



Interprofessional Practice Survey Results

May 2016

Introduction

The American Speech-Language-Hearing Association (ASHA) is focusing on advancing interprofessional education and interprofessional collaborative practice (IPE/IPP) as part of its *2015–2017 Strategic Plan*. As part of this initiative, ASHA fielded a survey to a random sample of 4,197 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 in the U.S. Territories.

The purpose of the survey was to gather baseline data for the performance measure of Strategic Objective 2 (SO2), specifically to assess the degree of engagement among audiologists and speech-language pathologists in interprofessional collaborative practice (IPP). The survey was fielded on April 27, 2016. Follow-up reminders were sent to nonrespondents on May 5 and May 12. The survey was closed on May 20. Of the 4,197 individuals, 98 opted out of this and future online surveys, and 37 e-mails bounced, leaving 4,062 possible respondents. The actual number of respondents was 522, for a 12.9% response rate.

Highlights

- Across all respondents, 38% were employed in a school setting, 28% in a nonresidential health care facility such as a private practice or clinic, 19% in a hospital, and the remainder in a college/university, residential health care, or other facility.
- The majority of respondents (90%), by design, were employed as clinical service providers.
- Most respondents—72% of audiologists and 89% of SLPs working both in health care and 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.
 - Audiologists indicated that they were engaged in IPP for assessment (77%), documentation (72%), and treatment (67%) at least monthly.
 - Health care-based SLPs indicated that they were engaged in IPP for treatment (80%), patient/family meetings (76%), and IPP team meetings (75%) at least monthly.
 - SLPs in schools indicated that they were engaged in IPP for team meetings (81%), treatment (79%), and student/ family meetings (71%) at least monthly.
- 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 “The team talks together about our professional similarities and differences” and “Administrative duties that support the team, such as minute taking, are shared,” which were rated as “almost always” or “most of the time” by 63% of all respondents.
- Furthermore, 27% of all respondents answered “almost always” or “most of the time” to all 18 statements, and 55% responded “almost always” or “most of the time” to at least 16 of the 18 statements. **The percentage of respondents who indicated “almost always” or “most of the time” to at least 16 of the 18 IPP target statements was selected as the baseline performance metric for ASHA’s SO2 (43% of audiologists, 63% of SLPs in health care, and 64% of SLPs in schools).** This survey will be fielded annually to monitor the impact of ASHA’s work on the SO2 initiative.
- Most—89% of audiologists, 80% of health care-based SLPs, and 82% of school-based SLPs—reported being satisfied with the degree of collaboration on their IPP teams.

- Overall, 56% of respondents indicated that the culture at their facility/school was very conducive to engagement in IPP.
- The majority of respondents (71%) did not have any formal education or training in IPP.
- Fifty percent of all respondents—48% of audiologists, 58% of SLPs in health care, and 46% of SLPs in schools—reported that they felt very prepared to effectively participate on IPP teams.
- Far fewer—26% of all respondents—indicated that they felt very prepared to **lead** an IPP team of multiple professionals.

Results

Analyses are presented separately for audiologists, school-based speech-language pathologists (SLPs), and health care-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 8.4% ($n = 44$) shown under “all respondents” are not included under the “audiologists,” “SLPs in health care,” or “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).

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	91.6
No	0.0	0.0	0.0	8.4

^a $n = 200$. ^b $n = 101$. ^c $n = 157$. ^d $n = 522$.

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	0.0	1.3	38.3
Speech-language pathology	1.0	100.0	100.0	53.3
Neither audiology nor speech- language pathology	0.0	0.0	0.0	0.4

Note. The “all respondents” total ($n = 478$) exceeds the sum of the “audiologists,” “SLPs in health care,” and “SLPs in schools” numbers because some primary work setting categories (i.e., “college/university,” “not currently employed,” and “other”) are reflected only under the “all respondents” category. ^a $n = 200$. ^b $n = 101$. ^c $n = 157$. ^d $n = 478$.

