Ad Hoc Report: IPE/IPP

Prepared for Strategic Objective Team 2: Interprofessional Education/Interprofessional Practice

2017 CSD Education Survey for Academic Year 2016-2017

Area of Study and Degree Type	Existing Programs	Programs Responding	Programs that Implement IPE/IPP	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
	Number of			**IPE/IPP Approaches Employed and the Number of Programs**										
Audiology														
Clinical Doctorate: Entry Level	75	70 (93%)	61 (87%)	25	36	26	46	36	19	18	9	31	9	22
Clinical Doctorate: Post Entry Level	3	2 (67%)	1 (50%)	0	0	1	0	1	0	0	0	0	0	0
Speech-Language Pathology														
Master's	273	252 (92%)	209 (83%)	85	101	75	160	142	100	55	76	81	20	65
Clinical Doctorate: Post Entry Level	8	7 (88%)	5 (71%)	1	2	5	0	3	3	1	1	3	0	0
Total	*359*	*331 (92%)*	*276 (83%)*	*111*	*139*	*107*	*206*	*182*	*122*	*74*	*86*	*115*	*29*	*87*

Note: Of the programs responding, 11 indicated "data not available" and 45 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 (e.g. Interprofessional Education Collaborative [IPEC] competencies)
2 = Integrating students from different professions in coursework
3 = Combining faculty across disciplines to teach courses that apply across multiple disciplines
4 = Clinical practica using interdisciplinary teams or cases
5 = Case-based learning or simulations using an interprofessional team approach

6 = Problem-based learning using an interprofessional team approach
7 = Conducting grand rounds with two or more professions participating
8 = Conducting a debrief period with students and facilitators after IPE learning activity
9 = Interprofessional research projects
10 = Journal groups that include two or more professions
11 = Interprofessional service learning projects