Better Together: A Campus View

The Office of Interprofessional Education and Practice (OIPEP) is centrally located in the Health Sciences Library and strives to harness and leverage the close proximity of our partners to optimize communication and inter-school activities.
Message from the Associate Provost for Interprofessional Health Initiatives

This year has been focused heavily on workforce—how to build it, how to retain it, and how to sustain it. What is clear from these discussions is that we are now on a precipice—we either need to build a work environment that sees teammates enjoy working with each other, supports collaboration, and empowers professions to work at the top of their license— or we will not be able to sustain the healthcare environment that our patients deserve.

Over this past year, I have been a patient myself (short stay) and have had a loved one cared for in the hospital (long stay). In both instances, I saw firsthand the impact that the workforce shortage is having on patient care. I witnessed missed opportunities for care continuity, ineffective hand-offs, delays of care, and rushed communication. Individuals were trying their best, but there was just too much volume and not enough support.

While I witnessed trying times, I also noted so many powerful stories of teamwork. I observed the pharmacist suggest a concoction of antibiotics to fight a challenging infection, and the medical specialist comment on how grateful they were to have a pharmacy partner. The speech therapist was ultimately the one who initiated a conversation about quality of life, and both the nurse and the social worker helped me navigate the transition from cure to comfort. Throughout the whole journey, I saw a compassionate team that enjoyed working together. In our continued conversations, each individual shared that they hadjoy in their job because of the people they worked with, and that they wouldn’t go to another unit or place and risk losing those connections. One even said: “If one goes, I think we all would follow.” Wow—imagine a culture like that in healthcare. It truly is moving from “me to we.”

If we want to fix the workforce shortage, this is the way. We have to look beyond our own professional needs, challenges, and threats. We need to forget concerns about “scope creep” and ask ourselves how we can work together to support the patient. If we continue to argue amongst ourselves, and even within our own professions, we will have long forgotten what we signed up to do, which is to put the patient at the center. The patient doesn’t care about hierarchy—they just want a good team that they can trust and believe in. Building a culture where our students (and professionals) want to collaborate and want to truly learn from, with, and about each other will help us achieve our goals of true interprofessional collaborative practice. As you review our OIPEP Annual Report, I hope you will reflect on this ultimate goal and celebrate the faculty, staff, and student change agents who are dedicated to making this cultural shift.

We are Better Together,

Meg Zomorodi PhD, RN, ANEF, FAAN
Associate Provost, Interprofessional Health Initiatives
Office of Interprofessional Education and Practice
About Interprofessional Education & Practice

DEFINITIONS

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

Interprofessional Collaborative Practice (IPCP) occurs when multiple health workers from different professional backgrounds work with patients, families, and communities to deliver the highest quality of care.

Source: World Health Organization, 2010

COMPETENCIES

The Interprofessional Education Collaborative (IPEC) Core Competencies for Interprofessional Collaborative Practice guide IPE initiatives and curricular development at UNC-CH.

- **Values and Ethics**: Work with team members to maintain a climate of shared values, ethical conduct, and mutual respect.
- **Roles and Responsibilities**: Use the knowledge of one's own role and team members' expertise to address individual and population health outcomes.
- **Communication**: Communicate in a responsive, responsible, respectful, and compassionate manner with team members.
- **Teams and Teamwork**: Apply values and principles of the science of teamwork to adapt one's own role in a variety of team settings.

Source: IPEC Core Competencies for Interprofessional Collaborative Practice, updated 2023
THE OFFICE OF INTERPROFESSIONAL EDUCATION AND PRACTICE

Mission
In the Office of Interprofessional Education and Practice (OIPEP), we believe that together, we are better! That is why the mission of the OIPEP is to support interprofessional endeavors that enhance capacity and capability to improve health outcomes.

Vision
To be the model for Interprofessional Education and Practice (IPEP), and produce graduates who will transform the healthcare system and improve the health of patients and populations in North Carolina and beyond.

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

How We Work
The OIPEP works with faculty, students and community partners to:
- **Initiate**: We design, implement, and evaluate innovative interprofessional education and practice experiences to address curriculum or community needs.
- **Facilitate**: We offer logistical support to scale up existing interprofessional opportunities.
- **Promote**: We help our partners reach a diverse population by disseminating information about programs and events across our expansive network.

The OIPEP Developmental Model for Collaborative-Practice-Ready Graduates helps learners build interprofessional competencies at every stage of their educational journey.
CORE TEAM

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Executive Director for Interprofessional Collaborative Practice  
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Jackie Zeeman  
Assessment Lead  
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STUDENT WORKFORCE

IPEP Interns

Angela Wan is a resident in the MS Dental Hygiene Education program, Class of 2024. She is adamant about utilizing dental hygiene as a part of the interprofessional healthcare team to improve the overall health and oral health outcomes of marginalized populations. As part of her spring IPEP internship, she works on modifying the “Partnership for Population Health” modules to enhance interprofessional education for students in healthcare disciplines. In the future, Angela hopes to further investigate the incorporation of advanced, innovative technologies into education that augment interprofessional development.

Xinran (Stephanie) Li is a junior pursuing a double major in Psychology and Human Development and Family Sciences (HDFS). She actively contributes to the management of various projects in the IPEP office, including "Meet Your Neighbors," "Teamwork Builds Independence", and the creation of interprofessional events for the IPEP Distinguished Scholars Program. Stephanie is deeply passionate about cross-cultural research and has plans to pursue a graduate degree in Clinical Psychology after graduation.
Provost Collaborative Network

**Cassidy Englund** is a senior English and Comparative Literature major with a minor in Global Cinema. As IPEP Communications Assistant, she helps to create promotional and educational materials, both written and visual, about IPE and the OIPEP to increase awareness of interprofessional collaboration’s many benefits. She is very passionate about media and the written word and intends to continue working in the communications field after she graduates in May 2024.

**Joshua Choy** is a Computer Science student who works at the OIPEP, assisting in managing students’ data and the Canvas site to track progress in the IPEP Distinguished Scholars Program. After graduating, he would like to use his Computer Science degree to explore the use of AI in the healthcare field.

**Tammy Dang** is a senior nursing student and a teaching assistant for BIOL 117/118 courses and the Partnership for Population Health Program. Upon graduation, she will begin her nursing journey as a new graduate nurse at UNC Women’s Hospital, applying interprofessional skills acquired from the OIPEP in her role as a healthcare team member.

Newsletter Committee

**Dani Anastasovites**
Pharmacy
*Class of 2025*

**Elizabeth Kwong**
Health Informatics
*Class of 2025*

**Kat Downing**
Nursing (BSN)
*Class of 2024*

**Sabrina Rousselot**
Public Health
*Class of 2024*

**Stephanie Chien**
Medicine
*Class of 2023*

**Taryn Vasquez**
Pharmacy
*Class of 2025*
IPEP DIRECTORS

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

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PARTNERS

At other universities, IPE is generally thought of as an innovative approach to clinician education and is taught within the health affairs schools. At UNC-CH, we understand that health is more than healthcare. Therefore, our vision for IPE extends beyond the health affairs schools, building on partnerships with the Schools of Business, Education, and Social Work, the Department of Biomedical Engineering, and the Health Sciences Library to maximize impact and create a diverse and caring workforce that works BETTER TOGETHER to improve individual and population health.

