

# 2021 Annual Report

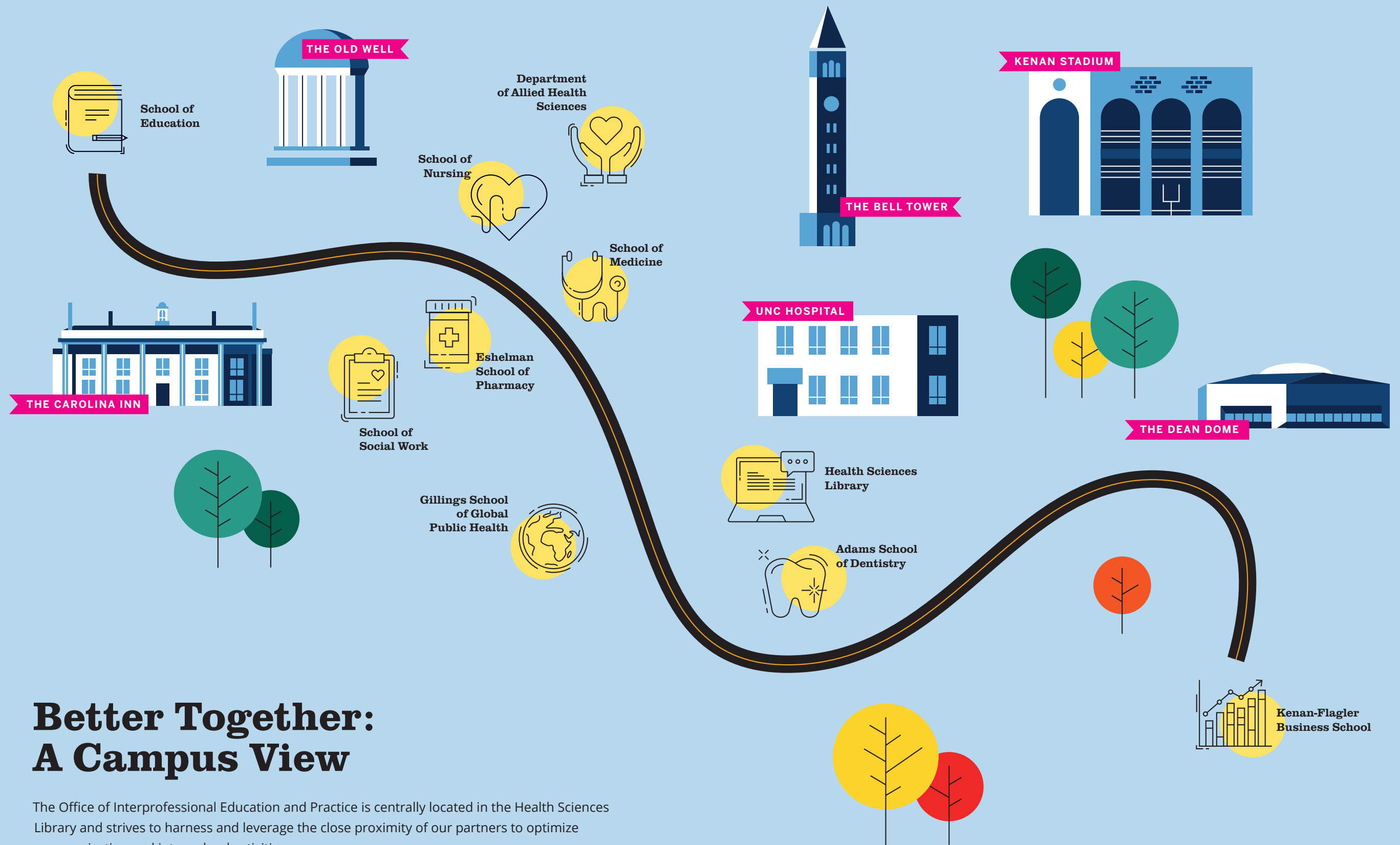
OFFICE OF INTERPROFESSIONAL EDUCATION AND PRACTICE

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**BETTER**  
together



OFFICE OF THE PROVOST  
Interprofessional Education and Practice



## Better Together: A Campus View

The Office of Interprofessional Education and Practice is centrally located in the Health Sciences Library and strives to harness and leverage the close proximity of our partners to optimize communication and inter-school activities.



# Message from the Assistant Provost

When the pandemic began, we had no idea how much the work of OIPEP would evolve. Clearly this has been a year like no other, and in times of crisis we often find what matters most. For IPEP, our philosophy of BETTER TOGETHER became our guiding principle, and I observed faculty, staff, and students engaging in intentional collaboration as they focused on providing quality education for our students, keeping our Carolina Community safe, serving our state, and enhancing the well-being of our colleagues.

In March 2020, when our health professions students were removed from their clinical settings, OIPEP organized a weekly meeting of the clinical and academic deans. Together we collaborated on communications to students and clinical partners, streamlined protocols and shared resources so that all schools could benefit, and strengthened connections across our schools. I have no doubt that this effort allowed our students to remain safely in the clinical settings and provided new educational experiences, such as telehealth, vaccine administration, and the Carolina CSSC that ultimately improved our partnerships during this time. Our annual report highlights how OIPEP served as a liaison between the health professions and main campus, and solidifies our mission to enhance the capacity and capability for schools and departments to collaborate.

