

Research Group/ Author	Scope of Practice	Abstract	Population	Methods	Results	Future Directives
ASHA - IPE Practice in CD an Introduction and case-based examples of implementation in education and healthcare settings (ASHA, 2016)	Edu./ Med.	This article is an introduction and case based examples of implementation in education and health care settings. This resource includes three chapter: (1) Into to IPE and practice for speech language pathology, (2) innovative IPE that includes audiology and speech language pathology, (3) Interprofessional practice in schools: Adopting the medical model?	Represents more than 182,000 who are Speech Language Pathologists and Audiologists	ASHA affiliates with the National Academy of medicine (NAM), Interprofessional-Collaborative, and The World Health Organization (WHO) to promote IPE and IPP	<ul style="list-style-type: none"> • ASHA has established: • A 10-year strategic objective to advance IPE/IPP • Sponsored a health care landscape summit • Collaborates among health professionals within the framework for IPE/IPP 	<ul style="list-style-type: none"> • Supports outcomes measurement to advance service delivery • Promote SLPs and audiologists as leaders in communication health and health literacy
ASHA- The Value of collaborating with AuDs and SLPs (ASHA)	Edu./ Med.	This article outlines the value of collaboration between SLPs and AuDs. It defines the role of SLPs and AuDs on IPE teams and how IPE works e.g. “Audiologists (CCC-A) and speech-language pathologists (CCC-SLP) are employed in schools, health care facilities, private practices, research facilities, colleges and universities, and federal, state, military, or local agencies.”	<ul style="list-style-type: none"> • Professional SLPs and Audiologists • Students training as SLPs and Audiologists • Occupational therapy • Physical therapy • Social work • Nursing • Seniors living in rehabilitative care housing 	<ul style="list-style-type: none"> • A health fund project addresses the costs and benefits of an IPE program for aging seniors in a rehabilitation center. • Included a series of 8-week classes for professional and students and provided strategies for managing issues such as cognition, hearing, balance, medication, depression status and daily living barriers. • To measure the programs efficiency researchers collected pre- and post data up to 6 months after the training. 	<ul style="list-style-type: none"> • Results indicated positive results for students understanding of IPP and IPE knowledge and for seniors improved health status • Improvements in the seniors health care status were also apparent to the seniors who previously reported repeated emergency visits and hospitalizations 	Individuals in the CSD/SLHS professions must demonstrate with research the positive effects of IPE and IPP on client outcomes There is a need for a greater number of dedicated research funding opportunities that would likely accelerate the generation of these data. Health care and education professionals need to continue their dialogue and then act to collaboratively dedicate resources for IPE and IPP

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<p>The Importance of Building System-wide Capacity for Inter Education.</p> <p>(Koole, Oomen, Woude, 2019)</p>	Edu./ Med.	This article outlines 1) Does IPE Work?, 2) Does IPE Lead to Improved Practice?, 3) an example of the success of IPE, 4) How Should We Proceed?	Represents Speech Language Pathologists, Audiologists, Nurses, Physical Therapists, Occupational Therapists, and Social Workers.	n/a	n/a	Working to iraise awareness and visibility of the role that Auds and SLPs bring to the interprofessional team table.
<p>Assessing students and health professionals competency learning from inter-professional education collaborative workshops.</p> <p>(Roberts, Lindsey, Limon, 2019)</p>	Edu./ Med.	The article discusses the results of using a pre/post design with the IPEC competency self assessment tool. The article is based in California State Universities Fresno college of health and human services. Two cross sectional studies were conducted to measure whether interprofessional learning of core competencies improved after participation in IPE workshops, and if improvements were different between students and health professionals. Fresno universities academic departments in communicative disorders, deaf studies, kinesiology, social work, physical education, and nursing to provide an IPE collaborative that combines the academic and clinical expertise of IPE.	<ul style="list-style-type: none"> • Fresno Universities academic department of students in communication disorders, deaf studies, kinesiology, social work, physical education, and nursing • In study 2 there was 99 participants 	<ul style="list-style-type: none"> • Two cross sectional studies were conducted to measure whether Interprofessional learning of core competencies improved after participation in IPE workshops, and if improvements were different between students and health professionals. • The goal of the collaboration was for students to become collaborative ready through IPE through interagency sponsored IPE workshops that align learning objectives of relevant healthcare topics with IPEC core competencies. 	This investigation showed that the IPEC competency Self-Assessment tool discriminated competency ratings between students and health professionals in both studies and demonstrated a positive impact of IPE workshops.	Educators need measures of inter-professional competencies to determine what approaches to Interprofessional education most benefit patients and communities and to assess the outcomes from health professional degree programs

