



# Center for Interprofessional Health Education



Annual Report 2021-2022



# Leadership



**Provost**  
**Robert S. DiPaola, MD**

One of our highest priorities as the University for Kentucky is to support and bring together experts from across disciplines, in a transdisciplinary approach, to solve the great challenges of our day. By bringing together students, faculty and clinicians from different backgrounds and disciplines, the Center is improving patient outcomes and developing the next generation of health professionals — answering the call to advance Kentucky.

**Executive Vice President for Health Affairs**  
**Mark F. Newman, MD**

In our roles 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**

I am excited to tell you that this is the last annual report to be submitted by the UK Center for Interprofessional Health Education. As of July 1, 2022, this center was consolidated with the UK Area Health Education Centers (AHEC) network. The individual components of both units remain intact and the symbiosis between each is exploited as AHEC programming becomes more interprofessional in nature and the interprofessional components move beyond the walls of the university into the community. The mission of the combined Center for Interprofessional and Community Health Education (CICHE) is to provide leadership and infrastructure to prepare a skilled and diverse interprofessionally collaborative health workforce. We are a community-campus collaboration charged with developing a sustainable, effective, diverse, and collaborative health workforce for all communities throughout the Commonwealth of Kentucky. We are pleased that we will continue working closely with the IPE community at UK and beyond and invite you to join with us in celebrating the successes of the IPE community over the past year in the following pages.



# Center Staff

CIHE staff, under the guidance of Director 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.



## Health Education Coordinator Shelley Ferrin, MA

Shelley is the staff lead for curricular and co-curricular programming of the Center. She is the advisor for our three student groups: MedRED, Future Professionals in Global Health (FPGH), and MINDS of Healthcare and their associated programming. She mentors students in collaborative endeavors, including planning for the student-driven 2022 UK Opioid Awareness Day, and guides student group efforts to advance IPE.

## Health Education Coordinator John Cruz, MEd

John joined us in late 2021 and took on instructional design efforts for curricular and co-curricular programming of the Center. He supports Center staff, faculty, and students to advance IPE in all facets. As we moved closer to the consolidation with AHEC, John took on a communications role in designing the new CIHE website as well as all Center graphic design.

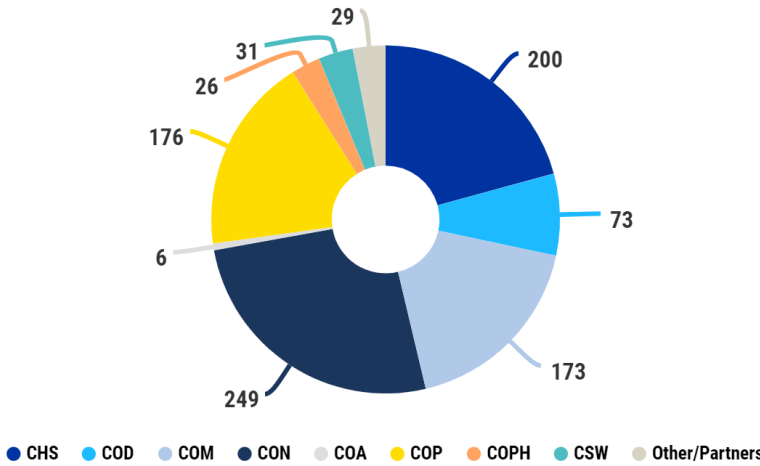


**A Wildly Powerful**  
*Community*



# Engagement

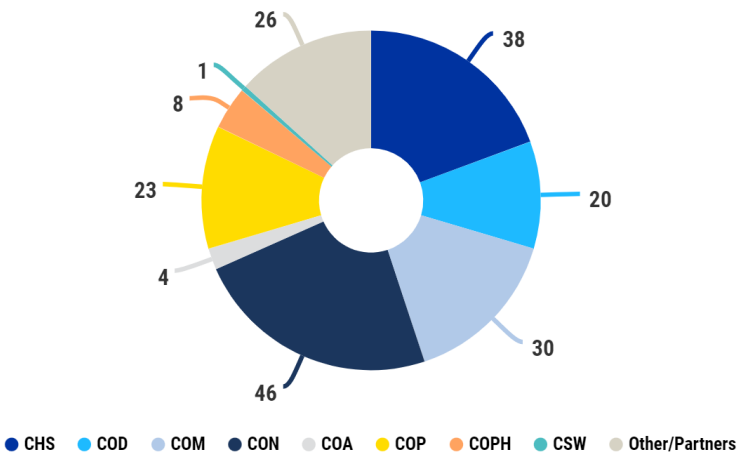
## Student Participation by College



- CHS** College of Health Sciences: Athletic Training, Communications Sciences & Disorders, Physician Assistant Studies, Physical Therapy
- COD** College of Dentistry
- COM** College of Medicine
- CON** College of Nursing: Bachelors of Science in Nursing & Doctor of Nursing Practice
- COA** College of Agriculture: Dietetics & Human Nutrition

