



2020

OFFICE OF INTERPROFESSIONAL EDUCATION AND PRACTICE

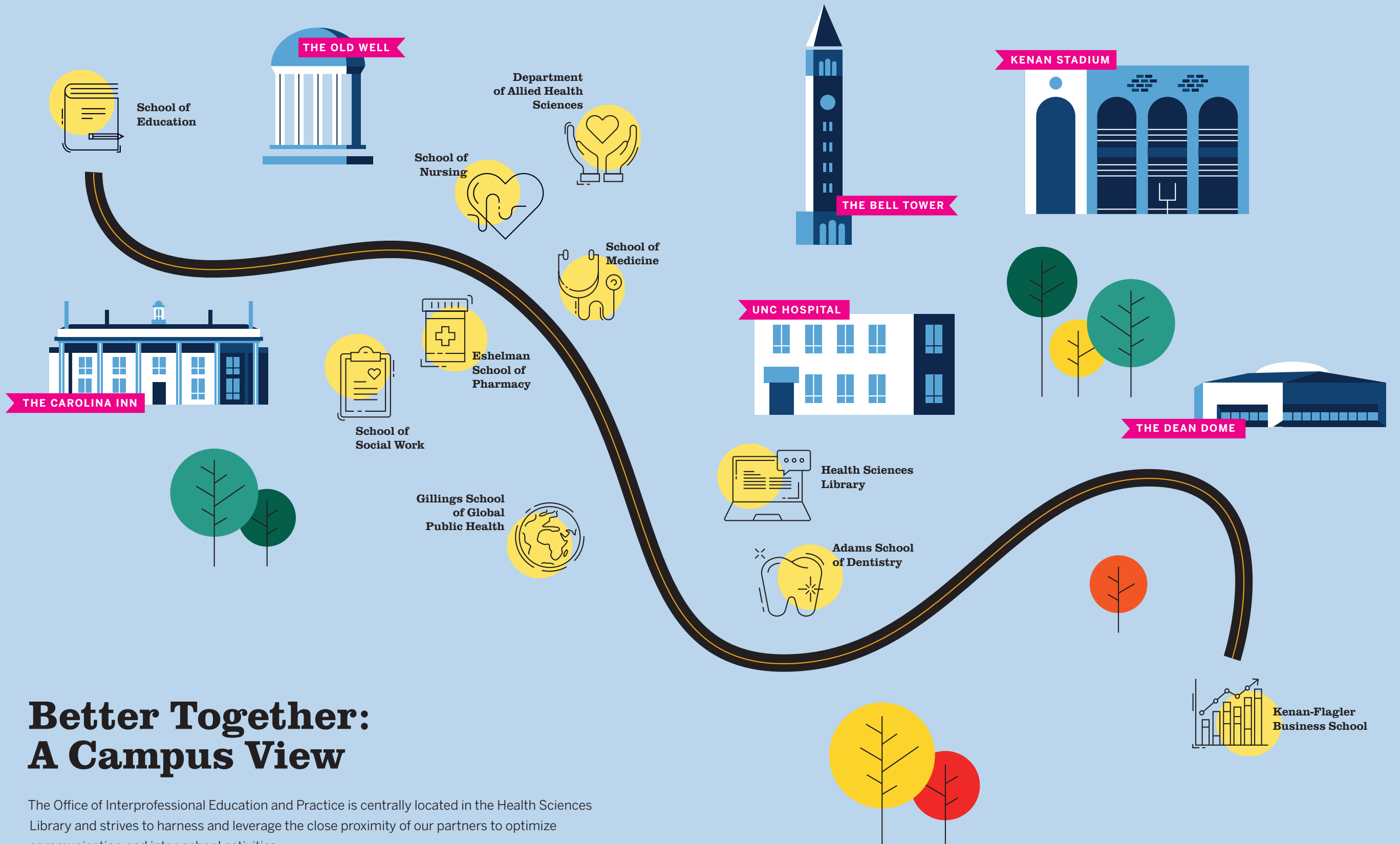
# Annual Report



OFFICE OF THE PROVOST  
Interprofessional  
Education and  
Practice

**BETTER**  
together





## Better Together: A Campus View

The Office of Interprofessional Education and Practice 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 Assistant Provost

After our launch of IPEP in 2018, and the presentation of our inaugural annual report, I reminded our team that we were going to have an intense 2<sup>nd</sup> year. Maintaining the momentum of a new office, while also working to institutionalize new and existing opportunities can be especially challenging. Our team responded in stride and would occasionally remind me of my comment.

In the matter of a few months, we designed and implemented two activities that would become part of our IPEP core developmental model focused on cooperation, coordination, and collaboration. Over 700 students in their foundational courses were able to participate in IPEP activities in the fall semester. We launched a series of online modules to engage over 400 graduate students focused on population health. IPEP shifted this year from activities one could sign up to take, to being embedded for all students. That's a big leap, and I must say it is a special kind of magic when you have a team that will work alongside you so intently. And I am so grateful for them—they have been such a source of motivation and strength for me this year.

And then it was 2020. Whew. When COVID-19 hit, the entire university system turned on a dime. Deans, faculty, staff, and students rolled up their sleeves and simply got to work. No conflict, no territorial statements, no concerns for recognition. It was in this space that collaboration and partnership could truly shine.

Julie Byerley fully embraced the mindset that *all health professions* needed to return to clinical and is a true advocate and friend to advancing the work of IPEP. School of Education faculty and staff went to work immediately, curating resources and podcasts from experts on teaching and learning, mental health, and special education for our state's teachers, students and parents. Our Health Sciences Library colleagues worked tirelessly to help us find the data needed to make recommendations to keep us safe, and Mindy Storrie from KFBS reinforced why leadership competencies are the future of interprofessional education and practice.

