

IPEPulse

Volume 1, Edition 1

March 2023



In this Edition



[Nominate a faculty member](#) for the Dr. Julie Byerley Award for Faculty Excellence in IPEP award by March 5th!



[Apply to the Rural Interprofessional Longitudinal Scholars Program \(RIPLS\)](#) by March 10th!



[Submit your project/research](#) for the IPEP annual showcase by March 20th!

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OFFICE OF THE PROVOST
Interprofessional Education and Practice

IPEP Opportunities

Recent IPEP Opportunities:

IPE Lunch & Learn: Substance Use and Its Effect on Treatment Communication

January 30, 2023

Ms. Jamie Burgess-Flowers, assistant clinical professor at UNC School of Social Work, presented and facilitated a discussion of substance use and how to effectively communicate with patients who have experienced substance use.

Map the System Competition Application

January 31, 2023

The Map the System Competition is a global student competition hosted by the Skoll Centre for Social Entrepreneurship at the University of Oxford. This competition allows students to dive deeply into issues that matter to them and share their findings with a global community.

The North Carolina Albert Schweitzer IPE Fellowship Application

February 1, 2023

The NC Albert Schweitzer Fellowship is a year-long opportunity where fellows will have the ability to create a service project that addresses the health and wellness of vulnerable communities.

IPE Gerontology - GERO

January 26 and February 2, 2023 (283 participants)

A faculty sponsored, student led, two day event where students learned geriatric principles and explored case studies using critical thinking as a team to build care plans with patient centered goals. The objectives were to understand the education and roles of other professions, engage in an interprofessional collaborative process, and understand the benefits of an interprofessional team approach to care for older adults.

Healthy Hearts and Heels for Kids

February 10, 2023

UNC hosted a campus visit for the Carolina Community Academy, an innovative K-2 school in Roxboro N.C. The visit focused on promoting healthy practices like exercise, eating well and sharing love as a form of wellbeing.

Carolina Geriatrics Workforce Enhancement Program Training of Age-Friendly Healthcare Systems in Nursing Home Care

January 19 and February 16, 2023

This program focused on teaching nursing students, Certified Nurse Aides (CNAs), and medical students, age-friendly interprofessional healthcare care practices.



IPEP Case-Based Networking Event

February 21, 2023

This case-based networking event gave students the opportunity to work in small interprofessional groups and discuss ways to improve care for a pediatric patient with HIV. The event included pizza and some time for additional networking outside of the small groups following the event.

The Importance of Teamwork: An IPE talk with Nurse Anesthetist, Mr. Johnathon Francis

February 21, 2023

The ASOD IPE Interest Group hosted Mr. Jonathan Francis, a registered Nurse Anesthetist, for a presentation regarding his career and how he works together with different healthcare professionals, including topics of roles and responsibilities, effective communication, and professionalism.

Interprofessional Speed Networking

February 28, 2023

The Gillings IPEP Student Interest Group and the Public Health Leadership Student Association (PHLSA) hosted an Interprofessional Speed Networking event to provide professional students from a variety of backgrounds with the opportunity to connect.

Upcoming IPEP Opportunities:

Interprofessional Service Learning with Vulnerable Populations in North Carolina

March 12-16, 2023

Spring Break Interprofessional Service-Learning elective focused on vulnerable communities in Tyrrell County. Students will explore the social determinants of health, and work in partnership with community members and agencies to promote health and reduce health risks.

For more information, contact Dr. Hannah Siburt at Hannah_siburt@med.unc.edu, 919-445-0339.

This immersion experience counts for IPEP DS Credit.

Rural Interprofessional Longitudinal Scholars Program (RIPLS) Program!

[Apply](#) by March 10th or [Register for the information session](#) on March 3rd from 12:00-1:00PM

More information on page 6. This immersion experience counts for IPEP DS Credit.

Relational Leadership @ Carolina

June 5, 6, 15, and 16, 2023. On zoom from 8:30 am to 4:30 pm.