- COP** College of Pharmacy
- CPH** College of Public Health
- CSW** College of Social Work
- O/P** Other: College of Agriculture, College of Arts & Sciences, College of Communication and Information, Clinical Pastoral Education, Business & Economics  
Partners: NKU, WKU, Morehead  
NKU: Radiography, Respiratory

## Faculty Participation by College

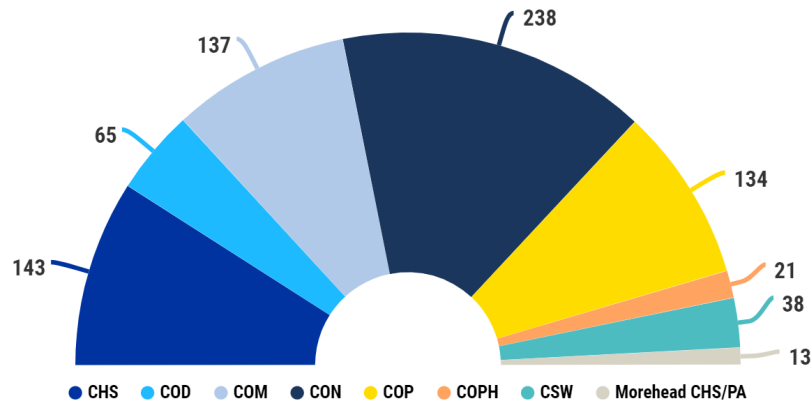


This year, almost 1,000 UK, Northern Kentucky, Western Kentucky, and Morehead students from professional health and related programs participated in our curricular collaborative electives and co-curricular experiences. In support of these students' experiences, nearly 200 faculty regularly served as course facilitators, committee members, and IPE champions. The Center is pleased that engagement continues to be strong in light of the Covid-19 pandemic and protocols.

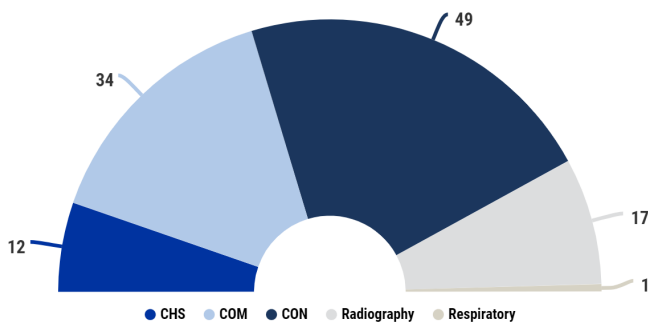


# Engagement

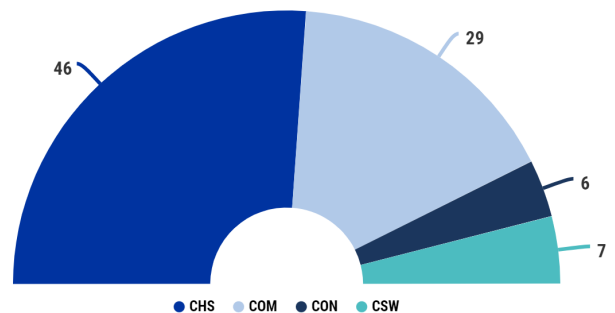
## iCATS Participation by College | UK/Morehead



## iCATS Participation by College | NKU



## iCATS Participation by College | WKU



## Evaluation Overview

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 Scope of Practice Scale: measurement of student perception of knowledge of educational requirements and scope 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).

### Outcomes

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.

# Core Programming

## Interprofessional Collaboration and Team Skills (iCATS)

- Core interprofessional curriculum for all first-year health professions students, focusing on foundational patient and team communication skills.
- Small interprofessional teams (9-11 students) facilitated by health professions 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.
- Four campuses: Lexington, Morehead, Bowling Green (WKU), and Northern KY (NKU).