Through our network we have created a system focused on Relational Leadership, which brings together students, staff, and faculty in both academic and clinical sectors to accelerate the trust and psychological safety needed to build our community together. I am pleased to see this work expand across the state as it will be a critical platform for accelerating change as we navigate through these uncertain times. As we look to the future, I am certain that we will need to equip our students with the knowledge and skills to address health disparities and to consider the multiple factors that impact health. Addressing toxic stress using a trauma informed care approach will be important next steps as we look at interventions for whole community health, and every school and department will be instrumental in this work.

Our OIPEP network has become a national leader in this effort, with UNC being recognized by the Interprofessional Education Collaborative (IPEC), RWJF, and HRSA for the connections and collaborations we are making. In April 2021, I was selected as an expert panel member for IPEC as they work on an accreditation tool that will assess an institution's readiness and success for IPE, and I have been proud to share our work, and look forward to expanding our reach of OIPEP in to the practice space. Dr. Lisa Zerden's innovative partnerships between dentistry, education, social work, and allied health are catapulting us into the practice space that will allow us to achieve our goals of producing a collaborative practice ready workforce. I know this year has been incredibly challenging, and I am grateful for the support of the OIPEP directors, SEC leaders, and our incredible network of colleagues and practice partners that have solidified our shared vision of interprofessional education and collaborative practice.

Sincerely,

**Meg Zomorodi** PhD, RN, ANEF, FAAN

# About Interprofessional Education & Practice

## DEFINITIONS

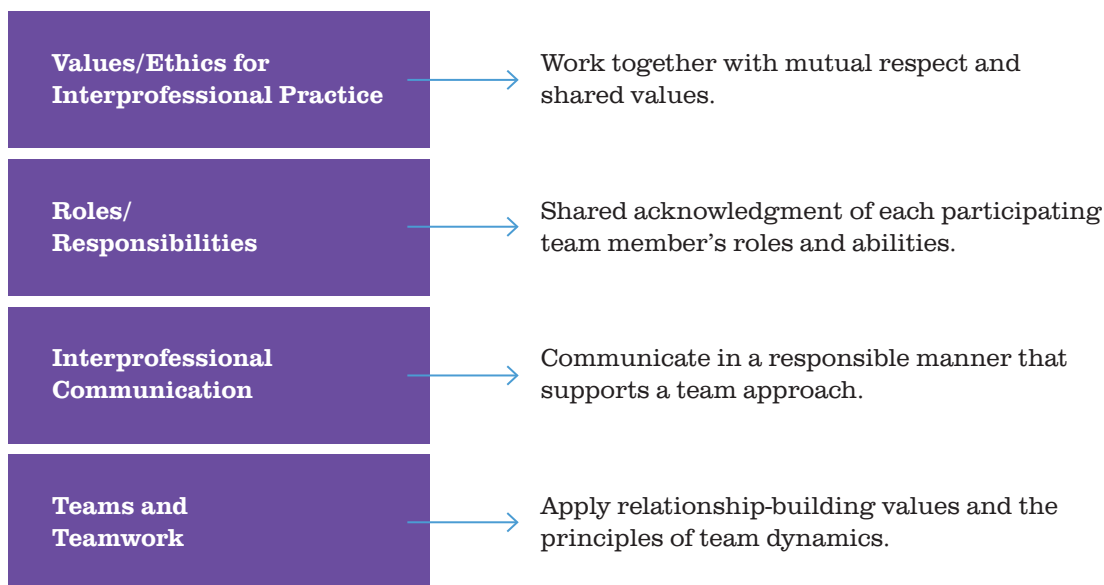
Interprofessional Education (IPE) occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.

Interprofessional Collaborative Practice (IPCP) takes place when multiple health workers from different professional backgrounds work together with patients, families, and communities to deliver the highest quality of care.

Source: World Health Organization, 2010

## COMPETENCIES

IPE initiatives and curricular development at UNC-CH are guided by the Interprofessional Education Collaborative (IPEC) core competencies for interprofessional collaborative practice.



Source: IPEC Core Competencies for Interprofessional Collaborative Practice; Updated 2016.

## OUR DIRECTORS



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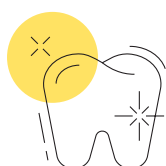
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## OUR PARTNERS

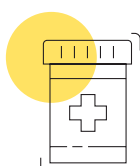
At other universities, IPE is generally thought of as an innovative approach for provider education, and taught within the health affairs schools. At UNC-CH, we understand that health is more than health-care. Therefore, our vision for IPE extends beyond the health affairs schools, building on partnerships with the Schools of Business, Education, Social Work and the Health Sciences Library to maximize impact and create a diverse and caring workforce who work BETTER TOGETHER to improve individual and population health.



**Adams School  
of Dentistry**



**Department  
of Allied  
Health Sciences**



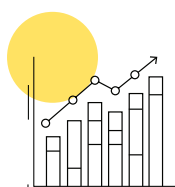
**Eshelman School  
of Pharmacy**



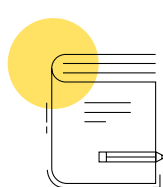
**Gillings School  
of Global  
Public Health**



