



# February 2022 Virtual IPEC Institute

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## IPECP IDEAS: Inclusion, Diversity, Equity & Advocacy Stories

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### SPEAKER BIOGRAPHIES

FEBRUARY 1, 3, 8, AND 10, 2022  
TUESDAYS AND THURSDAYS  
ONLINE VIA IPEC CONNECT &  
IPEC LEARNING CONNECT



## SPEAKER BIOGRAPHIES

### INTRODUCTION: *SUCCESS IN THIS INSTITUTE*



#### **MARK R. SPEICHER**

PhD, MHA

Senior Vice President for Medical Education and Research,  
American Association of Colleges of Osteopathic Medicine;  
Institute Program Co-Chair, IPEC Planning Committee

Mark R. Speicher, PhD, MHA, as Senior Vice President for Medical Education and Research, leads AACOM's efforts to determine the current state and future development of osteopathic medical education (OME). He directs AACOM's medical education program activities, monitors developments affecting OME, evaluates educational programs that focus on developing the highest quality doctors, and works closely with AACOM's member colleges to improve existing programs and propose new ones as needed.

Dr. Speicher's previous research at Arizona College of Osteopathic Medicine (AZCOM) focused on improving student performance and outcomes in classes, on examinations (including COMLEX and USMLE), in clinical rotations, and in the residency match. His research also explored the impacts on patients from the quality, number, and specialty choice of the physicians AZCOM trains. He has taught and lectured students at AZCOM on topics including clinical case simulation, biostatistics, and COMLEX and USMLE performance.

Dr. Speicher received his doctorate in public administration from Arizona State University, his master's in health administration from Duke University, and his bachelor's in social work from the University of Akron.

### INTRODUCTION: *SUCCESS IN THIS INSTITUTE*



#### **ELIZABETH M. WEIST**

MA, MPH, CPH

Director of Education,  
Association of Schools and Programs of Public Health;  
Institute Program Co-Chair, IPEC Planning Committee

Elizabeth M. Weist, MA, MPH, CPH, Director of Education for the Association of Schools and Programs of Public Health (ASPPH), leads its learning, accreditation, and interprofessional initiatives. She also serves as the ASPPH representative to the Interprofessional Education Collaborative (IPEC) planning committee, contributing to both the 2011 IPEC competency development process and the 2016 competency update and co-leading the 2021-2022 competency updating initiative.

Ms. Weist has worked and studied on four continents, spanning the governmental, private, and non-profit sectors, with 23 years of dedicated service to academic public health. At ASPPH, she collaborates with constituent leaders and partners to create initiatives, resources, and events that position member schools and programs in successful, evidence-based teaching and learning for collaborative practice.

Ms. Weist earned her Master of Public Health (MPH) degree in International Health Promotion from the George Washington University Milken Institute School of Public Health, a Master of Arts (MA) from the University of Virginia, and a Bachelor of Arts (BA) from James Madison University.

**WELCOME: ADVANCING IPE  
FOR COLLABORATIVE PRACTICE**



**SANDY BROOKS**

Executive Director  
American Council of Academic Physical Therapy

Ms. Sandy Brooks is the Executive Director of the American Council of Academic Physical Therapy (ACAPT). Prior to ACAPT, she was the Executive Director the Academy of Neurologic Physical Therapy, the South Carolina Chapter of Physical Therapy, and the Academy of Clinical Electrophysiology and Wound Management.

Her career includes nearly 30 years of experience in program and project management, strategic planning, continuing education, board governance, financial stewardship, volunteer relations, marketing, and fundraising, among other things. She has earned a reputation as a trusted and respected leader who inspires and builds support from the diversity of constituencies needed to build and leverage institutional values through purposeful collaborations, relationship-building and the exercise of diplomacy and sound judgment.

**WELCOME: ADVANCING IPE  
FOR COLLABORATIVE PRACTICE**



**ANDREW T. MACCABE**

MA, MPH, CPH  
Chief Executive Officer  
American Association of Veterinary Medical Colleges

Dr. Andrew T. Maccabe brings a broad range of experience—the military, law, public health, veterinary medicine—to his current leadership position as the Chief Executive Officer of the Association of American Veterinary Medical Colleges (AAVMC), located in Washington, D.C. He was appointed in 2012.

Prior to his appointment at the AAVMC, he served as a liaison at the Centers for Disease Control and Prevention (CDC), coordinating policies and programs between the CDC and the U.S. Food and Drug Administration.

