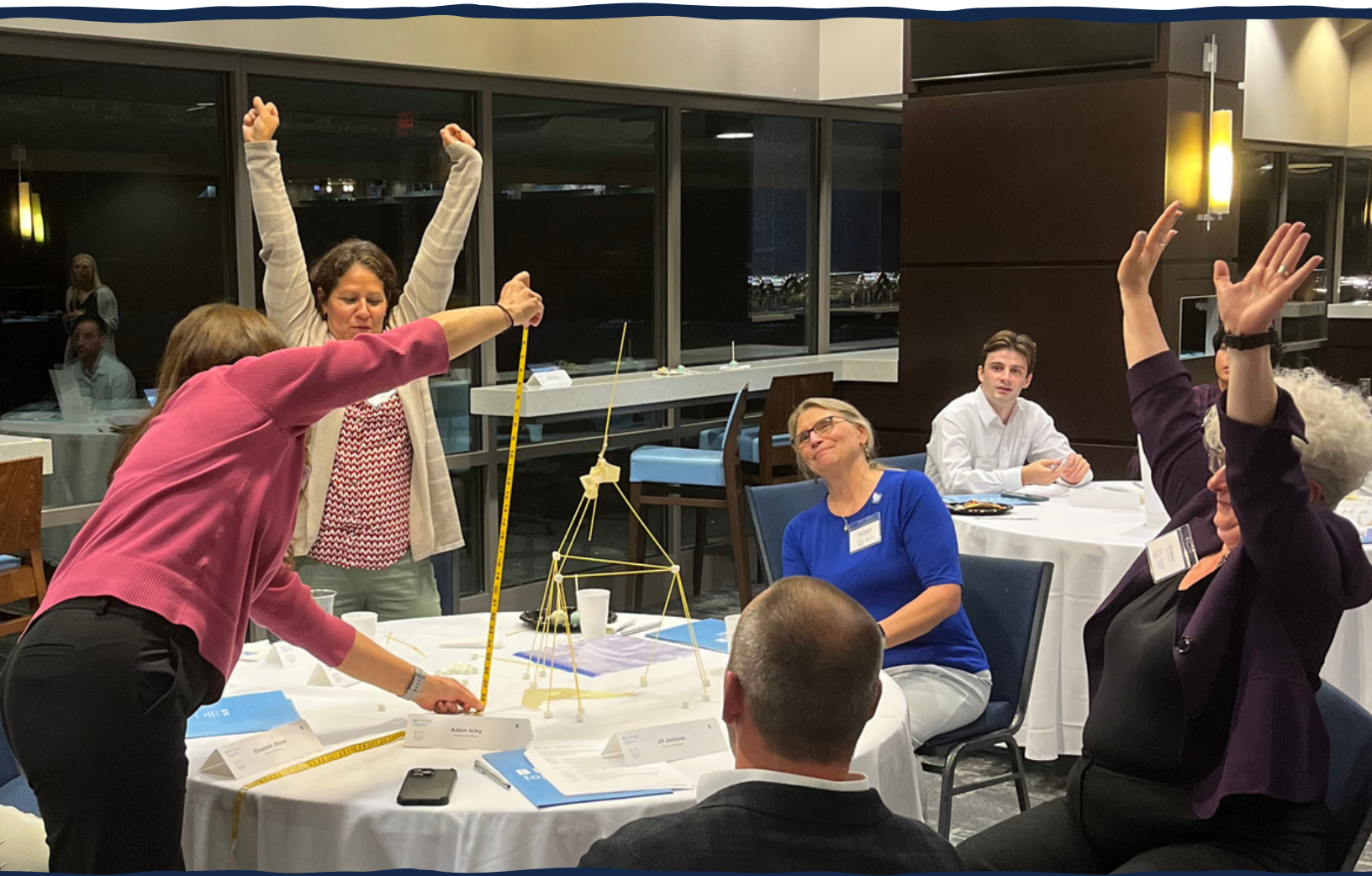


IPEPulse

Volume 1, Edition 8

November/December 2023



In this Edition



Read about our faculty development program and cocktail hour to celebrate 5 years of IPE at UNC on page 4!



Read about the new updates to the IPEC Core Competencies on pages 12 - 13!



