Interprofessional Education (IPE), although not a new concept, is currently one of the hottest topics in dental education. The momentum behind IPE has not only resulted in education standards but also innovative programs in health professional schools. This is because proper interprofessional care should optimize patient outcomes.

Objective: To investigate the current level of IPE in U.S. dental education

Methods: An 18-item survey was sent to all U.S. dental schools (N=68). This study was part of a HRSA-funded grant with a focus on the integration of oral health in primary care training.

Results: 29 schools responded, for a response rate of 43%. 96% reported engaging in IPE. Medical (80%), pharmacy (76%), and nursing (62%) students were the most common learners to have participated. 79% of schools had faculty teaching in other health professional schools, while 93% had faculty from other health professions teaching in their curriculum.

However, while the majority of dental leaders reported engagement in IPE, fewer strongly agreed that they were satisfied with the level of preparation (8%) and competence (0%) of students in IPE by graduation.

Conclusions: These results show that, while IPE is widely prevalent, involvement is not enough. Educators must be challenged to take the next step and ensure IPE translates into behavioral change because when students become practitioners, the true value of IPE lies in improved patient care.

### Timeline of IPE in Health Education

- **1960’s** – IPE first published in health professional education literature
- **1972** – Institute of Medicine’s (IOM) first conference on IPE
- **1980’s** – World Health Organization (WHO) publishes IPE reports
- **2003** – IOM report on health professional education quality improvement through interdisciplinary teams
- **2011** – Interprofessional Education Collaborative (IPEC) created/set standards
- **2011** – ADEA Team Study Group on Interprofessional Education formed
- **2012** – ADEA IPE team published study on current IPE activities
- **2013** – CODA standards related to IPE implemented
- **2014** – ADEA surveyed U.S. dental schools on IPE activities
- **2016** – IPE standards revised

### Results

<table>
<thead>
<tr>
<th>Number of schools with IPE sessions</th>
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<tr>
<td>Yes: 59%</td>
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<tr>
<td>No: 41%</td>
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<th>Barriers to more IPE sessions:</th>
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<tr>
<td>Yes: 91%</td>
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<tr>
<td>No: 0%</td>
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### Types of Learners in the IPE Sessions:

- **Top 3:**
  1. Medical students (90%)
  2. Pharmacy students (76%)
  3. Nursing students (62%)

- **Bottom 3:**
  1. Physical therapy students (7%)
  2. Internal Medicine residents (3%)
  3. Obstetrics residents (3%)

### Methods of Evaluating IPE Competency in Learners:

- **Evaluation Method**
  - Written test: 3%
  - OSCE: 41%
  - Simulation: 28%
  - Direct observation (clinical): 38%
  - Review clinical documentation: 41%
  - No evaluation: 17%
  - Other: Portfolio: 3%

### References


### IRB & Acknowledgements

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