

IPEPulse

Volume 2, Edition 2

February 2024



In this Edition



Last chance to submit a nomination for the Julie Byerley award! (page 6)



Read about our newest partner program, Biomedical Engineering (pages 8 - 13)



OFFICE OF THE PROVOST
Interprofessional Education and Practice

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IPEP Opportunities for Students



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

Upcoming

IPEP Case-Based Networking Event

February 27 from 5:30 - 7:00 PM | Adams School of Dentistry, Koury Room G405

Delve into a complex pediatric care case involving a child with a cleft palate. This collaborative session will bring together diverse professionals to share expertise and develop innovative, interprofessional case strategies, with networking opportunities after the event. Don't miss this opportunity!

Register: https://unc.az1.qualtrics.com/jfe/form/SV_3jDIsep6KxMM8qa?Q_CHL=qr%20Questions? Please contact SEC Co-President, Grace Russel at grace_russell@med.unc.edu.

One Health Case Competition

February 28 from 4:00 - 5:00 PM | In-person at the Michael Hooker Research Center

Join the Gillings Student Global Health Committee for the One Health Case Competition! Students can come with their own interprofessional teams or form a group at the event. The case competition will be focused on a One Health topic that needs interprofessional ideas and perspectives to approach the case. Professors with experience in One Health will judge the event. The primary judge will be Jill Stewart from the Gillings Department of Environmental Science. Snacks will also be provided for students to fuel their case presentations!

Registration: [Click here!](#)

Questions? Please contact event coordinator Helen Lindsay at hlinds24@unc.edu.

Stress First Aid For Healthcare Workers - A Peer Support Tool

February 29 from 8:30 AM - 12:30 PM | In-person at the Sonja Hayes Stone Center

Stress First Aid (SFA) is a framework for peer support and self-care for health care professionals. The SFA framework is parallel to how a clinician or first-responder approaches physical first aid—intervening when needed to remove the stressor, prevent further harm and promote recovery for those who have been strongly affected by significant stress. SFA trains peers to recognize and communicate about suspected psychological injuries with individuals with the goals of preserving lives, preventing further harm and promoting recovery.

Register: https://unc.az1.qualtrics.com/jfe/form/SV_9BRIDvPrH1Evxd4

Questions? Please contact Dr. Stephanie Fisher at Stephanie.fisher@unc.edu.

Please note: If this training is part of your REQUIRED course content, it cannot count as a DS event.

Virtual Reality (VR) Simulation for Health Professions Education

March - April 2024

Want to help evaluate VR for healthcare simulation? Collaborate with students and faculty on the evaluation of VR simulation for health professions education. As a participant, you will learn how to utilize VR clinical simulation scenarios in a VR headset and/or on a computer. You will engage in clinical simulation scenarios as an individual and in interprofessional teams. Activities include 3 in-person group sessions (March-April) scheduled via sign-up genius (minimum 1 individual session and 1 team-based session). Sessions will include: food and drinks, time in VR headset and/or computer-based simulation scenarios, individual and group reflection and a questionnaire based assessment of VR for clinical education

Sign-up here: https://unc.az1.qualtrics.com/jfe/form/SV_d53gQarIR9Rhqt0

Questions? Please contact Sofia Aliaga (saliaga@med.unc.edu) and Elizabeth Stone (esgriffi@email.unc.edu).

2024 AMWHO International Conference

April 5 - 7 | In-person at the Gillings School of Global Public Health

Interested in Public Health? Science and Medicine? Public Policy? Research? Politics and Foreign Affairs? History and Anthropology? Gain amazing experience and meet cool people from all over the world with AMWHO! AMWHO is an authentic simulation of the World Health Assembly, the sole decision-making body of the World Health Organization (WHO). At the conference, students will assume the roles of WHO ambassadors, non-governmental organization members, media correspondents or industry representatives. In regional blocs, delegates debate, write and ultimately vote on a resolution that aims to address the global public health challenge and theme of the conference. Observers will not take on any roles and will simply listen to the events. This year's theme is based on Rectifying Historical and Contemporary Prejudices and Oppressions Undermining Global Health.

To register, [click here!](#)

Questions? Please contact our Campus Co-Directors Annabelle Gallinek (abgg@unc.edu) and Shreya Kusumanchi (skusumanchi@unc.edu).

