

INTERPROFESSIONAL PROGRAMS AT RUTGERS

2024-2025

Message from the Vice Chancellor for Interprofessional Programs

According to the World Health Organization, "Collaborative practice happens when multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality of care across settings." (WHO 2010) Highly functioning interprofessional healthcare teams improve quality and health outcomes. The goal of interprofessional education at Rutgers Health is to train our students to be highly competent members of healthcare teams. As this most recent annual report demonstrates, we continue to offer a wide range of interprofessional educational experiences for our students so they might effectively learn with, from and about each other.

At Rutgers we are fortunate to have students from all of the schools and programs that make up Rutgers Health. We also include students from the Rutgers School of Social Work and the Graduate School of Applied and Professional Psychology. For this reason, our students have an opportunity to learn with other students representing over a dozen different disciplines. As we aim to train a new generation of health care professionals in team-based care we remain ever mindful of the challenges we face as we strive to reduce and eventually eliminate disparities in health outcomes by race/ethnicity and socioeconomic status. This means that in addition to teaching our students the fundamental skills that are part of the TeamSTEPPS program, we must also teach them about implicit bias, structural racism and the importance of structural competency. The newly released IPEC Core Competencies for Interprofessional Practice (IPEC 2023) have been adopted by the leadership team at Rutgers Health and provide additional subobjectives to help us achieve this goal. Additionally, we are fortunate to have a cadre of faculty and students committed to these tasks.



The goal of interprofessional education at Rutgers Health is to train our students to be highly competent members of healthcare teams.

**Denise V. Rodgers, MD, FAAFP,
Vice Chancellor for
Interprofessional Programs**

WHAT IS IPE AND IPCP?

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, carers and communities to deliver the highest quality of care.

Source: World Health Organization, 2010

IPEC CORE COMPETENCIES FOR INTERPROFESSIONAL COLLABORATIVE PRACTICE

01

VALUES AND ETHICS

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

02

ROLES AND RESPONSIBILITIES

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

03

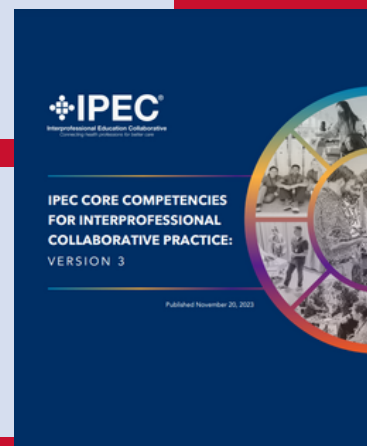
COMMUNICATION

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

04

TEAMS AND TEAMWORK

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



Source: IPEC Core Competencies for Interprofessional Collaborative Practice: Version 3 (2023)

INTERPROFESSIONAL PROGRAMS AND EVENTS

At Rutgers University, over 3,000 students from over a dozen different disciplines engaged in interprofessional education programs and events during the 2024-2025 academic year.

Collaborating schools and programs are listed below:

- Ernest Mario School of Pharmacy (EMSOP)
- New Jersey Medical School (NJMS)
- Robert Wood Johnson Medical School (RWJMS)
- School of Dental Medicine (SDM)
- School of Health Professions (SHP):
 - Combined Master of Public Health Degree in Nutrition and Dietetic Internship Certificate Program (SHP & SPH MPH/DI)
 - Diagnostic Medical Sonography Program (SHP-DMS)
 - Doctor of Clinical Laboratory Science Program (SHP-DCLS)
 - Master of Science in Clinical Nutrition for Aspiring Dietitians (SHP-MSCN)
 - Master of Science in Health Informatics Program (SHP-MSHI)
 - Medical Laboratory Science Program (SHP-MLS)
 - Occupational Therapy Assistant Program (SHP-OTA)
 - Occupational Therapy Doctorate Program (SHP-OTD)
 - Physical Therapy Program (SHP-DPT)
 - Physician Assistant Program (SHP-PA)
 - Psychiatric Rehabilitation (SHP-Psych Rehab)
 - Speech Language Pathology Program (SHP-SLP)
- School of Nursing (SON)
- School of Public Health (SPH)
- Graduate School of Applied and Professional Psychology (GSAPP)
- School of Social Work (SSW)

Nutritional Interprofessional Experience

Students use an evidence based approach to examine the impact of diet and nutrition on health outcomes related to specific diseases, gain experience in oral scientific presentations, and participate in an interprofessional discussion.