I have witnessed moments of true partnership, leadership, and compromise—all with the goals of caring for our patients, students, faculty, and staff in the safest way possible. This crisis has brought our team closer—truly allowing us to learn from and with each other, but most importantly to learn about each other—and *in knowing each other, to care for each other*.

Simply put, IPEP is bigger than 'interprofessional education and practice;' it's about a network that supports collaborations to quickly address needs in a time of crisis and respond with thoughtful compassion. We truly are Better Together.

Sincerely,

**Meg Zomorodi** PhD, RN, ANEF, FAAN

## About Interprofessional Education & Practice

### DEFINITIONS

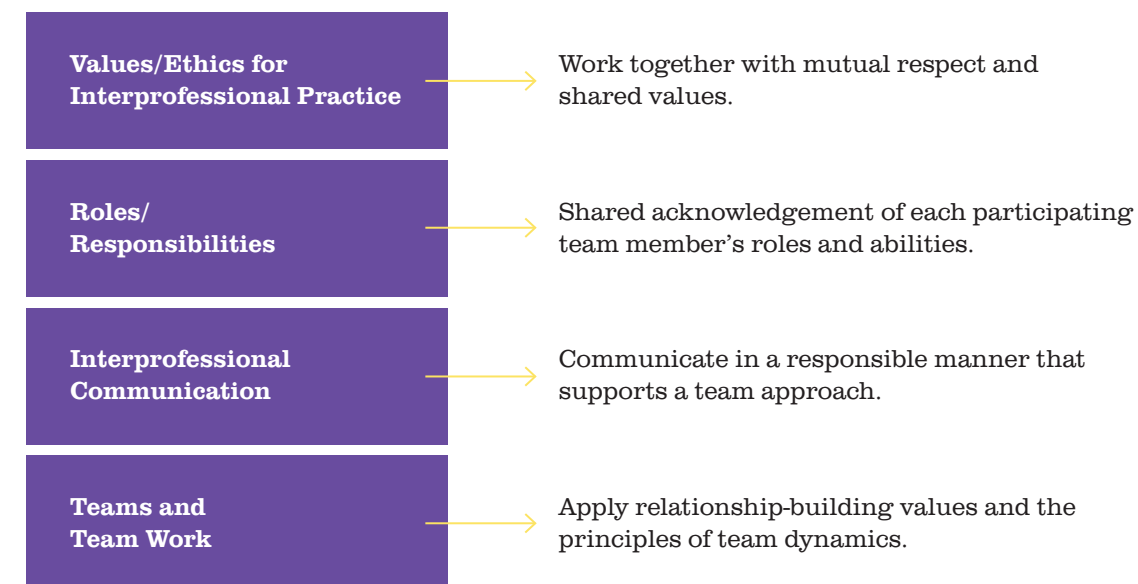
Interprofessional Education (IPE) occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.

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

Source: World Health Organization, 2010

### COMPETENCIES

IPE initiatives and curricular development at UNC-CH are guided by the Interprofessional Education Collaborative (IPEC) core competencies for interprofessional collaborative practice.



Source: IPEC Core Competencies for Interprofessional Collaborative Practice; Updated 2016.

## OUR DIRECTORS



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## OUR PARTNERS

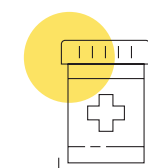
At other universities, IPE is generally thought of as an innovative approach for provider education; and taught within the health affairs schools. At UNC-CH, we understand that health is more than healthcare. Therefore, our vision for IPE extends beyond the health affairs schools, building on partnerships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



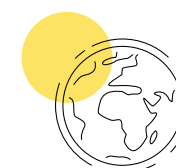
**Adams School  
of Dentistry**



**Department  
of Allied  
Health Sciences**



**Eshelman School  
of Pharmacy**



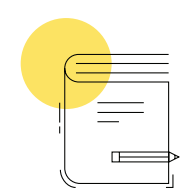
**Gillings School  
of Global  
Public Health**



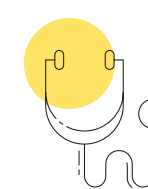
**Health Sciences  
Library**



**Kenan-Flagler  
Business School**



**School of  
Education**



**School of  
Medicine**



**School of  
Nursing**



**School of  
Social Work**

## OIPEP NETWORK

- Ackland Art Museum
- North Carolina Area Health Education Centers (NC-AHEC)
- Carolina Center for Public Service
- Carolina Center for Aging and Health
- Duke AHEAD: Blending the Blues
- Geriatric Workforce Enhancement Program
- Health Educators Research Directors
- Health Affairs Collaborative
- Health Humanities: An Interdisciplinary Venue for Exploration
- MedServe
- Office of Rural Initiatives
- Orange County Rural Alliance (OCRA)
- Relational Leadership Collaborative: Primary Care Progress, University of Utah, Oregon Health & Science University
- Smith Leadership Initiative
- Thrive@Carolina
- National presence through AIHC, JIEP, Nexus, RWJF, and Macy Foundation
- UNC Law School
- UNC Rural
- Western Carolina University



OUR OFFICE

Mission

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

Vision

To be *the* model for interprofessional education and practice 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,
  - share best-practices and resources,
  - identify, and facilitate, opportunities for cross-departmental collaboration.

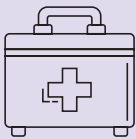
How We Work

The Office of IPEP 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.

By initiating, facilitating and promoting we achieve our mission by building infrastructure, partnerships, educational opportunities and new and sustainable programs!

