

Introduction

The American Speech-Language-Hearing Association (ASHA) is focusing on advancing interprofessional education and interprofessional collaborative practice (IPE/IPP) as part of its *Strategic Plan*. As part of this initiative, ASHA fielded a survey to a random sample of 3,998 ASHA-certified audiologists and speech-language pathologists (SLPs)—approximately 2,000 from each profession—who reported being employed full time as a clinical service provider in the United States or U.S. Territories. The survey was also sent to a random sample ($n = 10,953$) of ASHA Special Interest Group (SIG) affiliates and members ($n = 186$) of the following affiliated groups—the National Academy of Practice audiology and speech-language pathology members, cohorts of the 2019 and 2021 ASHA Faculty Development Institute, and Council on Academic Programs in Communication Sciences and Disorders IPE/IPP committee members. These latter groups (i.e., SIG affiliates and affiliated groups) were included in the 2023 survey to measure the impact of specific IPE/IPP initiatives that were targeted to these individuals who are actively engaging with ASHA in our IPE/IPP efforts.

The purpose of the 2023 survey was to gather progress data for an *ASHA Strategic Plan* initiative on advancing IPP. We fielded a similar survey in [2016](#), [2017](#), [2019](#), and [2021](#) to collect baseline data. The 2023 survey was fielded on January 18, 2023. Follow-up reminders were sent to nonrespondents on January 24 and 31. The survey was closed on February 10. Of the 15,137 total individuals, 231 emails were undeliverable, and 251 opted out of this and future online surveys, leaving 14,655 possible respondents. The actual number of respondents was 2,203, for a 15.0% response rate (see Appendix A). Respondents had an opportunity to enter a drawing for a \$100 Amazon gift card.

Highlights

- Across all respondents, 37% were employed in a school setting, 24% in a hospital, 18% in a nonresidential health care facility such as a private practice or clinic, and the remainder in a college/university or in a residential health care or other facility.
- The majority of respondents (82%), by design, were employed as clinical service providers.
- Most respondents—81% of audiologists, 90% of SLPs working in health care, and 92% of SLPs working in schools—reported that they had engaged in IPP in their primary work setting during the past 12 months using the World Health Organization’s definition of IPP.
- When asked to reflect on a recent IPP team experience relative to 18 specific IPP behavioral statements (e.g., “My colleagues from other fields treat me with respect”), the majority of respondents across all groups reported that positive IPP experiences happened “almost always” or “most of the time.” Lowest on the list were “Administrative duties that support the team, such as minute taking, are shared” and “The team talks together about our professional similarities and differences,” which were rated as “almost always” or “most of the time” by 66% and 67%, respectively, of all respondents.
- Furthermore, 34% of all respondents answered “almost always” or “most of the time” to all 18 statements, and 79% responded “almost always” or “most of the time” to at least 15 of the 18 statements. **The percentage of respondents who indicated “almost always” or “most of the time” to at least 15 of the 18 IPP target statements was selected as the 2016 baseline performance metric for ASHA’s Strategic Objective #2, Advance Interprofessional Education and Interprofessional Collaborative Practice (46% of audiologists, 69% of SLPs in health care, and 73% of SLPs in schools).** In 2023, 71% of audiologists, 81% of SLPs in health care, and 79% of SLPs in schools indicated “almost always” or “most of the time” to at least 15 of the 18 IPP target statements.

- Most—76% of audiologists, 75% of health care–based SLPs, and 75% of school-based SLPs—reported being satisfied with the degree of collaboration on their IPP teams.
- Overall, 41% of respondents indicated that the culture at their facility/school was very conducive to engagement in IPP.
- Almost two-thirds of respondents (64%) had education or training on IPP.
- A higher percentage of SLPs—57% of SLPs in health care and 51% of SLPs in schools—reported that they felt very prepared to effectively participate on IPP teams, compared with 35% of audiologists.
- Far fewer—30% of all respondents—indicated that they felt very prepared to **lead** an IPP team of multiple professionals.

Results

Analyses are presented separately for audiologists, health care–based SLPs, and school-based SLPs, as well as for all respondents combined. Percentages are rounded and may not add to exactly 100%. Data for “all respondents” are unweighted.