Relational Leadership @ Carolina is an interprofessional, cross-generational program that teaches participants how to fully realize the breadth of their human interactions to achieve true connection, common vision, and interdependent action.

Space is limited. [Sign up today to reserve your spot!](#)



Opportunities from our network:

IPE may or may not be a central theme in these events that are organized by our friends in our IPEP network, but all are invited to participate!

Recent:

Hands-on Peru Zoom Presentation and Q&A

February 2, 2023

Katie Baric, the Executive Director and Co-Founder of Hands on Peru gave a Zoom presentation on the many exciting opportunities for involvement with Hands on Peru by students from all different areas of business and health professions. Please contact Karlyn Conery (conery@live.unc.edu) and Esther Wang (eswang@unc.edu) if you have any questions about Hands-on Peru.

This event does **not** count for IPEP DS credit.

Business School Alliance for Health Management (BAHM) Virtual Networking Event

February 20, 2023

Students engaged in meaningful discussion around current healthcare hot topics.

This event does **not** count for IPEP DS credit.

Venous Thrombosis during Spaceflight – Insights and Future Directions

February 23, 2023

In 2019, the first ever documented case of an active venous thrombosis was identified in a female astronaut during spaceflight in a mission on the International Space Station (ISS). In order to treat this condition, NASA reached out to UNC physician, Dr. Stephan Moll, to assist with prescribing a therapeutic regimen for this patient. We are proud to have hosted Dr. Stephan Moll to present this patient case, provide insights, and discuss future directions and research for aerospace medicine.

Questions: Tom Diaz (thomas_diaz@unc.edu)

This event does **not** count for IPEP DS credit.

Geriatric Event Series: Caring for Patients with Dementia/Alzheimer's Disease

February 28, 2023

This event does **not** count for IPEP DS credit.

Upcoming:

Geriatric Event Series: Deprescribing & Polypharmacy

March 2, 2023 | 12:00 - 1:00 PM | Beard 209 & Karpen 011 (Eshelman School of Pharmacy)

This event does **not** count for IPEP DS credit.

Geriatric Event Series: Interprofessional Geriatric Panel

March 8, 2023 | 12:00 - 1:00 PM | Beard 209 & Karpen 011 (Eshelman School of Pharmacy)

This event does **not** count for IPEP DS credit.



News

Call for Nominations: Dr. Julie Byerley Award for Faculty Excellence in Interprofessional Education & Practice

The Dr. Julie Byerley Award for Faculty Excellence in Interprofessional Education & Practice honors faculty who merit recognition for significantly contributing to the advancement of interprofessional education and practice by developing intentional opportunities for students to 'learn from, with, and about each other to advance health.' The winner will receive a monetary award of \$2,500 and their name will be engraved on a plaque in the Office of Interprofessional Education and Practice Collaboration Hub. Any full-time

faculty member who is affiliated with a school/department in the Office of IPEP network, whose contributions meet the WHO definition for Interprofessional Education or Interprofessional Collaborative Practice, is eligible to receive this award. All UNC-CH faculty, staff, and students are able to nominate their faculty, colleagues, and collaborators for this award.



The deadline for nominations is **March 5th, 2023**. Please [click here](#) to view full details including the nomination process and selection criteria. Email unc_ipe@unc.edu with any questions!

Susan Coppola Receives Distinguished Teaching Award for Post-Baccalureate Instruction



Congratulations to Sue Coppola, who recently had her 27 years of influencing students recognized with a University teaching award! "A consistent thread stitches together Professor Coppola's teaching as a faculty member in the Department of Health Sciences, Division of Occupational Science & Therapy. From reading her philosophy of teaching, talking with colleagues, alumni, current students, and supervisors, we learned that she places premium value on interprofessional collaboration, centering the needs of learners and the clients they serve, and differentiating learning experiences to reach all learners in OT courses. Professor Coppola approaches both the theoretical and clinical preparation

of future therapists in multi-faceted ways that helps them see themselves as dynamic, capable therapists operating from an ethic of care and justice for those needing their skilled services. Professor Coppola accomplishes this through interdisciplinary learning that includes the arts and storytelling, and even with a global reach. Her impact is understated as she is described as a "quiet rockstar" and "connector." She connects people to people, clients to therapeutic care, people to subject, and people to purpose. In these ways, she is described as a dynamic instructor who literally practices what she preaches in her individualized care for the students she teaches." Read more by [clicking here](#).