Other Opportunities

These opportunities DO NOT count for IPEP Distinguished Scholars credit, but are still great ways to collaborate!

Interprofessional Food Drive

February 26 - March 1

Health professional and graduate school programs are joining together to donate canned goods and non-perishable food (cereal, granola bars, etc.), which will be donated to Carolina Cupboard. The program that donates the most food will receive a special feature in the IPEP newsletter next month!

Log your donations here!

https://docs.google.com/forms/d/e/1FAIpQLSfBwz2qTHHhCDVyK1hAuKft7JZNMW_MqLNgGvxpt_aXO5wBtZw/viewform

IPEP Opportunities for Faculty/Staff

Relational Leadership @ Carolina

March 18 - 19 and April 11 - 12 from 8:30 AM - 4:30 PM

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

Want to learn more? [Visit our website!](#)

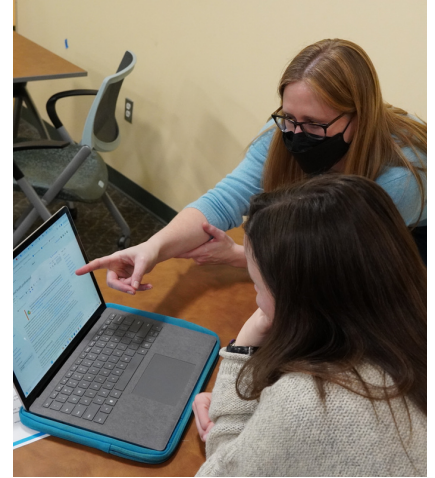


Pictured: Relational Leadership Fall 2023 Cohort

News

HEALTH SCIENCES LIBRARY WIKIPEDIA EDIT-A-THON!

On February 20, the Health Sciences Library hosted a Wikipedia edit-a-thon focused on mental health. UNC students learned about and practiced editing Wikipedia pages, explored health information resources and summarized content in plain language for the public. Participants enjoyed food and door prizes, and met new friends from different programs across campus!



INTERPROFESSIONAL GERIATRICS EXPERIENCE 2024

On January 25th and February 1st, students from dental hygiene, dentistry, social work, nursing, medicine, occupational therapy, physical therapy, public health, and pharmacy collaborated for 6 hours to explore cases involving geriatric principles. Participants learned about the education and roles of other professions, engaged in an interprofessional collaborative process build around the client's goals, and experienced the benefits of an interprofessional team approach to care for older adults.

CALLS FOR THE ANNUAL DR. JULIE BYERLEY AWARD FOR FACULTY EXCELLENCE IN INTERPROFESSIONAL EDUCATION AND PRACTICE OPEN IN FEBRUARY!

Established in 2022, the Dr. Julie S. Byerley Award for Faculty Excellence in Interprofessional Education and Practice honors faculty who merit recognition for significantly contributing to the advancement of Interprofessional Education and Practice by developing intentional opportunities for students to 'learn from, with, and about each other to advance health.'

During her time at Carolina, Dr. Byerley had a tremendous impact on health professions education, establishing the Interprofessional Education and Practice committee that would ultimately become the foundational framework for the Office of Interprofessional Education and Practice. Through her graceful leadership, Dr. Byerley has 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.

Eligibility

The award winner will hold a full-time faculty appointment at the University of North Carolina at Chapel Hill and must be affiliated with a school/department in the Office of Interprofessional Education and Practice network. To be eligible, the awardee's contribution(s) must meet the WHO definition for interprofessional education and/or the WHO definition for interprofessional collaborative practice:

- **Interprofessional education** (IPE) occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.
- **Interprofessional collaborative practice** (ICP) takes place when multiple health workers from different professional backgrounds work together with patients, families and communities to deliver the highest quality of care.

Award

The winner of the award will receive a monetary award in the amount of \$2,500 and have their name engraved on a plaque located in the Office of Interprofessional Education and Practice. The winner will be recognized at the Office of Interprofessional Education and Practice Spring Award Celebration.

This year's nominations deadline is Sunday, March 3rd, 2024.