OFFICE OF IPEP NETWORK

- Ackland Art Museum
- BELIEVE
- Black River Family Medicine
- Blue Cross Blue Shield
- Carolina Center for Public Service
- Carolina Center for Aging and Health
- Carolina Community Academy
- Department of Pastoral Care
- Duke AHEAD: Blending the Blues
- Geriatric Workforce Enhancement Program
- Health Educators Research Directors
- Health Professions Collaborative
- Health Humanities: An Interdisciplinary Venue for Exploration
- Innovate Carolina
- Kidzu
- Med Serve
- North Carolina Area Health Education Centers
- Novant Health
- Office of Health Professions Advising
- Office of Rural Initiatives
- Relational Leadership Collaborative: Primary Care Progress, University of Utah, Oregon Health & Science University
- School of Medicine Instructional Media
- Smith Leadership Initiative
- Thrive@Carolina
- UNC Asheville
- UNC Healthcare
- UNC Law School
- UNC Rural
- UNC Wilmington
- Western Carolina University
- National presence through AIHC, JIEP, Nexus, RWJF and Macy Foundation
Student IPEP Activities

Overview

- 10 Courses
- 3 Case Competitions
- 7 Initiated Events/Programs
- 32 Facilitated Events/Programs
- 8 Promoted Events/Programs
- 17 Committees

Courses

BIOL 117
PRE-HEALTH THRIVE-1 Exploring Health Professions

BIOL 118
PRE-HEALTH THRIVE-2 Pursuing Health Professions

EDUC/NURS 461i
Examining Social Determinants of Health Across Populations

NURS 625i
Global and Interprofessional Approaches to Solve Complex Cases

NURS 685i/SOCI 856i
Care of the Dying and Bereaved throughout the Life Span

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

PHCY 608i and NURS 680
Multidisciplinary Perspectives on Managing Diabetes Mellitus

PUBH 420/720
The Pandemic Course: HIV and COVID

PUBH 890
Applying Diversity, Equity, Inclusion (DEI) and Leadership in Public Health Practice

SPHS 896
Promoting a Culture of Health - Tyrell County
Case Competitions

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

NURS 625I GLOBAL AND INTERPROFESSIONAL APPROACHES TO SOLVE COMPLEX CASES
Led by Dr. Audra Rankin, this course provided students with interprofessional and public speaking skills, serving as a launchpad for students who want to participate in interprofessional case competitions. Students delved into value-based care models from a global-to-local perspective and shared their ideas with Blue Cross Blue Shield of North Carolina industry leaders in healthcare. Faculty from the Kenan-Flagler Business School (Markus Saba), Eshelman School of Pharmacy (Jon Easter), School of Nursing (Ashley Bryant, Audra Rankin and Meg Zomorodi), Gillings School of Global Public Health (Lorraine Alexander), and School of Medicine (Sophia Aliaga) designed this course, which is open to both undergraduate and graduate students and is offered every Fall.

KENAN-FLAGLER BUSINESS SCHOOL HEALTHCARE CASE COMPETITION
This event, hosted by the UNC Center for the Business of Health and the UNC Kenan-Flagler MBA Healthcare Club, brought together over 130 students in 27 interprofessional teams to explore how to address behavioral and opioid use disorder problems in North Carolina.

ONE HEALTH CASE COMPETITION
This case competition hosted by the Gillings Student Global Health Committee focused on a One Health topic that required interprofessional ideas and perspectives to approach the case. Professors with experience in One Health judged the event, with Jill Stewart from the Gillings Department of Environmental Science serving as the primary judge.
Events and Programs

Overview of Initiated Events and Programs

The OIPEP designs, implements, and evaluates innovative interprofessional education and practice experiences to address curriculum or community needs. To help achieve accreditation standards and developmental goals, the programs initiated by the OIPEP map to the IPEC Core Competencies and have an extensive assessment plan.

IPEC Core Competency mapping key:

Values and Ethics = VE Roles and Responsibilities = RR Communication = C Teams and Teamwork = TT

BOOK CLUB: LET’S GROW TOGETHER (FALL)
For an interprofessional book club discussion on growth mindset, students read PEAK: Secrets from the New Science of Expertise by Anders Ericsson and Robert Pool and meet in small groups.

Medicine, Nursing, Pharmacy, Public Health

MEET YOUR NEIGHBORS (FALL)
Students explore career motivations, the roles of other professionals on a team, and how similarities and differences might enhance or hinder patient and population outcomes.

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

CAN YOU HEAR ME NOW? (FALL)
Case discussions relating to communication techniques and quality/safety principles promote better communication and principles of conflict management.

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

PARTNERSHIP FOR POPULATION HEALTH (P4P) (SUMMER, FALL, SPRING)
Online modules, unfolding cases, and avatar engagement teach interprofessional teamwork, value-based care, identification and stratification of populations at risk, health disparities, care coordination, patient engagement, and data analytics.

Dentistry, Education, Health Sciences, Medicine, Nursing, Pharmacy, Public Health
INTERPROFESSIONAL GERIATRIC EXPERIENCE (SPRING)
An interactive experience where students learn geriatric principles and explore complex case studies using critical thinking skills as a team to build comprehensive care plans with patient centered goals.
Dentistry, Health Sciences, Medicine, Nursing, Pharmacy, Public Health, Social Work

INTERPROFESSIONAL TELEHEALTH (SPRING)
Modules and interprofessional standardized patient experiences teach students the skills and techniques required to deliver high quality care through telemedicine.
Dentistry, Health Sciences, Medicine, Nursing

TEAMWORK BUILDS INDEPENDENCE (TBI) (SPRING)
An interactive experience involving case-based learning videos and VR that demonstrates the longitudinal and collaborative nature of care required for an individual with a traumatic brain injury.
Athletic Training, Dentistry, Education, Exercise & Sports Science, Health Sciences, Medicine, Nursing

4,295 students in our partner schools engaged in initiated events and programs!

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<td>Can You Hear Me Now?</td>
<td>Teamwork Builds Independence</td>
<td>Meet Your Neighbors</td>
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Spotlight: Initiated Events and Programs

BOOK CLUB: LET’S GROW TOGETHER
Over the summer, 396 students read Peak: Secrets from the New Science of Expertise by Anders Ericsson and Robert Pool. During this program, students engaged in interprofessional book-club-style discussions centered around concepts from the reading such as growth mindset, resilience, and motivation. This program maps to Level 1 “Cooperation” (Me to We) in our Developmental Model and enables learners who are in the early stages of their professional program to identify shared values, form relationships, and understand professional roles.

CAN YOU HEAR ME NOW?
784 students joined together to learn about confronting conflict and fostering psychological safety in teams. Students who participated in this program developed skills to address conflict and brainstormed strategies that allow every person to feel like a valued member of the team. This case-based activity maps to Level 2 “Coordination” (We in Teams) in our Developmental Model and empowers learners to become stronger allies for their patients and team members by developing practical skills that will help them recognize and address microaggressions and discrimination in real time.

PARTNERSHIP FOR POPULATION HEALTH
This year, 1,375 learners were placed in interprofessional teams and charged with proposing an asset-based population health intervention to address a concerning health trend in a rural North Carolina county. As teams moved through this activity, they encountered new challenges and variables while engaging with a “choose your own adventure” module on Rise 360. This case-based activity maps to Level 3 “Collaboration” (Teams in Systems) in our Developmental Model and challenges students to utilize knowledge of professional roles, skills related to team-based care/communication, and shared attitudes/values to transform the health system.
Overview of Facilitated Events and Programs

These programs were designed and created by our student, faculty, and community partners. The OIPEP offers design and logistical support to scale up these interprofessional opportunities.