OFFICE OF THE PROVOST
Interprofessional Education and Practice

Contents

| | |
|----------------------|---------|
| IPEP Opportunities | 2 - 5 |
| News | 4 |
| Partner Feature: SOE | 5 |
| Director Feature | 6 - 7 |
| Faculty Feature | 8 - 9 |
| Student Feature | 10 - 11 |
| Tips For IPE | 12 - 13 |
| Newsletter Committee | 14 |

IPEP Opportunities for Students



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

Upcoming

Lunch & Learn: Geriatric Care

December 4, 12:15 PM | Koury G405 at the Adams School of Dentistry

Join the Dental and Medical IPE groups to discuss how best to provide care for geriatric patients with esteemed speaker, Dr. Lindsay Wilson. Snacks and refreshments will be provided.

NURS 601 - Experiential Learning in Nursing: School of Nursing Mobile Health Clinic

Pass/Fail, 0 Credit Course with no class meetings

NURS 601 provides a volunteer opportunity for students in the health disciplines to provide care for individuals in a unique clinical setting that focuses on health promotion and screenings for populations at risk due to low socioeconomic status. In partnership with several food pantries in Wake and Chatham County, students are able to provide interprofessional team-based health promotion to vulnerable populations. We especially encourage students that are bilingual in English and Spanish to register. Students must register each semester in which they volunteer. Students must commit to at least three shifts throughout the semester (10 hours). Clinic hours are Tuesdays from 9:30 a.m. - 2:30 p.m. and the first and third Saturdays each month from 9:30 am - 2:30 pm at our main locations in Wake County. Some options for Mondays in Chatham County will be available too. We recognize graduating students who have volunteered a minimum of three shifts during their time at Carolina with a Kelly Green Service Honor Cord.

To learn more about the Mobile Health Clinic, visit the UNC SON Mobile Health Clinic site:

<https://mobilehealthclinic.web.unc.edu/> or

<https://nursing.unc.edu/outreach/faculty-practice/son-mobile-health-clinic/>

Questions? Please email Dr. Jean Davison: davison@email.unc.edu

Interprofessional Graduate Certificate in Improvement Science and Implementation

The Graduate Certificate is interprofessional by design. It prepares practicing professionals and degree-seeking students from across education, healthcare and social services to achieve better outcomes by combining knowledge about “what works” with the know-how for enacting organizational change.

There is a 20-student maximum for the program (January – December 2024).

This program is designed with professional students and in-practice professionals in mind. The certificate program is a blended program designed to be completed in 12 months, with online asynchronous lessons and 6-8 weekends (Friday evening and Saturday) of face-to-face project-based learning.

Learn more and apply by [clicking here!](#)

IPEP Opportunities for Faculty/Staff

Upcoming

Relational Leadership @ Carolina

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

Want to learn more? Join us for a Zoom information session from 12:00 p.m. - 1:00 p.m. on the dates below:

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

- **January 19th**
- **February 5th**
- **February 20th**

News

Better Together: From Theory to Practice

On Tuesday, November 7th, the Office of IPEP hosted a faculty development program and cocktail hour at Kenan Stadium to celebrate 5 culture-changing years of IPE at UNC. Participants expanded their professional networks, learned about Interprofessional Education and Practice, created a shared language and prepared for new initiatives relating to interprofessional innovation and collaboration. Join the huddle; keep an eye out for future events!



PODCAST - Aging and Oral Health Research: Insights from the 2023 AADOCR Meeting within a Meeting.



Jane A. Weintraub, DDS, MPH, is a R. Gary Rozier and Chester W. Douglass Distinguished Professor at the UNC Adams School of Dentistry, and Immediate Past President of the American Association for Dental, Oral and Craniofacial Research. Weintraub was recently hosted on a podcast to speak about interprofessional collaboration, and the impact of loneliness and isolation in older adults' oral health and nutrition in aging.

[Click here to listen to the podcast!](#)

IPEP Partner Feature: School of Education



“Collaborating for the Greater Good’ is a guiding pillar for the School of Education. IPEP provided the ideal context for our school to engage in systematic collaboration around inter-professional research and academic programming to address critical challenges in education. It now is amply evident that learning and well-being are inextricably linked and interdependent at every educational level. In particular, the enthusiastic engagement of our school and faculty with IPEP made possible bringing the best from the academic and health sides of Carolina to create learning environments that promote learning and well-being in students and within communities.