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<p>Case Western Reserve University-Interprofessional Education</p> <p>Implementation and Evaluation of Community-based Interprofessional learning activity</p> <p>(Luebbbers, Dolansky, Vehovec, Petty, 2017)</p>	Med.	This article outlines Case Western Reserve University's research on implementation of large-scale, meaningful interprofessional learning activities for pre-licensure students has significant barriers and requires novel approaches to ensure success.	First year Case Western Reserve University medical students (N = 177) and undergraduate nursing students (N = 154)	Faculty at Case Western Reserve University, Ohio, USA, used the Ottawa Model of Research Use (OMRU) framework to create, improve, and sustain a community-based interprofessional learning activity for large numbers of medical and nursing students. The model guided the process and included identification of context-specific barriers and facilitators, continual monitoring and improvement using data, and evaluation of student learning outcomes as well as programme outcomes	The model guided the process and included identification of context-specific barriers and facilitators, continual monitoring and improvement using data, and evaluation of student learning outcomes as well as programme outcomes.	The OMRU implementation model provided a useful framework for successful implementation resulting in a sustainable interprofessional learning activity.

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<p>Core Competencies for IPE Collaborative Practice</p> <p>(Interprofessional Education Collaborative. 2016)</p>	Med.	<p>This is a PDF outlining the ‘core competencies of IPE practice.’ The findings were outlined in 2009 when six national associations of schools of health professions formed a collaborative to promote and encourage constituent efforts that would advance substantive interprofessional learning experiences. The goal was, and remains, to help prepare future health professionals for enhanced team-based care of patients and improved population health outcomes. The collaborative, representing dentistry, nursing, medicine, osteopathic medicine, pharmacy, and public health, convened an expert panel of representatives from each of the six IPEC sponsor professions to create core competencies for interprofessional collaborative practice, to guide curriculum development across health professions schools. The competencies and implementation recommendations subsequently published in the 2011 Core Competencies for Interprofessional.</p>	<ul style="list-style-type: none"> • The IPEC faculty developmental institutes have hosted 339 multi-professional teams with 1,457 participants to design institutionally based projects that advance IPE at their local institutions • The collaborative, representing dentistry, nursing, medicine, osteopathic medicine, pharmacy, and public health, 	<ul style="list-style-type: none"> • An IPEC PORTAL Collection was created to be rapidly available, free and have high quality teaching materials • Designed to facilitate efforts to coordinate authentic educational experiences across disciplinary boundaries in supplying educational resources for learners to use. • Module range includes case-based resources, evaluation tools, tutorials, references, etc. 	n/a	<p>The IPEC documents purpose was three-fold: (1) reaffirm the value and impact of the core competencies under IPEC, (2) organize the competencies within the singular domain of Interprofessional collaboration and discuss values of ethics, roles, responsibilities, teams, and teamwork, and (3) Broaden the inter-professional competencies to better achieve the tripe aim(improve the patient experience of care, improve health of populations, reduce the cost of health care)</p>

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<p>Examining collaborative leadership through inter-professional education : Findings from a mixed methods study</p> <p>(Iachini, DeHart, Browne, Dunn, Blake, 2019)</p>	Med.	<p>The purpose of this study was to clarify the status and barriers of IPE implementation in medical schools in Japan. A curriculum survey was conducted from September to December 2016 of all 81 medical schools in Japan. A questionnaire was mailed and asked the schools' undergraduate education staff to respond. The survey items were the IPE implementation status and barriers to program implementation. Sixty-four of the 81 schools responded (response rate 79.0%), of which 46 (71.9%) had implemented IPE, 42 (89.1%) as compulsory programs. Half of IPE programs were implemented in the first 2 years, while less than 10% were implemented in the latter years of medical programs. As part of the IPE programs, medical students collaborated with a wide range of professional student groups.</p>	Data was collected from 30 students participating in IPE courses	<ul style="list-style-type: none"> • Data was collected from the students through two IPE course reflections: (1) pre/post leadership posters and poster reflections, (2) a pre/post survey 	<ul style="list-style-type: none"> • Results from paired samples suggested students significantly improved in their perceptions of leadership efficacy. • Data also indicated improvements to the three0group level values of the SCM: collaboration, common purpose, controversy with civility. • Results revealed the benefits and challenges of using a visual process of poster development as a way of examining students changes in perceptions of leadership over the courses in the semester 	Promoting students shifts in conceptualizations and perceptions of leadership and emphasizing collaboration which will allow and prepare students to engage in inter-professional teams in their practice.

