scale)
- ❖ Course/experience and facilitator evaluations: standard items for the general assessment of program offerings and the associated faculty facilitators (5-point Likert scale)

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 follow.

Center Sponsored Programs

Interprofessional Collaboration and Team Skills (iCATS)

- ❖ Core interprofessional curriculum for all first-year health program students, focusing on foundational patient and team communication skills
- ❖ Small interprofessional teams (9-11 students) facilitated by health profession faculty meet to learn with, from, and about one another
- ❖ Two half-day sessions early in the spring semester include a variety of team activities to practice new skills, including a simulation with a standardized patient
- ❖ Three campuses: Lexington (LEX), Bowling Green (BG), and Highland Heights on the Northern Kentucky University campus (NKY)

Overall Experience Rating: 4.26 (Lex); 4.55 (BG); 4.22 (NKY)

Highlights: iCATS participation continues to grow with a second College of Medicine campus added (NKY) in addition to the BG campus. This past year included the Center's largest iCATS class to date: 772 students from nine programs (LEX), 107 from four programs (BG), and 130 from four programs (NKY). The Center is pleased to note that evaluation results across all three campuses showed statistically significant gains in student perception of attainment of all 15 discrete collaborative skills measured on the Interprofessional Collaborative Competency Attainment Scale (ICCAS). Students also perceived increased understanding of other professions' educational training and scopes of practice, preparing them to recognize and value team members' contributions and expertise during collaboration on health care teams.

Deans' Interprofessional Honors Colloquium (DIHC, DIHC II)

- ❖ Honors level course offered during both fall and spring
- ❖ Presentations by UK faculty with IPE experience and content area expertise
- ❖ Project-based; small interprofessional groups for class discussion, activities, and project development

Overall Experience Rating: 4.86 (fall), 4.18 (spring)

Highlights: This year's course topic was caring for special populations. Invited speakers highlighted issues of health equity facing LGBTQ+, HIV positive, and those from different cultures. These presentations stimulated small group discussions and project development for incorporating inclusion and sensitivity into practice. DIHC II is a follow-up course offered to teams interested in implementing their project. The team pictured here created and distributed a flyer that offered resources and support for those with Opioid Use Disorder (OUD) upon release from the Rowan County Detention Center, with hopes for the resource to be shared with all Kentucky counties. Team members collaborated with the mayor's office in Lexington, members of the Rowan County Detention Center, and faculty advisors. The flyer has been distributed to over 500 individuals and counting. DIHC II team members represented Pharmacy, Physician Assistant Studies and Nursing programs.





Leadership Legacy

- ❖ Honors level IPE course currently offered during the fall semester
- ❖ Series of cohort-based activities in retreat, workshop and mentoring to enhance interprofessional leadership and teamwork skills

Overall Experience Rating: 4.55

Highlights: Returning this year, the well-received Team Survival Simulation challenged students to draw on team resources to problem solve during a simulated emergency. Students rated the simulation highly (4.82) for usefulness in aiding development as an effective leader in team-based health care. Students also valued the initial retreat (4.64) focusing on individual leadership and communication styles, and the Herd Dynamics workshop (4.64), in which they explored leading with intention by interacting with horses. Students indicated solid agreement that the experience provided them with an understanding of interprofessional collaboration, leadership, and teamwork skills (4.73).

Interprofessional Grand Rounds

- ❖ Educational series featuring community interprofessional teams and/or patients
- ❖ Highlights the positive outcomes associated with interprofessional collaboration
- ❖ Continuing education credit available for most presentations

Highlights: The UK Trauma Team highlighted critical IP communication in “Trauma: The Ultimate Team Sport”. “Team Training in a Crowded Curriculum: Preparing Future Clinicians for Holistic Collaborative Practice” featured Pharmacy, Physical Therapy, and Physician Assistant Studies programs’ collaborative student team projects implemented at a community assisted living center.

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 clinical services

Highlights: Student leaders from MedRED presented information for the 2021 UK Opioid Awareness Day. Rae of Sunshine Foundation presented on Suicide Prevention.



