

## Introduction

The American Speech-Language-Hearing Association (ASHA) is focusing on advancing interprofessional education and interprofessional collaborative practice (IPE/IPP) as part of its *Strategic Plan*. As part of this initiative, ASHA fielded a survey to a random sample of 4,000 ASHA-certified audiologists and speech-language pathologists (SLPs)—2,000 from each profession—who reported being employed full time as a clinical service provider in the United States or U.S. Territories. The survey was also sent to a random sample ( $n = 10,000$ ) of ASHA Special Interest Group (SIG) affiliates. This latter group (i.e., SIG affiliates) were included in the 2025 survey to measure the impact of specific IPE/IPP initiatives that were targeted to these individuals who are actively engaging with ASHA in our IPE/IPP efforts.

The purpose of the 2025 survey was to gather progress data for an *ASHA Strategic Plan* initiative on advancing IPP. We fielded a similar survey in [2016](#), [2017](#), [2019](#), [2021](#), and [2023](#) to collect baseline and trend data. The 2025 survey was fielded on January 28, 2025. Follow-up reminders were sent to nonrespondents on February 4 and February 11. The survey was closed on February 17. Of the 14,000 individuals, 276 emails bounced, and 156 opted out of this and future online surveys, leaving 13,568 possible respondents. The actual number of respondents was 1,746, for a 12.9% response rate (see Appendix A). Respondents had an opportunity to enter a drawing for a \$100 Amazon gift card.

## Highlights

- Across all respondents, 31% were employed in a school setting, 27% in a hospital, 18% in a nonresidential health care facility such as a private practice or clinic, and the remainder in a college/university or in a residential health care or other facility.
- The majority of respondents (79%), by design, were employed as clinical service providers.
- Most respondents—74% of audiologists, 93% of SLPs working in health care, and 92% of SLPs working in schools—reported that they had engaged in IPP in their primary work setting during the past 12 months using the World Health Organization’s definition of IPP.
- When asked to reflect on a recent IPP team experience relative to 18 specific IPP behavioral statements (e.g., “My colleagues from other fields treat me with respect”), the majority of respondents across all groups reported that positive IPP experiences happened “almost always” or “most of the time.” Lowest on the list were “Administrative duties that support the team, such as minute taking, are shared” and “The team talks together about our professional similarities and differences,” which were rated as “almost always” or “most of the time” by 64% and 69%, respectively, of all respondents.
- Furthermore, 37% of all respondents answered “almost always” or “most of the time” to all 18 statements, and 79% responded “almost always” or “most of the time” to at least 15 of the 18 statements. **The percentage of respondents who indicated “almost always” or “most of the time” to at least 15 of the 18 IPP target statements was selected as the 2016 baseline performance metric for ASHA’s Strategic Objective #2, Advance Interprofessional Education**

**and Interprofessional Collaborative Practice (46% of audiologists, 69% of SLPs in health care, and 73% of SLPs in schools).** In 2025, 74% of audiologists, 80% of SLPs in health care, and 80% of SLPs in schools indicated “almost always” or “most of the time” to at least 15 of the 18 IPP target statements.

- Most—76% of audiologists, 77% of health care–based SLPs, and 73% of school-based SLPs—reported being satisfied with the degree of collaboration on their IPP teams.
- Overall, 44% of respondents indicated that the culture at their facility/school was very conducive to engagement in IPP.
- The majority of respondents (67%) had education or training on IPP.
- A higher percentage of SLPs—62% of SLPs in health care and 53% of SLPs in schools—reported that they felt very prepared to effectively participate on IPP teams, compared with 35% of audiologists.
- Far fewer—35% of all respondents—indicated that they felt very prepared to **lead** an IPP team of multiple professionals.

## Results

Analyses are presented separately for audiologists, health care–based speech-language pathologists (SLPs), and school–based SLPs, as well as for all respondents combined. Percentages are rounded and may not add to exactly 100%. Data for “all respondents” are unweighted. This report was prepared by the Surveys and Analysis Team.

## Screening Question

The first survey question was intended to identify those professionals who had the opportunity to engage in IPP— that is, their caseloads included services provided to patients, clients, and/or students who were also receiving services from other health care or education service providers. Respondents who answered “no” to question 1 were automatically skipped to the end of the survey. The 6.7% (*n* = 117) shown under “all respondents” are not included under the “Audiologists,” “SLPs in Health Care,” or “SLPs in Schools” columns because they did not proceed through the survey to respond to the professional area question (Question 2) or the primary work setting question (Question 3). Also, the “All Respondents” total (*n* = 1,747) exceeds the sum of the “Audiologists,” “SLPs in Health Care,” “SLPs in Schools,” and “No” responses because some primary work setting categories (i.e., “College/University,” “Not Currently Employed,” and “Other”) are reflected only under the “All Respondents” category. This is the case for subsequent questions as well.

1. In the last 12 months, has your caseload included services provided to patients/clients/students who were also receiving services from other health care or education service providers?

| Response | Audiologists <sup>a</sup><br>(%) | SLPs in<br>Health Care <sup>b</sup><br>(%) | SLPs in<br>Schools <sup>c</sup> (%) | All<br>Respondents <sup>d</sup><br>(%) |
|----------|----------------------------------|--|-------------------------------------|--|
| Yes      | 100.0                            | 100.0                                      | 100.0                               | 93.3                                   |
| No       | 0.0                              | 0.0  | 0.0                                 | 6.7                                    |

<sup>a</sup>*n* = 196. <sup>b</sup>*n* = 653. <sup>c</sup>*n* = 478. <sup>d</sup>*n* = 1,746.

## Demographics

2. In which of the following professional area(s) do you work? (Check all that apply.)

| Response  | Audiologists <sup>a</sup><br>(%) | SLPs in<br>Health Care <sup>b</sup><br>(%) | SLPs in<br>Schools <sup>c</sup> (%) | All<br>Respondents <sup>d</sup><br>(%) |
|---|----------------------------------|--|-------------------------------------|--|
| Audiology   | 100.0                            | 0.9  | 0.8                                 | 12.0                                   |
| Speech-language pathology                           | 7.1                              | 100.0                                      | 100.0                               | 87.8                                   |
| Neither audiology nor speech-<br>language pathology | 0.0                              | 0.0  | 0.0                                 | 1.0                                    |

<sup>a</sup>*n* = 196. <sup>b</sup>*n* = 653. <sup>c</sup>*n* = 478. <sup>d</sup>*n* = 1,627.

Respondents who answered “Neither audiology nor speech-language pathology” to Question 2 were automatically skipped to the end of the survey. These individuals were not audiologists or SLPs in a health care or school setting and were, therefore, outside the scope of this survey.

3. What is your primary work setting?

| Response   | Audiologists <sup>a</sup><br>(%) | SLPs in<br>Health Care <sup>b</sup><br>(%) | SLPs in<br>Schools <sup>c</sup> (%) | All<br>Respondents <sup>d</sup><br>(%) |
|--|----------------------------------|--|-------------------------------------|--|
| School   | 11.7                             | 0.0  | 100.0                               | 30.9                                   |
| College/university   | 10.2                             | 0.0  | 0.0                                 | 12.4                                   |
| Hospital   | 31.6                             | 56.4                                       | 0.0                                 | 26.6                                   |
| Residential health care<br>facility<br>(skilled nursing facility,<br>etc.)                           | 1.5                              | 8.7  | 0.0                                 | 3.7                                    |
| Nonresidential health care<br>facility<br>(private practice,<br>physician’s<br>office, clinic, etc.) | 36.7                             | 34.9                                       | 0.0                                 | 18.4                                   |
| Not currently employed<br>(student,<br>retired, etc.)  | 0.5                              | 0.0  | 0.0                                 | 0.7                                    |
| Other (see below)  | 7.7                              | 0.0  | 0.0                                 | 7.2                                    |

*Note.* Respondents who selected “Not currently employed” were automatically skipped to the end of the survey.