Screening Question

The first survey question was intended to identify those professionals who had the opportunity to engage in IPP—that is, their caseloads included services provided to patients, clients, and/or students who were also receiving services from other health care or education service providers. Respondents who answered “no” to Question 1 were automatically skipped to the end of the survey. The 7.9% ($n = 175$) shown under “all respondents” are not included under the “Audiologists,” “SLPs in Health Care,” and “SLPs in Schools” columns because they did not proceed through the survey to respond to the professional area question (Question 2) or the primary work setting question (Question 3). Also, the “All Respondents” total ($n = 2,203$) exceeds the sum of the “Audiologists,” “SLPs in Health Care,” “SLPs in Schools,” and “No” responses because some primary work setting categories (i.e., “College/University,” “Not Currently Employed,” and “Other”) are reflected only under the “All Respondents” category. This is the case for subsequent questions, as well.

1. In the last 12 months, has your caseload included services provided to patients/clients/students who were also receiving services from other health care or education service providers?

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
Yes	100.0	100.0	100.0	92.1
No	0.0	0.0	0.0	7.9

^a $n = 211$. ^b $n = 796$. ^c $n = 708$. ^d $n = 2,203$.

Demographics

2. In which of the following professional area(s) do you work? (Check all that apply.)

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
Audiology	100.0	1.1	0.9	10.5
Speech-language pathology	9.0	100.0	100.0	90.0
Neither audiology nor speech- language pathology	2.4	0.6	0.4	1.1

^a $n = 211$. ^b $n = 796$. ^c $n = 708$. ^d $n = 2,020$.

Respondents who answered “Neither audiology nor speech-language pathology” to Question 2 were automatically skipped to the end of the survey. These individuals were not audiologists or SLPs in a health care, school, or other setting and were, therefore, outside the scope of this survey.

3. What is your primary work setting?

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
School	16.7	0.0	100.0	36.8
College/university	8.6	0.0	0.0	9.8
Hospital	26.7	53.1	0.0	23.8
Residential health care facility (skilled nursing facility, etc.)	0.5	10.8	0.0	4.4
Nonresidential health care facility (private practice, physician’s office, clinic, etc.)	43.8	36.1	0.0	18.4
Not currently employed (student, retired, etc.)	0.0	0.0	0.0	0.6
Other (see below)	3.8	0.0	0.0	6.4

Note. Respondents who selected “Not currently employed” were automatically skipped to the end of the survey.

^an = 210. ^bn = 796. ^cn = 708. ^dn = 2,001.

Other responses included the following:

- Audiologists—0–26 population, to include home-visiting and residential facilities; military; mobile industrial hearing conservation; nonprofit with OT, PT, SLP, hospice, orthotics and prosthetics, and audiology all under one roof; retail; telepractice; university medical center; VA (outpatient and some inpatient)
- SLPs— Contract with school, nonresidential, and home-based services; early intervention (20 responses); home health (20 responses); multiple settings (3 responses); non-clinical appeals/denials; outpatient (2 responses); payer; telehealth

According to ASHA’s 2022 year-end counts, 47.3% of all constituents are employed in a school setting, 3.0% in a college/university, 13.0% in a hospital, 7.5% in a residential health care facility, 21.4% in a nonresidential health care facility, and 7.8% in another setting. The primary employment facility of survey respondents differs from that of the overall ASHA constituency because the survey sample targeted those who are actively engaged in ASHA as a member of a Special Interest Group or other affiliated group and a smaller random sample of those employed full time as clinical service providers. Ample representation was received for all targeted categories.

4. What is your primary employment function?

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
Clinical service provider	88.5	92.9	88.9	82.3
Special education teacher	0.0	0.0	1.8	0.7
College/university instructor	2.9	0.4	0.3	7.2
Researcher	0.0	0.4	0.0	0.9
Consultant	1.4	1.1	2.4	1.9
Administrator	4.3	3.5	3.4	3.8
Other (see below)	2.9	1.6	3.1	3.2

^an = 209. ^bn = 792. ^cn = 703. ^dn = 1,979.