Dr. Carrie Palmer and Dr. Elizabeth Stone selected as Anne Belcher Interprofessional Faculty Scholars



Congratulations to Associate Professor Carrie Palmer DNP, RN, ANP-BC, CDE, and Assistant Professor Elizabeth Stone PhD, RN, CPEN, CHSE, FAEN, who have been selected as the fourth cohort of Anne Belcher Interprofessional Faculty Scholars. The Anne Belcher Interprofessional Faculty Scholars Program for Nursing was created to provide opportunities for selected faculty in the UNC School of Nursing to shape the world of interprofessional education (IPE) and to create scholarly work others will look to as evidence for the power of IPE in the future.



During the two-year program, the Scholars will participate in a targeted educational leadership program to develop, implement and evaluate an interprofessional scholarly product, as well as disseminate this work through presentations and publications. Meg Zomorodi, Associate Provost for Interprofessional Health Initiatives and Director of the Office of Interprofessional Education and Practice (IPEP), will connect the scholars to mentors who will help them advance their projects. Read more about the interprofessional project interests of Drs. Palmer and Stone by [clicking here](#).

Call for submissions: IPEP Annual Showcase

The IPEP annual showcase is an opportunity for you to exhibit and celebrate work you've accomplished in interprofessional teams. All interprofessional health related projects from students across our partner institutions will be accepted for review. We are accepting submissions from now until midnight on March 20th. A review committee will score submissions for impact. Abstracts that receive the highest scores will be posted on our website and invited to stand by their poster and present their projects at the 2023 Celebration for Excellence in Interprofessional Education and Practice on **Wednesday, May 3rd at 5:00 PM**.

The [Submission Portal](#) will guide you through the submission process. The deadline for submissions is **Monday, March 20th at midnight**.

Applications are open for the Rural Interprofessional Longitudinal Scholars (RIPLS) Program

The Rural Interprofessional Longitudinal Scholars Program (RIPLS), established in 2019, aims to create opportunities for all health professions students to understand the unique needs of rural populations. The scholars attend monthly workshops, seminars, and forums each semester to develop a deeper perspective on the challenges of providing healthcare in rural areas. As part of the program, scholars will also spend time in the summer (June and July) in a rural community in North Carolina (both virtually and in-person). They will learn how to assess community needs, engage key stakeholders, and deliver healthcare using innovative approaches. Through immersive learning, students take part in social opportunities and clinical experiences that help them envision the future of rural practice models.

RIPLS is currently recruiting the next round of scholars – we are looking for passionate students who desire to work with an interprofessional team to serve rural communities.

[Click here to register for the information session](#) on March 3 (12-1 pm) on ZOOM.

[Click here to Apply!](#) Applications close on March 10th.

IPEP Partner Feature: UNC Eshelman School of Pharmacy



Did you know?

The UNC Eshelman School of Pharmacy offers a dual campus model with campuses in Chapel Hill and Asheville. One school, two campuses, same degree!

