

IPEPulse

Volume 1, Edition 3

May/June 2023



In this Edition



The [Year 5 Annual Report](#), which documents the advances of IPE at UNC during the 2022-2023 school year, is now available!



[Apply now](#) to join our student newsletter committee for the 2023-2024 academic year!



OFFICE OF THE PROVOST

Interprofessional Education and Practice

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News + Opportunities

Upcoming

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, registration closes June 2nd. [Sign up today to reserve your spot!](#)

NURS 625i Global and Interprofessional Approaches to Solve Complex Cases

Register NOW For Fall 2023!

This course offers a unique opportunity to work in interprofessional teams and delve into value-based care models from a global-to-local perspective. Through this course, you'll gain valuable insights and knowledge that you can apply to solve real-world scenarios. You'll also have the chance to collaborate and share your ideas with Blue Cross Blue Shield of North Carolina industry leaders in healthcare.

This 3-credit course is primarily hybrid, with a mix of in-person and online sessions.

[Learn more by clicking here!](#)

For more registration information, please contact course professors:

Audra Rankin – alnoble@email.unc.edu

Meg Zomorodi - meg_zomorodi@unc.edu

XR Collaboration at UNC

The IPEP XR Collaboration Group is seeking interprofessional faculty collaborators who are interested in exploring the use or production of Extended Reality (XR) in teaching, learning, research, and/or simulation in health professions education. XR is a spectrum that includes virtual reality (VR), immersive virtual reality (IVR) and augmented reality (AR) experiences. These experiences are facilitated through screens and/or wearable devices such as headsets.

To join the group, please [register here](#) to provide some information about yourself and someone will contact you with additional details. Email unc_ipe@unc.edu with any questions.



Recent

INNOVATE Carolina DHIT Happy Hour

Members of the IPEP TBI experience team showed their support for digital health innovator and SOM instructional media producer, Christi Fenison at the Innovate Carolina and DHIT Digital Health Happy Hour. Fenison spoke about her passion for developing empathy building experiences for providers using XR tools and dazzled the audience with examples of her work. The spotlight conversation and networking event was located in the brand new, state-of-the art coworking space at Innovate Carolina Junction overlooking Franklin Street.



Office of IPEP Initiatives receive 2023 Award for Excellence in IPEP

The United States Public Health Service (USPHS) Commissioned Officers Foundation for the Advancement of Public Health (COF) and the Interprofessional Education Collaborative (IPEC) have selected the University of North Carolina at Chapel Hill's project, The Rural Interprofessional Health Initiative (RIPHI) and Carolina Student Services Corps, to receive the 2023 Excellence in Interprofessional Education and Practice (IPEP) Collaboration National Award.

The Rural Interprofessional Health Initiative (RIPHI) utilizes a multi-faceted approach to respond to the increasing rural workforce needs in North Carolina (NC) and develop interprofessional collaboration opportunities. The RIPHI project has two goals: Goal 1 is to create opportunities for all health professions students to understand the unique needs of rural populations through the interprofessional partnership for population health (P4P) series (Exposure). Goal 2 is to create shared opportunities for collaboration between the current workforce and students through the RIPLS scholars program (Engagement).



JoAn Stanek, DNP, RN, ANP, CHPN receives Dr. Julie S. Byerley Award for Faculty Excellence in Interprofessional Education and Practice



This University-level award is sponsored by the Office of IPEP and 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.” This is named for Dr. Julie S. Byerley, who empowered numerous health professions educators to be innovative and collaborative and set a standard for educational excellence at the University of North Carolina at Chapel Hill.

As an Anne Belcher Interprofessional Faculty Scholar for Nursing, Dr. Stanek created a partnership with the chaplaincy department at UNC Health to implement interprofessional simulated experiences on ‘crucial conversations’ and debrief ways they can work together. She embedded this activity in her Death and Bereavement elective to equip students with the skills needed to communicate effectively and support families at the end of life.

Associate Provost for Interprofessional Health Initiatives, Meg Zomorodi, described Dr. Stanek’s long history of IPEP and excellence in teaching. Zomorodi says Dr. Stanek is “truly deserving of this award as an early innovator for IPEP.” Dr. Stanek is one of the Office of IPEP’s key partners for traumatic brain injury and the Peak Performance interprofessional pilot. Recognizing a need during the COVID pandemic, Dr. Stanek worked closely with a team of interprofessional colleagues to create an interprofessional telehealth experience and demonstrated her expertise in teaching and innovation as a member of this team.