Other responses included the following:

- Audiologists—Chief of audiology (see patients, do research, administration, and teach); clinical educator/professor; manager of hearing conservation program; multiple roles (2 responses); service chief
- SLPs in Health Care—Clinical supervisor; COO; education coordinator for rehab department; educator of clinical service providers; multiple roles (5 responses); reading specialist; speech supervisor; swallow assessments; therapy manager
- SLPs in Schools—Assistive technology specialist (7 responses); chairperson for SLPs; clinical supervisor; diagnostician (4 responses); multiple roles (5 responses); reading specialist/coordinator; special education coach; supervisor
- All Respondents—Associate director; clinical educator (6 responses); clinical supervisor; doctoral student; evaluator; manager hearing conservation program; multiple roles (9 responses); parent coach; private practice; program manager; supervisor

5. How many years have you been employed in the audiology and/or speech-language pathology profession? (Exclude your clinical fellowship. Round to the nearest full year. Enter “0” if you have never been employed in the profession/s.)

Statistic	Audiologists (%) ^a	SLPs in Health Care (%) ^b	SLPs in Schools (%) ^c	All Respondents (%) ^d
Median	18.0	14.0	18.0	17.0
Mean	18.4	16.8	18.4	18.2
Standard deviation	13.6	12.0	11.1	11.9
Range	1-47	1-58	1-48	1-58

^an = 208. ^bn = 792. ^cn = 704. ^dn = 1,979.

Interprofessional Collaborative Practice (IPP)

The next section of the survey focused on respondents’ participation in IPP. Individuals were provided with the following definition at this point in the online survey.

For the purposes of this survey, “interprofessional collaborative practice” occurs when two or more individuals from different fields work together to provide comprehensive, integrated services (e.g., develop and implement a treatment plan collaboratively as a team) in a health care environment or school setting.

This definition is based on the [World Health Organization \(WHO\) framework](#). The definition also appeared before Questions 8–13.

6. During the past 12 months, have you engaged in interprofessional collaborative practice, as defined above, in your primary work setting?

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
Yes	81.2	90.1	92.3	88.1
No	18.8	9.9	7.7	11.9

Note. Respondents who selected “No” were automatically skipped to question 10.

^an = 207. ^bn = 791. ^cn = 701. ^dn = 1,972.

The following question is based on the Interprofessional Collaborative Practice Survey in the toolkit titled *Enhancing Capacity for Interprofessional Collaboration: A Resource to Support Program Planning - Toronto Rehabilitation Institute* (February 2009) (Part 3, p. 4).

7. For the next set of questions, consider one health care or school-based team experience that you have had within the past 12 months.

Audiologists	Almost always	Most of the time	“Almost always” and “most of the time” (combined)	Less than half the time	Almost never
My colleagues from other fields treat me with respect.	63.5	32.1	95.6	3.9	0.6
I work with my team to make decisions based on consensus.	54.5	41	95.5	4.5	0
I accept ownership for resolving conflict with team members.	59.2	35	94.2	4.5	1.3
When I have a disagreement with a colleague, I ask questions in order to understand their perspective.	57.7	41	98.7	1.3	0
I take time to explain my roles and responsibilities to colleagues.*	44.2	40.4	84.6	12.2	3.2
Leadership is shared in team meetings.	30.8	46.2	77.0	18.0	5.1
When two team members can both perform a task, we make a decision about it.	53.9	37.2	91.1	6.4	2.6
I am consistent in sharing patient/student information with my colleagues.**	63.2	35.5	98.7	1.3	0.0
I willingly engage in shared decision-making.	71.8	27.6	99.4	0.6	0.0
The team talks together about our professional similarities and differences.	28.6	33.3	61.9	26.5	11.6
I trust decisions made by the interprofessional team.	57.1	39.5	96.6	3.4	0.0
Administrative duties that support the team, such as minute taking, are shared.	26.2	39.3	65.5	20.0	14.5
I acknowledge my team members’ qualities and skills regularly.	61.9	36.7	98.6	1.4	0.0
I involve patients/students/families in their treatment plans.	77.4	20.6	98.0	1.4	0.7
When deciding on treatment plans, I consult with colleagues from other fields.	32.9	40.4	73.3	24.0	2.7
I am comfortable receiving feedback from team members.	59.6	39.7	99.3	0.7	0.0
The team includes everyone who supports patient/student care in my area, including clinicians, team members who provide administrative support, teachers, etc.	47.3	37.0	84.3	12.3	3.4
I feel included in my health care/school-based team.	47.6	38.1	85.7	9.5	4.8

*This item was phrased as, “I take time to explain my role to colleagues” in the 2016, 2017, and 2019 surveys.

** This item was phrased as, “I am consistent in sharing patient/student information” in the 2016, 2017, and 2019 surveys.

n ≥ 145.