<sup>a</sup>*n* = 196. <sup>b</sup>*n* = 653. <sup>c</sup>*n* = 478. <sup>d</sup>*n* = 1,609.

Other responses included the following:

- Audiologists—Account manager; clinic setting; in home/child care; industry; manufacturer; military; private practice (4 responses); public health; state agency clinic; university; University Medical Center and Outpatient Hospital; VA contractor
- SLPs—AAC Consultant (2 responses); assisted living; association; clinic; college campus aphasia center; college/university education and clinic; consultant; contract with all children’s practice; diagnostic center; early intervention (18 responses- various settings); ENT practice; home health (19 responses- some with multiple settings); Immediate Care Facility and Outpatient Clinic (one facility); industry; insurance; intermediate unit for the county; mobile MBSS (3 responses); multiple settings (10 responses); NFP agency; non-profit (2 responses); outpatient facility or house calls (3 responses); pediatric skilled nursing facility; preschool evaluation team; private practice (17 responses); research not affiliated with a university; telepractice (3 responses); state assisted technology program; tech ACT site; university; university outpatient medical clinic; volunteer at local free clinic

According to [ASHA’s 2024 year-end counts](#), 46.8% of all constituents are employed in a school setting, 2.8% in a college/university, 13.0% in a hospital, 7.2% in a residential health care facility, 22.4% in a nonresidential health care facility, and 7.8% in another setting. The primary employment facility of survey respondents differs from that of the overall ASHA constituency because the survey sample targeted those who are actively engaged in ASHA as a member of a Special Interest Group and a smaller random sample of those employed full time as clinical service providers. Ample representation was received for all targeted categories.

#### 4. What is your primary employment function?

| Response                      | Audiologists <sup>a</sup><br>(%) | SLPs in<br>Health Care <sup>b</sup><br>(%) | SLPs in<br>Schools <sup>c</sup> (%) | All<br>Respondents <sup>d</sup><br>(%) |
|-------------------------------|----------------------------------|--|-------------------------------------|--|
| Clinical service provider     | 84.5                             | 89.8                                       | 89.4                                | 79.3                                   |
| Special education teacher     | 0.0                              | 0.0  | 1.7                                 | 0.5                                    |
| College/university instructor | 8.2                              | 0.3  | 0.6                                 | 9.3                                    |
| Researcher                    | 1.0                              | 0.8  | 0.0                                 | 1.3                                    |
| Consultant                    | 0.5                              | 1.4  | 3.2                                 | 1.9                                    |
| Administrator                 | 3.1                              | 4.9  | 2.3                                 | 4.4                                    |
| Other (see below)             | 2.6                              | 2.8  | 2.7                                 | 3.3                                    |

<sup>a</sup>n = 194. <sup>b</sup>n = 649. <sup>c</sup>n = 473. <sup>d</sup>n = 1,583.

Other responses included the following:

- Audiologists—Audiology Manager some clinical services and administrative; industry; manager; medical disability examiner; researcher and clinical service provider
- SLPs in Health Care—Chief Operating Officer; department head; education coordinator for rehab; evaluator; manager and/or director (4 responses); mobile FEES provider; PhD student; private practice; multiple roles (4 responses); program development; provider/owner; SLP
- SLPs in Schools—Assessor; assistant director; assistive technology coordinator; AT/AAC liaison; brain injury consultant and clinical provider; CFY supervisor and mentor; diagnostician (2

responses); preschool assessment team member; school SLP; school-based service provider; SLP evaluator; structured literacy instruction for grades 1-5

- All Respondents—20 hour SLP and 20 hour admin; clinical coordinator with both admin and client responsibilities; clinical educator which includes service provision with students; director of clinical education; early intervention speech therapy; instructor/supervision/clinician; manager of clinicians; owner; PhD student (clinical researcher); program director and assistant professor; supervisor in university clinic and professor; respite care worker (with many responsibilities); university professor/clinic director/clinical supervisor

5. How many years have you been employed in the audiology and/or speech-language pathology profession? (Exclude your clinical fellowship. Round to the nearest full year. Enter “0” if you have never been employed in the profession/s.)

| Statistic          | Audiologists (%) <sup>a</sup> | SLPs in Health Care (%) <sup>b</sup> | SLPs in Schools (%) <sup>c</sup> | All Respondents (%) <sup>d</sup> |
|--------------------|-------------------------------|--------------------------------------|----------------------------------|----------------------------------|
| Median             | 13.0                          | 18.0                                 | 19.0                             | 19.0                             |
| Mean               | 17.3                          | 19.6                                 | 19.8                             | 19.9                             |
| Standard deviation | 12.7                          | 12.0                                 | 11.0                             | 11.9                             |
| Range              | 1—44                          | 1—50                                 | 1—55                             | 1—55                             |

<sup>a</sup>*n* = 195. <sup>b</sup>*n* = 649. <sup>c</sup>*n* = 473. <sup>d</sup>*n* = 1,583.

### Interprofessional Collaborative Practice (IPP)

The next section of the survey focused on respondents’ participation in IPP. Individuals were provided with the following definition at this point in the online survey.

For the purposes of this survey, “*interprofessional collaborative practice*” occurs when two or more individuals from different disciplines work together to provide comprehensive, integrated services (e.g., develop and implement a treatment plan collaboratively as a team) in a health care environment or school setting.

This definition is based on the [World Health Organization \(WHO\) framework](#). The definition also appeared again before Questions 10–13.

6. During the past 12 months, have you engaged in interprofessional collaborative practice, as defined above, in your primary work setting?

| Response | Audiologists <sup>a</sup> (%) | SLPs in Health Care <sup>b</sup> (%) | SLPs in Schools <sup>c</sup> (%) | All Respondents <sup>d</sup> (%) |
|----------|-------------------------------|--------------------------------------|----------------------------------|----------------------------------|
| Yes      | 73.7                          | 93.4                                 | 92.2                             | 88.1                             |
| No       | 26.3                          | 6.6                                  | 7.8                              | 11.9                             |

Note. Respondents who selected “No” were automatically skipped to question 11. <sup>a</sup>*n* = 194. <sup>b</sup>*n* = 648. <sup>c</sup>*n* = 474. <sup>d</sup>*n* = 1,581.

The following question is based on the Interprofessional Collaborative Practice Survey in the toolkit titled [Enhancing Capacity for Interprofessional Collaboration: A Resource to Support Program Planning - Toronto Rehabilitation Institute \(February 2009\)](#) (Part 3, p. 4).

7-8. For the next set of questions, consider one health care or school-based team experience that you have had within the past 12 months.

