

# ASHA's Interprofessional Education/Interprofessional Practice (IPE/IPP) Activities and Collaborations

## 2018

[More information on IPE/IPP](#)

- ASHA initiated 2018–2025 transformational initiatives to foster a culture of interprofessional education, practice, and research.
- CFCC certification standards (effective January 1, 2020) for audiology and speech-language pathology approved and include IPE/IPP language.
- Audiology Scope of Practice approved and includes IPE/IPP language.
- IPE/IPP sessions featured at ASHA Connect Conferences.
- Participated in 2018 All Together Better Health (ATBH) international IPE/IPP conference.
- ASHA Convention offered 106 program sessions on IPE/IPP.
- IPE/IPP Research Networking Event offered at the ASHA Convention to foster research in interprofessional education and practice.

## 2017

- Joined the Interprofessional Education Collaborative (IPEC). IPEC is an influential collaborative of largely medical professions that developed widely used competencies for interprofessional education and practice.
- Member surveyed on IPP engagement to measure progress for ASHA's strategic objective on IPE/IPP.
- IPE/IPP Travel Stipend Program initiated to support non-CSD professions to travel/present at the ASHA Convention as part of interprofessional teams.
- ASHA was a Silver Level sponsor of the Collaborating Across Borders (CAB VI) 2017 conference on interprofessional education and practice. The CAB VI conference linked educators, researchers, practitioners, students, and patients from Canada and the United States in essential discussions around interprofessional health care education, practice,

leadership, and policy in North America.

- ASHA Convention offered 145 program sessions on IPE/IPP.
- See collaborations with related professional organizations and state associations webpage.

## 2016

- Membership surveyed on IPP engagement as baseline measure for ASHA's strategic objective.
- CAA Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology (effective August 1, 2017) approved and include IPE language.
- Scope of Practice in Speech-Language Pathology approved and includes IPE/IPP language.
- Code of Ethics implemented in 2016 includes IPP language.
- Funding sources for IPE/IPP research added to ASHA's Federal and Private Funding Sources for Researchers webpage.
- Participated in IPE/IPP conferences (e.g., 2016 All Together Better Health Conference and 2016 inaugural National Center Summit on the Future of IPE).
- Representation on the American Interprofessional Health Collaborative (AIHC) Program Committee.
- Developed resources to aid and advance member understanding and engagement in IPE/IPP.
- Presented on IPE/IPP at numerous state associations and national conferences.
- Special Interest Groups developed the *Interprofessional Education and Interprofessional Practice in Communications Sciences and Disorders: An Introduction and Case-Based Examples of Implementation in Education and Health Care Settings* [PDF] eBook.
- ASHA Convention offered 124 program sessions on IPE/IPP.

## 2015

- Established a strategic objective to advance IPE/IPP in the professions.
- ASHA staff developed a presentation on IPE/IPP that was delivered to state association annual meetings and other national conferences.
- ASHA was a Titanium Level sponsor of the Collaborating Across Borders (CAB V) 2015 conference on interprofessional education and practice. The CAB V conference is the fifth joint conference that links Canada and the United States around the key themes of IPE and IPP.
- ASHA Convention offered 131 program sessions on IPE/IPP.

## 2014

- Board of Directors approved a resolution to support the Interprofessional Educational Collaborative (IPEC) Core Competencies for Interprofessional Collaborative Practice.

- Conducted three focus groups of members working in academic, school, and health care settings to inform ASHA's IPE/IPP activities and resource development.
- ASHA Convention offered 57 program sessions on IPE/IPP in this inaugural year for an IPE/IPP Convention program track.

## 2013

- Formed the Ad Hoc Committee on Interprofessional Education to develop recommendations [PDF] that address education and core competencies of interprofessional education related to reimbursement models for students and members.
- A joint event of the 2013 Researcher-Academic Town Meeting and CE Provider Workshop [PDF] held at the ASHA Convention featured the topic, "Interprofessional Education: Leading Audiologists and Speech-Language Pathologists Into a Collaborative Era Through Pre-professional Education & Lifelong Learning."
- Established a Convention program strand on Interprofessional Education (IPE) to begin in 2014.
- ASHA was a Gold Level sponsor of the Collaborating Across Borders (CAB IV) 2013 conference on interprofessional education and practice. The CAB IV conference was the fourth joint conference that linked Canada and the United States around the key themes of IPE and IPP.

## 2012

- Joined the Institute of Medicine's (IOM) Global Forum on Innovation in Health Professional Education. ASHA's membership in the Global Forum provides a unique opportunity to include the professions of audiology and speech-language pathology in the decisions and outcomes for working collaboratively with other health professionals building upon the initial work of the Interprofessional Education Collaborative (IPEC).
- Convened a Changing Health Care Landscape Summit October 5–7, 2012. The summit provided a forum for knowledge transfer, open discussion, and deliberation about the rapidly changing health care landscape, which includes a movement toward models of collaborative practice that improve patient safety and patient outcomes. An Executive Summary [PDF] report of the summit is available on the ASHA website.

## 2006

- The Interprofessional Professionalism Collaborative (IPC), formed in 2006 at the invitation of the American Physical Therapy Association (APTA), comprises 13 health professions and one assessment organization. The goal of the IPC is to develop a tool to assess interprofessional interactions during clinical training and develop educational resources that foster

professionalism in a collaborative practice setting.

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