

## CSDCSD 6300 Medical Aspects of Speech Language Pathology

Harding University College of Allied Health 3 Credit Hours

Class Meetings Times – will vary - watch published google calendar

**Instructor: Melanie Meeker, PhD, CCC-SLP Semester/Term: Summer 2025 Phone (office): (501) 279-4633 Office Hours: by appointment Email:** **mmeeker@harding.edu**

# Course Information

## Course Description

This course is designed to introduce the student in SLP to aspects of professional practice that are likely to be encountered in a medical setting. Topics to be addressed include common medical terminology, drug-resistant infections and infection prevention, communication frameworks in the medical setting, billing/coding/insurance issues across the medical continuum of care, and the interprofessional team. Students will be introduced to common diagnoses as well as medical, surgical and pharmacological interventions common to the SLP caseload in a medical setting.

## Prerequisites

CSD 6120 and 6230

## Course Rationale

This course is an elective designed to enhance the clinical skills of students wishing to secure employment a medically-based workplace, and those who wish to learn more about this aspect of an SLP’s clinical practice. The course will heavily utilize individuals who are currently working in medical settings, both adult and pediatric.

## Course Materials Required materials:

* Selected readings will be posted to our Canvas course and/or disseminated via email
* [www.ipec.org](http://www.ipec.org/)

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* [www.speechpathology.com](http://www.speechpathology.com/)
* Professional Issues in Speech-Language Pathology, 6th edition, M. Hudson & M. DeRuiter, 2023, Plural Publishing (this is linked to your Canvas course)
* Medical Speech-Language Pathology Across the Care Continuum, A. Johnson, B.H. Jacobson, M.E. Schliep & B.J. Perry, 2024, Plural Publishing (this is linked to your Canvas course)

## Course Communication Protocols

I am here to help you. I will communicate with you via in-class announcements, Canvas announcements, and your HU e-mail (for small groups, and individual messages). Students are responsible for the disbursement of information (including attachments) through these sources. Please contact me via email (include your email here), instead of using text messages or the comment box within an assignment. I will respond to emails within 24 hours during the typical work day (8am-5pm) Monday-Friday. Students are expected to check emails daily and a timely response from you is appreciated.

## University Mission Statement

With Christ as Lord, Harding University transforms learners for global impact by engaging minds and nurturing faith within a deeply connected community.

## Department Mission Statement

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and

state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

## Integration of Faith and Learning Statement

In my career, I have practiced in a variety of medical settings, generally with adults. Individuals who are critically ill or recovering from significant, life-altering events are likely to feel vulnerable, scared, and alone. Providers in these settings have a beautiful opportunity to minister to hurting people and their families and demonstrate the love of Christ through the profession of speech-language pathology.

# Learning Objectives

Course learning outcomes

1. Students will demonstrate mastery of IPEC Core Competencies
	1. Students will work with individuals of other professions to maintain a climate of mutual respect and shared values (Values & Ethics)
	2. Students will use the knowledge of one’s own role and those of other professions to appropriately

assess and address the health care needs of patients and to promote and advance the health of populations (Roles & Responsibilities)

* 1. Students will communicate with patients, families, communities and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease (Interprofessional Communication)
	2. Students will apply relationship-building values and the principles of team dynamics to perform effectively in different roles to plan, deliver and evaluate patient/population centered care and population health programs and policies that are safe, timely, efficient, effective and equitable (Teams and Teamwork)
1. Students will meet CFCC Professional Practice Competencies related to: accountability, integrity, effective communication, concern for individuals served, cultural competence, professional duty and collaborative practice.

## Relationship to ASHA standards:

ASHA upholds eight [standards](https://www.asha.org/Certification/2020-SLP-Certification-Standards/) related to academic and clinical training as well as continuing

education, acquisition and maintenance of your CCCs. New standards became effective on January 1, 2020. The revised Standards are available in your departmental handbook and students are encouraged to review them.

**This course contributes to supporting Council for Clinical Certification Standards IV-G – Professional Issues; IV-E – Ethical Conduct; V-A – Communication**

# Grading and Assignment Details

## Grading Information

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will based on percentage of points earned (see below):

90% - Discussions and reflections

10% - Course participation as determined by instructor

A portion of your course grade will be earned by full participation in the course. Full participation in presentations by guest speakers is expected and will be rated by the instructor as 0%, 25%, 50%, 75% or 100%.

