



2023

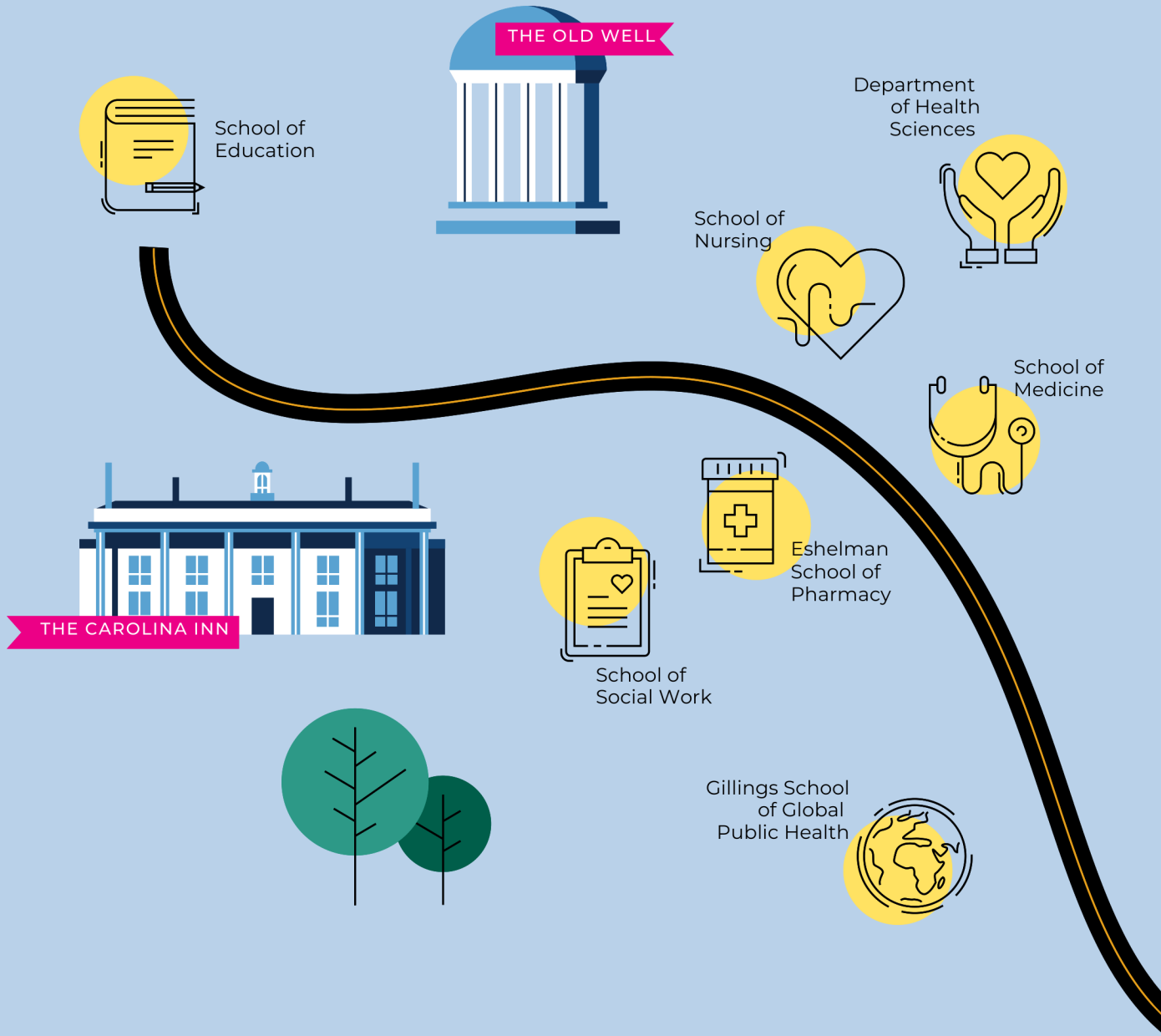
OFFICE OF INTERPROFESSIONAL EDUCATION AND PRACTICE

Annual Report



OFFICE OF THE PROVOST
Interprofessional Education and Practice

BETTER
together



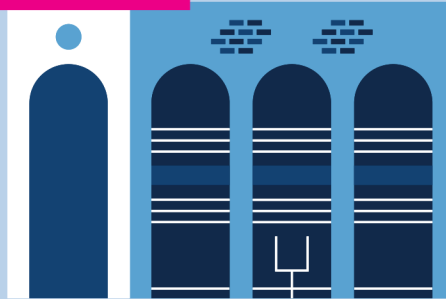
Better Together: A Campus View

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.

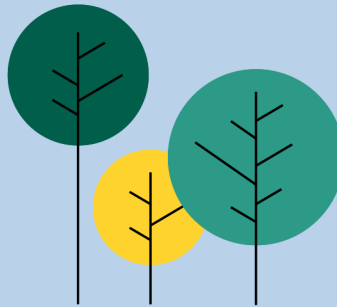


THE BELL TOWER

KENAN STADIUM



UNC HOSPITAL



THE DEAN DOME



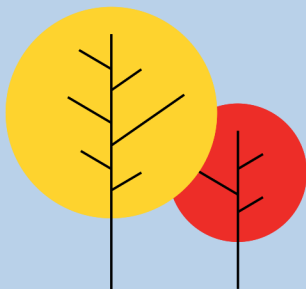
Health Sciences Library



Adams School of Dentistry



Kenan-Flagler Business School





Message from the Associate Provost for Interprofessional Health Initiatives

I will fully admit that I was nervous about this year – IPEP experienced a lot of change – a new provost, new Executive vice provost, four new deans in our IPEP network, several new IPEP directors and IPEP staff, as well as lots of changes with our external partners. We were also starting a new semester coming off the intensive wave of the pandemic. It was intimidating, to say the least.

I was waiting for an appointment when I saw this quote in a magazine: “Each of us has the opportunity to change and grow until our very last breath. Happy creating. - M.F. Ryan,” – I don’t know M.F. Ryan at all — in fact, they have a sparse Google search history, but it was amazing how one little quote in a magazine helped shape what we have done this year. Our team has embraced every opportunity to create – from re-imaging standardized patient encounters and simulation experiences, to designing two new electives focused on value-based care and interprofessional practice. The new provost, Chris Clemens, saw the Office of IPEP as an opportunity to leverage a strong network and has supported and invested in our office’s growth, including the establishment of a much-needed office focused on health professions advising. This new office builds off the Office of IPEP’s network and helps UNC create exposure to health professions through a teamwork and collaborative lens. BIOL 117 and 118, highlighted in this annual report, showcase how if we engage students in pre-health through interprofessional concepts, we can ultimately help them find their path in a health profession while also creating an appreciation for all members of the healthcare team.

There was also an opportunity to expand our IPEP network further, bringing in colleagues from Exercise and Sports Science/Athletic Training for our TBI activity, and colleagues from Biomedical Engineering for our Meet Your Neighbors IPEP core. Our students are commenting that they are seeing the benefit of collaboration everywhere and viewing health through a whole new lens, which was precisely our goal. It is truly exciting to see. The best thing about the Office of IPEP is the opportunity to create and build. I am looking forward to many future opportunities to grow and expand our work, support our partners, and celebrate our amazing faculty, staff, and students.

Thank you all,

Meg Zomorodi PhD, RN, ANEF, FAAN

Associate Provost for Interprofessional Health Initiatives and Director for the Office of IPEP



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) occurs when multiple health workers from different professional backgrounds work 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.

THE OFFICE OF INTERPROFESSIONAL EDUCATION AND PRACTICE

Mission

In the Office of Interprofessional Education and Practice, we believe that **together, we are better!** That is why the mission of the Office of IPEP 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

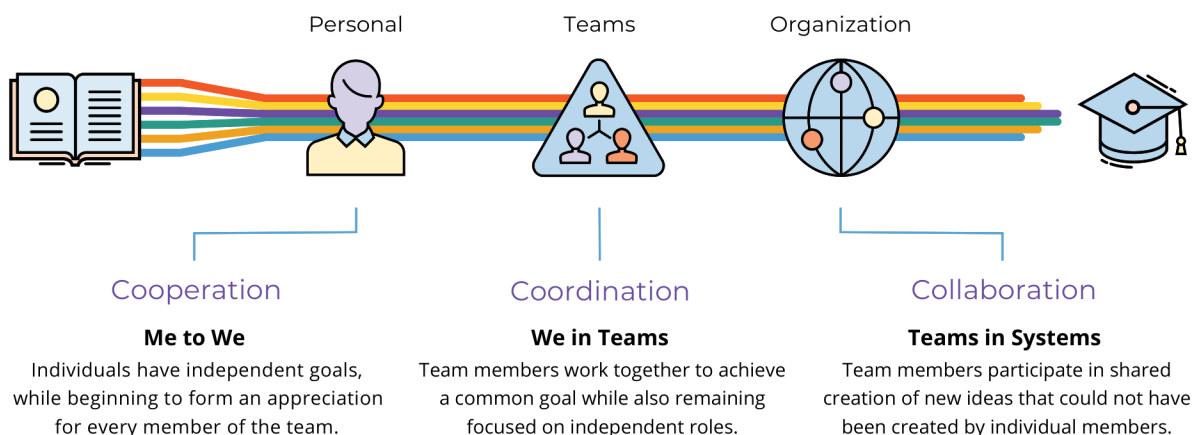
- Produce a workforce that is collaborative practice ready.
- Advance scholarship in interprofessional education and practice.
- Address whole health through interprofessional learning and practice.
- Build campus-wide partnerships to enhance communication and share best-practices.