Number of students (2024-2025: Virtual): 198

Participating Schools: NJMS, SHP-MSCN

An Interprofessional Education and Collaborative Practice Online Exercise

As part of this asynchronous online exercise, students complete reading assignments, view collaborative practice video case studies and participate in group discussions. The purpose of this experience is to expose students to specific roles of various health professions related to the care of patients and provide them with an opportunity to work in interdisciplinary groups.

Number of students (2024-2025: Virtual): 473

Participating Schools: NJMS, SDM, SON, EMSOP, SHP-MSCN

IPE CVA Case Experience

Students work through a case involving a patient who has had a stroke and is receiving healthcare over the course of several weeks. This experience facilitates knowledge of the roles and responsibilities of other members of the patient care team as well as shared decision-making in a setting that emphasizes the importance of patient-centered, interprofessional care in creating safer, more efficient and more effective systems of care.

Number of students (2024-2025: Virtual): 562

Participating Schools: EMSOP, RWJMS, SON, SDM, SHP-DPT, SHP-PA, SHP-MSCN, SHP-OTA, SHP-OTD, SSW, SEBS-ISPP, SHP-SLP

INTERPROFESSIONAL PROGRAMS AND EVENTS

Making Difficult Decisions with Patients and Families: An Interprofessional Education Event

During these interprofessional sessions, students learn about ethical analysis, address complex ethical questions concerning patients and families living with life-limiting illnesses, and explore the ethical dilemmas that are created when patients are making choices involving high cost treatments.

Number of students (2024-2025: Virtual): 324
Participating Schools: SPH, SSW, SON

Interprofessional Simulation Activity

Physician assistant and pharmacy students engage in discussion and participate in interprofessional simulations covering topics such as women's health, behavioral health, cardiac and respiratory health, and infectious disease.

Number of students (2024-2025: In-Person): 86
Participating Schools: EMSOP, SHP-PA

Social Determinants of Health and Patient Safety: Fostering Interprofessional Team Communication: Patient Safety, Teamwork and Collaboration

Students view a video recording on interprofessional team interactions for a patient admitted to the University Hospital emergency department, engage in interprofessional team group debriefing interactions, and participate in a live virtual class session.

Number of students (2024-2025: Virtual): 139
Participating Schools: SON, SDM, SSW, SPH

Hospice Interprofessional Case Conference

Students function as members of the healthcare team involved in the care of a patient who undergoes treatment for an oral cancer diagnosis, eventually transferring to hospice care. Participants represent their own discipline bringing their own perspective to the discussions, identify key issues, and develop care plans at various points in the course of the patient's illness.

Number of students (2024-2025: Virtual): 224
Participating Schools: SDM, SHP-DPT, EMSOP, SON, SSW, SHP-MSCN, SPH, SHP-OTD, SHP-SLP

Interprofessional Joining Forces Veteran's Healthcare Program

This program focuses on the importance of providing interprofessional collaborative care to military veterans. Students listen to the personal stories and experiences of veterans, learn about advances in limb trauma, amputation care, post-traumatic stress disorder, and mild traumatic brain injury, and engage in biopsychosocial assessment and interdisciplinary collaborative care planning.

Number of students (2024-2025: Virtual): 220
Participating Schools: SDM, SHP-DPT, EMSOP, SSW, SHP-OTD, SHP-SLP, SHP-MSCN

Medication Errors Event

Students engage in collaborative dialogue about medication errors and apply key TeamSTEPPS principles of team structure, communication strategies, leadership, situation monitoring and mutual support to cases provided.

Number of students (2024-2025: Virtual): 484
Participating Schools: EMSOP, RWJMS, SHP-PA, SON, SSW

INTERPROFESSIONAL PROGRAMS AND EVENTS

Interprofessional Osteoporosis and Fall Risk Screening

Students learn about prevention of osteoporosis and fall risk, teach each other how to perform specific components of an osteoporosis and fall risk assessment, and promote education of community members about osteoporosis and fall risk via their participation in screenings.