PROGRAMS AND ACTIVITIES

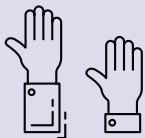


2,000+

**Patients Served** BY COVID-19  
RESPONSE COLLABORATIONS

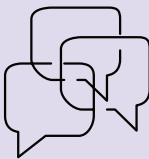
493

**Students Attended**  
IPEP FACILITATED ACTIVITIES



2,800+

**Participated**  
IN IPEP



2,206

**Students Participated**  
IN IPEP INITIATED ACTIVITIES

21

**Serve** ON THE  
STUDENT EXECUTIVE  
COMMITTEE FOR IPEP



75

**Faculty** COLLABORATED  
TO DESIGN OR SCALE IPE

38

**Trained**  
IN RELATIONAL  
LEADERSHIP

65

**Students**  
JOINED ASOD FOR  
DEAH DAY

WHAT'S NEW

In order to achieve the vision of the office of IPEP, we must have graduates who are *collaborative practice ready*. We utilized a backwards design process to create a developmental model for IPEP that will help learners build competencies at every stage of their educational journey. We recognize that this is not a linear process but a developmental one and intentionally designed activities to help students grow as individuals to team members (me to we), build teamwork and collaboration skills (we in teams), and to ultimately understand how they as team members can impact changes on the system level to improve the health of patients and populations (teams in systems). Our team designed a set of core IPEP activities that set the foundation for students in the IPEP network to achieve these goals:

## DEVELOPMENTAL MODEL



### Cooperation

#### Me to We

Individuals have independent goals, while beginning to form an appreciation for every member of the team.

### Coordination

#### We in Teams

Team members work together to achieve a common goal while also remaining focused on independent roles.

### Collaboration

#### Teams in Systems

Team members participate in shared creation of new ideas that could not have been created by individual members.

## CORE ACTIVITIES

### MEET YOUR NEIGHBOR (COOPERATION): Fall 2019

Individual role reflection and meet-and-greet. This experience was designed to help students explore career motivations, the roles of other health professionals on a team and how similarities and differences might enhance or hinder patient outcomes. This activity culminated in a large social gathering for both IPEP faculty and students. Nursing students from Western Carolina University participated with UNC medical and pharmacy students on the Asheville campus. Meet Your Neighbors will be offered to all health professional students in the next academic year.

**464 students**

### CAN YOU HEAR ME NOW? (COORDINATION): Fall 2019

Interprofessional teams of students participated in case based learning with an emphasis on Team-STEPPS communication techniques and quality and safety principles in order to promote better communication and principles of conflict management.

**263 students**

### INTERPROFESSIONAL POPULATION HEALTH MANAGEMENT (COLLABORATION): Spring 2019

Online modules were embedded in existing population health coursework with a special emphasis on interprofessional teamwork; value-based care; identification and stratification of populations at risk; health disparities, care coordination; patient engagement; and data analytics and reporting of outcomes. We partnered with instructional design experts from medicine, nursing, pharmacy, and public health to create video vignettes and unfolding case studies to enhance student engagement.

**413 students**

## HIGHLIGHTED PROGRAMS AND ACTIVITIES

### A Sample of UNC's IPE Programs & Activities

*listed in alphabetical order*

The Office of IPEP proudly supports programs and activities that showcase interprofessional excellence across a diverse network of school and departments.

### BIO 117: PRE-HEALTH THRIVE-1 CONSIDERING HEALTH PROFESSIONS: Fall 2019

This course provides exposure to a variety of health professions, emphasizing ways health care teams work together (interprofessional interactions) using case-based learning and discussion.

**220 undergraduate students**

### BIO 118: PRE-HEALTH THRIVE 2 PURSUING HEALTH PROFESSIONS: Spring 2019

This course provides guidance to plan a path toward a profession of interest by selecting appropriate course, service, and research opportunities.

**387 undergraduate students**

### BUSINESS OF HEALTHCARE CONFERENCE: THE FUTURE OF HEALTHCARE: Fall 2019

Hosted by UNC's Kenan-Flagler Business School Center for the Business of Health, this annual conference brings together students, academic researchers, private sector executives, and policy leaders from a wide variety of professions to discuss the most pressing problems in healthcare today.

**Open to all professions**



### CAROLINA DENTISTRY INTEGRATED HEALTH SERVICES ROTATION

Faculty from the Schools of Dentistry, Nursing, Pharmacy, and Social Work collaborate to utilize a whole health approach and improve primary care referrals from dental visits. This first-of-its kind interprofessional clinic is housed within the Adams School of Dentistry (ASOD) and is also a site for interprofessional student rotations.

**Dentistry, Nursing, Pharmacy, Social Work**



### CONNECT, ENGAGE, TRANSFORM CONFERENCE: Fall 2019

The Carolina Center for Public Service and UNC Rural hosted the inaugural Connect, Engage, Transform: Rural Community Partnerships conference to bring together stakeholders from North Carolina's rural communities and the University of North Carolina at Chapel Hill to highlight and encourage authentic, effective and sustainable collaborations for the public good. This conference was co-chaired by Meg Zomorodi, Assistant Provost for Interprofessional Education and Practice.





### EDUC/NURS 461i: EXPLORING SOCIAL DETERMINANTS OF HEALTH THROUGH STORIES ACROSS POPULATIONS: Spring 2020

This course was collaboratively developed as a joint interprofessional educational offering by the Schools of Education and Nursing. This service-learning course focuses on exploring how social determinants of health such as economic stability, education, social and community environment, and health and health care affect populations. Students made home visits through the Orange County Rural Alliance (OCRA).

**Education, Nursing**



### HOTSPOTTING: Fall 2019, Spring 2020

This interprofessional clinical activity focuses on bringing together interprofessional teams of students to partner with clients at risk for hospital readmission. Students work together to address social determinants of health and resource needs. This activity was embedded in NURS 470 (Public Health Nursing) and was a volunteer experience for students in medicine, occupational therapy, and social work. This program is in partnership with Well Care Home Care and supported by the Office of IPEP.