SLPs in Health Care	Almost always	Most of the time	“Almost always” and “most of the time” (combined)	Less than half the time	Almost never
My colleagues from other fields treat me with respect.	67.3	29.7	97.0	2.5	0.6
I work with my team to make decisions based on consensus.	61.7	33.1	94.8	4.6	0.6
I accept ownership for resolving conflict with team members.	66.2	29.6	95.8	3.5	0.7
When I have a disagreement with a colleague, I ask questions in order to understand their perspective.	68.7	28.1	96.8	3.0	0.1
I take time to explain my roles and responsibilities to colleagues.*	59.0	29.4	88.4	8.8	2.8
Leadership is shared in team meetings.	40.4	41.0	81.4	13.6	5.0
When two team members can both perform a task, we make a decision about it.	58.0	35.2	93.2	5.5	1.3
I am consistent in sharing patient/student information with my colleagues.**	68.2	28.9	97.1	2.3	0.6
I willingly engage in shared decision-making.	81.3	16.8	98.1	1.7	0.1
The team talks together about our professional similarities and differences.	35.1	35.3	70.4	21.6	8.0
I trust decisions made by the interprofessional team.	57.1	40.5	97.6	2.0	0.5
Administrative duties that support the team, such as minute taking, are shared.	26.1	39.0	65.1	20.1	14.8
I acknowledge my team members’ qualities and skills regularly.	69.2	28.2	97.4	2.4	0.2
I involve patients/students/families in their treatment plans.	83.7	15.6	99.3	0.8	0.0
When deciding on treatment plans, I consult with colleagues from other fields.	36.2	40.5	76.7	20.6	2.7
I am comfortable receiving feedback from team members.	69.7	28.2	97.9	1.8	0.3
The team includes everyone who supports patient/student care in my area, including clinicians, team members who provide administrative support, teachers, etc.	54.5	31.6	86.1	10.2	3.6
I feel included in my health care/school-based team.	57.3	33.4	90.7	7.7	1.7

*This item was phrased as, “I take time to explain my role to colleagues” in the 2016, 2017, and 2019 surveys.

** This item was phrased as, “I am consistent in sharing patient/student information” in the 2016, 2017, and 2019 surveys.

n ≥ 664.

SLPs in Schools	Almost always	Most of the time	“Almost always” and “most of the time” (combined)	Less than half the time	Almost never
My colleagues from other fields treat me with respect.	63.4	30.5	93.9	5.7	0.3
I work with my team to make decisions based on consensus.	67.7	29.6	97.3	2.2	0.5
I accept ownership for resolving conflict with team members.	60.6	32.9	93.5	4.8	1.8
When I have a disagreement with a colleague, I ask questions in order to understand their perspective.	58.0	38.5	96.5	3.5	0.0
I take time to explain my roles and responsibilities to colleagues.*	45.2	41.9	87.1	10.5	2.4
Leadership is shared in team meetings.	39.6	42.5	82.1	14.5	3.5
When two team members can both perform a task, we make a decision about it.	55.5	36.2	91.7	6.4	1.9
I am consistent in sharing patient/student information with my colleagues.**	66.6	31.5	98.1	1.9	0.0
I willingly engage in shared decision-making.	77.6	21.5	99.1	0.8	0.2
The team talks together about our professional similarities and differences.	26.9	35.5	62.4	29.2	8.4
I trust decisions made by the interprofessional team.	47.3	48.1	95.4	4.6	0.0
Administrative duties that support the team, such as minute taking, are shared.	28.7	37.1	65.8	21.8	12.5
I acknowledge my team members’ qualities and skills regularly.	64.5	32.2	96.7	2.8	0.5
I involve patients/students/families in their treatment plans.	63.6	30.5	94.1	5.4	0.5
When deciding on treatment plans, I consult with colleagues from other fields.	37.3	46.0	83.3	14.8	2.0
I am comfortable receiving feedback from team members.	61.0	35.9	96.9	3.1	0.0
The team includes everyone who supports patient/student care in my area, including clinicians, team members who provide administrative support, teachers, etc.	56.2	33.0	89.2	9.2	1.6
I feel included in my health care/school-based team.	52.0	38.9	90.9	7.5	1.6

*This item was phrased as, “I take time to explain my role to colleagues” in the 2016, 2017, and 2019 surveys.

** This item was phrased as, “I am consistent in sharing patient/student information” in the 2016, 2017, and 2019 surveys.

n ≥ 607.