Number of students: (2024-2025: Virtual and In-Person): 185

Participating Schools: EMSOP, SON, SHP-PT

Joining Forces: Rutgers Robert Wood Johnson Medical School Patient-Centered Care for Warriors, Veterans, and their Families: An Interprofessional Education Program

This program focuses on the importance of providing interprofessional collaborative care to military veterans. Students listen to the experiences of veterans and their families, learn to recognize the impact of the COVID-19 pandemic on the health, health disparities, and care of service members and veterans, and engage in biopsychosocial assessment and interdisciplinary collaborative care planning.

Number of students (2024-2025: In-Person): 161

Participating Schools: RWJMS, EMSOP, SON, SSW

IPE Collaborative Care Head Injury Clinic

Physical Therapy, Occupational Therapy, and Speech Language Pathology students collaborate under faculty supervision to provide care for patients in an interprofessional head injury clinic.

Number of Students (2024-2025: In Person): 25

Participating Schools: SHP-DPT, SHP-OTD, SHP-SLP

Special Populations Interprofessional Care Experiences (SPICE)

The SPICE program seeks to improve access to and quality of oral health care for vulnerable and underserved communities within the city of Newark and surrounding areas by providing enhanced training of diverse health professions students. Students participate in interprofessional weekly oral medicine and special needs case discussions and a special needs honors curriculum,.

Number of students (2024-2025: Virtual): 596

Participating Schools: SDM, EMSOP, NJMS, SON, SHP-MSCN, SSW

Inteprofessional Education Orientation

These sessions are designed to introduce health professional students to interprofessional education and collaborative practice.

Number of students (2024-2025: In Person): 458

Participating Schools: SDM, NJMS, EMSOP

SHP IPE Game Day

After completing a didactic component, students will engage in group play of the SHP IPE Game with breakout room team discussions. Students will have the opportunity to choose disciplines to form an interdisciplinary team across various health care settings, discuss clinical assessments in caring for patient case & family consultation, discuss an interprofessional plan with team members, understand and evaluate how complex issues in caring for a patient can be addressed through a team approach, and learn with, from and about one another.

Number of students (2024-2025: Virtual): 354

Participating Schools: SHP-DPT, SHP-MSHI, SHP-OTD, SHP-SLP, SHP-PA, SHP-DMS, SHP-CLMIS, SHP-MSCN, SHP-Psych Rehab

INTERPROFESSIONAL PROGRAMS AND EVENTS

Rutgers Interprofessional Practice and Communication in Healthcare, in the U.S. and Greece

This 10-day International Summer School in Greece brings together graduate students and working professionals across a variety of health and healthcare-related disciplines who are interested in: Learning about established models of interprofessional practice, communication, and healthcare, applying approaches tested to improve interprofessional team functioning and collaboration, investigating best practices and challenges in interprofessional practice and communication, across clinical and community/public health contexts, examining the role of culture in interprofessional practice, as well as the impact of differences in applicable regulatory and policy contexts (with an emphasis on comparisons across the U.S. and Greece, and the U.S. and the European Union), working with peers from across professions to advance knowledge and skills in interprofessional communication and practices, and collaborating with an interprofessional team of faculty from the U.S. and Greece.

Number of students (2024-2025: In Person): 20
(10 from Rutgers)

Participating Schools: SHP-Psych Rehab, SHP-MSCN, SHP-DCLS, SHP-MSHI, RU Health Communication & Media Studies, RU Library & Information Science

INTERPROFESSIONAL GRANTS

2021-2025: Rutgers University Behavioral Youth (RUBY) Collaborative, a Behavioral Health Workforce Education and Training (BHWET) Program. Health Resource Service Administration (HRSA), \$1,919,833, Findley, P. (Co-PI), Simmel, C. (Co-PI)

Clinical mental health counselors in training and social work and psychiatric mental health nurse practitioner interns will receive interprofessional experiential training at integrated, interdisciplinary behavioral and primary care sites serving underserved transition aged youth throughout the state of NJ. The goal of the program is to promote collaborative side-by-side learning and practice programming to prepare practitioners to provide team-based, person-centered, population-based, culturally-competent behavioral health interventions.

