Ad Hoc Report: IPE/IPP
Prepared for Strategic Objective Team 2: Interprofessional Education/Interprofessional Practice
2024 CSD Education Survey for Academic Year 2023-2024

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	77 (96%)	74 (96%)	52	65	49	66	52	49	63	43	50	28	22	50	29	6	31	54	4
Speech-Language Pathology																				
Master's	319	293 (92%)	280 (96%)	182	246	199	254	117	154	227	167	193	186	83	180	83	11	74	174	8
Clinical Doctorate: Post Entry Level	8	8 (100%)	5 (63%)	1	3	1	2	4	3	1	2	1	1	1	0	2	0	0	3	0
Total	*407*	*378 (93%)*	*359 (95%)*	*235*	*314*	*249*	*322*	*173*	*206*	*291*	*212*	*244*	*215*	*106*	*230*	*114*	*17*	*105*	*231*	*12*

Note: Of the programs responding, 4 indicated "data not available" and 15 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 (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:
- 148 (53%) of the 280 academic programs that reported engaging in IPE/IPP practices reported that they incorporated all four core IPE framework items into practice.
- Another 54 (19%) of the 280 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:
- 40 (54%) 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 12 (16%) 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 359 Programs that Implement One or More IPE/IPP Approach

IPE/IPP Approach	Number	Percent
Connecting IPE/IPP academic learning to clinical practice	322	90%
Two or more professions are part of the IPE/IPP approach	314	87%
Case-based learning using an interprofessional team approach	291	81%
IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)	249	69%
Clinical practica using interdisciplinary teams or cases	244	68%
Explicit IPE learning constructs, competencies, and outcomes are targeted in IPE learning activities (e.g. Interprofessional Education Collaborative [IPEC] Core Competencies)	235	65%
IPE events (e.g., 1-day IPE events or workshops)	231	64%
Conducting a debrief period with students and facilitators after IPE learning activity	230	64%
Simulations using an interprofessional team approach	215	60%
Problem-based learning using an interprofessional team approach	212	59%
Integrating students from two or more professions in interprofessional coursework	206	57%
Combining faculty across disciplines to teach courses that apply across multiple disciplines	173	48%
Interprofessional research projects	114	32%
Conducting grand rounds with two or more professions participating	106	30%
Interprofessional service learning projects	105	29%
Journal groups that include two or more professions	17	5%
Other (specify)	12	3%

Table 3: Percent of Programs that Implement Each IPE/IPP Approach of all 359 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
Connecting IPE/IPP academic learning to clinical practice	322	90%	IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)	249	69%	Combining faculty across disciplines to teach courses that apply across multiple disciplines	173	48%	Journal groups that include two or more professions	17	5%
Two or more professions are part of the IPE/IPP approach	314	87%	Clinical practica using interdisciplinary teams or cases	244	68%	Interprofessional research projects	114	32%	Other (specify)	12	3%
Case-based learning using an interprofessional team approach	291	81%	Explicit IPE learning constructs, competencies, and outcomes are targeted in IPE learning activities (e.g. Interprofessional Education Collaborative [IPEC] Core Competencies)	235	65%	Conducting grand rounds with two or more professions participating	106	30%			
			IPE events (e.g., 1-day IPE events or workshops)	231	64%	Interprofessional service learning projects	105	29%			
			Conducting a debrief period with students and facilitators after IPE learning activity	230	64%						
			Simulations using an interprofessional team approach	215	60%						
			Problem-based learning using an interprofessional team approach	212	59%						
			Integrating students from two or more professions in interprofessional coursework	206	57%						