Dr. Maccabe received his Bachelor of Science and Doctor of Veterinary Medicine degrees from The Ohio State University in 1981 and 1985, respectively. He began his professional career in Jefferson, Ohio, working in a mixed animal practice with primary emphasis on dairy herd health.

Dr. Maccabe was commissioned as a public health officer in the U.S. Air Force in 1988 and retired in 2017 following 24 years of active military and reserve officer service. His military career included domestic and international assignments in public health, preventive medicine, epidemiology, communicable disease control, risk assessment and health promotion. While serving in the Air Force, Dr. Maccabe completed his Master of Public Health degree at Harvard University in 1995.

This is Dr. Maccabe's second appointment at the AAVMC; his first, as associate executive director, followed his completion in 2002 of his Juris Doctor degree from the James E. Rogers College of Law at the University of Arizona.

He holds memberships in many professional organizations, including the American Veterinary Medical Association, the American Bar Association, the American Veterinary Medical Law Association, and the District of Columbia Veterinary Medical Association. He is a member of the Bar of the District of Columbia and a licensed patent attorney.

**KEYNOTE ADDRESS:**  
**PROMOTING HEALTH JUSTICE THROUGH IPE  
FOR COLLABORATIVE PRACTICE IDEAS**



**TYAN THOMAS**

PharmD, MSMEd, BCPS

Associate Professor of Clinical Pharmacy and Clinical Pharmacy  
Specialist, Philadelphia College of Pharmacy,  
University of the Sciences in Philadelphia

Tyan Thomas received her Doctor of Pharmacy degree from the University of Maryland at Baltimore. Upon receiving her Doctor of Pharmacy degree, she went on to complete a pharmacy practice residency at the Virginia Commonwealth University Medical Center (Medical College of Virginia Hospitals) and an ambulatory care specialty residency at the Baltimore Veterans' Administration Medical Center.

Dr. Thomas runs a clinic at the Philadelphia VA Medical Center where she actively manages drug therapy for anticoagulation, diabetes, dyslipidemia, and hypertension. Her clinic is a practice site for Doctor of Pharmacy students completing advanced ambulatory care experiential clerkships.

She is the faculty advisor for the Student National Pharmaceutical Association, an organization focused on improving disparities in health care delivery to under-represented populations. She is a member of the American Association of Colleges of Pharmacy, American College of Clinical Pharmacy, American Society of Health-System Pharmacists, and the National Pharmaceutical Association.

**THEORY BURST #1:**  
**ADVANCING PLANNING TO SECURE LEADERSHIP  
BUY-IN, RESOURCES, & PARTNERS FOR IPECP**



**MAYUMI WILLGERODT**

PhD, MPH, FAAN, FNASN, RN

Associate Professor and Vice Chair of Education, School of Nursing,  
University of Washington; Affiliate Faculty, Center for Health Sciences  
Interprofessional Education, Research and Practice

Dr. Willgerodt is Associate Professor and Vice-Chair for Education in the Department of Child, Family, and Population Health Nursing at the University of Washington and affiliate faculty in the Center for Health Sciences Interprofessional Education Research and Practice (CHSIE). Dr. Willgerodt's research and scholarly foci are centered around school health, school nursing and interprofessional (IP) education and collaborative practice (CP) as a means to impact health outcomes in youth, particularly with vulnerable and minority populations. In 2018, Dr. Willgerodt and colleagues published the first nationally representative study on the school nursing workforce which illuminated the need for leveraging the professional expertise of school nurses to strengthen interprofessional care coordination and maximize efficiencies across systems of care. In addition to school nursing workforce and services delivery, Dr. Willgerodt has led several teams on HRSA-funded grants to increase the nursing workforce with an emphasis on IPCP. She has developed, facilitated, and led IP curricula and training activities for students and faculty and provides consultation nationally and internationally on integrating IP curricula into both didactic and clinical settings.

Dr. Willgerodt is faculty on the MCH-funded Leadership Education in Adolescent Health Training Grant at Seattle Children's Hospital. She is also a Master Team STEPPS trainer and has expertise in communication, group facilitation and focus groups. Dr. Willgerodt is a member of the 2013-15 Josiah Macy Jr. Foundation Faculty Scholar cohort.