Beard Hall at the University of North Carolina Chapel Hill



“ Training interprofessionally is critically important for high-functioning health care teams down-stream. Having our students understand the unique skill set of each member of the team, and learn how to work collaboratively to improve patient health, not only results in efficient health care delivery, but also reduces workplace stress and improves wellbeing. It’s wonderful to be able to leverage all of the health professional schools at UNC to create these student experiences. ”

Angela DM Kashuba, BScPhm, PharmD, DABCP, FCP
Dean, UNC Eshelman School of Pharmacy



Meet the ESOP IPEP Director

Philip T Rodgers, PHARMD, FCCP

For Dr. Phil Rodgers, interprofessional engagement significantly pre-dates his appointment as director of interprofessional education and practice for the Eshelman School of Pharmacy (ESOP) in Summer 2018. While he was in pharmacy school in the early 1990's, he lived in an apartment in Carrboro with a friend who was in medical school and another in dental school. Interprofessional ruminations and appreciations were regular occurrences after a day in classes. Later, Dr. Rodgers pursued residency training in ambulatory care pharmacy, a practice area which has always been rich in interprofessional collaborations. In his practice settings in primary care clinics, patient care was optimized by working with the medical team rather than in isolation. Another unique interprofessional experience was the opportunity to serve as the representative of the American Pharmacists Association (APhA) for a six year term to the National Diabetes Education Program, where he was assigned membership to the "PPOD" subgroup —

"Pharmacy, Podiatry, Optometry, and Dental" professionals. Working with several professional representatives from these varied professionals to improve diabetes awareness, prevention, and management brought even greater appreciation of the roles that all can have in a common and challenging disease like diabetes.



Upon being appointed in the director role at the ESOP, the predominant need was to create and improve the interprofessional opportunities in the pharmacy curriculum in preparation for the impending accreditation visit. Dr. Rodgers worked in collaboration with the OIPEP and other health professional schools to bring new interprofessional opportunities in every year of the didactic curriculum at the school. Maintenance and improvement of those activities is an ongoing pursuit. He has been involved in establishing and managing the IPEP Distinguished Scholars program. His recent scholarly and practice interests are in the interprofessional realm include faculty development strategies, assessment of interprofessional competencies in classroom experiences, and enhancing and evaluating interprofessional collaborative practice opportunities. Dr. Rodgers promotes interprofessional initiatives and outcomes at national meetings for the American Association of Colleges of Pharmacy (AACCP), Nexus, and the APhA. He also continues his interprofessional practice experiences by serving as pharmacy faculty advisor for the Student Health Action Coalition (SHAC), where a truly interprofessional practice model is used to care for patients and where he regularly supervises pharmacy students. He is a clinical associate professor in the school's Division of Practice Advancement and Clinical Education (PACE), where he also serves as vice chair of education.

Student Feature

Maya Fitzgerald, 2nd year Pharmacy Student




Maya Fitzgerald is a PharmD/MBA candidate at the Eshelman School of Pharmacy interested in the development of treatments and therapeutics, particularly gene therapies, that address rare diseases. Maya currently interns with Novan Inc. where she helped with the New Drug Application for Berdazimer Gel, 10.3% (SB206) for the treatment of molluscum contagiosum. Maya also serves as a research assistant at the Eshelman Institute for Innovation where she is helping with a book on the impact on diversity and innovation in communities. At UNC, she serves on the Student Advisory Committee to the Chancellor (SACC) and on the Student Executive Committee for Interprofessional Education. At the Eshelman School of Pharmacy, Maya leads the Speaker Subcommittee for Interprofessional Education Committee and is a member of the Recruitment Ambassadors Program and the Industry Pharmacists Organization. Outside of school, Maya Irish dances at the Triggles Academy of Irish Dance and enjoys going to networking events around the Triangle including Triangle Biotech Tuesday, Women in Bio, and RTP180.

Q: How has IPEP Impacted your experience at UNC?

A: I think IPEP is really broad in what I want it to be, and has allowed me to get involved and meet people in the different schools. One example is the IPE Fall Fest – I got to talk to students from different professions and share what pharmacy is, what we do, and what are things they may not have thought of, like non-traditional careers for example. I feel like I have a better idea of what others go through and things that I can think about, especially considerations I have learned from others in IPEP that I could bring into drug development.

Q: What advice would you give to other IPEP students or prospective IPEP students?