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Framework for Action on Interprofessional Education and Collaborative Practice (Hopkins, 2010)	Med./ Edu.	The Framework for Action on Interprofessional Education and Collaborative Practice highlights the current status of inter-professional collaboration around the world, identifies the mechanisms that shape successful collaborative teamwork and outlines a series of action items that policy-makers can apply within their local health system.	In this framework how IPE is delivered and applied have been divided into two themes: (1) educator mechanisms, (2) curricular mechanisms	<ul style="list-style-type: none"> • In this framework how IPE is delivered and applied have been divided into two themes: (1) educator mechanisms, (2) curricular mechanisms • How IPE is introduced or executed is broken into three themes: (1) institutional support mechanism, (2) working culture mechanisms, (3) environmental mechanisms. 	n/a	<ul style="list-style-type: none"> • The health and education systems must work together to coordinate health workforce strategies. • Policy makers should review this framework through a global lens • Address new policies and strategies that fit with and address their local needs and challenges to make a change.

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<p>Institutional collaboration to accelerate Interprofessional Education</p> <p>(Weeks, Mace, Farmer, 2017)</p>	Edu./ Med.	<p>he manual describes initiatives used to replace health profession with inter-professional education in the University of Texas health science center. The aim is to collaborate between a private university and the public university in Texas among health, education and science domains. The IPE spurred research projects and funding to collaborate to develop a new medical school integrated with IPE curriculum.</p>	<ul style="list-style-type: none"> • UNTHSC public graduate level institution students • TCU private undergraduate and graduate institution students 	<ul style="list-style-type: none"> • Senior administrators of each university identified possible options for desirable agreement between the two schools. The use of an agreement ensured a peace negotiation • Through development of the IPE structure and process two IPE leaders were intimated and the other faculty, staff and students were to adopt a similar approach. • To be developed was: Leadership, Leadership characteristics, curriculum, Faculty development and implementation of IPE. 	<ul style="list-style-type: none"> • This cross- institutional collaboration has allowed for the development of integrated health care student teams broadening the inter-professional experiences for students of both institutions • Success has been realized by two institutions collaborating around IPE and had led to an expanded amount of options for future collaboration including external funding and plans to develop a new collaborative medical school 	<ul style="list-style-type: none"> • Despite success there is still a need of more opportunities for IPE to be developed and ways to also refine the initiatives in progress. • Over time, longitudinal data will also be collected and analyzed to evaluate the impact of early IPE activities on the career and practice behaviors of students

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<p>Interprofessional education among occupational therapy programs: Faculty perceptions of challenges and opportunities</p> <p>(Hughes, Allen, McLane, Stewart, Heboyan, De L, 2019)</p>	Med.	<p>The American Journal of Occupational Therapy investigated beliefs and perceptions of IPE and identifies the differences in faculty positions on IPE between programs affiliated with on campus health care centers and programs not affiliated with the campus. Online surveys were distributed to 1,466 faculty programs within the education of occupational therapy. Faculty responses showed a need for IPE, with ethics ranking among the highest reason for the need of IPE implementation. The majority of occupational therapy programs supported the need for IPE however reported limitations with faculty or time constraints to IPE</p>	1,466 faculty at programs accreditation council for occupational therapy education participated	<p>Online surveys were distributed by email to investigate occupational therapy faculty beliefs and perceptions of Interprofessional Education and to identify differences in faculty positions on IPE between programs affiliated with on campus academic health center and programs not affiliated with on Campus academic health center.</p>	<ul style="list-style-type: none"> • Faculty responses supported the need for IPE • Ethics were ranked the most important IPE competency by both groups • IPE was more commonly used in the curriculum of on campus programs with those not on campus. 	<p>There is a strong need fro IPE however there is also a strong need to identify the constraints and barriers that surround not being ale to implement IPE</p>

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<p>Interprofessional Education in medical schools in Japan</p> <p>(Maeno, Haruto, Takayashiki, Yoshimoto, Goto, 2019)</p>	Med.	<p>The purpose of the study was to clarify the status and barriers of IPE implementation in medical schools in Japan, discuss the importance of IPE, and why IPE is crucial to undergraduate medical curriculum around the world. The article also discusses the percentage of programs in Japan that implemented IPE, and which domains of medical schools had implemented IPE. A national curriculum survey to all 81 medical schools in Japan. The questionnaire referred to the implementation status of IPE, level of students at implementation, learning strategy, number of hours, evaluation method, presence or absence of school cooperation in the IPE, and barriers to the IPE implementation. The article also discusses how each program implemented IPE into their program, through lectures or didactic lectures between multi professional students.</p>	Medical students	<ul style="list-style-type: none"> • They conducted a national curriculum survey from September to December 2016 of all 81 medical schools in Japan. • They mailed a questionnaire to each medical school's teaching affairs office and asked the undergraduate education staff to respond. We sent reminder postcards and made a final phone call to the medical schools that did not respond. • They explained the purpose and methods of the research in written documents and regarded the return of completed survey forms as consent to participate in the research. This study was approved by the Ethics Committee of the University of Tsukuba. 	<p>Sixty-four of the 81 medical schools in Japan responded to the questionnaire, with a response rate of 79.0%. The staff at each of the medical schools provided responses. Of the medical schools that responded, 32 were national (76.2% of all national schools), 8 were prefectural public (100.0% of all prefectural public schools), and 30 were private (76.7% of all private schools) schools (Table 1). Forty-six of the 64 (71.9%) medical schools had implemented a total of 111 IPE programs.</p>	Findings will likely lead to the promotion of IPE programs in Japan.