**Allied Health, Medicine, Nursing, Occupational Health, Social Work**



### INTERPROFESSIONAL BOOK CLUB: Fall 2019

Hosted by the Office of IPEP, this unique social engagement experience for entering 1<sup>st</sup> year students and faculty was designed to offer intimate “book club” style discussions centered around summer reading assignments with a focus on developing a growth mindset.

**Allied Health, Education, Dentistry, Medicine, Nursing, Pharmacy**



### INTERPROFESSIONAL GERIATRICS EXPERIENCE: Spring 2020

This two-day event of collaborative IPE immersion with a geriatric focus raises awareness of the need for interprofessional education and its benefits for providers and patients. This event is a partnership between the Geriatric Workforce Enhancement Program and the Office of IPEP.

**Allied Health, Dentistry, Nursing, Pharmacy, Public Health, Social Work**



### INTERPROFESSIONAL UNDERGRADUATE INTERNSHIP PROGRAM

Undergraduate students from Human Development and Family Studies major in the School of Education are placed in healthcare settings to provide social support for patients and their families while they receive care. This year interns were placed with faculty in nursing, social work, allied health, and medicine working with refugee families, individuals with disabilities, the UNC Birthing Center, the Cochlear Implant center, and the Pediatric ICU at UNC Hospitals

**Allied Health, Education, Medicine, Social Work.**



### NARRATIVE HOME VISIT EXERCISE: Fall 2019

Students visit patients in their homes to explore sociocultural factors and the lived health experience of community members. Logistical support provided by the Office of IPEP.

**Allied Health, Medicine, Pharmacy**



### ORAL RAMIFICATIONS OF CANCER TREATMENT: Fall 2019

Lecture and interprofessional grouping case discussion.

**Dentistry, Nursing**



### RELATIONAL LEADERSHIP@CAROLINA: Fall 2019 and Spring 2020

Sponsored by the Office of IPEP, the Smith Leadership Initiative and the Morris-Singer Foundation, this interprofessional and intergenerational leadership development program emphasizes the “who” in addition to the “what” and “how” of change and encourages leaders to optimize the full breadth of human interactions as they manage relationships to achieve authentic connection and common vision to bring about change. This program is offered Fall and Spring. Spring 2020 was cancelled due to COVID-19.

### SAFETY II: WHEN THINGS GO RIGHT – the Paige Winter Story

An interprofessional panel discussion about the extraordinary journey of shark attack survivor, Paige Winter, that illustrates a case “when things go right” and the importance of effective teamwork on successful outcomes. Logistical support provided by the Office of IPEP. This event is postponed to Fall 2020 due to COVID-19.

**Open to all professions**



### TRANSITION TO PRACTICE TeamsSTEPPS: Spring 2020

This event, sponsored by the Smith Leadership Institute and in partnership with the Kenan-Flagler Business School, was designed to utilize TeamSTEPPS training and team building skills for graduating medicine, nursing, and pharmacy students about to transition to practice. This event was cancelled due to COVID-19.

**Medicine, Nursing, Pharmacy**



### TRAUMA INFORMED CARE: Spring 2020

An interprofessional session designed to bring in multiple perspectives on how to best recognize, address, and manage health using a trauma informed care approach. The activity consisted of a plenary with IP learners followed by an active learning breakout session.

**Allied Health, Education, Medicine, Nursing, Pharmacy**



## Peer to Peer Instruction

### GI BLOCK

Dentistry students instruct medical students on basic head, neck and oral examinations. Medical students reciprocate by teaching dental students how to conduct and review a patient history.

Dentistry, Medicine



### HEAD AND NECK EXAMINATIONS

Dentistry students teach basic head and neck examinations to audiology students. Audiology reciprocates with hearing screening and instruction on an auditory exam.

Allied Health, Dentistry



### PHARMACY COLLABORATIVE PATIENT CASE

Dentistry, dental hygiene, and pharmacy students meet weekly, with a facilitator present, to share observations from their own perspectives about clinical cases, in order to learn from one another to problem solve using a patient-centered approach.

Dentistry, Pharmacy



## Case Competitions

Interprofessional case competitions challenge students to leverage their unique learning, development, and career experiences to provide innovative solutions to present-day challenges in healthcare.

### CLARION

The Office of IPEP sponsors a team of interprofessional students to compete at the CLARION national case competition in Minneapolis, Minnesota. UNC's spring 2020 team consisted of allied health, nursing, and public health students. This national competition was cancelled due to COVID-19.

### NC WELL-BEING DATA ANALYSIS COMPETITION

Hosted by the UNC's Kenan-Flagler Business School Center for the Business of Health, in partnership with corporate partners, Sharecare and BlueCross BlueShield of North Carolina. Students from across 29 degree programs participated in a competition designed to drive local insights around well-being in North Carolina in light of the COVID-19 pandemic.

### UNC HEALTHCARE CASE COMPETITION

The Center for the Business of Health and the MBA Healthcare Club at UNC Kenan-Flagler Business School host a national interprofessional case competition in Chapel Hill, NC during the Center's annual healthcare conference in the fall.

## Grants & Awards

### ADAMS SCHOOL OF DENTISTRY EXCELLENCE IN IPEP AWARD

Established by the Adams School of Dentistry in 2019, this award goes to a graduating DDS or DH student for dedication and advocacy for IPEP.

2019–2020 Recipient: **Brittany Klein**

### ANNE BELCHER INTERPROFESSIONAL FACULTY SCHOLARS PROGRAM

A fund established by nurse educator Anne Belcher to support scholarly evidence and dissemination of interprofessional education and practice.

