



2022

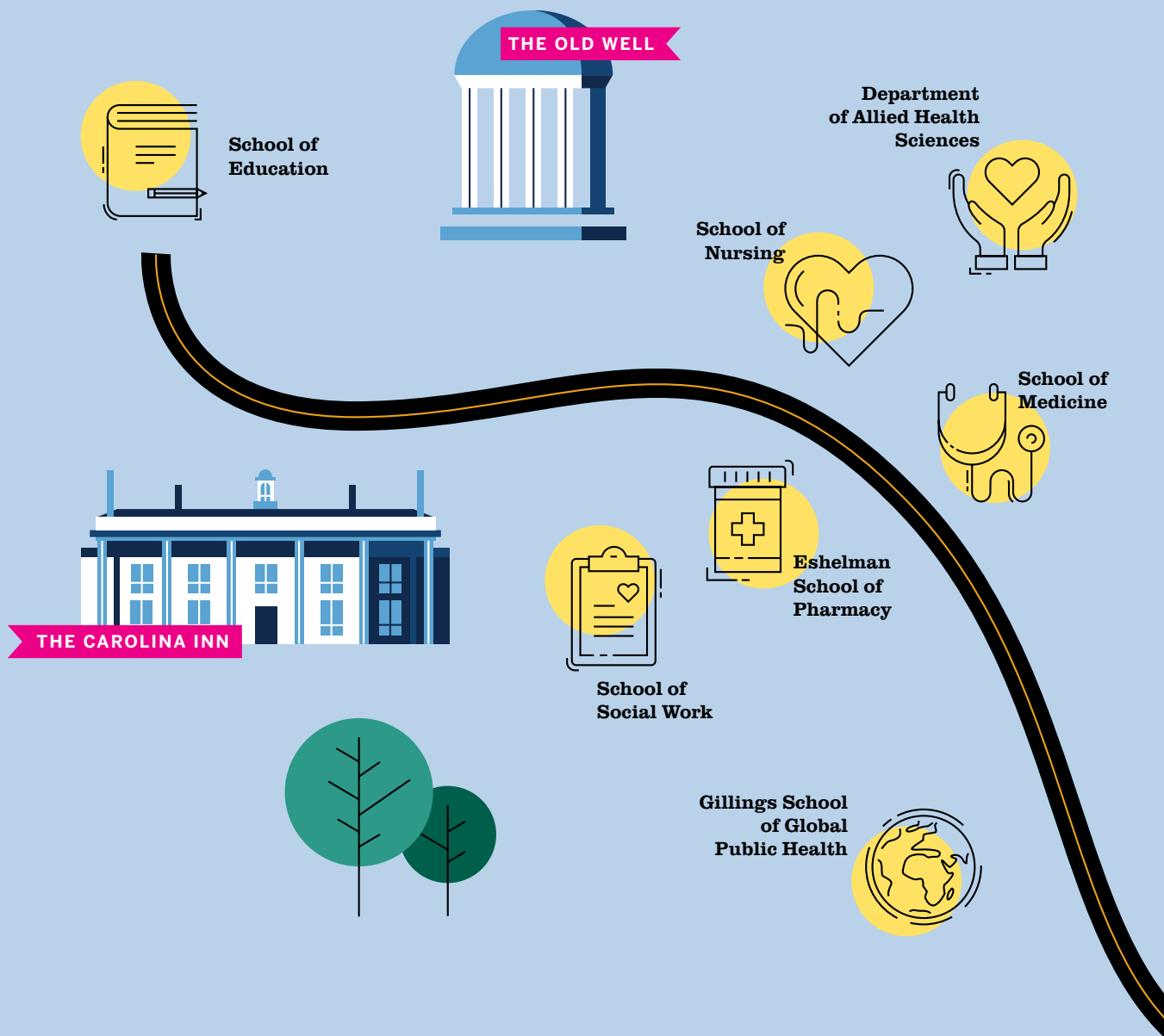
OFFICE OF INTERPROFESSIONAL EDUCATION AND PRACTICE

Annual Report



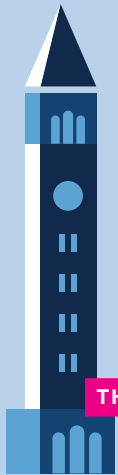
OFFICE OF THE PROVOST
Interprofessional Education and Practice

BETTER
together



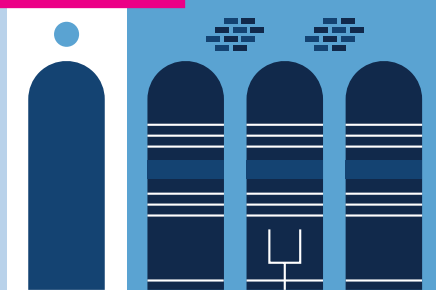
Better Together: A Campus View

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.

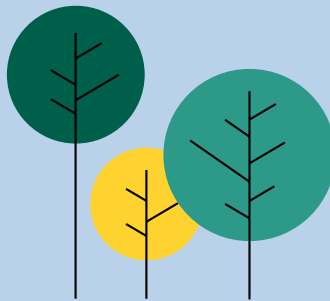
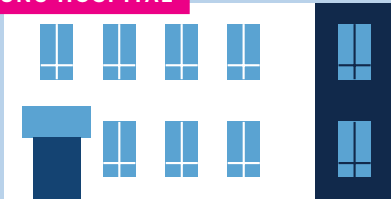


THE BELL TOWER

KENAN STADIUM



UNC HOSPITAL



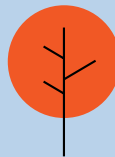
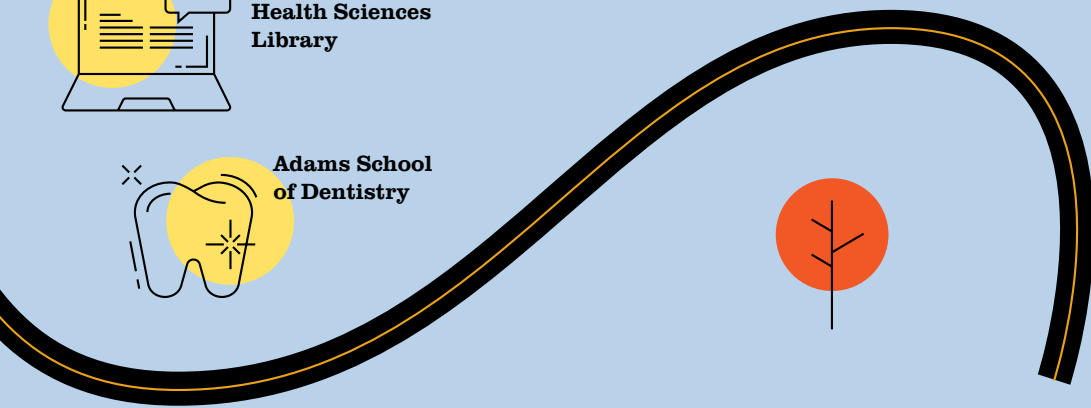
THE DEAN DOME



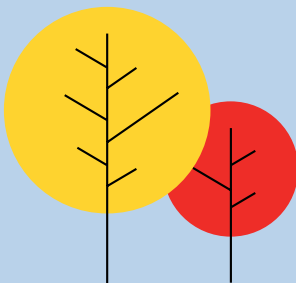
**Health Sciences
Library**



**Adams School
of Dentistry**



**Kenan-Flagler
Business School**





Message from the Assistant Provost

The past (2+) years have been full of transitions and growth at Carolina and with OIPEP. This year, OIPEP welcomed 3 new IPEP directors, 1 new OIPEP core member, 3 new deans, and 1 new provost! As our team participated in search committees or watched presentations of candidates, it was amazing to see how interprofessional education and practice at UNC was highlighted. I had the pleasure of listening to several IPEP directors talk to these candidates about their collaboration with other schools and the joy it brings them to work at UNC because of these partnerships. At one accreditation site visit, it was shared that they have not seen such a robust program in IPE, and the reviewers praised the partnerships we have across campus, especially those partners in the schools of education, social work, and business. It's one thing for the office to talk about the work we do, it's another thing altogether to listen to deans, faculty, staff, and students share the outcomes they experience through IPEP.

As they say in "Hamilton," this is not a moment, it's the movement. OIPEP provides the infrastructure for Carolina to do what it does best---to partner, to collaborate, to innovate, and to serve.

When OIPEP first began in 2018, one of our goals was to produce a collaborative practice ready workforce and to have OIPEP be recognized by students and employers as an asset to this amazing Carolina Campus. In the annual report, you will learn more about our new IPEP Distinguished Scholars Program. As we were building this program, we connected with employers in the health sector who were clear that this distinction would be something that would set our students apart from others---as improved health outcomes are a true team effort. This program has been a catalyst for collaboration---sparking new student committees, service-learning opportunities, and creating a venue to reward both faculty and students for their efforts. I am looking forward to watching our first cohort of IPEP Distinguished Scholars cross the stage at graduation---evidence that they are literally walking across the stage demonstrating that they are collaborative practice ready.