INTERPROFESSIONAL SPEAKER PANEL
March 9, 2023
This event gave students insight into real-world interprofessional collaboration by providing them with the opportunity to ask questions about collaboration to an interprofessional panel.

UNC LGBTQ HEALTHCARE SYMPOSIUM
March 22, 2023
This symposium focused on empowering and building up the community of Sexual and Gender Minority (SGM) healthcare professionals.

INTRO TO SYSTEMS MAPPING WORKSHOP
March 27, 2023
During this hands-on workshop, participants learned about the basics of systems mapping and how it can be used as a basic tool when one is approaching a complex health problem.

IPE TRIVIA & GIZMOS SOCIAL NETWORKING EVENT
March 31, 2023
Participants came together in interprofessional teams at an ’80s-themed interprofessional trivia and networking event to test their health knowledge and network with each other.

PROJECT RESTART: USING INTERDISCIPLINARY TEAMS TO ADDRESS DOMESTIC VIOLENCE
April 4, 2023
Participants at this event learned more about Project RESTART (Restorative, Effective Solutions Toward Accountability, Responsibility and Treatment), an interdisciplinary research initiative that aims to develop a survivor-centered Domestic Violence Intervention Program (DVIP).

BELOW THE BELT SCREENING AND EXPERT PANEL DISCUSSION
April 27, 2023
This event featured a screening of the film Below the Belt followed by an interprofessional panel discussion with endometriosis experts, including an open Q&A for the audience to engage with the panel and discuss urgent issues presented in the film.

HEALTH PROFESSIONS ORIENTATION AND “COLLABORATION IS A WORK OF ART!”
August 17, 2023
At this event, incoming health professions students were welcomed to UNC, learned about various offices on campus, and had the opportunity to meet new friends at the Ackland Art Museum while discussing interprofessional concepts and perspectives.

CAREER NETWORKS VERTICAL PANEL – PROVIDERS & HEALTHCARE DELIVERY
September 12, 2023
Susanne Killian, Associate Director of Student Engagement at the UNC Center for the Business of Health, moderated this interactive discussion on panelists’ education, careers, things learned working in the industry, and more.

UNC HEALTHCARE BOOTCAMP
September 22, 2023
Students learned about US Healthcare Policy and Structure, discovered the latest trends in the US Healthcare Industry, and explored interdisciplinary healthcare resources available at UNC. Students engaged in a dynamic panel discussion on pivoting to the business side of healthcare and networked with industry professionals.

IPE FALL FEST
October 27, 2023
Students from across the health professions attended the IPE Fall Fest social and made new interprofessional connections. This event included free food, music, games, and an interprofessional pumpkin painting contest.
MENTAL HEALTH IN HEALTHCARE PROVIDERS
October 30, 2023
This event featured a viewing of Brian Goldman’s 2011 Ted Talk “Doctors make mistakes. Can we talk about that?” as well as a group discussion on shared mental stress and the importance of mental health across health professions.

INTERPROFESSIONAL NEURO CASE-BASED EVENT
November 1, 2023
Students worked through a case using knowledge from their respective fields to develop a care plan, learning how to interact with other professions when approaching similar cases in the future.

ADVOCACY AND ACTION IN AUTISM: AN INTERPROFESSIONAL PANEL
November 6, 2023
Interprofessional panelists spoke about their work or experiences with autism. Discussions surrounded careers within the field, effective collaboration, and ways to support a neurodiverse society.

MD/MBA FALL SOCIAL
November 8, 2023
The Schools of Medicine and Business co-hosted an interprofessional networking event at He’s Not Here.

FIRESIDE CHAT: “WINDING CAREER PATHS: MAKING IMPACT AT EVERY TURN”
November 14, 2023
Katherine Engstrom, former Vice President of Grifols Plasma Atlantic, spoke to attendees about how to pivot in your career, expand your professional network, craft and communicate your unique healthcare story, and better understand taking calculated risks.

PALLIATIVE CARE EDUCATION + DISCUSSION
November 20, 2023
This event featured a screening of a short educational documentary about end of life/palliative care from the perspective of care staff, followed by an interprofessional activity for participants to engage and collaborate.

GERIATRIC CARE LUNCH & LEARN
December 4, 2023
This event involved an interprofessional discussion, featuring esteemed speaker Dr. Lindsay Wilson, on how best to provide care for geriatric patients.

ALZHEIMER’S GERIATRIC HEALTHCARE CASE STUDY
January 22, 2024
Participants reviewed didactic content relating to care for patients with dementia, then worked through an unfolding case scenario in interprofessional pairs to make clinical decisions, discuss guiding questions, and create a treatment plan.

FIRESIDE CHAT WITH MINNI MARWAHA: INNOVATING WITH IMPACT
January 23, 2024
The UNC Center for the Business of Health hosted a Fireside Chat with Minni Marwaha, the Founder of Deebo, an at-home medical tool for parents, and a proud UNC Alumnus who holds both undergraduate and graduate degrees from the UNC (BSPh, MHA, MBA). Students passionate about startups, medical devices, and the business of healthcare gained invaluable insights from Marwaha at this event.

RURAL INTERPROFESSIONAL HEALTH INITIATIVE (RIPHI) SEMINAR
January 30, 2024
Adam Zolotor, MD, DrPH, provided information on the Healthy People 2030 initiative and the importance of collaborative care management, and spoke about his work with North Carolina Area Health Education Centers.

HEALTHY HEARTS AND "HEEL"ING WITH KIDZU CHILDREN’S MUSEUM
February 17, 2024
This collaborative event with Kidzu Children’s Museum featured a Teddy Bear Clinic, nutritional lessons, and other interprofessional health activities to teach children about mental and physical health.
WIKIPEDIA EDIT-A-THON  
February 20, 2024  
Attendees learned how to edit Wikipedia pages, explore health information resources, and summarize content in plain language for the public.

CASE-BASED NETWORKING EVENT  
February 27, 2024  
Participants in this collaborative session delved into a complex pediatric care case involving a child with a cleft palate. After the session, which brought together diverse professionals to share expertise and develop innovative interprofessional case strategies, participants partook in networking opportunities.

INTERPROFESSIONAL FOOD DRIVE  
February 26 - March 1, 2024  
Health professional and graduate school programs joined together in friendly competition to donate canned goods and non-perishable food to Carolina Cupboard.

CAROLINA COMMUNITY ACADEMY FIELD TRIP  
March 18, 2024  
Interprofessional groups of students hosted elementary children from Carolina Community Academy (CCA) during their field trip to teach them how professions work together within the health system.

UNLOCKING VALUE: LEVERAGING SKILLS AND PASSION IN PRIVATE EQUITY FOR A REWARDING CAREER IN HEALTHCARE TRANSFORMATION  
March 26, 2024  
Ajay Gupta, CEO of Physical Rehabilitation Network, demystified AI to equip professionals with a basic understanding of AI and its applications within the healthcare industry.

VIRTUAL REALITY (VR) SIMULATION FOR HEALTH PROFESSIONS EDUCATION  
March - April, 2024  
Participants at these events collaborated to evaluate VR simulation for health professions education, and learned how to utilize VR clinical simulation scenarios in a VR headset and/or on a computer. Participants engaged in three in-person group sessions during March and April involving clinical simulation scenarios completed both individually and in interprofessional teams.

PUBLIC HEALTH WEEK NETWORKING WITH THE SCHOOLS OF MEDICINE AND PUBLIC HEALTH  
April 2, 2024  
This event spotlighted opportunities for collaboration between medicine and public health. Students were placed into interprofessional groups to solve complex case scenarios and network.