Inaugural Recipients for 2019–2020: **Jennifer Alderman, PhD, RN, and Ashley Leak Bryant, PhD, RN-BC, OCN**

### CFE/LENOVO INSTRUCTIONAL INNOVATION GRANT

Awarded to the UNC School of Medicine in collaboration with the Schools of Nursing, Pharmacy, Public Health, and the Office of IPEP. This grant will involve the refinement of web-based interactive interprofessional modules advancing fundamentals of population health and health policy. These modules will educate and connect over 500 interprofessional students per year and expand over time.

Team members – **Alexander, Lam (co-PI) Rodgers, Smithson (co-PI), Zomorodi (\$21,700)**

### INTERPROFESSIONAL SUBSTANCE USE DISORDER EDUCATION AND TRAINING (I-STEP)

Awarded to the School of Social Work in collaboration with the Adams School of Dentistry and the Office of IPEPOIPEP, this SAMHSA grant will involve the development, implementation, and dissemination of an interprofessional curricula toolkit to train the next generation of Master's in Social Work (MSW), DDS and DH programs on Substance Use Disorders.

Team members – **Burgess-Flowers, Brame, Ciarrocca, & Zerden (PI) (\$200,000)**

### RELATIONAL LEADERSHIP@CAROLINA

Matching funds in the amount of \$150,000 from the The Smith Leadership Initiative and the Morris-Singer Fund were made to the Medical Foundation helping make the Relational Leadership training possible.

### RURAL INTERPROFESSIONAL LONGITUDINAL SCHOLARS (RIPLS)

Program Grant awarded by the William R. Kenan, Jr. Charitable Trust to support interprofessional students with a passion to advance the health and wellbeing of rural communities through interprofessional practice, research, innovation and collaboration.

Partnership between the Office of Rural Initiatives and the Office of IPEP  
Zomorodi (PI) (\$1.5 million)



## WHOLE COMMUNITY HEALTH PILOT IMMERSION

Building off of the work from the Rural Interprofessional Health Initiative (RIPHI), the Office of Interprofessional Education and Practice, UNC Rural, UNC Schools of Medicine and Law, the Kenan-Flagler Business School, and the William R. Kenan, Jr. Charitable Trust have partnered to create an interprofessional seminar composed of 16 students from business, law, medicine, pharmacy, and public health to engage students with community partners and leaders to identify needs in Edgecombe and Robeson counties.

(\$150,000)

## Publications & Presentations

listed in alphabetical order by first author

Alderman, J. T., & Zomorodi, M. (2020). *An academic-practice partnership: The impact of interprofessional student-team home visits on patient outcomes*. [Concurrent Podium Presentation]. QSEN International Conference, Philadelphia, PA.

Alderman, J., & Zomorodi, M. (2020). Hotspotting in home health: The impact of interprofessional student-team home visits on health outcomes of super-utilizers of the health care system [Podium presentation], Nursing Education Research Conference, Washington, DC.

Bazemore M., Zomorodi M., Alexander L., Smithson S. (2020, September) The Rural Interprofessional Health Initiative: Engaging Partners through Interprofessional Education and Practice. Poster presented at AMA ChangeMedEd Meeting, Chicago, IL.

Carlson, R., & Conklin, J. (2019, July 11). Getting started with interprofessional education at your institution [Webinar]. Medical Library Association.

Giwa, J., Ko, C., Neal, M., Zomorodi, M. (2019, August) Students as Change Agents: Engaging Student Organizations to Champion IPEP. Lightning round presentation at Nexus Summit, Minneapolis, MN.

Klein, BA, Weintraub, JA, Brame, JL, Kowlowitz, V, McKenna, NM, Ciarrocca, K. (2020) Audiology and oral health professional students: An interprofessional education collaboration. *Journal of Dental Education*, 1–8. doi.org/10.1002/jdd.12175

Lombardi, B., Zerden, L. D., & Richman, E. L. (2019). Where are social workers co-located with primary care physicians? *Social Work in Health Care*, 58(9), 885–898. doi.org/10.1080/00981389.2019.1659907 [E-pub ahead of print].

McLaughlin, J., Bush, A., Rodgers, P., Scott, M., Zomorodi, M., & Roth, M. (2020). Characteristics of High Performing Interprofessional Teams Involving Student Pharmacists *American Journal of Pharmaceutical Education*, 84(1), 7095–7109.

Mitchell, B., Schmidt, J., Akryod, D., Smith, N., Darby, R. (2019, October). North Carolina Presents Best Practices for IPP. 2019 ASHP Annual Conference, Charleston, SC.

Neal, M., Zomorodi, M. (2019, August) Collaboration is a “work of art”: The design and implementation of an intentional IPE activity. Lightning round presentation at Nexus Summit, Minneapolis, MN

Sanders KA, Downey CL, Yang A, Baker BK. (2020). Incorporating Oral Health Considerations for Medication Management in Care Transitions. *Pharmacy (Basel)*, 16;8(2). pii: E67. doi: 10.3390/pharmacy8020067

Weintraub JA, Quinonez RB, Friga PN, Kowlowitz, Ciarrocca KN. (2019). Development of a dental school strategic plan to inform interprofessional education. *Journal of Dental Education*, 83 (12) 1411–1419; doi: doi.org/10.21815/JDE.019.154

Zerden, L. D., Jones, A., Day, S., & Lombardi, B. M. (accepted). Interprofessional collaboration: An evaluation of social work trainees' skills and experiences in integrated health care. *Journal of Social Work Education*.

Zerden, L. D., Lombardi, B. M., & Richman, E. L. (2019). Social workers on the interprofessional integrated team: Elements of team integration and barriers to practice. 17. doi.org/10.1016/j.xjep.2019.100286 [E-pub ahead of print].

Zerden, L. D., Zomorodi, M., Haley, J., McCall, R., Moreton, B., & Richardson, L. (2019). An interprofessional book club: Bringing together social work and health affairs students. *Journal of Social Work Education*. doi.org/10.1080/10437797.2019.1671277 [E-pub ahead of print].