I am also thrilled to name our first Julie Byerley Interprofessional Faculty Award Recipient. Even the naming of this award demonstrates how we are "Better Together." Named after an inspirational leader and mentor who was a change agent for both the Medical and Dental School, and across campus, she also helped pave the way for OIPEP's creation. As we built this award opportunity, it was a true collaborative effort between multiple schools, partners, and donors. To be able to provide an award that recognizes faculty leadership in IPE and IPP was a goal at our first IPEP strategic planning retreat---it is nice to see this goal become a reality and to celebrate this awardee and honor Dr. Byerley's legacy.

This is also the first year that we can have our annual report and celebration in person since 2019! We are looking forward to celebrating Carolina Covid Student Services Corps (CSSC), Rural Interprofessional Longitudinal Scholars (RIPLS) and our first cohort of IPEP Distinguished Scholars. Highlights of all this amazing work are found in this annual report. A sincere thank you to all the administration, faculty, staff, students, and IPEP Directors who make this possible. You are the best!

Sincerely,

Meg Zomorodi PhD, RN, ANEF, FAAN

Assistant Provost and Director for Office of IPEP

About Interprofessional Education & Practice

DEFINITIONS

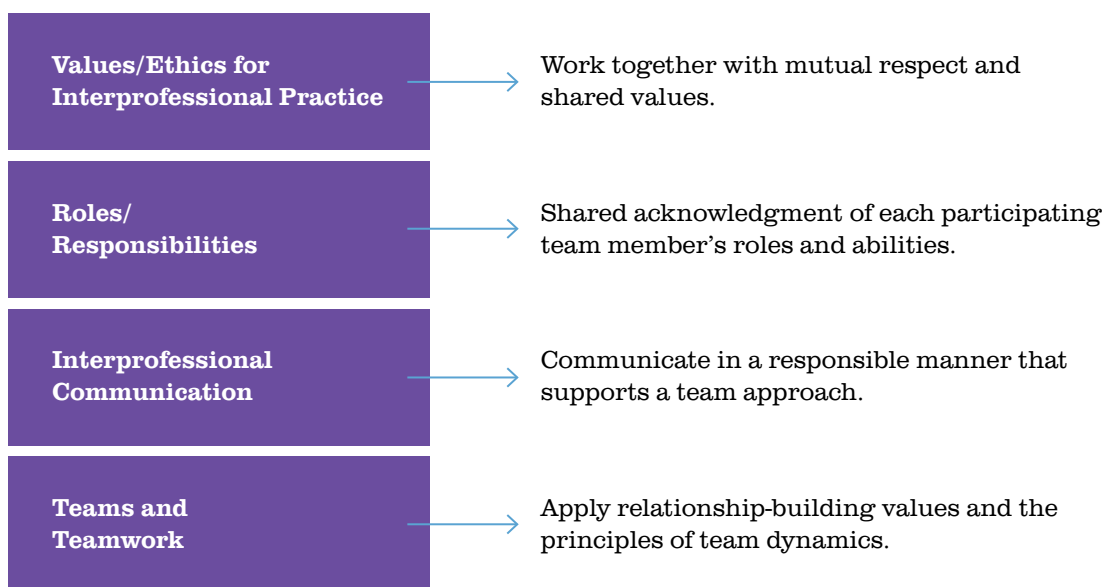
Interprofessional Education (IPE) occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.

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

The IPEP Directors are a close network of peers that 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!



Lorraine Alexander

Gillings School of Global
Public Health

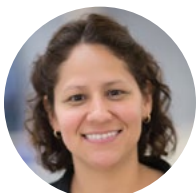
lorraine_alexander@unc.edu



Phil Rodgers

Eshelman School of
Pharmacy

prodgers@unc.edu



Sofia Aliaga

School of Medicine

sofia_aliaga@med.unc.edu



Markus Saba

Kenan-Flagler Business School

mmarkus@email.unc.edu



Jennie Brame

Adams School of Dentistry

jennifer_brame@unc.edu



Judy Schmidt

Department of Allied
Health Sciences

judy_schmidt@med.unc.edu



Jamie Conklin

Health Sciences Library

jconklin@unc.edu



Lisa de Saxe Zerden

School of Social Work

lzerden@email.unc.edu



Helyne Frederick

School of Education

helyne@email.unc.edu



Elizabeth Walters

School of Nursing

em13300@email.unc.edu

OUR OFFICE



Meg Zomorodi

Assistant Provost for IPEP

meg_zomorodi@unc.edu



Madeline Neal

Director of Special Programs

mnneal@email.unc.edu



Amanda Gabbard

Community Outreach & Program Coordinator

amanda_gabbard@med.unc.edu



Sarah Liebkemann

Director of Communications

sl1@email.unc.edu

IPEP INTERNS

The Office of Interprofessional Education and Practice (OIPEP) wouldn't be the powerhouse it is today without the quality of work produced by the IPEP Network including our IPEP Interns. From taking on the role, learning the fast-paced world of IPEP, to creating and leading programs and initiatives, these interns know the importance of advocating for IPEP. Our Intern Program is student-centered and is ever growing, adapting to the needs of the team.



Sophie Therber is an undergraduate senior in the School of Education studying Human Development and Family Studies. She was drawn to an internship with the IPEP office because of its focus on rural health. Outside of the internship, Sophie is completing an honors thesis relating to the combined effects of the COVID pandemic and hurricane damage for farmworker communities in eastern North Carolina.



Stephanie Caruso is in the MSN Health Care Leadership and Administration program. Stephanie has been a nurse for 9 years and has primarily worked in the areas of adult oncology and medical-surgical nursing. She has an interest in Public and Global Health and is excited for future career changes and opportunities.



Reuel Kim is a second-year resident in the Dental Hygiene Program. She graduated from UNC in 2009 and 2020 and says she could never get enough of Chapel Hill. She is a hygienist who is always eager to talk about oral health.

MEET THE NEW IPEP DIRECTORS!

Tell us about your vision for IPEP within your school. How does being a part of this group enable you to reach those goals?



Elizabeth Walters, DNP, CPNP, RN
School of Nursing

The vision I have for the SON is to ensure each student who graduates from the SON is collaborative practice ready - from our pre-licensure BSN students to our doctoral students. I value the IPEP Core that has been developed for SON students being appropriately leveled for each student. This year we have developed and integrated an IPEP Core for our DNP and MSN program. Our DNP students have been able to serve as facilitators for IPEP activities, further building their interprofessional leadership skills. The SON's involvement in the IPEP Distinguished Scholars program will further allow students to delve deeper into IPEP principles. For the future, one of my goals is to integrate collaborative practice throughout all of the SON programs. This group is inspirational for me as a new IPEP Director. Everyone's willingness to collaborate and problem solve is incredible and beneficial to our students.



Helyne Frederick, PhD, CFLE
School of Education

The School of Education values interprofessional collaborations and has been engaging in IPEP research and programs for many years. My goal is to strengthen and expand collaborations. Being part of the IPEP network allows me to consider partnerships to promote effective and efficient collaborations to address the needs of school age children and youth. On the micro level, two areas of interest this year are mental health support and collaborations for improving disability services within schools. On the macro level, our school is also considering strategies for using improvement and implementation science to develop strategies for enacting change and enhancing collaborations between the schools, hospitals, social service agencies, community clinics, and nonprofits. It has been gratifying to see the joint interest and motivation among the IPEP directors to improve the overall health of individuals and communities. Everyone is passionate about using their expertise to collaborate for the greater good. The enthusiasm for IPEP work is contagious.



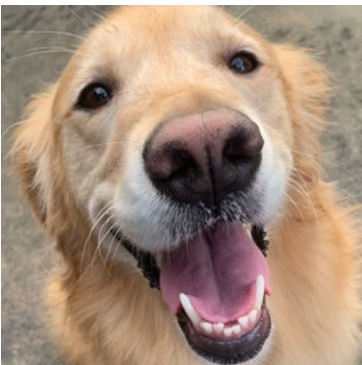
Markus Saba, MBA
Kenan-Flagler Business School

UNC is one of the top Universities in the world, especially as it relates to advancing health. The opportunities are endless and amazing. At the UNC Kenan-Flagler Business School we have recently established the Center for the Business of Health (CBOH). Our growth in the center has been remarkable and the interest level from Students, Alumni, Industry and other parts of the UNC campus have been extraordinary and continues to grow. IPEP is the perfect vehicle for the business school, the CBOH and our highly energized business students to connect and tap into the incredible resources across campus. Through IPEP we are able to help students take advantage of a wide range of opportunities across campus and greatly enhance their learning experience, tap into research opportunities, and help them fulfill their career goals and aspirations in the healthcare field.



