

**Ad Hoc Report: IPE/IPP**  
**Prepared for Strategic Objective Team 2: Interprofessional Education/Interprofessional Practice**  
**2016 CSD Education Survey for Academic Year 2015-2016**

**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)
<b>Audiology</b>															
Clinical Doctorate: Entry Level	74	71 (96%)	58 (82%)	24	28	33	31	19	48	13	14	30	7	27	5
Clinical Doctorate: Post Entry Level	7	6 (86%)	4 (67%)	2	1	2	1	2	2	0	1	2	1	2	0
<b>Speech-Language Pathology</b>															
Master's	266	253 (95%)	187 (74%)	80	66	90	106	67	132	46	70	67	11	67	15
Clinical Doctorate: Post Entry Level	6	6 (100%)	3 (50%)	1	1	2	0	0	1	0	0	0	0	0	1
<b>Total</b>	<b>353</b>	<b>336 (95%)</b>	<b>252 (75%)</b>	<b>107</b>	<b>96</b>	<b>127</b>	<b>138</b>	<b>88</b>	<b>183</b>	<b>59</b>	<b>85</b>	<b>99</b>	<b>19</b>	<b>96</b>	<b>21</b>

**Note:** Of the programs responding, 16 indicated “data not available” and 68 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 and outcomes are targeted in IPE learning activities        | 9 = Interprofessional research projects                  |
| 2 = Combining faculty across disciplines to teach courses that apply across multiple disciplines | 10 = Journal groups that include two or more professions |
| 3 = Integrating students from different professions in coursework                                | 11 = Interprofessional service learning projects         |
| 4 = Case-based learning or simulations using an interprofessional team approach                  | 12 = Other (please specify)                              |
| 5 = Problem-based learning using an interprofessional team approach                              |                                                          |
| 6 = Clinical practica using interdisciplinary teams or cases                                     |                                                          |
| 7 = Conducting grand rounds with two or more professions participating                           |                                                          |
| 8 = Conducting a debrief period with students and facilitators after IPE learning activity       |                                                          |

**Table 2: Percent of Programs that Implement Each IPE/IPP Approach out of all 252 Programs that Implement One or More IPE/IPP Approach**

IPE/IPP Approach	Number	Percent
Clinical practica using interdisciplinary teams or cases	183	73%
Case-based learning or simulations using an interprofessional team approach	138	55%
Integrating students from different professions in coursework	127	50%
Explicit IPE learning constructs and outcomes are targeted in IPE learning activities	107	42%
Interprofessional research projects	99	39%
Combining faculty across disciplines to teach courses that apply across multiple disciplines	96	38%
Interprofessional service learning projects	96	38%
Problem-based learning using an interprofessional team approach	88	35%
Conducting a debrief period with students and facilitators after IPE learning activity	85	34%
Conducting grand rounds with two or more professions participating	59	23%
Other (please specify)	21	8%
Journal groups that include two or more professions	19	8%

**Table 3: Percent of Programs that Implement Each IPE/IPP Approach of all 252 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
			Clinical practica using interdisciplinary teams or cases	183	73%	Explicit IPE learning constructs and outcomes are targeted in IPE learning activities	107	42%	Conducting grand rounds with two or more professions participating	59	23%
			Case-based learning or simulations using an interprofessional team approach	138	55%	Interprofessional research projects	99	39%	Other (please specify)	21	8%
			Integrating students from different professions in coursework	127	50%	Combining faculty across disciplines to teach courses that apply across multiple disciplines	96	38%	Journal groups that include two or more professions	19	8%
						Interprofessional service learning projects	96	38%			
						Problem-based learning using an interprofessional team approach	88	35%			
						Conducting a debrief period with students and facilitators after IPE learning activity	85	34%			