



“For health professions students at the University of Kentucky, learning in the community is fundamental. As an institution, we are committed to the idea that, while the education of a practitioner may begin at the academic health center, to be complete, it must also include a substantial immersion in community practice. It is in communities that our students learn what their lives will be like when they enter practice and it is from community faculty that they learn the essential role they will play in the communities they ultimately will serve. For these reasons, the university is deeply grateful for the time and effort community faculty give to the education of our students.”

**Michael Karpf, MD**  
Executive Vice President  
for Health Affairs

## Community Faculty Program

**UK**  
UNIVERSITY OF  
**KENTUCKY**



## Message from the Health College Deans

▶ Annually, the University of Kentucky admits the next generation of dentists, nurses, pharmacists, physicians, physical therapists and public health practitioners, as well as an array of other health care providers. Throughout their academic programs, our health professions students are challenged to develop the critical thinking skills, knowledge, and clinical competency necessary to care for their patients. Their patients may be individuals, their families, communities, and populations throughout the Commonwealth, the nation, and the world. UK students directly benefit from the richness of learning in an academic health center where there are learning opportunities across the disciplines to provide team based patient-centered care. However, these on-campus experiences are not sufficient to prepare fully competent health care professionals; it is essential that all students have the opportunity to learn alongside providers in the community.

Without a doubt, the University of Kentucky Health Professions Colleges, benefit greatly from the unwavering commitment of you, our community faculty. The role you play is crucial and we offer our heartfelt appreciation for your willingness to share your time and expertise. As part of our own education, we directly benefited from community-based faculty and we remember how important these experiences were in shaping our knowledge, skill, values and professional identifies.

This booklet provides an overview of the community faculty program and highlights the immeasurable contributions to the University and the students you serve. We will continue to build upon our efforts to meet the needs of the community-based faculty and look forward to a future of ongoing collaboration. We thank you for your leadership in shaping future generations of health care professionals and we welcome your suggestions on how we can best support you in this important work.

—University of Kentucky  
Health College Deans

# Supporting Community Faculty

The purpose of the Community Faculty Program is to strengthen the ties between the University and practicing health professionals. It is housed administratively within the Area Health Education Center (AHEC), a collaborative program involving the University of Kentucky and the University of Louisville in support of community-based health professions education.

There are eight regional AHEC offices that serve as links between the university and community faculty. The AHECs develop close relationships with community faculty, helping to coordinate student rotations, and provide resources to enhance the teaching environment.

## Conferences

Beginning in 1994 the Community Faculty Program has hosted a statewide annual conference for community faculty, their campus faculty colleagues, administration, professional staff and regional AHEC staff. This conference allows the program's constituents to develop new, and refine existing, precepting skills. It also provides a venue for the exchange of information and ideas among community and campus colleagues.

## Regional workshops

The Community Faculty Program partners with the University and regional AHEC centers to offer short workshops in various communities throughout the Commonwealth. These workshops generally are targeted towards an interdisciplinary audience of community faculty and focus on educational issues.



“ Students are introduced to the community by community faculty. The student does not have a rotation with the clinical facility but with the community. It is the role of the community faculty to bridge the gap and act as a catalyst between the student and the community. In the end, the student is invested in serving that community and may one day return to practice. ”

—Physical Therapy  
Community Faculty Member

## Faculty development online

UKHealthCare CECentral, the university's online continuing education resource, includes extensive content on faculty development, accredited for medicine, pharmacy and psychology. These materials are available free of charge 24/7 and have proved valuable to both campus-based and community faculty.



## Meeting the Needs of Community Faculty



The Community Faculty Program is designed to meet the needs of community faculty through opportunities for continued professional growth and integration into the teaching process. Objectives guiding the program are:

- To strengthen communication between the university, campus faculty and community faculty.

“ I was able to practice my clinical skills in a way that I would never have gotten at UK. I got to feel like I was actually participating and contributing something to the care of the patients I saw. ”

—UK student

- To create mechanisms that will ensure timely dissemination of course guidelines, objectives and other materials for off-site education activities.
- To recognize the contributions of community faculty by providing a wide range of benefits such as faculty identification cards, annual certificates of appreciation, regional recognition activities and faculty development opportunities.
- To increase opportunities for community faculty to participate in university activities.
- To put into place a coordinated and consistent approach to addressing issues and training pertaining to community faculty.





## Preparing Students to Deliver Health Care to Kentucky

The commitment of the UK Albert B. Chandler Medical Center to address the health care needs of all Kentuckians emanates from the very beginnings of the university, which was established via land grant in 1865. The land grant mission continues to be relevant to the university today. As a land grant institution and the state's primary research university, UK has both the responsibility and the opportunity to apply the results of scholarship, creative work and research to assist in the solution of difficult problems and support the well-being of people and communities of the Commonwealth. This focus is reflected in the mission of UK HealthCare, which states in part, "UK HealthCare is committed to the pillars of academic health care – research, education and clinical care. Dedicated to the health of the people of Kentucky, we will provide the most advanced patient care and serve as an information resource."

One of the core philosophies shaping the academic programs affiliated with the Chandler Medical Center has been to provide students in the six health professions colleges

with knowledge and understanding of the health care resources and needs of Kentuckians. An emphasis on community-based clinical experiences for all students is a cornerstone of these academic programs. These experiences help shape students' values and attitudes toward the practice of their professions and enable students



“ My preceptor was always teaching me during this rotation, whether she was sitting me down and literally teaching me how to do something or simply teaching me about life through the ways in which she lives hers day to day. I feel as though I have been following a true mentor. ”

—UK student

to gain a real-life perspective of clinical practice. In many instances, the role of community faculty as mentors, role models and teachers influences students' decisions to return to underserved areas of Kentucky to live and work.

# A Culture of Collaboration

“ Interprofessional collaborative practice has become the preferred model for patient and community-centered health care. As a result, teamwork, coordination and professionalism have become core expectations of our students and residents and there is increasing momentum nationally toward a new model of education and professional development that the University of Kentucky is committed to embrace. We have a distinct responsibility to work alongside our community partners to prepare our graduates to lead meaningful and transformative innovation that positively impacts the fundamental ways health care is delivered. ”



—Andrea Pfeifle, Ed.D, Asst. Professor, Department of Family Medicine, Director, UK Center for Interprofessional Healthcare Education, Research and Practice

## Contribution of Community Faculty



Community educational activities benefit more than 1,200 students at UK each year. Community faculty members who play an integral role in the students' education make these activities possible. While serving as role models and teachers, their individual attention helps students develop invaluable skills. Students gain hands-on experience, interact with providers who practice in community settings and gain independence and confidence in their abilities. Students also benefit from living and working in a small or rural community setting or with underserved patients in urban settings. In their assessments of the off-site clinical rotations, student comments reflect the impact of these experiences and underscore the patience and dedication of the community faculty.

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## Closing Thoughts



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Community faculty members are an invaluable resource for the University of Kentucky. These dedicated men and women provide students with “hands-on” experiences and insight into the lives of clinicians working in Kentucky communities. In recognition of their efforts, UK HealthCare pledges the fullest support and ongoing commitment to these individuals.



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