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.

The Office of IPEP developmental model for collaborative practice ready graduates helps learners build interprofessional competencies at every stage of their educational journey.



CORE TEAM



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STUDENT WORKFORCE

The Office of IPEP would not be the powerhouse it is today without the quality of work produced by our student operatives. From taking on the role and learning the fast-paced world of IPEP, to creating and leading programs and initiatives, these students are critical to our success!

Provost Collaborative Network

Joshua Choy served four years in the military before coming to UNC to pursue a degree in computer science. He grew up in Los Angeles and loves to hike. He is looking forward to backpacking and exploring the Appalachian trails. Josh helps the Office of IPEP manage the IPEP Distinguished Scholars Program.

Tammy Dang is a Nursing student. She worked with the office for the 2021-2022 work study period and enjoyed it so much that she returned for the 2022-2023 year. Tammy helps with the BIOL 117 & 118 courses and Partnership for Population Health.



From left to right: Tammy Dang, Maggi Mazza, Joshua Choy, Sara Jabae

Sara Jabae is a senior studying Exercise Science and Medical Anthropology. After graduation she hopes to go to school for occupational therapy. Sara supports the HNRS 350: Art of Medicine seminar with Dr. Matt Neilsen and is helping with the Office of IPEP's Canvas transitions.

Maggi Mazza is a senior Biology and English double major who plans to go to medical school and eventually practice maternal-fetal-medicine. She is passionate about rural medicine and helps with the RIPLS program and the IPEP newsletter.

IPEP Interns



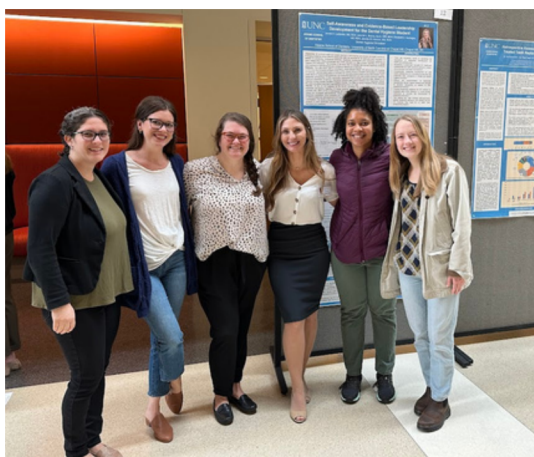
Jaier Ji is a sophomore at the University of North Carolina at Chapel Hill. She is pursuing a double major in Media and Journalism and Information Science, with plans to graduate in May 2025. She is interested in photography, design, and travel. A fun fact about Jaier is that she can speak four languages!



Mary Liz Elliott is an undergraduate junior majoring in Communication Studies and Human and Organizational Leadership Development. She was drawn to work for the Office of IPEP because of their mission to build relationships and connect people across various professions. As an IPEP intern, she produced marketing campaigns, including bi-weekly newsletters and social media content, to support the creation of the new Health Professions Advising office. Her interests include professional development and event planning. She looks forward to studying abroad in Florence, Italy this upcoming Fall semester.



Jennie E. Ledbetter is a resident in the MS Dental Hygiene Education program class of 2023. She is passionate about designing effective programs and collaborating with healthcare professionals to improve health outcomes in NC communities. During her Spring IPEP internship, she contributed to the RIPLS curriculum's structure and helped with the Annual IPEP spring event. With various leadership positions and awards, including Sigma Phi Alpha recognition, she recently won the Dentsply Sirona/ADHA Graduate Student Clinician's Research Award. This allowed her to present her research on developing leadership skills in dental hygiene undergraduates at a national level. Jennie hopes to continue her dedication to preventative dentistry and population health through innovative collaboration.



IPEP DIRECTORS

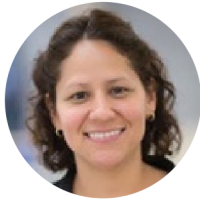
The IPEP Directors are a close network of peers that work together to help advance IPEP across the university. They are a wonderful resource for helping faculty and students find content experts in other disciplines to enrich interprofessional experiences. If you have an idea or would like help making a connection, contact an IPEP director today!



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Coming soon!
The IPEP Director for the Adams School of Dentistry will be named in July 2023.

PARTNERS

At other universities, IPE is generally thought of as an innovative approach to clinician education and is 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 Health Sciences



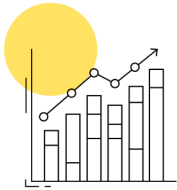
Eshelman School of Pharmacy



Gillings School of Global Public Health



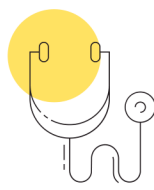
Health Sciences Library



Kenan-Flagler Business School



School of Education



School of Medicine



School of Nursing



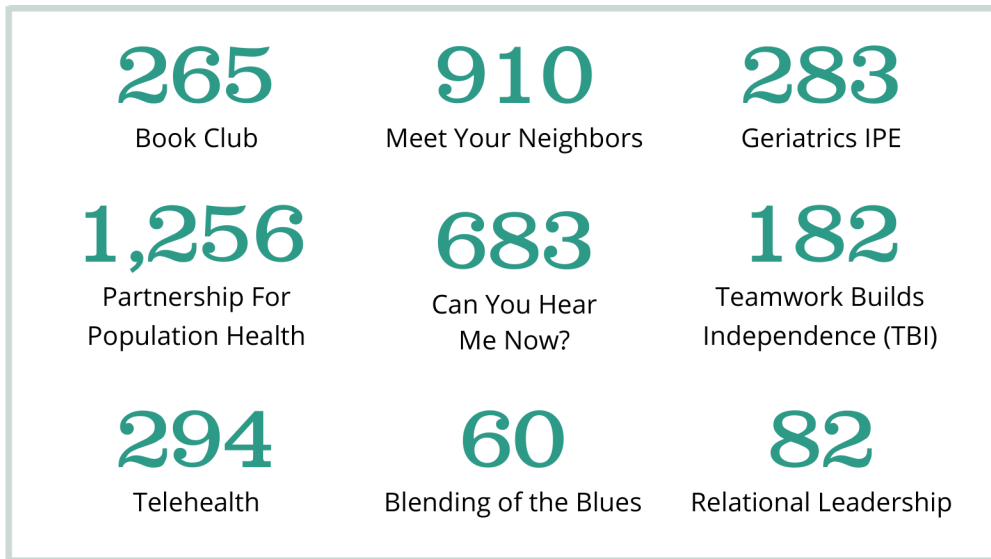
School of Social Work

OFFICE OF IPEP NETWORK

- Ackland Art Museum
- BELIEVE
- 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
- Kidzu
- Med Serve
- North Carolina Area Health Education Centers
- Novant Health
- Office of Health Professions Advising
- Office of Rural Initiatives
- Relational Leadership Collaborative: Primary Care Progress, University of Utah, Oregon Health & Science University
- School of Medicine Instructional Media
- Smith Leadership Initiative
- Thrive@Carolina
- UNC Asheville
- UNC Healthcare
- UNC Law School
- UNC Rural
- UNC Wilmington
- Western Carolina University
- National presence through AIHC, JIEP, Nexus, RWJF, and Macy Foundation

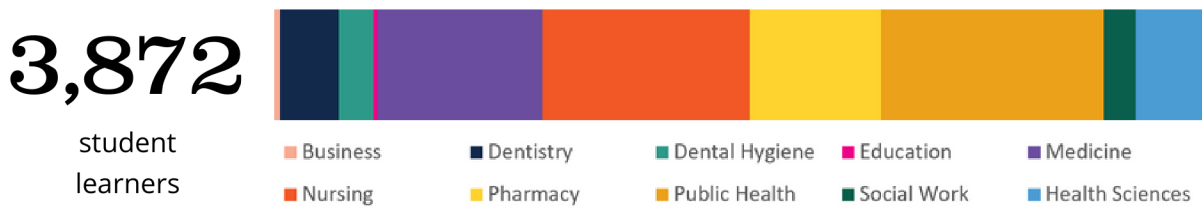
Growth, Sustainability, and Impact

To help achieve accreditation standards and developmental goals, we design intentional, integrated core activities that are mapped to the IPEC competencies and have an extensive assessment plan.

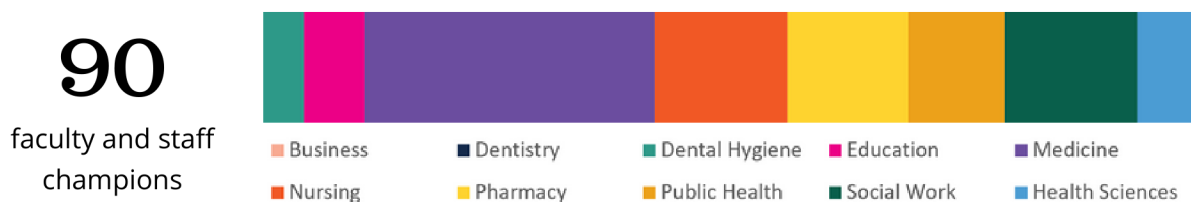


BETTER TOGETHER

4,015 students, faculty, and staff participated in OIPEP initiated events!