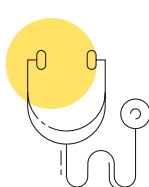
**Health Sciences  
Library**



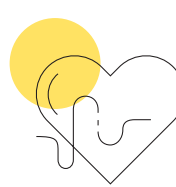
**Kenan-Flagler  
Business School**



**School of  
Education**



**School of  
Medicine**



**School of  
Nursing**



**School of  
Social Work**

## OIPEP NETWORK

- Ackland Art Museum
- Carolina Center for Public Service
- Carolina Center for Aging and Health
- Department of Pastoral Care
- Duke AHEAD: Blending the Blues
- Geriatric Workforce Enhancement Program
- Health Educators Research Directors
- Health Affairs Collaborative
- Health Humanities: An Interdisciplinary Venue for Exploration
- Innovate Carolina
- Med Serve
- North Carolina Area Health Education Centers (NC-AHEC)
- Office of Rural Initiatives
- Orange County Rural Alliance (OCRA)
- Relational Leadership Collaborative: Primary Care Progress, University of Utah, Oregon Health & Science University
- Smith Leadership Initiative
- Thrive@Carolina
- UNC Asheville
- UNC Law School
- UNC Rural
- Western Carolina University
- National presence through AIHC, JIEP, Nexus, RWJF, and Macy Foundation

## OUR OFFICE

### Mission

In the Office of Interprofessional Education and Practice, we believe that **together, we are better!** That is why the mission of OIPEP is to support interprofessional endeavors that enhance the capacity and capability to improve health outcomes.

### Vision

To be **the** model for interprofessional education and practice and produce graduates who will transform the healthcare system and improve the health of patients and populations in North Carolina and beyond.

### Goals/Key Objectives

- > Produce a workforce that is collaborative practice ready.
- > Advance scholarship in interprofessional education and practice.
- > Address whole health through interprofessional learning and practice.
- > Build campus-wide partnerships to:
  - enhance communication,
  - share best-practices and resources,
  - identify, and facilitate, opportunities for cross-departmental collaboration.

### How We Work

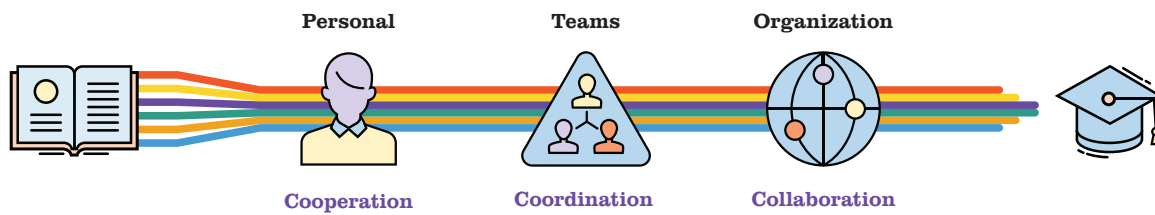
The Office of IPEP works with faculty, students and community partners to:

- > **Initiate:** We design, implement and evaluate innovative interprofessional education and practice experiences to address curriculum or community needs.
- > **Facilitate:** We offer logistical support to scale up existing interprofessional opportunities.
- > **Promote:** We help our partners reach a diverse population by disseminating information about programs and events across our expansive network.

By initiating, facilitating and promoting we achieve our mission by building infrastructure, partnerships, educational opportunities and new and sustainable programs!



## DEVELOPMENTAL MODEL



### Cooperation

#### Me to We

Individuals have independent goals, while beginning to form an appreciation for every member of the team.

### Coordination

#### We in Teams

Team members work together to achieve a common goal while also remaining focused on independent roles.

### Collaboration

#### Teams in Systems

Team members participate in shared creation of new ideas that could not have been created by individual members.

## THE IPEP CORE ACTIVITIES

### MEET YOUR NEIGHBOR (COOPERATION): Summer and Fall

This experience helps students explore career motivations, the roles of other professionals on a team and how similarities and differences might enhance or hinder patient and population outcomes. This activity has great potential for inter-institutional participation. In Fall 2020, nursing students from Western Carolina University participated with UNC medical and pharmacy students on the Asheville campus.

#### Allied Health, Dentistry, Education, Medicine, Nursing, Pharmacy, Public Health, Social Work



### CAN YOU HEAR ME NOW? (COORDINATION): Fall

In response to the growing need for our students to understand the importance of psychological safety on teams, we revised this program to include an emphasis on microaggressions and bystander training. Emphasis was placed on developing communication techniques and quality and safety principles to promote better communication and principles of conflict management.

#### Allied Health, Medicine, Nursing, Pharmacy



### BETTER TOGETHER SERIES: A FOCUS ON POPULATION HEALTH (COLLABORATION): Fall and Spring

Online modules embedded in existing population health coursework with a special emphasis on interprofessional teamwork; value-based care; identification and stratification of populations at risk; health disparities; care coordination; patient engagement; and data analytics and reporting of outcomes. Student engagement was enhanced by unfolding cases with video vignettes.

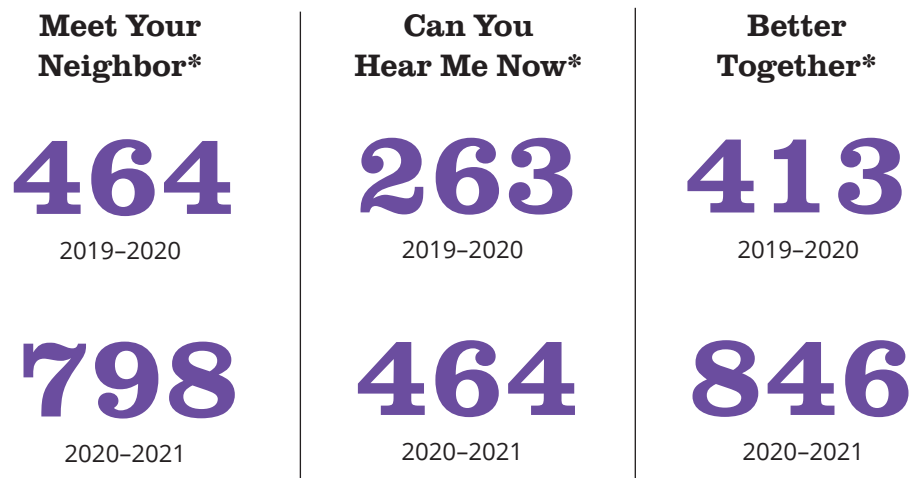
#### Allied Health, Dentistry, Education, Medicine, Nursing, Pharmacy, Public Health, Social Work





