

IPEPulse

Volume 1, Edition 5

August 2023



In this Edition

Welcome, Tar Heels!



Interested in earning a graduation cord like the one above? Learn more about our IPEP Distinguished Scholars program on page 4!

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IPEP Opportunities

*These opportunities count for IPEP Distinguished Scholars credit!**

Upcoming

FOR STUDENTS

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

FOR STUDENTS / FACULTY / STAFF

Relational Leadership @ Carolina

October 23-24 and November 16-17, 8:30 am-4:30 pm each day (in person).

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 Sept 30th.

[Sign up today to reserve your spot!](#)

Want to learn more? Join us for a zoom information session from 12:00pm-1:00pm on the below dates:

<https://unc.zoom.us/j/97349280940>

- **September 5**
- **September 20**
- **October 5**
- **January 19**
- **February 5**
- **February 20**

Friends of the Network

*These opportunities DO NOT count for IPEP Distinguished Scholars credit**

Upcoming

PUBH 890-001: Applying Diversity, Equity, Inclusion (DEI) And Leadership in Public Health Practice (Fall 2023)

This course aims at helping students better understand the implementation of Inclusive Diversity and Cultural Humility in the real world and the best approaches to collectively mitigate the challenges. Students in this course will practice the ability to incorporate inclusion, diversity, equity, cultural humility and political savviness into their leadership style and practice of public health for healthier communities locally and globally. The overarching goal is to understand the complexity and multi-dimensionality of effective implementation of those skills listed above and their challenges.

1 credit hour, Mondays from 2:30-4:30 PM in the FedEx Global Education Center (Rm 3024).
Course Instructor; Marie Lina Excellent, MD, MPH

Join the IPEP Student Executive Committee at the Carolina Inn!

The student executive committee for interprofessional education & practice is hosting an informal back to school social at the Carolina Inn's Friday's on the Front Porch. Come celebrate the start of a new semester with students, faculty, and staff in the IPEP network at 5:00 on Friday, August 18th.

News

Summer IPEP Distinguished Scholars Graduates!

This summer, two nursing students were recognized as IPEP Distinguished Scholars after completing the program's components!

Please join us in congratulating **Madeleine Wood** and **Sarah Willingham**!



Kick-off IPEP XR Collaboration

On August 10th, Elizabeth Stone, assistant professor in the School of Nursing and Shawna Buchanan, a nursing communications specialist, hosted a kick-off event from the IPEP XR Collab Group to network and demonstrate VR in health professions practice, education, and research at UNC. This group was formed with the goal of building the foundation for a central collaboration hub to support faculty and students in immersive content utilization and creation across the health sciences professions.

Health Professions Orientation and "Collaboration is a Work of ART"!

On August 17th, we will welcome our incoming health professions students to UNC at our new Health Professions Orientation in the Genome Sciences Building. We will have a keynote speech from UNC's Dean of Students, Desirée Rieckenberg, and presentations from various campus offices! After orientation, students will have the opportunity to meet new friends at the Ackland Art Museum for "Collaboration is a work of ART". Exploring healthcare through art will help attendees cultivate their capacity to ask questions and to see and think differently, making them better, more engaged advocates for their patients and team members.!






Interprofessional Education and Practice Distinguished Scholars Program

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

-World Health Organization (WHO, 2010)

The Interprofessional Education and Practice Distinguished Scholars Program (IPEP DS) recognizes students who exhibit excellence in the pursuit of interprofessional education and practice. The IPEP DS Program challenges participants to cooperate, coordinate, and collaborate to transform the future of health and human services.

Perks of completion of the IPEP Distinguished Scholars Program include:

-  Notation of distinction on your official UNC-CH transcript.
-  Unique gold, white, and carolina blue woven graduation cord.
-  Awarded an IPEP DS Linked-In badge
-  Opportunities for skills training in leadership, conflict management, and teamwork.
-  Support from an expansive network of students, faculty, and staff dedicated to IPEP.