### Highlights

Evaluation results across all campuses demonstrated statistically significant gains in ALL collaborative skills measured on the Interprofessional Collaborative Competency Attainment Scale (ICCAS). Students also demonstrated an increased understanding of other professions' educational training and scope of practice, preparing them to recognize and value team members' contributions and expertise during collaboration on health care teams.

## Deans' Interprofessional Honors Colloquium (DIHC)

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

### Highlights

This year's course topic was Cognitive and Physical Disabilities: Connecting Care Across the Lifespan of a Patient with a Cognitive and/or Physical Disability. Invited speakers across multiple professions provided updates on policies, alternative treatment options, and the family impact of caring for patients with cognitive disabilities. Evaluation results indicated statistically significant gains in ALL collaborative skills measured on the Interprofessional Collaborative Competency Attainment Scale (ICCAS) in addition to student gains in understanding of other professions' educational training and scope of practice.



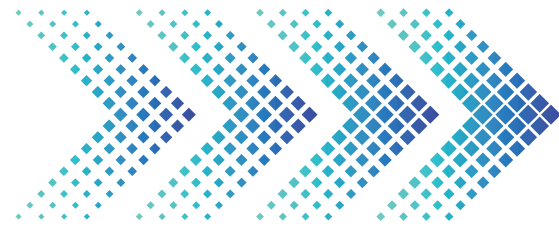
# Core Programming

## 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

Interprofessional Grand Rounds returned this year after a Covid-19 pause. A group of practitioners comprised of three MD's and a pharmacist highlighted a need to address opioid management in, "No More Silos: A Grassroots Interprofessional Educational Network to Address Complex Opioid Management."



## 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.

### Highlights

All components of the experience were highly rated by participating students. Students indicated solid agreement that the experience provided them with an understanding of interprofessional collaboration, leadership, and teamwork skills to support collaborative practice and team effectiveness.

# Core Evaluation

As mentioned on page four, CIHE uses the Interprofessional Collaborative Competency Attainment Scale (ICCAS) retrospective pre/post design measures student perceptions of the development of interprofessional competencies (7-point Likert scale).

## iCATS

### ICCAS

Overall statistically Significant increase pre to pose, ALL colleges/programs (Pre= 5.40, Post= 6.43) on 7-point scale.

### Scope of Education

- All statistically significant pre to post scores for the colleges/programs: COD, COM, CON, COP, PAS, CSD.
- PT: all statistically significant except AT ( $p=.281$ ), CSD ( $p=.860$ )
- CPH: all statistically significant except CSD ( $p=.088$ )
- AT ( $n=4$ ) and DNP ( $n=2$ ) not analyzed due to small sample size.

### Scope of Practice

- All statistically significant pre to post scores/ all programs except PT and SW
- PT: all statistically significant except AT ( $p=.118$ ) and CSD ( $p=.169$ )
- SW: all statistically significant except CSD ( $p=.163$ )
- AT ( $n=4$ ) and DNP ( $n=2$ ) not analyzed due to small sample size.

Students across five campuses participated in iCATS 2022. Each campus reflects their respective overall experience rating as well as statistically significant increases in ICCAS pre to post.

## DIHC

### ICCAS

Overall, statistically significant increase pre to post (Pre=5.49, Post=6.61) on 7-point scale

Scope of Education and Practice not caculated due to small sample size.

## Leadership Legacy

### ICCAS

Overall, statistically significant increase pre to post, ALL colleges/ programs (Pre=5.17, Post=6.44) on 7-point scale

Scope of Education and Practice not caculated due to small sample size.



# Fellows & Associates

## CIHE Faculty Fellows and 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.

**2020-2021 Membership:** We are proud to recognize a current total of 23 Fellows and 15 Associates who remain at the University. A distribution by college of this elite group follows in the table below.



College/Program	Fellow	Associate	Total
CAFÉ- Dietetic and Human Nutrition		1	1
Clinical Pastoral Education		1	1
Communication and Information		1	1
Dentistry	1	3	4
Health Sciences	1		1
Health Sciences- AT	1		1
Health Sciences- CSD	1		1
Health Sciences- PAS	3		3
Health Sciences- PT	4	1	5
Medicine	1	3	4
Nursing	6	4	10
Pharmacy	4		4
Public Health	1		1
Social Work		1	1
Total	23	15	38