Zomorodi, M., Ciarrocca, K., Neal, M. Rodgers, P (2019, August). Step-by-Step: Developing a strategic plan for institutionalizing interprofessional education and practice. Seminar presentation at Nexus Summit, Minneapolis, MN.

# Partner Spotlight:

## Spotlight on IPEP facilitated partnerships

In this section, faculty and community partners share stories about work that resulted from the IPEP network and what collaboration means to them.



Students, faculty, and staff participate in the Relational Leadership@Carolina Program

**KATE CIARROCCA, DMD, MSED** and **LESLIE SHARPE, DNP**  
on the Carolina Dentistry Integrated Health Services Program:

### “Why is collaboration important in the work that you do?”

Collaboration has allowed us to develop a novel interprofessional clinic to provide an incredible opportunity for faculty and students to learn about the strengths that each profession brings to the table and adopt a “whole person” approach to care. This program truly embraces the notion of “no wrong door” to healthcare. By collaborating, we have the unique opportunity to provide interprofessional care in an otherwise underserved setting. Onsite, patients can access care from a dentist, social worker, nurse, and pharmacist. And in partnership with IPEP we are training future healthcare professionals that caring for people in interprofessional teams should be the standard and not the exception.

### We believe we are Better Together—how has your work advanced through collaboration?

We believe that we are able to provide enhanced content for students about the roles of all the interprofessional health team members. I have learned so much more about the oral to systemic connection, the need to address health disparities. Additionally, this group fosters an innovative approach to learning as well as to the delivery of health care.

**NORMA WHITE, ALEX CASTRO JR,**  
**CAROLYN CATTLE** from the Orange County Rural Alliance (OCRA) &  
**JENNIFER ALDERMAN PHD, RN:**

### “Why is collaboration important in the work that you do?”

Having a collaborative partnership with the Office of IPEP and the UNC health care community provides a wider platform for OCRA to lobby for the health/medical care needs of Orange County’s rural senior population. Student collaboration provides personal, at home, eye-to-eye connections with seniors, enabling them to better understand the conditions of where/how seniors live and the distinct factors that influence healthy living in rural areas: isolation, low income, disabilities, food deserts, lack of medical facilities, no public transportation, etc. The collaboration highlights the plight of rural seniors and has brought additional partnerships with social workers, pharmacists, EMS, and other providers.

### We believe we are Better Together—how has your work advanced through collaboration?

Having a strong community partner like OCRA allows us to directly apply what is learned in the academic setting to the community. As faculty members we gained a greater appreciation for the important work our community partners do. Students gained an important perspective, recognizing the needs of the population OCRA serves—viewing barriers to transportation and access to care through a whole new level.

**MINDY STORRIE, MBA,** Executive Director of the Smith Leadership Initiative:

### “Why is collaboration important in the work that you do?”

Partnership with the Office of IPEP allows me to capitalize on relationships across schools to identify natural ways to collaborate, align common goals, learn from each other, and share resources to realize maximum impact for our students. Utilizing the IPEP network helps me achieve a Smith Leadership Initiative and Kenan-Flagler Business School goal: to develop leaders who deliver results, with character.

### We believe we are Better Together—how has your work advanced through collaboration?

Two programs that illustrate what can be done with the power of the IPEP team include Relational Leadership@Carolina and Transition-to-Practice TeamSTEPPS, both are described in more detail within this report. IPEP has made the job of every professional who takes full advantage of IPEP-related events, training, and projects, easier! And if that doesn’t impact wellness, I don’t know what does.





# Student Executive Committee for IPEP

The Student Executive Committee (SEC) serves to transform the culture of IPE by raising awareness for interprofessional collaboration through social events that occur outside of a traditional classroom setting. Events rotate through the professional schools to expose students to the broader Carolina community.

## COMMITTEE MEMBERS

Adam Glenn, SOM	Erica Johnson, SON	Natalie Browne, GSGPH
Adivi Borde, KFBS	Jadesola Giwa, ASOD	Rachel Church, SON
Amy Rowley, ESOP	Josh Zeitlin, KFBS	Richard Chu, ASOD
Aneesh Rahangdale, SOM	Katharine Hargreaves, SSW	Sara Galante, DAHS
Carson Merenbloom, SOM	Kristen Larson, SOM	Sarah Liebkemann, ASOD
Courtney Haley, GSGPH	Laurie Humphrey, SSW	Stephanie Kim, ESOP
Emily Fink, SOM	Megan Griffard, SOE	Uzma Khan, DAHS

## 2019–2020 SEC EVENTS

### DEEJ MOVIE NIGHT

Hosted at the School of Nursing

An interprofessional movie night for the documentary “Deej”. This film follows a boy with non-verbal autism as he navigates through life and strives toward his dreams. A mixed panel of students and experts shared their reactions and professional experiences with autism.

### INTERPROFESSIONAL RESPONSE TO THE OPIOID CRISIS

Hosted at the School of Medicine

A collaborative case based activity about opioid misuse. Faculty experts from various professional schools rotated through small groups to offer their knowledge and expertise working with patients experiencing similar real-life challenges.

### HURRICANE SIMULATION

Hosted at the Department of Allied Health Sciences

A fast-paced, interactive hurricane simulation drawing on the importance of teamwork. After the simulation, students participated in small group discussions to better understand how their profession could be affected by natural disasters.

### COVID-19 “IPE WELLNESS WEEK” INSTAGRAM CAMPAIGN

Students pooled expertise to offer tips for staying well while social distancing. Schools organized a series of 24 hour “take over” sessions, engaging the audience through Q&A, video, polls, myth busting and more.