## Watch Us Grow!

3,306 students participated in IPE! Here is an example of how we have grown:



*\*IPEP Core Activity*

## HIGHLIGHTED PROGRAMS AND ACTIVITIES

The Office of IPEP proudly supports programs and activities that showcase interprofessional excellence across a diverse network of school and departments. We do this by offering logistical support, sourcing content experts and collaborators, and promoting interprofessional programs and activities. Here is a sample of some of the interprofessional programs, courses, events and activities that the University has to offer.

### **BIO 117: PRE-HEALTH THRIVE-1 CONSIDERING HEALTH PROFESSIONS:** Fall

This course provides exposure to a variety of health professions, emphasizing ways health care teams work together (interprofessional interactions). This course exposes students to a variety of health professions through case-based learning and discussion.

### **BIO 118: PRE-HEALTH THRIVE 2 PURSUING HEALTH PROFESSIONS:** Spring

This course provides guidance to plan a path toward a profession of interest by selecting appropriate course, service, and research opportunities.

### **BOOK CLUB:** Fall

Hosted by the Office of IPEP and the Health Science Library, this unique social engagement experience for entering 1st year professional students offers an intimate “book club” style discussions centered around summer reading assignments on growth mindset.

**Dentistry, Pharmacy, Open to all professions Fall 2021**



**GETTING IT RIGHT: Addressing Healthcare Error Through Interprofessional Collaboration,** Spring  
Interprofessional teams of students collaborated on a Global Network for Simulation in Healthcare (GNSH) Team Engagement Case Scenario on sepsis to learn how healthcare error can occur and develop strategies to reduce errors in their future practice.

**Allied Health, Dentistry, Education, Medicine, Nursing, Pharmacy, Public Health, Social Work**



**HOTSPOTTING:** Fall, Spring

This interprofessional clinical experience brings student teams together to partner with clients at risk for hospital readmission to address social determinants of health and resource needs. This activity was embedded in NURS 470 (Public Health Nursing) and was a volunteer experience for students in physical therapy and occupational therapy. This program is in partnership with Well Care Home Care and supported by the Office of IPEP.

**Allied Health, Nursing**



**INTERPROFESSIONAL GERIATRICS EXPERIENCE:** Spring

A two-day event for collaborative IPE immersion with a geriatric focus to expose students to the benefits of interprofessional practice for providers, patients, and families. This event is a partnership between the Geriatric Workforce Enhancement Program and the Office of IPEP.

**Allied Health, Dentistry, Education, Medicine, Nursing, Pharmacy, Public Health, Social Work**



**ISTEP: INTERPROFESSIONAL-SUBSTANCE USE TREATMENT EDUCATION PROGRAM**

Supported by the Substance Use and Mental Health Services Administration (SAMHSA), students from social work and dentistry and dental hygiene share expertise to learn how behavioral and oral health providers can diagnose, prevent and treat substance use disorders in routine practice.

**Dentistry, Social Work**



**MEDSERVE:** Summer

MedServe Fellows are recent college graduates who have completed a pre-health curriculum and are taking time off before pursuing graduate school. Most students are interested in exploring careers in medicine and/or PA programs. As a result of COVID-19, MedServe adapted their curriculum to remote learning and expanded their content to address interprofessional collaborations. Student volunteers partnered with faculty in the IPEP network to refine this curriculum.

**PHARMACY COLLAB TO PHARMACY-DENTAL COLLABORATIVE PATIENT CASE:** Fall

Dentistry, dental hygiene, and pharmacy students meet over a week, with a facilitator present, to share observations from their own perspectives about clinical cases, in order to learn from their own perspectives about a clinical case.

**Dentistry, Pharmacy**



**TELEHEALTH:** Fall, Spring

In response to the pandemic, interprofessional faculty came together to equip students with the knowledge and skills needed to administer care via telehealth through didactic teaching sessions, standardized patients, and direct patient interactions via telehealth.

**Allied Health, Dentistry, Medicine, Nursing, Pharmacy, Social Work**

**TRANSITION TO PRACTICE TeamSTEPPS:** Spring

This event, sponsored by the Smith Leadership Initiative and in partnership with the Kenan-Flagler Business School, was designed to utilize TeamSTEPPS training and team building skills for graduating medicine, nursing, and pharmacy students about to transition to practice. This spring due to COVID-19 gathering restrictions, the team leadership quickly pivoted to a remote platform. A specifically designed Escape room was facilitated by the Carolina Outdoor Education Center staff engaging learners in crucial elements of teaming. Learners received coaching from an expert executive coach as they considered ways to integrate what they have learned into their future practice.

**Medicine, Nursing**

**TRAUMA INFORMED CARE:** Fall

Interprofessional activity to explore three stages of a person's life shaped by trauma. This activity was designed to help students better understand the complex relationship between social contributors to health, the mechanisms by which trauma influences health, and approaches to assisting others with trauma to heal.