All Respondents	Almost always	Most of the time	“Almost always” and “most of the time” (combined)	Less than half the time	Almost never
My colleagues from other fields treat me with respect.	65.4	30.2	95.6	4.1	0.4
I work with my team to make decisions based on consensus.	63.2	32.4	95.6	3.9	0.5
I accept ownership for resolving conflict with team members.	63.4	31.5	94.9	3.9	1.3
When I have a disagreement with a colleague, I ask questions in order to understand their perspective.	63.7	33.3	97.0	2.9	0.1
I take time to explain my roles and responsibilities to colleagues.*	52.8	35.2	88.0	9.5	2.5
Leadership is shared in team meetings.	40.2	41.3	81.5	14.1	4.4
When two team members can both perform a task, we make a decision about it.	57.5	35.0	92.5	5.9	1.6
I am consistent in sharing patient/student information with my colleagues.**	66.5	31.0	97.5	2.1	0.3
I willingly engage in shared decision-making.	79.2	19.5	98.7	1.2	0.1
The team talks together about our professional similarities and differences.	32.1	34.7	66.8	24.7	8.5
I trust decisions made by the interprofessional team.	53.7	43.1	96.8	3.0	0.2
Administrative duties that support the team, such as minute taking, are shared.	27.8	37.8	65.6	20.8	13.6
I acknowledge my team members’ qualities and skills regularly.	67.5	29.8	97.3	2.4	0.3
I involve patients/students/families in their treatment plans.	75.9	21.2	97.1	2.6	0.3
When deciding on treatment plans, I consult with colleagues from other fields.	37.0	42.1	79.1	18.7	2.3
I am comfortable receiving feedback from team members.	65.5	32.1	97.6	2.2	0.3
The team includes everyone who supports patient/student care in my area, including clinicians, team members who provide administrative support, teachers, etc.	54.0	33.5	87.5	9.8	2.7
I feel included in my health care/school-based team.	54.5	35.6	90.1	8.0	1.9

*This item was phrased as, “I take time to explain my role to colleagues” in the 2016, 2017, and 2019 surveys.

** This item was phrased as, “I am consistent in sharing patient/student information” in the 2016, 2017, and 2019 surveys.

n ≥ 1,595.

In addition to examining the frequency of responses *across all respondents*, as shown in the above tables, the research team was also interested in exploring how a single individual responded to the self-assessment items. That is, we wanted to know how many respondents answered “Almost always” or “Most of the time” to all items in Question 7 for a given IPP experience.

Group	Audiologists		SLPs in Health Care		SLPs in Schools		All Respondents	
	#	%	#	%	#	%	#	%
Responded “Almost always” or “Most of the time” to all items in Q7	38	24.2	233	33.7	221	35.0	575	34.1
Did <u>not</u> respond “Almost always” or “Most of the time” to all items in Q7	119	75.8	459	66.3	410	65.0	1,110	65.9
Total # respondents	157	100.0	692	100.0	631	100.0	1,685	100.0

To allow a little latitude, we also examined how many respondents answered “Almost always” or “Most of the time” to at least 15 of the 18 items (approximately 80% of the IPP target behaviors) in Question 7.

Group	Audiologists		SLPs in Health Care		SLPs in Schools		All Respondents	
	#	%	#	%	#	%	#	%
Responded “Almost always” or “Most of the time” to at least 15 items in Q7	112	71.3	559	80.8	498	78.9	1,323	78.5
Did <u>not</u> respond “Almost always” or “Most of the time” to at least 15 items in Q7	45	28.7	133	19.2	133	21.1	362	21.5
Total # respondents	157	100.0	692	100.0	631	100.0	1,685	100.0

8. Select the other health care or education service professions that were part of your IPP team for which you based your responses to the previous question. (Check all that apply.)

