

SoTL FLC Member (Prog/Dept, FLC Cohort)	Title	Description
Catherine Gohrband (PT, 1.0)	Student learning trajectory in a yearlong pro bono outpatient physical therapy clinic	This project will examine the experiences and perceptions of DPT students working with the Samaritan's Touch OP Pro Bono Clinic from their second year (Oct. 2024) to their third year of the curriculum (Oct. 2025). Method: survey and course artifacts/reflections at 3 points across the duration of the experience. *Need: IRB protocol support.
Hanna Hoch (AT, 1.0)	Perceptions of interprofessional collaboration and practice in professional athletic training students	IRB preparation for 2024 cohort underway. Goal is to determine student readiness for interprofessional collaboration and practice at the start of the academic program, after year one of the program, and at the conclusion of the academic program. May also include survey of overall perceived benefits of interprofessional collaborative practice during these timepoints.
Joneen Lowman (CSD, 1.0), Mary Beth Allen (CSD), Mona Carper (PT, 2.0), Shelley Irving (PAS), Aimee Sayre (CSD, 2.0), Leslie Woltenberg (PAS, 1.0)	Development of a universal tool for evaluating clinical performance within a telehealth environment	IRB approved and data collection has ended for the eDelphi study. We are analyzing responses for a manuscript submission. Goals are to pilot the form in RHB 732 in Spring 2024 and present initial findings at conferences (CCTS, etc.). *Need: assistance with SoTL methodology of evaluating the tool in the academic course setting
Chris Swartz (MLS, 1.0), Sarah Kerckmar (CLM, 1.0), Ivory Simon-Okube (MLS), Jami Warren (HHS 1.0)	Gamification as a mechanism for student engagement and learning on the topic of toxicology in clinical classroom and laboratory settings	The project was run initially in spring 2023 in MLS 467, and will be run again in spring 2024, in order to collect more data and feedback from MLS students. *Need: statistical analysis support Product: poster presentation (CLEC Feb 2024)
Molly Taylor (RHB, 1.0), Hannah Hoch (AT, 1.0), Leslie Woltenberg (PAS, 1.0)	Relationship between emotional intelligence (EI) and burnout, and an exploration of strategies to enhance EI and reduce stress in HCP students	Currently cleaning the quantitative data from the intervention and about to start analysis. We captured emotional intelligence, mindfulness, burnout, and sleep health data via self-report instruments to assess pre/post intervention changes. Qualitative analysis scheduled to start after the holidays, triangulating with the above-mentioned collaborators from my committee. Products: 3 manuscripts in review
Cheryl Vanderford (PAS 1.0), Randa Remer (HHS)	Physiologic and psychologic symptoms related to taking examinations	Data collection complete from PA students only and from CHS students only. IRB approval for university wide survey distribution; currently engaged in survey distribution and recruitment of participants. *Need: publication assistance (data analysis, technical writing, manuscript development) Products: 2 poster presentations (AAPA & PAEA 2023)
Leslie Woltenberg (PAS 1.0)	Examination of a model for teaching principles of evidence-based medicine to health professions learners	The aims of this study are: 1) to review contemporary best teaching practices for the principles of evidence-based medicine, and 2) present a model for EBM principles instruction, learning, and application among health professions learners. The study will examine learner knowledge of EBM and application of critical appraisal skills via course artifacts (annotated bibliographies and article critiques) and engagement activities (journal clubs and case studies). Phase 1 is single institution study, Phase 2 is international partnership.
Janine Bartley (CSD, 1.0)	Development of clinical reasoning in a problem-based learning classroom	Measuring clinical reasoning through a Think-aloud assessment measure after a semester taught through problem-based learning. Product: Presentation (Annual American Speech-Language-Hearing Association Convention 2023)
Carrie Baker (AT, 2.0)	Examining the relationship between reflection activities and development of critical thinking	The use of journal reflection activities has been widely adopted within a variety of educational disciplines, with the goal of enhancing experiential learning. Critical thinking is vitally important in the health care field and is intentionally developed within the athletic training curriculum to enhance decision making skills and actions. This proposed SoTL project would utilize students' reflection journals, regarding their clinical experiences, to facilitate deeper thinking with increasing levels of synthesis and evaluation, and improve clinical decision-making skills.