Sofia Aliaga, MD, MPH, FAAP
School of Medicine

Prior to joining the OIPEP as Director of IPEP for the UNC School of Medicine, I served in several educational leadership and clinical roles, and I have experienced firsthand where interprofessional education and practice can maximize health care and education outcomes. I am committed to integrate interprofessional collaborative models effectively into the intersection of learning and clinical environments. Integration and alignment of the learning and clinical spaces are crucial to achieve sustainable true interprofessional collaboration and practice and best outcomes for our patients and learners. Much of my work in interprofessional education has been in simulation-based education. Around the same time that I joined the OIPEP I became director of the UNC School of Medicine simulation center, recently renamed the Simulation, Experiential Learning and Training (SET) Center. I am excited about the synergistic potential of these two roles, given that IPE and team-based care are critical aspects of simulation-based training in health care. I am grateful for the opportunity to be a part of this team and to dedicate myself to the mission and vision of the UNC Office of Interprofessional Education and Practice.



Meet Molly

Molly is a 6-year-old Golden Retriever who became a regular team member in 2020. Molly truly embraces the IPEP motto of "Better Together." She spends countless hours via zoom offering pet therapy, comic relief, or the reminder to all to stretch and relax.

THE OFFICE OF INTERPROFESSIONAL EDUCATION AND PRACTICE

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

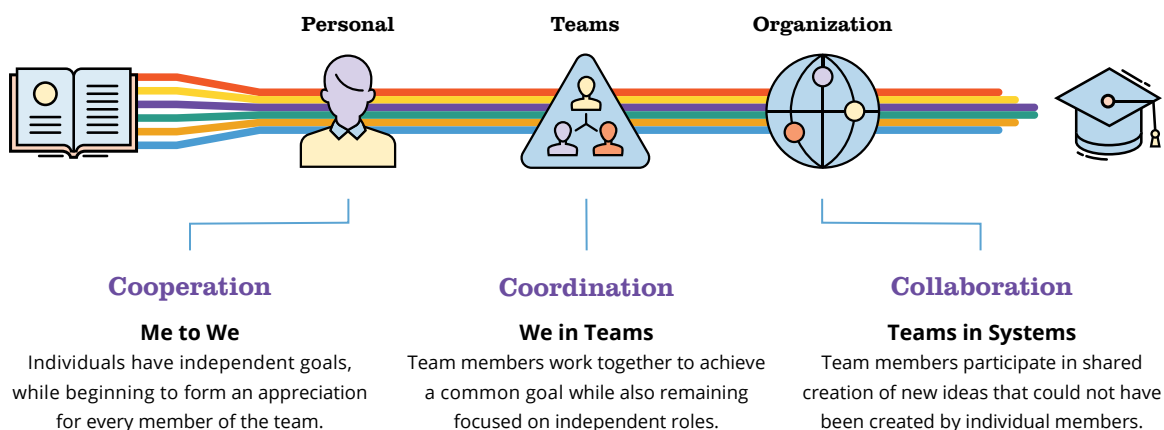
- Produce a workforce that is collaborative practice ready.
- Advance scholarship in interprofessional education and practice.
- Address whole health through interprofessional learning and practice.
- Build campus-wide partnerships to enhance communication and share best-practices.

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.

The OIPEP developmental model for collaborative practice ready graduates helps learners build interprofessional competencies at every stage of their educational journey.

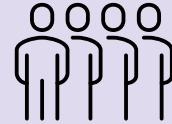


THE IPEP CORE ACTIVITIES

The IPEP Core teaches students to cooperate, coordinate, and collaborate in order to transform the future of health and human services.

2,018

**students participated
in the IPEP core!**



MEET YOUR NEIGHBOR (COOPERATION): Summer and Fall

This experience helps 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.

Allied Health, Dentistry, Education, Medicine, Nursing, Pharmacy, Public Health, Social Work



CAN YOU HEAR ME NOW? (COORDINATION): Fall

In response to the growing need for our students to understand the importance of psychological safety on teams, we revised this program to include an emphasis on microaggressions and bystander training. Emphasis was placed on developing communication techniques and quality and safety principles to promote better communication and principles of conflict management.

Allied Health, Dentistry, Medicine, Nursing, Pharmacy



PARTNERSHIPS FOR POPULATION HEALTH (COLLABORATION): Fall and Spring

Online modules 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. Student engagement was enhanced by unfolding cases with video vignettes.

Allied Health, Dentistry, Education, Medicine, Nursing, Pharmacy, Public Health, Social Work



OUR PARTNERS

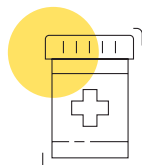
At other universities, IPE is generally thought of as an innovative approach for provider education, and taught within the health affairs schools. At UNC-CH, we understand that health is more than health-care. Therefore, our vision for IPE extends beyond the health affairs schools, building on partnerships 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**



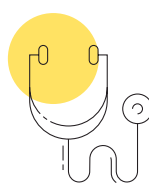
**Health Sciences
Library**



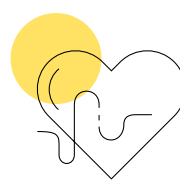
**Kenan-Flagler
Business School**



**School of
Education**



**School of
Medicine**



**School of
Nursing**



**School of
Social Work**

OIPEP NETWORK

- Ackland Art Museum – [Learn more on page 36!](#)
- Carolina Center for Public Service
- Carolina Center for Aging and Health
- Department of Pastoral Care
- Duke AHEAD: Blending the Blues
- Geriatric Workforce Enhancement Program
- Health Educators Research Directors
- Health Affairs Collaborative
- Health Humanities: An Interdisciplinary Venue for Exploration
- Innovate Carolina
- Kidzu – [Learn more on page 34!](#)
- Med Serve
- North Carolina Area Health Education Centers (NC-AHEC)
- Novant Health
- 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 Law School
- UNC Rural
- UNC Wilmington
- Western Carolina University
- National presence through AIHC, JIEP, Nexus, RWJF, and Macy Foundation



IPE@UNC

The Office of IPEP proudly supports programs and activities that showcase interprofessional excellence across a diverse network of school and departments. This list only includes activities that the Office of IPEP initiated, facilitated, or promoted throughout Fall 2021 and Spring 2022. However, Carolina offers so much more IPE@UNC! If you have an activity that you would like to scale up or promote through the Office of IPEP, please email unc_ipe@unc.edu

Courses

BIO 117: PRE-HEALTH THRIVE-1

For undergraduates pre-health students considering health professions.

BIO 118: PRE-HEALTH THRIVE-2 PURSUING HEALTH PROFESSIONS

For undergraduates pre-health students pursuing health professions.

EDU/NURS 461i

Examining Social Determinants of Health Across Populations.

N625i

Global and Interprofessional approaches to solve complex cases.

Programs & Events

BOOK CLUB

PEAK: Secrets from the New Science of Expertise by Anders Ericsson and Robert Pool.

HOTSPOTTING

Partnering with patients at risk for hospital readmission.

INTERPROFESSIONAL GERIATRICS EXPERIENCE

Exploring the benefits of interprofessional practice for providers, patients, and families in partnership with the Geriatrics Workforce Enhancement Program.

INTERPROFESSIONAL TELEHEALTH

Didactics and standardized patient experience.

iSTEP: INTERPROFESSIONAL-SUBSTANCE USE TREATMENT EDUCATION PROGRAM

How behavioral and oral health providers can diagnose, prevent and treat substance use disorders in routine practice. This work is supported by the Substance Use and Mental Health Services Administration (SAMHSA).

TRANSITIONS OF CARE

A partnership with OIPEP, SOM RICE and the Ackland Art Museum. Enhancing students' capacity to understand and appreciate their own perspective on a given situation, as well as the perspectives of other health care providers on their team.

TRAUMA INFORMED CARE

A partnership with OIPEP and SOM RICE. Explore three stages of a person's life shaped by trauma to better understand the complex relationship between social contributors to health, the mechanisms by which trauma influences health, and approaches to assisting others with trauma to heal.

TRAUMATIC BRAIN INJURY: TEAMWORK BUILDS INDEPENDENCE

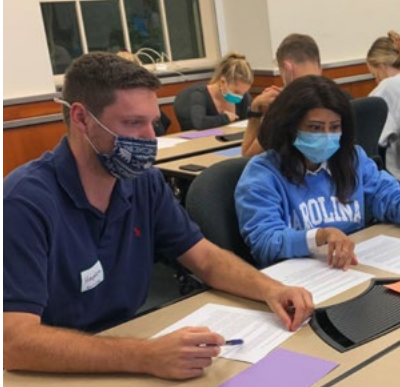
The longitudinal and collaborative nature of caring for an individual with a traumatic brain injury and the types of communication strategies that must be made at each point of handoff.

Interprofessional Case Competitions

Interprofessional case competitions are an excellent way to leverage students' unique learning, development, and professional experiences to solve hypothetical, but relevant issues in healthcare. The UNC KFBS Center for the Business of Health hosts a competition during UNC's annual Healthcare Conference. The new course, N625i: Global and Interprofessional Approaches to Solve Complex Cases, provides sponsorship for students to attend Clarion (University of Minnesota) and Emory Morningside Global Health Case Competition (Emory University).