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 or school setting and were therefore outside the scope of this study.

3. What is your primary work setting?

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
School	13.6	0.0	100.0	38.3
College/university	4.0	0.0	0.0	1.9
Hospital	27.6	34.7	0.0	18.9
Residential health care facility (skilled nursing facility, etc.)	2.5	24.7	0.0	6.5
Nonresidential health care facility (private practice, physician's office, clinic, etc.)	45.7	39.6	0.0	27.6
Not currently employed (student, retired, etc.)	0.5	0.0	0.0	0.2
Other (see below)	6.0	0.0	0.0	6.5

Note. Respondents who selected “not currently employed” were automatically skipped to the end of the survey.
^an = 200. ^bn = 101. ^cn = 157. ^dn = 475.

Other responses included the following:

- Audiologists—“Big Box” store (2 responses); early intervention/home health (3 responses); state government/testing booth/VA (5 responses)
- All Respondents—Early intervention/home health (19 responses)

According to ASHA’s 2015 year-end counts, 49.0% of all constituents are employed in a school setting, 3.3% in a college/university, 13.4% in a hospital, 9.9% in a residential health care facility, 18.6% in a nonresidential health care facility, and 5.9% 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 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	87.6	91.1	91.6	89.9
Special education teacher	0.0	0.0	7.1	2.4
College/university instructor	1.0	0.0	0.0	0.4
Researcher	1.5	0.0	0.0	0.6
Consultant	1.0	2.0	0.0	0.9
Administrator	5.7	5.0	0.0	3.6
Other (see below)	3.1	2.0	1.3	2.1

^an = 194. ^bn = 101. ^cn = 154. ^dn = 467.

Other responses included the following:

- Audiologists—Intraoperative neurophysiological monitoring/manager/multiple roles (2 responses); private practice owner/provider (3 responses)
- SLPs in Health Care—Evaluation; private practice owner/provider
- SLPs in Schools—Multiple roles; related services

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 Question 6 and before Questions 8–13.

5. 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	71.8	89.1	88.9	82.0
No	28.2	10.9	11.1	18.0

Note. Respondents who selected “no” were automatically skipped to Question 9.

^a*n* = 195. ^b*n* = 101. ^c*n* = 153. ^d*n* = 467.

6. How often have you engaged in interprofessional collaborative practice for the following activities during the past 12 months?

Audiologists	Never	Less than monthly	Monthly	Weekly	Daily
Assessment	6.5	16.5	26.6	28.8	21.6
Treatment	6.5	26.8	20.3	28.3	18.1
Documentation	14.1	14.1	28.9	20.7	22.2
Interprofessional collaborative team meeting	21.2	27.7	25.5	21.9	3.6
Patient/student/family meeting	27.0	28.5	18.2	18.2	8.0

n ≥ 135.

SLPs in Health Care	Never	Less than monthly	Monthly	Weekly	Daily
Assessment	15.6	23.3	20.0	22.2	18.9
Treatment	3.4	16.9	24.7	29.2	25.8
Documentation	24.7	24.7	22.4	20.0	8.2
Interprofessional collaborative team meeting	4.5	20.2	22.5	42.7	10.1
Patient/student/family meeting	3.4	20.2	27.0	34.8	14.6

n ≥ 85.

SLPs in Schools	Never	Less than monthly	Monthly	Weekly	Daily
Assessment	9.8	34.1	30.3	18.9	6.8
Treatment	3.8	16.8	26.7	33.6	19.1
Documentation	20.9	25.6	21.7	21.7	10.1
Interprofessional collaborative team meeting	2.3	16.7	32.6	43.9	4.5
Patient/student/family meeting	0.8	28.6	37.6	30.1	3.0

n ≥ 129.

All Respondents	Never	Less than monthly	Monthly	Weekly	Daily
Assessment	10.2	24.1	27.3	23.3	15.2
Treatment	4.8	20.6	24.1	30.6	19.8
Documentation	19.8	21.2	24.7	20.6	13.7
Interprofessional collaborative team meeting	9.9	21.4	28.1	35.3	5.3
Patient/student/family meeting	11.7	26.1	27.7	26.1	8.3

n ≥ 364.

