



Center for Interprofessional and Community Health Education



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.



CICHE 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.



CICHE 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



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 student groups and their associated programming. She mentors students in collaborative endeavors, including planning for the student-driven COMPANION PORGRAM

Health Education Coordinator John Cruz, MEd

John supports Center staff, faculty, and students to advance IPE in all facets. As we moved closer to the consolodation with AHEC, John took on a communications role in designing the new CICHE website as well as all Center graphic design. Along with other Center staff, John coordinates AHEC rotation assignments for health professions programs.



Health Education Coordinator Lisa Hatten, MS

Lisa has been with CICHE since she started with AHEC 4 years ago. Wearing many hats with grace, Lisa is the staff lead for all facets of AHEC programming. She coordinates AHEC rotation assignments, directs the Center's three week residential summer camps, and collaborates with other center staff on IPE programming.

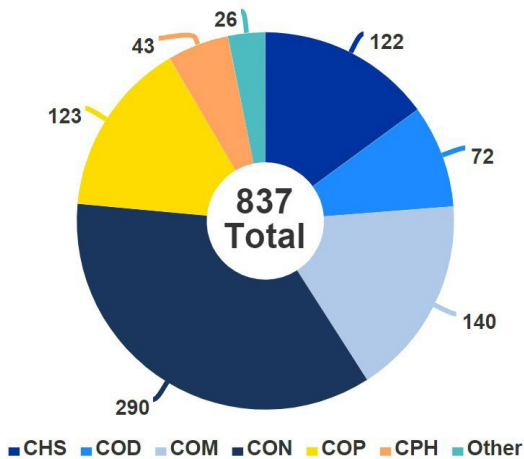
Financial Specialist Janet Jones

Janet keeps all the financial facets of the Center in line with unmatched skill. Janet was with AHEC for 23 years prior to the consolodation to create CICHE. Along with other Center staff, Janet coordinates AHEC rotation assignments, collaborates on IPE programming, and helps to report data for Center strategic planning.



IPE Engagement

Student Participation by College



COP College of Pharmacy

CPH College of Public Health

O/P Other/Partners
College of Agriculture, Food and Environment, College of Social Work, Clinical Pastoral Education, Morehead Physicians Assistant, Hazard Physical Therapy

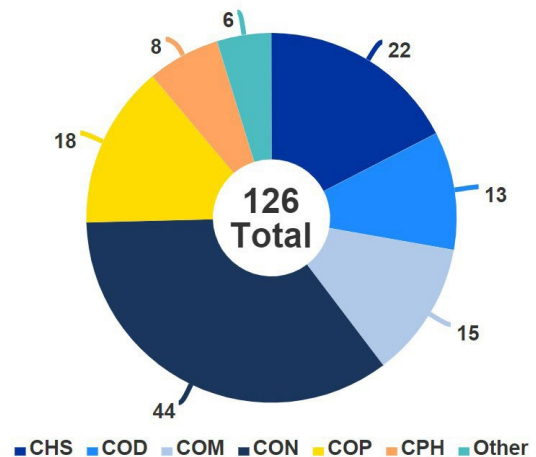
CHS College of Health Sciences
Athletic Training, Communications Sciences & Disorders, Physician Assistant Studies, Physical Therapy

COD College of Dentistry

COM College of Medicine

CON College of Nursing
Bachelors of Science in Nursing & Doctor of Nursing Practice

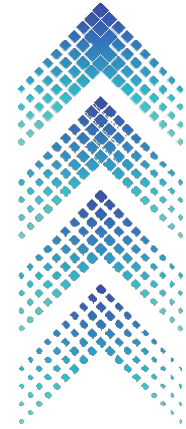
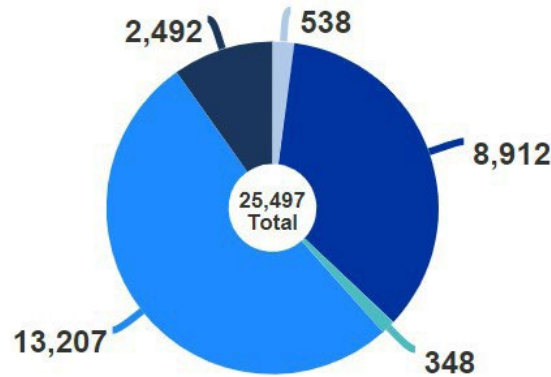
Faculty Participation by College



This year, UK students in professional health and related programs, from three campuses: Lexington, Morehead, and Hazard participated in our curricular collaborative electives and co-curricular experiences. In support of these students' experiences, faculty from six health professions colleges regularly served as course facilitators, committee members, and IPE champions. The Center is pleased that engagement continues to be strong in light of the post pandemic higher education landscape.