She led the design, implementation, and evaluation components for undergraduate nursing students. Dr. Stanek received the Chancellor's Award for Excellence in undergraduate teaching in 2019 for her educational innovation. She mentors new faculty in the SON who are interested in IPEP and, through this mentorship, has empowered them to further engage in the IPEP network. [View the video by clicking here!](#)



The Office of IPEP Releases Year 5 Annual Report



The Year 5 Annual Report documenting the advances of IPE at UNC is now available! This annual report highlights events, publications, and awards while featuring key partners who have made significant contributions to IPE at UNC for the 2022-2023 academic year.

[To read the Year 5 Annual report, click here!](#)

End-of-the-year Celebration

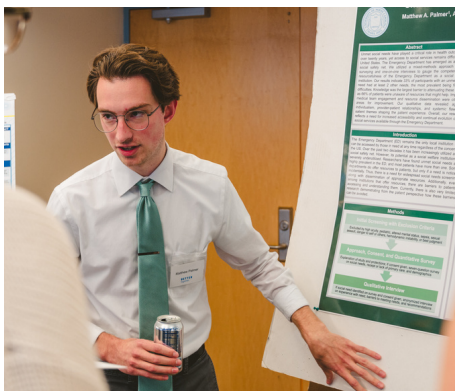
The 2023 Celebration for Excellence in Interprofessional Education and Practice took place at the Frank Porter Graham Student Union on Wednesday May 3rd, 2023. Champions of IPE from across UNC's campus and beyond gathered to connect and celebrate an exciting year. This year's celebration included the first ever Annual Interprofessional Showcase, which consisted of a poster session and panel. Students who completed the IPEP Distinguished Scholars Program and Rural Interprofessional Longitudinal Scholars Program were recognized, and JoAn Stanek was presented with the Dr. Julie S. Byerley Award for Faculty Excellence in Interprofessional Education and Practice (see page 4).

Annual Interprofessional Showcase

The first Annual Interprofessional Showcase brought together students and residents from the University of North Carolina (UNC) to present their innovative research projects. The projects selected demonstrate a deep commitment to advancing person-centered care and population health, with a focus on community engagement, quality improvement, and equitable healthcare innovation.

The showcase features exceptional research projects and an interactive panel discussion to highlight the interdisciplinary and interprofessional collaboration between learners from various healthcare professions. Participants showcase their initiative efforts to address a range of topics, including contributing to health equity for Latinx individuals, targeting unmet social needs for emergency patients, pediatric specialty care, and interdisciplinary efforts to improve outcomes for elderly populations.

Several of the projects have a rural community focus, which reflects the commitment of UNC learners to serve and support rural communities that often face unique healthcare challenges. All the abstracts focus on innovative approaches to improving care for compromised populations. All abstracts were evaluated by a review committee and recognized for their outstanding contributions to advancing person-centered care and population health.



IPEP Distinguished Scholars

ADAMS SCHOOL OF DENTISTRY

Amanda Swanson
Elayne Wang
Jason Lin
Kruti Patel
Saumya Goel

DEPARTMENT OF HEALTH SCIENCES

Ryan Murray (CRMH)

SCHOOL OF SOCIAL WORK

Edison Bennett Wood
Juliana Vossenber
Kathleen Olson
Leah Daniel (SSW + GSGPH)
Lydia Stellwag
Whitney Miller

SCHOOL OF EDUCATION

Janiyah Sutton
Kurshenna Jackson

SCHOOL OF NURSING

Daniel Blandon-Hendrix
David Agor
Lauren Herlihy
Melissa McGee
Rekha Aryal

ESHELMAN SCHOOL OF PHARMACY

Christian Brown
Emily Murphy
Esha Thakkar
Grace Kim
Melanie Mills

SCHOOL OF MEDICINE

Kaylyn Pogson-Morowitz

GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH

Alexa Moberley
Asia Carter
Emma Reynolds
Hannah Darr
Jennifer Quesenberru
Jessica Otero Machuca
Kai Larson
Karlyn Conery
Madison Roberts
Matthew Palmer
Ta'Jalik Morgan