A: My advice would be that if you're interested in getting involved or meeting people from the different programs, don't be afraid to reach out and ask. A lot of the time it can be nerve-racking to put yourself out there, especially if it isn't someone you know or it's a new situation for you. I think it will not only help grow your network and grow in professionalism, but also grow your confidence as someone working in an interprofessional team. It's also a great way to push yourself to get involved and get the opportunities you want. There's never any harm in reaching out and trying to get involved and taking advantage of opportunities. This is such a great place to get involved because there's so many different professions that you have access to and UNC has so many resources, whether it's students, faculty, research professors, and even people who aren't in your field. Getting perspectives from a variety of people is just a great opportunity to be a well-rounded student and grow throughout your time at UNC.

A background image showing a group of students in a classroom or lab setting. One student in the foreground is looking towards the right, while others are partially visible behind her. There are educational posters on the wall, including one with a spider and another with a large letter 'M'.

“ Learning how to interact with people in different areas and with different perspectives really helps prepare me for working with different members of a team in the future, and really helps me grow in professionalism! ”

Q: Why did you choose to attend UNC for graduate school?

A: I really liked the focus on innovation in my program, and how they encouraged people to really have that mindset. I think a lot of what we learned prepares us to come up with solutions to problems, even if it's not something you actively think about on a daily basis. It prepares us to come up with innovative problem solving strategies, and that was a main driver for me.

Q: When and how did you first get involved in IPEP?

A: I remember seeing IPEP during orientation. There were IPEP scholars there, and I thought it would be a great opportunity to get involved with the kind of health care that helps people and students focus on health in the community. That was something I really looked for when I was looking into schools and something really important to me because I like being able to talk to people outside of my profession. There's a lot of insight and it's fun to meet people too. I got involved in the distinguished scholars program and was on the speaker committee, and this year I'm the speaker team lead and on the student executive committee for IPEP.

Q: What events or experiences have you encountered through IPEP that have made an impact on you?

A: We did a case study event last year that invited all different professions, and we were all going through and giving our different insights on it. It gave me a better understanding of what different people think about and different perspectives, and seeing how different people would approach the case study was really insightful.

Q: How do you think IPEP will impact your academic and professional future and/or goals?

A: I think IPEP will definitely help me with my goals of developing new drugs. My current focus is industry, so I know I may not have the understanding of someone who is in a hospital every day or at the community level all the time because they would see things differently than I would. To be able to have people to fall back on and really work with and being able to bring more perspectives in and help me learn, even if I am not in a clinical setting, is impactful. Learning how to interact with people in different areas and with different perspectives really helps prepare me for working with different members of a team in the future, and really helps grow in professionalism as well.

Q: What is a fun fact other UNC students might not know about you?

A: I've done Irish dance since I was seven years old and have performed at three international festivals and gone to multiple countries for it!

Q: Is there anything else you would like to share or last thoughts you would like to leave people with?

A: I just want to say again, don't be afraid to get involved! There are so many opportunities for interprofessional collaboration, whether inside or outside the university, going to an IPEP event, or meeting people from different schools. I think there's a lot to offer and you would definitely be taking advantage of the unique opportunity we have and all the resources available to us. Regardless of where people are looking to go with their career, there's always something to learn that will apply throughout your life.



Faculty Feature

Stephanie Kiser, RPh

Stephanie Kiser, RPh, is the Director of Rural Health and Professor of the Practice with the UNC Eshelman School of Pharmacy. She serves as Director for Interprofessional Education & Practice with UNC Health Sciences at Mountain Area Health Education Center (MAHEC). She graduated from UNC's Eshelman School of Pharmacy in 1992. Her first job out of pharmacy school was with the Indian Health Service where she saw what interprofessional practice could be at an early stage of her career. Prior to joining academia, she worked at Mission Hospital and in the disease management space. She joined the School of Pharmacy when they were building the rural health certificate in pharmacy. During that time, with the start of the Kenan Rural Primary Care Medical Scholars, the Adams Rural Oral Health and Wellness Scholars, and the school of Public Health in Asheville, she started to bring those groups together for activities and coursework which led to her current role as the Director for Interprofessional Education & Practice



Q: What does interprofessional education and practice mean to you?

