Ad Hoc Report: IPE/IPP
Prepared for Strategic Objective Team 2: Interprofessional Education/Interprofessional Practice
2022 CSD Education Survey for Academic Year 2021-2022

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)
Audiology																				
Clinical Doctorate: Entry Level	80	76 (95%)	74 (97%)	44	66	42	55	32	48	54	40	52	21	24	35	33	5	20	42	4
Clinical Doctorate: Post Entry Level	2	2 (100%)	0 (0%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Speech-Language Pathology																				
Master's	307	278 (91%)	271 (97%)	198	237	184	234	115	147	221	162	184	167	65	169	65	12	65	154	12
Clinical Doctorate: Post Entry Level	8	8 (100%)	7 (88%)	4	4	2	3	6	3	2	3	1	0	2	1	5	0	0	2	1
Total	*397*	*364 (92%)*	*352 (97%)*	*246*	*307*	*228*	*292*	*153*	*198*	*277*	*205*	*237*	*188*	*91*	*205*	*103*	*17*	*85*	*198*	*17*

Note: Of the programs responding, 6 indicated "data not available" and 6 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)

2 = Two or more professions are part of the IPE/IPP approach

3 = IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)

4 = Connecting IPE/IPP academic learning to clinical practice

5 = Combining faculty across disciplines to teach courses that apply across multiple disciplines

6 = Integrating students from two or more professions in interprofessional coursework

7 = Case-based learning using an interprofessional team approach

8 = Problem-based learning using an interprofessional team approach

9 = Clinical practica using interdisciplinary teams or cases

10 = Simulations using an interprofessional team approach

11 = Conducting grand rounds with two or more professions participating

12 = Conducting a debrief period with students and facilitators after IPE learning activity

13 = Interprofessional research projects

14 = Journal groups that include two or more professions

15 = Interprofessional service learning projects

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:
- 146 (54%) of the 271 academic programs that reported engaging in IPE/IPP practices reported that they incorporated all four core IPE framework items into practice.
- Another 50 (18%) of the 271 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:
- 31 (42%) of the 74 academic programs that reported engaging in IPE/IPP practices reported that they incorporated all four core IPE framework items into practice.
- Another 13 (18%) of the 74 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 352 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	307	87%
Connecting IPE/IPP academic learning to clinical practice	292	83%
Case-based learning using an interprofessional team approach	277	79%
Explicit IPE learning constructs, competencies, and outcomes are targeted in IPE learning activities	246	70%
Clinical practica using interdisciplinary teams or cases	237	67%
IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)	228	65%
Problem-based learning using an interprofessional team approach	205	58%
Conducting a debrief period with students and facilitators after IPE learning activity	205	58%
Integrating students from two or more professions in interprofessional coursework	198	56%
IPE events (e.g., 1-day IPE events or workshops)	198	56%
Simulations using an interprofessional team approach	188	53%
Combining faculty across disciplines to teach courses that apply across multiple disciplines	153	43%
Interprofessional research projects	103	29%
Conducting grand rounds with two or more professions participating	91	26%
Interprofessional service learning projects	85	24%
Journal groups that include two or more professions	17	5%
Other (please specify)	17	5%

Table 3: Percent of Programs that Implement Each IPE/IPP Approach of all 352 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	307	87%	Explicit IPE learning constructs, competencies, and outcomes are targeted in IPE learning activities (e.g. Interprofessional Education Collaborative [IPEC] Core Competencies)	246	70%	Combining faculty across disciplines to teach courses that apply across multiple disciplines	153	43%	Interprofessional service learning projects	85	24%
Connecting IPE/IPP academic learning to clinical practice	292	83%	Clinical practica using interdisciplinary teams or cases	237	67%	Interprofessional research projects	103	29%	Journal groups that include two or more professions	17	5%
Case-based learning using an interprofessional team approach	277	79%	IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)	228	65%	Conducting grand rounds with two or more professions participating	91	26%	Other (please specify)	17	5%
			Problem-based learning using an interprofessional team approach	205	58%						
			Conducting a debrief period with students and facilitators after IPE learning activity	205	58%						
			Integrating students from two or more professions in interprofessional coursework	198	56%						
			IPE events (e.g., 1-day IPE events or workshops)	198	56%						
			Simulations using an interprofessional team approach	188	53%						