RIPLS Scholars

GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH

Anabeel Sen
Hannah Darr

SCHOOL OF NURSING

David Chinyeaka Agor
Rekha Aryal

ADAMS SCHOOL OF DENTISTRY

Aidée Tejeda
Bijan Mahboubi
Briawna Dildy
Sylvette Ramos-Díaz



IPEP Partner Feature: UNC School of Medicine



Bondurant Hall



“ We, in the School of Medicine, greatly value our partnership with the IPEP office, as interprofessional education is critically important in healthcare, as we care for patients in interdisciplinary teams. We look forward to continued collaboration with the IPEP office and enhancing interprofessional education in the School of Medicine. ”

Jennifer Marie Wu, MD MPH

Vice Dean for Academic Affairs

Professor, Department of Obstetrics and Gynecology

Division of Urogynecology and Reconstructive Pelvic Surgery

University of North Carolina-Chapel Hill

Meet the SOM IPEP Director

Sofia Aliaga, MD MPH

Professor, UNC Department of Pediatrics,
Pediatric Residency Program Associate Director,
Director of Simulation, Experiential Learning and
Training Center



The opportunity to work with colleagues at the OIPEP came after many years of searching for a space to engage, collaborate and act to improve the quality of health care. In the case of OIPEP, the opportunity to engage in this work across the education spectrum is particularly important. The health care workforce is a critical change agent in our quest to create a culture of health care in which all team members share a sense of belonging, engagement, and purpose. Prior to joining the OIPEP as Director of IPEP for the UNC School of Medicine, I served in several educational leadership and clinical roles, and I have experienced firsthand where interprofessional education and practice can maximize health care and education outcomes. I am committed to integrate interprofessional collaborative models effectively into the intersection of learning and clinical environments. Integration and alignment of the learning and clinical spaces are crucial to achieve sustainable true interprofessional collaboration and practice and best outcomes for our patients and learners. In my role, I strive to improve the sustainability and continuing quality improvement of the IPEP Core and collaborate in the creation and implementation of new activities. Most recently, we completed a pilot of Peak Performance Session with approximately 400 nursing and medical students.

In addition to serving as director for IPEP for the school of medicine, I am the director of the UNC School of Medicine simulation center, recently renamed the Simulation, Experiential Learning and Training (SET) Center. Simulation is a space where health care students, trainees, and practitioners come together to learn and practice in a safe space as they work to improve technical and non-technical skills. I continue to enjoy my role in the development and implementation of the IPE Telehealth experience during which interprofessional student teams engage with a standardized patient. IPE Telehealth started during the pandemic and continues to grow with the addition of more professions every year. Augmented and virtual reality are unique and growing simulation methods that provide an exciting space for IPEP. I am part of an interprofessional group led by Elizabeth Stone from the School of Nursing; we recently received a CFE Lenovo Innovation grant to move this work forward. Another exciting and rewarding are of work has been by role as a trainer and facilitator for Relational Leadership @ Carolina (RL@C). As a human-centered, interprofessional and inter-generational leadership program, RL@C has trained over 200 faculty, students and staff. I am excited to see how we continue to grow this program at UNC.



Student Feature

Christian Cook

First year Medical Student

Christian Cook is a 1st-year medical student who is the Co-President of the Beyond Medicine Reading Club and Co-Leader of the School of Medicine IPEP Academic Committee. He is interested in oncology and will be conducting research on surgical outcomes related to cytoreductive surgery and hyperthermic intraperitoneal chemotherapy over the summer. Christian has also been involved in volunteering with SHAC as a Medical Team Jr., with the UNC Medical School Admissions Interviews, and with IMPACT, an organization focused on nutrition education to elementary school students. Through taking part in the Medical Education Scholarly Concentration, Christian is interested in learning more about academic medicine and effective educational techniques to keep up with advances in medicine.

Q: What is the most memorable IPEP event or experience you've had while at UNC?

A: One of the most memorable IPEP events for me is the IPEP trivia event that occurred this spring. It was fun socializing with several other health science students and learning about their experiences during their time at UNC. The trivia was a fun blend of knowledge we learned in the classroom with random facts that anyone could contribute, and it was an exciting environment. I learned a lot about what the other programs focus on during their education, as well as the different curricular structures different health profession programs use. It made me appreciate the immense variety of professional schools we have connections with at UNC.

Q: How has IPEP impacted your experience at UNC so far?