[Click here for award criteria and nomination instructions!](#)



[Click here](#) to read more about 2022 award recipient Kimberly Sanders, PharmD



[Click here](#) to read more about 2023 award recipient JoAn Stanek, DNP, RN, CHPN

Rural Interprofessional Longitudinal Scholars Program (RIPLS)

Applications are open from February 5 - March 11, 2024!

RIPLS empowers scholars to practice in a rural community while providing a unique interprofessional experience that promotes learning from, with and about each other as healthcare professionals.

Activities: 3-Semester Program (Summer - Fall - Spring)

Education: Monthly interprofessional seminars, workshops and conferences and interprofessional mentors focused on rural health.

Practice: Hybrid summer immersion experience (June and July)---Partner with rural health community organizations, implement a needs assessment and meet community members for exposure to rural health needs.

What is included:

Tuition assistance disbursed through your school's financial aid office each semester.

Apply Now:



**RURAL
INTER-PROFESSIONAL
HEALTH INITIATIVE**

(Information sessions are optional, not required to apply)
Please direct questions to Ashiya Campbell (ashiya.campbell@unc.edu)

IPEP Partner Feature: Biomedical Engineering (BME)



“

The Joint Department of Biomedical Engineering is collaborative in its partnership between UNC and NC State University. It is collaborative in teaching and practicing the critical thinking and skills of an engineer, and the knowledge and compassion of a health care professional. We are so excited to have the collaborative partnership with IPEP so that BME students can partner with students in other disciplines that help assess the business, delivery and utilization of solutions that the BME students are developing. This collaboration mirrors the real world and provides all students with a practical experience that ultimately can accelerate solutions and positively impact healthcare.

”

Paul A. Dayton, Ph.D., FAIMBE, FIEEE

William R. Kenan Jr. Distinguished Professor
Chair and Head, The Joint Department of Biomedical Engineering
UNC Chapel Hill and NC State University



Meet the BME IPEP Director!

Devin Hubbard, Ph.D

Teaching Associate Professor & Summer School
Administrator (UNC & NC State Joint BME)
Lead Design Engineer (FastTraCS)
Host (The BME Grad Podcast)

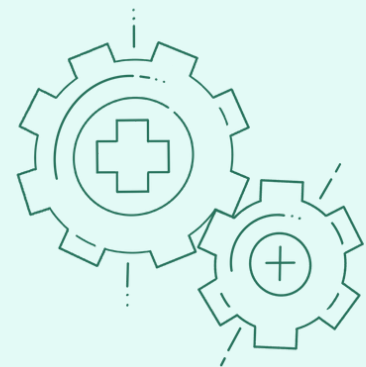
I have been on faculty in the UNC & NC State Joint Department of Biomedical Engineering teaching design for 10 years, and if I've learned anything it's that biomedical device innovation thrives most when a team and their advisory network are interdisciplinary in composition. A chemist by training, I was originally pulled towards biomedical engineering as an undergraduate by an interdisciplinary research opportunity in a tissue engineering lab that was seeking students studying other disciplines. Over time, my appreciation for the power of interdisciplinary work has only been amplified by my work with student biomedical design teams.

My current efforts in interdisciplinary work are centered on expanding access to the key elements needed for medical device innovation teams to succeed. Our design course leverages an incredible network of healthcare professionals, researchers and industry partners to help our students identify, vet and solve unmet needs in healthcare. Over the past year, I have been focused on bringing students from BME together with students in our own Kenan-Flagler Business school. It was this effort that led me to the office of IPEP—I was introduced to Meg Zomorodi by the team I was working with in Kenan-Flagler. The result has been an even larger opportunity to engage with students in all different disciplines. I've been so thankful to meet all the members of the IPEP family, and I'm very excited to see all the ways we can collaborate!

Did You Know?

Biomedical engineering is a brand new partner to our IPEP community! There's lots of potential for new collaboration, so if you'd like to be connected and explore opportunities for interprofessional collaboration with BME, contact our office at unc_ipe@unc.edu.

The BME program is a "joint" program between UNC and NC State! While a complete curriculum is offered on the UNC-Chapel Hill campus, students can elect to take any number of classes at NC State.





Faculty Feature

Kenneth Donnelly, Ph.D.

Teaching Associate Professor
Joint Department of Biomedical
Engineering
UNC Chapel Hill & NC State University

Q: Tell us a little bit about yourself!