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
Applied behavior analysis	13.2	16.8	35.0	23.5
Audiology	66.0	13.5	21.6	21.8
Dentistry	6.3	10.2	1.6	5.9
Education (including regular education teachers, aides, assistants, or administrators)	52.8	24.8	86.7	52.5
Genetics	9.0	5.0	0.3	3.2
Medicine (including primary care or specialty care)	68.8	66.6	9.7	39.2
Music therapy	4.2	6.5	4.9	5.3
Nursing (including clinical or school nursing)	28.5	56.4	32.7	41.8
Nutrition/dietetics	4.9	47.2	1.8	23.6
Occupational therapy	31.9	86.3	90.7	81.0

Optometry	8.3	2.9	1.1	2.8
Orthodontics and/or prosthodontics	2.8	5.6	1.0	3.2
Pharmacy	5.6	10.8	0.3	6.0
Physical therapy	36.1	75.9	65.0	66.4
Psychology (including clinical or school psychology)	34.7	31.6	61.9	42.9
Public/community health	5.6	2.7	3.4	3.7
Radiology	6.3	26.9	0.0	12.3
Reading (including reading specialists)	11.1	4.7	31.6	15.3
Social work	25.7	44.4	38.6	39.5
Special education (including special education teachers, aides, assistants, or administrators)	45.1	21.1	94.8	52.7
Speech-language pathology	68.8	73.1	74.5	72.9
Surgery (including maxillofacial, oral, plastic)	21.5	23.3	0.7	12.3
Other (see below)	4.2	7.2	9.5	12.2

^an = 144. ^bn = 665. ^cn = 611. ^dn = 1,612.

Other responses included the following:

- Audiologists—Administration (2 responses); animal-assisted therapies; art therapy; athletic training; counselors; integrative therapies; itinerant Teacher of the Deaf; pulmonary
- SLPs in Health Care— Administrators; animal-assisted therapies; APNPs; art therapy (3 responses); behavior health specialist; case management (4 responses); chaplains; child development specialist; child life specialists; client; community outreach specialist; comorbidity; counseling; early intervention service coordinator (2 responses); ethics team; family/caregiver (3 responses); financial government assistance; ICU; integrative therapies; IT; LSSP; mental health assistants; neuropsychology (2 responses); nurse educators; OHP; palliative care (5 responses); PAS; physiatrist; psychiatrist (2 responses); recreational therapists (6 responses); research department professionals; residents; respiratory therapist (12 responses); teacher of the visually impaired (3 responses); trainer; trauma; vendors (AAC); voice (singing) teachers; wheel chair representative (2 responses)
- SLPs in Schools—Administrators (12 responses); advocates (3 responses); any outside provider the parent is willing to share; APE; assistive technology specialist (3 responses); behavior specialists; case manager (2 responses); counselor (10 responses); deaf/ hard of hearing specialist (5 responses); educational diagnostician (4 responses); family/caregiver (6 responses); horticultural therapy; legal representatives (2 responses); local education representative; LPAC representative; orientation and mobility; psychiatry; sensory specialists; teacher for the visually impaired (12 responses); transition specialists
- All Respondents—AAC specialist (5 responses); administrative staff; applied theatre practitioners; athletic training; behavior support; counselor (2 responses); deaf education (2 responses); developmental specialist (4 responses); dieticians; drama therapy; DSI; family/caregiver (5 responses); fitness instructors; habilitation; horticulturists; insurance case manager; interpreters; kinesiology; massage therapy; mental health specialist; parent advocates; physician assistant (3 responses); psychiatry; recreational therapists (2 responses); respiratory therapy; service coordinator (6 responses); SLP graduate student clinicians; SLPA/AT specialist; support staff (3 responses); therapeutic recreation; teacher for the visually impaired (3 responses); vocational rehabilitation

IPP Culture

9. Are you satisfied with the degree of collaboration on your IPP team(s)?

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
Yes	76.4	75.4	75.3	75.0
No	15.3	18.3	17.8	18.4
I don't know	8.3	6.3	6.9	6.6

^an = 144. ^bn = 666. ^cn = 611. ^dn = 1,612.

10. What are some of the barriers that you have encountered relative to engaging in IPP at your facility/school?
(Check all that apply.)

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
High workload/caseload	43.1	49.4	74.0	56.1
I don't know what IPP "looks" like in my current setting	7.8	4.3	4.0	4.6
Lack of collaboration by other service providers in my setting	17.4	22.0	24.0	22.7
Lack of training in IPP	13.8	13.4	19.4	16.3
Limited support from administration	19.2	20.0	29.4	23.0
Limited time for collaboration	61.1	67.7	83.1	72.4
Limited understanding of my role	15.0	19.9	24.0	20.3
No clinical need	13.2	4.3	1.1	4.3
Other health care or education service providers are not co- located in my setting to easily facilitate collaboration	45.5	30.2	34.7	35.5
Productivity or billing practices don't support	27.0	49.0	12.9	31.9
Scope of practice infringement	9.0	9.4	8.7	9.4
Other (Specify.)	7.8	6.3	5.4	6.6

^an = 167. ^bn = 715. ^cn = 643. ^dn = 1,771.