Opportunity available to professional students in following schools:



Program Components

Longitudinal Commitment	Committee Membership	Event Attendance	Immersion Experience	Reflection
<p>Demonstrate a commitment to IPEP for at least two semesters.</p> <p>The student will submit a commitment to actively participate in the IPEP DS program for at least two semesters by completing a 1-2 paragraph response on their interest in IPE</p>	<p>Serve as a member in a group that promotes IPEP initiatives.</p> <p>The student must attend at least 70% of the meetings (not including excused absences) for at least two semesters. A list of approved committees is available on the IPEP DS Canvas Portal.</p>	<p>Attend at least three extracurricular IPE events.</p> <p>Each student is required to attend at least three pre-approved IPEP DS events. These events cannot be events required as part of the student's curriculum. All approved events will be posted to the Canvas site and shared with students</p>	<p>Participate in at least one IPEP immersion experience.</p> <p>Examples: elective, case competition, research, service-learning, conference, retreat.</p> <p>For experiences not hosted by the OIPEP, contact unc_ipe@unc.edu to ask if the experience will qualify.</p>	<p>Submit a written reflection upon program completion.</p> <p>Students will address a prompt and reflect on how the knowledge, skills, and attitudes gained during the program have enhanced their understanding of other professions and increased their ability to practice collaboratively.</p>

Any event or experience that is required as part of the student's curriculum cannot be submitted for this distinction. The events and experiences for this distinction must be "above and beyond" their school's curricular requirements.

Interested? Scan the QR code to the right

To learn more, visit <https://ipep.unc.edu/students/ipep-distinguished-scholars-program/>



IPEP Partner Feature: UNC School of Nursing



“ Having a strong interprofessional healthcare team is essential to the delivery of high quality patient centered care and advancing health outcomes. Carolina Nursing is committed to partnering with IPEP, supporting the mission, and ensuring all of our graduates are prepared to work collaboratively. Ultimately, our patients will benefit from the evidence-based interprofessional education opportunities at UNC. ”

Valerie Howard, EdD, MSN, RN, CNE, ANEF, FAAN
Dean and Professor
UNC School of Nursing

Culture of Excellence in IPEP at the UNC SON

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. [Click here to read more!](#)

Meg Zomorodi Honored as UNC Medical Center’s Clinical Faculty of the Year and Inducted into the Order of the Golden Fleece

Meg Zomorodi, PhD, RN, ANEF, FAAN, Associate Provost for Interprofessional Health Initiatives and Director of the Office of Interprofessional Education and Practice, has been selected as the Clinical Faculty of the Year by the nursing leadership at the UNC Medical Center. The Nursing Staff Recognition Week awards were established to commend nursing and affiliate staff members who embody the core values of One Great Team. Recipients, like Zomorodi, demonstrate excellence and innovation in patient care, consistently placing the patient at the center of everything they do. They lead initiatives to build an inclusive and equitable culture that supports the diverse voices of our patients and our team showing that we are truly better together than we are apart. In addition to being recognized as the Clinical Faculty of the Year, Meg Zomorodi has also been initiated into the esteemed Order of the Golden Fleece. Founded on April 11, 1904, the Order is the oldest and highest honorary society at Carolina. Membership is granted to individuals who have demonstrated exceptional service to the University, showcasing qualities such as scholarship, motivation, creativity, loyalty and leadership in both academic and extracurricular pursuits. [Read more here!](#)



“Interprofessional education allows nurses to share their expertise while also learning from other professionals’ perspectives—with the ultimate goal of benefiting patient care. By learning alongside other healthcare professionals, nurses gain a deeper appreciation for their colleagues’ roles and challenges. This fosters a culture of respect, empathy, and mutual support within the healthcare team. It is our goal in IPEP to have these experiences be the norm rather than the exception, ultimately allowing our students to be collaborative practice ready at graduation.”