Prior to her current position, Dr. Willgerodt was on faculty at Rush University in Chicago and most recently the Director of Graduate Studies at UW Bothell where she oversaw the growth of graduate programming across the campus. She is a member of the editorial panel of the Journal of School Nursing and was the founding associate editor for the Journal of Interprofessional Education and Practice from 2014-2016. She also serves on the Research Advisory Board for National Association of School Nurses. Dr. Willgerodt is committed to supporting and mentoring nurses at all levels and participates in efforts to diversify the nursing workforce.

In 2019, Dr. Willgerodt was inducted as a Fellow in the American Academy of Nurses, and in 2020, as a Fellow in the National Association of School Nurses.

**THEORY BURST #1:**  
**ADVANCING PLANNING TO SECURE LEADERSHIP**  
**BUY-IN, RESOURCES, & PARTNERS FOR IPECP**



**NICOLE SUMMERSIDE**

MHA

Manager of Program Operations, Center for Health Sciences  
Interprofessional Education, Research, & Practice;  
Affiliate Instructor, School of Nursing, University of Washington

Ms. Summerside is an affiliate instructor in the Department of Biobehavioral Nursing and Health Informatics at the University of Washington School of Nursing and serves as the Manager of the UW Center for Health Sciences Interprofessional Education, Research, and Practice (CHSIE). She oversees the operations of two externally funded research and training grants in CHSIE, working to facilitate interprofessional collaborative practice (IPCP) environments to improve team functioning and leading national efforts in the growing field of team science. She co-created and teaches a Leadership and Team Science seminar offered to health sciences students focused on building interdisciplinary team scientist.

Ms. Summerside's background is in Health Services and Business Administration, and her areas of interest and research are focused around IPCP, interdisciplinary team training and team science, change management, and leadership.

**THEORY BURST #2:**  
**BUILDING EXPERIENTIAL LEARNING ACTIVITIES**  
**LINKED TO IPEC'S CORE COMPETENCIES**



**ERIK W. BLACK**

PhD, MPH

Associate Director, Office of Interprofessional Education;  
Associate Professor, Pediatrics and Education, College of Medicine,  
University of Florida Health Science Center

Dr. Black is an Associate Professor of Pediatrics and Education, he also serves as the Associate Director of the Office of Interprofessional Education at the University of Florida Health Science Center. His primary roles are in health sciences and public health education, assessment and evaluation. He received a PhD in educational technology and research and evaluation methodology and an MPH from the University of Florida, as well as an MA in Clinical Mental Health Counseling from The College of New Jersey.

Dr. Black's primary role at the University of Florida is as an educator, designing and facilitating interprofessional learning involving more than 2000 learners, 150 faculty and 200 volunteer families across the six UF Health Science Colleges and two partnering academic institutions at three geographically diverse campuses annually. Dr. Black also maintains an active research agenda focused on the evaluation and assessment of learning and learning environments across a broad range of ages and life stages. He has authored more than 100 journal articles, book chapters and one book, Social Media in Medicine.

His research has been funded by the United States Department of Education, the National Institutes of Health, United States Health Resources and Service Administration, the Association of American Medical Colleges and the Josiah H. Macy Foundation.

**THEORY BURST #3:  
ASSESSING & EVALUATING IPE PROGRAM  
EFFICACY & IMPACT TOWARDS  
COLLABORATIVE PRACTICE**



**AMY V. BLUE**

PhD

Associate Vice President for Interprofessional Education,  
UF Health Office; Clinical Professor, College of Public Health  
and Health Professions, University of Florida

Amy Blue, PhD, is the associate vice president for interprofessional education in the University of Florida (UF) Health Office of the Senior Vice President for Health Affairs. She is also a clinical professor in the College of Public Health and Health Professions' Department of Environmental and Global Health. Dr. Blue holds a doctorate in Medical Anthropology from Case Western Reserve University and completed a National Institute of Mental Health (NIMH) Post-doctoral fellowship in Behavioral Science at the University of Kentucky.

Following completion of her fellowship, she joined the University of Kentucky College of Medicine Dean's Office and Department of Surgery as an assistant professor and medical educator. In 1998, Dr. Blue moved to the Medical University of South Carolina where she served as the Associate Dean for Curriculum and Evaluation in the MUSC College of Medicine, and advanced to Professor, Family Medicine. In 2007, Dr. Blue was promoted to Assistant Provost for Education at MUSC. In that role, she established and directed the university's interprofessional education program, Creating Collaborative Care.

