

**Ad Hoc Report: IPE/IPP**  
**Prepared for Strategic Objective Team 2: Interprofessional Education/Interprofessional Practice**  
**2021 CSD Education Survey for Academic Year 2020-2021**

**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	77	71 (92%)	67 (94%)	42	57	38	56	39	45	46	38	45	24	18	34	25	5	26	37	5
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
<b>Speech-Language Pathology</b>																				
Master's	301	272 (90%)	268 (99%)	182	233	164	229	109	130	215	143	173	169	65	159	71	19	57	148	9
Clinical Doctorate: Post Entry Level	8	8 (100%)	7 (88%)	4	2	3	4	4	4	2	0	1	0	3	2	4	0	1	2	1
<b>Total</b>	<b>387</b>	<b>353 (91%)</b>	<b>342 (97%)</b>	<b>228</b>	<b>292</b>	<b>205</b>	<b>289</b>	<b>152</b>	<b>179</b>	<b>263</b>	<b>181</b>	<b>219</b>	<b>193</b>	<b>86</b>	<b>195</b>	<b>100</b>	<b>24</b>	<b>84</b>	<b>187</b>	<b>15</b>

**Note:** Of the programs responding, 9 indicated “data not available” and 2 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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|---|---|
| <ul style="list-style-type: none"> <li>1 = Explicit IPE learning constructs, competencies, and outcomes are targeted in IPE learning activities (e.g. Interprofessional Education Collaborative [IPEC] Core Competencies)</li> <li>2 = Two or more professions are part of the IPE/IPP approach</li> <li>3 = IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)</li> <li>4 = Connecting IPE/IPP academic learning to clinical practice</li> <li>5 = Combining faculty across disciplines to teach courses that apply across multiple disciplines</li> <li>6 = Integrating students from two or more professions in interprofessional coursework</li> <li>7 = Case-based learning using an interprofessional team approach</li> <li>8 = Problem-based learning using an interprofessional team approach</li> </ul> | <ul style="list-style-type: none"> <li>9 = Clinical practica using interdisciplinary teams or cases</li> <li>10 = Simulations using an interprofessional team approach</li> <li>11 = Conducting grand rounds with two or more professions participating</li> <li>12 = Conducting a debrief period with students and facilitators after IPE learning activity</li> <li>13 = Interprofessional research projects</li> <li>14 = Journal groups that include two or more professions</li> <li>15 = Interprofessional service learning projects</li> <li>16 = IPE events (e.g., 1-day IPE events or workshops)</li> <li>17 = Other (please specify)</li> </ul> |
|---|---|

**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:

- 125 (47%) of the 268 academic programs that reported engaging in IPE/IPP practices reported that they incorporated all four core IPE framework items into practice.
- Another 57 (21%) of the 268 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 (46%) of the 67 academic programs that reported engaging in IPE/IPP practices reported that they incorporated all four core IPE framework items into practice.
- Another 12 (18%) of the 67 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 342 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	292	85%
Connecting IPE/IPP academic learning to clinical practice	289	85%
Case-based learning using an interprofessional team approach	263	77%
Explicit IPE learning constructs, competencies, and outcomes are targeted in IPE learning activities	228	67%
Clinical practica using interdisciplinary teams or cases	219	64%
IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)	205	60%
Conducting a debrief period with students and facilitators after IPE learning activity	195	57%
Simulations using an interprofessional team approach	193	56%
IPE events (e.g., 1-day IPE events or workshops)	187	55%
Problem-based learning using an interprofessional team approach	181	53%
Integrating students from two or more professions in interprofessional coursework	179	52%
Combining faculty across disciplines to teach courses that apply across multiple disciplines	152	44%
Interprofessional research projects	100	29%
Conducting grand rounds with two or more professions participating	86	25%
Interprofessional service learning projects	84	25%
Journal groups that include two or more professions	24	7%
Other (please specify)	15	4%

**Table 3: Percent of Programs that Implement Each IPE/IPP Approach of all 342 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	292	85%	Explicit IPE learning constructs, competencies, and outcomes are targeted in IPE learning activities	228	67%	Combining faculty across disciplines to teach courses that apply across multiple disciplines	152	44%	Journal groups that include two or more professions	24	7%
Connecting IPE/IPP academic learning to clinical practice	289	85%	Clinical practica using interdisciplinary teams or cases	219	64%	Interprofessional research projects	100	29%	Other (please specify)	15	4%
Case-based learning using an interprofessional team approach	263	77%	IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)	205	60%	Conducting grand rounds with two or more professions participating	86	25%			
			Conducting a debrief period with students and facilitators after IPE learning activity	195	57%	Interprofessional service learning projects	84	25%			
			Simulations using an interprofessional team approach	193	56%						
			IPE events (e.g., 1-day IPE events or workshops)	187	55%						
			Problem-based learning using an interprofessional team approach	181	53%						
			Integrating students from two or more professions in interprofessional coursework	179	52%						