Meg Zomorodi, PhD, RN, CNL, FAAN

Associate Provost for Interprofessional Health Initiatives
Professor in the School of Nursing

Meet the SON IPEP Director

Jennifer T. Alderman, PhD, RN, CNL, CNE, CHSE, NEA-BC
Associate Professor, UNC School of Nursing
Undergraduate Program Director



Although I did not know it at the time, I believe my interest in interprofessional education began more than 25 years ago when I was a new nurse and quickly noticed the poor communication between nurses and providers. I would classify my transition to practice from student to registered nurse as bumpy at times, as I grappled with how best to advocate for my patients when communicating with providers. During nursing school, I had no exposure at all to communicating with providers and had no idea what to expect. I did not know about the term IPE, but after several negative encounters communicating with providers, I began to think that there *had to be* a better way for nurses, physicians, and other members of the health care team to work together and provide optimal care for patients.

When I became a nurse manager in 2005, I discussed this issue with my nursing director, and she immediately carved out a role for me to participate in the monthly physician meeting composed of providers of our service line. I acted as a liaison between the provider group and the nursing staff, bringing concerns and feedback from group to group. I valued this newfound partnership and believed that it helped improve communication among members of the health care team across both units I managed.

In 2008, I came to Carolina as a graduate student pursuing an MSN in Nursing Education. I had the privilege during my time as a student to work as a teaching assistant under the mentorship of Dr. Carol Durham. Always lingering in the back of my mind, I had never forgotten how I felt as a new nurse, that feeling of being unsure of how to communicate with providers let alone have a constructive conversation with them about any communication issues. In my last semester of graduate school, Dr. Durham afforded me an amazing opportunity to collaborate with her and faculty colleagues from the Schools of Medicine and Pharmacy on a new IPE course offering, the first of its kind at UNC Chapel Hill. The course was aimed at improving patient safety through improving teamwork and communication and our inaugural run of the course in Spring 2010 included nursing, medicine, and pharmacy students. I was astounded by all the “a-ha” moments the course created for students and faculty and could tell that we had embarked on a powerful journey to make health care better for our patients.

In 2010, as a clinical instructor in our maternal/newborn nursing course, I organized tabletop simulations between nursing and medical students focused on obstetric-related patient care scenarios and continued to work with Dr. Durham in our IPE patient safety course. Over time, I began to have an increased understanding that creating IPE encounters for students was one thing, but the gap in the literature linking IPE to patient outcomes remained. This known gap inspired me to pursue a PhD in Nursing in 2015. Through opportunities created by Dr. Meg Zomorodi and her newly formed

IPEP office in 2018, I was able to focus my dissertation work on linking IPE to patient outcomes. My dissertation study showed the impact of interprofessional student-team home visits on 30-day readmissions of super-utilizers of the health care system through the implementation of hotspotting, an innovative care delivery model. This work has since been published in the Journal of Interprofessional Care.

Since completing my PhD in 2019, I have continued to assist with organizing and planning multiple IPE activities and opportunities through the IPEP office for our nursing and other health professions students. A highlight of this work has been my collaboration with Dr. Helyne Frederick in the School of Education. We created an elective IPE course, NURS/EDUC 461i: Exploring Social Determinants of Health Through Stories and Across Populations together, aimed at exploring social determinants of health through storytelling and across populations. This course is offered every other Spring semester. I was also a member of the initial planning committee for the Can You Hear Me Now IPE activity, quickly agreeing to place this activity in our undergraduate nursing leadership course. Also, during this time, I was selected as one of two inaugural Anne Belcher IPE Nursing Faculty Scholars. Most recently, in collaboration with Dr. Sofia Aliaga, School of Medicine IPEP Director, and other interprofessional colleagues, including Josh Hinson from the School of Social Work, we implemented an interprofessional Peak Performance simulation with undergraduate and graduate nursing students and medical students aimed at improving collaborative practice and leadership skills. We will be presenting our work at the annual Nexus Summit in September.

I was honored to begin my role as IPEP Director in January 2023 and I am excited about the work ahead for the OIPEP as we collaborate to improve patient care quality and safety.





Faculty Feature

**Carol F. Durham, EdD,
RN, ANEF, FAAN, FSSH**

Professor of Nursing
Director of Education-Innovation-Simulation
UNC- CH School of Nursing

Q: Tell us a little bit about yourself!