Fouad Abd-El-Khalick

Dean and Alumni Distinguished Professor
UNC-CH School of Education

Meet the Director!

Helyne Frederick, PhD, CFLE

Program Director, Human Development and Family Science

Clinical Associate Professor

University of North Carolina at Chapel Hill



Dr. Helyne Frederick serves as a Clinical Associate Professor and Program Director for the Human Development and Family Sciences program in the School of Education. As Program Director, she not only focuses on curriculum development, but also spends considerable time developing partnerships with area hospitals (e.g., NICCU, Lineberger Cancer Center), clinics (e.g., Audiology, Speech Pathology), schools (private, public and charter), human services (e.g., Horizons Substance Abuse, Orange Partnership for Substance Use Prevention) and nonprofit organizations (e.g., Child Care Services Association, Boomerang Youth) to build a robust list of high-quality internships. Dr. Frederick's desire to meet students' career and professional development needs drives her interest in Interprofessional Education and Practice. According to Dr. Frederick, over 30% of her students desire a career in health or allied health; this statistic fueled her desire to build interprofessional connections to help students meet the requirements for graduate programs and careers in health. Building on the IPEP model, she also sees a need to foster a collaborative mindset among her students who are interested in human services and education. In 2020, she received the Provost Engaged Scholar Award for Partnerships from UNC for her work to establish these high-quality placements for students.

Since becoming an IPEP Director in Fall 2021, Dr. Frederick has led several initiatives meant to connect students in the School of Education to other students in the health professions. She co-teaches an Interprofessional Education and Practice course, EDUC/NURS 461i: Social Determinants of Health Across Populations, with Dr. Jennifer Alderman, the IPEP Director for the School of Nursing. Students in this class complete 30 hours of service learning with the Rehabilitation Therapies at UNC Healthcare and spend considerable time discussing principles of IPEP. [A recent article in the Journal of Interprofessional Education and Practice](#), co-authored by Dr. Frederick, other IPEP leaders and a hospital team member highlighted these aspects of the course.

Dr. Frederick and the IPEP Distinguished Scholars in the School of Education have hosted several interprofessional education panels to address issues related to health equity, disability and mental health. Some examples of events include a Latinx Health Panel with Nursing, Public Health and Education doctoral students, a case study discussion about pharmacological treatments for ADHD with psychiatric pharmacists, nursing, education and rehabilitation counseling, a Healthy Hearts and Heels program for kindergartners from the Carolina Community Academy that involved students from the School of Medicine, Gillings School of Public Health and the School of Education.

When Dr. Frederick is not in the classroom, doing research on women's health or building partnerships for the Human Development and Family Science program, you can find her at the beach on the island of Grenada soaking in the fresh Caribbean breeze and feasting on tropical fruits. Dr. Frederick earned a Doctorate and Master's in Human Development and Family Science from Texas Tech University. She also earned a Master of Public Health degree from Eastern Kentucky University.



Faculty Feature

Lora Cohen-Vogel, PhD



Lora Cohen-Vogel is the Frank A. Daniels Endowed Chair and Distinguished Professor of Public Policy and Education at UNC. She has expertise in organizational learning, system transformation and the mobilization of research for impact in policy and practice. Lora directs both the PhD program in Policy, Leadership and School Improvement and the Interprofessional Graduate Certificate in Improvement Science and Implementation. She previously served as the inaugural Director of Interprofessional Education and Practice for the School of Education. She is an appointed member of the National Academies of Science, Engineering and Medicine's Committee on the Future of Education Research.

Q: Tell us a bit about yourself!