| <b>Audiologists</b>  | <b>Almost<br/>always</b> | <b>Most<br/>of the<br/>time</b> | <b>“Almost<br/>always”<br/>and “Most<br/>of the time”<br/>(combined)</b> | <b>Less<br/>than<br/>half<br/>the<br/>time</b> | <b>Almost<br/>never</b> |
|--|--------------------------|---------------------------------|--|--|-------------------------|
| My colleagues from other fields treat me with respect.   | 54.5                     | 40.2                            | <b>94.7</b>  | 5.3  | 0.0                     |
| I work with my team to make decisions based on consensus.  | 56.5                     | 35.9                            | <b>92.4</b>  | 6.1  | 1.5                     |
| I accept ownership for resolving conflict with team members.   | 53.0                     | 38.6                            | <b>91.7</b>  | 6.8  | 1.5                     |
| When I have a disagreement with a colleague, I ask questions in order to understand their perspective. | 50.0                     | 44.7                            | <b>94.7</b>  | 3.0  | 2.3                     |
| I take time to explain my roles and responsibilities to colleagues.*                                   | 51.5                     | 33.3                            | <b>84.8</b>  | 12.1   | 3.0                     |
| Leadership is shared in team meetings.   | 37.1                     | 44.7                            | <b>81.8</b>  | 13.6   | 4.5                     |
| When two team members can both perform a task, we make a decision about it.                            | 54.5                     | 38.6                            | <b>93.2</b>  | 3.0  | 3.8                     |
| I am consistent in sharing patient/student information with my colleagues.**                           | 68.2                     | 27.3                            | <b>95.5</b>  | 3.8  | 0.8                     |
| I willingly engage in shared decision-making.  | 68.2                     | 27.3                            | <b>95.5</b>  | 4.5  | 0.0                     |
| The team talks together about our professional similarities and differences.                           | 26.6                     | 36.3                            | <b>62.9</b>  | 29.0   | 8.1                     |
| I trust decisions made by the interprofessional team.  | 46.8                     | 51.6                            | <b>98.4</b>  | 0.0  | 1.6                     |
| Administrative duties that support the team, such as minute taking, are shared.                        | 17.7                     | 41.9                            | <b>59.7</b>  | 24.2   | 16.1                    |
| I acknowledge my team members’ qualities and skills regularly.   | 66.1                     | 30.6                            | <b>96.8</b>  | 3.2  | 0.0                     |
| I involve patients/students/families in their treatment plans.   | 84.7                     | 13.7                            | <b>98.4</b>  | 1.6  | 0.0                     |
| When deciding on treatment plans, I consult with colleagues from other fields.                         | 34.7                     | 42.7                            | <b>77.4</b>  | 21.8   | 0.8                     |
| I am comfortable receiving feedback from team members.   | 63.7                     | 31.5                            | <b>95.2</b>  | 4.8  | 0.0                     |
| The team includes everyone who supports patient/student care in my area, including                     | 46.0                     | 37.1                            | <b>83.1</b>  | 16.1   | 0.8                     |

|   |      |      |             |     |     |
|---|------|------|-------------|-----|-----|
| clinicians, team members who provide administrative support, teachers, etc. |      |      |             |     |     |
| I feel included in my health care/school-based team.                        | 48.4 | 39.5 | <b>87.9</b> | 9.7 | 2.4 |

Notes. \* This item was phrased as, “I take time to explain my role to colleagues” in the 2016, 2017, and 2019 surveys.

\*\* This item was phrased as, “I am consistent in sharing patient/student information” in the 2016, 2017, and 2019 surveys.

The combined category may not be an exact sum of the “Almost always” and “Most of the time” percentages due to rounding.

$n \geq 124$ .

| <b>SLPs in Health Care</b>   | <b>Almost always</b> | <b>Most of the time</b> | <b>“Almost always” and “Most of the time” (combined)</b> | <b>Less than half the time</b> | <b>Almost never</b> |
|--|----------------------|-------------------------|--|--------------------------------|---------------------|
| My colleagues from other fields treat me with respect.   | 68.2                 | 29.1                    | <b>97.3</b>  | 2.6                            | 0.2                 |
| I work with my team to make decisions based on consensus.  | 63.5                 | 31.3                    | <b>94.8</b>  | 4.5                            | 0.7                 |
| I accept ownership for resolving conflict with team members.   | 68.3                 | 28.6                    | <b>96.9</b>  | 1.9                            | 1.2                 |
| When I have a disagreement with a colleague, I ask questions in order to understand their perspective. | 69.0                 | 29.8                    | <b>98.8</b>  | 1.2                            | 0.0                 |
| I take time to explain my roles and responsibilities to colleagues.*                                   | 63.3                 | 28.5                    | <b>91.8</b>  | 7.0                            | 1.2                 |
| Leadership is shared in team meetings.   | 43.5                 | 37.5                    | <b>81.1</b>  | 13.6                           | 5.3                 |
| When two team members can both perform a task, we make a decision about it.                            | 61.0                 | 31.6                    | <b>92.6</b>  | 6.2                            | 1.2                 |
| I am consistent in sharing patient/student information with my colleagues.**                           | 73.6                 | 24.5                    | <b>98.1</b>  | 1.7                            | 0.2                 |
| I willingly engage in shared decision-making.  | 80.3                 | 17.8                    | <b>98.1</b>  | 1.9                            | 0.0                 |
| The team talks together about our professional similarities and differences.                           | 38.2                 | 32.1                    | <b>70.3</b>  | 21.7                           | 8.0                 |
| I trust decisions made by the interprofessional team.  | 56.2                 | 39.5                    | <b>95.7</b>  | 4.1                            | 0.2                 |
| Administrative duties that support the team, such as minute taking, are shared.                        | 29.5                 | 32.8                    | <b>62.3</b>  | 23.1                           | 14.6                |
| I acknowledge my team members’ qualities and skills regularly.   | 71.3                 | 25.8                    | <b>97.2</b>  | 2.7                            | 0.2                 |
| I involve patients/students/families in their treatment plans.   | 87.1                 | 11.7                    | <b>98.8</b>  | 0.9                            | 0.4                 |

|  |      |      |             |      |     |
|--|------|------|-------------|------|-----|
| When deciding on treatment plans, I consult with colleagues from other fields.   | 40.7 | 38.4 | <b>79.2</b> | 18.0 | 2.8 |
| I am comfortable receiving feedback from team members.   | 72.0 | 27.1 | <b>99.1</b> | 0.9  | 0.0 |
| The team includes everyone who supports patient/student care in my area, including clinicians, team members who provide administrative support, teachers, etc. | 53.6 | 33.0 | <b>86.7</b> | 10.8 | 2.5 |
| I feel included in my health care/school-based team.   | 58.9 | 31.4 | <b>90.2</b> | 8.5  | 1.2 |

Notes. \* This item was phrased as, “I take time to explain my role to colleagues” in the 2016, 2017, and 2019 surveys.

\*\* This item was phrased as, “I am consistent in sharing patient/student information” in the 2016, 2017, and 2019 surveys.

The combined category may not be an exact sum of the “Almost always” and “Most of the time” percentages due to rounding.

$n \geq 555$ .

| <b>SLPs in Schools</b>   | <b>Almost always</b> | <b>Most of the time</b> | <b>“Almost always” and “Most of the time” (combined)</b> | <b>Less than half the time</b> | <b>Almost never</b> |
|--|----------------------|-------------------------|--|--------------------------------|---------------------|
| My colleagues from other fields treat me with respect.   | 61.8                 | 32.5                    | <b>94.3</b>  | 5.5                            | 0.2                 |
| I work with my team to make decisions based on consensus.  | 67.0                 | 29.0                    | <b>96.0</b>  | 3.6                            | 0.5                 |
| I accept ownership for resolving conflict with team members.   | 64.8                 | 29.8                    | <b>94.5</b>  | 4.0                            | 1.4                 |
| When I have a disagreement with a colleague, I ask questions in order to understand their perspective. | 61.0                 | 35.6                    | <b>96.7</b>  | 3.1                            | 0.2                 |
| I take time to explain my roles and responsibilities to colleagues.*                                   | 48.7                 | 37.2                    | <b>85.9</b>  | 12.6                           | 1.4                 |
| Leadership is shared in team meetings.   | 37.3                 | 42.6                    | <b>79.9</b>  | 16.0                           | 4.1                 |
| When two team members can both perform a task, we make a decision about it.                            | 56.2                 | 38.6                    | <b>94.8</b>  | 3.8                            | 1.4                 |
| I am consistent in sharing patient/student information with my colleagues.**                           | 68.9                 | 28.5                    | <b>97.4</b>  | 2.6                            | 0.0                 |
| I willingly engage in shared decision-making.  | 80.8                 | 18.1                    | <b>98.8</b>  | 1.2                            | 0.0                 |
| The team talks together about our professional similarities and differences.                           | 29.6                 | 36.5                    | <b>66.2</b>  | 23.2                           | 10.6                |
| I trust decisions made by the interprofessional team.  | 46.7                 | 49.1                    | <b>95.8</b>  | 4.2                            | 0.0                 |