A: I am a Professor of Nursing and Director, Education-Innovation-Simulation in the School of Nursing I was the inaugural Director of IPEP for the School of Nursing. I have been privileged to be a nurse for 47 years with 43 years as a nurse educator. I received my baccalaureate degree from Western Carolina University, Master of Science in Nursing from University of North Carolina at Chapel Hill and doctorate from North Carolina State University. My career has focused on simulation-based education, patient safety, interprofessional education, and developing clinical reasoning for transition to practice. From 2013-2015, I served as President of the International Nursing Association for Clinical Simulation and Learning. As a member of the Robert Wood Johnson Foundation's Quality and Safety Education for Nurses project, I developed simulation-based educational experiences that reflected cutting-edge pedagogy. I am engaged with the Global Network for Simulation in Healthcare, an international interprofessional coalition. I am a Fellow in the American Academy of Nursing, National League for Nursing Academy of Nursing Education, and Society for Simulation in Healthcare Academy.

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

A: From 2005-2012, I was a part of the Quality and Safety Education for Nurses (QSEN) led by Dr. Linda Cronenwett. This national initiative addresses the challenge of preparing future nurses with the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work. This work solidified the importance of teamwork, communication, and collaboration. That to improve patient care we had to do so as a full healthcare team.

Around 2007, I was a collaborator with the School of Medicine to provide meaning interprofessional education for our students through a project called SIDE (Simulation for Inter-Disciplinary Education).

I was a part of a funded project entitled the Interprofessional patient Safety Education Collaborative creating encounters for nursing and medicine from UNC-CH and Duke. In 2014, I was appointed to the Global Network for Simulation in Healthcare, an international, interprofessional coalition to advance patient safety worldwide.

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

A: It means my life. Because of a high functioning interprofessional team at UNC Health, I am here. Because of teamwork, collaboration, and patient centered care, I survived septic shock in 2010. Prior to and even more so after surviving this life-threatening event, I have been dedicated to preparing the next generation of healthcare providers to provide quality care as part of a high functioning teams. Beyond the interprofessional education is the interprofessional practice that brings joy to our work.

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

A: I have been privileged to work with amazing interprofessional colleagues whose focus continues to be on how to provide the best possible care for those in their care. I continue to learn from, with, and about the various professions I have collaborated with across the rich learning environments we have at UNC-CH including but not limited to Medicine, Pharmacy, Social Work, Kenan-Flagler Business School, School of Education and Health Sciences librarians.

Q: What are some of your major contributions/achievements related to Interprofessional Education and Practice?

A: For over 10 years, Benny Joyner, MD, Meg Kihlstrom, MD, Jennifer Alderman, RN, Kim Sanders, PharmD and myself offered an IPE elective: Interprofessional Teamwork and Communication: Keys to Patient Safety for nursing, medicine, and pharmacy students. This course focused on roles, teamwork, communication, collaboration to improve patient safety within the healthcare environment through simulation-based learning. A few topics included TeamSTEPPs, Just Culture, patient centered care, and effective team function.

I have collaborated with the School of Medicine to provide TeamSTEPPs training for medicine and nursing students through interactive encounters such as dominos communication exercise, IHI Airplane Factory, TeamSTEPPS chain activity, and others.

In collaboration with the UNC Kenan-Flagler Business School, the School of Nursing developed The Peak Performance simulation as an experiential learning process designed to help nursing students in their leadership course to develop communication and interpersonal skills that are critical in today's health care settings. The skills practiced in this simulation have a direct impact on patient interactions, collaboration, and the capacity to lead others. A parallel Peak simulation was developed and deployed by the School of Medicine. Recently an IPE Peak simulation was developed and offered to nursing and medicine students. I am a coach for these simulations.

Q: What have been your most meaningful IPEP experiences?

A: One of my strengths is in listening and synthesizing ideas from group conversations. I am skilled in debriefing and assisting learners to examine their frames of reference to expand their thinking.