Grade schedule: **A**- 90-100

**B**- 80-89

**C**- 70-79

**D**- 60-69

**F**- less than 60

## Late work Policy

All assignments must be completed on time. I do not accept late work. If an assignment is not turned in on time, you will receive a zero for that assignment.

**Time Zone:** Harding University is located in Searcy, AR, in the Central Standard time zone; therefore, the due dates and times will be based on Central Standard Time.

## Remediation

If a student is not achieving course learning objectives, not demonstrating essential skills, professional practice competencies, or meeting CFCC standards as determined by the course instructor the student will be notified. The student, instructor, clinical educator, and/or clinical director (as appropriate) will meet to develop a written individualized remediation plan that supports student progress toward achieving the needed outcomes. The remediation plan will include identified weaknesses supported by evidence (ie, exam results, presentation, clinical performance, quiz grades, etc.). In addition, the remediation plan will include specific tasks, outcomes, and a timeline for completion.

The written plan will be shared with the student's graduate advisor and department chair. A copy of the plan will be placed in the student’s Calipso account and the course will be marked as “in remediation” on their KASA. Upon successful completion of the remediation plan the instructor, student, and advisor will sign the form acknowledging the completion of the remediation plan and then digitally file the form in the student’s KASA in Calipso. The course and associated learning objectives can then be marked as completed. If the remediation of skills is not completed successfully, the student will repeat the course. If the remediation is ongoing at the end of the semester, the student will receive a grade of Incomplete for the course.

## Course Requirements- (must be completed to earn credit in this course):

Completion of all discussions and assignments is required to earn credit in the course.

## Attendance & Participation

Consistent and punctual attendance is expected at the graduate level. Due to the compressed timeframe of the course, only one absence is allowed. Absences may occur for illness, appointments, interviews, and travel; however, missed work will receive a score of zero and opportunities for alternative assignments will not be given. Students are responsible for all class content. Every absence beyond one will result in the final course grade being lowered by a letter. Exceptions to this policy will be rare, and considered on a case by case basis. For asynchronous lectures, the course instructor will take attendance via course analytics in Echo360.

## Submitting Assignments

All assignments are submitted in Canvas.

# Technology Details

## Technology Requirements

No specific technology is required for this course. When in class, laptops and phones are to be put away and not visible, especially when we have guests. Violations of this policy will result in a lowering of the student’s participation grade to 0%.

## Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at Phone: 501-279-5201

Email: elearning@harding.edu

Web: [E-Learning Web Address](https://www.harding.edu/ist/elm)

For Canvas assistance, search [Canvas Guides](https://guides.instructure.com/m/4212).

For ExamSoft/Examplify assistance: search [ExamTaker Support](https://support.examsoft.com/hc/en-us/categories/11144666860429-Exam-Takers), call 1-866-429-8889 ext 1, or email at [support@examsoft.com.](http://support@examsoft.com/)

## Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical Environment.

1. Access Harding’s Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading Capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

## Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted.

Canvas can be accessed using [Harding’s Canvas Login](https://harding.instructure.com/). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding’s IST Canvas page](https://www.harding.edu/ist/elm/canvas) or [Instructure Canvas Help](https://www.instructure.com/products/canvas/support-faq) [Center.](https://www.instructure.com/products/canvas/support-faq)

Click here for [Instructure Canvas Accessibility](https://www.instructure.com/products/canvas/accessibility) and [Privacy Policies.](https://www.instructure.com/policies/privacy)

# Policies and Procedures

**University Policies**

## Drop and Add Dates

The official start date is June 30 and the course ends on August 8, 2025. Please refer to the drop/add schedule on Pipeline and/or the University’s [policy regarding drop/add](https://www.harding.edu/registrar/registration) if you have specific questions.

## University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly

committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the University Director of Assessment used to spur continuous improvement of teaching and learning.

## Students with Disabilities Accommodations

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access *as soon as possible* in order to put academic accommodations in place for the remainder of the semester.

The Office of Disability Services and Educational Access is located in Room 239 in the Student Center on the Harding University Searcy campus. Since some graduate courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at <https://www.harding.edu/student-life/disabilityservices>. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

## Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment. Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of “F” in all courses

for that semester. Please visit the appropriate Harding University Student Handbook (undergraduate or graduate/professional) for further details.