A: I am the Frank A. Daniels Distinguished Professor of Public Policy and Education here at UNC. My favorite part of my job is igniting curiosity in students through my roles directing both the PhD program in Policy, Leadership and School Improvement and the Interprofessional Graduate Certificate in Improvement Science and Implementation. As Associate Director of the National Center for Scaling Up Effective Schools, I spent five years helping to bring to scale evidence-based interventions in two of the nation's largest school districts, interventions that eventually reached over 50,000 high school students and continue to this day. For another six years, I helped lead the Early Learning Network, a consortium of six research universities working to narrow the opportunity gap in education and maintain early learning success as children transition from preschool to kindergarten, and beyond. I've also worked with the Annie E. Casey Foundation in Baltimore City Public Schools and the Carnegie Foundation in ten school districts across the U.S. to build capacity for using improvement science to implement ambitious instruction equitably at scale. In North Carolina, I've recently partnered with nCIMPACT to support interprofessional collaboratives of K-12 educators, community college leaders, youth leaders and professionals from housing, transportation and healthcare to increase by 400,000 the number of people in the state who have earned a professional credential or college degree.

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

A: My IPEP journey began in earnest only seven years ago when I directed the Carolina Improvement Science Initiative, an exploratory set of conversations and a day-long event in 2017 that brought people together from across campus who had interest in improvement-focused research and practice. By this, I mean researchers and practice experts who [took] a disciplined approach to improving upon problems of practice in the real world in partnership with people on the front lines and those most impacted. During the 2017 event, I became aware of the many people from public health, medicine, nursing, social work, education, business and beyond at Carolina who were working this way every day but who did not yet have professional structures or social arrangements on campus to link them up. The next year, I was asked to bring my interest and know-how into the newly created Office of Interprofessional Education and Practice as the School of Education's IPEP Director. It became clear to me quickly that the IPEP Office had the potential to become the unit on campus to help create those linkages, and it has!

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

A: I'm inspired every day by the World Health Organization's definition of Interprofessional Education and Practice as "people from two or more professions learning with, about and from each other to enable effective collaboration and improve outcomes." For me, those outcomes are generally education-related: rates of high school graduation, equitable access to deeper learning opportunities for students and children's readiness for school, for example. But getting traction on those outcomes requires working on more than what goes on in school (just like improving public health requires working both within and outside of the healthcare system). In fact, we know that what goes on at school is less predictive of student outcomes than the influences of families and peers. So, solving stubborn problems of practice in education is not only made better by working with colleagues outside of my discipline, it requires it!

Q: What has/have been your most meaningful IPEP experience(s)?

A: Perhaps the most powerful IPEP experience for me was when I went to several days of workshops at the University of Virginia with other IPEP Directors from the Schools of Medicine, Nursing and Dentistry. Our UVA hosts brought us into their "Room of Errors," a program that presents participants with a mannequin hooked up to an array of medical devices in a staged hospital room. The participants know only that there are issues in the room that could put the "patient" at risk and are given seven minutes to note as many problems as possible. In a typical learning exercise, we were told that a doctor and a nurse working alone each identify about 30 problems. As a doctor-nurse team, the number increases to 54. And, when the team includes social workers, educators, healthcare custodians and others, the number increases even further. It's clear that when teams work together effectively, safety improves and the quality of person care and wellbeing is better. After this experience, I was hooked, and we four attending IPEP directors knew that we had to bring a program back to UNC! Within six months, we had trained our first cohort in the Relational Leadership Institute, a four-day, intensive, participatory learning experience that has now trained more than 1,000 people at Carolina.

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

It has completely transformed it. Five years ago, I was teaching people from education alone; today, I am teaching and learning with people from Medicine, Social Work, Public Health, Education, Pharmacy and beyond. I am delighted to direct the Interprofessional Graduate Certificate in Improvement Science and Implementation, a program that brings together degree-seeking students and non-degree-seeking professionals from across a host of professions to learn to lead meaningful change at scale. Our faculty includes instructors from Education, Public Health, Pharmacy and the National Implementation Research Network. We will begin our second cohort in January, and I invite everyone to [apply!](#)

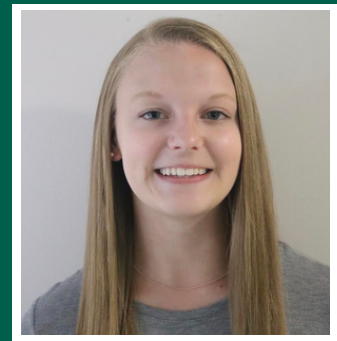
Q: What advice do you have for students who want to get involved with Interprofessional Education and Practice?