# Collaborative Programs

## Shoulder-to-Shoulder Ecuador Brigade

The CIHE has a long history of collaboration with the UK International Center's Office of Global Health Initiatives. This collaboration began in 2010 by developing an interprofessional preparation course for students participating in the Shoulder-to-Shoulder short-term experience in Santo Domingo Ecuador. It continues to this day and this past year the partnership was expanded by developing and testing a comprehensive interprofessional carve-out clinic for complex patients who were identified by the Ecuadorian partners. The clinic included a consistent team of licensed professionals who used a think-aloud protocol to work through the diagnostic process with patients while students from UK and Ecuador observed, and were asked to participate. After each patient encounter, a non-clinical educator debriefed the team guided by the IPEC Core Competencies for Interprofessional Education and probed participants about the similarities and dissimilarities they observed in diagnostic reasoning processes. A mixed-methods analysis demonstrated the utility of the approach and that it was received positively by students. It has been institutionalized into a sustainable experience.



## Global Health Case Competition

The Fall 2021 Virtual Global Health Case Competition is an innovative student competition that rallies graduate and undergraduate students from across UK to form interdisciplinary teams that develop strategies to address a critical global health challenge. The Fall 2021 Virtual Global Health Case Competition engaged students to come up with a plan to combat climate change and the related damage of hurricanes for their choice of 1 of 5 countries: Dominican Republic, Japan, Madagascar, Mexico, and the Philippines.

### Highlights

Team six beat out strong competition with strategies for the Philippines that were presented to a panel of global health professionals. The winning prize was \$1,500.00 and the team also has an invitation to represent UK at Emory University's 2022 International Case Competition. The team was comprised of students from all different concentrations: Morgan Mahone (Social Work), Caleb Chaudry (Marketing), Emma Grace Hague (Public Health & Biology), Tran Nguyen (Pharmacy), and Evelyn Mickschl (Journalism).



# Collaborative Programs

## Interprofessional Healthcare Residential College (IHRC)

The Center collaborates on programming with the Interprofessional Healthcare Residential College (IHRC or iRock) which is a high-impact, living-learning program designed for highly-motivated students who have a passion for healthcare. The IHRC is the perfect way for students to immerse themselves in healthcare. Through connected coursework and co-curricular activities, students in the program enjoy an array of benefits, including smaller class sizes and enhanced study groups. IHRC students also gain special access to unique, healthcare-related opportunities, including undergraduate research, service-learning, and ongoing networking opportunities with faculty and clinicians as well as a dedicated team of live-in peer mentors. The IHRC is proud of the following statistics regarding IHRC students:

99%

*Retention*

3.5

*Average GPA*

22+

*Co-Curricular Programs*

This year our collaborative programming included speed mentoring where students got to network with professionals in their field.



# Student Groups

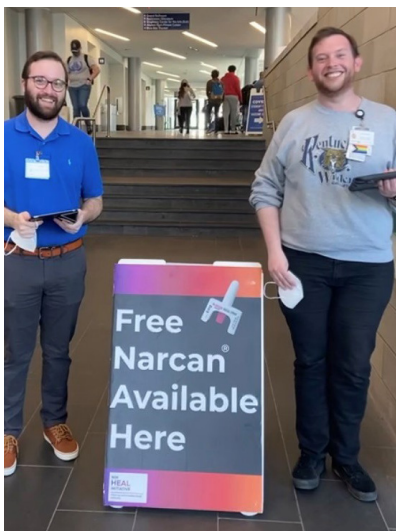
## Future Professionals in Global Health

- Connects interested students to opportunities to be involved in global health issues within the University and across the greater Lexington community and globe.
- Promotes networking between students of multiple healthcare professions with a common interest in global health and international healthcare.
- Activities and events included: Chipolte fundraiser to support Shoulder-to-Shoulder and an International Rotation panel with students who have completed international rotations.



## 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 abuse.
- Continued supporting efforts for a campus wide Opioid Day event through collaboration with UK Wellness to provide education for the use of Narcan where participants received two doses of Narcan to carry with them in case of emergency.



## MINDS (Mindfulness in Newly Developing Students) of Healthcare

- Provides stress management and burnout prevention strategies to health professions students.
- Introduces resilience-building as an essential part of student life.
- Activities and events: Mat Pilates, yoga, some members collaborated with students in MedRED in a book club around the book, Dopamine Nation by, Ana Lembke.