## Academic Integrity Policy

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

## Course Recordings

Canvas content and class recordings (e.g., Echo360) are protected by copyright. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Most content and recordings will indicate copyright by the symbol ©. However, a symbol is not required to protect copyrights, so unless you have permission to download or share recordings or content, you should not do so.

Doing so violates Academic Integrity Policies and may result in disciplinary actions.

## Referencing Information (optional - but include information about writing standards somewhere in your course)

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn’t your words, ideas or thoughts, it is someone else’s and needs to be cited.

* [APA Resources](https://apastyle.apa.org/)
* [Purdue Online Writing Lab](https://owl.purdue.edu/)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

## Generative AI

The use of AI tools is generally permitted in this course. To adhere to our scholarly values, students must properly cite any AI-generated material that informs their work. Using an AI tool to generate content without proper attribution is academically dishonest and constitutes a violation of Harding’s Academic Integrity Policy.

Please use [these guidelines](https://apastyle.apa.org/blog/how-to-cite-chatgpt) for acknowledging/citing generative AI in your assignments.

## Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

* + I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
	+ I affirm that this assignment has not previously been submitted in any form.
	+ When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer Statements.
	+ To uphold Harding University’s Academic Integrity Covenant

## Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following [the policy set forth in the](https://catalog.harding.edu/content.php?catoid=46&navoid=3667) [Harding University catalog](https://catalog.harding.edu/content.php?catoid=46&navoid=3667). All students should be familiar with this policy.

## Time Management Expectations

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem-solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

## Dress Code

All members of the Harding community must dress with modesty and decency appropriate to the Christian lifestyle and consistent with professional employment standards. For these reasons, students are expected to adhere to a dress code described in the Student Handbook, which faculty, staff, and administration will enforce.

## Distance Education

For any element of a course conducted via teleconference (Zoom, GoogleMeet, etc) the student must turn on their camera. Student faces must be visible but the backgrounds can be blurred.

# Course Policies

## Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
	* Stereotypes of any nature, whether it be profession or class of people
	* Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas

## Canvas or Internet Outage Policy

As a (potential online) learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

## Instructor

If your instructor experiences a power outage, Internet service outage, LMS (Canvas), or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interfere with communicating with students, adjustments to due dates will be made.

## Student

If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student’s access to a working computer or reliable Internet service. Internet outages or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computers is prudent.

## Testing Issues

If you experience issues with an Internet connection, power outage, computer, or LMS (Canvas) and are unable to complete or submit a test, do not panic. Your first step is to contact me as your instructor and I will provide you with instructions on how to proceed. You may also report a problem to the E-learning help desk

(501-279-5201). Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm.

## Inclement Weather

If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a

case-by-case basis.

## Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

* + - [​Library](https://library.harding.edu/index)
		- [​Testing](https://www.harding.edu/testing)
		- [​Tutoring](https://www.harding.edu/academics/university-college/arc)
		- [​Writing Center](https://www.harding.edu/academics/colleges-departments/arts-humanities/english/writing-lab)

## Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

* [Advising](https://catalog.harding.edu/index.php?catoid=46) ● [Counseling](https://www.harding.edu/student-life/counseling-center)
* [Registration](https://www.harding.edu/registrar/registration) ● [Student Life](https://www.harding.edu/student-life)
* [Financial Aid](https://www.harding.edu/finaid)
* [Career Services](https://www.harding.edu/academics/university-college/career)

# Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

**Course schedule below**

**For graduate courses, please outline the topics and assignments for each class period. Wherever it is possible, include a connection to the standards map and ensure that what you say you are assessing in your class on** [**this document**](https://docs.google.com/document/d/1m8P-qVrC6lrONG6gmZqMA64331RndmUBDn1N1ZNFV5I/edit)**, you are actually assessing and could connect the dots for a site visitor, if**

**asked. They will be looking for all of the dots to connect.** 🙂**If you have claimed content from the**

[**Professional Issues book**](https://docs.google.com/document/d/1aOsPambTAfNsb8aIA4q3pd7nVtJCeop9lg-ERzOfpms/edit?usp=sharing)**, make sure it is incorporated and documented in your course schedule. Greater**