Dr. Blue has co-authored more than 100 peer-reviewed publications regarding medical and interprofessional education. She is an Associate Editor of the *Journal of Interprofessional Care* and the *Journal of Interprofessional Education and Practice*.

She has served in national leadership roles, including chair of The Generalists in Medical Education, chair of the Southern Group on Educational Affairs of the Association of American Medical Colleges, and was a founding member of the American Interprofessional Health Collaborative.

Dr. Blue served as a member of the Interprofessional Education Collaborative Expert Panel that wrote the Core Competencies for Interprofessional Collaborative Practice Report in 2011. In 2013, she was elected Distinguished Scholar and Fellow in the National Academies of Practice, Dentistry Academy. In 2018, she was awarded the Association of American Medical Colleges (AAMC) Southern Group on Educational Affairs Career Educator award for sustained excellence in educational leadership and scholarship. Most recently, she was selected to be a public member of the National Board of Certification in Occupational Therapy.

**THEORY BURST #4:  
DESIGNING INTERPROFESSIONAL  
SCHOLARSHIP & STORIES**



**LISA DE SAXE ZERDEN**

PhD, MSW

Senior Associate Dean for MSW Education, School of Social Work,  
University of North Carolina-Chapel Hill

Lisa de Saxe Zerden, PhD, MSW, is the Senior Associate Dean for MSW Education at the University of North Carolina at Chapel Hill (UNC-CH) School of Social Work and an Associate Professor. Dr. Zerden received her PhD in sociology and social work from Boston University School of Social Work and her MSW from UCLA.

Dr. Zerden is the principal investigator for UNC-PrimeCare and UNC-PrimeCare-OD. The goal of UNC-PrimeCare is to expand the role of social workers as behavioral health providers in integrated primary care settings. PrimeCare-OD focuses on preparing social workers to work in the field of substance use, specifically those dealing with opioid use.

Dr. Zerden is also a research fellow with the Carolina Health Workforce Research Center at the UNC-CH Sheps Center for Health Research where she has been helping to define the multi-faceted role of social work in addressing the social determinants of health and improving population health outcomes. Her research interests remain consistently focused on health disparities in drug use and treatment, overdose prevention, harm reduction, HIV/AIDS, and the role of social workers in health care. Dr. Zerden also represents the School of Social Work as the Director for Interprofessional Education and Practice.

To date, Dr. Zerden has authored 60 peer-reviewed manuscripts, more than a half-dozen book chapters, and presented her work at state, national, and international conferences.

Dr. Zerden has won numerous teaching awards since joining the faculty at UNC-Chapel Hill in 2010 including "Most Inspirational," "Most Outstanding," and "Most Supportive" faculty member. In 2018, she was awarded the Council on Social Work Education's Recent Contributions to Social Work Education Award at their annual fall program meeting.

**PANEL DISCUSSION**  
***THE CRDU IPE JOURNEY: FROM FOUNDATION  
TO SUSTAINING SUCCESSFUL COLLABORATION***



**CYNTHIA GONZALEZ**

PhD, MPH

Assistant Professor, MPH Program in Urban Health  
Fellow, RWJF Culture of Health Leaders Programs  
Faculty, Community Engagement and Research Program (CERP) - CTSI  
Charles R. Drew University of Medicine and Science

Dr. Cynthia Gonzalez brings a strong background in community-based participatory research, cultural anthropology and social ethnography to the understanding of community wellness. Dr. Gonzalez focuses her scholarship in the study of urban communities and its impact on community health. Her approach of finding "local solutions to local problems" in urban neighborhoods is rooted in social justice, critical engagement, and multidisciplinary scholarship.

Influenced by her Mexican-American roots and upbringing in Watts, Dr. Gonzalez is interested in developing place-based initiatives through community engagement and neighborhood assessments to improve the quality of life for low-income and racial/ethnic minority residents living in under-resourced neighborhoods. She has developed partnerships between community, government, and academia through efforts like the Watts Community Studio and Los Angeles Promise Zone Young Ethnographers Program.

In order to ensure community-partnered principles, Dr. Gonzalez has served as a community advisor to numerous place-based and racial justice focused projects and led a multi-million dollar collaborative grant for the Housing Authority of the City of Los Angeles (HACLA). She currently advises on COVID-19 related projects to ensure local community representation, partnership, and inclusion. She also leads a COVID-19 education project for mental health clinicians working in communities like where she grew up. Dr. Gonzalez won the 2014 Delta Omega Award for Innovative Public Health Curriculum for this MPH course.