2021-2026: NJ Leadership Education in Neurodevelopmental and Related Disabilities program (NJLEND). Health Resource Service Administration (HRSA), \$2,770,000, Coffield, C. (PI)

NJLEND is The Boggs Center's Leadership Education in Neurodevelopmental and Related Disabilities program, and is part of a [national network](#) of LEND programs. NJLEND prepares graduate-level health and allied health fellows to provide high-quality, interdisciplinary, family-centered, culturally competent care addressing the complex needs of children with autism, related disabilities and other maternal and child health populations. All NJLEND fellows are paired with a Faculty Mentor from their discipline who works with the fellow to integrate NJLEND requirements with the requirements of the student's academic program, as well as to guide and reflect on their individual leadership development throughout the LEND year.

2024-2026: Summer Health Professions Education Program (Rutgers, The State University of New Jersey Health Education Leadership and Interprofessional Excellence [HELIX]). Robert Wood Johnson Foundation (RWJF). \$810,000, Soto-Greene, M. (PI), Chaviano-Moran, R. (Co-PI), Yang, K. (Co-PI), Sturgill, M. (Co-PI).

The Summer Health Professions Education Program (SHPEP) is a free-summer enrichment program focused on improving access to information and resources for college students interested in the health professions. The Summer Health Professions Education Program (SHPEP) at Rutgers' New Jersey Medical School, School of Dental Medicine, School of Nursing and Ernest Mario School of Pharmacy was awarded \$810,000 over 2 years to continue the interprofessional SHPEP program.

2024-2025: Building Enhanced Treatment through Engagement, and Responsiveness to People with Mental Illness (BETTER-M). SHP Dean's Intramural Grant. \$50,000, Zechner, M., Yeh D., Gill, K., Brody, B. Chiou, P., Heuer, A., Hubbell, S., Simmons, A., Nanni, G.

This is an interprofessional education project to promote universal mental health awareness with the input of people living with mental illness. School of Health Professions faculty and students from several disciplines will develop two curriculum infusion packages: 1) healthcare communication, and 2) understanding psychopathology and the lived experience of mental illness.

INTERPROFESSIONAL GRANTS, PUBLICATIONS, ABSTRACTS AND PRESENTATIONS

Grants

2024-2025: Rutgers, True Grit SCI: A Residential Summer Camp for Young Adults with Spinal Cord Injury to Support the Transition to Adulthood. Rutgers Health IDEA Innovation Grant. \$6,725, Dallman, A., Rogers, S., Boyd, K.

True Grit SCI is designed as a residential, five-day summer camp for young adults (ages 16-21) with spinal cord injuries (SCI) aimed at supporting the transition to adulthood. This pilot program, which began in July 2024, is a collaborative effort between the Children's Specialized Hospital inpatient SCI team and Rutgers University's School of Health Professions (SHP). The camp also serves as a recurrent interprofessional practice clinical experience for many students across SHP (and beyond). The pilot program included student volunteers and students completing clinical experiences from the following programs: Occupational Therapy Assistant (Dept of Psych Rehab), Exercise Science (Dept of Kinesiology), Doctor of Physical Therapy (Rehab and Movement Sciences), and Occupational Therapy Doctorate (Rehab and Movement Sciences).

Publications

Benaroya, T.L., Zechner, M., Cimmino, M., Murphy, A.A., Swarbrick, M., Rothpletz-Puglia, P. Exploring Occupational Therapy Assistant Student Experiences in Mental Health, Behavioral Health, and Psychosocial Level I Fieldwork. *Journal of Occupational Therapy Education*. In Press.

Bhagianadh, D., Scher, C. J., Greenfield, E. A., Pope, N. E., Somerville, C., Coyle, C., & Akincigil, A. (2025). Can partnerships between hospitals and older adult centers impact healthcare utilization and Medicare costs among people living with dementia? *Journal of Applied Gerontology*. Online ahead of print.

Conklin, A.B. Nappi-Kaehler, J., Simonds, A.H., McNair, K., Hubbell, S., Mack, C., Welch, C. (2025). Exploring Imposter Syndrome in Graduate Allied Health Students: A Pilot Study. *Journal of Allied Health*, 54(2):e245-e249.

Enich, M. & Tiderington, E. (2025). Physician Perspectives on Z Codes for Social Determinants of Health Screening. *Journal of General Internal Medicine*. Online ahead of print.