A: IPEP has made me excited to enter our clinical years and work with and learn from other health professionals during patient care. While much of our first two years in medical school are filled with learning the basic science required for medicine, I am looking forward to learning more about the structure of a functioning healthcare team and where medical students fit within that dynamic.

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

A: I hope to eventually work in academic medicine in some field of oncology. While I am undecided about what my exact medical practice will be, I do know that medicine by nature is an interprofessional discipline. As a result, I think IPEP will positively prepare me to work effectively within a healthcare team and communicate more efficiently with different healthcare professionals. By engaging in interprofessional education, I plan to learn more about the knowledge other health professions focus on, so that in future interactions I know who to turn to for support when working in an interprofessional environment.

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

A: Use these events to connect with your fellow students in other health professions! They are great opportunities to learn in ways that differ from your own program and provide a refreshing perspective on what it means to be a healthcare provider. Everyone is very positive and friendly.

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

A: I really appreciate architecture. Whenever I go to a new city I enjoy wandering around and observing the purpose of buildings, how they were constructed, and the history behind the layout of a city.



Faculty Feature

Dr. Kimberley Nichols

Dr. Kim Nichols is the Senior Associate Dean for Medical Student Education in the School of Medicine and an Associate Professor of Anesthesiology. She is a native North Carolinian who completed her undergraduate studies with a degree in psychology. Dr. Nichols earned her Doctor of Medicine from the UNC School of Medicine, where she also completed a residency in anesthesiology and a fellowship in pain management.

Prior to her current role in the School of Medicine, Dr. Nichols has held multiple roles in undergraduate and graduate medical education, in anesthesiology, as an instructor in Patient Centered Care, and as a Clinical Academic Resources Director in the Office of Academic Excellence at the School of Medicine. She regularly provides faculty and trainee development to medical educators across the state of North Carolina and the UNC Academy of Educators where her areas of interest include the importance of mentorship, sponsorship, and coaching in developing young leaders, building inclusive working and learning environments, organizational culture and leadership, and best practices for evaluating learners and providing feedback. In 2020, she was named the UNC Medical Alumni Distinguished Teaching Professor for the School of Medicine, a role which she will hold until June 2024.

Dr. Nichols is a relational leader and strongly believes in the importance of building relationships as part of her work. She also believes that mentorship, sponsorship, and coaching are among the keys to developing young leaders. As such, she regularly coaches, mentors, and sponsors medical students, residents, and junior faculty colleagues to academic, professional, and personal success.

Q: Tell us a little about yourself.

A: Clinically, I'm trained as an anesthesiologist. I also currently hold an appointment in the Office of Medical Student Education as the Senior Associate Dean for Medical Student Education in the UNC School of Medicine. Additionally, I've worked in several different areas of undergraduate and graduate medical education. I have held some academic advising roles, especially in the undergraduate medical education world, and I have done a lot of mentoring and sponsoring of medical students, residents, and fellows, as well. I'm someone who believes that you can use the experiences you have had to try to help other people. You want the people behind you to have a better life and a better experience than maybe what you have had.

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

A: I love this question. For me, interprofessional education means that you learn from and learn with other professionals that may not be in the same discipline as you. Interprofessional practice means that you work with people or other professionals in disciplines that are different from your own.

Q: When and how did you get involved in interprofessional education?

A: I have to think back a bit about this, but I think I first officially got involved in interprofessional education in a previous job. In that job, I had a position as the obstetric anesthesia liaison, which meant that I helped disseminate information to our labor and delivery nurse colleagues. I also provided professional development lectures to them about medications that anesthesiologists use and situations that concerned us about patients.

Since that time, I have lived my life and work based on the notion that you can learn something from anyone, that everyone has something to offer, and that our colleagues in other professions work collaboratively with us, and this collective work can help keep us out of trouble - if we are open to learning about the things that they know. It has been a very helpful mindset for a lot of reasons, including team building. People just want to be seen, heard, and valued for their skillsets and the knowledge that they bring to the table. That mindset has allowed me to build relationships across different role groups in the institution.

Q: What advice do you have for students that want to get involved with interprofessional education and practice?

A: One thing that I would encourage students to do is to be open, to ask questions about interprofessional education and practice in their respective programs, and to reach out to the Office of Interprofessional Education and Practice with the fact that they are interested in learning more. We're pretty lucky to have this group here, and I can imagine that they have a lot of resources that would be helpful if people are interested.

Q: What have been your most meaningful IPEP experiences?