A: I think the core value is, "What's the best thing for the patient in navigating a complex health system and their understanding of complex medical conditions?" Then, as a team, recognizing that we all have pieces we want to achieve with the patient. But ultimately, the patient is the decision maker in terms of what they can or cannot do. That's why interprofessional education and practice is so important. We talk about it a lot from the health discipline perspective, but we also need to think about engaging other disciplines: the school of education, business school, and law school. A lot of patients come to us with unsafe, inadequate housing situations or with intimate partner violence issues. That is not my scope of practice or expertise. In that case, it's about finding my partners in the community that can help me in supporting the patient and removing that barrier. There must be an understanding that physical medical needs are very integrated with mental health needs and social support needs. We often think about interprofessional education and practice as this thing where we have three members of our team, we go in and see the patient together, and we assess. But that's just one part of the interprofessional puzzle. If you travel with the patient, that's the way to approach opportunities for interprofessional education and practice. It's important to ask, where does your patient travel to? How do they navigate their needs when they're trying to address their medical conditions?

Q: What challenges with interprofessional education and practice are unique to the rural setting?

A: In rural communities, you often don't have your whole team in one place under one roof. So, you have to ask yourself, what do you do within your clinic space with the team and resources that you have? How do you reach out to other community resources like the independent pharmacy up the street? How can you make sure that someone is following up on your patient's treatment plan and making sure they're getting their medications filled? Likewise, you might not have a nutritionist in your clinic, but the Public Health Department may have a nutritionist health educator on their team. So, it's about figuring out what resources exist. The dream is that you would have all your puzzle pieces in one place, all your team players. But in the reality of a rural setting, and the patient payer mix of a rural setting, which is predominantly Medicaid and Medicare, you may have to be more creative in terms of what that looks like.

Q: What have been your most impactful or meaningful IPE experiences?

A: We had a dental osteoporosis case discussion with students from across the UNC Health Sciences at MAHEC campus. The pharmacists and dentists are diving into the case. And they're asking, what is our problem list? Then, one of the social work students chimed in and said, "Before we do that, is it possible for us to make a list of all the strengths our patient has?" In that moment, it was like the mic dropped. Because we were all trying to determine the list of problems so that we can tackle and fix them. But, the social worker reminded us to discuss what we know our patient is capable of, what they bring to this, and how we're going to engage our patient. It was a powerful lesson to this multidisciplinary group. It makes me pause all the time and try to first start with, this patient has shown up and is sitting in front of me. Even if it is a difficult patient and challenging situation, the patient came back for some reason. They haven't given up on me yet, even if sometimes it unfortunately feels like I've given up on them. *(Continued on next page)*

(Continued from previous page) Another one of my other wonderful interprofessional experiences was when I used to do home visits with a team of nurse practitioners on a Carevan. It was a mobile unit that went out to subsidized housing in Asheville where predominantly elderly adults lived. They provided foot care because that was a hook to get older adults in. While they were doing foot care, they're simultaneously doing a comprehensive geriatric assessment. After footcare was completed, I would then go back to the patient's apartment and check in on their meds. We'd go through their lists and I'd ask, "Okay, is this everything?" I realized that once patients were comfortable with me, they would then say "Well, no, let me go get what's in my bedroom" or "Hold on, I've got these things in the bathroom." Suddenly, I would have a table full of medications, some of which were duplicates, and I was trying to sort all that out. I learned so much from those nurse practitioners. They were so wise in how they approached working with patients. The experience taught me a great deal about being patient and forming the trust, because then the patients will reveal all kinds of things.

Q: What does interprofessional education and practice at MAHEC look like?

