Participants included representatives from many professional groups including: MDs, RNs, PAs, teachers, librarians and administrators. They were instructed to form small groups of two-to-four people and to listen to each other’s response to the question: “Describe an experience you have personally had with inter-professional education (IPE) and tell about any obstacles or barriers that presented themselves.” After a time of small group sharing, participants reported on another person’s response.

There were so many and so varied reports of experiences in IPE. We have listed some of them:

- taking an elective with PharmD students while in college
- attending classes together bio chemists and MD students and spending clinical days with other professionals
- teaching courses with PA, MDs, and RNs and identifying the specific and unique needs of each professional student group
- as a resident remembers that RNs run things, especially when the attendings are not available
- participating in group primary care including RN, resident and child life specialist
- initiated IP rounds each day so all professionals could come together to discuss patients, this resulted in decreased readmission
- participating in an end of life workshop organized for RNs, chaplin students, social work students and medical students
- librarians in medical school library participating on rounds and conferences
- participating in surgical time out in the operating room
- taking a neuroscience class with medical students as a non-MD student

Here are some of the barriers/challenges that were identified as reports were given about participants’ IPE experiences – many of them were repeated or articulated in different ways:

- unidentified, non-communicated value of IPE
- communication and time
- lack of training about different fields, their roles and function within a team
- power plays, hierarchy, culture and egos
- different language in each profession and lack of understanding of each other’s jargon
- location – where do you all meet that is convenient and respectful
- scheduling/time/getting everyone together
- trust barrier/threat to turf/had a difficult time relating to different groups

After the time of sharing, Dr. Colson spent a few minutes sharing the findings from a research study she participated in, Facilitators and Barriers to IPE: Views of Faculty at Yale and Penn. The findings paralleled those of the participants in the group. Discussants were encouraged to reflect on their own IPE experiences and those reported by others in the group and to consider IPE for our students.