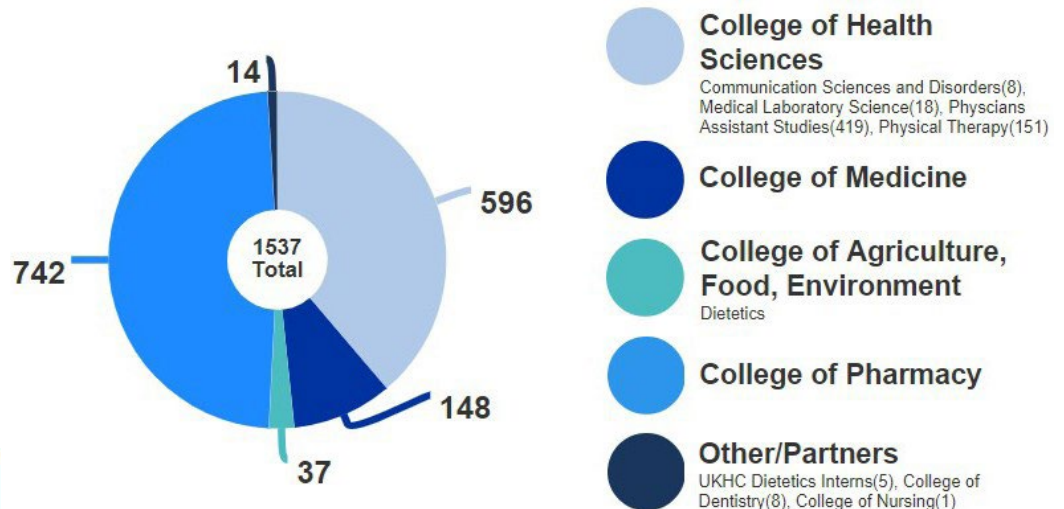
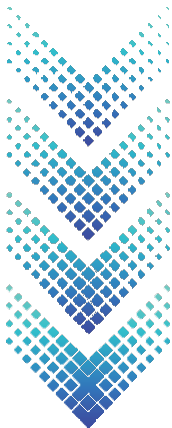
AHEC Engagement

Health Careers Pathways Programming Statewide



Experiential Rotations by College

as entered into the fact sheet



3686

Total number of licensed health professionals participated in continuing education or professional development activities in the four eastern regional AHEC centers in 2022-2023.

Of the 1,537 rotations entered into the online fact sheet, 970 were paid a stipend. Stipends are paid based on policy and the completion of all required procedures: completion of the off-site assessment form, and making pick-up arrangements within six months.

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.
- Three campuses: Lexington, Morehead, and Hazard PT.

Highlights

This year, a new opioid use disorder case simulation was developed and deployed and feedback from participating students was positive overall. 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

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, coined by UK's former President, Lee Todd, The Kentucky Uglies: Cardiovascular Disease, Cancer, Domestic and Intimate Partner Violence, and HIV/AIDS. This year's students explored how the characteristics and implications of collaborative interprofessional practice can become a tool to deploy when interacting with their patients throughout their careers. Evaluation results indicated statistically significant gains in ALL collaborative skills measured on the Interprofessional Collaborative Competency Attainment Scale (ICCAS).

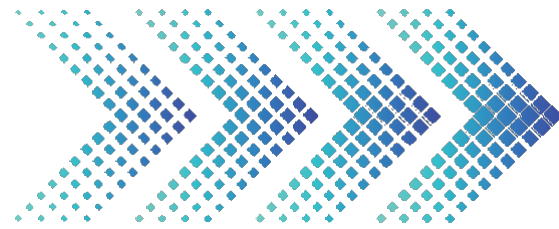
Core Programming

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, CICHE uses the Interprofessional Collaborative Competency Attainment Scale (ICCAS) within a retrospective pre/post design to measure student perceptions of the development of interprofessional competencies (7-point Likert scale).

iCATS



Students across five campuses participated in iCATS 2023. Each campus reflects their respective overall experience rating as well as statistically significant increases in ICCAS pre to post.

DIHC

Leadership Legacy

ICCAS

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

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 calculated due to small sample size.

Fellows & Associates

CICHE 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.

2021-2022 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 CICHE 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 Spring 2023 Global Health Case Competition is an innovative student competition that rallies graduate and undergraduate students from across UK to form interprofessional teams that develop strategies to address a critical global health challenge. The Spring 2023 Global Health Case Competition engaged students to come up with a plan to combat adolescent mental health challenges in Monrovia, Liberia.