**Allied Health, Education, Medicine, Nursing, Pharmacy, Social Work**

**WHEN THINGS GO RIGHT — THE PAIGE WINTER STORY:** Spring

This event highlighted a case “when things go right” and the importance of effective teamwork on successful outcomes, including Paige’s return to a vibrant life including graduating from high school with her class. Several of Paige’s care team inspired the audience in their delivery of patient centered care. Joel Fodrie from the UNC Institute of Marine Sciences shared UNC shark research. Craven Community College hosted the Winters for the webinar.

**Allied Health, Dentistry, Education, Medicine, Nursing, Pharmacy, Public Health, Social Work**

**New Course Coming!****N625**

Global and Interprofessional approaches to solve complex cases. A partnership with UNC Global, Innovate Carolina, and the IPEP Schools.

# Research and Scholarship Highlights

## PRESENTED AT THE NEXUS SUMMIT, AUGUST 2020

**“Building a Core for Longitudinal IPE: Bridging the Gap Between Academic and Clinical Learning Environments to Optimize Performance and Culture”** was accepted as part of the Lightning Talk series. Authors: Meg Zomorodi (Nursing), Sarah Smithson (Medicine), Phil Rodgers (Pharmacy), Madeline Neal (Office of IPEP), Judy Schmidt (Allied Health Sciences).

**“NOT Social Distancing: Getting Students to “Meet Your Neighbors”** as a First-Year Interprofessional Activity” was accepted as part of the Lightning Talk series. Authors: Phil Rodgers (Pharmacy), Meg Zomorodi (Nursing), Sarah Smithson (Medicine), Madeline Neal (Office of IPEP).

**“The Relational Leadership Institute: A Model for Enhancing Interprofessional Leadership and Teamwork”** was accepted as part of the Lightning Talk Series. Author: Sarah Smithson (Medicine).

**“What Is Your Confidence Level? Assessing Student Self-Efficacy on the IPEC Core Competencies in Classroom-based IPE Activities”** was accepted as part of the Lightning Talk series. Jackie Zeeman (Pharmacy), Phil Rodgers (Pharmacy).

## INTERPROFESSIONAL SUBSTANCE USE DISORDER EDUCATION AND TRAINING (I-STEP) — A SCHOOL OF SOCIAL WORK AND ADAMS SCHOOL OF DENTISTRY COLLABORATION

High-quality education for students across health fields is imperative in order to meet the U.S.’s growing substance use disorder treatment demands. The Substance Use and Mental Health Services Administration (SAMHSA) provided \$199,000 of funding to develop, implement, and disseminate an interprofessional curricula toolkit to train the next generation of UNC Chapel Hill students in the Master’s in Social Work (MSW), Doctor of Dental Studies (DDS), and Dental Hygiene (DH) programs. With the first year of the grant now complete, the i-STEP curriculum reached 161 students (n = 43 MSW students, 84 Dental students, and 34 dental hygiene students), surpassing the total goal of 150 students by 2022.

The ubiquitous issue of substance use disorders requires coordinated interventions spanning professional boundaries and highlights the need for a health care workforce whose knowledge bridges interconnected aspects of patient care. Strikingly few opportunities exist for social work and dental students to learn, train, and practice in shared classroom and clinical settings. By creating this project, i-STEP has begun the work to enable MSW, DDS, and DH students to work together to meet patients’ needs and share their professional expertise to prevent and treat substance use disorders. Ultimately, i-STEP is a step forward to creating a future workforce who understands the increasing complexity of substance use disorders and related sequelae by focusing on how behavioral and oral health providers can diagnosis, prevent, and treat substance use disorders as routine practice.

*For more information, please contact the program director, **Lisa de Saxe Zerden** at [lzerden@email.unc.edu](mailto:lzerden@email.unc.edu)*





# Future Leaders in IPEP

## STUDENT EXECUTIVE COMMITTEE FOR IPEP

The Student Executive Committee (SEC) serves to transform the culture of IPE by raising awareness for interprofessional collaboration through social events that occur outside of a traditional classroom setting. Events rotate through the professional schools to expose students to the broader Carolina community.

## COMMITTEE MEMBERS

Amy Rowley, ESOP

Amy Wright, SSW

Andres Tello, KFBS

Aneesh Rahangdale, SOM

Aoife O'connor, GSGPH

Christian Goodwin, SOM

Heather Ingram, DAHS (CRMHC)

Jessica Pankey, ESOP

Kate Hickert, DAHS (OT)

Kristen Larson, SOM

Latesha Harris, SON

Megan Griffard, SOE

Melissa Wilson, GSGPH

Miguel Vasquez, ASOD

Mikalia Guard, DAHS (PT)

Natalie Browne, SOM

Sarah Liebkemann, ASOD (DH)

Saumya Goel, ASOD

Taleah Frazier, SON

Veronica Munn, SON

Yasmine Eshera, DAHS (CRMHC)

## What does IPE mean to you and what would you say to other students in your profession to motivate them to engage?



**Kate Hickert, Occupational Therapy '21**

"To me, IPE means ensuring best care and practice for my future clients and patients. Other OT students should engage in IPE because our profession has the privilege of working with many other amazing professions, and if we learn with, from, and about them, we will be better prepared to work with them upon graduating."