We cannot do this work without the many contributions from our IPEP champions. Our collaborative-minded faculty and staff who contribute in a variety of ways; from design, coordination, facilitation, and evaluation.



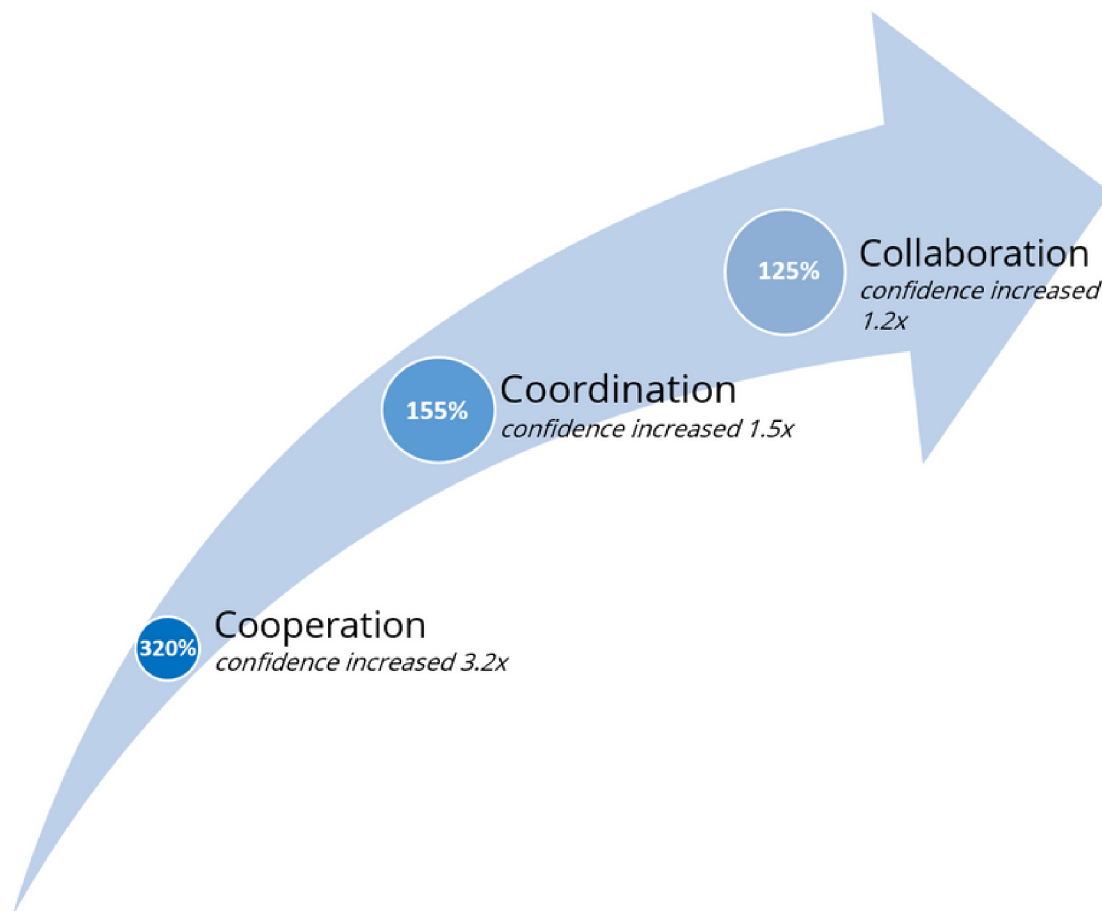
IMPACT

Developing Collaborative Practice-Ready Graduates

The Office of IPEP utilizes a developmental model to develop collaborative practice ready graduates. This model embraces a 3Cs approach to develop student competency in the areas of: Cooperation, Coordination, Collaboration. By participating in IPEP core activities, students journey in their development of Me to We (Cooperation), We in Teams (Coordination), and Teams in Systems (Collaboration). Each IPEP didactic activity is strategically aligned with this model to ensure students are developing into collaborative practice ready graduates.

In Fall 2022, student confidence in their ability to perform IPE competencies notably increased across the 3Cs model. More specifically, self-assessment of confidence increased 320% with participation in activities in the Cooperation domain. This indicates that students are developing their appreciation of every member of the team and thus shifting their perspective from Me to We. For many students, this is their first experience learning about, from, and with other interprofessional team members, which has tremendous impact on their IPE competency development. As students participate in advanced activities focused on Coordination (We in Teams) and Collaboration (Teams in Systems), their competency further develops as they continue to build their confidence in their ability to function as a collaborative practice team member.

Figure 1. Students Competency Development Across the 3Cs Didactic Curriculum in Fall 2022



ASSESSMENT

In an era of increasing calls for competency-based education, the Office of IPEP is leveraging a coordinated, systematic approach to assessing student learning and the development of interprofessional competencies. The **IPEC Core Competencies** is a consensus framework established by the Interprofessional Education Collaborative (IPEC) to support interprofessional competency development in health professions education. The Office of IPEP utilizes the IPEC Competencies to evaluate student self-efficacy after participating in didactic interprofessional education (IPE) activities. This systematic assessment strategy is led by Jackie Zeeman, Assessment Lead in the Office of IPEP. Dr. Zeeman is an Assistant Professor at the UNC Eshelman School of Pharmacy and also serves as the Assistant Director in the School’s Office of Organizational Effectiveness, Planning, and Assessment.

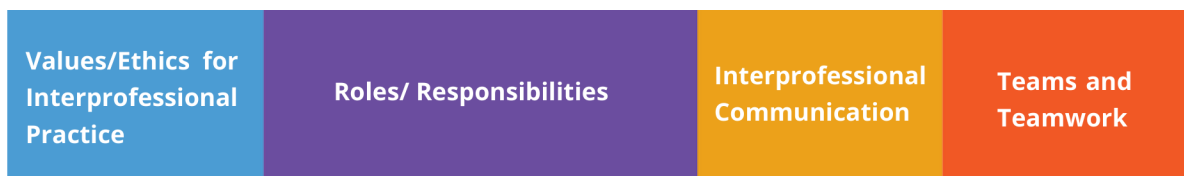
IPE Assessment: Evaluating Student Competency

Since the Fall of 2021, the Office of IPEP has utilized a coordinated assessment strategy evaluating student self-efficacy in performing IPEC Core Competencies. This approach assesses student competency and informs continuous quality improvement efforts in the following core IPEP activities:

1. Meet Your Neighbors
2. Can You Hear Me Now?
3. Partnership for Population Health
4. Book Club

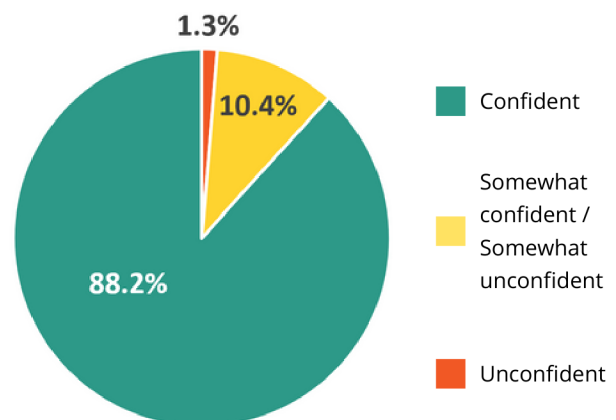
Students complete a retrospective pre- and post-evaluation of their self-efficacy on select IPEP Core Competencies emphasized within the activity using a 6-point self-efficacy scale.

Figure 2. Proportions of IPEC Competencies Taught and Assessed in Core IPEP Activities



Over the past two years, over 7,500 students across 18 disciplines participated in the Office of IPEP didactic curriculum. Students rated “Confidence” in their ability to perform IPEC Core Competencies after participating in these activities. Further, students grew more confident in several IPE competency areas, indicating that the Office of IPEP didactic curriculum is advancing student learning and confidence in performing the IPEC Core Competencies. Assessment data are reviewed annually and used to inform curriculum content enhancements and optimization of didactic-IPE evaluation.

Figure 3. Student Confidence in Demonstrating Interprofessional Collaboration After Participating in Core IPEP Activities During Fall 2022 (Cumulative)



Future Directions

Over the past year, the Office of IPEP has begun advancing this assessment strategy in two primary domains: (1) creation of data visualization dashboards, and (2) development of an observer-based evaluation.