# Student Groups

## Interprofessional Leadership Cord

The Center for Interprofessional Health Education will award an IP Leadership Cord to students that meet one of the following criteria:

1. Student holds a leadership position designated within the by-laws and/or constitution for an IP Student Group sponsored by The Center for Interprofessional Health Education and registered with BBNvolved.
2. Student has documented completion of at least two IPE activities: produced at least two examples of scholarship in IPE or in interprofessional clinical practice in the form of articles in referred professional journals, presentations at conferences, or writing and receiving IPE-related grant funding.



# Mission & Vision

## Vision

The Center will be a national leader in the development and dissemination of innovative pedagogy that contributes to the practice of state-of-the-art, team-based healthcare.

## Mission

The Center for Interprofessional Health Education collaborates with University of Kentucky faculty to facilitate the development, validation, dissemination, and promotion of interprofessional education.

## Board of Directors

Deans from each of the health colleges form the Board of Directors, the main governance body of the Center.

**2021-2022 Membership:** Janie Heath, Chair (Nursing), Heather M. Bush (Public Health), Chipper Griffith (Medicine), Jennifer Greer (Communication and Information), Kip Guy (Pharmacy), Scott Lephart (Health Sciences), Jay Miller (Social Work), Jeffrey Okeson (Interim, Dentistry), Nancy Cox (Agriculture), Robert DiPaola (Provost).

## 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.

**2021-2022 Membership:** Karen Butler (Nursing), Kalea Benner (Social Work), Reny De Leeuw (Dentistry), Andres Ayoob (Medicine), Karen Badger (Health Sciences), Frank Romanelli (Pharmacy), Sarah Wackerbarth (Public Health), Carmen Agouridis (Agriculture).

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## Core Committees

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, and to review learner outcomes and feedback for each of our core activities. 2021-2022 membership:

**Deans' Interprofessional Honors Colloquium (DIHC):** Joe Fink, Chair (Pharmacy), Karen Butler and Cathy Catlett (Nursing), Karen Badger (Health Sciences), Mary Beth Allen (Communication Sciences and Disorders), Cheryl Vanderford (Physician Assistant Studies), Stephanie Bennett (Education, Health Promotion), Helen Garces (Medicine), Cam Holzer (Clinical Pastoral Education), Jessica Houlihan (Agriculture, Dietetics), Elise Kearns (Physical Therapy), Lorri Morford (Dentistry)

**Interprofessional Collaboration and Team Skills (iCATS):** Cathy Catlett (Nursing), Deb Erikson, Helen Garces, and Raven Piercey (Medicine), Mandy Jones (Pharmacy), Lorri Morford (Dentistry), Pam Weeks (Social Work), Sarah Wackerbarth (Public Health), Johanna Hoch and Carrie Baker (Athletic Training), Elise Kearns (Physical Therapy), Cheryl Vanderford (Physician Assistant Studies) Mary Beth Allen (Communication Sciences and Disorders)

**Leadership Legacy:** Jarod Ginger (Social Work), Rick Ingram and Rachel Graham (Public Health), Lorri Morford and David Sacks (Dentistry), Stacy Taylor (Pharmacy), Lee Anne Walmsley (Nursing), Elise Kearns (Physical Therapy), Donna Morris (Communication Sciences and Disorders)

**Faculty Development:** Elise Kearns, and Karen Badger (Health Sciences), Andres Ayoob, Helen Garces, and Katherine Twist (Medicine), Lorri Morford (Dentistry), Stacy Taylor (Pharmacy), Karen Butler (Nursing)



# Transition

On July 1, 2022, the University of Kentucky Center for Interprofessional Health Education and the Area Health Education Center joined forces and created the Center for Interprofessional and Community Health Education (CICHE). Both CIHE and AHEC focus on health workforce development making for a harmonious merge.

AHEC's mission is to increase access to care by positively impacting the geographic distribution of the health workforce in rural and urban underserved areas and to increase health workforce diversity to be more reflective of our very diverse patient population throughout the Commonwealth. This is accomplished by supporting experiential clinical rotations and health professions pathways programming in underserved communities. CIHE, on the other hand, focuses on helping health professionals become team ready by the time they complete their training.

Put simply, the new Center's mission will be to increase diversity, the geographic distribution, and the collaborative skills of our health workforce for the Commonwealth of Kentucky and beyond. Keep an eye out for our new name:



## Center for Interprofessional and Community Health Education

### *Interprofessional* Education:

Occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care.

-Center for Advancement of Interprofessional Education (CAIPE)



# Center for Interprofessional Health Education

## *Collaborating* Across the Commonwealth



Visit our website: [ciche.uky.edu](http://ciche.uky.edu)