Highlights

Team 13 took first place with their presentation, "LIFT UP Mental Health: Liberia Initiative to Foster Ties & Unite People for better Mental Health." The winning prize was \$1,500.00 and the team also has an invitation to represent UK at Emory University's 2023 International Case Competition. The team was comprised of students from three different concentrations: Julia Kollitz (Public Health), Keerthana Kumar (Medicine, Public Health), Raegan Persful (Public Health), Adreanna Rainey (Arts and Sciences), Mallory Sparks (Arts and Sciences, Lewis Honors College).

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



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.



HDx - Health Disparities x

- Increasing awareness of local, national, and global disparities in healthcare for the UKY community.
- Fostering civic engagement and community outreach through service projects aimed at alleviating disparities.
- Increase collaboration amongst campus college communities and increase exposure to purpose-driven innovation process in the context of addressing health disparity issues.
- Check out the HDx website: hdxkentucky.weebly.com

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.



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 refereed professional journals, presentations at conferences, or writing and receiving IPE-related grant funding.



Congratulations to **Kalena Borchardt** and **Emalee Haynes** who were our 2022-2023 Interprofessional Leadership Cord recipients.

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 mission of the CICHE is to provide leadership and infrastructure to prepare a skilled and diverse interprofessionally collaborative health workforce.

Board of Directors

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

2022-2023 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.

2022-2023 Membership: Carmen Agouridis (CAFE), Paula Arnett (Public Health), Kristen Ashford (Nursing), Karen Badger (Health Sciences), Kalea Benner (Social Work), Helen Garces (Medicine), Patrick Pabian (Health Sciences), Frank Romanelli (Pharmacy), Virginia Valentin (Health Sciences), Emily Winfrey (Dentistry).

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. 2022-2023 membership:

Deans' Interprofessional Honors Colloquium (DIHC): Mary Beth Allen (Communication Sciences and Disorders), Kristen Ashford (Nursing), Karen Badger (Health Sciences), Stephanie Bennett (Health Promotion), Josh Burkhart (Physicians Assistant's), Cam Holzer (Clinical Pastoral Education), Jessica Houlihan (Dietetics), Kara Lee (Physical Therapy), Stacy Taylor (Pharmacy), Fernanda Yanez-Regonesi (Dentistry).

Interprofessional Collaboration and Team Skills (iCATS): Mary Beth Allen (Communication Sciences and Disorders), Karen Badger (Health Sciences), Holly Danneman (Medicine), Deborah Erickson (Physical Therapy), Helen Garces (Medicine), Johanna Hoch (Athletic Training), Mandy Jones (Pharmacy), Maureen Jones (Public Health), Deborah Kelly (Physical Therapy), Kara Lee (Physical Therapy), Fernanda Yanez-Regonesi (Dentistry), Julianne Ossege (Nursing DNP), Raven Piercey (Medicine), Aaron Schwartz (Dietetics), Cheryl Vanderford (Physicians Assistant's)

Leadership Legacy: Hillary Adkins (Pharmacy Student), Mary Beth Allen (Communication Sciences and Disorders), Richard Ingram (Public Health), Kara Lee (Physical Therapy), David Sacks (Medicine), Stacy Taylor (Anne Walmsley (Nursing), Fernanda Yanez-Regonesi (Dentistry).

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

Student *Spotlight*

"Throughout my time at the University of Kentucky, I was continuously exposed to the importance of interprofessional education and being a part of an interdisciplinary team. Starting in my first year of pharmacy school, I was introduced to the Center for Interprofessional and Community Health Education through both the iCATs program, as well as the Deans' Interprofessional Honors Colloquium. In both of these experiences, I worked directly alongside a variety of students from the various health colleges across campus (social work, dental, medicine, nursing, physical therapy, chaplaincy, etc.), and collaborated to accomplish a common goal. These learning opportunities opened my eyes to the intricacies and differences between programs, and how we can each bring different aspects or thoughts when thinking towards patient care.



Jacob Peace
PharmD Graduate 2022
UK College of Pharmacy

As pharmacy school progressed, I sought additional interprofessional experiences, including the HIV Interprofessional Education Program and the organization Medical Rehabilitation and Education (MedRED), where I would take on a leadership position within my last year. In this leadership position, I worked directly alongside Shelley Ferrin, John Cruz, and Jim Ballard, to educate students and the community about substance use disorder and harm reduction. The lessons I learned from the leadership position in MedRED have served me incredibly well as I transitioned from student to a PGY-1 Pharmacy Resident at Boston Medical Center, where I interact with multiple members as a part of an interdisciplinary team daily. When thinking back on my education, I am incredibly thankful for the opportunities that were provided to me through the Center for Interprofessional Community and Health Education. These opportunities have allowed me to work alongside other professions with more empathy and understanding, aiding in the collaboration to provide exceptional patient care. Going forward, I know that the work I've done with the CICHE will continue to serve me as I progress towards my goal of becoming a Clinical Pharmacy Specialist."