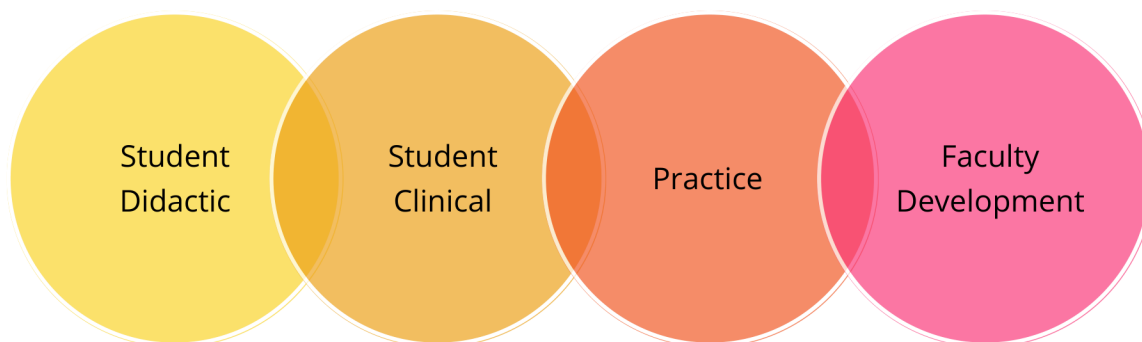
DATA VISUALIZATION OF STUDENT COMPETENCY

The Office of IPEP has partnered with the University's Office of Institutional Research and Assessment to develop data visualization dashboards to illuminate student competency across the IPEP curriculum. The vision is to provide real-time insights into the assessment of student learning that will guide IPE curriculum development and trend student competency development longitudinally. This partnership will facilitate curriculum content leads, Office of IPEP leaders, and IPEP program leadership with data to measure student competency development and align with accreditation expectations to provide interprofessional experiences where students can learn about, from, and with other disciplines.

OBSERVER-BASED EVALUATION OF STUDENT COMPETENCY

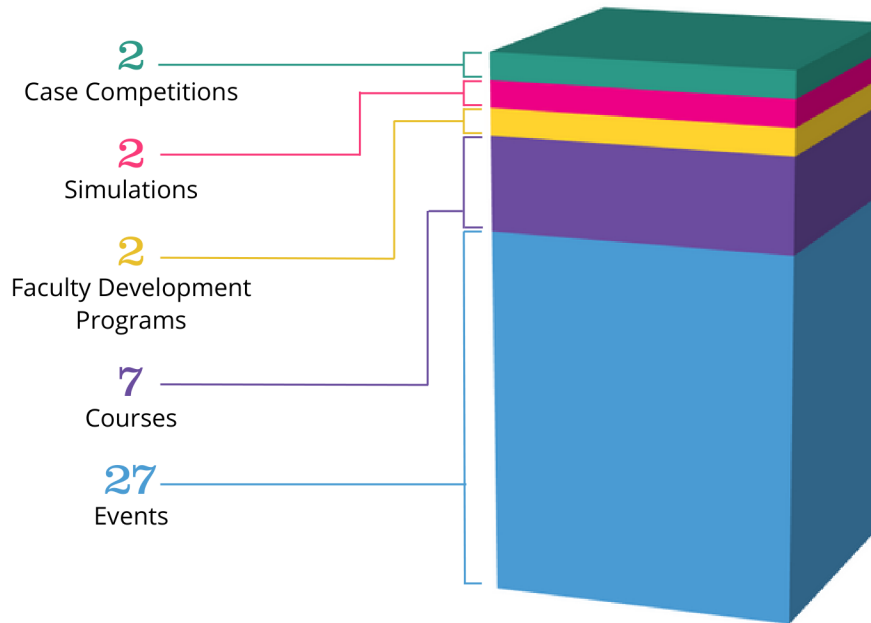
IPE competency requires multiple developmental experiences within the educational enterprise across the various learning environments to prepare collaborative-practice ready graduates, beginning with didactic learning and extending to longitudinal experiential learning and practice. While there is consensus that IPE is a vital part of preparing students for interprofessional practice, a critical gap exists regarding strategies to evaluate individual student IPE Competency in didactic IPE activities beyond student self-evaluation.

Phil Rodgers, Director of Interprofessional Education and Practice at the UNC Eshelman School of Pharmacy, and a team of IPEP partners secured competitive grant funding from the AACCP Scholarship of Teaching and Learning (SoTL) program for a project entitled "Use of an observer-based assessment measuring individual interprofessional competency." This project aims to pilot an observer-based assessment tool in a didactic IPE activity involving pharmacy, dentistry, and dental hygiene. Findings will be used to inform further development of the tool and assess feasibility for broader implementation across additional IPE activities and IPEP programs. This observer-based assessment strategy is a strategic approach to advancing the current student self-assessment and will provide a more robust and comprehensive assessment of student competency across the various learning environments.



IPEP @ UNC

In addition to the core offerings, the Office of IPEP proudly supports programs and activities that showcase interprofessional excellence across a diverse network of schools and departments. The following list includes activities that the Office of IPEP initiated, facilitated, or promoted throughout the 2022-2023 academic year. However, we recognize that Carolina offers so much more IPEP@UNC! If you have an activity that you would like to scale up or promote through the Office of IPEP, please email unc_ipe@unc.edu



EDUCATION

IPEP courses

BIOL 117

PRE-HEALTH THRIVE-1 Exploring Health Professions

BIOL 118

PRE-HEALTH THRIVE-2 Pursuing Health Professions

EDUC/NURS 461i

Examining Social Determinants of Health Across Populations

NURS 625i

Global and Interprofessional Approaches to Solve Complex Cases

PUBH 420/720

The Pandemic Course: HIV and COVID

PHCY 608i and NURS 680

Multidisciplinary Perspectives on Managing Diabetes Mellitus

NURS 685i/SOCI 856i

Caring of the Dying and Bereaved throughout the Lifespan

Office of IPEP Initiated Events and Programs

BOOK CLUB (FALL)

An interprofessional book club discussion on growth mindset. Students read "PEAK: Secrets from the New Science of Expertise" by Anders Ericsson and Robert Pool and met in small groups.

Medicine, Nursing, Pharmacy, Public Health



MEET YOUR NEIGHBORS (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.

Biomedical Engineering, Business, Dentistry, Education, Health Sciences, Medicine, Nursing, Pharmacy, Public Health, Social Work



CAN YOU HEAR ME NOW? (FALL)

Emphasis is placed on developing communication techniques and quality and safety principles to promote better communication and principles of conflict management.

Dentistry, Health Sciences, Medicine, Nursing, Pharmacy



PARTNERSHIP FOR POPULATION HEALTH "P4P" (FALL, SPRING)

Online modules, unfolding cases, and avatar engagement teach 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.

Dentistry, Medicine, Nursing, Pharmacy, Public Health



INTERPROFESSIONAL GERIATRIC EXPERIENCE (SPRING)

Carolina geriatrics workforce enhancement program training of age-friendly healthcare systems in nursing home care.

Dentistry, Health Sciences, Medicine, Nursing, Pharmacy, Public Health, Social Work



INTERPROFESSIONAL TELEHEALTH (SUMMER, FALL, SPRING)

Modules and interprofessional standardized patient experiences to teach students the skills and techniques required to deliver high-quality care through telemedicine.

Dentistry, Health Sciences, Medicine, Nursing



TEAMWORK BUILDS INDEPENDENCE "TBI" (SPRING)

An interactive experience with case-based learning, videos, and VR to demonstrate the longitudinal and collaborative nature of care required for an individual with a traumatic brain injury.

Athletic Training, Dentistry, Education, Exercise & Sports Science, Health Sciences, Medicine, Nursing



SPOTLIGHTS

Meet Your Neighbors

In Fall 2022, this original core activity gained three new partners and two new experiences! Students from the *School of Social Work*, the *Kenan-Flagler Business School Center for the Business of Health*, and the *Department of Biomedical Engineering* joined students from the health professions to share motivations and discuss the roles of different health professionals they may encounter in their careers. New to the experience was an offer to meet your “neighbors” at the Biomedical Engineering design laboratories in the Mary Ellen Jones building. Students with a special interest in healthcare innovation signed up for a tour of the laboratories led by associate professor, Devin Hubbard.



IPEP Fall Fest

In October, the Student Executive Committee welcomed participants of Meet Your Neighbors at the Adams School of Dentistry Atrium for a fun night out to socialize and get to know their peers from across schools. This fall-themed event featured games, food, and pumpkin painting. Prizes were given for pumpkin artistry, the most creative, collaborative effort, and spook factor.



BIOL 117 & 118: Considering & Pursuing Health Professions

Approximately 3,000 undergraduate students identify as pre-health in their first semester at UNC-CH. By the end of their sophomore year, that number drops significantly. Based on this knowledge, the Office of IPEP partnered with faculty in the College of Arts and Sciences, advising, and the Biology department to create two one-credit, pass/fail courses. Considering Health Professions (BIOL 117) is offered every Fall and takes an interprofessional approach where three providers from different professions present a case each week and discuss how they would work as a team to solve the identified patient or population issue. In addition to the casework, each guest speaker shares their journey to a health career.

Pursuing Health Professions (BIOL 118) is offered every Spring and focuses on the application process for various health professions schools. Schools within the Office of IPEP network partner with the course directors to talk about application processes, essay support, and how to get involved in shadowing and volunteer opportunities. For both courses, students engage in reflective practice to build a portfolio for career planning.

It is a true team effort, beginning with the unwavering support of Dr. Abigail Panter, Senior Associate Dean for Undergraduate Education. Her leadership made the initial connections and supported her larger vision of Carolina Thrive as part of the IDEAS in Action curriculum. Course coordinators from Biology include Drs. Jean DeSaix, Alaina Garland, and Lillian Zwemer, and collaborate with Dr. Zomorodi (IPEP) and Provost Collaborative Network student Tammy Dang, a nursing student, to implement the course.