Student Groups

Future Professionals in Global Health

- ❖ Connects interested students to opportunities to become involved in global health initiatives within the University and across the greater Lexington community
- ❖ Promotes networking among students of multiple healthcare professions with a common interest in global health and international healthcare

Highlights: Presentations included “Public Health Informatics in Hawaii (Dr Chris Delcher) and a “Working with a Translator” workshop with a standardized patient.



Medical Rehabilitation and Education Development (MedRED)

- ❖ Dedicated to fighting the substance use disorder epidemic in Kentucky through education
- ❖ Participants collaborate with faculty to develop presentations for rehabilitation centers that explore the epidemiology, physiology, and consequences of substance use

Highlights: Student leaders served on an executive planning board for the upcoming campus-wide Opioid Awareness Day 2021 and presented at a Lunch and Learn. Student members collaborated with a local pharmacist to provide an “Opioid/ Addiction 101” presentation and Naloxone training to the students living in the Interprofessional Living and Learning Community.



MINDS (Mindfulness in Newly Developing Students) of Healthcare

- ❖ Provides stress management and burnout prevention strategies to health profession students
- ❖ Introduces resilience-building as essential part of student life

Highlights: In the fall, student members enjoyed yoga at the UK Arboretum and provided a mindfulness presentation for new health student orientations. In the spring, “positive messaging” tables were hosted by the group for students taking exams, and a gathering via Zoom offered relaxing meditation and an interactive game.

Collaborative Programs



hCATS for Wellness & Oral Health

- ❖ Dental sealant intervention and wellness education for elementary schoolchildren in underserved Kentucky communities
- ❖ Health services provided by IP teams of students

Overall Experience Rating: 4.67

Highlights: With support from the Center and their respective programs, students from the Colleges of Dentistry and Nursing partnered with elementary schools in Boyd and Pendleton counties to provide a fun atmosphere for children to learn and practice age-appropriate health behaviors and receive

dental care. Consistent with previous years, students enjoyed practicing newly acquired skills in an authentic clinical setting while working with pediatric patients. The experience also provided them with an opportunity to discover the collaboration within efforts to meet the needs of rural communities.

Interprofessional Teamwork in Global Health (IPTGH)

- ❖ IP course helps prepare students and residents for the Shoulder-to-Shoulder health brigades in Ecuador
- ❖ Students begin building collaborative relationships with their colleagues from other professions and learn what to expect while on their brigade

Overall Experience Rating: 4.47

Highlights: Although the brigades were canceled this year due to the COVID-19 pandemic, learners still reported that the course was valuable to their development as a professional. Course outcomes included a greater understanding of the complexities of the health systems of Ecuador and the United States (4.44) and learners' future roles and the roles of their future colleagues within a health system.



Morehead Interprofessional Collaboration and Team Skills (M-iCATS)

- ❖ IP foundational curriculum for the UK Physician Assistant Studies (PAS) program on the Morehead (MOR) campus
- ❖ Customized program to focus on collaboration among rural providers
- ❖ Student projects featured a transition of care for a fictional patient; team plans presented virtually

Overall Experience Rating: 4.00

Highlights: M-iCATS continues to serve the unique needs of its learners at the UK PAS program site in Morehead, KY. This year, the program took a new direction and began to more strongly emphasize the collaboration inherent in partnerships among local rural providers. M-iCATS students held the kick-off meeting in particularly high regard as it featured a panel of interprofessional local providers addressing what collaboration looks like in rural areas and the unique opportunities and challenges in the practice of rural medicine. Although the course faced obstacles due to the COVID-19 pandemic, M-iCATS continues to evolve to best meet the needs of its students for a foundational IPE experience.



hCATS BARN (Bring Action Right Now) to Suicide Prevention

- ❖ New grant-funded experience provided by Women and Philanthropy for upcoming 2020-21 academic year
- ❖ Advocates for help-seeking, supporting others in times of crisis, and preventing suicide

This unique program kicks off in Fall 2020, and speaks to the need, now more than ever in the current pandemic, to help health professions students care for themselves and others. Three key sessions allow students to explore stigma surrounding help-seeking, recognize others' signals that indicate help is needed, and support one another as trained Gatekeepers in the UK community. The sessions, Herd Dynamics, Question-Persuade-Refer (QPR) Training, and Farm-to-Table with Story Circles, offer the opportunity for students to engage in interprofessional learning and reflection.