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 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.	71.9	25.0	96.9	1.6	1.6
I work with my team to make decisions based on consensus.	57.9	34.9	92.8	3.2	4.0
I accept ownership for resolving conflict with team members.	66.1	23.4	89.5	7.3	3.2
When I have a disagreement with a colleague, I ask questions in order to understand their perspective.	65.9	31.0	96.9	1.6	1.6
I take time to explain my role to colleagues.	69.6	21.6	91.2	4.8	4.0
Leadership is shared in team meetings.	46.7	38.5	85.2	9.0	5.7
When two team members can both perform a task, we make a decision about it.	61.5	32.8	94.3	0.8	4.9
I am consistent in sharing patient/student information.	77.0	20.6	97.6	1.6	0.8
I willingly engage in shared decision-making.	77.2	18.9	96.1	1.6	2.4
The team talks together about our professional similarities and differences.	28.3	30.1	58.4	26.5	15.0
I trust decisions made by the interprofessional team.	62.6	36.5	99.1	0.0	0.9

Administrative duties that support the team, such as minute taking, are shared.	30.9	31.8	62.7	24.5	12.7
I acknowledge my team members' qualities and skills regularly.	68.7	30.4	99.1	0.9	0.0
I involve patients/students/families in their treatment plans.	66.1	29.7	95.8	2.5	1.7
When deciding on treatment plans, I consult with colleagues from other fields.	41.0	41.0	82.0	16.2	1.7
I am comfortable receiving feedback from team members.	78.8	19.5	98.3	1.7	0.0
The team includes everyone who supports patient/student care in my area including clinicians, team members who provide administrative support, teachers, etc.	54.4	34.2	88.6	7.9	3.5
I feel included in my health care/school-based team.	59.0	37.6	96.6	2.6	0.9

$n \geq 110$.

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.	72.7	23.9	96.6	3.4	0.0
I work with my team to make decisions based on consensus.	63.6	34.1	97.7	1.1	1.1
I accept ownership for resolving conflict with team members.	65.5	27.6	93.1	3.4	3.4
When I have a disagreement with a colleague, I ask questions in order to understand their perspective.	70.5	26.1	96.6	3.4	0.0
I take time to explain my role to colleagues.	69.3	27.3	96.6	3.4	0.0
Leadership is shared in team meetings.	43.7	34.5	78.2	18.4	3.4
When two team members can both perform a task, we make a decision about it.	58.0	36.4	94.4	5.7	0.0
I am consistent in sharing patient/student information.	69.0	29.9	98.9	1.1	0.0
I willingly engage in shared decision-making.	74.7	25.3	100.0	0.0	0.0
The team talks together about our professional similarities and differences.	24.4	44.2	68.6	22.1	9.3
I trust decisions made by the interprofessional team.	44.7	54.1	98.8	1.2	0.0
Administrative duties that support the team, such as minute taking, are shared.	23.8	35.7	59.5	16.7	23.8
I acknowledge my team members' qualities and skills regularly.	59.3	34.9	94.2	3.5	2.3
I involve patients/students/families in their treatment plans.	80.0	20.0	100.0	0.0	0.0
When deciding on treatment plans, I consult with colleagues from other fields.	41.2	44.7	85.9	12.9	1.2

I am comfortable receiving feedback from team members.	68.6	29.1	97.7	2.3	0.0
The team includes everyone who supports patient/student care in my area including clinicians, team members who provide administrative support, teachers, etc.	52.3	44.2	96.5	3.5	0.0
I feel included in my health care/school-based team.	65.1	30.2	95.3	3.5	1.2

n ≥ 84.