# Student Spotlight: Meet Our Chairs



## NATALIE BROWNE

**Natalie Browne, SEC Co-Chair** (pictured above, left). Natalie is an incoming first-year medical student at UNC-CH and recently finished her Master of Public Health degree at the Gillings School of Global Public Health. She went to Western Carolina University for her undergraduate studies, majoring in History and minoring in music and chemistry. After graduation, Natalie worked at a Federally Qualified Health Center in western North Carolina, which sparked her interest in public health. As a North Carolina native, she is specifically interested in increasing access to care and improving health outcomes for rural North Carolina communities. Natalie was an inaugural member of the SEC, being the public health representative for the past two years. When she reflects on these past two years, Natalie is proud of how much the SEC has grown and achieved in a short period of time. For this upcoming academic year, Natalie is thrilled she gets to continue in her role as the SEC Co-Chair and is excited to see what comes next for IPE at UNC.

**EMAIL:** [ndbrowne@live.unc.edu](mailto:ndbrowne@live.unc.edu)

## SARAH LIEBKEMANN

**Sarah Liebkemann, SEC Co-Chair** (pictured above, right). Sarah is a first-year student in the Master of Dental Hygiene Education program at the UNC-CH Adams School of Dentistry. She graduated with Highest Honors from the UNC-CH Adams School of Dentistry undergraduate Dental Hygiene program in 2019. She is the first student in her program to pursue an IPE-focused track, and her thesis relates to the utilization of a web-based unfolding case study to impact the knowledge, skills, and attitudes of students in a large-scale, online, interprofessional classroom. She attended the Relational Leadership Institute (RLI) in 2019, served on an interprofessional clinical design team as a part of the Rural Interprofessional Health Initiative (RIPHI) class in 2019, and led as a co-president of the Adams School of Dentistry's local IPE student group from 2018–2019. Upon graduating, she plans to continue to integrate IPE as a normal part of her work in dental/dental hygiene academia with the hopes of guiding future clinicians to be collaborative, innovative and focused on exceptional patient outcomes.

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## Q&A

### What does interprofessional mean to you?

**NATALIE:** When I think of interprofessional, I immediately think of collaboration. No matter the scenario, I believe interprofessional collaboration is one of the best strategies to address challenges and to create meaningful change. The utilization of unique skillsets, creativity, and teamwork to accomplish a common goal is an effective method to enhance how health professionals provide patient care. Its reliance on respect, trust, and open communication also is applicable to any team or work environment a student may find themselves. I believe early exposure to interprofessional collaboration in professional education transforms students' mental models by encouraging them to no longer learn and problem-solve in their professional silos but rather to learn about, from, and with one another in their journey to become passionate healthcare leaders.

**SARAH:** To me, interprofessional experiences are all about coordination, collaboration and innovation. The more often I work interprofessionally, the more I truly understand that there will always be something more to learn and a new viewpoint to consider. This perspective is invigorating as a life-long learner, but intimidating as a clinician who wants to help every single one of my patients achieve their best possible health outcome. Interprofessional education allows me to form personal relationships built on trust, respect, and unity with other healthcare providers. By investing in this relational network, I am able to take pride in what I have to contribute, while also humbly acknowledging that it is our ability to work as a team that allows us to achieve optimal patient outcomes. We each have a different piece of the puzzle, and by combining our expertise, we can create systems that are much greater than the sum of their parts.

### What is your vision for IPE at UNC-CH?

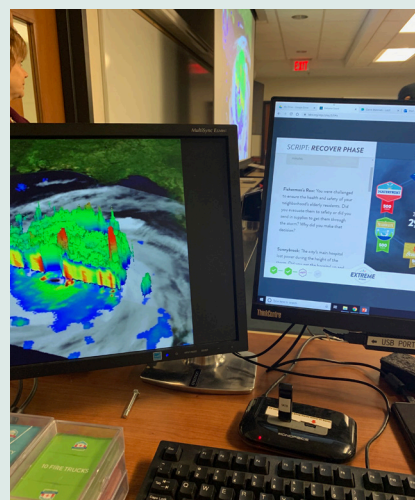
We want to break down the silos that have kept various professions from learning with, from, and about each other in the past. We believe that by expanding the presence of Interprofessional Education in various spheres of UNC-CH (ie: curriculum, social events, professional development opportunities, etc.) it will become an expected component of how we operate within our system.

### What do you hope the Student Executive Committee for the Office of IPEP will achieve for UNC-CH?

We hope that the SEC continues its efforts to increase the visibility of IPE at UNC. Our goal is to create a unified community of interdisciplinary students who learn with, from, and about each other in the interest of preparing them for a collaborative future as the leaders of tomorrow. By creating and hosting various IPE events, we hope to further reinforce the importance and value of enhancing IPE for students in various professional schools. Additionally, we hope to expand the reach of the SEC events, ensuring the events are applicable to students in all professional schools. By doing this, the SEC can continue to support the Office of IPEP's efforts as it leads the way in a nationwide movement toward the application of interprofessional practice into healthcare settings.



## PICTURES FROM SEC EVENTS



## Better Together:

### The Office of IPEP pivots to respond to COVID-19

When the University moved to remote learning in March in response to the COVID-19 pandemic, many of the planned interprofessional activities were either postponed, cancelled, or needed to move to a virtual format. In addition, when clinical opportunities began to close for health professional students, it was imperative that we helped our students learn about the unique needs of populations during this time and equip them with the skills necessary to lead in this environment. Students being the change agents that they are, led the way in helping us to design opportunities to serve our communities. Using our robust IPEP system, we were able to shift our focus from in-person activities to offering support to schools as they designed innovative ways to engage students in remote clinical and service-learning experiences. A few examples of this work is highlighted below:

### CAROLINA COVID-19 STUDENT SERVICE CORPS (CSSC)

A student led initiative adapted by the CSSC National at Columbia University Irving Medical Center and supported by the Office of IPEP, to increase capacity and capability of health professional students to serve in response to COVID-19. With Carolina CSSC, students expanded their education to environments outside the classroom, giving them a unique opportunity to serve both healthcare systems and community members. Through new and existing community partnerships, Carolina CSSC is now serving those affected by COVID-19 across the entire state of North Carolina.