Vision and Mission

The longstanding vision of the Center has been that UK students in health and related professions will graduate with the skills, knowledge, and values needed for collaborative practice. To this end, the Center's mission has been to collaborate with faculty to design and implement curricular activities for students that develop interprofessional competencies, to provide opportunities for faculty development, and to support collaborative scholarly work in IPE. Strategic planning is currently underway to reaffirm and solidify our Center's vision and mission and to be responsive to the needs of all stakeholders.

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 for Interprofessional Health Education.

2019-2020 Membership: Janie Heath, Chair (Nursing), Donna Arnett (Public Health), Robert DiPaola (Medicine), Jennifer Greer (Communication and Information), Kip Guy (Pharmacy), Scott Lephart (Health Sciences), Jay Miller (Social Work), Jeffrey Okeson (Interim, Dentistry).

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 in continued advancement of IPE in its curricular and co-curricular offerings.

2019-2020 Membership: Kristin Ashford (Nursing), Kalea Benner (Social Work), Reny De Leeuw (Dentistry), Chris Feddock (Medicine), Karen Badger (Health Sciences), Frank Romanelli (Pharmacy), Sarah Wackerbarth (Public Health).

Course Committees

For each of our Center-sponsored courses, faculty from participating colleges and programs serve on a committee to advise the Center and Academic Leadership on curricular content and delivery, to make plans for course implementation, to review learner outcomes and feedback, and to plan strategically.

2019-2020 Membership

Deans' Interprofessional Honors Colloquium (DIHC): Joe Fink, Chair (Pharmacy), Kristin Ashford (Nursing), Karen Badger (Health Sciences), Stephanie Bennett (Health Promotion), Helen Garces (Medicine), Cam Holzer (Clinical Pastoral Education), Jessica Houlihan (Dietetics), Elise Kearns (Physical Therapy), Lorri Morford (Dentistry), Donna Morris (Communication Sciences & Disorders), Kevin Schuer (Physician Assistant Studies).

Interprofessional Collaboration and Team Skills (iCATS): Cathy Catlett, Chair (Nursing), Paula Arnett (Public Health), Deborah Erickson (Medicine), Helen Garces (Medicine), Mandy Jones (Pharmacy), Elise Kearns (Physical Therapy), Lorri Morford (Dentistry), Donna Morris (Communication Sciences & Disorders), Kevin Schuer (Physician Assistant Studies), Angela Webb (Medicine), Pam Weeks (Social Work).

Leadership Legacy: Lee Anne Walmsley, Chair (Nursing), Tony English (Physical Therapy), Jarod Giger (Social Work), Richard Ingram (Public Health), Lorri Morford (Dentistry), Donna Morris (Communication Sciences & Disorders), Kevin Schuer (Physician Assistant Studies), Stacy Taylor (Pharmacy).



Faculty Development Committee

The Center continues to work closely with its Faculty Development Committee to provide meaningful and useful content to faculty for facilitating and integrating IPE into the curriculum. This includes training for facilitators in Center courses, Grand Rounds sessions, and posted resources to a Canvas “shell” dedicated to IPE.

2019-2020 Membership: Karen Badger, Chair (Health Sciences), Andres Ayoub (Medicine), Erin Chiswell (Nursing), Helen Garces (Medicine), Lorri Morford (Dentistry), Stacy Taylor (Pharmacy).

Highlights: The committee’s plans are underway for introducing new faculty in health colleges to the Center and IPE at the time of onboarding.