Wagner, M.L., Lim, E.A., Galagoza, M., Yang, K., Van Wingerden, A. (2025). Use of SMART Objectives in an Interprofessional Training Event: Screening for Fall and Osteoporosis Risk. *Currents in Pharmacy Teaching and Learning*, 17-2.

Fatahzadeh, M., Sabato, E., Singhal, V., Wagner, M., Fenesy, K. (2024). A Novel Oral Medicine Centered Interprofessional Curricular Initiative to Promote Collaboration and Build Oral Health Capacity. *Journal of Dental Education*, 1-9.

Abstracts

Volino LR, Buddala R, Yang S, Nguyen A, Mathew B. Impact of Interprofessional Health Education for Formerly Incarcerated Individuals on Pharmacy and Medical Students' Perceptions and Delivery of Patient Care. *Pharm Educ*. 2024.

INTERPROFESSIONAL PUBLICATIONS, ABSTRACTS AND PRESENTATIONS

Presentations

Hussein, A. (June 2025). Crossing boundaries: Social workers as boundary spanners in interdisciplinary community solutions. Workshop presented at NASW National Conference, Chicago, IL.

Schley, N. (June 2025). Supervising and training the next generation of behavioral healthcare providers. Panel presentation at International Interdisciplinary Conference on Clinical Supervision, New Brunswick, NJ, United States.

Yeh, D. (May 2025). Interprofessional Communication: An Overview of TeamSTEPPS. Presented at the Interprofessional Practice and Communication in Healthcare Summer Program.

Yeh, D. (May 2025). Communication: SBAR and Checkback for IP Teams. Presented at the Interprofessional Practice and Communication in Healthcare Summer Program.

Yeh, D., Gomes, J., Eiseman, M., Mbadugha, N. (March 2025). Harnessing Artificial Intelligence (AI) in Healthcare Education: A Simulation-Based Approach to Delivering Difficult News. Presented at RUOnline Learning Conference. Virtual.

Yeh, D., Paparella-Pitzel, S., Ozen, F.C., Bado, N., Merians, A. (March 2025). Interactive Virtual Simulation for IPEC and TeamSTEPPS³ Mastery. Presented at RUOnline Learning Conference. Virtual.

Fenesy, K. (February 2025). Collaboration Hub: Aligning Roles and Responsibilities - IPE Integration of Sub-competencies at Rutgers School of Dental Medicine. Presented at IPEC Institute 2025 National Conference. Virtual.

Yeh, D., Barbarello-Andrews, L., Barta, L., Donovan, C., Repsha, C. (January 2025). The Rebel Alliance: The Rise of SCARLET (The grassroots IPE origin story that shaped simulation collaboration at a large university). Presented at 25th International Meeting on Simulation in Healthcare (IMSH 2025), Orlando, FL.

Fenesy, K., Findley, P. (December 2024). Interprofessional Collaboration: Being the Best Team Member. Presented at NJLEND Fellowship.

Fenesy, K. (November 2024). Introducing the 2023 IPEC Core Competencies: Version 3. Presented at Texas A&M College of Dentistry.

Fenesy, K. (November 2024). Interprofessional Education: Enhanced & Reinforced Integration of Basic and Clinical Science – SPICE Program at Rutgers School of Dental Medicine. Presented at Texas A&M College of Dentistry.

Volino, L.R., Buddala, R., Yang, S., Nguyen, A., Mathew, B. (July 2024). Impact of Interprofessional Health Education for Formerly Incarcerated Individuals on Pharmacy and Medical Students' Perceptions and Delivery of Patient Care. Monash Pharmacy Education Symposium, Prato, Italy.

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Rutgers Health Office of Interprofessional Programs

Our Mission

The mission of the Rutgers Health Office of Interprofessional Programs is to facilitate the development, implementation and evaluation of interprofessional educational, clinical and research programs within and between the schools, clinical units and institutes that make up Rutgers Health.

Our Vision

Rutgers Health will lead the nation in training health professions students to work as effective members of interprofessional teams.

The clinical practices within Rutgers Health will demonstrably improve health outcomes in the patients and communities we serve by providing patient care that utilizes highly functioning interprofessional teams.

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