First and foremost, I would say that I envy you! You have come to your degree programs at a transformational time when what I call a family of approaches – IPEP, improvement science, implementation practice, community-engaged research, team science, the psychology of change, networked science and more – has burst onto the scene! I finished my PhD in Learning, Organizations and Policy at Vanderbilt twenty-one years ago, and when I graduated, I had heard none of these terms. Apart from coming at the right time, you have also come to a place that will support you in learning and getting involved. UNC has made resources available for students and faculty alike to come together to learn and practice interprofessionally. Take advantage of them! Become a IPEP Distinguished Scholar or take the Interprofessional Certificate! And be persistent. While the IPEP bug is catchy, there are still some people on campus who do not know what it is or about the huge personal and collective benefits that it returns.

Student Feature

Chloe Breedlove

Biology and Human Development and Family Science
Class of 2023



Chloe Breedlove is a senior undergraduate student pursuing a degree in Biology and Human Development and Family Science with a concentration in Child and Family Health. In April, she will apply to dual PA/MPH programs. She aspires to a career reaching medically underserved pediatric populations and addressing barriers to healthcare through education and research. Currently, she is completing an internship with the TEACCH Autism Program and works as a Registered Behavioral Therapist providing Applied Behavioral Analysis for children with autism. Outside of her academic and professional endeavors, she enjoys watching UNC gymnastics, hiking, traveling, reading and spending time with friends and family.

Q: Tell us a bit about yourself!

A: I am originally from Franklin, NC. I am a senior undergraduate student majoring in Biology and Human Development and Family Sciences with a concentration in Child and Family Health. I am currently completing an internship with TEACCH Autism Program, whose mission is to create and disseminate community-based services, training programs and research to enhance the quality of life for individuals with autism and their families across the lifespan. Additionally, I work as a behavioral therapist providing ABA services for children with autism. In April, I will be applying to dual PA/MPH programs to pursue my interests in both providing healthcare to pediatric populations and addressing barriers to healthcare through program development, implementation and research. In addition to the IPEP Distinguished Scholars program, I am involved in Buckley Public Service Scholars, Carolina Pre-Physician Assistant Association and Vida Volunteer on campus.

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

A: I didn't find IPEP so much as it found me. I enrolled in EDUC 461i: Social Determinants of Health because of its application to my future career path. [This class] happened to be an approved immersion experience course and was led by the School of Education IPEP Director. I used the opportunity to learn more, and found that IPEP and their mission was absolutely something I wanted to get involved in and to apply to my endeavors. Through the IPEP program, I was interested in becoming a professional who is capable of collaborative, patient-centered care and who understands the importance of holistic patient care. Care for each patient should be individualized, meeting their diverse physical, psychological, emotional, social and cultural needs. Each professional is responsible for a part of this care, and through collaboration and communication with other professionals, all of the needs of the patient are met. By participating in the IPEP Distinguished Scholars Program, I was able to learn more about interprofessional work and to gain the skills to become a professional who places the interests of patients and communities at the center of healthcare delivery.

Q: Why did you choose to attend UNC-CH?

A: As a first-generation college student, attending UNC is an honor and a privilege. I knew attending this university would provide me with opportunities that no one else in my family has experienced. I also knew that I would be supported by the Carolina community along the way. Now, as I reflect back on my experiences, I took advantage of each opportunity that was presented to me and have immersed myself within the community, and there is no place I would rather be.

Q: How has IPEP impacted your experience at UNC?

A: When I arrived at UNC, I knew that I wanted to learn more about others' experiences, to increase my own understanding of our unique differences and to turn service with lasting change into a purposeful career and meaningful life. The Interprofessional Education and Practice framework of maximizing impact through a diverse and caring workforce collaborating for a healthier population was the path that I was looking for, and I will always be thankful for the powerful lessons this program has taught me. The IPEP Distinguished Scholars program expanded my understanding of service, helped me to recognize the importance of working together and built my capacity to implement change. Now, as I reflect on my experiences, I know I have a purpose through service and that I am capable of making an impact, largely because of IPEP.

