

Ad Hoc Report: IPE/IPP
Prepared for Strategic Objective Team 2: Interprofessional Education/Interprofessional Practice
2023 CSD Education Survey for Academic Year 2022-2023

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%)	76 (99%)	55	71	45	63	37	55	60	38	59	30	25	42	31	2	21	52	5
Speech-Language Pathology																				
Master's	311	286 (92%)	279 (98%)	188	240	183	236	113	154	226	166	190	179	68	169	65	12	55	170	9
Clinical Doctorate: Post Entry Level	9	8 (89%)	7 (88%)	3	3	2	4	5	3	1	2	2	1	1	1	3	0	0	1	1
Total	400	371 (93%)	362 (98%)	246	314	230	303	155	212	287	206	251	210	94	212	99	14	76	223	15

Note: Of the programs responding, 8 indicated “data not available” and 1 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"> 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 | <ul style="list-style-type: none"> 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 (52%) of the 279 academic programs that reported engaging in IPE/IPP practices reported that they incorporated all four core IPE framework items into practice.
- Another 55 (20%) of the 279 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 (47%) of the 76 academic programs that reported engaging in IPE/IPP practices reported that they incorporated all four core IPE framework items into practice.
- Another 18 (24%) of the 76 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 362 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	314	87%
Connecting IPE/IPP academic learning to clinical practice	303	84%
Case-based learning using an interprofessional team approach	287	79%
Clinical practica using interdisciplinary teams or cases	251	69%
Explicit IPE learning constructs, competencies, and outcomes are targeted in IPE learning activities (e.g. Interprofessional Education Collaborative [IPEC] Core Competencies)	246	68%
IPE/IPP outcomes target a continuum of learning (e.g., attitudes/perceptions, knowledge/skills, performance in practice)	230	64%
IPE events (e.g., 1-day IPE events or workshops)	223	62%
Integrating students from two or more professions in interprofessional coursework	212	59%
Conducting a debrief period with students and facilitators after IPE learning activity	212	59%
Simulations using an interprofessional team approach	210	58%
Problem-based learning using an interprofessional team approach	206	57%
Combining faculty across disciplines to teach courses that apply across multiple disciplines	155	43%
Interprofessional research projects	99	27%
Conducting grand rounds with two or more professions participating	94	26%
Interprofessional service learning projects	76	21%
Other (please specify)	15	4%
Journal groups that include two or more professions	14	4%