**Natalie Browne, MPH Gillings '20 and Medicine '24 (CO-CHAIR)**

"IPE provides meaningful opportunities to understand and utilize various professions' unique skill sets to optimize patient care. Engaging in IPE allowed me to learn from and collaborate with other professional students at UNC that I otherwise would not have met."



**Latesha K. Harris, BSN, RN. Candidate for Ph.D. Nursing '24**

"IPE allows me to collaborate with like-minded students from other professional schools at UNC. IPE creates fantastic networking opportunities and fosters a creative space for interprofessional initiatives and conversations. Other Nursing students should engage in IPE to share their voice and ideas and serve as a liaison between other student interest groups across campus."



**Miguel Vasquez, Dentistry '23**

"IPE is a laid back way for me to engage with students from other health professional schools at UNC. I find our meetings as a great setting to brainstorm ideas and gain a bit of insight of different perspectives shaped by background but also by field of study."



**Saumya Goel, Dentistry '23**

"Interprofessional education allows me to collaborate with my colleagues in other programs, whether in the healthcare field or outside of it, to make a lasting impact on the patients we serve. By working together, we learn from each others' disciplines and can arrive at a solution that truly keeps the patient and all of their needs at the forefront."



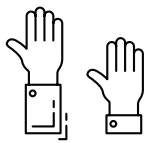
**Sarah Liebkemann, Dental Hygiene '21 (CO-CHAIR)**

"Interprofessional Education is the key to bridging the historical gap between the dentistry and medicine. Through experiences that center around interprofessional cooperation, coordination, and collaboration, graduates like me enter the work force equipped with the tools and vision necessary to transform both policy and patient care for the better."

## THE CAROLINA COVID-19 STUDENT SERVICE CORPS (CSSC) WINS PRESTIGIOUS AWARD!

Carolina CSSC received the 2021 Robert E. Bryan Public Service Award for serving as a centralized organizational structure to facilitate coordination across various academic and healthcare sectors to reduce challenges created by the COVID-19 pandemic.

In the early stages of the COVID-19 pandemic, the OIPEP launched the Carolina CSSC to address a need for health professional students to gain leadership skills through service in response to shuttered clinical experiences. In October 2020, the Carolina CSSC expanded to include pre-health, graduate and undergraduate students. In January 2021, the Corps set its sight on helping reduce the spread of COVID-19 on campus and in the surrounding community. They did this by mobilizing student volunteers to help with covid testing sites, contact tracing, vaccine administration, and supplies and test kit making.



**1,565**  
**Active Volunteers**

**25,340**  
**Hours Served**

### Number of Students Who Volunteered

**344**

25+ Hours

**189**

50+ Hours

**116**

75+ Hours\*

**15**

100+ Hours

*\*Students who served more than 75 hours received a certificate of excellence signed by the Chancellor and Provost.*

**2,000 to 4,000**

**Weekly Tests Administered**



**Over 180,000**  
**Total Tests Administered**



## FIRST COHORT OF RIPLS GRADUATES FROM PROGRAM

The Rural Interprofessional Longitudinal Scholars program, which was launched as a pilot initiative in Fall 2019, has graduated its first cohort of scholars. These inaugural seven health professional students from five programs/disciplines completed a 4-semester longitudinal scholars program focused on rural interprofessional health in May 2021. Despite the challenge of changing to virtual, these scholars were able to continue the RIPLS program through monthly Zoom seminars that encouraged interprofessional collaboration and reflection. Students worked virtually over the summer with Chatham county to lay the groundwork for a telehealth elective and build connections for interprofessional telehealth.

### What's next for the RIPLS Program?

In Fall 2020, we recruited a second pilot cohort to the RIPLS program. These eight students are currently participating in their summer immersion experience completing needs assessments both in-person with New Hanover County and virtual with Edgecombe and Robeson Counties. In January 2021, the RIPLS program received additional 3-year funding that has allowed the creation of a formal program that will bring together scholars and mentors who are passionate about advancing rural health in North Carolina.



**Valerie Falconieri**  
Occupational Therapy



**Anne Gladstone**  
Social Work



**Brandon Glover**  
Public Health



**Lucas Griffin**  
Public Health



**Katie Howell**  
Pharmacy



**Ling Lin**  
Dentistry



**Joseph Ogbansiegbe**  
Public Health



**Kerri Reid**  
Occupational Therapy

**“The Rural Interprofessional Longitudinal Scholar Program granted me the opportunity to build relationships and collaborate with colleagues who share similar values as well as the motivation to serve rural communities. As a result of this program, I feel that I have broadened my professional network, which will support me in the future as I pursue a career in rural healthcare.”**

– Allie Russell, UNC OT '21

## RELATIONAL LEADERSHIP @ CAROLINA

Embedded within UNC's Office of Interprofessional Education and Practice, with support from the Smith Leadership Initiative and the Morris-Singer Foundation, Relational Leadership at Carolina (RL@C) is an interprofessional, cross-generational learning community focused on building skills to support "an inclusive mindset and community" to thrive at UNC. Participants are introduced to the skills of Relational Leadership through the Relational Leadership Institute (RLI), a multi-day program focused on Psychological Safety, Narrative Leadership, Identity, Impact, & Power, One-to-ones, Teaming, Collaborative Decision-making, Giving Feedback, Conflict Transformation, and Advocating to Accelerate Change.

Alumni of RLI make up the RL@C community of engaged partners and can join the Leadership Pathway to become trainers and facilitators in future RLI cohorts, participate in RL@C booster programs, and engage the RL@C core team to share RL content with their departments and units. To learn more about this energizing and transformational program, email [relational\\_leadership@unc.edu](mailto:relational_leadership@unc.edu).