“We are so fortunate that practicing professionals from around the campus, the state and the country are willing to share their passion for their fields with our students. Thanks to Dr. Panter and Dr. Zomorodi for assembling the awesome team that made this happen,” said Dr. Jean DeSaix, a teaching professional in the department of Biology.

“This is the best possible course for any pre-health student. One truly learns about every healthcare profession and most importantly how they all work together. This course has opened many doors for me, it gave me an insight into other possible career paths. It has guided me through the application process and even through how to ask for a letter of recommendation. The best part has been listening to healthcare professionals talk about their careers, ups and downs, and goals. BIOL 117 has helped me solidify my future career goal.”



OFFICE OF IPEP FACILITATED, SPONSORED, AND/OR PROMOTED EVENTS

These events received an “approved IPEP” status by the Office of IPEP. Approval status is achieved when the event meets criteria for “active” IPEP. We define active IPEP as purposeful collaboration between members of two or more professions in the pursuit of improving health outcomes, and a deliberate utilization of professional perspectives and interprofessional language to achieve a unique and valuable collaboration. We greatly appreciate the faculty, staff, and students who are creating these meaningful interprofessional experiences! If you would like your event to receive this status, contact the Office of IPEP at unc_ipe@unc.edu.

- Art and Transitions of Care (June 13, 2022)
- Trauma Informed Care (September 16, 2022)
- A Conversation about Latinx Health and Well-Being (October 3, 2022)
- IPEP Fall Fest (October 14, 2022)
- Storytelling for Health Impact (October 28, 2022)
- PrimeCare Psychopharmacology Seminar (October 28, 2022)
- 'What Counts' Documentary Screening (November 14, 2022)
- 'Caregiver: A Love Story' (November 15, 2022)
- Improving Access to Care: IPEP with Medical & Dental Spanish Interpreters (November 17, 2022)
- Smith Leadership Interprofessional Peak Performance Simulation (January 18, 2023)
- Carolina Geriatrics Workforce Enhancement Program Training of Age-Friendly Healthcare Systems in Nursing Home Care (January 19, 2023, and February 16, 2023)
- PrimeCare Navigating Moral Injury and Provider Resilience (January 20, 2023)
- IPEP Lunch & Learn: Substance Abuse and Its Effect on Treatment Communication (January 30, 2023)
- Acadia Behavioral Healthcare Case Study Immersion and Networking (February 9, 2023)
- Healthy Hearts and Heels for the Kids (February 10, 2023)
- The Importance of Teamwork: An IPEP talk with a Nurse Anesthetist (February 21, 2023)
- IPEP Case-Based Networking Event (February 21, 2023)
- Interprofessional Speed Networking (February 28, 2023)
- ESOP IPEP Committee's Interprofessional Speaker Panel (March 9, 2023)
- UNC LGBTQ Healthcare Symposium (March 22, 2023)
- Intro to Systems Mapping Workshop (March 27, 2023)
- Interprofessional Telehealth (March 28-31, 2023)
- IPEP Trivia & Gizmos Social Networking Event (March 31, 2023)
- Project RESTART: Using Interdisciplinary Teams to Address Domestic Violence (April 4, 2023)
- P4P Spring 2023 Student Focus Group Sessions (April 11, 2023, and April 14, 2023)
- Difficult Conversations: Discussion and Simulation (April 23, 2023)
- 'Below the Belt' Screening and Expert Panel Discussion (April 27, 2023)

CASE COMPETITIONS

Interprofessional case competitions leverage students' unique learning, development, and professional experiences by challenging them to develop an innovative solution to a hypothetical but relevant issue in healthcare. The Office of IPEP provides support in a variety of ways, from recruiting students to sponsoring team mentors and serving on selection committees.



Kenan-Flagler Business School: 2022 Healthcare Case Competition (October 2022)



Morningside Global Case Competition (March 2023) ©GlobalHealth.Emory.edu

Coming soon! This year, a subgroup of IPEP Directors and faculty champions met to develop and refine a course on value-based care from an interprofessional lens. In the course, ***NURS 625i Global and Interprofessional Approaches to Solve Complex Cases***, led by Dr. Audra Rankin, students will examine cases through a global-to-local lens, presenting their proposed interventions via a case competition.

This course will serve as a launchpad for students who want to participate in interprofessional case competitions, providing them with skills to engage across professions and develop systems thinking and public speaking skills. Open to both undergraduates and graduate students, the course was designed by faculty from the Kenan-Flagler Business School (Markus Saba), Eshelman School of Pharmacy (Jon Easter and Phil Rodgers), School of Nursing (Ashley Bryant, Audra Rankin, and Meg Zomorodi), Gillings School of Global Public Health (Lorraine Alexander), and School of Medicine (Sofia Aliaga) and will be **offered every Fall**.



PROFESSIONAL DEVELOPMENT

BLENDING OF THE BLUES PRESENTS: LISTENING FOR STORY

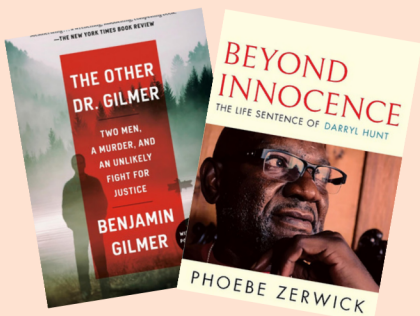
October 25th, 5:30-7:30 pm

Blending of the Blues is an inter-institutional, interprofessional development series between UNC and Duke that started in 2015 to enhance collaboration across our schools.

Faculty, staff, and students from both institutions met for a stimulating evening at the Ackland Art Museum on October 25th. The program featured a discussion with authors Benjamin Gilmer and Phoebe Zerwick about their books, "The Other Dr. Gilmer" and "Beyond Innocence: The Life Sentence of Darryl Hunt," respectively, and how they use the story as a tool to inspire a path toward advocacy. The facilitated conversation explored topics of injustice, mass incarceration, and mental illness through a medical lens while emphasizing the importance of working in teams and extracting ourselves from our silos. These discussion points helped to better understand how bias can impact the stories we tell and hear. After the discussion, audience members toured the museum and participated in the application of these concepts through an interactive art experience.



From left to right: Duke's Nick Hudak, author Phoebe Zerwick, UNC's Meg Zomorodi, and author Benjamin Gilmer.



To learn more about the guest speakers and their work, visit <https://benjamingilmer.com> and <https://www.phoebezerwick.com>

RELATIONAL LEADERSHIP @ CAROLINA

Relational Leadership @ Carolina (RL@C) is an interprofessional, cross-generational leadership development program that helps participants fully realize the breadth of their human interactions to achieve true connection, a common vision, and interdependent action.

The RL@C framework is used to impact individuals, teams, and systems by teaching people to:



OBSERVE

Increase our awareness through inquiry + observation



CONNECT

Listen and engage others through story + dialogue



TRANSFORM

Take action to improve behaviors + practices



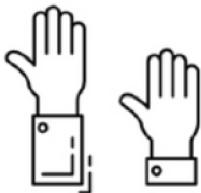
REFLECT

Analyze to align intentions + impact

316

FACULTY, STAFF, AND STUDENTS

trained in Relational Leadership since 2019



67

JOINED

leadership pathway (21%)

52

EXECUTIVE LEADERS

have participated*



35

UNC & UNC HEALTHCARE AFFILIATED

departments and organizations**

*Representing: Assistant Deans, Associate Deans, Senior Associate Deans, Vice Deans, Assistant Provost, Department Chair, Vice Chair, Division Chair, University Ombuds.

**Representing: AHEC, Allied Health, Adams School of Dentistry, Center for Global Initiatives, 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, Sheps Center for Health Services Research, and UNC Health Care System (Anesthesiology, Family Medicine, Labor & Delivery, OBGYN, Radiology, PICU, NICU, Pediatrics, Surgery, Internal Medicine, ENT, Neurosurgery, Orthopaedics; Executive Leadership; Human Resources, Institute for Healthcare Quality Improvement).

Meet the New Director!

JOSH HINSON, MSW, LCSW



Josh is a North Carolina native along with his wife, Emily, and two children, Callum and Elsie. Before coming to Relational Leadership @ Carolina, he was an Assistant Professor at the UNC School of Social Work and was the program director for the UNC Refugee Mental Health and Wellness Initiative.

HOW DID YOU GET STARTED WITH RELATIONAL LEADERSHIP?

I was invited to participate in the pilot cohort of the Relational Leadership Institute at UNC in the Spring of 2019. The program was amazing... Relational Leadership captures two of my core values: fostering authentic and meaningful relationships in our workplaces and bringing practices to leadership that encourages everyone to feel safe, welcome, and valued. As a social worker, these values have been foundational to my educational, clinical, organizational, and community practices; I am excited to have the opportunity to bring them to the work of strengthening our culture at UNC too!

WHAT DO YOU SEE AS THE BENEFIT OF INTERPROFESSIONAL COLLABORATION?