11. How conducive is the culture to engage in IPP at your facility/school?

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
Very conducive	42.0	45.2	37.5	41.3
Somewhat conducive	42.0	44.1	50.0	46.3
Not very conducive	11.5	9.3	11.5	10.9
Not at all conducive	4.6	1.5	1.1	1.6

^an = 174. ^bn = 733. ^cn = 654. ^dn = 1,809.

IPP Preparedness

12. Have you had any education or training on IPP (academic or clinical coursework in IPP, professional development activity specifically on IPP, read an article, engaged in a discussion with colleagues, etc.)?*

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
Yes	53.8	60.6	62.4	63.5
No	46.2	39.5	37.6	36.5

Note. Respondents who selected “No” were automatically skipped to question 13.

^an = 173. ^bn = 725. ^cn = 651. ^dn = 1,797.

*Note: This question was phrased as follows in the 2016, 2017, 2019, and 2021 surveys: “Have you had any formal education or training on IPP (academic or clinical coursework in IPP, professional development activity specifically on IPP, etc.)?”

13. How have you acquired your skills/knowledge in the area of IPP? (Check all that apply.)

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
External professional development (e.g., conference or conference session, webinar, workshop)	19.0	20.3	13.2	17.6
In-service	8.9	7.8	8.7	8.5
IPE/IPP published literature	2.5	2.5	2.9	2.8
On-the-job	82.3	88.6	88.8	88.1
Self-taught	43.0	54.1	52.5	51.7

^an = 79. ^bn = 281. ^cn = 242. ^dn = 648.

14. How prepared do you feel you are to effectively participate on IPP teams?

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
Very prepared	34.9	56.6	50.7	53.3
Somewhat prepared	54.1	38.0	45.3	41.7
Not very prepared	6.4	4.7	3.6	4.1
Not at all prepared	4.7	0.7	0.5	0.9

^an = 172. ^bn = 724. ^cn = 647. ^dn = 1,792.

15. How prepared do you feel you are to lead an IPP team of multiple (health care or education) professionals?

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
Very prepared	21.6	30.4	29.1	30.4
Somewhat prepared	40.4	45.3	48.8	46.3
Not very prepared	26.3	18.8	18.1	18.2
Not at all prepared	11.7	5.5	4.0	5.0

^an = 171. ^bn = 727. ^cn = 647. ^dn = 1,794.

16. What are the reasons you engage in IPP? (Check all that apply.)

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
Advanced professional skillset	40.2	52.8	45.9	49.9
Billing requirements	3.6	4.3	1.9	3.6
Caseload/workload management	21.9	27.5	49.6	34.3
Fewer preventable errors	30.8	36.2	26.0	31.3
Improved patient/client outcomes	85.8	94.3	90.7	92.2
Improved patient/client satisfaction	75.7	84.6	57.9	74.2
Improved quality of care	87.6	92.4	83.8	88.9
Improved relationships with other disciplines	70.4	77.5	74.7	75.8
Reduced clinical stress and burnout	17.8	26.1	30.8	26.5
Reduced health care costs	8.9	16.2	1.1	10.1
Other (Specify.)	4.7	4.2	5.0	4.8

^an = 169. ^bn = 721. ^cn = 643. ^dn = 1,778.

Question 6 was repeated at the end of the survey to determine any change in response as participants were made aware of the specific aspects of IPP while taking the survey.

17. This survey posed questions that may have changed the way that you think about IPP. Would you now say that you have engaged in interprofessional collaborative practice in your primary work setting in the past 12 months?*

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
Yes	83.7	89.6	92.7	88.8
No	16.3	10.4	7.3	11.2

^an = 172. ^bn = 721. ^cn = 647. ^dn = 1,785.

*Note: This question was phrased as follows in the 2016 and 2017 surveys: “Given your ratings of IPP competencies in this survey, have you engaged in interprofessional collaborative practice in your primary work setting in the past 12 months?”

The following table presents the differences in “Yes” responses between Questions 6 and 17. Note that the number of respondents to Questions 6 and 17 differed, as some individuals dropped out of the survey before completing it in its entirety. There was little difference in responses. The largest change was for audiologists, with 2.5% more indicating at the end of the survey that they engaged in interprofessional collaborative practice (compared with the percentage indicating so at the beginning of the survey).