A: We started off with seminars with medical, pharmacy, dental, and social work students and an interprofessional education and practice student advisory group. We felt like we needed the student perspective on gaps in learning and missed opportunities during their rotations. At this time, we have strongly secured our virtual case discussions and we have incorporated students from Western Carolina University's School of nursing and social work. We usually have up to 50 students from 6 disciplines from both the UNC Health Sciences Campus and Western Carolina. We asked students to assess the case discussions we provided to determine if we were creating a space for students to feel like they were becoming more competent in the four competencies of interprofessionalism: values/ethics, roles/responsibilities, communication, and teamwork. We found that our sessions provided a supportive environment where learners feel like they can contribute what they are learning to each other, that they are talking with one another about their roles, they're communicating with each other respectfully. Now, we are taking that same survey tool and applying it to our learners doing clinical rotations at the same time and same place, but who may be different team members. We've gotten a small grant through our North Carolina AHEC system to create a calendar with all our students in one place. That way we can see where our students are overlapping at the rural teaching practices and regional rotation sites. We are planning on distributing the survey and collecting feedback from students in the rural teaching practice environment and other clinic environments to ask, "Are these interprofessional opportunities occurring? If so, where are they occurring most often?" Then, we plan on using that data for preceptor development and support. My hopes are six months to a year from now we'll have that data and be able to share our model with others. Also, I hope we can bring back those reflections to preceptors. I'm kicking off the inaugural meeting of our interprofessional education and practice faculty advisory group too. We're working on developing an interprofessional toolkit for preceptors. We are promoting the learning from, learning with, and learning about. We're assuring that if you're a learner with UNC Health Sciences @ MAHEC you'll have multiple opportunities for interprofessional education and practice experiences.

Q: What advice do you have for students in the healthcare field that want to get involved with IPEP?

A: Globally, there's great resources on the Interprofessional Education Collaborative website. There's also the National Association for Interprofessional Education. But in your every day, as a student, when you are in a clinical rotation, or you're on any kind of rotation, just asking the question: *Do other learners come here? And if they do, are they here today?* Be curious. It seems simple, but it creates the opportunity to meet another student, engage with another student, have lunch, in that shared environment. There are so many reasons why we should be engaging with each other. So that, when the really difficult situations happen, you've got a team you trust. At UNC, I also encourage any student to seek out the IPE Distinguished Scholar recognition. I think that's a fantastic way to get connected at our university. And then if they come to UNC Health Sciences at MAHEC, get involved with the IPE student advisory board!



Tips for IPE

How to schedule a successful IPE exercise.

Adapted from an article by the [American Speech-Language-Hearing Association- How to: Seven Steps for Designing Interprofessional Education Curriculum and Professional Development.](#)

1 Always **allow space for informal conversations between students** during your exercise, such as breaks for lunch and opportunities for discussion. **Researchers found** these casual interactions to be just as important as the actual exercise.

2 For workplace professional development, one of the greatest barriers to IPE can be ensuring that staff have the time to prepare and focus. **Be sure that staff take a break from their normal duties to focus on IPE.** If not, you can end up with a group of people who attend simply to “check a box,” as **one study** found.

3 Finally, **don't rule out virtual options.** Virtual training expands your options for collaboration and can relieve scheduling and space constraints. Learn how two institutions, **Indiana University** and **Creighton University**, transitioned their IPE program to fully online during the 2020 pandemic.



Meet The Student Newsletter Team:



Elizabeth Kwong
Health Informatics
Class of 2025



Stephanie Chien
Medicine
Class of 2023



Taryn Vasquez
Pharmacy
Class of 2025

Faculty Advisor: Sarah Liebkemann, Director of Communications for the OIPEP
Support provided by Maggi Mazza, Office of IPEP Provost Fellow

Share Feedback

We're always looking to grow and improve, so please share your feedback and preferences with us using the link below:

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If you would like to be considered for a feature in an upcoming issue of our newsletter, or know someone who you would like to be featured, please click the button below!

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