Our educational and healthcare systems are in crisis. We face shortages of teachers and healthcare providers, and communities suffer as a result. Furthermore, professionals can't work in isolation... doctors, nurses, pharmacists, social workers, and teachers... we all need each other to be successful. We know that interprofessional teams are more effective, but interprofessional collaboration doesn't just happen; it requires time, intention, and skillful communication. Relational Leadership is the glue that holds interprofessional teams together. All our Relational Leadership Institute cohorts are interprofessional by design: we work to recruit participants from all the Interprofessional Education and Practice affiliated programs, and then we form small, interprofessional working groups within the cohort. These small groups are where the magic happens... people from different areas of practice, who don't normally work together, get to practice Relational Leadership skills like storytelling, inviting one-to-one conversations, teaming, giving and receiving feedback, and communicating through conflict in a low-risk, psychologically safe setting. They can then use these skills immediately in the teams they are part of and invite more interprofessional collaboration in the future. Again, it's a snowball effect, and we're approaching a critical mass of people who are using Relational Leadership practices in interprofessional teams!

HOW DO YOU SEE RL@C DEVELOPING IN THE NEXT FEW YEARS?


This is an exciting time for RL@C, as individuals, teams, and units across the Carolina community are looking for new ways to work together. People who have participated in RLI have been overwhelmingly appreciative of the content, and one word keeps coming up in our evaluations time and time again: "Transformational." When people experience a personal transformation, they are excited to share it with their friends and co-workers. These personal testimonials have a snowball effect, encouraging more and more UNC Healthcare providers and UNC faculty, staff, and students to engage in RLI. When multiple team members participate in RLI, they have a shared language for communicating about and envisioning change, and they share a skillset for implementing change strategies. I think we are approaching a critical mass of Relational Leaders at UNC, and that will mean moving from individual and team transformation to system-wide cultural transformation.

PROGRAMS

IPEP Distinguished Scholars Program

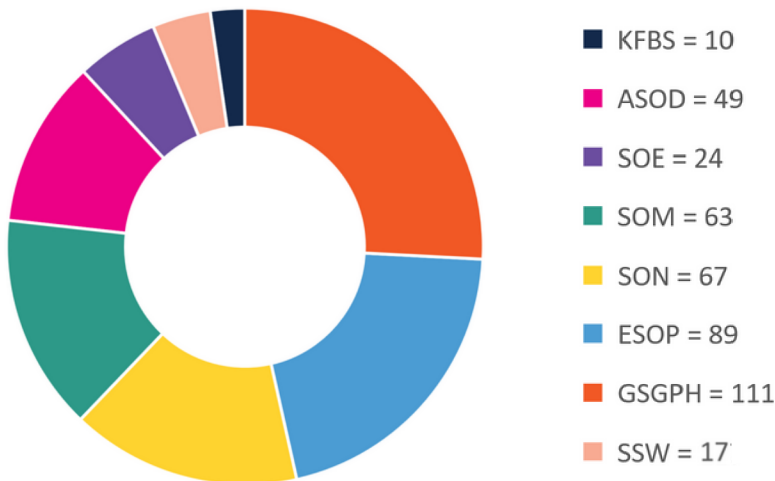
The IPEP Distinguished Scholars Program (IPEP DS) recognizes students who exhibit excellence in the pursuit of interprofessional education. The IPEP Distinguished Scholars Program challenges participants to cooperate, coordinate, and collaborate to transform the future of health and human services. While completing the program components, participants build portfolios reflecting their experiences with (1) values and ethics of interprofessional practice, (2) roles/responsibilities, (3) interprofessional communication, and (4) teams and teamwork.

13
STUDENT ORGANIZATIONS
 to promote a culture of IPEP at UNC

 **60** **SCHOLARS**
 who have met all requirements

52 **EVENTS** since 2021 

Prospective Scholars by School



2023 Graduating Class of IPEP Distinguished Scholars

ADAMS SCHOOL OF DENTISTRY

Amanda Swanson
Elayne Wang
Jason Lin
Kruti Patel
Saumya Goel

DEPARTMENT OF HEALTH SCIENCES

Ryan Murray (CRMH)

ESHELMAN SCHOOL OF PHARMACY

Christian Brown
Emily Murphy
Esha Thakkar
Grace Kim
Melanie Mills

SCHOOL OF SOCIAL WORK

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

GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH

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

SCHOOL OF EDUCATION

Janiyah Sutton
Kurshenna Jackson

SCHOOL OF MEDICINE

Kaylyn Pogson-Morowitz

SCHOOL OF NURSING

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



"I believe that IPEP is the future of work across many disciplines, but especially within healthcare. As the United States shifts its focus to whole person health, it will be even more important for care teams to collaborate and address the complex needs of individual patients."

- Leah Daniel (MSW, MPH)



"The future of IPEP at UNC will involve even deeper collaboration, knowledge sharing, and understanding of how to leverage expertise from a multitude of professionals. More students will learn that specializing in your discipline gives you knowledge that is one piece of the overall puzzle. Other fields must bring their pieces in so that we can see the whole picture. When we can effectively work together, there is no puzzle we cannot solve."

- Kai Larson (MPH)



"I believe the future of IPEP at UNC is essential as it promotes coordinated care amongst healthcare professionals. Through my experiences, I learned that healthcare can only succeed through understanding, respect, and empowerment of all team members."

- Emily Murphy (Pharm.D.) (Asheville campus)

RIPLS Scholars work with Brunswick County Wellness Coalition

The Rural Interprofessional Longitudinal Scholars Program (RIPLS), established in 2020, unites professional students seeking to address challenges and barriers to quality healthcare for rural populations. Healthcare professionals gain experience working on an interprofessional team that encourages learning from, with, and about each other in dynamic settings. Students are selected from Schools of Dentistry, Medicine, Nursing, Public Health, Pharmacy, Social Work, and the Department of Health Sciences to develop a deeper perspective on the challenges of providing healthcare in rural areas. The RIPLS scholars attend special workshops, seminars, and forums each semester. As part of the program, scholars spend time in the summer engaged in a rural community in North Carolina.

Teamwork and collaboration are key components of the program, as students learn how to assess community needs, engage interested parties, and deliver healthcare using innovative approaches. Through immersive learning, students participate in social opportunities and clinical experiences that help them envision the future of rural practice models. As a result of this collective experience, they gain a more comprehensive understanding of the challenges of providing health care in rural communities. In addition, they learn to work as part of an interprofessional team.

During the summer of 2022, the RIPLS scholars focused their professional efforts on Brunswick County. A rural population of 136,693 where according to the U.S. Census Bureau, the child poverty rate is 27.7% and the aging population of 65 and older is 34.2%. The students were tasked to address the greatest access to community health care needs, specifically working in partnership with the Executive Director of the Brunswick Wellness Coalition, Dr. Leigh Lane DHA, MBA, MCHES. Students gained rich interprofessional experience while developing strategies aimed at their target population.



2022-2023 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 Manzano
Bijan Mahboubi
Briawna Dildy
Sylvette Ramos-Díaz



"My experiences participating in the RIPLS Summer Immersion Experience taught me how to work more effectively in interprofessional teams. While at times it was difficult to balance the specific priorities each profession brought to the table, I think in the end we could all agree that our discussion and collaboration ultimately produced a product that was better and more comprehensive. Participating in RIPLS sparked a curiosity for the gaps in my knowledge about the health professions."

Hannah Darr, MPH, Candidate 2023



"During my immersion experience, collaborating with students pursuing public health, dentistry, and another fellow nurse practitioner student gave me an idea to understand their disciplines and their respective roles to identify challenges and successes to improve healthcare delivery in rural communities. I learned about the framework of coordinated and collaborative efforts and partnerships with the local communities. Through the implementation of collaborative care, we can address health inequities and develop strategies that involve an equal and sustainable healthcare system for all people living in poverty pockets. The biggest takeaway is that I can see many future possibilities in improving the healthcare system through a collaborative effort among disciplines to promote rural health."

Rekha Aryal, NP, Candidate 2023



See how RIPLS made it into the national spotlight on page 38!

Publications, Presentations, and Research

PUBLICATIONS

*= student collaborator

Alderman, J. T., & Conklin, J. (2022). Health care hotspotting. *Journal of Nursing Care Quality*, 37(4), 362-367. <https://doi.org/10.1097/ncq.0000000000000644>

Alderman, Jennifer T. (2022). Hotspotting in home health: The impact of interprofessional student-team home visits on readmission rates of super-utilizers of the health care system. *Journal of Interprofessional Care*, 36(6), 839-844. <https://doi.org/10.1080/13561820.2021.2019692>

Bryant, A. L., Van Den Eynde, M., Grewe, M. E., Alderman, J. T., Zomorodi, M., & Durham, C. (2022). Interprofessional communication in the care of adults with cancer: Exploring clinicians' perceptions of team rounding. *Journal of Interprofessional Care*, <https://doi.org/10.1080/13561820.2021.2000374>

Forcina, J., Zomorodi, M., Morgan, L., & Barrington, N. (2023). Demonstrating a Nurse-Driven Model for Interprofessional Academic-Practice Partnerships. *The Online Journal of Issues in Nursing*.