Carolina CSSC partners with the North Carolina Botanical Garden's Carolina Community Garden program to harvest and donate produce for healthcare workers on the front lines of COVID-19 at UNC Hospitals.

**“It’s not the traditional medical approach, but it’s getting involved in a rapidly evolving medical emergency. [...] This is very empowering and an opportunity to make an impact in medical care that I otherwise wouldn’t have.” – FOURTH YEAR MEDICAL STUDENT**



## “IT TAKES A TEAM”

In lieu of an in person clinical experience, the Office of IPEP coordinated a resource allocation simulation for over 100 students in 4 schools. This eye-opening activity created a sense of “we’re all in this together” as students bonded over the emotions they felt having chosen careers that could put them on the front lines of a pandemic, and provided a safe space through case based learning that allowed students to understand the difficult and often ethical decisions that clinicians are facing during this time.

## TELEHEALTH ELECTIVE

This 4-week elective explored opportunities to advance or monitor health using telehealth technology with the ultimate goal of advancing collaborative practice. Students from medicine, the PA program, nursing, and pharmacy participated in projects designed to either build telehealth opportunities in practice, expand current opportunities through the integration of students, or evaluate current telehealth opportunities. Guest speakers from dentistry, social work, medicine, and nursing highlighted innovative way to use this technology. **In 4 weeks, 62 students partnered with 11 sites and were able to connect with over 2,000 patients!**

## ORAL MEDICINE TELEHEALTH SERVICE

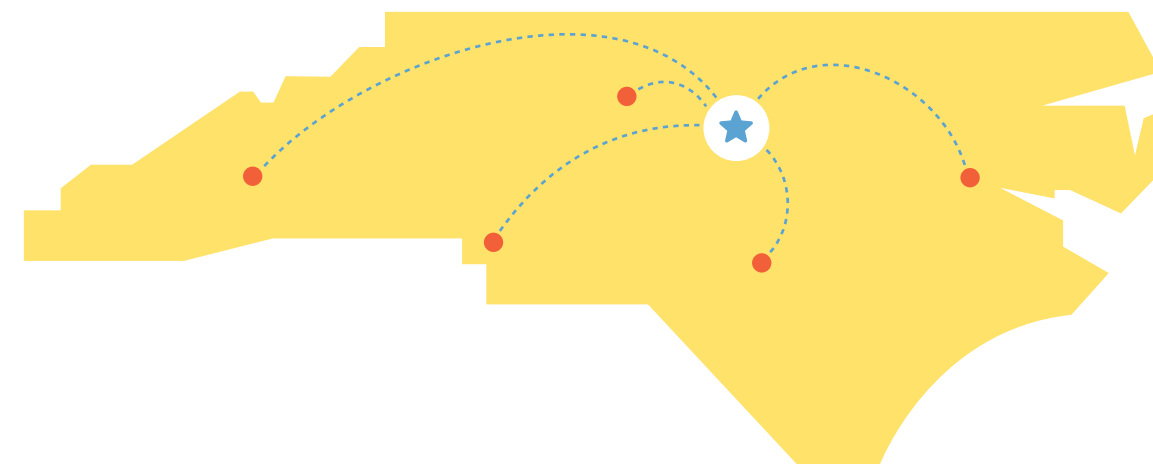
Systemic disease and/or its’ treatment often affects the orofacial region and can ultimately impact not only the provision of health care but also the patient’s prognosis and quality of life. With that in mind and due to the coronavirus pandemic, the Oral Medicine team worked collaboratively with colleagues in Social Work, Pharmacy and Nursing to develop an innovative way to continue patient care. This service was built with interprofessional learners in mind—and students have become an integral part of the virtual team. The medium of consultation is a combination of telephone (audio), photographs (when appropriate), and video (live). Because of the success of the service, the ASOD is looking to reformat their patient admissions process with an embedded interprofessional telehealth component led by the Integrated Health Services team.

## MEDSERVE

MedServe Fellows are recent college graduates who have completed a pre-health curriculum and are taking time off before pursuing graduate school. Most students are interested in exploring careers in medicine and/or PA programs. As a result of COVID-19, MedServe needed to adapt their curriculum to remote learning and desired to expand their content to address interprofessional collaborations. Student volunteers partnered with faculty in the IPEP network to refine this curriculum.

## IPEP EXTENDS BEYOND UNC

By utilizing our system, we were able to forge deeply collaborative partnerships allowing us to **serve to benefit society** and address COVID-19 priorities for communities across North Carolina and beyond.



## OUR COLLABORATIVE PARTNERSHIPS

Atrium Health	Gardner-Webb University	South College, Asheville
Brevard College	MedServe	UNC Health Care
Blue Ridge Community College	Methodist University	University of Texas Houston
Catawba College	Moses Cone	Western Carolina University
College of Albemarle	NCAHEC	Wingate University
East Carolina University	Piedmont Health System	

# Find Us

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**IN PERSON:** Health Sciences Library, Room 326

**ON THE PHONE:** 919-962-3535

**BY EMAIL:** [unc\\_ipe@unc.edu](mailto:unc_ipe@unc.edu)

Day-to-day operations for OIPEP are performed by the Assistant Provost for IPEP and the Director of Special Programs. The Office is strategically located in the Health Sciences Library, a neutral space that is free from perceived or implied hierarchy.