

### Ad Hoc Report: IPE/IPP

Prepared for Strategic Objective Team 2: Interprofessional Education/Interprofessional Practice  
2019 CSD Education Survey for Academic Year 2018-2019

**Table 1: Number of Programs that Implement IPE/IPP Approaches**

Area of Study and Degree Type	Number of			IPE/IPP Approaches Employed and the Number of Programs																
	Existing Programs	Programs Responding	Programs that Implement IPE/IPP	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
<b>Audiology</b>																				
Clinical Doctorate: Entry Level	78	73 (94%)	68 (93%)	38	58	33	50	30	43	46	32	55	22	20	32	26	6	22	37	1
Clinical Doctorate: Post Entry Level	4	3 (75%)	1 (33%)	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1
<b>Speech-Language Pathology</b>																				
Master's	281	264 (94%)	257 (97%)	137	207	141	204	95	119	185	128	171	118	60	145	76	19	70	126	17
Clinical Doctorate: Post Entry Level	8	7 (88%)	6 (86%)	4	3	2	3	4	2	3	1	2	1	2	1	3	0	0	2	0
<b>Total</b>	<b>371</b>	<b>347 (94%)</b>	<b>332 (96%)</b>	<b>180</b>	<b>269</b>	<b>177</b>	<b>258</b>	<b>129</b>	<b>164</b>	<b>235</b>	<b>161</b>	<b>228</b>	<b>141</b>	<b>82</b>	<b>178</b>	<b>105</b>	<b>25</b>	<b>92</b>	<b>165</b>	<b>19</b>

**Note:** Of the programs responding, 7 indicated "data not available" and 8 responded that they do not employ IPE/IPP approaches in the academic and/or clinical curriculum.

**Response Options/Table Column Key**

- |  |   |
|--|---|
| 1 = Explicit IPE learning constructs, competencies, and outcomes are targeted in IPE learning activities (e.g. Interprofessional Education Collaborative [IPEC] Core Competencies) | 9 = Clinical practica using interdisciplinary teams or cases                                |
| 2 = Two or more professions are part of the IPE/IPP approach   | 10 = Simulations using an interprofessional team approach                                   |
| 3 = IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)   | 11 = Conducting grand rounds with two or more professions participating                     |
| 4 = Connecting IPE/IPP academic learning to clinical practice  | 12 = Conducting a debrief period with students and facilitators after IPE learning activity |
| 5 = Combining faculty across disciplines to teach courses that apply across multiple disciplines   | 13 = Interprofessional research projects  |
| 6 = Integrating students from two or more professions in interprofessional coursework  | 14 = Journal groups that include two or more professions                                    |
| 7 = Case-based learning using an interprofessional team approach   | 15 = Interprofessional service learning projects  |
| 8 = Problem-based learning using an interprofessional team approach  | 16 = IPE events (e.g., 1-day IPE events or workshops)                                       |
|  | 17 = Other (please specify)   |

**The first four columns in Table 1 above refer to the core IPE framework (that is typically implemented by exemplary IPE Centers recognized by the National Center on IPE):**

- Explicit IPE learning constructs, competencies, and outcomes are targeted in IPE learning activities (e.g. Interprofessional Education Collaborative [IPEC] Core Competencies)
- Two or more professions are part of the IPE/IPP approach
- IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)
- Connecting IPE/IPP academic learning to clinical practice

Among clinical entry SLP programs:

- 95 (37%) of the 257 academic programs that reported engaging in IPE/IPP practices reported that they incorporated all four core IPE framework items into practice.
- Another 50 (19%) of the 257 academic programs that reported engaging in IPE/IPP practices reported that they incorporated at least three core IPE framework items into practice.

Among clinical entry AuD programs:

- 25 (37%) of the 68 academic programs that reported engaging in IPE/IPP practices reported that they incorporated all four core IPE framework items into practice.
- Another 15 (22%) of the 68 academic programs that reported engaging in IPE/IPP practices reported that they incorporated at least three core IPE framework items into practice.

**Table 2: Percent of Programs that Implement Each IPE/IPP Approach out of all 332 Programs that Implement One or More IPE/IPP Approach**

IPE/IPP Approach	Number	Percent
Two or more professions are part of the IPE/IPP approach	269	81%
Connecting IPE/IPP academic learning to clinical practice	258	78%
Case-based learning using an interprofessional team approach	235	71%
Clinical practica using interdisciplinary teams or cases	228	69%
Explicit IPE learning constructs, competencies, and outcomes are targeted in IPE learning activities (e.g. Interprofessional Education Collaborative [IPEC] Core Competencies)	180	54%
Conducting a debrief period with students and facilitators after IPE learning activity	178	54%
IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)	177	53%
IPE events (e.g., 1-day IPE events or workshops)	165	50%
Integrating students from two or more professions in interprofessional coursework	164	49%
Problem-based learning using an interprofessional team approach	161	48%
Simulations using an interprofessional team approach	141	42%
Combining faculty across disciplines to teach courses that apply across multiple disciplines	129	39%
Interprofessional research projects	105	32%

Interprofessional service learning projects	92	28%
Conducting grand rounds with two or more professions participating	82	25%
Journal groups that include two or more professions	25	8%
Other (please specify)	19	6%

**Table 3: Percent of Programs that Implement Each IPE/IPP Approach of all 332 Programs that Implement One or More IPE/IPP Approach (Quartiles)**

75% or More			50%-74%			25%-49%			Less Than 25%		
IPE/IPP Approach	Number	Percent	IPE/IPP Approach	Number	Percent	IPE/IPP Approach	Number	Percent	IPE/IPP Approach	Number	Percent
Two or more professions are part of the IPE/IPP approach	269	81%	Clinical practica using interdisciplinary teams or cases	228	69%	Integrating students from two or more professions in interprofessional coursework	164	49%	Journal groups that include two or more professions	25	8%
Connecting IPE/IPP academic learning to clinical practice	258	78%	Explicit IPE learning constructs, competencies, and outcomes are targeted in IPE learning activities (e.g. Interprofessional Education Collaborative [IPEC] Core Competencies)	180	54%	Problem-based learning using an interprofessional team approach	161	48%	Other (please specify)	19	6%
Case-based learning using an interprofessional team approach	235	71%	Conducting a debrief period with students and facilitators after IPE learning activity	178	54%	Simulations using an interprofessional team approach	141	42%			
			IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)	177	53%	Combining faculty across disciplines to teach courses that apply across multiple disciplines	129	39%			
			IPE events (e.g., 1-day IPE events or workshops)	165	50%	Interprofessional research projects	105	32%			
						Interprofessional service learning projects	92	28%			
						Conducting grand rounds with two or more professions participating	82	25%			