

**Describe the benefits of Interprofessional Education (IPE)? Discuss the barriers or challenges? What strategies would you use to overcome those barriers and challenges?**

According to De Oliveira Cunha et al. (2025) “Interprofessional Education and Collaborative Practice (IPECP) has gained widespread global recognition and adoption” (p. 519). Oermann et al. (2021) found that interprofessional education “support[s] the cultivation of nurses’ abilities to contribute to and lead healthcare delivery” (p. 159). “As competency-based education becomes increasingly prevalent, there is a need not only to teach interprofessional collaboration skills but also to assess and measure these competencies in students. Consequently, interprofessional education has evolved into an educational approach demanding robust curricula” De Oliveira Cunha et al., 2025, p. 519).

There are challenges ahead as this practice of educating different disciplines together to elevate healthcare will require adjustments to educational norms. Some of the strategies that have been suggested include flipped classrooms, interprofessional debates, interactive games, problem-based learning activities, and interprofessional grand rounds (De Oliveira Cunha et al., 2025).

**Specialized skills are necessary for teamwork in the healthcare professions. Based on the literature, what do you believe are the best educational approaches nurse educators can implement to prepare future nurses to care for patients in a team-based environment?**

Oermann et al. (2021) suggested a model from the University of British Columbia (UBC) that includes a two-step process for introducing interprofessional education (IPE) to nursing students: exposure and immersion. In the first step students are exposed to the IPE concept, why it matters, what the roles and responsibilities are, myths and stereotypes, elements of high-functioning teams, and optimal communication techniques. During the immersion step students

learn through case studies and simulations. It's important to note that interprofessional teams will necessarily have different viewpoints and approaches to patient care and that the teams will have to learn to navigate them together.

Ethical conflicts inherent in everyday healthcare work include issues related to consent, respect for patient autonomy, confidentiality, end-of-life care, resource allocation, as well as conflicts with colleagues or superiors. Consequently, the authors advocate for the promotion of dialogue to stimulate changes in understanding regarding the role, responsibility, and communication within the team to address ethical conflicts and enhance interprofessional collaboration in clinical practice. (De Oliveira Cunha et al., 2025, p. 525)

### References

Oermann, M., De Gagne, J. C., & Phillips, B. P. (2021). *Teaching in Nursing and Role of the Educator, third edition: The Complete Guide to Best Practice in Teaching, Evaluation, and Curriculum Development*. Springer Publishing Company.

De Oliveira Cunha, L. S., Campagnoni, J. P., Finkler, M., & Valência, M. F. V. (2025). Collaborative competence, values, and ethics in interprofessional education and collaborative practice: findings from a scoping review. *Journal of Interprofessional Care*, 1–14. <https://doi.org/10.1080/13561820.2025.2482682>