|  |      |      |             |      |      |
|--|------|------|-------------|------|------|
| Administrative duties that support the team, such as minute taking, are shared.  | 28.7 | 34.9 | <b>63.6</b> | 22.4 | 14.0 |
| I acknowledge my team members' qualities and skills regularly.   | 64.9 | 32.7 | <b>97.5</b> | 2.0  | 0.5  |
| I involve patients/students/families in their treatment plans.   | 64.3 | 29.6 | <b>93.8</b> | 5.4  | 0.7  |
| When deciding on treatment plans, I consult with colleagues from other fields.   | 43.8 | 37.9 | <b>81.7</b> | 16.3 | 2.0  |
| I am comfortable receiving feedback from team members.   | 61.7 | 37.0 | <b>98.8</b> | 1.2  | 0.0  |
| The team includes everyone who supports patient/student care in my area, including clinicians, team members who provide administrative support, teachers, etc. | 54.8 | 32.8 | <b>87.7</b> | 10.4 | 2.0  |
| I feel included in my health care/school-based team.   | 54.0 | 36.9 | <b>90.8</b> | 8.2  | 1.0  |

Notes. \* This item was phrased as, "I take time to explain my role to colleagues" in the 2016, 2017, and 2019 surveys.

\*\* This item was phrased as, "I am consistent in sharing patient/student information" in the 2016, 2017, and 2019 surveys.

The combined category may not be an exact sum of the "Almost always" and "Most of the time" percentages due to rounding.

$n \geq 401$ .

| <b>All Respondents</b>   | <b>Almost always</b> | <b>Most of the time</b> | <b>"Almost always" and "most of the time" (combined)</b> | <b>Less than half the time</b> | <b>Almost never</b> |
|--|----------------------|-------------------------|--|--------------------------------|---------------------|
| My colleagues from other fields treat me with respect.   | 66.2                 | 29.7                    | <b>95.9</b>  | 3.8                            | 0.2                 |
| I work with my team to make decisions based on consensus.  | 64.2                 | 30.8                    | <b>95.0</b>  | 4.3                            | 0.7                 |
| I accept ownership for resolving conflict with team members.   | 64.9                 | 30.7                    | <b>95.6</b>  | 3.0                            | 1.4                 |
| When I have a disagreement with a colleague, I ask questions in order to understand their perspective. | 64.7                 | 32.9                    | <b>97.7</b>  | 2.0                            | 0.3                 |
| I take time to explain my roles and responsibilities to colleagues.*                                   | 56.7                 | 32.2                    | <b>89.0</b>  | 9.4                            | 1.7                 |
| Leadership is shared in team meetings.   | 42.0                 | 39.3                    | <b>81.3</b>  | 13.9                           | 4.7                 |
| When two team members can both perform a task, we make a decision about it.                            | 59.0                 | 34.6                    | <b>93.7</b>  | 4.7                            | 1.7                 |
| I am consistent in sharing patient/student information with my colleagues.**                           | 71.0                 | 26.3                    | <b>97.4</b>  | 2.3                            | 0.3                 |

|  |      |      |             |      |      |
|--|------|------|-------------|------|------|
| I willingly engage in shared decision-making.  | 79.5 | 18.7 | <b>98.3</b> | 1.7  | 0.0  |
| The team talks together about our professional similarities and differences.   | 35.0 | 34.3 | <b>69.3</b> | 22.0 | 8.7  |
| I trust decisions made by the interprofessional team.  | 53.2 | 43.0 | <b>96.2</b> | 3.5  | 0.3  |
| Administrative duties that support the team, such as minute taking, are shared.  | 29.1 | 34.8 | <b>63.8</b> | 22.1 | 14.0 |
| I acknowledge my team members' qualities and skills regularly.   | 69.3 | 28.2 | <b>97.4</b> | 2.3  | 0.3  |
| I involve patients/students/families in their treatment plans.   | 78.6 | 18.6 | <b>97.1</b> | 2.5  | 0.4  |
| When deciding on treatment plans, I consult with colleagues from other fields.   | 41.4 | 38.7 | <b>80.1</b> | 17.8 | 2.1  |
| I am comfortable receiving feedback from team members.   | 67.2 | 31.3 | <b>98.5</b> | 1.5  | 0.0  |
| The team includes everyone who supports patient/student care in my area, including clinicians, team members who provide administrative support, teachers, etc. | 53.2 | 33.7 | <b>86.9</b> | 10.8 | 2.3  |
| I feel included in my health care/school-based team.   | 56.8 | 34.2 | <b>91.0</b> | 7.8  | 1.2  |

Notes. \* This item was phrased as, "I take time to explain my role to colleagues" in the 2016, 2017, and 2019 surveys.

\*\* This item was phrased as, "I am consistent in sharing patient/student information" in the 2016, 2017, and 2019 surveys.

The combined category may not be an exact sum of the "Almost always" and "Most of the time" percentages due to rounding.

$n \geq 1,269$ .

In addition to examining the frequency of responses *across all respondents*, as shown in the above tables, the research team was also interested in exploring how a single individual responded to the self-assessment items. That is, we wanted to know how many respondents answered "Almost always" or "Most of the time" to all items in Question 7/8 for a given IPP experience.

| Group   | Audiologists |       | SLPs in Health Care |       | SLPs in Schools |       | All Respondents |       |
|---|--------------|-------|---------------------|-------|-----------------|-------|-----------------|-------|
|   | #            | %     | #                   | %     | #               | %     | #               | %     |
| Responded "Almost always" or "Most of the time" to all items in Q7/Q8       | 40           | 30.3  | 230                 | 39.4  | 138             | 32.8  | 493             | 36.9  |
| Did not respond "Almost always" or "Most of the time" to all items in Q7/Q8 | 92           | 69.7  | 354                 | 60.6  | 283             | 67.2  | 842             | 63.1  |
| Total # respondents   | 132          | 100.0 | 584                 | 100.0 | 421             | 100.0 | 1,335           | 100.0 |

To allow a little latitude, we also examined how many respondents answered “Almost always” or “Most of the time” to at least 15 of the 18 items (approximately 80% of the IPP target behaviors) in Question 7/8.

| Group   | Audiologists |       | SLPs in Health Care |       | SLPs in Schools |       | All Respondents |       |
|---|--------------|-------|---------------------|-------|-----------------|-------|-----------------|-------|
|   | #            | %     | #                   | %     | #               | %     | #               | %     |
| Responded “Almost always” or “Most of the time” to at least 15 items in Q7/8              | 98           | 74.2  | 465                 | 79.6  | 335             | 79.6  | 1,060           | 79.4  |
| Did <u>not</u> respond “Almost always” or “Most of the time” to at least 15 items in Q7/8 | 34           | 25.8  | 119                 | 20.4  | 86              | 20.4  | 275             | 20.6  |
| Total # respondents   | 132          | 100.0 | 584                 | 100.0 | 421             | 100.0 | 1,335           | 100.0 |

9. Select the other health care or education service professions that were part of your IPP team for which you based your responses to the previous question. (Check all that apply.)