The ability to assist learners to examine their biases and preconceived ideas about another profession is essential to quality and safe care. Equipping learners to recognize hierarchy and to use their voice to advocate and advance the care of their patients/clients has been one of the most impactful teaching/learning I have been involved in.

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

A: Opportunity knocks and it is often not convenient nor easy. Do it anyway. Be diligent to come to the interprofessional tables wherever they present themselves. Lend your voice to share your expertise. Make the pathways smooth for yourself and/or your learners to create meaningful interprofessional teaching/learning opportunities to become the professional you and they dream of being. Stay curious – learn what passions brought the other to their profession. Seek to understand how other professions are educated and trained to identify the similarities and the differences. Recognize the differences are as important as the similarities. If we all thought the same, one of us would not be needed. Build relationships which allow you to do more than you could alone because we are Better Together.



Student Feature

Caroline Laws

BSN-3



Caroline Laws is a BSN-3 at the UNC School of Nursing. She is interested in working as a cardiac or critical care/ICU nurse. After working as a nurse, she is planning on going to CRNA school. She is currently involved in the SON Undergraduate Student Governance Council as the Vice-Chair, is a School of Nursing Ambassador, and is a nursing representative on the IPEP Student Executive Committee. As she completes her last year of nursing school, she is interested in researching more about the best ways to provide patient education, ways to prevent ICU delirium, how to overcome language barriers in non-English speaking patients, and nurse burnout during COVID-19.

Q: Tell us a little about yourself!!

A: Hi, my name is Caroline Laws, and I am currently a BSN-3 in UNC's School of Nursing. I am from Avery County, NC and I have been at UNC for 3 years. I am interested in becoming a cardiac/critical care nurse when I graduate and plan on returning to school to be a CRNA. I have worked as a CNA and a Medical Assistant in the float pool. In the SON, I am also the Vice Chair of the Undergraduate Student Governance Council and a School of Nursing Ambassador. In my free time, I love to be at the lake with my family or read a book by the pool.

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

A: I choose UNC for nursing because I love the Chapel Hill area and wanted to stay close by and I loved the amazing opportunities that UNC could have provided. UNC's nursing program is currently ranked 5th in the US and the clinical areas around campus are some of the best. Carolina Nursing is committed to shaping its nurses to be the best that they can be and improving health care. When I graduate, I look forward to staying around the area and working nearby.

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

A: I got involved in the IPEP Distinguished Scholars program during my orientation to nursing school. Through the program, I was able to become a mentor for Biol 117 during the fall semester. I am currently on IPEP's Student Executive Committee as a Nursing Rep.

Q: How has IPEP impacted your experience at UNC?

A: I have had a great experience joining IPEP while at UNC. I have met so many amazing people and have learned so much that I have been able to bring back with me to nursing school.

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

A: IPEP has greatly impacted my academic and professional future. I have learned how interprofessional practice works to best support patients and improve healthcare outcomes. Learning how to communicate with other professionals and knowing their role in healthcare will help me in the future in a hospital setting. My favorite event has been the case study event that we did in February. During this event, we had a patient who had been diagnosed with HIV, and as a team, we worked together to talk about how each profession could provide care to this patient. Overall, learning how to work with others and using patient-centered care is the most important thing that I have learned from this program. I am looking forward to seeing what else I can learn through IPEP events during my last year!

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

A: A piece of advice that I would give other IPEP or prospective students is to get involved early and not be afraid to attend as many events as possible. As a nursing student, I was initially intimidated by IPEP because events are held with students from all professional schools. However, in every event that I have attended, every person has been so welcoming, and I have learned so much from each profession that is attending. There is not one profession that knows everything, so that's why it is important to come together and share our knowledge to best support the patient.

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

A: One last thing that I would like to encourage others to do is get involved. Not only have I learned so much about other professions, but I have also learned a lot about my current profession and the ability that I have to advocate for my patients. IPEP has helped me understand the type of nurse that I want to be and has provided me with communication skills to interact with others in healthcare settings. It can be scary to commit to programs and worry about time commitments, but it is so worth it, and I am grateful that I have participated in this program.