Pictured in the center top, team captain, Paul Chan (ESOP), used skills learned in N625i to compete in the Emory Morningside Global Health Case Competition alongside fellow graduate students: Dana Bjuro (SON, DNP), Mira Aoun (GSGPH), Joy McNeal (GSGPH), and Sherry Xia (ESOP). The team mentor was Rebecca Carlson, Health Sciences librarian, Eshelman School of Pharmacy liaison, and friend of OIPEP.



Student groups transform the culture of IPE by hosting social events for interprofessional learning that occur outside of a traditional classroom setting.

Student-led IPE Events

The IPEP Distinguished Scholars program ([details on page 29](#)) was developed for students by students to recognize students who go *above and beyond* the core IPEP activities. Students complete a series of activities over several semesters in order to receive distinction on their transcript for IPEP as well as recognition at graduation. Activities are approved by the OIPEP and help to build the capacity and capability for IPEP across campus:

VIRTUAL PHIELD TRIP

Hosted by the Public Health Leadership Student Association. Students attended a virtual tour of the Orange County Health Department to learn about how the interprofessional teams function to promote health in the community.

ADDICTION, RECOVERY, & STIGMA TRAINING

Led by the UNC School of Social Work's o-STEP grant in conjunction with the UNC Adams School of Dentistry BehaviOral Health Student Interest Group.

FALL FORUM

Hosted by the Allied Health Interprofessional Student Committee (AHIPS). Allied health professionals and Student panelists discussed clinical interprofessional experiences.

COOKIES AND CONVERSATION

Hosted by the Adams School of Dentistry IPE Student Group. Conversations between dental and social work students on the topics of uninsured/underinsured patients, how to manage patients with dental anxiety, and more.

CRANIOFACIAL TEAM PANEL

Hosted by the Adams School of Dentistry IPE Student Group. A panel of experts shared their experiences with providing team based care, ultimately providing quality care through collaborative practice.

RESULTS BASED ACCOUNTABILITY WORKSHOP

Hosted by the Public Health Leadership Student Association

IPE MOVIE NIGHT "DOPESICK"

Hosted by the Adams School of Dentistry IPE Student Group and the Eshelman School of Pharmacy's Operation Substance Use Disorder and Student Pharmacists Opioid Misuse Task Force.

IPE'S GREAT ESCAPE

Escape room event hosted by the Eshelman School of Pharmacy IPE committee.

RURAL INTERPROFESSIONAL CASE STUDY EVENT

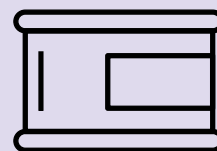
Hosted by the Student Executive Committee for IPEP.

HUNGRY FOR CHANGE

Food Insecurity and its Implications on Health — hosted by the Student Executive Committee for IPE.

Hungry for Change: Food Insecurity and its Implications on Health

Activities for this event kicked off March 1st with a month-long food drive competition between schools. On March 29th students came together for a panel discussion and bagging event in partnership with a local hunger relief organization, TABLE.



550 lbs
of food collected

Relational Leadership @ Carolina

Relational Leadership @ Carolina (RL@C) is an interprofessional, cross-generational program that teaches participants how to fully realize the breadth of their human interactions — with students, patients, colleagues, or decision makers — to achieve true connection, common vision, and interdependent action. The Office of IPEP chose the Relational Leadership Institution's foundational program because successful interprofessional practice requires effective leadership skills, regardless of role or title, to produce high functioning teams.

Alumni of RL@C make up a community of engaged partners for interprofessional education and practice. Graduates of the program can join the Leadership Pathway to become trainers and facilitators in future cohorts. To learn more about RL@C email relational_leadership@unc.edu



233

**Faculty, Staff
and Students
Trained**

54

**Joined Leadership
Pathway**

23

**Executive Leaders
Trained**

29

**UNC affiliated departments and
organizations represented***

* AHEC, Allied Health, Adams School of Dentistry, Center for Global Initiatives, 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, Sheps Center for Health Services Research, and UNC Health Care System (Anesthesiology, Family Medicine, Labor & Delivery, OB/GYN, Radiology, PICU, NICU, Pediatrics, Surgery, Internal Medicine, ENT, Neurosurgery, Orthopedics; Executive Leadership; Human Resources, Institute for Healthcare Quality Improvement).

Scholarship Highlights

PUBLICATIONS

Alderman, J. T., Zerden, L. D., Zomorodi, M. (2021). *A mixed methods analysis of attitudes in a graduate interprofessional education population health course*. Health, Interprofessional Practice & Education, 4(2), 1-10. doi: 10.7710/2641-1148.2118

Bryant, A. L., Van Den Eynde, M., Grewe, M. E., Alderman, J. T., Zomorodi, M., & Durham, C. F. (2022). *Interprofessional communication in the care of adults with cancer: exploring clinicians' perceptions of team rounding*. Journal of interprofessional care, 1–4. Advance online publication. <https://doi.org/10.1080/13561820.2021.2000374>.

Dolansky, M., & Zomorodi, M. (2021). Interprofessional Approaches to Quality and Safety. In G. Sherwood and J. Barnsteiner (Eds). *Quality and Safety in Nursing: A Competency Approach to Improving Outcomes* (3rd ed., Ch 14). (peer reviewed).

Jones, E.P., Nelson, N.R., Thorpe, C.T., Rodgers P.T., Carlson R.B. *Use of journal clubs and book clubs in pharmacy education: A scoping review*. Curr Pharm Teach Learn, published online Dec 21, 2021. <https://doi.org/10.1016/j.cptl.2021.11.029>

Olsen, A.A., Lupton-Smith, C.P., Rodgers, P.T., McLaughlin, J.E. (2021). *Characterizing research about interprofessional education within pharmacy*. Am J Pharm Ed 2021;85:854. <https://doi.org/10.5688/ajpe8541>

Reitmeier, M. C., Zerden, L. D., Browne, T, Kanfer, M., Iachini, A. L., Brigham, B. (2022). *Training MSW students for integrated behavioral health care during COVID-19: Lessons learned from two programs*. Journal of Social Work Education. [e-pub ahead of print]. <https://doi.org/10.1080/10437797.2022.2033659>

Sanders, K. A., Zerden, L. D., Zomorodi, M., Ciarrocca, K., & Mendys, K. (2021). *Promoting whole health in the dental setting: Steps toward an integrated, interprofessional clinical learning environment involving pharmacy, social work, and nursing*. Journal of Interprofessional Education & Care, 21(4), 1-11. <https://doi.org/10.5334/ijic.5814>

Sanders, K.A., Busby-Whitehead, J., Coppola, S., Dews, D., Downey, C.L., Giuliani, C., Henage, C.B., Holliday, A.S., Mitchell, S.H., Palmer, C., Rosemond, C., Weil, A., Williams, S.W., & Roberts, E. (2022) An interprofessional experience preparing a collaborative workforce to care for older adults, Gerontology & Geriatrics Education, DOI: 10.1080/02701960.2022.2052870

Tyndall, L., Muse, A., Soltis-Jarrett, V., & Stroh, A. (2020). *A path to a paradigm shift: North Carolina's journey to whole person care*. Report prepared through the work of the Foundation for Health Leadership & Innovation's Center of Excellence for Integrated Care, and funding from the Kate B. Reynolds Charitable Trust. <https://coeintegratedcare.org/wp-content/uploads/2021/01/A-Path-to-A-Paradigm-Shift-Jan-2021.pdf>

Wolcott M.D., McLaughlin J.E., Hubbard D.K., Kiser S., Williams C.R. (2021). *Using design thinking to explore rural experiential education barriers and opportunities*. J Med Educ Curric Dev. 2021;8: 8:2382120521992333.

Zerden, L. D., Lombardi, B. M., Richman, E. L., Fraher, E., & Shoenbill, K. (2021). *Harnessing the electronic health record to advance integrated care: Lessons from social work*. Families, Systems, & Health 39(1), 77-88. <https://doi.org/10.1037/fsh0000584>

Zerden, L. D., Lombardi, B. M., Richman, E. L., & Forte*, A. (2022). *Addressing Burnout among the Frontline Health Workforce during COVID-19: A Scoping Review & Case Examples*. Journal of Health and Human Services Administration, 44(4), 302-333.

Zerden, L. D., Morris, M., & Burgess-Flowers, J. (in press). *Oral health and social work integration: Advancing social workers' roles in dental education*. Health & Social Work.

**Read about the IPEP Collection on the
Carolina Digital Repository on page 39**



PRESENTATIONS

Bryant, A.L., Van Den Eynde, M., Grewe, M. E., Alderman, J.T., Zomorodi, M., & Durham, C. F. (2021). Interprofessional communication in the care of adults with cancer: Exploring clinicians' perceptions of team rounding. Journal of Interprofessional Care. Nexus Summit, virtual.

