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# Inter-Professional Education and Practice In Autism Spectrum Disorders

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March 31<sup>st</sup>, 2017

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## Abstract

**Purpose:** Inter-professional education (IPE) is a learning style where students of two or more healthcare professions engage in interactive learning activities to improve collaboration and/or the delivery of care. The goal of this quasi-experimental study was to assess the extent to which the students acquired skills and knowledge in inter-professional practice. **Methods:** Eight female students from Sacred Heart University were selected with no restrictions. Four students were undergraduate Exercise Science (ES) students. The other four were graduate Speech Language Pathology (SLP) students. Students completed course requirements for 6 weeks including biweekly seminars, peer education, and implementation of a yoga program. The “Student Questionnaire” was used pre and post collaborative coursework in order to assess student’s success in achieving four core competencies related to IPE. Quantitative analysis was completed for Question 1 (Q1). Qualitative analysis for Q2, 3, and 4, was achieved using theme and code processing, done in accordance with Bloom’s Taxonomy. **Results:** Q1 responses (n=16; 8 subjects with 2 responses each), found that 56.25% of subjects improved in ability to produce the responses to Q1, 37.5% maintained ability, 6.25% declined in ability. Qualitative analysis from Q3 and Q4 illustrated shifts in response trends from *knowledge* (pre) to themes of *synthesis* and *comprehension* (post). **Conclusion:** Post-test response analysis suggested the students acquired higher levels of cognitive skill as a result of IPE over six weeks. This study shows promise in IPE and might suggest that a longer period of coursework and/or a more comprehensive questionnaire could elicit further positive results of IPE practice.

**Keywords:** IPE, exercise science, speech language pathology, yoga, autism