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.	75.2	22.6	97.8	1.5	0.8
I work with my team to make decisions based on consensus.	66.2	33.1	99.3	0.8	0.0
I accept ownership for resolving conflict with team members.	70.7	27.1	97.8	2.3	0.0
When I have a disagreement with a colleague, I ask questions in order to understand their perspective.	67.7	30.8	98.5	1.5	0.0
I take time to explain my role to colleagues.	51.5	37.9	89.4	9.8	0.8
Leadership is shared in team meetings.	42.9	42.9	85.8	11.3	3.0
When two team members can both perform a task, we make a decision about it.	62.4	30.1	92.5	6.8	0.8
I am consistent in sharing patient/student information.	74.0	25.2	99.2	0.8	0.0
I willingly engage in shared decision-making.	82.0	18.0	100.0	0.0	0.0
The team talks together about our professional similarities and differences.	19.8	42.0	61.8	28.2	9.9
I trust decisions made by the interprofessional team.	54.2	43.5	97.7	2.3	0.0
Administrative duties that support the team, such as minute taking, are shared.	26.7	40.5	67.2	15.3	17.6
I acknowledge my team members’ qualities and skills regularly.	61.8	36.6	98.4	0.8	0.8
I involve patients/students/families in their treatment plans.	61.1	32.8	93.9	5.3	0.8
When deciding on treatment plans, I consult with colleagues from other fields.	36.6	45.0	81.6	16.8	1.5
I am comfortable receiving feedback from team members.	63.1	36.2	99.3	0.8	0.0
The team includes everyone who supports patient/student care in my area including clinicians, team members who provide administrative support, teachers, etc.	61.1	34.4	95.5	4.6	0.0
I feel included in my health care/school-based team.	64.9	32.1	97.0	3.1	0.0

n ≥ 130.

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.	74.0	23.2	97.2	1.9	0.8
I work with my team to make decisions based on consensus.	62.1	34.3	96.4	1.6	1.9
I accept ownership for resolving conflict with team members.	67.0	26.3	93.3	4.4	2.2
When I have a disagreement with a colleague, I ask questions in order to understand their perspective.	67.6	29.7	97.3	2.2	0.5
I take time to explain my role to colleagues.	61.9	29.6	91.5	6.6	1.9
Leadership is shared in team meetings.	44.0	40.1	84.1	11.7	4.2
When two team members can both perform a task, we make a decision about it.	60.3	33.3	93.6	4.4	1.9
I am consistent in sharing patient/student information.	72.9	25.5	98.4	1.4	0.3
I willingly engage in shared decision-making.	77.2	21.2	98.4	0.8	0.8
The team talks together about our professional similarities and differences.	24.3	38.7	63.0	25.4	11.6
I trust decisions made by the interprofessional team.	53.3	45.2	98.5	1.2	0.3
Administrative duties that support the team, such as minute taking, are shared.	27.6	35.5	63.1	18.8	18.2
I acknowledge my team members’ qualities and skills regularly.	64.1	33.0	97.1	2.0	0.9
I involve patients/students/families in their treatment plans.	68.0	28.3	96.3	2.9	0.9
When deciding on treatment plans, I consult with colleagues from other fields.	39.5	42.4	81.9	16.3	1.7
I am comfortable receiving feedback from team members.	69.1	29.1	98.2	1.7	0.0
The team includes everyone who supports patient/student care in my area including clinicians, team members who provide administrative support, teachers, etc.	56.2	37.2	93.4	5.5	1.2
I feel included in my health care/school-based team.	62.2	34.4	96.6	2.9	0.6

n ≥ 341.

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	39	19.6	36	35.6	47	29.9	129	27.2
Did <u>not</u> respond “almost always” or “most of the time” to all items in Q7	160	80.4	65	64.4	110	70.1	346	72.8
Total # respondents	199	100.0	101	100.0	157	100.0	475	100.0

To allow a little latitude, we also examined how many respondents responded “almost always” or “most of the time” to at least 16 out of the 18 items (approximately 90% 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 16 items in Q7	85	42.7	64	63.4	101	64.3	259	54.6
Did <u>not</u> respond “almost always” or “most of the time” to at least 16 items in Q7	114	57.3	37	36.6	56	35.7	216	45.4
Total # respondents	199	100.0	101	100.0	157	100.0	475	100.0

IPP Culture

8. 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	89.0	80.2	82.4	82.9
No	7.6	11.6	15.3	12.0
I don't know	3.4	8.1	2.3	5.1

^an = 118. ^bn = 86. ^cn = 131. ^dn = 351.