Response	Audiologists (%)	SLPs in Health Care (%)	SLPs in Schools (%)	All Respondents (%)
Question 6 = yes	81.2	90.1	92.3	88.1
Question 17 = yes	83.7	89.6	92.7	88.8
Difference (%) in response from start of survey to end of survey	2.5	-0.5	0.4	0.7

Finally, the research team wanted to examine the individual responses to Question 7 by whether or not respondents had received any education or training on IPP (Question 12). The total number of respondents displayed in the following tables excludes those who did not respond “Almost always” or “Most of the time” to all items in Question 7 (top table in that question) or did not respond “Almost always” or “Most of the time” to at least 15 of the 18 items (83%) in Question 7 (bottom table in that question). In both cases, respondents who had received education or training on IPP were more likely to rate either all 18 statements or 15 of the 18 statements as “Almost always” or “Most of the time.” See Appendix B for results by survey sample group.

Responded “Almost always” or “Most of the time” to all items in Question 7.

Group	Audiologists		SLPs in Health Care		SLPs in Schools		All Respondents	
	#	%	#	%	#	%	#	%
Had education or training on IPP (Q12 = yes)	19	54.3	146	64.0	151	69.6	384	68.4
Did not have education or training on IPP (Q12 = no)	16	45.7	82	36.0	66	30.4	177	31.6
Total # of respondents	35		228		217		561	

Responded “Almost always” or “Most of the time” to at least 15 of the 18 items (83%) in Question 7.

Group	Audiologists		SLPs in Health Care		SLPs in Schools		All Respondents	
	#	%	#	%	#	%	#	%
Had education or training on IPP (Q12 = yes)	59	55.7	331	61.0	310	63.3	824	63.9
Did not have education or training on IPP (Q12= no)	47	44.3	212	39.0	180	36.7	465	36.1
Total # respondents	106		543		490		1,289	

Additional resources on ASHA’s IPP initiatives may be found at [Interprofessional Education/ Interprofessional Practice \(IPE/IPP\)](#).

Appendix A
2023 Survey Sample

Survey Group	Sent	Undeliverable	Opted out	Useable population	Responded	Response rate
Targeted audience: SIG affiliates	10,953	151	167	10,635	1,761	16.6
Targeted audience: Affiliated groups	186	10	1	175	44	25.1
Targeted audiences subtotal	11,139	161	168	10,810	1,805	16.7
Random sample	3,998	70	83	3,845	398	10.4
Total population	15,137	231	251	14,655	2,203	15.0

Appendix B
Self-Assessment Items (Question 7) by Survey Sample Group

The research team was interested in exploring how a single individual responded to the self-assessment items based on whether they were part of the survey’s random sample of ASHA-certified audiologists SLPs who reported being employed full time as a clinical service provider in the United States or U.S. Territories or the random sample of ASHA Special Interest Group affiliates and members of the following affiliated groups—the National Academy of Practice audiology and SLP members, cohorts of the 2019 and 2021 ASHA Faculty Development Institute, and Council on Academic Programs in Communication Sciences and Disorders IPE/IPP committee members. Results were similar for both groups.

Survey Sample Group	Random sample of ASHA-certified audiologists and SLPs		Random sample of ASHA Special Interest Group affiliates and members of affiliated groups	
	#	%	#	%
Responded “Almost always” or “Most of the time” to all items in Q7	99	33.0	476	34.4
Did <u>not</u> respond “Almost always” or “Most of the time” to all items in Q7	201	67.0	909	65.6
Total # respondents	300	100.0	1,385	100.0

To allow a little latitude, we also examined how many respondents answered “Almost always” or “Most of the time” to at least 15 of the 18 items (approximately 80% of the IPP target behaviors) in Question 7.

Survey Sample Group	Random sample of ASHA-certified audiologists and SLPs		Random sample of ASHA Special Interest Group affiliates and members of affiliated groups	
	#	%	#	%
Responded “Almost always” or “Most of the time” to at least 15 items in Q7	232	77.3	1,094	79.0
Did <u>not</u> respond “Almost always” or “Most of the time” to at least 15 items in Q7	68	22.7	291	21.0
Total # respondents	300	100.0	1,385	100.0