Lombardi, B. M., de Saxe Zerden, L., & Greeno, C. (2022). Federally Qualified Health Centers Use of Telehealth to Deliver Integrated Behavioral Health Care During COVID-19. *Community Mental Health Journal*, 1-9. Advance online publication. <https://doi.org/10.1007/s10597-022-01070-1>

Reitmeier, M. C., Zerden, L. D., Browne, T., Kanfer, M., Iachini, A. L., Brigham, B. B. (2022). Training MSW students for integrated behavioral health care during COVID-19: Lessons learned from two programs. *Journal of Social Work Education*. [e-pub ahead of print], 1-12. <https://doi.org/10.1080/10437797.2022.2033659>

Richman, E. L., Lombardi, B. M., Zerden, L. D., & Forte, A.* (2022). The workforce addressing patient social determinants of health in the EHR. *Public Health & Social Work*, 37(3), 287-296. doi: 10.1080/19371918.2021.2001406

Zerden, L. D., Guan*, T., Shurer, J., Book, E., & Kreitzer, L. (2022). Social work and Parkinson's Disease care: Challenges and opportunities in the era of COVID-19. *Social Work & Health Care*, 61(3), 139-157. <https://doi.org/10.1080/00981389.2022.2069902>

Zerden, L. D., Lombardi, B. M., Guan*, T., Day, S., Jones, A., & Kanfer, M. (2022). Integrated care training and preparedness: Evidence from five-years of post-graduation data. *Journal of Social Work Education*. [ahead of print], 1-9. doi: 10.1080/10437797.2022.2050866

Zerden, L. D., Richman, E., Lombardi, B. M., Forte*, A. (2022). Essential but made to feel invisible: Low Wage Workers in Hospital Settings during COVID-19. *Workplace Health & Safety*, 70(11), 509-514. doi:10.1177/21650799221108490

Zerden L. D., Ross, A., Cederbaum, J., Guan, T., Zelnick, J., & Ruth, B., (2023). Race, COVID-19, and Social Workers in Health Settings: Physical, Mental Health, PPE, and Financial Stressors. *Health & Social Work*. [e-pub ahead of print], 1-14. <https://doi.org/10.1093/hsw/hlad002>

Zorek, J. A., Ragucci, K., Eickhoff, J., Najjar, G., Ballard, J., Blue, A. V., Bronstein, L., Dow, A., Gunaldo, T. P., Hageman, H., Karpa, K., Michalec, B., Nickol, D., Odiaga, J., Ohtake, P., Pfeifle, A., Southerland, J. H., Vlasses, F., Young, V., & Zomorodi, M. (2022). Development and validation of the IPEC Institutional Assessment Instrument. *Journal of Interprofessional Education and Practice*, 29, [100553]. <https://doi.org/10.1016/j.xjep.2022.100553>

PRESENTATIONS

Alderman, Jennifer T. (2022). Developing and implementing IPE opportunities in a community setting: Hotspotting in home health. Invest in Nursing Panel Presentation, Chapel Hill, NC.

Carlson, R., Nachman, S., Zerden, L., and Mani, N. (2022, August). Developing validated search strategies to find interprofessional education studies in PubMed. Nexus Summit 2022, Minneapolis, MN.

Guan, T., Chapman, M. V., Zerden, L. D., Zimmer, C., Rizo, C. F., Northouse, L., & Song, L. (2023, January). Illness uncertainty and quality of life in patients with advanced cancer and family caregivers: An actor-partner interdependence model analysis. [Poster Presentation]. Annual Conference of the Society for Social Work and Research, Phoenix, A.Z.

Lombardi, B. M., & Zerden, L. D., Greeno, K. (2022, October). FQHCs adaption to tele-behavioral health and delivery of integrated behavioral health during the COVID-19 pandemic. [Paper Presentation]. Collaborative Family Health Association, Boise, I.D.

Lombardi, B. M., & Zerden, L. D., Richman, E. L., Forte, A., McCollum, M. (2022, October). Addressing and preventing burnout for the health workforce. [Paper Presentation]. Collaborative Family Health Association, Boise, I.D.

Rodgers PT. (2023, March 27) "The More, the Merrier! Precepting Pharmacy Learners in Interprofessional Practice." [Invited platform presentation] American Pharmacists Association Annual Meeting, Phoenix, AZ.

*Tisdale, L., Sharpe, L., Mattison-Chalwe, K., McInerney, R., Sherrell, W., & Zomorodi, M. (2022, August 20). [Poster Session]. Educate and Advocate: Dental Providers Promote Human Papillomavirus Vaccination as Cancer Prevention in Interprofessional Community Health Clinic Pilot. Nexus Summit, Optimizing the Interprofessional Clinical Learning Environment, Minneapolis, MN.

Zeeman J, Rodgers PT. (2022, August 21) "Are you Ready? Assessing Collaborative Practice Readiness Using an Observer-Based Evaluation of Student IPEC Competency in Didactic Interprofessional Education Activities." Nexus Summit 2022, Minneapolis, MN

Zerden, L. D., Wagner, L., Richman, E. L., Lombardi, B. M., Forte, A.*, Toivanen-Atilla, K.* Chapman, S. (2022, June). Essential and Invisible: Addressing Burnout for Low-Wage Frontline Workers during COVID-19. [Poster Presentation]. Academy Health, Washington D.C.

Zomorodi, M., McInerney, R., & Davison, J. UNC Mobile Health Clinic: Development of Community Partnership Innovation and Interprofessional Practice. (2022, November 4). 5th Annual Rural Health Nursing Conference. NC AHEC, Raleigh, NC.

Zomorodi, M. & Kimber, M. (2022, June 8). Interprofessional Education and Practice (Part I), Designing and Implementing Global Activities. UNC-Project Malawi, Grand Rounds.

Zomorodi, M. & Kimber, M. (2022, June 22). Interprofessional Education and Practice (Part II), Designing and Implementing Global Activities. UNC-Project Malawi, Grand Rounds.

Zomorodi, M. (2022, April 21). IPE in GME---the who, what, when, why, and how. [keynote speaker]. 4th annual Graduate Medical Education Collaborative Conference: Together Towards Tomorrow. Wilmington, NC.

RESEARCH GRANTS

Rodgers PT, Zeeman J, Sanders KA, Dsouza RM, Haggerty CL, Bennett-Lowery AM. Use of observer-based assessment measuring individual interprofessional competency. Funded July 1, 2022-October 31, 2023, by an AACP Scholarship of Teaching and Learning grant, \$4000.

Zomorodi M. The Expansion of the Rural Interprofessional Health Initiatives. Funded March 1 2023-June 30, 2026. \$1,598,098.

IPEP HOSTS THE FIRST ANNUAL SHOWCASE TO HIGHLIGHT STUDENT WORK IN IPEP

The first Annual Interprofessional Showcase is occurring during the Office of IPEP Spring Celebration Event on May 3rd, 2023, bringing 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.

The research projects emphasize the importance of community engagement, quality improvement, and equitable healthcare innovation. It is evident that UNC learners are leaving a heel print and making significant contributions to improving healthcare outcomes for all. The Office IPEP is excited to continue showcasing the outstanding work of its learners in the years to come.

The success of the first Annual Showcase is attributable to the collaborative efforts of faculty and staff from various UNC programs and professions. The Office of IPEP recognizes the hard work of its students, residents, and faculty advisors, who submitted exceptional projects. The Office of IPEP also extends its appreciation to community partners who are integral to its mission. Their support and engagement ensured UNC learners could showcase their innovative and impactful research projects.

2023 SHOWCASE PARTICIPANTS

Title: Beyond Clinic Walls

Team Discipline Leaders: Cassie Twisdale (1), Hannah Hulshult (2), Hartlee Johnston (2), Alexandra Mendez (3), Maria Perry Ogg (4)

Faculty Advisors: Emma Williams (1), PharmD, CPP; Sandra Whitlock (2), MD; Danielle Martin (3), MSN, RN; Emma Miller (4), MSW, LCSW

(1) University of North Carolina at Chapel Hill, Eshelman School of Pharmacy,

(2) University of North Carolina at Chapel Hill, School of Medicine,

(3) Western Carolina University School of Nursing,

(4) Western Carolina University School of Social Work

Title: Culturally Attuned Oral Health Care for Latinx Patients

Presenting authors: Kelsey Yokovich (1), Jamie Burgess-Flowers (2)

(1) School of Social Work (MSW) Intern, Adams School of Dentistry, University of North Carolina at Chapel Hill

(2) Division of Comprehensive Oral Health, Adams School of Dentistry, University of North Carolina at Chapel Hill

Title: Understanding Unmet Social Needs of Patients in the Emergency Department: Patient Perspectives

Authors: Matthew Palmer, MPH (1), Arielle Johnston, BS (2), Swati Perepa, BS (2), Alexandra Helbig, BA, MBE (3), Eugenia Quackenbush, MD (2)

(1) University of North Carolina at Chapel Hill Gillings School of Global Public Health, Chapel Hill, NC

(2) University of North Carolina at Chapel Hill of Medicine, Chapel Hill, NC

(3) Berman Institute of Bioethics, Johns Hopkins University, Baltimore, MD

Title: Addressing financial toxicity in pediatric asthma specialty care: Feasibility of a communication training intervention

Presenting author: Kathryn L. Kennedy, MPH (1)

Co-authors: Wei Yi Kong, MA (1), Jennifer Heisler-MacKinnon, MPH (1), Barbara Medlin, BSN, RN, AE-C (2), Ceila E. Loughlin, MD (2,3), Alison A. Galbraith, MD, MPH (4), & Melissa B. Gilkey, PhD (1)

(1) Department of Health Behavior, UNC Gillings School of Global Public Health;

(2) UNC Children's Allergy and Asthma Center, UNC Health;

(3) Department of Pediatrics, University of North Carolina at Chapel Hill School of Medicine;

(4) Department of Population Medicine, Harvard Pilgrim Health Care Institute and Harvard Medical School

Title: Incorporation of an Evidence-Based HIV Risk Assessment Tool to Promote PrEP Uptake in a Rural Health Department

Author: Rekha Aryal

Co-authors: Carrie Palmer, Ashley Kellish, Marcy Williams
School of Nursing University of North Carolina at Chapel Hill

Leadership & Awards

STUDENT LEADERSHIP

Student Executive Committee for IPEP

The Student Executive Committee (SEC) is composed of student leaders who strive to transform the culture of IPEP by raising awareness for interprofessional collaboration through social events outside of a traditional classroom setting. Events rotate through the professional schools to expose students to the broader Carolina community.

