

Ad Hoc Report: IPE/IPP
Prepared for Strategic Objective Team 2: Interprofessional Education/Interprofessional Practice
2020 CSD Education Survey for Academic Year 2019-2020

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	74 (93%)	66 (89%)	41	57	43	57	38	46	51	36	55	24	21	32	23	4	25	35	3
Clinical Doctorate: Post Entry Level	4	2 (50%)	0 (0%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Speech-Language Pathology																				
Master's	290	275 (95%)	266 (97%)	177	225	165	211	107	135	206	154	178	145	73	152	74	16	62	145	10
Clinical Doctorate: Post Entry Level	8	7 (88%)	7 (100%)	4	3	2	3	4	4	2	2	1	0	1	2	3	0	1	3	1
Total	382	358 (94%)	339 (95%)	222	285	210	271	149	185	259	192	234	169	95	186	100	20	88	183	14

Note: Of the programs responding, 11 indicated “data not available” and 11 responded that they do not employ IPE/IPP approaches in the academic and/or clinical curriculum.

Response Options/Table Column Key

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|--|---|
| 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:

- 118 (44%) of the 266 academic programs that reported engaging in IPE/IPP practices reported that they incorporated all four core IPE framework items into practice.
- Another 55 (21%) of the 266 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:

- 36 (55%) of the 66 academic programs that reported engaging in IPE/IPP practices reported that they incorporated all four core IPE framework items into practice.
- Another 8 (12%) of the 66 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 339 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	285	84%
Connecting IPE/IPP academic learning to clinical practice	271	80%
Case-based learning using an interprofessional team approach	259	76%
Clinical practica using interdisciplinary teams or cases	234	69%
Explicit IPE learning constructs, competencies, and outcomes are targeted in IPE learning activities	222	65%
IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)	210	62%
Problem-based learning using an interprofessional team approach	192	57%
Conducting a debrief period with students and facilitators after IPE learning activity	186	55%
Integrating students from two or more professions in interprofessional coursework	185	55%
IPE events (e.g., 1-day IPE events or workshops)	183	54%
Simulations using an interprofessional team approach	169	50%
Combining faculty across disciplines to teach courses that apply across multiple disciplines	149	44%
Interprofessional research projects	100	29%
Conducting grand rounds with two or more professions participating	95	28%
Interprofessional service learning projects	88	26%
Journal groups that include two or more professions	20	6%
Other (please specify)	14	4%

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	285	84%	Clinical practica using interdisciplinary teams or cases	234	69%	Combining faculty across disciplines to teach courses that apply across multiple disciplines	149	44%	Journal groups that include two or more professions	20	6%
Connecting IPE/IPP academic learning to clinical practice	271	80%	Explicit IPE learning constructs, competencies, and outcomes are targeted in IPE learning activities	222	65%	Interprofessional research projects	100	29%	Other (please specify)	14	4%
Case-based learning using an interprofessional team approach	259	76%	IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)	210	62%	Conducting grand rounds with two or more professions participating	95	28%			
			Problem-based learning using an interprofessional team approach	192	57%	Interprofessional service learning projects	88	26%			
			Conducting a debrief period with students and facilitators after IPE learning activity	186	55%						
			Integrating students from two or more professions in interprofessional coursework	185	55%						
			IPE events (e.g., 1-day IPE events or workshops)	183	54%						
			Simulations using an interprofessional team approach	169	50%						