Davison, J., Draffin, S., Hernandez, G., Martinez, B., Tisdale, L., (2021). *Telehealth Outreach during the COVID19 Pandemic: Transforming NC Farmworkers' Health*. Presentation at the National Virtual Forum for Migrant and Community Health.

Forcina, J., Ballard, J., Barrington, N., Bridges, D., & Zomorodi, M. (August 2021). *Connecting Academic and Practice for Interprofessional Education and Practice: A National Model for Inter-organizational Collaboration*. [Podium Presentation]. 2021 Nexus Summit, Optimizing the Interprofessional Clinical Learning Environment, Minneapolis, MN.

Hecker, E., Heflin, M., Engle, D., McNeil, D., Zomorodi, M., Liebkemann, S., Uthappa, D., Hickert, K., Ellet, T. (August 2021). *Using a Developmental Education Framework to Create a "Just in Time" Interprofessional Telehealth Curriculum*. [Podium Presentation]. 2021 Nexus Summit, Optimizing the Interprofessional Clinical Learning Environment, Minneapolis, MN.

Liebkemann, S., Zomorodi, M., Dsouza, R., & Brame, J. (August 2021). *Web-based unfolding case study in an interprofessional online population health class*. [Podium Presentation]. 2021 Nexus Summit, Optimizing the Interprofessional Clinical Learning Environment, Minneapolis, MN.

Rodgers, P.T., Durham, C., Zomorodi, M. (2021). *"Can You Hear Me Now?: An Interprofessional Activity about Communication Conflicts and Microaggressions*. Nexus Summit, virtual.

Rodgers, P.T., Williams, C. (2021). *Can You Hear Me Now? A Class Activity About Interprofessional Communication and Micro/Macroaggressions in Healthcare*. AACP Annual Meeting, virtual.

Rodgers, P.T., Williams, C. (2022). *Responding to aggressions in clinical environments*. UW-Madison Clinical Instructor Meeting, virtual.

Smithson, S., Durham, C., Hinson, J., Neal, M., Smith, K., Storrie, M., Wolcott, M., & Zomorodi, M. (August 2021). *Relational Leadership at Carolina: An Interprofessional, Cross-generational leadership Development Learning Collaborative*. [Podium Presentation]. 2021 Nexus Summit, Optimizing the Interprofessional Clinical Learning Environment, Minneapolis, MN.

Soltis-Jarrett, V. (2021). *Mental Health Care in Flux: Exploring New Ways to Deliver Care*. Panel Presentation. Leonard Davis Institute of Health Economics, National Conference, virtual.

Soltis-Jarrett, V. (2021). *Behavioral Health Integration ECHO Series*. NC AHEC and implemented at Greensboro AHEC, virtually.

Soltis-Jarrett, V. (2021). *TCM: The Intersection of Chronic Disease and Comorbid Behavioral Health Management: An Application of the SBIRT Model in Primary Care*. NC DHHS, webinar. Recorded for other healthcare professionals (IPE) to obtain credit as part of the Medicaid Transformation.

Uthappa, D., Karlovich, N., Ellet, T., Hickert, K., Hecker, E., Zomorodi, M., McNeil, D., & Heflin, M. (August 2021). *Creating opportunities for telehealth education, assessment, and care through hotspotting (CO-TEACH): Learner-led motivation, development, and deployment of the CO-TEACH curriculum*. [Podium Presentation]. 2021 Nexus Summit, Optimizing the Interprofessional Clinical Learning Environment, Minneapolis, MN.

Walters, E.M., Aliaga, S., Alexander, L., Mittal, M., & Zomorodi, M. (2021). *CONNECT: Creating interprofessional opportunities for navigating, networking and engaging patients, students, and communities in telehealth*. Nexus Summit 2021, virtual.

Zerden, L.D., Lombardi, B.M., Richman, E., & Forte*, A. (2022). *Burnout intervention and prevention strategies for the health workforce during COVID-19*. Society for Social Work Research National Conference, Washington, DC

Zomorodi M., Gabbard A., Draper E., Tiwari M. (2021). *Better Together - but 6 Feet Apart! The Carolina COVID Student Services Corps (Carolina CSSC): An Interprofessional Response to the COVID Pandemic*, Nexus Summit 2021, virtual.

RESEARCH

VICTORIA SOLTIS-JARRETT, Ph.D. PMHCNS/NP-BC, FAANP, FAAN, Carol Morde Ross Distinguished Professor of Psychiatric-Mental Health Nursing, has built a program of scholarship, education, and training around rural mental health care. She successfully obtained over 7.4 million dollars in research funds over the last 4 years to support teams of interprofessional providers and IPE training for providers across disciplines in the areas of behavioral health integration, rural whole health care, nursing home COVID action network, and the responsible prescription of opioids for chronic pain. Funding agencies include Agency for Healthcare Research and Quality; University of New Mexico, ECHO Program; Health Resources Services Administration; The Center for Disease Control (subcontract with the Governor's Institute and NC DHHS). To learn more about Dr. Soltis-Jarrett's work, visit nursing.unc.edu/people/victoria-soltis-jarrett.

AWARDS & RECOGNITION

ASSOCIATION OF SCHOOLS ADVANCING HEALTH PROFESSIONS (ASAHP) AWARD

The UNC Department of Allied Health Sciences (DAHS) won the Association of Schools Advancing Health Professions (ASAHP) Award for their Institutional Excellence and Innovation in Interprofessional Education and Collaborative Health Care. Each of the seven divisions within DAHS engages in a range of interprofessional activities across programs, schools and community settings. DAHS students actively participate outside of DAHS through OIPEP core activities and through the newly launched IPEP Distinguished Scholars program. These experiences offer students structured activities to engage with other health disciplines that cross over didactic and practice opportunities, while also providing a foundation for collaboration.



Steve Hooper

"Over the past five years we have continued to increase our dedication to expanding and building interprofessional education and practice programs that ensure all of our students are well prepared for collaborative practice upon graduation," said Dr. Stephen Hooper, Associate Dean of Medicine and Chair of the Department of Allied Health Sciences. "We're confident our efforts will increase the efficiency and effectiveness of delivery systems to promote team-based, patient/family centered health care, and ultimately the quality of life of our patients, clients and consumers."

DAHS has seen significant growth in its IPEP efforts, and the award is a testament to progress made to build an innovative and sustainable model to advance IPEP within the department, university and greater community.

DR. JULIE S. BYERLEY AWARD FOR FACULTY EXCELLENCE IN IPEP

During her time at Carolina, Dr. Julie S. Byerley had a tremendous impact on health professions education, establishing the interprofessional education and practice committee that would become the foundational framework for the Office of Interprofessional Education and Practice. This award, named in her honor, will be given to a UNC faculty member for their significant contributions to the advancement of interprofessional education and practice at the IPEP End-of-Year Celebration.

ANNE BELCHER INTERPROFESSIONAL SCHOLARS

The Anne Belcher Interprofessional Faculty Scholars Fund is awarded annually to faculty in the UNC School of Nursing. The fund was established to provide opportunities for faculty to build a legacy and shape the world of IPEP by creating scholarly work for others to look to as evidence of the power of IPE.



Dr. Jean Ann Davison DNP, RN, FNP-C

has a lifelong dedication to the spirit of inquiry for evidence-based practice and a strong foundation in IPE. She is an Associate Professor and Director of the SON Mobile Health Clinic which provides free healthcare to vulnerable populations. Dr. Davison plans to expand this work to develop an IPE opportunity for students in the health professions to offer screenings and services to those in greatest need. Dr. Davison will also focus her efforts on disseminating work on best practices for providing team-based care to vulnerable populations through publications and national conferences. "I feel very honored to be selected to the Anne Belcher Interprofessional Faculty Scholars Program and can't wait to begin this journey."



Dr. Ashley Kellish, DNP, RN, CCNS

brings with her a background in simulation training and plans to expand her work to pursue a project designed to teach nursing leaders of all types how to debrief interprofessional clinical teams effectively to promote psychological safety, team development, and clinical expertise. "Our academic work must be able to effect change in the clinical setting. Interprofessional education is vital to improving clinical outcomes. Learning from, with, and about one another is no longer something we like to do, it is something we must do to be better in healthcare."

NC AHEC SCHOLARS

Two UNC Eshelman School of Pharmacy Asheville-based Pharm.D. students, Haley Simkins and Brandyn Wilcox have been named North Carolina Area Health Education Centers (NC AHEC) Scholars. The NC AHEC Scholars Program, part of the National AHEC Organization, recruits, trains, and supports a diverse group of students from across the state, creating a multidisciplinary team of health professionals committed to both community service and the transformation of health care in North Carolina.