| Response   | Audiologists <sup>a</sup><br>(%) | SLPs in Health Care <sup>b</sup> (%) | SLPs in Schools <sup>c</sup><br>(%) | All Respondents <sup>d</sup><br>(%) |
|--|----------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| Applied behavior analysis  | 9.1                              | 15.9                                 | 34.5                                | 21.6                                |
| Audiology  | 66.9                             | 16.6                                 | 22.0                                | 24.4                                |
| Dentistry  | 8.3                              | 11.6                                 | 0.8                                 | 7.2                                 |
| Education (including regular education teachers, aides, assistants, or administrators) | 47.9                             | 21.3                                 | 87.0                                | 48.3                                |
| Genetics   | 13.2                             | 6.8                                  | 0.0                                 | 4.6                                 |
| Medicine (including primary care or specialty care)                                    | 60.3                             | 70.1                                 | 6.8                                 | 43.7                                |
| Music therapy  | 2.5                              | 6.3                                  | 6.0                                 | 5.7                                 |
| Nursing (including clinical or school nursing)   | 31.4                             | 55.3                                 | 28.7                                | 41.1                                |
| Nutrition/dietetics  | 5.8                              | 49.7                                 | 2.3                                 | 26.7                                |
| Occupational therapy   | 31.4                             | 81.2                                 | 89.5                                | 77.3                                |
| Optometry  | 7.4                              | 4.8                                  | 2.0                                 | 3.9                                 |
| Orthodontics and/or prosthodontics   | 4.1                              | 5.9                                  | 0.8                                 | 3.8                                 |
| Pharmacy   | 5.8                              | 11.1                                 | 0.3                                 | 6.5                                 |
| Physical therapy   | 41.3                             | 71.4                                 | 60.8                                | 62.9                                |
| Psychology (including clinical or school psychology)                                   | 30.6                             | 36.0                                 | 58.8                                | 41.6                                |
| Public/community health  | 3.3                              | 3.0                                  | 2.0                                 | 3.1                                 |
| Radiology  | 5.0                              | 29.0                                 | 0.8                                 | 14.4                                |

|  |      |      |      |      |
|--|------|------|------|------|
| Reading (including reading specialists)  | 5.8  | 5.9  | 29.5 | 13.4 |
| Social work  | 32.2 | 50.3 | 39.0 | 41.6 |
| Special education (including special education teachers, aides, assistants, or administrators) | 39.7 | 19.0 | 92.3 | 46.7 |
| Speech-language pathology  | 71.1 | 72.5 | 70.3 | 70.6 |
| Surgery (including maxillofacial, oral, plastic)   | 20.7 | 28.4 | 1.3  | 16.2 |
| Other (see below)  | 11.6 | 12.2 | 9.8  | 11.9 |

<sup>a</sup>n = 121. <sup>b</sup>n = 559. <sup>c</sup>n = 400. <sup>d</sup>n = 1,271.

Other responses included the following:

- Audiologists—Deaf educator; ENT (2 responses); oncology; ophthalmology (2 responses); otolaryngology (3 responses); otology; physician associates; teacher of the deaf/hard of hearing (2 responses); teacher of the visually impaired
- SLPs in Health Care—Building administration; case manager with others (6 responses); dietician; discharge planning; ENT (5 responses); family advocate; GI and/or others (4 responses); IBCLCs; lactation consultants; laryngology (2 responses); multiple team members (17 responses); neonatal pediatricians; neuro-optometry; nursing and rehab admin; otolaryngology (2 responses); palliative care (3 responses); parents/guardians; psychology; recreational therapy; researchers; respiratory therapy (8 responses); social work (2 responses); teacher; therapeutic recreation; tumor board- oncology team; TVI; vision OT; vocational specialist
- SLPs in Schools— 1:1 support staff/SLPA; adapted PE teacher (2 responses); administration (2 responses); assistive technology (3 responses); attorneys; autism specialist; BCBA; behavior specialists; bilingual coordinator; counseling; diagnostician; ELL teacher (3 responses); hearing itinerants; interpreter and bilingual SLP; mental health clinician; multiple responses (6 responses); neurology; occupational therapist; parents and/or student; physical medicine and rehabilitation; recreational therapy; teacher/instructor/specialist of hearing and/or visually impaired (7 responses)
- All Respondents—AAC/AT; adaptive PE; administrative; ASL teachers and family resource coordinators; AT specialist; athletic training; creative arts professionals and teachers; developmental therapist; director of disability and access services; early childhood special educators; early intervention; faculty members teaching vocal performance; family and patient representatives as part of our navigator program; family research coordinators; family, multiple team members (2 responses); respite home providers; kinesiology; librarians; media; neuroeducation; occupational therapy; paraprofessionals, administrators; parents/guardians; pharmacy; physician's assistant; seating and mobility professionals; sensory support services (blind and deaf); service coordinator (2 responses)

## IPP Culture

10. Are you satisfied with the degree of collaboration on your IPP team(s)?

| Response     | Audiologists <sup>a</sup><br>(%) | SLPs in<br>Health Care <sup>b</sup><br>(%) | SLPs in<br>Schools <sup>c</sup> (%) | All<br>Respondents <sup>d</sup><br>(%) |
|--------------|----------------------------------|--|-------------------------------------|--|
| Yes          | 76.0                             | 77.3                                       | 73.2                                | 75.7                                   |
| No           | 13.2                             | 18.9                                       | 21.1                                | 19.0                                   |
| I don't know | 10.7                             | 3.8  | 5.8                                 | 5.3                                    |

<sup>a</sup>n = 121. <sup>b</sup>n = 556. <sup>c</sup>n = 399. <sup>d</sup>n = 1,267.

11. What are some of the barriers that you have encountered relative to engaging in IPP at your facility/school? (Check all that apply.)

| Response   | Audiologists <sup>a</sup><br>(%) | SLPs in<br>Health Care <sup>b</sup><br>(%) | SLPs in<br>Schools <sup>c</sup> (%) | All<br>Respondents <sup>d</sup><br>(%) |
|--|----------------------------------|--|-------------------------------------|--|
| High workload/caseload   | 48.1                             | 47.7                                       | 75.3                                | 54.7                                   |
| I don't know what IPP "looks" like<br>in my current setting  | 12.7                             | 2.3  | 6.0                                 | 5.0                                    |
| Lack of collaboration by other<br>service providers in my setting  | 19.0                             | 21.6                                       | 25.1                                | 21.6                                   |
| Lack of training in IPP  | 15.2                             | 13.8                                       | 13.7                                | 14.3                                   |
| Limited support from<br>administration   | 19.6                             | 22.1                                       | 27.0                                | 23.0                                   |
| Limited time for collaboration   | 65.2                             | 60.1                                       | 81.9                                | 68.2                                   |
| Limited understanding of my role   | 17.1                             | 19.5                                       | 22.1                                | 18.8                                   |
| No clinical need   | 12.7                             | 2.8  | 1.6                                 | 3.8                                    |
| Other health care or education<br>service providers are not co-<br>located in my setting to easily<br>facilitate collaboration | 45.6                             | 32.4                                       | 28.6                                | 34.6                                   |
| Productivity or billing practices<br>don't support   | 24.7                             | 46.9                                       | 14.0                                | 31.9                                   |
| Scope of practice infringement   | 16.5                             | 20.7                                       | 10.9                                | 15.7                                   |
| Other (Specify)  | 1.9                              | 5.4  | 8.6                                 | 6.8                                    |

<sup>a</sup>n = 158. <sup>b</sup>n = 574. <sup>c</sup>n = 430. <sup>d</sup>n = 1,395.

12. How conducive is the culture to engage in IPP at your facility/school?

| Response             | Audiologists <sup>a</sup><br>(%) | SLPs in<br>Health Care <sup>b</sup><br>(%) | SLPs in<br>Schools <sup>c</sup> (%) | All<br>Respondents <sup>d</sup><br>(%) |
|----------------------|----------------------------------|--|-------------------------------------|--|
| Very conducive       | 36.8                             | 49.9                                       | 36.9                                | 44.1                                   |
| Somewhat conducive   | 47.2                             | 40.3                                       | 49.3                                | 43.7                                   |
| Not very conducive   | 11.7                             | 8.4  | 11.3                                | 9.6                                    |
| Not at all conducive | 4.3                              | 1.3  | 2.5                                 | 2.6                                    |

<sup>a</sup>n = 163. <sup>b</sup>n = 593. <sup>c</sup>n = 434. <sup>d</sup>n = 1,425.