A: I am a Teaching Associate Professor in the Joint Department of Biomedical Engineering at UNC and NC State. I have been at UNC since 2010 and am one of a team of faculty instructors and staff who teach biomedical engineering design classes on the BME undergraduate program. I am originally from Scotland and prior to coming to UNC was the Course Director for a Masters program in Design for Medical Technologies at the University of Dundee. Since 2019, I have been the Faculty Director of a summer study abroad Honors Carolina Burch program, which studies the National Health Service in Scotland as a vehicle for healthcare innovation. My academic interests cover technical and non-technical, with current focuses on the use of VR for healthcare and education and in the application of design to improve low-resource healthcare delivery.

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

A: I have been working with clinicians and medical researchers since the mid-2000s when I was at the University of Dundee. The Masters program [that] I ran included contributions from minimal access surgeons and medical imaging clinicians. At UNC, I work with a network of clinical mentors who provide guidance to our senior design students in their capstone project. I am also a recent member of the IPEP XR network and hope to build collaborations with other members in the use of these technologies for healthcare.

Q: What challenges within your professional field can Interprofessional Education and Practice help to overcome?

A: Engineers can easily get distracted by technology. In medical device design, this can mean they can lose sight of the human element, the end-user, whether that be a patient, a clinician or a carer. I describe it to my students as the Bob the Builder mindset. Can we build it? Most times we can, but should we? With IPEP, we can have conversations with healthcare professionals to help us understand their needs and the needs of their patients. We can talk to social scientists to understand wider implications of demographics, cultural considerations, economics and more, so that we consider these factors in developing our solutions. Through these discussions, we better understand what we should be building, who will be using it and how and what the environmental constraints are that may affect performance and user experience. [These discussions] allow us to get closer to optimizing our technical solutions so that they address the problem in the most beneficial way for the user.

Q: What does Interprofessional Education and Practice mean to you?

A: It means being open to new ideas and insights. It means developing the communication skills to speak across disciplines and explain ideas. It means working together for a common purpose: to help improve the experience of healthcare for those who are in need of it.

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

A: The Burch summer study abroad program is my favourite and possibly most important contribution to IPE. The program was originally created as an opportunity to enable biomedical engineering students to study abroad while gaining course credit for one of the core design classes. However, the program is open to any UNC student who is interested in healthcare. The program is very popular, and we have many more applicants than we can take. Even so, I ensure that the students selected include many from outside of the BME program. I value the diversity of thinking that these students can bring to the class discussions and to date we have had students from majors such as Psychology, Public Policy, Medical Anthropology and Political Science.

The program consists of two classes, with the junior-level design class providing the core credit for BME students. It is very rewarding to see the engineering students help the non-BME [students] learn skills such as rapid prototyping and computer aided design. The second class is a general education topic [class], which [focuses on] the National Health Service of Scotland from its early beginnings to its present-day status. We research the economic, geographic and demographic conditions which led to the formation of the NHS and we look at how the organization has changed over the years to deliver healthcare to the population despite political and economic challenges. We also study the approaches to healthcare delivery of other EU nations and compare and contrast them to the NHS and the US healthcare system. During our time in Scotland, we have met with family doctors, surgeons, NHS administrators, service design professionals, global public health experts, Scottish Government COVID-19 advisors and medical device commercialization professionals. I also task the students with interviewing members of the public to gain an insight into how they view health services in their home country.

Q: What have been your most meaningful IPE experiences?

A: There have been many wonderful experiences. Two years ago, I was privileged to act as faculty mentor for a group of junior BME students who entered a design competition with their idea for a women's healthcare product aimed at low-resource environments. Through our clinical network and personal contacts, I was able to help them interview a number of clinicians and healthcare professionals who had experience in this field. These conversations allowed them to revise their need statement and adjust the scope of their solution. The group won second place in the competition, which was even more admirable since most of the other entrants were groups of seniors from other universities.

I also have an ongoing collaboration with a colleague in Scotland who I was introduced to when I was initially setting up the study abroad program. Rod Mountain is a recently retired ENT surgeon and is heavily involved in service and medical device design projects with NHS Scotland. Rod has introduced me to the concept of value- and values-based healthcare, including 'Realistic Medicine,' which is the philosophy behind how the NHS proposes to deliver patient-centric personalized medicine. This has influenced my thinking on what is meant by good healthcare outcomes and what may be important to patients who are undergoing a treatment journey within the healthcare system. These are perspectives that I try to bring in to my engineering design classes to help students empathize and consider the human experience of their device designs.