**140** Faculty, Staff and Students  
trained in Relational Leadership™

**10** Schools/Departments  
received RLI training

**27** Joined  
leadership pathway



**“Relational Leadership at Carolina has provided opportunities for me to learn more about myself and how I interact with others. Some of the invaluable benefits of the RLI experience are all the incredible connections I have made with colleagues across the University campus, while getting to know members of my own School on a deeper level. I would love to see all my colleagues have the opportunity to attend an RLI training event!”**

– Heidi Anksorus, Pharm.D., Assistant Professor at the Eshelman School of Pharmacy and RL@C Leadership Pathway member.

## MEET THE ANNE BELCHER INTERPROFESSIONAL SCHOLARS

The Anne Belcher Interprofessional Faculty Scholars Fund, provides opportunities for faculty in the UNC School of Nursing to shape the world of interprofessional education (IPE) and create the scholarly work others will look to as evidence for the power of IPE in the future.



**Ashley Leak Bryant, PhD, RN-BC, OCN, FAAN**

"As a nurse scientist, I work closely with the inpatient and outpatient cancer teams to manage symptoms and function of older adults with acute leukemia. I approach my work with a palliative care lens collaborating with nurses, occupational and physical therapists, pharmacists, and oncologists to improve the patient experience. The Belcher fellowship provides funding support to conduct interprofessional research that will lead to improved health outcomes for older adults with cancer. I am grateful to receive this funding to support this important work!"



**Jennifer Alderman, PhD, RNC-OB, CNL, CNE, CHSE**

"The Belcher Scholar designation means so much to me, as both a way to disseminate my research through presentations and publications and as an affirmation of my work in interprofessional education for over a decade. Having the resources afforded to me by this honor allows me to further pursue leadership development opportunities as both an academic nurse educator and as an IPE scholar. I am a grateful Anne Belcher IPE Scholar!"



**Elizabeth Walters, DNP, CPNP, RN**

"Becoming a Belcher Scholar enables me to focus on the important interprofessional work in antibiotic stewardship. Most antibiotic stewardship teams include infectious disease physicians and an infectious disease pharmacist. I plan to use my time as a Belcher Scholar to work with the Pediatric Infectious Disease Society of America (PIDS) to implement a new focus of education and outreach within PIDS to focus on community providers, nurses and other disciplines. This opportunity is very meaningful to me because it allows me to focus on working with interprofessional teams and thus bring these experiences back to our students and even involve our students in the projects."



**JoAn Stanek, DNP, RN, ANP**

"As a Belcher Scholar, I will be able to promote education about care of the dying patient to the undergraduate nursing student and explore nursing student's feelings and thoughts about death. This opportunity provides a cornerstone to develop and implement end of life education across the undergraduate curriculum and expand this to interprofessional education."

# Features

## ELEVATING IPE ON THE STATE AND NATIONAL STAGE

With over **150 health professions/sciences programs** in North Carolina, over **3,000 health professions' faculty members**, and increasing initiatives to incorporate interprofessional training into these programs, educators in nursing, medicine, pharmacy, allied health, and other health professions recognize that their efforts need to align in order to avoid duplication and competition. With NC-AHEC leading the way, the interprofessional Education Leaders Collaborative (IPELC) was formed to promote IPE initiatives in NC through the facilitation of communicating, partnering, and learning about, from, and with each health profession/sciences program in the state. Through a professional gathering of minds, experiences, and expertise, the IPELC created a platform that can be utilized to develop, share, and implement best practices for IPE.

NC AHEC covers **9 regions** and reaches **all 100 counties**. Members include technical schools, community colleges, and public and private universities.

## WHOLE COMMUNITY CONNECTIONS

Thanks to the generosity and vision of the William R. Kenan, Jr. Charitable Trust, the University of North Carolina at Chapel Hill will lay the groundwork to build community skills and assets through intentional community-academic engagement under the three-year "Whole Community Connection (WCC)" initiative in Robeson and Edgecombe counties. Supporting sustainable growth and development by investing in locally-based knowledge and skills, community-academic teams will develop community-centered solutions to address health disparities, bolstered by the work of interprofessional student groups.

The WCC project aligns with the Carolina Next Strategic Plan Aim 6: Service to Benefit Society. True to the interprofessional nature of the project, the team brings together two provost-led initiatives UNC Rural and OIPEP as well as experts from the Schools of Business, Medicine, Nursing, and Public Health. The established infrastructure from these two Offices allowed these experts who are highly experienced in designing and administering equity-centered leadership training programs to be quickly identified. Applying expertise and experience from work within each of these Schools, they will be able to merge best practices for such inter-professional and community-based programmatic efforts. Throughout the summer of 2021, WCC partnered with RIPLS students from the Rural Interprofessional Health Initiative to create asset mapping and conduct stakeholder interviews that will best inform the launch of the WCC program.