POST-GRAD LIFE INTERPROFESSIONAL PANEL  
April 4, 2024  
A panel of interprofessional residents spoke about their transition to post-grad life, touching on subjects such as work-life balance, interprofessional collaboration in residency, community with other residents, and general advice for professional development.

NATURAL DISASTER RESILIENCE SIMULATION  
April 8, 2024  
Interprofessional teams of students overcame challenges and obstacles by utilizing their community's resources during a natural disaster simulation, then engaged in a discussion to reflect on the real-world implications of natural disasters and their impacts on health.

INNOVATE TO ELEVATE: MASTERING THE ART OF SELLING YOUR HEALTHCARE IDEAS MINI-SPRINT  
April 12, 2024  
Students enhanced their communication skills and refined strategies for pitching ideas in healthcare, elevating their research topic, program ideas, clinical innovations, or personal skill sets.

DESIGN-A-THON PRACTICAL GUIDE LAUNCH & SOCIAL INNOVATION IN HEALTH DISCUSSION  
April 23, 2024  
This event described the design-a-thon process, provided a practical guide, presented case studies, and facilitated an activity for interprofessional participants to apply what they learned.
Spotlight: Facilitated Events and Programs

**IPE TRIVIA & GIZMOS SOCIAL NETWORKING EVENT**
This ’80s-themed interprofessional trivia and networking event, led by the OIPEP Student Executive Committee, captured the authentic and relational culture of student-led IPEP at UNC. This event incorporated friendly competition through trivia questions that were deliberately designed to leverage a variety of professions’ skill sets and knowledge, showing that professionally well-rounded, communicative teams are more likely to succeed.

**IPE FALL FEST**
Each year in October, the OIPEP Student Executive Committee and Local IPEP Student groups team up to host an Interprofessional Fall Fest that facilitates relationship-building among the first-year students who have completed the “Meet Your Neighbors” IPEP activity. This year’s festival featured a performance by *The MedUNCedoes*, an interprofessional acapella group consisting of professional students from our partner programs. In addition, representatives from local groups set up booths to bust myths about their professions and interprofessional teams of students honed their communication skills during our annual pumpkin painting contest! Other activities included an Extended Reality (XR) demo from Oxford Medical Simulation and Artemis Immersive, a raffle, and a scavenger hunt.
WIKIPEDIA EDIT-A-THON

In February, the Health Sciences Library (HSL) hosted a Wikipedia Edit-a-thon focused on mental health. Professional 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. We appreciate all the faculty and staff who planned and executed this event, including Rebecca Carlson, IPEP Director for the HSL.

HEALTH PROFESSIONS ORIENTATION AND “COLLABORATION IS A WORK OF ART!”

In August, we welcomed over 400 incoming health professions students to UNC at our inaugural Health Professions Orientation in the Genome Sciences Building. After a keynote speech from UNC Dean of Students Desirée Rieckenberg and presentations from various campus offices, students had the opportunity to meet new friends at the Ackland Art Museum for “Collaboration is a Work of ART!” Exploring healthcare through art allowed attendees to cultivate their capacity to ask questions and to see and think differently, setting a foundation for them to develop into engaged and open-minded advocates for their patients and team members.
Promoted Events and Programs

To help our partners reach a diverse professional population, we disseminate information about key health programs and events across our expansive network to boost interprofessional participation.

INTERPROFESSIONAL HEALTH FAIR
April 11, 2023
Students from dentistry and dental hygiene, nutrition, audiology, and speech-language pathology partnered with El Centro Hispano to participate in an interprofessional health fair and conduct screenings at the Consulate of Mexico in Raleigh.

DIFFICULT CONVERSATIONS: DISCUSSION AND SIMULATION
April 23, 2023
Nursing, pharmacy, and social work students collaborated to learn about difficult conversations with patients and families that often arise in an acute care setting. This interprofessional activity included live discussion and two simulations: one family meeting with transition to comfort care, and one patient meeting to discuss prognosis and readiness for recovery from substance use disorder.

UNC-PRIMECARE4YOUTH - “RESILIENCE-BASED COUNSELING WITH MARGINALIZED YOUTH”
October 6, 2023
This workshop introduced a resilience-based approach to counseling and psychotherapy with children/adolescents who experience marginalization, as well as research-based strategies for assessment and engagement based on client/student strengths and resources in school or community-based behavioral health.

ONE HEALTH DAY CELEBRATION
November 1, 2023
This celebration featured a showing of a 30-minute One Health short film and a trivia challenge covering interprofessional One Health questions.

WOMXN IN HEALTHCARE LEADERSHIP’S 10TH ANNUAL SYMPOSIUM
January 26, 2024
Healthcare leaders discussed adversities and successes they had experienced throughout their careers, allowing womxn and allies to come together to promote diversity in healthcare leadership through connections between students and current healthcare professionals.

UNCW’S 2ND ANNUAL CHHS SPRING INTERPROFESSIONAL COLLABORATION SIMULATIONS
February 20, 2024
This event took participants “Around the World in 80 Minutes” as they traveled via telepresence robot with an interprofessional group through four 20-minute healthcare simulations. Students traveled to different simulated countries while learning about social determinants of health, health literacy, healthcare communication, and emergency response skills.

STRESS FIRST AID FOR HEALTHCARE WORKERS - A PEER SUPPORT TOOL
February 29, 2024
Stress First Aid (SFA) trains peers to recognize and communicate about suspected psychological injuries with the goals of preserving lives, preventing further harm, and promoting recovery.

AMWHO INTERNATIONAL CONFERENCE
April 5-7, 2024
At the conference, students assumed the roles of WHO ambassadors, non-governmental organization members, media correspondents, or industry representatives and debated, wrote, and ultimately voted on a resolution that aimed to address the global public health challenge and theme of this year’s conference.
Committees and Leadership

Student champions in each of our partnering schools/departments strive to foster an authentic culture of IPEP at UNC by collaborating interprofessionally to plan and implement educational or networking events. The opportunities created by these groups are for learners, for learners.

STUDENT EXECUTIVE COMMITTEE

The Student Executive Committee (SEC) is composed of representatives from each partnering school/department and is housed in the OIPEP. Sarah Liebkemann is the group’s faculty advisor. The SEC strategically plans events and programs that cast a “wide net” professionally, centering around topics and issues that integrate perspectives and voices from all eleven of our partner programs. This model allows a large number of students from diverse professional backgrounds to join together and explore systems-level issues. SEC representatives serve as student liaisons between the OIPEP and their local IPEP student groups.

* = SEC Co-chair

Catherine Bingham (Dentistry)  
Avery Spangler (Dentistry)  
Anushka Deshmukh (Biomedical Engineering)  
Rachel Davis (Business)  
Pallavi Yarlagadda (Business)  
Jiwoo Kim (Medicine) *  
Annie Wang (Medicine)  
Sophia Hurr (Medicine)  
Theodora Christopher (Medicine)  
Christine Salcedo (Nursing)  
Caroline Laws (Nursing)  
Grace Russell (Nursing) *  
Graceson Clements (Education)  
Chloe Breedlove (Education)  
Ashkan Habib (Public Health)  
Lexi Robinson (Public Health)  
Christie Kim (Public Health)  
Kaitlin Yonge (Pharmacy)  
Juliet Nowak (Pharmacy)  
Anita Frohlich (Social Work)  
Katalia Alexander (Social Work)  
Morgan Church (Social Work)  
Camryn Sprouse (Health Sciences, DPT)  
Casey Martin (Health Sciences, Audiology)

LOCAL IPEP STUDENT GROUPS

Each of the OIPEP’s partner schools/departments houses a local IPEP student group that is specific to their field, and serves as a home base for students who have a mutual interest in interprofessional collaboration and breaking down silos. The organizational structure of each group varies to suit the needs and characteristics of each professional program. The IPEP Director of each school serves as their local group’s faculty advisor. The local groups plan events that explore the niche areas of overlap between their profession and one or two other professions. This model allows for rich discussion and deep brainstorming.
Voices of Student Leaders

“I appreciate all of the opportunities IPEP provides to communicate and collaborate in an interprofessional manner. Volunteering on the Newsletter Committee, for example, has allowed me to speak with a variety of students and faculty from different professions and colleges. In turn, I also enjoy speaking to people about what health informatics is and the work I do. I love the feeling that everyone I speak to in IPEP understands and values the importance of interprofessionalism, and that, in turn, encourages me to seek out more interprofessional experiences.”

