Jean Ann Davison, DNP, FNP-BC receives Dr. Julie S. Byerley Award for Faculty Excellence in Interprofessional Education and Practice (Page 3)

Jeffery Stewart selected as Director of Interprofessional Education and Practice at the Adams School of Dentistry (Pages 8 - 9)
IPEP Opportunities for Students

These opportunities count for IPEP Distinguished Scholars credit!*

Upcoming

All About NAM Therapy!
Tuesday, May 14, 2024 from 5:00-6:30 PM | UNC Adams School of Dentistry Koury G411
Dr. Santiago is the renowned craniofacial orthodontist who developed nasoalveolar molding, an innovative technique to treat infants with cleft lip and palate. Dr. Santiago will be discussing patient cases and sharing how he works on an interprofessional team consisting of plastic surgeons, audiologists, speech pathologists, nurse practitioners, and ENT’s to provide life-changing, comprehensive care to craniofacial patients within our community.
Questions? Please contact Catherine Bingham at cgb@ad.unc.edu.
Register: https://docs.google.com/forms/d/e/1FAIpQLSffm_m9Pgi9H3_embw01AqVKEsqwYhI7KcLAwRAsQmoLHruvg/viewform

IPEP Opportunities for Faculty/Staff

Upcoming

Relational Leadership @ Carolina
Summer 2024 RLI: June 3-4, June 13-14; 8AM – 5PM, via Zoom
Space is limited, Register now!
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!
Congratulations to UNC School of Nursing (SON) Clinical Associate Professor Jean Ann Davison, DNP, FNP-BC, for receiving the Dr. Julie Byerley Award for Faculty Excellence in Interprofessional Education and Practice! The University of North Carolina at Chapel Hill proudly presents this prestigious award in recognition of the remarkable contributions made by Dr. Julie Byerley, whose profound impact at the University has paved the way for transformative advancements in the field of health care. Her unwavering dedication and tireless efforts have empowered countless health profession educators to embrace innovation, foster collaboration, and set a standard of educational excellence. Sponsored by OIPEP, this award 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.

As the Medical Director of the UNC SON Mobile Health Clinic, Davison leads efforts to provide high-quality, evidence-based care to medically underserved populations at food pantries in NC to improve health equity. Since she began at UNC in 2006, Davison has trained over 600 nurses and allied health professionals through her IPEP service-learning courses (NURS 609, NURS 601), and as a clinical site for public health students (NURS 484). Davison has led global service-learning healthcare teams in Honduras, Nicaragua, and North Carolina in response to hurricanes and disaster recovery efforts that occurred between 2007 and 2020. Her work has been used as a model of distinction across campus and has been disseminated nationally and internationally.

Davison’s commitment to IPEP has led to grant-funded interprofessional projects. She is the PI on an AHEC Clinical Expansion Grant that focuses on IPEP education and mental health for clients at a food pantry (CORA) in Chatham County. This AHEC Clinical Expansion Grant was supported by letters from the directors of the Office of IPEP, the CORA Food Pantry, and the Director of Operations for the UNC Center for Excellence in Community Mental Health. The AHEC Clinical Expansion Grant has allowed the UNC SON Mobile Health Clinic to expand to a rural county (Chatham) at CORA Food Pantry and allowed the UNC SON Mobile Health Clinic to increase clinical days from 6 days per month to 10 days, and to offer an experiential IPEP service-learning course (NURS 601.001) for up to 40 students from a variety of professional backgrounds each semester. Dr. Davison was also a partner in the Innovate Carolina investment grant that provided support for dental supplies that ultimately allowed dental and dental hygiene students to engage in the mobile van and other health promotion events.

Davison expressed her gratitude upon learning about the award. “I am very honored to be selected for this award. Just like IPEP is a team effort, I have many to thank for the support that has been given to me from across campus, community partnerships, and the motivated students.” she said.