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

A: I have met, continue to meet and would like to meet more interprofessional colleagues. I want to talk with them, listen to their perspectives and identify areas where I can work with them to contribute to the improvement [of] people's lives.

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

A: I would encourage them to be curious and open to new ideas. It can sometimes be hard to make new contacts and build a network, but it is vital. Develop the skills to communicate across disciplines. Lastly, be a good team member, collaborator and colleague.



Student Spotlight

Luke Shehee

BME Candidate, Class of 2024

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

A: I got involved with interprofessional education last semester (Fall 2023) with the help of Dr. Hubbard, the professor for my biomedical engineering senior design course.

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

A: My favorite event so far has been the IPE faculty development event last fall. It was an extremely rewarding experience, as we had the chance to meet and interact with a lot of new people [who] are leaders in the IPE program and across UNC as a whole. Our group was asked to present our experiences with the Meet Your Neighbors IPE event, and we also were able to hear many other stories about the impact IPE has had [on] many of UNC's prominent leaders and professors.

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

A: I have only been involved with IPE for this current school year, but it has already opened many doors for both myself and my senior design team. The focus of our biomedical engineering senior design course is to create a medical device based on the needs of clinicians and/or patients, and my group has focused on the development of a point of care blood levodopa sensing kit for Parkinson's Disease (PD) patients. Levodopa is the primary drug treatment for PD patients, as it can supplement the loss of dopamine in the brain that accompanies PD. Just like diabetes management and insulin, there is a therapeutic window (or ideal blood levodopa concentration) that alleviates PD symptoms, but too-high or too-low dosage can lead to traditional PD symptoms. Unlike diabetes management and blood glucose monitor kits, however, there is no current method for the rapid detection of blood levodopa levels, which is what our team is focused on.

Our first IPE event was the Meet Your Neighbors activity, where we were able to meet with a student in the School of Business and in the School of Occupational Health. During this, we introduced our ideas and problems to these graduate students, and they gave us feedback from their respective backgrounds that we had not considered and that greatly benefited our design process. One such example was from the Occupational Health student, who asked if we had considered device usage and accessibility for patients who may have difficulty with finger dexterity and movements required to operate the device. This seems like such an obvious question, but our team of engineers had been so focused on perfecting the underlying chemistry and electronics of the device that we had not taken a step back to consider device usage from the perspective of an Occupational Health specialist [who] would actually interact with the patients using the device.

(Continued on next page)

Recently, our team presented our current progress and plans to the i4 funding competition, and the feedback we received centered around market analysis and device shareholder information, which was something our project has lacked thus far. Through the help of Dr. Hubbard, we were able to connect with Pranjal Chakravarty, another student in IPE from the business school. Pranjal has since joined our team with the focus of addressing the market for our device and researching the stakeholder information, which will greatly boost our overall device marketability and success going forward.

All in all, IPE has paired perfectly with my BME senior design course and curriculum, allowing me to get needed help and feedback in areas I had less experience [with] due to my engineering background. A great deal of the success of our device in the future will be thanks to the connections and feedback my team and I have received through our involvement with IPE.

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

A: IPE has proven to me the importance of interprofessional education for my development as a future professional in the field of engineering. Working with a team of people with diverse backgrounds and skillsets provides so much more opportunity for innovation and success than a team of people from the same background could ever hope to achieve. Thankfully, through IPE at UNC, I was able to learn this valuable lesson now rather than later in my career, which will greatly impact my future team focuses and strategies in the biomedical engineering industry.

Q: Why did you choose to attend UNC for your professional program?