**levels of detail are preferred here.**

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| **Date** | **Topic** | **Reading/Assignment, etc.** | **CFCC Standard** |
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| **Week of June 30 -****July 3** | **Medical SLP – an overview****Canvas Discussions - Service Delivery in Healthcare****Johnson, et al - Chapter 1 – What are you curious about?** | **Read:****Medical SLP (Johnson et al, pages 2-19)****Hudson & DeRuiter, Ch 11 - Service Delivery in Healthcare Settings** | **PPC: Professional Duty IPEC: Roles & Responsibilities****CFCC: IV-G** |
| **July 3** | **Medical SLP in adult medical settings** | **Haley Grace Ragsdale, MS-SLP, SVI** | **PPC: Communication, Professional Duty, Collaborative Practice, Cultural competence IPEC: All of them CFCC: IV-G, V-A** |
| **Week of July 7-10** | **The role of the SLP in healthcare contexts; part I Healthcare economics – how does this whole thing work?** | **Read Peck, Chapter 2** | **PPC: Accountability, Effective Communication, Integrity, Concern for Persons Served, Professional Duty IPEC: Roles & Responsibilities CFCC: IV-G, V-A** |
|  | **The role of the SLP in social contexts****Canvas Discussion – Social Determinants of Health** | **Read about social determinants of health – website on Canvas****Spend 30 minutes reading about this topic on the internet - be prepared to share the resources that you find in your discussion** | **PPC: Cultural Competence, Concern for Persons Served, Integrity, Professional Duty****IPEC: Communication CFCC: IV-G, V-A** |

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|  | **The role of the SLP in healthcare contexts; part II Canvas Discussion – Promoting Access****Safety in the Workplace (due July 27)** | **Hudson & DeRuiter, Ch 15 and 18** | **PPC: Accountability, Integrity, Effective Communication, Professional Duty IPEC: Roles & Responsibilities CFCC: IV-G, V-A** |
|  | **What’s our role in prevention of medical errors?****Canvas Discussion – Medical Errors (due July 27)** | **Watch SpeechPathology.com #1033883** | **PPC: Professional Duty Effective Communication Collaborative Practice Concern for Individual Served****Accountability, Integrity IPEC: Roles & Responsibilities****Teams & Teamwork CFCC: IV-G, V-A, IV-E** |
| **7/14 and 7/17** | **What do we need to know?****Vital Signs lab Medical Imaging Medical terminology****See Google calendar for lab and lecture** | **Guest Speaker – Dr. Greg Brooks, College of Nursing****Read Golper 3a and 3b Johnson, et al – Ch 9** | **PPC: Collaborative Practice Professional Duty Effective Communication IPEC: Roles & Responsibilities CFCC: IV-G, V-A** |
| **7/22** | **How do we communicate?** | **SBAR tool - see Canvas****Simulation: SBAR lab** | **PPC: Communication, Accountability****IPEC: Communication CFCC: V-A** |
| **7/29** | **How do we communicate** | **Simulation - delivering bad news** |  |
| **7/29** | **Medical SLP in pediatric medical settings** | **Chelcie McGrath and Merideth Birginske - Arkansas Children’s Hospital** | **PPC: Communication, Professional Duty, Collaborative Practice, Cultural competence IPEC: All of them CFCC: IV-G, V-A** |
| **7/31** | **How do we communicate?** | **Simulation - error disclosure & apology** |  |
| **8/4** | **What do we need to know?** | **Guest speaker – Dr. Melissa** | **PPC: Collaborative** |

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|  | **Lab values****Common Medications** | **Shipp; College of Pharmacy Read Johnson, et al Ch 8** | **Practice Professional Duty IPEC: Roles & Responsibilities CFCC: IV-G, V-A** |
| **8/02** | **Medical SLP in adult and pediatric settings****Read Johnson, et al Ch 2 & 7** | **Speakers:****Haley Grace Botkin, MS-SLP, SVI Simulation: Hard Conversations Chelsie McGrath, MS-SLP, ACH** | **PPC: Communication, Professional Duty, Collaborative Practice, Cultural competence IPEC: All of them CFCC: IV-G, V-A** |
| **8/05** | **How do we communicate? Motivational Interviewing** | **Dr. Anita Killins****Department of Physical Therapy** |  |
| **7/26** | **What do we do and say? Issues at the end of life** | **Read & Reflect*****Being Mortal*** | **PPC: Cultural Competence, Concern for Individuals Served, Collaborative Practice, Professional Duty IPEC: Values & Ethics; Roles & Responsibilities****CFCC: IV-G, V-A, V-A** |