ALBERT SCHWEITZER FELLOWS

Founded in 1994, the NC Albert Schweitzer Fellowship is one of thirteen currently active Schweitzer program sites across the U.S. dedicated to developing a pathway of emerging professionals who enter the workforce with the skills and commitment necessary to address unmet health needs. The Fellowship provides an experiential year-long learning opportunity for graduate level health professional students. Fellows are chosen on a competitive basis from graduate student applicants in a variety of health professional fields. This year the Office of IPEP partnered to create two new fellowship opportunities awarded to Carrie Alspough & Jeannie Salisbury to expand the pilot Heat and Eat Program in Chatham County in which Assertive Community Treatment (ACT) teams deliver healthy nutritious meals to those living with serious mental illness, with a fixed income/no income and people who are homeless or at risk of homelessness to foster relationship building. Fellows will work with faculty mentor, Rachel Wilfert, MD, MPH, CPH, director of workforce training & education, UNC Gillings School of Global Public Health.

GEORGE E. THIBAUT MD NEXUS AWARD FOR EXEMPLARY INTERPROFESSIONAL COLLABORATION

Better Together - but 6 Feet Apart! The Carolina COVID Student Services Corps (Carolina CSSC) presented as a Lightning Talk at the Nexus Summit 2021 received the George E. Thibault MD Nexus Award for exemplary interprofessional collaboration for demonstrating how health professions students, educators, and professionals are working together in previously unimagined ways to meet the needs of their local and regional communities during the COVID-19 pandemic.



Carolina Covid-19 Student Services Corps members manage testing stations at the Student Union.

Student Leaders In IPE

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

Alex Bowman, ASOD, DDS, '25
 Alyssa Decker, DAHS, CRMHC, '22
 Astrid Rivarola, SOE, '23
 Brandon Glover, GSGPH, '22
 Dan Blandon-Hendrix, SON, DNP, '22
 Divya Venkataganesan, GSGPH, '22
 Kate Watkins, SOM, '25
 Kristen Koepsell, KFBS, '22
 Lauren Christopher, KFBS, '23
 Lauren Richardson, KFBS, '22

Luke Heaton, ASOD, DDS, '25
 Meera Parikh, SOM, '25
 Miguel Vasquez, ASOD, DDS, '23
 Reanna Jereb, ESOP, '24
 Samantha Dominguez, ASOD, DH, '22
 Samantha Puckett, SSW, '22
 Shana Katz, ESOP, '24
 Stephanie Ntim, SOM, '25
 Steven Frost, KFBS, '23

RURAL INTERPROFESSIONAL LONGITUDINAL SCHOLARS

The **R**ural **I**nter**P**rofessional **L**ongitudinal **S**cholars Program (RIPLS) supports students who desire to work in a rural community upon graduation. Funded by the William R. Kenan Charitable Trust, RIPLS provides financial support, mentorship, and enrichment experiences to help students foster a culture of collaboration that is much needed for successful long-term partnerships.



Aidee Tejada: Dentistry

Through the RIPLS program I want to incorporate my skills and those of my peers, to better uncover what specific health disparities lie in rural North Carolina and display them through a comprehensive visual graphic.



Anabeel Sen: Public Health

Growing up in a developing country in the Global South, I witnessed firsthand how the social determinants of health can impact people availing health services. I was immediately drawn to the RIPLS program for the experience of working with a team with similar goals to enable me with skills to be an effective rural health professional. I want the opportunity to experience working in a community in rural North Carolina and give back to them by helping to tackle some of the barriers to high quality health care.



Bijan Mahboubi: Dentistry

I am here to because I believe so much more can be accomplished as a team. I hope together we can make a difference in rural America. By learning from each other we can better prepare ourselves to overcome obstacles.



Briawna Dildy: Dentistry

I have experienced first-hand the disparities one may face living within a rural community. My personal struggles combined with those I have witnessed from others, propelled me to be a part of the change my community so desperately deserves. I feel that RIPLS will equip me with the knowledge and experiences needed to navigate difficulties within rural communities and provide me with skillsets to fortify my interprofessional connections.



David Agor: Nursing

Growing up in a rural community in Eastern Nigeria, I have first-hand knowledge of the dearth of Healthcare Providers in rural communities. Nonetheless, there is a global paucity of LGBTQ competent providers, and North Carolina is not an exemption. I wanted to provide the care I deserved and wished I had growing up as a sexual minority in a rural community. So, I wanted to ensure that other LGBTQ youth did not suffer the same fate I did as a youth, which inspired my quest for improving outcomes for LGBTQ youths in rural NC.



Hannah Darr: Public Health

My experiences being raised in a rural community have helped me to realize that each rural community faces unique challenges regarding health and well-being. This has inspired me to be an advocate for rural communities, as they are often forgotten or lumped together into one big category. The RIPLS program is increasing my knowledge of the scope and work of other health professions as well as giving me a greater understanding of rural health issues.



Rekha Aryal: Nursing

The RIPLS program helps me to be a key contributor of providing equal health care services and resources to the rural communities served by RIPLS.



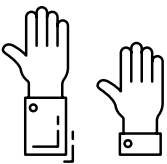
Sylvette Ramos-Diaz: Dentistry

It is so exciting for me to be able to implement my public health background and my love of serving historically-excluded populations in the work I do through an interprofessional platform.

CAROLINA COVID-19 STUDENT SERVICES CORPS (CSSC)

Carolina CSSC received the 2021 Robert E. Bryan Public Service Award for serving as a centralized organizational structure to facilitate coordination across various academic and healthcare sectors to reduce challenges created by the COVID-19 pandemic.

In the early stages of the COVID-19 pandemic, the OIPEP launched the Carolina CSSC to address a need for health professional students to gain leadership skills through service in response to reduced clinical experiences. In October 2020, the Carolina CSSC expanded to include pre-health, graduate and undergraduate students. In January 2021, the Corps set its sight on helping reduce the spread of COVID-19 on campus and in the surrounding community. They did this by mobilizing student volunteers to help with covid testing sites, contact tracing, vaccine administration, and supplies and test kit making.



1,565
Active Volunteers

34,601
Hours Served

Number of Students Who Volunteered

451
25+ Hours

256
50+ Hours

181
75+ Hours*

33
100+ Hours

\$795,823
of Services Contributed

**Students who served more than 75 hours received a certificate of excellence signed by the Chancellor and Provost.*

The Office of IPEP sends a heartfelt THANK YOU to the over 1700 volunteers who served over 34,600 hours to reduce the spread of COVID-19 on campus and the wider community.

CSSC Executive Team Leaders, Elayne Wang, Manas Tiwari, and Emmalyn Fleming discuss how the IPEP network engaged students from across the University to build community and promote campus safety during the Covid-19 Pandemic.



Elayne Wang

CSSC helped me break out of the professional school bubble and connect with the rest of campus. I loved seeing so many people unite under a common cause. Even though Covid messed up many aspects of life, it also made us come together in creative ways. Working toward making campus safe and contributing to student engagement over this past year or so has been extremely rewarding, and I look forward to seeing UNC continue to evolve. (Elayne Wang is a 3rd year dental student. She plans to go into general dentistry after graduation)



Manas Tiwari

My motivation for joining CSSC was frustration from not being able to do anything about the global pandemic; with the help of the CSSC we were able to help Carolina transition back to a safer educational experience. Working with a variety of individuals ranging from the individual students to the Chief Information Officer helped me propel my leadership skills immensely. I also experienced the power that the Carolina student body holds and learned how it can be applied to bring change. I am honored to have been able to leave my heelprint and help Carolina throughout these tough times. (Manas is a senior Biostatistics major applying for Medical Schools. He will be working with Deloitte in New York City after graduation)



Emmalyn Fleming

I was awarded the position of co-lead last year for the Executive Team of CSSC at the Carolina Together testing sites on campus. As a freshman living at home, I was eager to be a part of something at Carolina. CSSC gave me the opportunity to meet new friends and make a positive impact on our Carolina community during a time of uncertainty. I remember when the testing sites first opened, I was shocked to see the amount of people willing to help out in whatever way they could. My favorite memory was when the other co-leads and I made a video for the volunteers explaining how to perform the self-administered COVID tests. All the efforts done by the Executive Team and volunteers in CSSC have been an integral part of mitigating COVID on our campus, as well as giving students the opportunity to meet others who want to help. (Emmalyn Fleming is a sophomore Nursing major. She plans on graduating May of 2024 with BSN)

THE IPEP DISTINGUISHED SCHOLARS PROGRAM

Launched September 2021, the IPEP Distinguished Scholars Program (IPEP DS) was developed to recognize students who distinguish themselves from their peers by exhibiting excellence in the pursuit of interprofessional education. Credit toward the IPEP DS program is awarded to students who go above and beyond each school's core IPEP requirements to participate in extracurricular IPE. The opportunity to participate in the IPEP Distinguished Scholars program is available to any student earning a professional or graduate degree in one of the IPEP partner schools. While completing the 5 program components, participants build portfolios that reflect their ability to cooperate, coordinate, and collaborate to transform the future of health and human services.