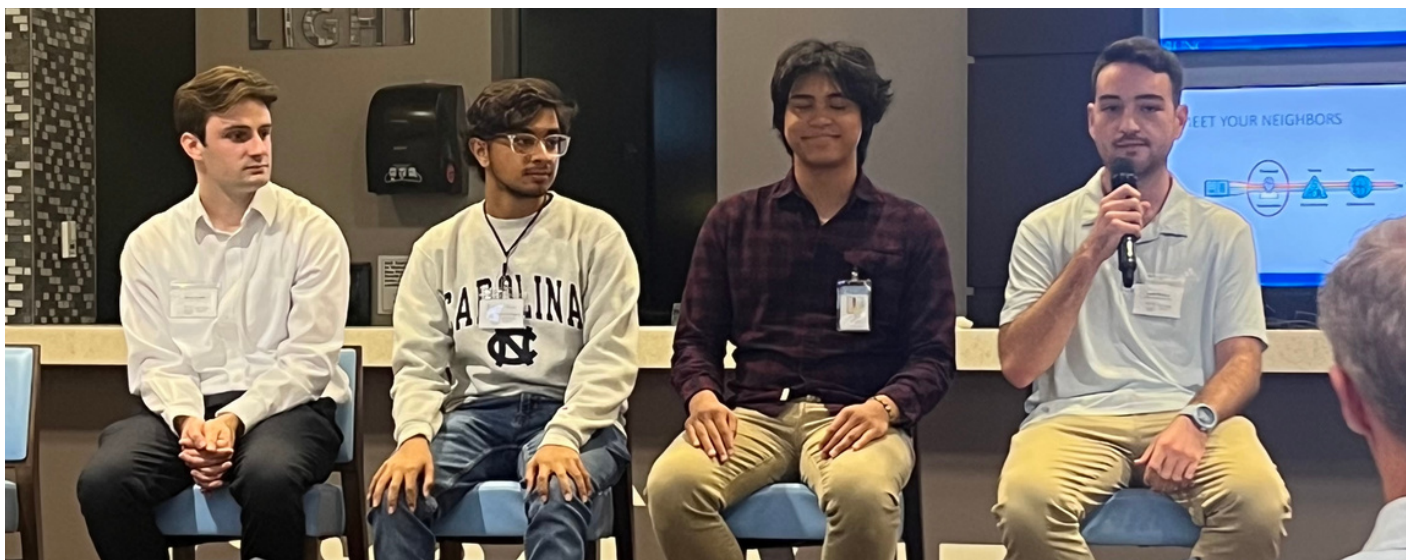
A: I originally fell in love with UNC from my trips to visit as a highschooler, and I ultimately chose UNC for biomedical engineering because I knew it would provide me with opportunities and skills that no other university could offer. Reflecting back on my time at Carolina as a senior this year, this was proven true not only with my experiences in the IPE program, but with my undergraduate education throughout my four years here.

Q: What advice would you give to other students who are interested in getting involved with IPE?

A: My biggest piece of advice for students interested in IPE is to get involved early and often. IPE is an invaluable resource that will give you ten times what you put in to it; all you have to do is reach out and get involved. IPE is crucial for both projects like my own and career success in the future.

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

A: In my free time, I love to play disc golf, and I am the president of the UNC Disc Golf Team. We'll be competing at the College Disc Golf National Championships this April in Rock Hill, SC!



Tips for IPE

Carolina Digital Repository

Thank you to Rebecca Carlson (IPEP Director for the Health Sciences Library) for providing this information!

The Carolina Digital Repository (CDR) has a collection of IPEP scholarship. This collection highlights works related to IPEP created by UNC researchers. The Office of Interprofessional Education and Practice (OIPEP) maintains this collection as part of its efforts to support a campus-wide initiative for the intentional integration of interprofessional learning and collaboration. To access the collection and all items within it, go to cdr.lib.unc.edu/collections/3b591j949.

Six steps to add your scholarship to the IPEP collection in the Carolina Digital Repository:

1. Go to the IPEP collection page at cdr.lib.unc.edu/collections/3b591j949.
2. Log in with your Onyen and password.
3. Click on the "Deposit new work through this collection" button. Or, if your work is already in the CDR, click on "Add existing works to this collection" instead, check the boxes next to the items you want to add and click "Add to Collection."
4. Select the type of work and click "Create work."
5. Complete the online form.
6. Upload your file(s).

Have questions about the CDR, open access or depositing your work? Check the CDR FAQs page: blogs.lib.unc.edu/cdr/frequently-asked-questions or contact the CDR staff: cdr@unc.edu.

Meet The Newsletter Team:



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