### IPP Preparedness

13. Have you had any education or training on IPP (academic or clinical coursework in IPP, professional development activity specifically on IPP, read an article, engaged in a discussion with colleagues, etc.)?

| Response | Audiologists <sup>a</sup><br>(%) | SLPs in<br>Health Care <sup>b</sup><br>(%) | SLPs in<br>Schools <sup>c</sup> (%) | All<br>Respondents <sup>d</sup><br>(%) |
|----------|----------------------------------|--|-------------------------------------|--|
| Yes      | 53.1                             | 63.9                                       | 66.7                                | 66.8                                   |
| No       | 46.9                             | 36.1                                       | 33.3                                | 33.2                                   |

<sup>a</sup>n = 160. <sup>b</sup>n = 592. <sup>c</sup>n = 433. <sup>d</sup>n = 1,423.

\*Note: This question was phrased as follows in the 2016, 2017, 2019, and 2021 surveys: “Have you had any formal education or training on IPP (academic or clinical coursework in IPP, professional development activity specifically on IPP, etc.)?”

14. How have you acquired your skills/knowledge in the area of IPP? (Check all that apply.)

| Response  | Audiologists <sup>a</sup><br>(%) | SLPs in<br>Health Care <sup>b</sup><br>(%) | SLPs in<br>Schools <sup>c</sup> (%) | All<br>Respondents <sup>d</sup><br>(%) |
|---|----------------------------------|--|-------------------------------------|--|
| ASHA IPE/IPP website resources  | 19.1                             | 20.1                                       | 29.5                                | 25.3                                   |
| External professional development (e.g., conference or conference session, webinar, workshop) | 50.0                             | 49.4                                       | 49.9                                | 51.9                                   |
| In-service  | 13.6                             | 26.6                                       | 28.3                                | 28.1                                   |
| IPE/IPP published literature  | 17.3                             | 19.3                                       | 19.7                                | 22.3                                   |
| On-the-job  | 75.3                             | 86.9                                       | 78.0                                | 82.6                                   |
| Self-taught   | 35.2                             | 52.8                                       | 46.6                                | 48.5                                   |

<sup>a</sup>n = 162. <sup>b</sup>n = 587. <sup>c</sup>n = 431. <sup>d</sup>n = 1,414.

15. Which best describes how familiar you are with and how frequently you use [ASHA's IPE/IPP online resources](#)?

| Response                                  | Audiologists <sup>a</sup><br>(%) | SLPs in<br>Health<br>Care <sup>b</sup> (%) | SLPs in<br>Schools <sup>c</sup><br>(%) | All<br>Respondents <sup>d</sup><br>(%) |
|---|----------------------------------|--|--|--|
| Very Familiar and Use Regularly           | 3.1                              | 1.4  | 2.5                                    | 2.9                                    |
| Somewhat Familiar and Use<br>Occasionally | 13.5                             | 13.0                                       | 16.6                                   | 15.6                                   |
| Familiar but Rarely Use                   | 16.6                             | 19.6                                       | 22.2                                   | 20.8                                   |
| Not Familiar and Do Not Use               | 42.3                             | 35.3                                       | 24.5                                   | 30.6                                   |
| Not Familiar but Interested in Using      | 24.5                             | 30.7                                       | 34.2                                   | 30.1                                   |

Notes. Respondents who selected “Familiar but Rarely Use,” “Not Familiar and Do Not Use,” or “Not Familiar but Interested in Using” were automatically skipped to question 17.

<sup>a</sup>n = 163. <sup>b</sup>n = 592. <sup>c</sup>n = 433. <sup>d</sup>n = 1,423.

16. Rate the helpfulness of the following ASHA IPE/IPP webpage resources.

| Audiologists   | Extremely<br>Useful | Very<br>Useful | Somewhat<br>Useful | Not<br>Very<br>Useful | Not at<br>all<br>Useful | N/A or<br>No<br>Opinion |
|--|---------------------|----------------|--------------------|-----------------------|-------------------------|-------------------------|
| <a href="#">IPE/IPP Case Studies</a> – real life case examples of how IPP teams improved outcomes through collaboration  | 25.9                | 33.3           | 25.9               | 0.0                   | 0.0                     | 14.8                    |
| <a href="#">IPE/IPP Videos</a> – short videos illustrating how interprofessional practice leads to better care, better outcomes, and better clinician satisfaction                                   | 18.5                | 44.4           | 22.2               | 0.0                   | 3.7                     | 11.1                    |
| <a href="#">IPE/IPP Resources and Downloadable Tools</a> – rubrics and checklists for implementing effective IPE/IPP in health care and school settings  | 33.3                | 37.0           | 11.1               | 0.0                   | 3.7                     | 14.8                    |
| <a href="#">How To: Writing Collaborative Goals for IEPs</a> – guides your team through the collaborative goal-writing process and follow-up meetings to better understand and support your students | 15.4                | 30.8           | 23.1               | 3.8                   | 3.8                     | 23.1                    |

|  |      |      |      |     |     |      |
|--|------|------|------|-----|-----|------|
| <a href="#">IPE/IPP Evidence Maps and IPE/IPP Research Across Health Professions</a> – connects audiologists and speech-language pathologists to the latest available IPE/IPP evidence | 19.2 | 34.6 | 23.1 | 3.8 | 3.8 | 15.4 |
| <a href="#">How To: Advocate for IPP in Your Clinic or School</a> – talking points to aid you in advocating for making collaborative practice a priority in your clinic or school      | 15.4 | 34.6 | 30.8 | 3.8 | 3.8 | 11.5 |

$n \geq 26$ .

| <b>SLPs in Health Care</b>   | <b>Extremely Useful</b> | <b>Very Useful</b> | <b>Somewhat Useful</b> | <b>Not Very Useful</b> | <b>Not at all Useful</b> | <b>N/A or No Opinion</b> |
|--|-------------------------|--------------------|------------------------|------------------------|--------------------------|--------------------------|
| <a href="#">IPE/IPP Case Studies</a> – real life case examples of how IPP teams improved outcomes through collaboration  | 13.3                    | 39.8               | 25.3                   | 7.2                    | 0.0                      | 14.5                     |
| <a href="#">IPE/IPP Videos</a> – short videos illustrating how interprofessional practice leads to better care, better outcomes, and better clinician satisfaction                                   | 16.9                    | 34.9               | 25.3                   | 3.6                    | 1.2                      | 18.1                     |
| <a href="#">IPE/IPP Resources and Downloadable Tools</a> – rubrics and checklists for implementing effective IPE/IPP in health care and school settings  | 18.3                    | 40.2               | 19.5                   | 4.9                    | 1.2                      | 15.9                     |
| <a href="#">How To: Writing Collaborative Goals for IEPs</a> – guides your team through the collaborative goal-writing process and follow-up meetings to better understand and support your students | 14.5                    | 25.3               | 21.7                   | 3.6                    | 2.4                      | 32.5                     |



|  |      |      |      |     |     |      |
|--|------|------|------|-----|-----|------|
| <a href="#">IPE/IPP Evidence Maps and IPE/IPP Research Across Health Professions</a> – connects audiologists and speech-language pathologists to the latest available IPE/IPP evidence | 14.6 | 34.1 | 28.0 | 4.9 | 1.2 | 17.1 |
| <a href="#">How To: Advocate for IPP in Your Clinic or School</a> – talking points to aid you in advocating for making collaborative practice a priority in your clinic or school      | 12.0 | 31.3 | 27.7 | 3.6 | 1.2 | 24.1 |

$n \geq 82$ .