SEC members

Alex Bowman, ASOD, DDS, MBA, '25
Lauren Christopher, KFBS, MBA, MSPH, '23
Maya Fitzgerald, ESOP, Pharm.D., MBA, '25
Steven Frost, KFBS, MBA, '23
Katherine Gora Combs, GSGPH, PhD, '26
Drew Griggs, SOM, MD, '26
Luke Heaton, ASOD, DDS, '25
Shana Katz, ESOP, Pharm.D., '24
Kathryn Kennedy, GSGPH, PhD, '27
Jiwoo Kim, SOM, MD, '26

Matthew Krall, KFBS, MBA, Pharm.D., '24
Caroline Laws, SON, BSN, '24
Casey Martin, DHS, AuD., '26
Whitney Miller, SSW, MSW, '23
Maya Patel, SOM, MD, '26
Astrid Rivarola, SOE, B.A. Ed, '23
Grace Russell, SON, ABSN, '23
Christine Salcedo, SON, BSN, '24
Beatrice Siaw, GSGPH, MPH, '24
Camryn Sprouse, DHS, DPT, '25





Meet the Chairs of the IPEP Student Executive Committee

Luke Heaton (left) and Alex Bowman (right)

Luke Heaton is a second-year dental student at the UNC Adams School of Dentistry and serves as Co-Chair of the SEC for IPEP. Prior to dental school, Luke earned his BA from Southern Utah University with majors in Spanish and Biology. He first learned about IPEP during his undergraduate program, where he was actively involved in a pre-healthcare club that promoted interprofessional learning and collaboration to obtain optimal patient outcomes. Once at UNC, he learned about the Office of IPEP's initiative at the dental school orientation and quickly decided it was something he wanted to be part of. Luke is a proud husband and father, and when he's not studying dentistry or planning IPEP events, he can be found swimming, playing sports, or adventuring with his family.

Alex Bowman is a second-year dental student at the UNC Adams School of Dentistry and serves as Co-Chair of the SEC for IPEP. Prior to dental school, Alex earned a BS in Biology from UNC in 2010, after which he served 11 years in the US Navy as a F/A-18 pilot. He learned about IPEP during his first semester of dental school and quickly joined the dentistry local IPEP club. He enjoyed the networking and collaborative team environment, which led him to seek a broader position within the SEC. He was recently accepted into UNC Kenan-Flagler Business School and will continue his studies as a dual degree DDS/MBA candidate - earning him triple Tar Heel status.

WHAT EVENTS OR EXPERIENCES HAVE YOU ENCOUNTERED THROUGH IPEP THAT HAVE MADE AN IMPACT ON YOU AND WHY?

Luke: At the recent IPEP "Fall Fest" event, I was really impressed to speak with many first-year graduate students that were so interested in learning more about how their profession (the one that they had just started learning about weeks prior) fit in with so many others. It is really encouraging to see so many students looking to become proficient at interprofessional collaboration so early on in their training, and I think the focus on IPEP here at UNC deserves the credit.

Alex: I really enjoyed all our case study events. These events drive interprofessional collaboration and provide such a good format for learning about the roles and responsibilities of everyone on an interprofessional team. Not only do I get to hear different perspectives on handling patient cases, but I get to meet new people who are passionate about improving patient outcomes.

WHAT DO YOU HOPE THE SEC WILL ACHIEVE FOR UNC-CH IN THE COMING YEARS?

Luke: In the coming years, I envision that the SEC will do much more of the same, hopefully on an ever-expanding scale as we strive to get more involvement from programs that still have minimal IPEP presence. By bringing in more students from different professions and diverse backgrounds, I think that the IPEP initiatives at UNC-CH will bring students and faculty together more than ever before and create a new generation of competent professionals and experienced collaborators.

Alex: I hope the SEC will continue to grow and gain recognition as a premiere student body interest group for promoting interprofessional education. We work hard to create unique events that are fun, engaging, and informative to prepare ourselves and our peers for collaboration in healthcare. Our unique team is full of incredibly talented individuals, and I hope future teams can carry the momentum that we have created for SEC forward and bring IPEP to the forefront of healthcare education.

FACULTY LEADERSHIP

Health Professions Collaborative

At the beginning of the pandemic, the health professions schools were facing decisions that impacted students, preceptors, faculty, and staff. Rather than having each school determine these decisions independently, representatives from each profession at UNC came together to form the “Health Professions Collaborative” and address these problems together. The results of their work highlight the Office of IPEP motto of “Better Together,” and the mission of supporting interprofessional endeavors that enhance the capacity and capability to improve health outcomes. The Health Professions Collaborative is fortunate to have the steadfast support of NC AHEC, which regularly attends the meetings, and Jane Kerwin, who has helped navigate contract issues and offers support from a practice perspective.

The Health Professions Collaborative worked together to design COVID protocols that allowed our students to remain safely in class and clinical and partnered with UNC Health to support workforce needs, vaccine administration, and navigate solutions on a system level that promotes equitable opportunities for all learners. Dr. Stephen Hooper, Associate Dean and Chair of the Department of Health Sciences, has praised the group’s work, reflecting that the interprofessional nature of our work is role modeling the type of collaborative practice that we wish our students to obtain.

This team has met weekly since March 2020, opening each meeting with a Relational Leadership Principle or check-in and sharing issues their profession might be facing so their colleagues can offer support, insight, or even a solution. As the pandemic has transitioned into a new stage, the collaborative is using its community power to tackle large issues such as compliance systems, clinical site and preceptor’s needs, and alignment of our processes across the University. At each meeting, it is clear that Dr. Hooper’s observation is correct – this team exhibits the best signs of collaborative care, as they offer mutual support, effective communication, situation monitoring, and of course, exemplary leadership.

"After 22 years at UNC and many years in a leadership role, I have never felt so connected to other programs across campus, thanks to this committee. Beyond the connections, this group has collaborated to solve urgent and emergent challenges we have faced, first during the pandemic, and now as we return to normal. This committee will lead to improved consistency, efficiency, and effectiveness for students and professional programs."

Lisa Johnston

Professor in the Department of Health Sciences, Division of Physical Therapy

The School of Nursing recognizes faculty leaders in IPEP with Anne Belcher Interprofessional Faculty Scholarship

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 and Practice (IPEP) and to create scholarly work others will look to as evidence for the power of IPEP 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 IPEP, will connect the scholars to mentors who will help them advance their projects.

Dr. Palmer has a longstanding history in implementation of IPE on the graduate level. For the past 18 years, she has practiced as a nurse practitioner in an interprofessional internal medicine setting and has experienced firsthand the benefits of team-based care for patients.

Dr. Stone plans to build upon her skills and connections in virtual reality (VR) to create a central innovation hub that would connect health professions and related faculty and students in technology-driven education, research and practice partnerships.

To read this article in full, visit nursing.unc.edu/news/



“While my practice experience is in team-based primary care, my teaching spans direct patient care, quality improvement, leadership, and care of populations. I see opportunities to enhance patient care and patient outcomes through improving interprofessional training. I also see opportunities to expand systems-level thinking of our Doctor of Nursing practice students through innovative collaborations. We have the opportunity to be leaders in this area, and support from the Anne Belcher Interprofessional Faculty Scholars Program will allow me to achieve my goal of simulation design, analysis and dissemination.”

- Carrie Palmer, Associate Professor, SON



“Recent concurrent events, including the Covid-19 pandemic, federal and state pressures to increase student admissions to healthcare programs, and the explosive entry of evolving technologies available for simulation and other types of education, have led to a new frontier in healthcare education. This is a frontier filled with opportunities to harness technology to develop and test innovative pedagogies for health care and simulation education with students and even existing health professionals.”

- Elizabeth Stone, Assistant Professor, SON

AWARDS

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.

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 (Exposure). Goal 2 is to create shared opportunities for collaboration between the current workforce and students (Engagement).

Learn more about the many facets of the RHIP grant by looking at our Rural Interprofessional Longitudinal Scholars (RIPLS) program on page 28, our work on the Partners for Population Health Activity on page 17, and our work with the Carolina Student Services Corps in our 2022 Annual Report on our website.

A Note of Thanks

The vibrant interprofessional programming in our community would not be possible without the support of the hundreds of students, faculty, staff, and community partners in the IPEP network at UNC and beyond. To all those who contribute to the bright future of IPEP at UNC by establishing new pathways, partnerships, and projects - we sincerely thank you for the amazing work you are doing!



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