Dr. Meg Zomorodi, Associate Provost for Interprofessional Health Initiatives, also expressed her gratitude for Davison’s efforts. “IPEP is thrilled to recognize Dr. Davison for her contributions to collaborative practice. She is a true servant leader and North Carolina has greatly benefited from her passion for achieving health equity,” said Zomorodi.
THE SCHOOL OF NURSING RECOGNIZES FACULTY LEADERS IN IPEP WITH ANNE BELCHER INTERPROFESSIONAL FACULTY SCHOLARSHIP

Kandyce Brennan, DNP, CNM, and Grace Wu, PhD, RN, have been selected as the fifth 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 (IPE) and to create scholarly work others will look to as evidence of the power of IPE in the future.

“Dedication to serving others is a core value of nursing, and Anne’s generous support provides faculty with the resources and mentorship they need to design and implement these interprofessional projects,” said Zomorodi. “The profound impact that both current and former scholars have had on education and practice is evident through their publications and national presentations.”

Brennan plans to use support from this program to further develop the “Health Fair Experience,” a student-led initiative within the undergraduate Public Health Nursing course. This initiative, structured as a service-learning clinical component, provides Nursing students the opportunity to collaborate with community partners and other health professions students in delivering primary and secondary prevention strategies to underserved populations. Wu is focusing her efforts on improving interprofessional collaboration and education in eating disorders by working with the Center of Excellence for Eating Disorders (UNC CEED) to develop an elective eating disorder course for Nursing students.

Valerie Howard, dean of the UNC School of Nursing, emphasized the importance of interprofessional education and practice in modern healthcare delivery. “Fostering collaboration and innovation improves patient outcomes,” she explained. “The Anne Belcher Interprofessional Faculty Scholars Program empowers our faculty to lead the charge in shaping the future of healthcare. I extend my deepest gratitude to Anne Belcher for her visionary support, and heartfelt congratulations to Drs. Brennan and Wu.”

To read this article in full, click here!

“The Anne Belcher Interprofessional Faculty Scholars Program deeply resonates with my passion for interprofessional education. This prestigious program aligns with my commitment to enriching nursing education and fostering collaborative healthcare practices. I am eager to strengthen my interprofessional skills and efforts through the mentorship and leadership provided by the program.”

Kandyce Brennan, DNP, CNM

“An elective eating disorder course in the School of Nursing would equip our Nursing students with the skills and knowledge to provide better care and research for patients with eating disorders. The support from Anne Belcher Interprofessional Faculty Scholars Program will contribute to the success and dissemination of this vital initiative.”

Grace Wu, PhD, RN
STUDENT AWARDS

The Office of Interprofessional Education and Practice is proud to recognize the below graduates, who will be honored for their achievements in IPEP during our annual “Celebration for Excellence in Interprofessional Education” celebration at the beginning of May.

The Rural Interprofessional Longitudinal Scholars Program (RIPLS) unites professional students seeking to address challenges and barriers to quality healthcare for rural populations. RIPLS scholars attend special workshops, seminars, and forums each semester. As part of the program, scholars spend time over the summer engaged in a rural community in North Carolina.

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.

2023-2024 Rural Interprofessional Longitudinal Scholars

ADAMS SCHOOL OF DENTISTRY
Pierre Querette
Nguyen Truong

DEPARTMENT OF HEALTH SCIENCES
McKenna Oakes
Alana Zicari

SCHOOL OF SOCIAL WORK
Maddie Wyatt

GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH
Ashkan Habib
Rachel Morrow
Makenna Thuringer

UNC-W SCHOOL OF HEALTH AND APPLIED HUMAN SCIENCES
Maggie Radar
Tess Ryan
Benjamin Woodard
2024 Graduating Class of IPEP Distinguished Scholars

*indicates dual degree student

ADAMS SCHOOL OF DENTISTRY
Briawna Monia Dildy
Elisabeth Grant Blackman
Matthew Lee Manley
Reagan Elizabeth Page
Samantha Ann Glover
Sylvette M. Ramos-Díaz

DEPARTMENT OF BIOMEDICAL ENGINEERING
Ameen Rasheed Zafiruddin
Hasan Dheyaa
Micah Baldonado
Stacy Ban
Tian Wang
William Douglas McLain

DEPARTMENT OF HEALTH SCIENCES
Alexandra Kincaid Mitchell
Brooke Jordan

ESHELMAN SCHOOL OF PHARMACY
Alec Wisner
Benjamin Cochran
Elizabeth Brogan Caudill
Mary Margaret Fogle
Nicolo Andrea Jimenez
Paul R. Chan
Stephanie Martin
Thomas Diaz

GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH
Ashkan Habib
Christie Kim
Esther Shanghong Wang
Gayoung Lee
Gunjan Dhawan
Jeffrey H. Wang
Joan Sena Kpodzo
Kathleen Higgins
Luis Ramón Torres Torija Arguelles
Makenna Thuringer
Rachel Davis*
Rachel Morrow
Sabrina Rousselot
Taylor Christine Jones
Vanessa Nsiah Akosah
Yavin Zenid Bizaretty
Zoe Elizabeth Davies Henderson

KENAN-FLAGLER BUSINESS SCHOOL
Nikita Nanda
Rachel Davis*
Sagar Bhatnagar

SCHOOL OF EDUCATION
Chloe Breedlove
Grace Ann Potteroff
Graceson Lilyanna Clements
Jania Richards

SCHOOL OF MEDICINE
Heather Ashley Victoria Swain
Natalie Browne

SCHOOL OF NURSING
Alexa Denise Quiroz
Amber Jean Hammer
Asha Kalpana Mullis
Ashley Oliver-Loftin
Brenda Rosa
Caroline Laws
Christine Salcedo
Dana Bjuro
Eli Haddon Mayfield
Elizabeth Melendez
Jaden Slattery
Jasmine Barnes
Katherine Louise Downing
Krystyna Derezinska-Choo
Madison Weller
Makenzie McGuire
Mariana Villafranco
Mary Emmalyn Fleming
McKayla Williams
Melissa Ludelia Marie Mae Holloway
Miller Williamson
Mollie Pierce Kilpatrick
Nicole Mares
Patricia Aberin Luy
Pedro Rigau
Rachel Wixted
Rebecca Joy Sharda

SCHOOL OF SOCIAL WORK
Elizabeth Crenshaw Rosenbaum
Jacob Hoyt
The Interprofessional Education and Practice (IPEP) program truly offers a unique experience for our students. The program helps foster a sense of collaboration, particularly among health care professionals, and since oral health is health care, we truly value these partnerships. Our students reap the benefits of working with others in this field and gain valuable insights that they can later apply to their own careers.

**Janet M. Guthmiller, DDS, PhD**  
Dean, UNC-CH Adams School of Dentistry  
Dr. Claude A. Adams Distinguished Professor
Congratulations and thanks to Dr. Jeffery Stewart, who has been selected to serve as the Director for Interprofessional Education and Practice at the Adams School of Dentistry. Dr. Stewart has a long-standing history and knowledge of interprofessional education and practice through his role as Senior Vice President for Interprofessional and Global Collaboration at the American Dental Education Association (ADEA), and in his previous role as Chair of the Interprofessional Initiative Steering Committee at Oregon Health & Science University.

“I am excited to serve in this capacity at the Adams School of Dentistry and grateful for the opportunity. I look forward to joining the Office of Interprofessional Education and Practice to collaborate with the faculty, students, and leadership at UNC to shape student experiences in new and creative ways,” said Dr. Stewart.

Dr. Stewart’s previous work designing interprofessional practice opportunities and his expertise serving as the ADEA representative for the national Interprofessional Education Collaborative (IPEC) make him well suited for this role, especially as the OIPEP embarks on a new strategic plan over the next year. Dr. Stewart will serve as the faculty mentor for the ASOD IPE student group, serve as a liaison for faculty, staff, and students in the ASOD who desire to initiate new IPEP activities, and support faculty and staff in existing IPEP activities. He will serve on the IPEP advisory board to implement interprofessional education, research, and clinical programs across UNC’s health professional schools and build on partnerships with the School of Education, Department of Biomedical Engineering, and the Kenan-Flagler School of Business.