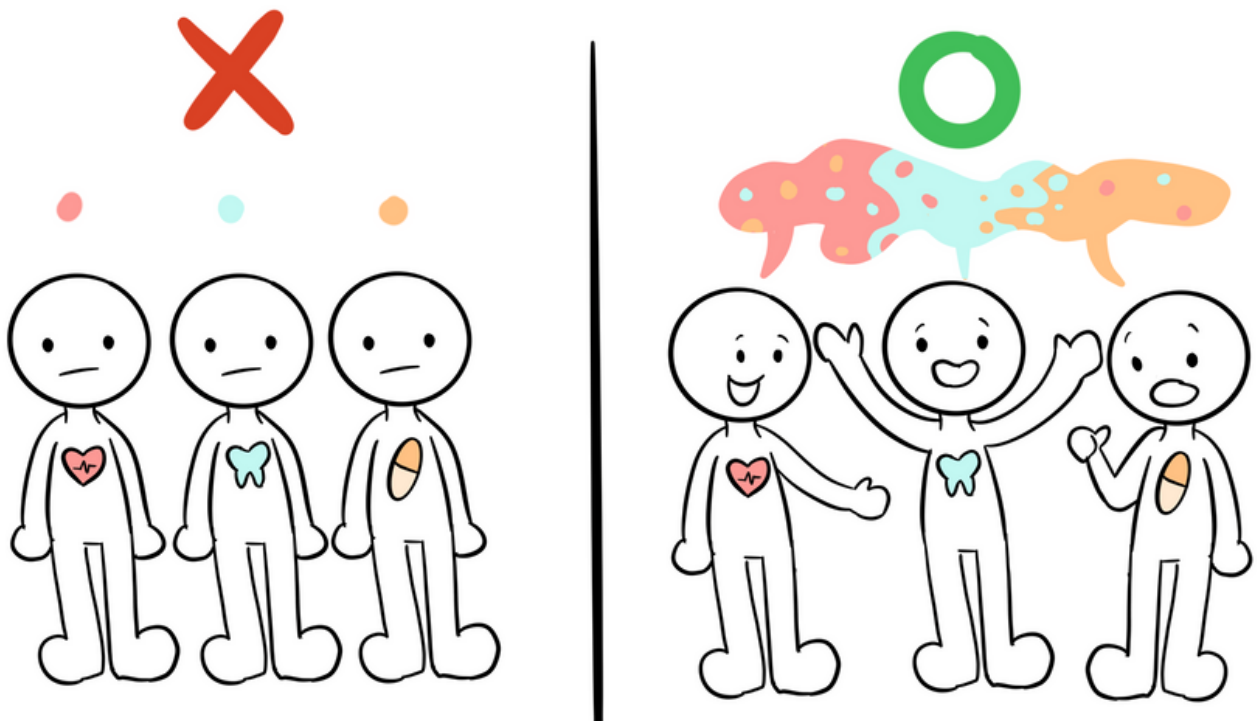
Tips for IPE

Avoiding Parallel Play

[Best Practices in Interprofessional Teaching Methods: Tools and Resources from the National Center for Interprofessional Practice and Education](#)

"Parallel Play" is when students from different professions sit next to each other in a lecture/event to receive the same content, but do not have the opportunity to discuss their interprofessional perspectives or learn about each other's roles. Parallel play is not considered to be IPE!

Always make sure to include plenty of time for discussion or active learning activities in your interprofessional events and classes.



Meet The Newsletter Team:



Elizabeth Kwong
Health Informatics
Class of 2025



Taryn Vasquez
Pharmacy
Class of 2025



Kat Downing
Nursing (BSN)
Class of 2024



Sabrina Rousselot
Public Health
Class of 2024



Dani Anastasovites
Pharmacy
Class of 2025

Faculty Advisor:
Sarah Liebkemann (Dental Hygiene)
Director of Communications for the OIPEP

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

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