



THE ROLE OF IPP AND IPE IN CAPCSD

CAPCSD IPP IPE Committee

April 2019

Committee Members

- John McCarthy, Ohio University
- Pam Holland, Marshall University
- Jennifer Watson, Texas Christian University
- Julie Estis, University of South Alabama
- Laura Karcher, Indiana University. Bloomington
- Lauren Bland, Western Kentucky University
- Carolyn Wiles Higdon, Chair, University of Mississippi,
- Monitoring VP: Vikram Dayalu, Seaton Hall University

2018-2019 Progress

- Created/developed a Discussion Location for IPP IPE
- Approval to add a graduate student to the committee

Moving forward

- Continue to tweak the Discussion Site for everyone to use.....
- Process for adding a graduate student to the committee and what that means over time: application
- Preparing regular virtual committee meetings
- Mentoring Program: is there a need, would it be helpful?
- Gathering data on formal interprofessional student organizations on campuses
- Focus on the issues of assessment (major interest on national level, and relevant to all academic programs, regardless of their level of IPP/IPE efforts)
- Related meetings

Dates and Places

- **IPE/IPP Announcements, Opportunities, and New Resources**

- *For information on the following from ASHA*
- *HPAC IPE Guidance Document – Released February 1, 2019*
- *NCICLE Guidance on Optimal Interprofessional Clinical Learning Environments – Released February 1, 2019*
- *IPEC Spring Institute, May 22-24, 2019 **IPE/IPP Announcements, Opportunities, and New Resources from ASHA***

HPAC IPE Guidance Document

- **HPAC IPE Guidance document released February 1, 2019**
The Health Professions Accreditors Collaborative and the National Center for Interprofessional Practice and Education have released [Guidance on Developing Quality Interprofessional Education for the Health Professions](#) on February 1, 2019. The guidance was developed through a multi-year, multi-phase consensus process aimed at supporting the development and implementation of quality interprofessional education (IPE). The goals of the guidance are to facilitate the preparation of health professional students for interprofessional collaborative practice through accreditor collaboration and to provide consensus guidance to enable institutions to develop, implement, and evaluate systematic IPE approaches and IPE plans. The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) was a participating accreditor and has endorsed the document.

NCICLE

- **NCICLE guidance on optimal interprofessional clinical learning environments released February 1, 2019**

The National Collaborative for Improving the Clinical Learning Environment (NCICLE), convened by the Accreditation Council on Graduate Medical Education, released its guidance, [Achieving the Optimal Interprofessional Learning Environment: Proceedings from an NCICLE Symposium](#). This guidance articulates the characteristics, value and role of leadership in interprofessional clinical learning environments. Together with the National Center, NCICLE is working to articulate how an optimal clinical learning environment can better serve patients, learners, health systems and academic health centers. NCICLE and the National Center will co-host the [Nexus Summit 2019](#), Optimizing Interprofessional Clinical Learning Environments, in Minneapolis on August 18-21.

Questions/Answers



THE FUTURE OF IPP
IPE IN CAPCSD