9. 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	45.5	51.6	45.5	46.9
Somewhat conducive	37.6	42.1	40.7	39.8
Not very conducive	14.5	5.3	11.7	11.4
Not at all conducive	2.4	1.1	2.1	1.9

^an = 165. ^bn = 95. ^cn = 145. ^dn = 422.

IPP Preparedness

10. Have you had any formal education or training on IPP (academic or clinical coursework in IPP, professional development activity specifically on IPP, etc.)?

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
Yes	20.0	28.4	36.1	28.9
No	80.0	71.6	63.9	71.1

^an = 170. ^bn = 95. ^cn = 147. ^dn = 429.

11. 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	47.9	57.9	45.6	49.8
Somewhat prepared	36.1	34.7	47.6	39.7
Not very prepared	13.0	6.3	5.4	8.6
Not at all prepared	3.0	1.1	1.4	1.9

^an = 169. ^bn = 95. ^cn = 147. ^dn = 428.

12. 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	21.4	31.3	27.9	26.2
Somewhat prepared	37.5	44.8	44.9	41.9
Not very prepared	28.0	17.7	21.8	23.2
Not at all prepared	13.1	6.3	5.4	8.7

^an = 168. ^bn = 96. ^cn = 147. ^dn = 427.

Question 5 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.

13. 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?

Response	Audiologists ^a (%)	SLPs in Health Care ^b (%)	SLPs in Schools ^c (%)	All Respondents ^d (%)
Yes	67.9	90.4	89.8	81.6
No	32.1	9.6	10.2	18.4

^an = 168. ^bn = 94. ^cn = 147. ^dn = 425.

The following table presents the differences in “yes” responses between Questions 5 and 13. Note that the number of respondents to Questions 5 and 13 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 3.9% fewer indicating at the end of the survey that they engaged in interprofessional collaborative practice (compared to the percentage indicating so at the beginning of the survey).

Response	Audiologists (%)	SLPs in Health Care (%)	SLPs in Schools (%)	All Respondents (%)
Question 5 = yes	71.8	89.1	88.9	82.0
Question 13 = yes	67.9	90.4	89.8	81.6
Difference (%) in response from start of survey to end of survey	-3.9	+1.3	+0.9	-0.4

Finally, the research team wanted to examine the individual responses to Question 7 by whether or not respondents had received any formal education or training on IPP (Question 10). 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 16 of the 18 items (89%) in Question 7 (bottom table in that question). In both cases, respondents who had not received formal education or training on IPP were more likely to rate either all 18 statements or 16 of the 18 statements as “almost always” or “most of the time.”

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 formal education or training on IPP (Q10 = yes)	7	6.0	10	11.9	20	15.4	40	11.6
Did not have formal education or training on IPP (Q10 = no)	31	26.7	25	29.8	27	20.8	87	25.1
Total # respondents	116		84		130		346	

Responded “almost always” or “most of the time” **to at least 16 out of the 18 items (89%)** in Question 7.

Group	Audiologists		SLPs in Health Care		SLPs in Schools		All Respondents	
	#	%	#	%	#	%	#	%
Had formal education or training on IPP (Q10 = yes)	21	18.1	17	20.2	40	30.8	84	24.3
Did not have formal education or training on IPP (Q10 = no)	62	53.4	46	54.8	60	46.2	171	49.4
Total # respondents	116		84		130		346	

Additional resources on ASHA’s IPP initiatives may be found at <http://www.asha.org/Practice/Interprofessional-Education-Practice/>.