



2017

Guest Editorial by Wendy M. Nehring, RN, PhD, FAAN, FAAIDD

Wendy Nehring
East Tennessee State University

Follow this and additional works at: <https://dc.etsu.edu/ijhse>

Recommended Citation

Nehring, Wendy (2017) "Guest Editorial by Wendy M. Nehring, RN, PhD, FAAN, FAAIDD," *International Journal of Health Sciences Education*, 4(1).

Available at: <https://dc.etsu.edu/ijhse/vol4/iss1/1>

This Editorial is brought to you for free and open access by the Journals at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in International Journal of Health Sciences Education by an authorized editor of Digital Commons @ East Tennessee State University. For more information, please contact digilib@etsu.edu.

Guest Editorial for *International Journal of Health Sciences Education*

Wendy M. Nehring, RN, PhD, FAAN, FAAIDD

It is a great pleasure to write this guest editorial for this issue of the *International Journal of Health Sciences Education*. I recall the idea for a new journal while walking the beach in San Diego when I was attending the AACN Doctoral Conference in 2008. Then in 2009, I came to East Tennessee State University as Dean of the College of Nursing and shared my ideas with colleagues in the different colleges that make up the Academic Health Sciences Center (AHSC). After several years of discussion and planning, Jacek Smurzynski from the College of Clinical Rehabilitative and Health Sciences and I launched this journal as co-Editors.

Now, four years later, the Editors have produced three excellent volumes, including a special issue focusing on interprofessional education. This is the fourth volume and this issue includes three manuscripts and a video.

The authors of the first manuscript, *Institutional Collaboration to Accelerate Interprofessional Education* by Weeks and Farmer, tell the story of a successful collaboration between disciplines and institutions. The authors provide a wonderful description of the challenges and successes that resulted in external funding, research, curricular changes, and the development of a new school.

The authors of the second manuscript, *Using Qualitative Methods to Improve Physician Research Training: Understanding the Student Perspective* by Knapke, Haynes, and Vaughn, examine the importance of obtaining qualitative student input for curricular revision. The authors emphasize the student request and need for physician-centric learning in order to apply their knowledge and skills to practice. With such emphasis on interprofessional learning today, it is important to note that students continue to need to learn their own discipline in its various roles, such as the physician-scientist role discussed here.

The authors of the final manuscript, *Interprofessional Team Development in Student Led Clinics in Rural Northeast Tennessee*, by Lee, Stidham, Melton, Mullins, and Smith, discuss the development and implementation of several interprofessional student-faculty clinics within established nurse-led clinics. The model involves teams of nursing, nutrition, and pharmacy students, who jointly met with patients, determined the plan of care, implemented the plan, and later, evaluated the plan's success. The authors discuss the challenges and successes of this model.

The video is a new addition to this journal and we are happy to include the keynote address that Dr. Gwen Sherwood, Professor and Associate Dean for Academic Affairs at the University of North Carolina at Chapel Hills and international expert in interprofessional education, gave at the 1st Annual Southeastern Interprofessional Education Conference in Pidgeon Forge, TN in 2015.

Please feel free to share your thoughts about the manuscripts and video with the authors or speaker and with the Editors. We are committed to innovative and quality health sciences education that includes interprofessional education and we welcome your manuscripts and videos.

Wendy M. Nehring, RN, PhD, FAAN, FAAIDD