| <b>SLPs in Schools</b>   | <b>Extremely Useful</b> | <b>Very Useful</b> | <b>Somewhat Useful</b> | <b>Not Very Useful</b> | <b>Not at all Useful</b> | <b>N/A or No Opinion</b> |
|--|-------------------------|--------------------|------------------------|------------------------|--------------------------|--------------------------|
| <a href="#">IPE/IPP Case Studies</a> – real life case examples of how IPP teams improved outcomes through collaboration  | 15.0                    | 28.7               | 36.3                   | 2.5                    | 0.0                      | 17.5                     |
| <a href="#">IPE/IPP Videos</a> – short videos illustrating how interprofessional practice leads to better care, better outcomes, and better clinician satisfaction                                   | 15.0                    | 26.3               | 31.3                   | 3.8                    | 0.0                      | 23.8                     |
| <a href="#">IPE/IPP Resources and Downloadable Tools</a> – rubrics and checklists for implementing effective IPE/IPP in health care and school settings  | 27.8                    | 35.4               | 20.3                   | 0.0                    | 1.3                      | 15.2                     |
| <a href="#">How To: Writing Collaborative Goals for IEPs</a> – guides your team through the collaborative goal-writing process and follow-up meetings to better understand and support your students | 31.6                    | 27.8               | 20.3                   | 5.1                    | 0.0                      | 15.2                     |

|  |      |      |      |     |     |      |
|--|------|------|------|-----|-----|------|
| <a href="#">IPE/IPP Evidence Maps and IPE/IPP Research Across Health Professions</a> – connects audiologists and speech-language pathologists to the latest available IPE/IPP evidence | 20.0 | 30.0 | 23.8 | 3.8 | 2.5 | 20.0 |
| <a href="#">How To: Advocate for IPP in Your Clinic or School</a> – talking points to aid you in advocating for making collaborative practice a priority in your clinic or school      | 18.8 | 23.8 | 33.8 | 3.8 | 0.0 | 20.0 |

$n \geq 79$ .

| <b>All Respondents</b>   | <b>Extremely Useful</b> | <b>Very Useful</b> | <b>Somewhat Useful</b> | <b>Not Very Useful</b> | <b>Not at all Useful</b> | <b>N/A or No Opinion</b> |
|--|-------------------------|--------------------|------------------------|------------------------|--------------------------|--------------------------|
| <a href="#">IPE/IPP Case Studies</a> – real life case examples of how IPP teams improved outcomes through collaboration  | 20.5                    | 35.7               | 27.1                   | 3.9                    | 0.0                      | 12.8                     |
| <a href="#">IPE/IPP Videos</a> – short videos illustrating how interprofessional practice leads to better care, better outcomes, and better clinician satisfaction                                   | 19.0                    | 32.6               | 26.7                   | 3.5                    | 0.8                      | 17.4                     |
| <a href="#">IPE/IPP Resources and Downloadable Tools</a> – rubrics and checklists for implementing effective IPE/IPP in health care and school settings  | 24.2                    | 41.8               | 17.2                   | 2.0                    | 1.2                      | 13.7                     |
| <a href="#">How To: Writing Collaborative Goals for IEPs</a> – guides your team through the collaborative goal-writing process and follow-up meetings to better understand and support your students | 23.0                    | 28.9               | 20.3                   | 4.7                    | 1.2                      | 21.9                     |

|  |      |      |      |     |     |      |
|--|------|------|------|-----|-----|------|
| <a href="#">IPE/IPP Evidence Maps and IPE/IPP Research Across Health Professions</a> – connects audiologists and speech-language pathologists to the latest available IPE/IPP evidence | 20.3 | 35.9 | 23.0 | 3.5 | 1.6 | 15.6 |
| <a href="#">How To: Advocate for IPP in Your Clinic or School</a> – talking points to aid you in advocating for making collaborative practice a priority in your clinic or school      | 18.8 | 29.3 | 28.1 | 4.3 | 0.8 | 18.8 |

$n \geq 256$ .

17. What additional resources could ASHA provide that would be helpful to your IPP efforts?

Responses to this question were provided in a supplemental document and may be available upon request. There were approximately 500 responses.

18. How prepared do you feel you are to effectively participate on IPP teams?

| Response            | Audiologists <sup>a</sup><br>(%) | SLPs in Health Care <sup>b</sup><br>(%) | SLPs in Schools <sup>c</sup> (%) | All Respondents <sup>d</sup><br>(%) |
|---------------------|----------------------------------|---|----------------------------------|-------------------------------------|
| Very prepared       | 35.2                             | 61.6                                    | 52.6                             | 55.7                                |
| Somewhat prepared   | 47.2                             | 34.2                                    | 40.4                             | 37.8                                |
| Not very prepared   | 13.8                             | 3.4                                     | 5.6                              | 5.2                                 |
| Not at all prepared | 3.8                              | 0.9                                     | 1.4                              | 1.3                                 |

<sup>a</sup> $n = 159$ . <sup>b</sup> $n = 588$ . <sup>c</sup> $n = 428$ . <sup>d</sup> $n = 1,408$ .

19. How prepared do you feel you are to lead an IPP team of multiple (health care or education) professionals?

| Response            | Audiologists <sup>a</sup><br>(%) | SLPs in Health Care <sup>b</sup><br>(%) | SLPs in Schools <sup>c</sup> (%) | All Respondents <sup>d</sup><br>(%) |
|---------------------|----------------------------------|---|----------------------------------|-------------------------------------|
| Very prepared       | 18.1                             | 37.7                                    | 32.2                             | 34.5                                |
| Somewhat prepared   | 39.4                             | 45.7                                    | 46.5                             | 44.3                                |
| Not very prepared   | 25.6                             | 13.2                                    | 16.6                             | 15.7                                |
| Not at all prepared | 16.9                             | 3.4                                     | 4.7                              | 5.5                                 |

<sup>a</sup> $n = 160$ . <sup>b</sup> $n = 589$ . <sup>c</sup> $n = 428$ . <sup>d</sup> $n = 1,409$ .

20. What are the reasons you engage in IPP? (Check all that apply.)

| Response                                      | Audiologists <sup>a</sup><br>(%) | SLPs in<br>Health<br>Care <sup>b</sup> (%) | SLPs in<br>Schools <sup>c</sup> (%) | All<br>Respondents <sup>d</sup><br>(%) |
|---|----------------------------------|--|-------------------------------------|--|
| Advance professional skill set                | 37.7                             | 53.8                                       | 42.9                                | 49.0                                   |
| Billing requirements                          | 3.3                              | 5.7  | 3.4                                 | 4.2                                    |
| Caseload/workload management                  | 23.8                             | 29.2                                       | 53.7                                | 35.1                                   |
| Fewer preventable errors                      | 35.8                             | 39.7                                       | 22.8                                | 32.6                                   |
| Improved patient/client outcomes              | 86.8                             | 93.3                                       | 88.2                                | 90.4                                   |
| Improved patient/client satisfaction          | 82.8                             | 86.4                                       | 57.8                                | 76.9                                   |
| Improved quality of care                      | 81.5                             | 91.4                                       | 78.9                                | 86.0                                   |
| Improved relationships with other disciplines | 64.9                             | 81.3                                       | 75.1                                | 76.4                                   |
| Reduced clinical stress and burnout           | 16.6                             | 32.6                                       | 38.4                                | 31.3                                   |
| Reduced health care costs                     | 10.6                             | 16.0                                       | 1.9                                 | 10.5                                   |
| Other (Specify.)                              | 4.6                              | 4.6  | 7.2                                 | 6.3                                    |

<sup>a</sup>n = 151. <sup>b</sup>n = 582. <sup>c</sup>n = 417. <sup>d</sup>n = 1,379.

Question 6 was repeated at the end of the survey to determine any change in response as participants were made aware of the specific aspects of IPP while taking the survey.