A: I have a couple. My career as an anesthesiologist allows me to work on interprofessional teams a lot. In the perioperative setting, for instance, I work with anesthesiology residents, nurse anesthetists, surgeons, surgery residents, gastroenterologists, psychiatrists, obstetricians, nurses, scrub techs, respiratory therapists, interpreters, cardiologists, etc. just to name a few. Some of my most meaningful experiences have been in situations where everyone is working in their area of expertise to benefit patients. It's a really beautiful experience to witness everyone working together collaboratively in their roles and in their skillsets.

I would say another meaningful IPEP experience has been becoming a part of the community associated with the Relational Leadership Institute at Carolina (RL@C) leadership development program. During a conference they host 2-3 times per year, they focus heavily on interprofessional work and the benefits therein. My experiences with the program are marked by the fact that there are participants from different schools across the university. Just hearing about people's experiences and what they have to offer has proven very meaningful to me in terms of building connections and demonstrating commonalities amongst us.

Q: How has IPEP impacted your experience and work at UNC?

A: Getting to work with individuals in different roles has allowed me to build connections and relationships across the institution - in the School of Medicine, in the healthcare system, and across the whole university. It has also given me a greater appreciation for what people in different role groups do and how we can work synergistically together to fulfill goals and the mission of the institution. IPEP has given me a greater appreciation for people and their strengths, and that is very helpful in terms of building relationships. In my leadership practice, I focus a lot on the relationships that I build with people across different groups. You can get a lot accomplished if you have established a relationship with stakeholders involved, and you're also more easily able to get buy-in for different ideas if you demonstrate that you are interested in people as people.

Q: What challenges with interprofessional education and practice are most prevalent in healthcare and/or medical education?

A: Some of the biggest challenges include raising awareness that interprofessional education and practice are important for medical learning and that it is important for inclusion in the curriculum as the success of health care spaces becomes increasingly dependent on interprofessional teams. People also sometimes include time as a barrier for inclusion - like we only have so much time to get through the curriculum, so we can only include so much. I think a challenge is getting people to understand that [interprofessional education and practice] doesn't have to be extra, and that it is critical. It is a best practice for creating an inclusive learning and work environment where people feel like they belong and where they can thrive. Some of it is also framing and modeling. But if we set up the expectation from the beginning that interprofessional education and practice are foundational skills for being a modern day medical professional, people will begin to view them differently. The other piece of it is: people don't know what they don't know. When people don't have exposures to different disciplines and to those people, you may not know about their skillset(s). One thing we do in our curriculum is to give first year medical students early exposure to other role groups in healthcare settings so that the students can see them do their jobs and how much they contribute to the patients' care.

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

A: I talk to learners about this especially when they're just starting out, but I do think setting expectations early is very helpful, like we talked about with framing, modeling, and socialization. Healthcare systems are increasingly reliant on teamwork and people that have good teaming skills. Usually that teaming presents in the form of interprofessional work. The earlier you get that experience working on an interprofessional team, the earlier you are able to have interprofessional relationships that are built on trust and mutual respect for our colleagues and to view them as having different and complementary professions. We can also normalize from the beginning of one's education that this is part of what it takes to be a successful medical professional, and it's not just medical education and healthcare spaces but other spaces, as well. If we want to move forward as a society, we need to be willing to appreciate and leverage everyone's skillset(s) and recognize that everyone is bringing something to the table.

Tips for IPE

Defining Learning Outcomes

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

1

When defining learning outcomes start by selecting one or more **IPEC Core Competencies** to focus on for your project.

The IPEC Core Competencies:

- Values and Ethics
- Roles and Responsibilities
- Communication
- Teams and Teamwork

2

Focus on skills that are not well addressed in standard curriculums. This can **provide new opportunities for your learners** and address gaps in healthcare education.

3

Many of the same principles for planning new IPE activities for students also apply to professionals in the workforce. **ASHA's Continuing Education** has resources for creating professional development and related learning outcomes.

Visit <https://nexusipe.org/> for more resources!



Meet The 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:

[Share Feedback](#)

Share Your Story !

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!

[Share Your Story!](#)

*We want to give a HUGE Shout out of congratulations and well wishes to **Stephanie Chien** and **Maggi Mazza**, who graduated in early May! We LOVED working with you both and appreciate all of your hard work to build these beautiful newsletters. We wish you the best!*

Want to join our Newsletter team?
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