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Sharlee Burch (CLM, 2.0)	Self-identified introversion among undergraduate students in health leadership majors	Method: secondary data analysis (class artifacts/assignments) and survey. Study rationale: In instructional settings with undergraduates from Human Health Sciences and Clinical Leadership and Management, there is an opportunity to enhance opportunities to cultivate skills in teamwork and leadership behaviors. Extroversion is often predictor of leadership success and an observed number of these students self-identified as introverts through the lens of a group project assignment. Interested to examine the opportunity to improve leadership and teamwork skills in students, student experience, psychological safety, belonging, etc.
Katie Goldey (HHS, 2.0)	Undergraduate health sciences students' experiences of anxiety in the classroom; examination of how instructors address anxiety in the classroom while maintaining academic rigor	Method: focus groups. Study rationale: Anecdotal observation since the pandemic reveals a substantial uptick in anxiety (and/or comfort discussing anxiety). Students are anxious about work, about talking in class, about content, about grades, about all types of things they're dealing with at home. Sometimes instructors attempt to address this in ways that may alleviate anxiety, but sacrifices academic rigor. I believe that this is also not great for the developing student. I want to develop a theory on ways to address anxiety in the classroom while maintaining academic rigor - to show instructors that we can be rigorous while being sensitive to students' mental health needs. And to help students see that rigor can be positive.
Kara Lee (PT, 2.0)	Graduate professional PT students' self-assessments of professional behaviors change from pre to post initial integrated clinical education experience	Method: secondary data analysis (student reflection assignments). Study rationale: Students score themselves on professional behaviors before starting their first clinical, and often times, they see their professionalism in a different light and score themselves lower at the end of the clinical. We discuss this, but having information on how much change they may expect and in what areas could contribute to more student focus on self-assessment, a tool that has been proven to contribute to student success. We have put a request in for a lit search on what exists on the topic of belonging for PT students/graduate students but this is not literature that we are familiar with at this point.
Denise O'Dell (PT, 2.0), Mona Carper (PT, 2.0), Marjorie Lee Hall (CERH)	Accessibility challenges for health professions educators that may impact student learning in the classroom	Method: survey and focus groups. Study rationale: Interested in identifying potential accessibility issues for educators that may impact student learning, particularly among disciplines to be represented in the UK Health Education Building. Areas of focus to include access to classroom and clinical learning (potentially classroom focus and teaching accessibility (physical and other disability considerations) across campuses (includes Hazard and Morehead).
Christen Page (CSD, 2.0)	Spreading Aphasia awareness through collaborative academic-based service learning	Method: Survey and reflective essays. Study rationale: This study addressed first-year graduate student application of course content through community, academic, and interpersonal engagement within ABSL. Indirectly, community members may enhance awareness of aphasia as well as specific communication strategies. This study is unique in that it partners students with persons with aphasia to address a problem in the community (reduced communication access).
Aimee Sayre (CSD, 2.0), Christen Page (CSD, 2.0)	Development of a simulation framework for CSD curriculum	Method: Still in development, but potentially a pre/post survey to obtain faculty perception on simulation integration in CSD curriculum. Intervention is an in-person training on simulation framework and subsequently, faculty will incorporate at least one simulation in their graduate-level courses. Post survey to include reflection on feasibility, barriers, benefits, etc.
Ashley Vowels (HHS, 2.0)	Design thinking process & use of whiteboard software	Method: class artifacts. Understanding how the design thinking project contributes to learning outcomes. This study will examine how the whiteboard software (Miro) implemented in undergraduate classes informs student collaboration and navigation through the design thinking process.
Heather Witt (PT, 2.0), Mona Carper (PT, 2.0)	Student sense of belonging across multiple campuses	Method: focus groups and survey. Goal is to conduct focus groups with students at the Center for Excellence in Rural Health, and based upon findings - subsequently create a survey that will be given to students on both campuses (for comparison purposes). Interview guide in development with consideration for potential influential factors.
Karen Clancy (HHS/CLM, 2.0), Katie Goldey (HHS, 2.0)	Elevating evidence-based decision-making skills in Clinical Leadership and Management practicum	Study rationale: Will integrating components of the Interprofessional Evidenced Based Decision-making (CLM 454) research presentation assignment into the Clinical Leadership Management Practicum (CLM 401, and 402/403): 1. Give students an optional framework to present evidence-based projects? 2. Enhance student learning about interprofessional evidence-based decision-making in organizational leadership? 3. Result in more undergraduate CLM student research posters at the annual CCTS Showcase of Undergraduate Scholars and other events?