21. This survey posed questions that may have changed the way that you think about IPP. Would you now say that you have engaged in interprofessional collaborative practice in your primary work setting in the past 12 months?\*

| Response | Audiologists <sup>a</sup><br>(%) | SLPs in<br>Health Care <sup>b</sup><br>(%) | SLPs in<br>Schools <sup>c</sup> (%) | All<br>Respondents <sup>d</sup><br>(%) |
|----------|----------------------------------|--|-------------------------------------|--|
| Yes      | 77.8                             | 92.1                                       | 92.5                                | 89.1                                   |
| No       | 22.2                             | 7.9  | 7.5                                 | 10.9                                   |

<sup>a</sup>n = 158. <sup>b</sup>n = 585. <sup>c</sup>n = 425. <sup>d</sup>n = 1,399.

\*Note: This question was phrased as follows on the 2016 and 2017 surveys: “Given your ratings of IPP competencies in this survey, have you engaged in interprofessional collaborative practice in your primary work setting in the past 12 months?”

The following table presents the differences in “Yes” responses between Questions 6 and 21. Note that the number of respondents to Questions 6 and 21 differed, as some individuals dropped out of the survey before completing it in its entirety. There was little difference in responses. The largest change was for audiologists, with 4.1 percentage points higher at the end of the survey indicating that they engaged in interprofessional collaborative practice (compared to the percentage indicating so at the beginning of the survey).

| Response   | Audiologists (%) | SLPs in Health Care (%) | SLPs in Schools (%) | All Respondents (%) |
|--|------------------|-------------------------|---------------------|---------------------|
| Question 6 = yes   | 73.7             | 93.4                    | 92.2                | 88.1                |
| Question 21 = yes  | 77.8             | 92.1                    | 92.5                | 89.1                |
| Difference (percentage points) in response from start of survey to end of survey | 4.1              | -1.3                    | 0.3                 | 1.0                 |

Finally, the research team wanted to examine the individual responses to Question 7/8 by whether or not respondents had received any education or training on IPP (Question 13). The total number of respondents displayed in the following tables includes those who responded “Almost always” or “Most of the time” to all items in Question 7/8 (first table) or responded “Almost always” or “Most of the time” to at least 15 of the 18 items (83%) in Question 7/8 (second table). For comparison, the third table includes those who responded “Almost always” or “Most of the time” to fewer than 15 of the 18 items (<83%) in Question 7/8. Respondents who had received education or training on IPP were more likely to rate either all 18 statements or 15 of the 18 statements as “Almost always” or “Most of the time.”

Responded “Almost always” or “Most of the time” **to all items** in Question 7/8.

| Group  | Audiologists |      | SLPs in Health Care |      | SLPs in Schools |      | All Respondents |      |
|--|--------------|------|---------------------|------|-----------------|------|-----------------|------|
|  | #            | %    | #                   | %    | #               | %    | #               | %    |
| Had education or training on IPP (Q13 = yes)         | 22           | 57.9 | 154                 | 68.1 | 99              | 73.9 | 347             | 72.3 |
| Did not have education or training on IPP (Q13 = no) | 16           | 42.1 | 72                  | 31.9 | 35              | 26.1 | 133             | 27.7 |
| Total # of respondents                               | 38           |      | 226                 |      | 134             |      | 480             |      |

Responded “Almost always” or “Most of the time” **to at least 15 of the 18 items (83%)** in Question 7/8.

| Group  | Audiologists |      | SLPs in Health Care |      | SLPs in Schools |      | All Respondents |      |
|--|--------------|------|---------------------|------|-----------------|------|-----------------|------|
|  | #            | %    | #                   | %    | #               | %    | #               | %    |
| Had education or training on IPP (Q13 = yes)         | 53           | 57.0 | 299                 | 66.0 | 232             | 70.5 | 715             | 69.5 |
| Did not have education or training on IPP (Q13 = no) | 40           | 43.0 | 154                 | 34.0 | 97              | 29.5 | 314             | 30.5 |
| Total # of respondents                               | 93           |      | 453                 |      | 329             |      | 1,029           |      |

Responded “Almost always” or “Most of the time” **to fewer than 15 of the 18 items (<83%)** in Question 7/8.

| Group  | Audiologists |      | SLPs in Health Care |      | SLPs in Schools |      | All Respondents |      |
|--|--------------|------|---------------------|------|-----------------|------|-----------------|------|
|  | #            | %    | #                   | %    | #               | %    | #               | %    |
| Had education or training on IPP (Q13 = yes)         | 13           | 54.2 | 56                  | 57.7 | 41              | 59.4 | 134             | 60.4 |
| Did not have education or training on IPP (Q13 = no) | 11           | 45.8 | 41                  | 42.3 | 28              | 40.6 | 88              | 39.6 |
| Total # of respondents                               | 24           |      | 97                  |      | 69              |      | 222             |      |

Additional resources on ASHA’s IPP initiatives may be found at <http://www.asha.org/Practice/Interprofessional-Education-Practice/>.

**Appendix A**  
**2025 Survey Sample**

| <b>Survey Group</b>               | <b>Sent</b>   | <b>Undeliverable</b> | <b>Opted out</b> | <b>Useable population</b> | <b>Responded</b> | <b>Response rate</b> |
|-----------------------------------|---------------|----------------------|------------------|---------------------------|------------------|----------------------|
| Targeted audience: SIG affiliates | 10,000        | 179                  | 103              | 9,718                     | 1,375            | 14.1%                |
| Random Sample: Audiologists       | 2,000         | 61                   | 31               | 1,908                     | 150              | 7.9%                 |
| Random sample : SLPs              | 2,000         | 36                   | 22               | 1,942                     | 221              | 11.4%                |
| <b>Total population</b>           | <b>14,000</b> | <b>276</b>           | <b>156</b>       | <b>13,568</b>             | <b>1,746</b>     | <b>12.9%</b>         |

**Appendix B**  
**Self-Assessment Items (Question 7/8) by Survey Sample Group**

The research team was interested in exploring how a single individual responded to the self-assessment items based on whether they were part of the survey’s random sample of ASHA-certified audiologists or SLPs who reported being employed full time as a clinical service provider in the United States or U.S. Territories or the random sample of ASHA Special Interest Group affiliates. Results were similar for both groups.

| <b>Group</b>   | <b>Random sample of ASHA-certified audiologists and SLPs</b> |          | <b>Random sample of ASHA Special Interest Group affiliates</b> |          |
|--|--|----------|--|----------|
|  | <b>#</b>   | <b>%</b> | <b>#</b>   | <b>%</b> |
| Responded “Almost always” or “Most of the time” to all items in Q7/Q8              | 100  | 37.2     | 393  | 36.9     |
| Did <u>not</u> respond “Almost always” or “Most of the time” to all items in Q7/Q8 | 169  | 62.8     | 673  | 63.1     |
| Total # respondents  | 269  | 100.0    | 1,066  | 100.0    |

To allow a little latitude, we also examined how many respondents answered “Almost always” or “Most of the time” to at least 15 of the 18 items (approximately 80% of the IPP target behaviors) in Question 7/8.

| <b>Group</b>   | <b>Random sample of ASHA-certified audiologists and SLPs</b> |          | <b>Random sample of ASHA Special Interest Group affiliates</b> |          |
|--|--|----------|--|----------|
|  | <b>#</b>   | <b>%</b> | <b>#</b>   | <b>%</b> |
| Responded “Almost always” or “Most of the time” to at least 15 items in Q7/Q8              | 213  | 79.2     | 847  | 79.5     |
| Did <u>not</u> respond “Almost always” or “Most of the time” to at least 15 items in Q7/Q8 | 56   | 20.8     | 219  | 20.5     |
| Total # respondents  | 269  | 100.0    | 1,066  | 100.0    |