# Interprofessional Education and Integrating Coursework and Clinical Experience

**SIG 10**

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**Interprofessional Education: Teaming for Transition From Adolescence to Adulthood for People With Significant Disabilities**

by Kimberly F. Frazier, Peggy J. S. Whitby, Suzanne Kucharczyk, Kristi L. Perryman, Johanna Thomas, Lynn C. Koch, and Ed Bengtson

**Moving From Interprofessional Education Toward Interprofessional Practice: Bridging the Translation Gap**

by Imran Musaji, Trisha Self, Karissa Marble-Flint, and Ashwini Kanade

**Graduate Students’ Perspectives on Integrating Clinical Experiences and Coursework on Autism Spectrum Disorder: A Pilot Study**

by Joann P. Benigno, John McCarthy, Pam Britton Reese, Bridget M. Wright, and Carley Tewanger
INTRODUCTION

In these Perspectives (SIG 10) Frazier, Whitby, Kucharczyk, Perryman, Thomas, Koch, and Bengtson on interprofessional education (IPE) as it relates to transition planning for students with significant disabilities. Musaji, Self, Marble-Flint, and Kanade examine the use of a translational model as a tool for identifying limitations of IPE research. Benigno, McCarthy, Reese, Wright, and Tewanger introduce a pilot study to examine the goals, outcomes, and skills attained by graduate students while participating in clinical experiences integrated with coursework.

LEARNING OUTCOMES

You will be able to:

• describe four considerations to be addressed by speech-language pathologist for transitioning students with significant disabilities
• define implementation science and related key terminology
• explain how clinical experiences which infuse and reinforce classroom material can support development of graduate students’ clinical skills

PROGRAM HISTORY

Start date: November 1, 2019
Available through: October 30, 2022

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before October 30, 2022.

This course is offered for 0.20 ASHA CEUs (Intermediate level, Professional area).