Students who successfully complete all components of the program are awarded notation on their official UNC-CH transcript, a unique gold, white, and Carolina blue woven graduation cord, and support from an expansive network of students, faculty, and staff dedicated to interprofessional education and practice.

Program Milestones

18

IPEP Scholars who have successfully met all program requirements

2000+

hours of interprofessional collaboration through immersion experience

25

IPEP DS events since September 2021

550+

hours of collaborating at IPEP DS events

13

IPEP DS student organizations

Prospective Scholars



- Adams School of Dentistry — 37
- School of Education — 19
- School of Medicine — 41
- School of Nursing — 35
- Eshelman School of Pharmacy — 59
- Gillings School of Global Public Health — 65
- School of Social Work — 20
- Kenan-Flagler Business School — 2

Program Components

LONGITUDINAL COMMITMENT

Prospective scholars must demonstrate a longitudinal commitment to IPEP of at least two semesters. This allows students ample time to complete the requirements as well as gives them the flexibility to complete their requirements when they are able. Students respond to a prompt reflecting on why they are pursuing the program and what they hope to gain.

ADVOCACY

Prospective scholars serve as a member of a committee, group or organization which promotes IPEP initiatives and hosts IPEP events for at least two semesters. Currently, 13 student organizations across the professional schools are recognized as IPEP DS organizations.

EVENT ATTENDANCE

Prospective Scholars attend 3 interprofessional events that have been reviewed and approved as meeting the criteria set forth by the IPEP DS program.

IMMERSION EXPERIENCE

Prospective scholars complete at least one immersion experience, which requires active participation in a project such as an interprofessional elective, an interprofessional case competition, interprofessional research, interprofessional service learning, or an interprofessional conference.

REFLECTION

Upon completing all other components of the program, the student completes a 1-page reflection about their experience in the IPEP DS program and interactions learning with, from, and about their interprofessional peers.

IPEP Distinguished Scholars Program

Longitudinal Commitment	Advocacy	Event Attendance	Immersion Experience	Reflection
<p>Demonstrate a commitment to IPEP for at least two semesters.</p> <p>An orientation will be given at the beginning of each semester. Interested students will be given instructions on how to submit a response to a prompt, thereby indicating their intent to pursue the program and beginning their commitment.</p>	<p>Serve as a member in a group, organization, or committee that fosters a culture of IPEP and promotes IPEP initiatives.</p> <p>The student must attend at least 70% of the meetings (not including excused absences) for at least two semesters. Groups must organize an IPE event or initiative each semester.</p>	<p>Attend at least three extracurricular IPE events.</p> <p>Mandatory IPEP school events cannot count toward this distinction. Events must be official IPEP DS events that have been reviewed and approved as meeting the standards of the program.</p>	<p>Participate in at least one IPEP immersion experience.</p> <p>Examples: elective, case competition, research, service-learning, conference, retreat.</p> <p>For experiences not hosted by the OIPEP, contact unc_ipe@unc.edu to ask if the experience will qualify.</p>	<p>Submit a written reflection upon program completion.</p> <p>Students will address a prompt and reflect on how the knowledge, skills, and attitudes gained during the program have enhanced their understanding of other professions and increased their ability to practice collaboratively.</p>

Any event or experience that is required as part of the student's curriculum cannot be submitted for this distinction. The events and experiences for this distinction must be "above and beyond" their school's curricular requirements.

Emili Anderson and Esha Thakkar, student leaders for the Eshelman School of Pharmacy and co-chairs of the school's IPEP Enthusiast Group, describe the structure they built to help pharmacy students meet the Advocacy requirement for the IPEP Distinguished Scholars Program.



Emili Anderson
Eshelman School of
Pharmacy



Esha Thakkar
Eshelman School of
Pharmacy

The IPEP Enthusiast Group is an exciting way to get involved in IPE at the School of Pharmacy. Group members work together to lead interprofessional initiatives that advance a culture of IPE within the School of Pharmacy and build bridges to other programs. Within the ESOP IPEP Enthusiasts Group, there are 6 members who each take the lead to engage a specific group of students in one of 6 areas of interest:

Social: Planning informal interprofessional events such as Escape Rooms.

IPE Newsletter: Every year, the IPE Committee releases a newsletter with events the committee has done, interviews a faculty member engaging in interprofessional activities and interviews students on their interprofessional collaborations.

Group Discussion: Planning events around having an interprofessional case and facilitating students through the discussion.

Service: This group is focused on planning service projects interprofessionally.

Workshop: This group is designed to plan workshop events for students to practice tangible IPE skills. For example, how to showcase your IPE experience in interviews.

Speaker: Inviting speakers to come speak about their experience working in an interprofessional setting.

"As we have continued to build out this IPE Enthusiasts group, we have 35 students actively engaged in planning events. We are excited to see what events will be planned in the future & are happy with the way things are going."

Emili & Esha

Connections Spark Innovation

One of the ways that the Office of IPEP supports collaboration is by making connections that spark innovation. If you have an idea or learning experience that you think would benefit from the expertise of another profession, contact your school's IPEP Director to find a match.

TEAMWORK BUILDS INDEPENDENCE (TBI): HOW WORKING TOGETHER CAN MAXIMIZE SUCCESS!

New IPE Event, Spring 2022!

OIPEP loves it when connections come together. Dr. Ana Felix (SOM) has long been a champion of advocating for those with neurological injury, and practices interprofessionally to maximize health for these individuals. When OIPEP first began, we brainstormed opportunities for collaboration in this area, and after a connection with the Department of Exercise and Sports Science/Athletic Training was made with the help of Chancellor Guskiewicz, we were able to put a team together to make this idea become a reality. Further connections made between the Instructional Media Team in the SOM and Dr. Elizabeth Stone in the SON finalized the creation of *Teamwork Builds Independence (TBI): How working together can maximize success*:

This interactive, interprofessional event takes students along a patient's journey from injury to recovery from traumatic brain injury. The SOM Instructional Media team was instrumental in helping bring the patient's story to life by creating video footage and adapting a virtual reality simulation to challenge students to appreciate what it is like to be a patient in crisis and how a team is essential to helping patients reach their goals. The interactive format will help students gain empathy for the patient experience and appreciation for the longitudinal and collaborative nature of caring for an individual with a traumatic brain injury and the types of communication strategies that must be made at each point of handoff. With this experience, OIPEP has also been able to reach in to the practice space, partnering with individuals like Derek Miller from UNC Health:



C. Derek Miller, MSN, RN, CCRN, Nurse Education Specialist for Burn Outreach & Prevention speaks to his experience working with an interprofessional team on this one-of-a-kind experience for IPE.

"I'm proud to be a part of the Office of IPEP's TBI project—it's exciting work! I consider myself to be more aspirant than expert in IPE, but I'm a longtime advocate of intentional collaboration across disciplines. In fact, this project feels like a natural outgrowth of my own professional journey. I didn't know it then, but my prior experiences with small group facilitation, experiential learning, and classroom teaching were a useful foundation for my transition to healthcare. Growing up as a nurse in the NC Jaycee Burn Center rooted me in the value of interprofessional collaboration: I worked side by side and learned from a dozen different professions every day. Ten years later, as a critical care educator, I emphasized interprofessional partnerships within critical care and across the continuum of care. I do the same now as the Outreach & Prevention Educator for the Burn Center. We all have our parts to play, but the patients and families that we serve depend on how well we "play" together. To lean into a musical metaphor--Interprofessional collaboration within a given phase of care is *harmony*, and collaboration across phases of care is *melody*. To me, the OIPEP's TBI project is proof of concept that we can make music together. Going forward, I believe we can continue to refine both harmony and melody—and transpose our music to other areas of healthcare."

And once you have that spark, the partnerships can really take off! We are so grateful for our colleagues who help advance OIPEP through clinical learning.

INTERPROFESSIONAL EDUCATION & CLINICAL LEARNING IN ACTION: A PARTNERSHIP BETWEEN UNC'S SCHOOL OF LAW AND THE SCHOOL OF SOCIAL WORK

In August 2021, UNC's School of Law and the School of Social Work collaborated to create an innovative, interprofessional learning opportunity at the Law School's Youth Justice Clinic. Now, master's in social work students can complete their 600-hour field placement at the Youth Justice Clinic, working alongside law students and faculty from both professional schools to address the needs of children and adolescents in conflict with the law and adults convicted as minors seeking clemency. The complexities of these cases highlight longstanding racial, economic, and social justice issues that requires the intersection of both legal and social welfare expertise. Guided by faculty from both professional schools, law and social work learners have the opportunity to support one another as a team of advocates to meet the needs of the clients most effectively they serve.

This formalized partnership has been described as a "dream come true" for the Youth Justice Clinic Director and Assistant Professor of Law, Barbara Fedders. Rebecca Brigham, the Assistant Dean for Field Education at the School of Social Work is grateful to see these strategic partnerships grow across campus because they reflect the strengths of UNC and help students move outside of their professional silos. The success of this interprofessional collaboration and clinical site will continue next year with the hope of additional MSW student interns being placed at the School of Law clinics. The efforts to bridge the legal and social work profession through shared learning and service reflects interprofessional education in action.