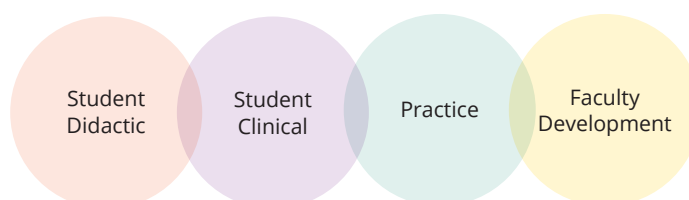
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**“The Whole Community Connection will harness the strengths of each individual community-academic team member while also building the collective capacity of teams to collaboratively examine the systems that produce inequalities and design.”**

– Giselle Corbie-Smith, Associate Provost for UNC Rural

## DEVELOPING A ROBUST STRATEGY FOR IPEP EVALUATION

This year, the Office of IPEP partnered with Jackie Zeeman, PharmD, Assistant Professor and Assistant Director, Office of Effectiveness, Planning, and Assessment in the School of Pharmacy to develop a robust evaluation plan for didactic IPE. In order to measure the impact of IPEP on students, Dr. Zeeman partnered with the OIPEP to recommend a standardized coordinated strategy to assess student self-efficacy with the IPEC Core Competencies for OIPEP supported didactic activities.



This student self-evaluation is intended to be a formative evaluation of interprofessional competency. To supplement the formative didactic evaluation, engagement in IPEP activities within the clinical environment will serve as the summative evaluation as these experiences typically involve direct supervision of a student by a preceptor over an extended period. This provides a holistic environment for student IPEP development across didactic and clinical experiences that OIPEP will utilize to inform programmatic changes and document student development through participation in OIPEP activities.

Building upon this vision, Dr. Jackie Zeeman received the AACP New Investigator Award for her work Better Together: Evaluating the Me and We Competencies in Interprofessional Teams. These findings will determine specific, measurable behaviors, knowledge, and skills (KSAs) evident of highly collaborative interprofessional team members and will help identify the KSAs students need to become collaborative practice ready.

## IPEP JUMPS INTO ACTION — THE IPEP NETWORK RESPONDS TO SERVE OUR COMMUNITY



In early January 2020, when Dr. Zomorodi received an email from Dr. David Wohl asking about student volunteers for vaccinations, she knew that OIPEP had to help. Building off of the infrastructure from the Carolina Student Services Corps and the network of OIPEP, Dr. Zomorodi reached out to all the health professions deans who were all more than willing to help. What developed was a robust Vaccine Service made up of **over 1000 UNC students, faculty, and staff** who volunteered their time in both clinical and non-clinical roles. Volunteers partnered with the

Friday Center, UNC Hillsborough, Rex Hospital, Campus Health, and rural mobile clinics with Alignment Healthcare, Benson Area Medical, and the Farmworkers Association. Students administered **over 100,000 vaccines** as part of this effort. Over the summer, an interprofessional course was created that provided an overview of the pandemic and the vaccine effort with students partnering with NC DHHS to create resources for individuals in rural communities to address vaccine deliberation.

## HOW AN INTERPROFESSIONAL TELEHEALTH CURRICULUM CAME TO BE

*“Never let a good crisis go to waste.” – Winston Churchill*

In response to the need for student training in telehealth, OIPEP partnered with the School of Medicine (Aliaga, Bazemore, Bossenbroek-Fedoriw and Smithson) and School of Pharmacy (Rodgers) to create a 4-week elective that provided foundational telehealth content and partnered **52 students** with AHEC practices across the state. In 4 weeks, students interacted with **over 2000 patients in 11 telehealth practices**. Following the pilot elective, a larger team made up of OIPEP partner schools collaborated to build asynchronous didactic content and standardized patient encounters focused on interprofessional telehealth. With support from NC-AHEC, interprofessional web-based modules were developed that provided evidence-based resources focusing on ethical considerations, “webside manner,” assessment skills, and team-based care. **Over 150 students** have participated in this IPEP activity with **95% of respondents** reporting satisfaction with the content.

Since then, OIPEP has partnered with Duke University IPEC and Duke AHEAD and received an American Medical Association Accelerating Change in Medical Education Innovation grant that brought together students from both institutions. The program “CO-TEACH: Creating Opportunities for Telehealth Education, Assessment, and Care through Hotspotting was implemented over the spring semester and was presented nationally at Jefferson Center for Interprofessional Education Conference in April 2021.

“This has been an incredible opportunity to develop IPE content for our students and to connect with amazing faculty across the health professional schools. I have particularly enjoyed the continuous improvement aspect of this experience. The richness, depth, and insight students bring to this work has been truly inspiring.” – *Sofia Aliaga MD, MPH*

## WHEN THINGS GO RIGHT — THE PAIGE WINTER STORY



This event highlighted the extraordinary journey of shark attack survivor, Paige Winter, and the importance of coordinated care to the safety and well-being of the patient and their family - not only at the moment of injury, but in the weeks and months after as they resume their lives. Paige’s story illustrated the value of teamwork and collaboration evident from the moment that a friend noticed Paige was being pulled underwater to present day. Members of Paige’s care team joined as panelists to share components of her journey of recovery. Sam Passour, OT, a certified hand therapist with Vidant Health and Mike Truesdale with East Carolina Brace & Limb provided thought-provoking examples of Paige’s determination, courage and positive attitude as she moved through therapy. John Riley, a UNC-CH School of Medicine student highlighted “Stop the Bleed”, a national initiative and important training for the lay public as well as the medical community to know how to Stop the Bleed when a trauma occurs.

The event ended with a presentation by UNC-Chapel Hill associate professor and marine scientist, Joel Fodrie, who discussed the 50 years of research the UNC Institute of Marine Sciences has conducted on sharks, including some characteristics of shark behavior and the seasonality of their movements.







# Find Us

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Day-to-day operations for OIPEP are performed by the Assistant Provost for IPEP and the Director of Special Programs. The Office is strategically located in the Health Sciences Library, a neutral space that is free from perceived or implied hierarchy.