Elizabeth Kwong, Health Informatics (CHIP)
OIPEP Student Newsletter Committee

“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.”

Catherine Bingham, Dentistry
Student Executive Committee, ASOD IPEP Student Interest Group

“I became involved with interprofessional education and practice during my first semester at UNC as a Doctorate of Physical Therapy student. IPE has been an interest of mine since day one of starting my program. Dr. Judy Schmidt held an information session during Health Science student orientation week which I attended and how I became involved. Later, I was asked to represent the Department of Health Sciences as a student representative in the IPEP Student Executive Committee... IPEP has given me the opportunity to connect and create meaningful relationships with students in other professions, helped me understand my place/role in patient care, and guided me to think outside my profession to see the patient more holistically.”

Camryn Sprouse, Physical Therapy
Student Executive Committee, DHS IPEP Student Group

“One of the most memorable IPEP events for me is the IPEP trivia event that occurred in the spring. It was fun socializing with several other health science students and learning about their experiences during their time at UNC. The trivia was a fun blend of knowledge we learned in the classroom with random facts that anyone could contribute, and it was an exciting environment. I learned a lot about what the other programs focus on during their education, as well as the different curricular structures different health profession programs use. It made me appreciate the immense variety of professional schools we have connections with at UNC.”

Christian Cook, Medicine
SOM IPEP Academic Committee
IPEP Distinguished Scholars Program

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

PROGRAM COMPONENTS

1. Longitudinal Commitment
   - Demonstrate commitment to IPEP for at least two semesters

2. Committee Membership
   - Serve in a committee or group that promotes a culture of IPEP

3. Event Attendance
   - Attend at least three extracurricular IPEP events

4. Immersion Experience
   - Participate in an extracurricular IPEP project, research, service-learning, or program

5. Reflection
   - Submit a written reflection upon completion of components

PROSPECTIVE SCHOLARS BY SCHOOL

- Adams School of Dentistry (58)
- Department of Health Sciences (62)
- Department of Biomedical Engineering (31)
- Eshelman School of Pharmacy (147)
- Gillings School of Global Public Health (120)
- Kenan-Flagler Business School (20)
- School of Education (37)
- School of Medicine (89)
- School of Nursing (122)
- School of Social Work (27)
Reflections from IPEP Distinguished Scholars

“The experience has been transformative and has helped shape my understanding of how individuals may collaborate within the healthcare space. As I participated in a variety of IPEP programs and initiatives, I gained experience and skills that enhanced my development as a student and helped me prepare for the professional world. Specifically, I feel that I gained a new appreciation for the complexity of perspectives contained within the healthcare space, a sense of the challenges that come with collaboration, and thoughts on how to further engage the upcoming cohorts of students.”

Rachel Davis
Kenan-Flagler Business School & Gillings School of Global Public Health

“Becoming involved in IPE through the IPEP DS Program has been the most beneficial co-curricular involvement for my professional development over the last three years. I believe the future of interprofessional education is incredibly promising. My experience in IPEP DS has created a great foundation of collaborative skills, testing each measure by providing opportunities to practice.”

Paul Chan
Eshelman School of Pharmacy

“The Interprofessional Education and Practice framework of maximizing impact through a diverse and caring workforce collaborating for a healthier population was what I was looking for and I will always be thankful for the powerful lessons this program has taught me. The 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 the past four years, I know where I belong, I know I have a purpose through service, and I know that I am capable of making an impact, largely because of the IPEP Distinguished Scholars program.”

Chloe Breedlove
School of Education

“IPE at UNC has been one of the most invaluable and beneficial experiences I have had as a student. Every aspect of IPE, from the IPE Faculty Development Event in which my team participated in a panel, to my immersion experience with a student from the school of business has fostered in me a true desire for continued interprofessional education and collaboration throughout my life.”

Luke Shehee
Department of Biomedical Engineering
Rural Interprofessional Longitudinal Scholars Program

The Rural Interprofessional Longitudinal Scholars Program (RIPLS) unites professional students seeking to address challenges and barriers to quality healthcare for rural populations. Healthcare professionals gain experience working on an interprofessional team that encourages learning from, with, and about each other in dynamic settings. Students are selected from the Schools of Dentistry, Medicine, Nursing, Public Health, Pharmacy, and Social Work and the Department of Health Sciences to develop a deeper perspective on the challenges of providing healthcare in rural areas. 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.

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

In the Summer of 2023, RIPLS scholars participated in two immersion trips. For the first trip, scholars visited three locations of Black River Health Services, a community-owned clinic that offers accessible and reasonably-priced healthcare to residents of Pender County and the surrounding areas. Jackie Calderon, who works for the South East Health Education Center, gave scholars a tour of the primary healthcare locations: Black River Family Practice, Black River Health Center, and the Maple Hill Pharmacy and Medical Center. Scholars were able to learn more about the services provided, such as healthcare screening, acute care, and more. In addition, the scholars had the opportunity to go to the Blueberry Festival, a celebration highlighting the economic and cultural importance of blueberries in the southeastern region of Burgaw, North Carolina.

During the second immersion trip, RIPLS had the unique opportunity to tour UNC Health’s Chatham Hospital in Siler City, North Carolina. Thanks to Rachel Brewer, RN, students were given a behind-the-scenes tour of the hospital. Scholars had the opportunity to interact with the primary doctors and learn more about their backgrounds and motivations for working in rural communities. After scholars traveled back to Chapel Hill, they toured UNC’s very own hospital, where they saw the children’s and cancer units. In addition, a few scholars gave the group tours of their respective program buildings, such as the Adams School of Dentistry and the School of Medicine (Occupational Therapy). To highlight UNC’s men’s basketball program, scholars visited the Carolina Basketball Museum. To end the trip, scholars reflected on the similarities and differences between Pender County and Chatham County.
Interview with Alana Zicari
Master of Science in Occupational Therapy (MSOT)
Rural Interprofessional Longitudinal Scholar
Class of 2024

TELL US ABOUT YOUR EXPERIENCE WITH THE RIPLS IMMERSION TRIPS.
I went on two immersion trips over the summer. The first was a trip with all RIPLS scholars where we spent time getting to know each other, touring the community health centers and getting to know the community we were planning to collaborate with. I learned a lot about how to conduct a community needs assessment, and my peers were integral in broadening my perspective and bringing up questions I hadn’t considered. On the second trip, it was a small group (three of us) who drove down to talk to the locals. We stopped at coffee shops, medical centers, and a local farm. The owners of the farm were kind enough to invite us back to set up a table out front [and] ask community members for their insights, experiences, and challenges with the available healthcare resources. It is so important to incorporate the input of the community experts—its residents—in this needs assessment. It was exciting to know that these collective insights would inform the future direction of community health centers and funding for various services with the potential to improve the overall health and wellbeing of the community.