THE SCHOOL OF EDUCATION STRENGTHENS AND EXPANDS INTERPROFESSIONAL COLLABORATIONS

UNC is the only university in the nation to include the School of Education as a founding partner for the integration of IPE. The School of Education continues to strengthen and grow its partnerships with faculty and students in Nursing, Psychiatry, Sociology, Allied Health, the Arts and Sciences and UNC Health Care and helps the OIPEP network of community engaged partners expand.

These partnerships make innovative interprofessional classroom, service-learning and internships possible. This year, 38 education and nursing students enrolled in EDU/NURS 461I, an interprofessional course that examines social determinants of health across populations through seminars and service-learning with Rehabilitation Therapy at UNC Hospital. Under the direction of Dr. Helyne Frederick, the school's Human Development and Family Studies (HDFS) program prepares SOE undergraduates for careers in the "helping professions" by offering a unique internship program that engages students in collaborative inquiry and provides interprofessional experiences in collaboration with UNC Hospital. Placements have included the NICU, PICU, Child Life Specialists, Dentistry, and Lineberger Cancer Center among others.

In November of 2021, Kidzu Children's Museum partnered with Orange County Health Department, UNC Health, HDFS, and the OIPEP to create a project to inform caregivers who are hesitant about vaccinating their children against COVID-19. Since that initial spark of collaboration, Kidzu has collaborated with OIPEP to connect UNC pre-professional program student volunteers to their full-day educational and vaccine administration events like the Teddy Bear Clinics in February and Adventure to Immunity in March.

On April 7th, Dr. Frederick, hosted *"Better Together": An Interprofessional Response to Individualized Education Plans (IEPs)*. By connecting with colleagues in OIPEP, Dr. Frederick engaged faculty with expertise in disability, mental health, occupational, and social support to demonstrate how interprofessional teams can enhance the quality of the intervention and support services provided.





IPEP AND THE ARTS

ELIZABETH MANEKIN AND SUSAN COPPOLA DISCUSS HOW LEARNING THROUGH ART CAN BROADEN PROVIDER PERSPECTIVE.



Elizabeth Manekin

Head of University Programs and Academic Projects
Ackland Art Museum

At UNC-Chapel Hill's Ackland Art Museum, approximately 10,000 of our annual visitors are university students and faculty who come to the Museum from 35 departments and professional schools. We work with professors to design class discussions, group activities, and written assignments that use works of art to support, expand, or challenge ideas and skills that are fundamental to their learning objectives. Over the last four years, we've worked with our colleagues in the Office of IPEP to develop activities that build their students' capacity to work together as a team, acknowledge each other's roles and abilities, and to better communicate across specialties.

You might wonder how that happens in an art museum. Art can be a subject of discussion, but it can also be a catalyst for exploring a range of concepts and competencies. For example, in one team-building activity, small groups of students look at a work of art with four or five people represented. Each student must select a figure and write about what's happening in the scene from that figure's perspective. After writing, they bring their points of view together. How did one character's position inform how they viewed the scene and the story unfolding? What did this character see that another did not? How did the power dynamics of the scene shape different responses in each character? Students consider how these varying perspectives parallel their own work in healthcare settings, working in teams and across disciplines.



This is just one of several activities practiced with IPEP students. Their time at the Ackland enables them to think critically and expansively about what they see, how they see it, and how that perspective can be identified and utilized as part of a healthcare team.

Ackland Art Museum

The University of
North Carolina at Chapel Hill
101 S. Columbia St
Chapel Hill, NC 27514
ackland.org



Susan Coppola, OTD, OT/L, FAOTA

Professor

Division of Occupational Science and Occupational Therapy

The Geriatric Workforce Enhancement Program and the Office of IPEP host a gerontology interprofessional education event each spring. This two-afternoon event involves large and small team discussions about aging and interprofessional case-based collaboration. Our students this year included nearly 250 students from dentistry, dental hygiene, health humanities, medicine, nursing, nutrition, occupational therapy, pharmacy, physical therapy, public health, social work, and speech language pathology. Each year, our faculty team “mixes it up”. We add a contemporary issue or learning approach to engage students in out-of-the-box experiences to think holistically about older adults and their families.

This year, we added a conversation with Bill T. Jones, highly acclaimed choreographer, dancer, and director. Bill T. Jones shared his wisdom about the intersections of ageing, race, gender identities, chronic illness, and art. Bill T. joined our zoom session from New York City during a break in his busy rehearsal schedule. Bill T. offered a lens into his experience as retired dancer, a gay black man, a person with a chronic disease, and an aging adult. Age is contextual, and a dancer who is 70 or even 35 is often considered old. His message conveyed the importance of genuinely excepting older people as people and to honor what they have been through in their lives. He embraced the words offered by his provider, Frieda Rosen: “Trust your future self” and looks for providers who want to “heal bodies and minds”, who can “be there and be quiet”, and truly accept him as he is.

We are indebted to Bill T. Jones for giving us this time. These non-traditional learning experiences call upon students to think creatively and holistically about serving older adults and their families. Our interdisciplinary faculty team hope that through this conversation, seeds were planted in the minds of student to think differently about aging.

UNC DEVELOPS A COORDINATED ASSESSMENT STRATEGY TO EVALUATE STUDENTS' IPEC CORE COMPETENCY.

As the OIPEP continues to partner with health professions education programs across the university to build and establish robust IPE didactic curricula, it is timely to initiate a coordinated assessment strategy to evaluate students' IPEC Core Competency. Student self-evaluation provides formative evaluation of their interprofessional competency while engagement in IPEP activities within the clinical environment may function as a summative evaluation, as these experiences typically involve direct supervision of a student by a preceptor over an extended period.

In Fall 2021, the OIPEP piloted a coordinated assessment strategy evaluating student self-efficacy in performing IPEC Core Competencies after participation in the didactic OIPEP curriculum. The goal of this pilot was to assess student learning in the following didactic IPE activities sponsored by the OIPEP:

- IPEP-Core Meet Your Neighbors
- IPEP-Core Can You Hear Me Now?
- IPEP-Core Population Health Modules
- IPEP-Standing Book Club
- IPEP-Standing Telehealth

Students completed a retrospective pre and post-evaluation of their self-efficacy on select IPEP Core Competency statements emphasized within the activity using a 6-point self-efficacy scale. Over 2,000 students across 10 disciplines participated in the Fall 2021 OIPEP didactic activities. Students rated "Confidence" in their ability to perform IPEC Core Competencies after participating in the didactic IPE activities. More specifically, students grew more confident in 12 IPE competency areas, including the domains of Values/Ethics for Interprofessional Practice, Roles/Responsibilities, Interprofessional Communication, and Teams and Teamwork. Findings will inform continued curriculum content enhancements and optimization of didactic-IPE evaluation. This coordinated evaluation strategy will aid in documenting student learning through OIPEP activity participation and guide future programmatic improvement opportunities.

THE HEALTH SCIENCES LIBRARY PROVIDES A HOME FOR IPE AND SO MUCH MORE!



Nandita Mani
Director
Health Sciences Library



Jamie Conklin
Librarian and Liaison to
the OIPEP and SON



Rebecca Carlson
Librarian and Liaison to
the ESOP

The OIPEP is strategically located in the Health Sciences Library (HSL), a place where people from multiple professions come together to learn from and to collaborate with each other. The OIPEP would not be what it is today without the ongoing support of our partners in the HSL. Beyond providing a physical location for our offices and collaboration hub, HSL librarians support strategic initiatives and work alongside the OIPEP, faculty, staff, and students to engage in and promote IPEP scholarship and coursework by integrating their expertise in information science, health literacy, and technological innovations.

Along with the Office of IPEP, the HSL hosted a book discussion in September 2021 for first year professional students. As one of students' first IPE experiences, this event enabled participants to meet students from other professions and to explore the value of a growth mindset for their studies and future careers. Evaluations indicated students perceived an increase in their competence to communicate and forge interdependent relationships with other professions to improve care and advance learning, as well as to engage in continuous professional and interprofessional development to enhance team performance. In addition, many commented on how they realized they are all motivated by the same goal—to provide high quality patient care.

To highlight and raise visibility of innovative IPEP scholarship at UNC Chapel Hill, the HSL created an IPEP collection in the University Libraries' Carolina Digital Repository (CDR). The collection holds a variety of works, including articles, posters, theses, and more, authored by UNC faculty, staff, and students. In partnership with the OIPEP, the HSL will continue to build this collection by partnering with researchers on their scholarship and raising awareness about open access. To view the current IPEP collection, visit cdr.lib.unc.edu/collections/3b591j949?locale=en.



Find Us

ON THE WEB: ipep.unc.edu

IN PERSON: Health Sciences Library, Room 217A

BY EMAIL: unc_ipe@unc.edu

ON TWITTER AND INSTAGRAM: @unc_ipe