“I am delighted that Jeff has joined our team in this position. His experience and dedication to interprofessional practice and education make him well-suited for this new challenge. I’m looking forward to working with him and seeing our students and faculty reap the benefits of his leadership,” said Janet Guthmiller, dean of the UNC-CH Adams School of Dentistry.
As a dental student at the University of North Carolina School of Dentistry in the late 1970’s, I developed an interest in pursuing specialty training in oral and maxillofacial pathology. Although there were many reasons for my emerging interest, one of the most important was my observation that as an oral and maxillofacial pathologist I would be collaborating directly with other health care professionals to provide clinical care to patients with various disorders of the orofacial region. So, upon graduation from the UNC School of Dentistry in 1981 and following a hospital-based general practice residency, I completed my residency in oral pathology and diagnosis at the University of Michigan and embarked on my academic career that has included holding faculty positions at the University of Michigan, the University of Pennsylvania and Oregon Health & Sciences University (OHSU).

While at OHSU my activities in interprofessional education and practice included leadership roles as Chair of the OHSU Interprofessional Initiative Steering Committee and Chair of the University Curriculum Committee. In these roles I had the opportunity to collaborate with faculty from the health professions education programs across the university to plan, create and institute the first interprofessional education curriculum at the university.

In 2016 I joined the American Dental Education Association (ADEA) in the role of Senior Vice President for Interprofessional and Global Collaboration. Among other responsibilities with ADEA, I became a member of the Interprofessional Education Collaborative (IPEC) Planning and Advisory Committee and the Interprofessional Professionalism Collaborative (IPC). Recently, I had the opportunity to work with the interprofessional team that published version 3 of the IPEC Core Competencies for Collaborative Practice last fall. As a consultant to ADEA, I continue to serve as a member of IPEC and IPC. In my new role as Director of IPEP for the Adams School of Dentistry, I look forward to working with the faculty, students, staff, and administration of UNC to continue to advance opportunities for interprofessional education and collaborative practice to ultimately improve health outcomes for individuals, families, communities, and populations.
Roxanne Mariola Dsouza-Norwood is an assistant professor in the Dental Hygiene Program at the UNC Adams School of Dentistry. In her role at the School of Dentistry, she provides didactic and clinical instruction to undergraduate dental hygiene students, graduate dental hygiene education students, and predoctoral dental students. Professor Dsouza-Norwood has experience in clinical research, interprofessional education research, and educational methodology research.

**Q: Tell us a little bit about yourself!**

A: I am an assistant professor of Dental Hygiene Programs at the Adams School of Dentistry. I wear a lot of hats. I teach in the dental hygiene undergraduate program and teach dental hygiene graduate students and dental students. I am the clinic director for the Dental Hygiene senior students, so I manage their clinics and prepare them for graduation and run our Honors Thesis program for our undergraduate students. Depending on where I am clinically or didactically, I can teach most of the students here at the dental school. Personally, I have an angel puppy, Josie, she is three and am married to my husband, Tyler. In my free time, I like to hike with my dog and listen to music with my husband. We enjoy to trying out new bars and breweries.

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

A: Back before the IPE Office officially existed, I was in the Master of Dental Hygiene Education program here at UNC. This was in 2016, so not that long ago. But back then, IPEP was very up and coming and a “new” concept for dentistry. For a long time, the mouth wasn't connected to the rest of the body, even in different pieces of legislation and insurance. One thing I wanted to look at as a grad student was how we could use IPE to bring oral health to the forefront of people's minds. For my master's thesis project, I gave a presentation and organized a lab session at the nursing school. It was a two-hour presentation that covered oral health in a nutshell, including “what is an oral cancer screening?”, “what are some things that you might see in the oral cavity?”, “what does health look like?”, “what does disease look like?”, and other basic things that would be helpful for someone doing a new patient exam in a primary care setting. Then, we broke up all the students into labs. In the labs, we taught everyone how to perform oral cancer screening. It was a valuable experience. My love for IPEP started there because I had my cohort of grad students working with the nursing students. We learned about the nurses' scope of practice, and they gained an understanding of what a dental hygienist does and how to do an oral cancer screening.
Q: What does Interprofessional Education and Practice mean to you?
A: I think it’s all about relationship building. Because if you have a relationship with other providers that know about other things, you have an enhanced skill set that you're able to bring to the table. You can utilize that skill set to teach patients or help patients successfully navigate their health care. Even for me, if I have a medical issue that's going on in my life and my primary care physician says, “Hey, Roxanne, this is just a heads up, but I'm noticing that you have this problem going on with your hormones. You need to have a consultation with this specialist. But, if this specialist can't help, then you talk to this specialist, and so on.” Interprofessional education can grow by being able to close the loop and understanding exactly who to refer to. Then, as a provider, finding people I can have that relationship with and say, “Hey, these are the questions that I have. Is this how I can facilitate this patient's health improving?” It's all about health improvement. You bring these small experiences we provide to our students and translate it into practice. The biggest question our students ask is, “Oh, this is cool. I'm glad we're doing this, but what does that look like in the real world?” My answer is always relationship building. Knowing exactly what phone numbers to call whenever a patient is going through something or has a need for something else. Those phone numbers and those relationships with the providers you can easily refer to.