The most fulfilling moment was when I was having a discussion with an administrative employee at the local community health center. We ended up talking for over 30 minutes about the various strengths, barriers, and areas of need [within] the community. At one point, I inquired about services for children and adults with disabilities, as I hadn’t heard of any services, particularly regarding transition services. She explained that generally speaking, the minimum required by law was what was provided in the school system, but there is a huge gap beyond that. She then thanked me, saying “Your passion is so clear, and it gives me hope that someone is asking these questions and looking out for these people who are consistently swept under the rug,” or something along those lines. This really stuck with me, as no one else in my group had asked about this population or even anticipated it as a major need in the community. I felt hopeful that I could serve as an advocate and raise these questions in my future as I continue to educate myself on these policies.

HOW WILL YOUR EXPERIENCE WITH RIPLS HELP YOU IN YOUR FUTURE CAREER?
I think the most important skill I’ve developed through RIPLS is interprofessional collaboration and communication, as well as my general understanding of other health professions. I’ve certainly begun to value interprofessional collaboration, [which is instrumental in any healthcare setting], in a new way. I think it also helped me become more confident in myself and my knowledge.

WHAT WAS YOUR FAVORITE MEMORY IN RIPLS?
On our first immersion trip, we went to the Blueberry Festival in Burgaw and got to really see the community all coming together, supporting each other and enjoying the blueberries! There was a massive blow-up blueberry and ample community spirit, as this was the heart of Burgaw. It was so lovely to see; plus, I had an incredible blueberry lemonade!
Faculty IPEP Activities

Committees

HEALTH PROFESSIONS COLLABORATIVE

The Health Professions Collaborative, born from the COVID-19 pandemic, consists of a group of dedicated faculty and staff members across the health professions schools that come together to solve universal problems in healthcare education. They currently work to ensure that health and wellness protocols are uniform across schools and to plan and implement the annual Health Professions Orientation. They are beginning to embark on unifying our compliance systems across schools.

IPEP XR COLLABORATIVE

The IPEP XR Collaborative is an interprofessional committee at UNC with the mission of helping to break down silos, align efforts, and build collaborations in the trialing/purchasing/creation/use of XR (Extended Reality) as a simulation and training modality in education, research, and practice at UNC. In March 2023, Sofia Aliaga, MD, MPH, FAAP, SOM Professor, SET Center Director and SOM IPEP Director, and Elizabeth Stone, PhD, RN, CHSE, FAEN, SON Associate Professor and 2023/2024 Anne Belcher Interprofessional Scholar, received a $50K CFE Team-Based Instructional Innovation Grant to support the initial work of the IPEP XR Collaborative. The IPEP XR Collaborative is co-chaired by Dr. Stone, Dr. Aliaga, and Shawna Buchanan, BSN, RN, CCRN, a Nursing Communications Specialist II and Adjunct Instructor in the School of Nursing and the School of Medicine. “The three of us combined represent XR interests related to education, research, and practice- truly reflecting the OIPEP’s mantra of ‘Better Together,’” Stone said.

In Fall 2023, the IPEP XR Collaborative partnered with Carolina AR/VR (CARVR), UNC’s student XR organization composed primarily of Computer Science students interested in XR development. The two groups have since identified a need for structure to support student/faculty/staff partnerships in XR. CARVR now has ten minutes on every IPEP XR Collaborative agenda, and the groups are working with the OIPEP to identify a way to create an online resource to help facilitate student/faculty collaborations and XR equipment sharing.

The IPEP XR Collaborative has been busy in 2024 trialing several VR “off the shelf” (pre-created scenario) simulation products with Nursing students, and feedback so far has been very positive. “The School of Nursing is full of early adopters of [educational technology], and our faculty and students have been more than willing to trial VR simulation, especially now, while the School of Nursing is in a temporary space and our simulation resources are more limited than ever,” Stone said. In March and April of 2024, these VR simulations were extended into an Immersive IPEP Scholars Activity that engaged IPEP Scholars across health sciences and beyond in the use and evaluation of VR for IPE simulations.
Events and Development

BETTER TOGETHER: FROM THEORY TO PRACTICE
In November, the OIPEP hosted a faculty development program and cocktail hour at Kenan Stadium to celebrate five culture-changing years of IPE at UNC. Participants expanded their professional networks, learned about IPEP, created a shared language, and prepared for new initiatives relating to interprofessional innovation and collaboration.

BLENDING OF THE BLUES
The UNC-CH OIPEP and Duke AHEAD hosted a faculty and preceptor development session where participants learned from Whitney Austin, a mass shooting survivor who has become an advocate for non-partisan policy, research, and education. The event involved breakout sessions followed by a limited opportunity to complete the national training program Stop the Bleed.

INNOVATE CAROLINA DHIT HAPPY HOUR
Digital health innovator and School of Medicine Instructional Media Producer Christi Fenison spoke about her passion for developing empathy-building experiences for providers using XR tools to members of the IPEP TBI Experience Team. This spotlight conversation and networking event was located in the brand new, state-of-the-art coworking space at Innovate Carolina Junction overlooking Franklin Street.

RELATIONAL LEADERSHIP @ CAROLINA
Embedded within UNC’s OIPEP, Relational Leadership at Carolina (RL@C) is an interprofessional, cross-generational learning community focused on building skills to support “an inclusive mindset and community” that thrives at UNC. Participants are introduced to the skills of Relational Leadership through the Relational Leadership Institute (RLI), a multi-day program focused on Psychological Safety, Narrative Leadership, Identity, Impact, Power, One-to-Ones, Collaborative Decision-Making, Giving Feedback, Conflict Transformation, and Advocating to Accelerate Change.

Alumni of RLI make up the RL@C community of engaged partners and can join the Leadership Pathway to become trainers and facilitators in future RLI cohorts, participate in RL@C booster programs, and engage the RL@C core team to share RL content with their departments and units. To learn more about this energizing and transformational program, email relational_leadership@unc.edu.
“Relational Leadership is the glue that holds interprofessional teams together. All our Relational Leadership Institute cohorts are interprofessional by design. We work to recruit participants from all the IPEP-affiliated programs and then we form small, interprofessional working groups within the cohort. These small groups are where the magic happens...people from different areas of practice who don’t normally work together get to practice Relational Leadership skills like storytelling, inviting one-to-one conversations, teaming, giving and receiving feedback, and communicating through conflict in a low-risk, psychologically safe setting.”