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<p>Measuring the impact of Interprofessional education on collaborative practice and patient outcomes</p> <p>(Committee on Measuring the Impact of Interprofessional Education on Collaborative Practice and Patient Outcomes, Board on Global Health, & Institute of Medicine, 2015)</p>	Med.	<p>This report examines the evidence linking interprofessional education to patient and health system outcomes and provides general guidance on approaches to strengthening this evidence base in the future.</p> <p>It also provides a models which measure the impact of IPE, and also implores the need to (1) more closely align the education and health care delivery systems, (2) develop a conceptual framework for measuring the impact of IPE, (3) strengthening the evidence base for IPE, and (4) linking IPE with changes in collaborative behavior.</p>	General population of SLPs, medical professionals, and students	<ul style="list-style-type: none"> • This report identifies and analyzes the major challenges to closing this evidence gap and offers a range of strategies for overcoming barriers that limit the establishment of a clear linkage between IPE and improved health and system outcomes. • This resource discusses the ways to measure the impact on IPE on collaborative practice and patient outcomes via many methods. 	The majority of reviews contain IPE studies that found positive learner-focused outcomes, usually linked to reactions, changes of perception/attitudes, and/or changes in knowledge/skills. Fewer studies found outcomes related to individual behavior. A small proportion of studies in the reviews found positive changes in organizational practice resulting from the delivery of IPE. A smaller number of studies contained in the reviews found changes in the delivery of care to patients/clients, typically in terms of changes in clinical outcomes	N/A; data collected in various studies can be used to promote future IPE programs and initiatives.

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<p>Moving the Interprofessional Education Research Agenda Beyond The Limits Of Evaluating Student Satisfaction</p> <p>(Lawn S. ,2016)</p>	Edu.	This article provides a discussion of some of the gaps that exist in current interprofessional education (IPE) research and offers a range of ideas for how to address these gaps. It reports the outcomes of a think tank of Australian IPE researchers who articulated these gaps and brainstormed types of research and research questions needed to help address these gaps.	Students and health care professionals (including SLPs, nurses, doctors, etc.)	A social constructivist theoretical approach was proposed, including more ethnographic and longitudinal investigation.	A greater focus on theory is needed to understand the underlying processes involved in IPE, IPP, and the transition between them. This will involve researchers employing more qualitative and mixed-method approaches in addition to the quantitative methods that appear to dominate this field, currently.	The next challenge is to argue for the importance of this more theoretical and formative research work and to convince funders of its value. This could then mean a future where the vision of undertaking meaningful, longitudinal IPE research that considers the continuum of learning from micro (me and you in our interaction with each other), to meso (us within our organizational or discipline context), to macro (me, you, and us with our community and the broader social, economic, and political environment) might be realized.

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The Importance of Interprofessional Education to Develop Successful Interprofessional, Collaborative Teams in Healthcare (Sebastio, 2019)	Edu./ Med.	An honors project was inspired by an IPE program based at the University of Rhode Island. In the IPE training program students from various disciplines such as physical therapy, occupational therapy, speech language pathology, audiology, and others, went through interprofessional teamwork training and collaboratively assessed an adult with medical and therapeutic needs that crossed with each discipline. Each participating team developed a comprehensive treatment plan and presented it to students, faculty and patients. The goal of the article is to emphasize the need of IPE programs ad IPP programs.	Interprofessional collaboration within the fields of speech-language pathology and audiology	n/a	The collaboration of multiple providers is required to properly address the needs of patients. Participation in an IPE program teaches practitioners how to work on interprofessional collaborative teams that are capable of delivering optimal patient-centered care. IPE gives students the opportunity to learn the collaborative skills necessary to engage in IPP. IPE is also beneficial for current practitioners by helping increase competency in interprofessional collaboration and develop positive attitudes towards interdisciplinary teams.	n/a; findings of this research can be used to implement and support IPE/IPP in schools and professional settings

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