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

A: When I began the IPEP DS program, I knew that interprofessional practice constituted the collaboration of healthcare professionals, but I had little understanding of its importance. Through participation in the program, I have recognized that this collaboration is key to fully assess and address the healthcare needs of patients and populations. By engaging diverse professionals who complement one's own expertise to develop strategies to meet the health and healthcare needs of patients and communities, a full scope of knowledge, skills and abilities are utilized to provide care that is efficient, effective and equitable. Additionally, communication, not only with other providers, but with patients and communities, is imperative to the maintenance of health and to achieving health equity. Communication with the intent of understanding a need identified by an individual or by a community, and practice that uses a strengths-based approach, meeting the individual or community where they are, is how health is achieved. If I have learned anything from the program or from my time spent with the individuals and communities I have served, it is that our understanding of one another is never fully complete without purposeful communication and that, to meaningfully and impactfully create change in healthcare, it must be led by the individuals or communities seeking it in accordance to their own beliefs.

Moving forward, I hope to utilize the lessons I have learned in a career as a physician assistant and in public health. My experiences have helped solidify that I am passionate about healthcare access and quality for minority groups and about research, education and advocacy for what can be done to address the societal barriers that exist. I hope to both serve a diverse patient population as an informed provider and to assess and address the upstream historical and social barriers that affect the health and well-being of all individuals. However, I know issues such as these cannot be addressed alone. They require recognition and commitment by all providers to work together to create change, thus the importance of Interprofessional Education and Practice.

Q: What advice would you give to other IPEP students or prospective students that want to get involved with Interprofessional Education and Practice?

A: The mission and values of Interprofessional Education and Practice will set you up for success in any field and are important for everyone to utilize in their work. Use the program as an opportunity to build your network and to get involved with causes that you are passionate about. Never be afraid to reach out, to ask questions or to express your thoughts and ideas. IPEP is available for your professional growth; use it to your advantage!

Tips for IPE

Get caught up on the new updates to the IPE Core Competencies!

[Adapted from IPE Collaborative](#)

Values and Ethics (VE)

(previously known as Value/Ethics for Interprofessional Practice)

Before, VE as a Core Competency meant working with individuals of other professions to maintain a climate of mutual respect and shared values.

NOW, VE as a Core Competency means working with *team members* to maintain a climate of shared values, *ethical conduct* and mutual respect.

Greater emphasis on:

- team-based care
- One Health
- health equity
- interprofessional collaboration

The following new items have been added under this category:

- Advocate for social justice and health equity of persons and populations across the life span.
- Contribute to a just culture that fosters self-fulfillment, collegiality, and civility across the team.
- Support a workplace where differences are respected, career satisfaction is supported and well-being is prioritized.

Roles and Responsibilities (RR)

(previously known as Roles/Responsibilities)

Before, RR as a Core Competency meant using the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of population.

NOW, RR as a Core Competency means using the knowledge of one's own role and *team members' expertise* to address *health outcomes*.

Greater emphasis on:

- team-based care
- cultural humility
- interprofessional collaboration
- social determinants of health
- health outcomes
- a person-centered approach

Communication (CC)

(previously known as interprofessional communication)

Before, CC as a Core Competency meant communicating with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.

NOW, CC as a Core Competency means communicating in a responsive, responsible, *respectful* and *compassionate* manner with *team members*.

Greater emphasis on:

- team-based care
- cultural humility
- health outcomes
- active listening

The following new items have been added under this category:

- Communicate one's roles and responsibilities clearly.

Teams and Teamwork (TT)

Before, TT as a Core Competency meant applying relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver and evaluate patient/population centered care and population health programs and policies that are safe, timely, efficient, effective and equitable.

NOW, TT as a Core Competency means applying values and principles of *team science* to *adapt one's own role* in a variety of *team settings*.

Greater emphasis on:

- team-based care
- shared leadership practices
- interprofessional conflict management
- health outcomes
- resiliency
- well-being
- safety

The following new items have been added under this category:

- Facilitate care coordination to achieve safe, effective care and health outcomes.
- Operate from a shared framework that supports resiliency, well-being, safety and efficacy.
- Discuss organizational structures, policies, practices, resources, access to information and timing issues that impact the effectiveness of the team.
- Appreciate team members' diverse experiences, expertise, cultures, positions, power and hierarchical roles towards improving team function.

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

OIPEP Support:

Sarah Liebkemann (Dental Hygiene)
Director of Communications for the OIPEP
Cassidy Englund, Class of 2024
Communications Assistant for the OIPEP

Share Feedback

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

Share Feedback

Share Your Story !

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

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