Josh Hinson, MSW, LCSW  
Director, Relational Leadership @ Carolina

RELATIONAL LEADERSHIP CONVENING

Seven participants from UNC and UNC Healthcare attended the Relational Leadership Convening, an event hosted by Intend Health Strategies, in Atlanta, GA from October 11 to October 13. Associate Provost for Interprofessional Health Professions Meg Zomorodi served on the Opening Day Keynote panel and spoke about the impact that Relational Leadership principles had during the pandemic. Faculty, staff, and fellows from the UNC community led multiple “learning exchanges” and all participants left with new tools and techniques to cultivate leadership. Sofia Aliaga, IPEP Director for the School of Medicine (SOM), and Victoria Boggiano, Assistant Professor for UNC SOM Family Medicine, presented on Bringing Relational Leadership to Trainees in Academic Medical Centers and 5D 2.0: Speaking Energy Language for Individuals and Teams. Josh Hinson, Director of Relational Leadership at Carolina, presented on Integrating Relational Leadership into Medical Student Education and Instruction. Macrina Liguori, Neonatal-Perinatal Medicine Fellow at UNC, presented Tuckman’s in the NICU: Pilot Study of Caregiver Perceived Teaming.
Interprofessional Collaborative Practice

Message from the Executive Director for Interprofessional Collaborative Practice

It is with great enthusiasm that I join the Office of IPEP (OIPEP) as the inaugural Executive Director for Interprofessional Collaborative Practice. The OIPEP was established in 2018 by the Provost in order to build the capacity and capability for interprofessional education and practice. The OIPEP oversees the creation, implementation, and dissemination of interprofessional education and practice experiences designed to enhance collaborative learning across participating schools. The OIPEP has been successful in establishing a core set of interprofessional curricular offerings and assessing necessary IPEC competencies in residential learning environments. As the OIPEP progresses its curricular focus from interprofessional knowledge and skill acquisition in the classroom to more complex and rapidly evolving clinical settings, it creates an incredible opportunity to align the many existing interprofessional practice opportunities at UNC-CH with infrastructure to build new clinical experiences that will position the University as a leader in this space.

Long-term Interprofessional Collaborative Practice goals for the OIPEP include: (1) advancing interprofessional practice and experiential learning throughout North Carolina, and (2) building interprofessional experiential learning infrastructure across health professional Schools at UNC-CH. We plan to do this by working in collaboration with UNC health professions Schools and external interdisciplinary partners to build more intentional interprofessional experiential and service-learning opportunities for students. To address these long-term goals, in Year 1, we plan to identify our:

→ **PARTNERS:**
  * Finalize an assessment tool to define interprofessional practices of distinction across North Carolina in collaboration with NC AHEC.

→ **TEAM:**
  * Study best practices in the field at peer institutions for University-level support structures to facilitate interprofessional experiential learning.

→ **PLAN:**
  * Assess and prioritize existing and new interprofessional collaborative practice opportunities across UNC-CH.

→ **EXPERIENTIAL LEARNING INFRASTRUCTURE:**
  * Negotiate an interprofessional clinical affiliation agreement across one major health system partner.
  * Identify University-level infrastructure needs to streamline onboarding and compliance procedures across one major health system partner.

We anticipate this work in Year 1 will help us to prioritize external partnerships and interprofessional experiential learning programs that we can pursue and to form the basis for our strategic plan and assessment outcomes in the future. I am so incredibly excited to get started on this work in collaboration with our health professional schools on campus!

Sincerely,

**Nicki Pinelli Reitter, PharmD, MS, FCCP, CDCES**
Executive Director for Interprofessional Collaborative Practice
Workforce

North Carolina Area Health Education Centers (NC AHEC)

The OIPEP is fortunate to have a strong partnership with the NC AHEC program for advancing Interprofessional Collaborative Practice. Together, we are working to build infrastructure and support for faculty and preceptor development to assist them in the preparation of a workforce that is collaborative practice ready.

The ultimate goal would be to use formative feedback from both assessment and evaluation tools to design interprofessional faculty and preceptor development programs to allow practice sites to be recognized as ‘interprofessional practice sites of distinction.’ This is a complex process that requires both culture and system change and infrastructure to support this work is essential to its success. Our team has been working hard to develop a plan for:

**ASSESSMENT ➔ FEEDBACK ➔ SUPPORT ➔ IMPLEMENTATION ➔ EVALUATION**

**ASSESSMENT**

With the support of NC AHEC, faculty from the Schools of Medicine (Aliaga), Nursing (Lewis), and Pharmacy (Sanders) reviewed the literature and revised an assessment tool for site readiness for collaborative practice. The tool (IP-CLEAR) has undergone a rigorous quantitative evaluation with initial feedback from a convenient sample of practice sites which was led by Dr Sanders. During the upcoming year, we plan to move this work forward programmatically by engaging key interprofessional stakeholders across the health professions schools to finalize the tool from interprofessional and experiential learning perspectives. IP-CLEAR will also be used by AHEC for their interprofessional clinic awardees and will be featured in the May issue of the NC Medical Journal.

**FEEDBACK AND SUPPORT**

Simultaneously with the tool development, several IPEP members began intentional work with the UNC-Novant Health Collaboration. Dr. Phil Rodgers served on the faculty development subcommittee and offered his expertise in collaborative practice and preceptor development. In Summer 2023, focus groups were conducted with practitioners and clinical leaders from Novant Health in Wilmington and Charlotte, SEAHEC, and South Piedmont AHEC to assess preceptor needs for interprofessional education. Important educational themes noted were appreciating the importance of knowing the roles and values of other professions, understanding the expectations for learners outside of one’s own profession, how to give feedback to learners from other professions, and how to create a safe environment to do so. The insights collected from these focus groups will inform future preceptor and faculty development programs for these practice locations, as well as others in the state via the AHEC Network. This preceptor development work will ultimately be a resource for sites completing the interprofessional readiness assessment (IP-CLEAR) as well as a “coaching” model for OIPEP to assist practice sites with how to teach using interprofessional approaches.
Evaluation

Developing Collaborative Practice Ready Graduates

In an era of increasing calls for competency-based education, the OIPEP is leveraging a coordinated, systematic approach to assessing student learning and development of interprofessional competencies. The 2023 IPEC Core Competencies is a consensus framework established by several health professions organizations to support interprofessional competency development in health professions education and graduate collaborative practice ready professionals. This framework outlines several competencies areas focused on developing interprofessional collaboration along four domains: Values and Ethics, Roles and Responsibilities, Communication, and Teams and Teamwork.

Figure 1. 2023 IPEC Competency Domains for developing Collaborative Practice Ready Graduates

**Values and Ethics**
Work with team members to maintain a climate of shared values, ethical conduct, and mutual respect.

**Roles and Responsibilities**
Use the knowledge of one's own role and team members’ expertise to address individual and population health outcomes.

**Communication**
Communicate in a responsive, responsible, respectful, and compassionate manner with team members.

**Teams and Teamwork**
Apply values and principles of the science of teamwork to adapt one's own role in a variety of team settings.

Evaluating Student Competency

The OIPEP utilizes the IPEC Core Competencies to evaluate student self-efficacy after participating in didactic interprofessional education activities. This systematic assessment strategy is led by Jackie Zeeman, Assessment Lead in the OIPEP. Dr. Zeeman is an Associate Professor at the UNC Eshelman School of Pharmacy and also serves as the Associate Director in the School’s Office of Organizational Effectiveness, Planning, and Assessment.

Since Fall 2021, the OIPEP has utilized a coordinated assessment strategy evaluating student self-efficacy in performing IPEC Core Competencies. This approach assesses student competency and informs continuous quality improvement efforts in the following initiated IPEP activities: (1) Book Club: Let’s Grow Together, (2) Meet Your Neighbors, (3) Can You Hear Me Now?, (4) Partnership for Population Health, (5) Interprofessional Geriatric Experience, (6) Interprofessional Telehealth, and (7) Teamwork Builds Independence.