Q: What have been your most meaningful IPE experiences?
A: My most meaningful IPE experience is one that is ongoing. Here at the Adams School of Dentistry, we have a social worker and a pharmacist, who both have dual appointments with the dental school and within their own respective schools. My most meaningful experiences have been the opportunity to go down the hall and get their expertise. With our social worker, saying “We are trying to explain motivational interviewing. We're trying to explain tobacco cessation. We're trying to explain addiction.” I do not have the skill set to teach the way someone in Social Work can communicate - with the correct terminology, succinctly and in a way that students and patients can follow. They are also able to answer follow-up questions directly. Or with Kim Sanders, our pharmacist, if we have medications students in the clinics need to review because they have a patient with a complicated medical history, they're able to call Kim or one of the pharmacy students rotating through. The pharmacists can come to our dental hygiene students' operatories and say to the patient, “Hey, I've gotten requests for a medication consult. Let's look through these together.” This partnership we currently have with social work and pharmacy has been a meaningful experience because I can see directly why it's important and the impact on students and patients. That's the most important thing for me. Being able to know that it's working, not only in my heart, but also have students see that it's effective and the importance of collaborating with them as providers.

Another meaningful experience was a geriatrics interprofessional fellowship, the Carolina Geriatrics Workforce Enhancement Program, I did through the School of Medicine's Center for Aging and Health. It was me, a pharmacist, a nurse practitioner, and a physician working on a year-long project together. For this project, we visited multiple facilities that treated older adult patients. We went to PACE, a primary care facility for older adults through Piedmont Health Services, and multiple other health departments. From our study, we found that programs with other healthcare workers represented were more efficient. At these programs, patients could be seen for their health wellness check-up, go down to the dental clinic for another appointment, and then pick up their medications at the pharmacy downstairs. Older adults have so much going on with the increases in their medications and health conditions. So those settings can be impactful on our students and patients.
**Q: How has IPEP impacted your experience and work at UNC?**

A: Even though my master’s thesis in IPE was a small project for one cohort of students, it greatly impacted me because I learned that IPE research can be done on any aspect of integrating curriculums or integrating health professions together. I was a student in 2014 when the Dental and Dental Hygiene students were first integrated into the geriatrics IPE program. Case-study related research on that curriculum where we taught students showed me that there are many different opportunities for collaboration and for research. Because any nuggets of information you can give to other health professions is of huge value to everyone. Because if you’re calling someone down the street that’s working in a dental office you know what to say. You know what they’re doing, and we know what you’re referring for. For example, if I’ve taught you what an ulcer looks like in general, this ulcer that lies right on the occlusal plane, you’re going to be less afraid of it and talk to your patient differently than if there was a giant lesion on the base of the tongue. You know when to refer, when not to refer and what conversations to have. Learning that there’s endless opportunity for integration and different types of integration too.

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

A: I always tell my students you would be surprised at the number of people that want participation from other programs. I feel like students in general tend to be on the timid side and think, “Well, if I reach out to this professor, they’re so busy. There's no way they'll want to integrate me in whatever they're doing. Or there's no way they have the time to have a conversation with me.” My biggest piece of advice is just go for it. Have those conversations with professors you see doing something cool, because they're likely passionate about what they're doing. They're passionate about their project and have many ideas on how to expand that project. Even if you are part of a little piece of the project, not only does it open doors, but you're able to learn so much from it. You can grow as an individual through the experience of having a leadership role on a project or writing or talking to someone else not within your own school. It can have a big impact on your growth as a professional and make you more comfortable with reaching out to other folks as well. It'll improve your communication skills and your confidence. That's my biggest piece of advice. Don't be afraid to reach out to people that are doing things that you're interested in, because you never know what opportunities will come from it.