Faculty Fellows & Associates Program

The Fellows and Associates program continues to support a community of champions of IPE here at UK. Individual Fellows and Associates have collaborated on scholarly activity, served on Center committees, mentored colleagues earlier in their IPE journey, provided authentic clinical IPE opportunities, and lent their expertise to IPE curriculum development and delivery.

2019-20 Membership: We are proud to recognize a total of 28 Fellows and 20 Associates.

Highlights: Six new Fellows and seven new Associates were nominated and approved by the Fellows and Associates steering committees before being confirmed by the Center’s Board of Directors this year.

In Appreciation

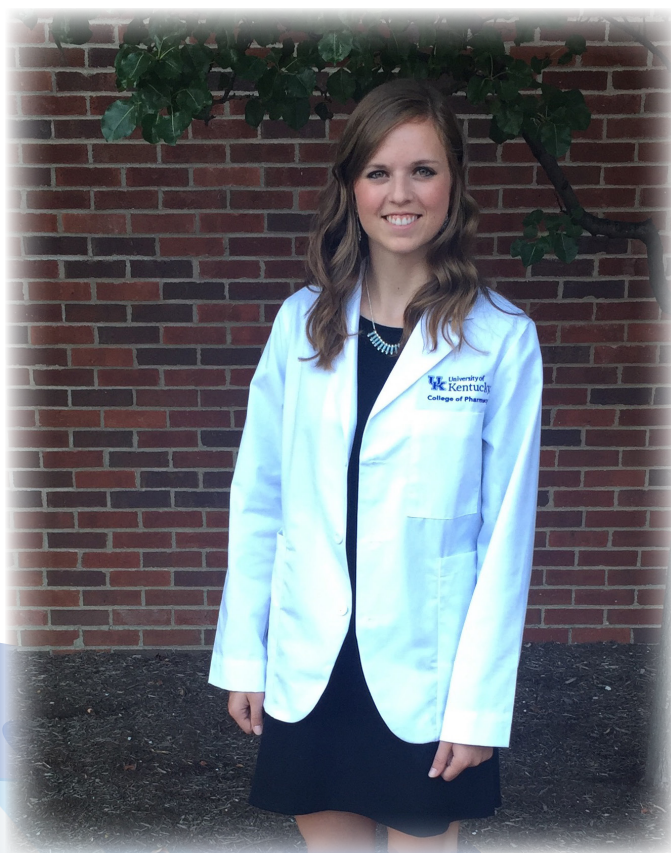
The Center appreciates the support and leadership provided by University Administration, UK HealthCare, CIHE Board of Directors and Academic Leadership, and the hundreds of faculty, staff, and students who have championed the IPE community at UK.



“I have participated in events and activities sponsored by the Center for Interprofessional Health Education (CIHE) since the beginning of pharmacy school. While my didactic coursework through the College of Pharmacy has helped me form a professional identity, courses and extracurriculars through the CIHE have afforded me the invaluable opportunity to understand my role as a team member.

Recognizing the importance of such an opportunity, I collaborated with the CIHE to pilot an original research study exploring the influence of interprofessional student organizations on the development of dual identity in students. The concept of dual identity is the idea that to work effectively in an interprofessional team, a provider must have two identities – one rooted in his or her profession and one as a member of a team. Through our project we discovered evidence that participation in interprofessional student organizations may facilitate the beginning stages of dual identity development in student professionals. We presented our research at the international Collaborating Across Borders VII conference in October 2019, where our poster won third place in the student poster contest.

Interprofessional student organizations are just one of the many impactful experiences the CIHE facilitates at the University of Kentucky. Involvement with the Center has been a very important part of my development as a pharmacist. The interprofessional experiences I found through the Center have helped me discover my identity within a patient-care team early into my career, and this knowledge will certainly benefit me as I transition from the classroom into clinical practice.”



Rachael Stone
PharmD Candidate 2021
UK College of Pharmacy

UK Center for
Interprofessional
Health Education

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