Students complete a retrospective pre- and post-evaluation of their self-efficacy on select IPEC Core Competencies emphasized within the activity using a six-point self-efficacy scale. The IPEP curriculum emphasizes all four IPEC Competency domains, developing collaborative practice ready graduates to lead interprofessional care and practice.
Future Directions

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

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

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

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

UNC LEADS THE WAY IN ASSESSING STUDENT COMPETENCY
Dr. Zeeman and Dr. Zomorodi presented the OIPEP longitudinal curriculum and evaluation strategies at the 2023 Nexus Summit. Their seminar presentation, “Better Together: Implementing Longitudinal IPE Curricula and Assessment Strategies Involving Multiple Health Professions Education Programs,” was among the top-reviewed seminars. As a result, Dr. Zeeman and Dr. Zomorodi have been invited to present their seminar as a National Center webinar in June 2024 to highlight the UNC-CH OIPEP’s exemplary work in the field of interprofessional education and practice. This accolade demonstrates how UNC is leading the way in assessing student IPE competency to ensure graduates are collaborative practice ready.
Publications, Presentations, and Research

PUBLICATIONS

*= student collaborator


PRESENTATIONS


Rodgers PT. The more, the merrier! Precepting pharmacy learners in interprofessional practice. APhA Annual Meeting, Phoenix, Arizona, March 2023.


**POSTERS**


**GRANTS**


Zerden, L.D.S. (2023). N.C. Department of Health & Human Services/N.C. Department of Instruction. Project Title: PrimeCare4Youth School Extension ($196,560)


Awards and Scholarship

National Awards

OFFICE OF IPEP RECEIVES UNITED STATES PUBLIC HEALTH SERVICE (USPHS) AND IPEC’S EXCELLENCE IN INTERPROFESSIONAL EDUCATION COLLABORATION AWARD

In June, the Interprofessional Education Collaborative (IPEC) and the Public Health Service Commissioned Officers Foundation for the Advancement of Public Health (PHS COF) hosted a ceremony at the Association of American Medical Colleges (AAMC) Learning Center in Washington, DC to celebrate innovation in interprofessional engagement. At this ceremony, the UNC OIPEP was awarded the 2023 Excellence in Interprofessional Education Collaboration Award for their work with the Rural Interprofessional Health Initiative (RIPHI). This award recognizes interprofessional health education teams that have significantly impacted the community through multidisciplinary collaboration on a program geared toward improving health knowledge, awareness, and behavior. This award is presented to a team of health-professional-school-based collaborators who have innovatively addressed a public health issue while making a lasting impact on the community’s health.

At the ceremony, Meg Zomorodi and Phil Rodgers presented to the IPEC and PHS COF about the ways in which RIPHI utilizes a multi-faceted approach to maximize the Quadruple Aim through interprofessional quality improvement work. Through this process, the OIPEP is able to respond to the increasing rural workforce needs in North Carolina, and develop interprofessional collaboration opportunities by creating a unique experience where healthcare professionals and students work as a team to implement population interventions that improve care.

RIPHI has two goals:

g1 (Exposure) creates opportunities for all health professions students to understand the unique needs of rural populations. This is achieved through the Partnership for Population Health Series, which has engaged over 3,000 students since its implementation in 2020.

g2 (Engagement) creates shared opportunities for collaboration between the current workforce and students through selection in the Rural Interprofessional Longitudinal Scholars Program (RIPLS). Since its creation, over 170 health professions students have been placed in 9 rural communities through RIPHI and have completed a variety of high-impact projects. In 2020, the Carolina COVID-19 Students Services Corps (CSSC) was launched to support communities and practices during the COVID-19 pandemic. The CSSC engaged over 1,800 students who dedicated 34,000 hours support of communities.

“We’re truly humbled by this recognition and honor,” Dr. Zomorodi said. “Our institutions are committed to serving the needs of rural and underserved areas in North Carolina. RIPHI is a true ‘win-win’ for our students, partners and all those we serve.”
Faculty Awards

JEAN ANN DAVISON, DNP, FNP-BC RECEIVES DR. JULIE S. BYERLEY AWARD FOR FACULTY EXCELLENCE IN INTERPROFESSIONAL EDUCATION AND PRACTICE

Congratulations to UNC School of Nursing Associate Professor Jean Davison, DNP, RN, FNP-C, on receiving the Dr. Julie Byerley Award for Faculty Excellence in Interprofessional Education and Practice. In honor of Dr. Julie Byerley’s legacy of fostering interprofessional education and practice at the University of North Carolina at Chapel Hill, this recognition emphasizes Davison’s outstanding contributions to advancing collaborative healthcare.

Established in 2022, the award celebrates educators who have significantly furthered interprofessional education and practice by creating deliberate opportunities for students to engage in collaborative learning, ultimately enhancing healthcare outcomes. Dr. Byerley’s profound influence in health professions education serves as the foundation for this recognition, as her leadership paved the way for the establishment of the Office of Interprofessional Education and Practice. “This award is such an honor to me because interprofessional teamwork not only adds value to the patients and populations we together serve, but also brings joy, innovation, and productivity to our work. Engaging with others on the care team allows for constant learning and improvement, with a spirit that is inspiring,” said Dr. Julie Byerley.

Since joining UNC in 2006, Davison has been instrumental in bridging gaps between various healthcare disciplines, fostering a culture of collaboration. Reflecting on Davison’s remarkable journey, Senior Associate Dean for Global Initiatives, Ashley Leak Bryant, PhD, RN, OCN, FAAN, shares, “I have known Dr. Davison for over a decade as a student and colleague, and her passion for interprofessional education, practice, and service has been unwavering.”

Her commitment to this cause extends beyond the classroom, as evidenced by her leadership in global service-learning healthcare teams and her role as Medical Director of the UNC SON Mobile Health Clinic, which provides essential care to underserved populations. Davison’s impact on interprofessional education and practice extends to grant-funded projects, such as the AHEC Clinical Expansion Grant, which focuses on mental health education and services at CORA, a local food pantry. Through her leadership, the UNC SON Mobile Health Clinic has expanded its reach to rural communities, providing invaluable experiential learning opportunities for students across allied health sciences. Davison has trained over 600 nurses and allied health professionals in interprofessional education and practice. Her innovative approach has garnered national and international recognition, establishing UNC as a model for excellence in collaborative healthcare.

“We are extremely proud of Dr. Davison’s IPEP contributions to the School of Nursing and university-wide; both faculty and students feel she is deserving of the 2024 Dr. Julie S. Byerley Award for Faculty Excellence in Interprofessional Education and Practice,” emphasized Associate Professor, Jennifer T. Alderman, PhD, RN, MSN, CNL, CNE, CHSE, NEA-BC.

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.”

“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 Dr. Meg Zomorodi, Associate Provost for Interprofessional Health Initiatives.
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, visit https://nursing.unc.edu/about-us/news

“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

“At 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

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 Bizarretty
Zoe Elizabeth Davies Henderson

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

**SCHOOL OF EDUCATION**
Chloe Breedlove
Grace Ann Potrorff
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
Kayla Nicole McFarland
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 Dixted
Rebecca Joy Sharda

**SCHOOL OF SOCIAL WORK**
Elizabeth Crenshaw Rosenbaum
Jacob Hoyt
2023-2024 Rural Interprofessional Longitudinal Scholars

**ADAMS SCHOOL OF DENTISTRY**
Pierre Querette
Nguyen Truong

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

**DEPARTMENT OF HEALTH SCIENCES**
McKenna Oakes
Alana Zicari

**UNCW SCHOOL OF HEALTH AND APPLIED HUMAN SCIENCES**
Maggie Radar
Tess Ryan
Benjamin Woodard

**SCHOOL OF SOCIAL WORK**
Maddie Wyatt

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**A Note of Thanks**

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

**ON THE WEB:** ipep.unc.edu

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**BY EMAIL:** unc_ipe@unc.edu

**ON TWITTER AND INSTAGRAM:** @unc_ipe