I also encourage every student that participates in IPE experiences to hold on to that feeling it gives you and find one way you can integrate it into the future. How you apply it in future practice can be as simple as creating a laminated list of phone numbers, having a social worker come in one day a week, a half day of CE building with your office, or a lunch hour where you assemble a team of IPE champions and talk about cases together. The opportunities are endless. I think students have the opportunity to take what they’ve learned here and make a big difference in their future career.
Catherine is a 2nd year student at the UNC Adams School of Dentistry interested in pursuing a career in craniofacial orthodontics. She is originally from Virginia Beach, VA and graduated from the University of Virginia with a degree in Public Health. Her passions outside of dentistry include serving as a girl scout troop leader and a director for Magical Moments Foundation, a wish granting organization for children with facial differences.

Q: When and how did you get involved in interprofessional education?
A: As I was leaving the dental school last year, I stumbled upon the IPEP Fall Fest and was immediately drawn in by the liveliness and excitement of the event! After talking with many of the attendees, I learned all about IPEP and how I could get involved. It was truly this event and all of the wonderful students I met there that motivated me to become actively involved in the IPEP community.

Q: What is the most impactful or memorable IPEP event or experience you’ve had at UNC?
A: The most memorable event I participated in was the Case-Based Networking Event in which we delved into a complex pediatric care case involving a child with a cleft palate. Being able to work alongside my interprofessional peers to develop a comprehensive and holistic approach to a craniofacial patient’s care was especially meaningful to me as it provided a realistic simulation of the teamwork required in my future career as a craniofacial orthodontist.

Q: How do you think IPEP will impact your academic and professional future and/or goals?
A: As a craniofacial orthodontist, I will be working on a team consisting of a variety of professionals ranging from speech pathologists, surgeons, social workers, and more... making IPEP extremely relevant for my future. My experiences with IPEP allowed me to develop a deep respect for other professions, taught me how to effectively communicate with those from different backgrounds, showed me the importance of building meaningful relationships, and, overall, better prepared me to holistically serve my patients through collaborative work.

Q: What advice would you give to other students who are interested in IPE?
A: Embrace curiosity as you engage with your interprofessional peers... ask questions freely and seek deeper understanding. Actively share your passion for your profession, while readily offering explanations and insights related to your field when possible.

Q: What is a fun fact other UNC students might not know about you?
A: I lived in Lebanon for a summer!
Tips for IPE

Top tips for interprofessional education and collaborative practice research: A guide for students and early career researchers.

Adapted from: https://research-repository.st-andrews.ac.uk/bitstream/handle/10023/23465/OCarroll_2020_Top_tips_for_interprofessional_JIC_AAM.pdf;jsessionid=66AAE98730E1C403CC1F787A250671BC?sequence=1

Who is in your research team?
Consider power imbalances, the role of service users and informal caregivers, and the benefits of including a team leader with IPE/ICP subject knowledge.

What are the research gaps?
Utilize resources from national and international IPE organizations to identify pressing research questions.

What are the sources of funding?
Rather than searching specifically for IPE/IPC-related funding, consider the place that interprofessional research has within the themes and categories often proposed by funders (i.e., quality and efficiency of health care wellbeing, COVID-19 response, etc.)

Formulate the research question and focus.
A clear research question, aim, or study objective is crucial to help guide your methodological approach. Be clear and consistent with terminology used.

Choose your research method.
Mixed methods are becoming increasingly desired in interprofessional research due to the complex nature of interprofessional foci and the need for more breadth and depth of evidence to support the impact on healthcare outcomes.

Find the right theory to inform your research
Make the underpinning theory explicit. A wide range of theories relevant to interprofessional research are discussed and helpfully signposted by Anderson (2016); Hean et al. (2009); Hean et al. (2013); Hean et al., (2018). O’Leary and Boland (2020); Reeves and Hean (2013); and Suter et al. (2013).

Read on by clicking here!

Submit your abstracts for the interprofessional NEXUS Summit conference (virtual) by May 24th! Learn more here!
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