

**CSD 6300 Medical Aspects of Speech Language Pathology
Summer 2022 (3 credit hours)**

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Prerequisites: Successful completion of CSD 6120 (Neurology) and 6230 (Dysphagia) are required before enrolling in this course

Required materials:

Selected readings will be posted to our Canvas course and/or disseminated via email
www.ihl.org (Institute for Healthcare Improvement)
www.ipec.org
www.speechpathology.com

Professional Issues in Speech-Language Pathology, 5th edition, M. Hudson & M. DeRuiter, 2021, Plural Publishing, ISBN13 978-1-63550-220-6

Make sure you have an account created at the IHI Open School and SpeechPathology.com Membership to the Medical SLP Collective (no cost)

Catalog 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.

Attendance

This course will utilize a combination of synchronous and asynchronous meeting times. Class attendance is expected at all synchronous meetings and class participation is **required** for class meeting times to be beneficial to all class members. Please be on time and prepared to participate, including sharing your screen if meeting is via Google Meets. Should circumstances prevent you from attending synchronous class meetings, prompt communication with the instructor is requested.

Professional conduct

Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, sentence structure). Points will be deducted for inadequate work.

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.

Lectures, slides, Echo lectures and test questions are considered to be intellectual property and some course components are protected by an additional copyright. For these reasons, students may not record any portions of a class or photograph slides without the express permission of the course instructor.

This course adheres to university guidelines regarding workload requirements per credit hour.

Course grading: 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 be based on percentage of points earned (see below):

40% - Patient Education/Health Literacy Project
20% - Discussions
40% - Journal Club Project

Grade schedule:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	less than 60%

Course learning outcomes

1. Students will demonstrate mastery of IPEC Core Competencies
 - a. Students will work with individuals of other professions to maintain a climate of mutual respect and shared values (Values & Ethics)
 - b. 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)
 - c. 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)
 - d. 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)
2. Students will meet CFCC Professional Practice Competencies related to: accountability, integrity, effective communication, concern for individuals served, cultural competence, professional duty and collaborative practice.

This course contributes to supporting Council for Academic Accreditation Standards 3.1B (Curriculum), 3.1.1B (Professional Practice Competencies), 3.1.6.B (Knowledge and Skills Applicable to Professional Practice) and 3.4B (Diversity).

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.

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: 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 (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and Disability Services at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disability Office is located in Room 219 of the Student Center, (501) 279-4019.

Time Management Expectations: For every class hour, the typical student should expect to spend at least two clock hours a week of problem solving, reading, reviewing, organizing notes, preparing for coming exams/quizzes and other activities that enhance learning.

Schedule of assignments: *Note: All assignments are subject to change at teacher discretion, but only in advance of the assignment.*

Date	Topic	Activity/Reading See Canvas	Learning Outcome/Standard Addressed
5/25	Who's Who in Medical SLP? Who are you?	Medical SLP (Johnson & Jacobson, pages 2-17) Golper, Chapter 1 Hudson & DeRuiter, Ch 15 - Service Delivery in Healthcare Settings	PPC: IPEC: CFCC: III-E, III-G, III-H, IV-G.2g Canvas Discussion #1- Service Delivery in Healthcare
5/31	Who are your patients?	SP.Com 9033 Role of SLP in TripleAim IHI Open School – Social Determinants of Health TA 102	PPC: IPEC: CFCC: Canvas Discussion #2 – Social Determinants of Health
6/10	Using Evidence in Medical SLP Practice	Read Bowen's <i>Right Type of Evidence</i> – Canvas link	PPC: IPEC: CFCC: Discussion #3 – The Best & The Worst
7/5	What do we need to know – Part I Infections, PPE, pain scale	Golper, Ch 2 Hudson & DeRuiter, Ch 22 Journal Club #1	PPC: IPEC: CFCC: III-E, III-F, III-G, IV-B, IV-G.3a Discussion #4 – Safety in the Workplace
7/6	What do we need to know? Part II Lab values Common Medications	Guest speaker – Dr. Melissa Shipp; College of Pharmacy	PPC: Collaborative Practice Professional Duty IPEC: R&R CFCC: V-B3b
7/7	Clinical Practice Vital Signs CN Exam BSSE Exam	Guest Speaker – Dr. Greg Brooks, College of Nursing	PPC: IPEC: CFCC:
7/8	Autonomy and end of life issues; hospice and palliative care	Guest speaker – Shari Eckmeyer, R N	PPC: Professional Duty Effective Communication Collaborative Practice

			Concern for Individual Served IPEC: T&T, IC CFCC: V-A, V-B3a, V-B3b
7/11	Health Literacy/Plain Language	Journal Club #2 Guest speaker – Emily Taylor – UAMS Promoting Access to Services - Hudson & DeRuiter, Ch 19 Journal Club #3	PPC: Accountability Integrity Professional Duty Effective Communication IPEC: All competencies CFCC: III-G, IV-G.3aV-A, V-B3a Discussion #5 - Promoting Access
7/12	What do we need to know?	Guest Speaker – Kasey Guill, MS, CCC-SLP Med SLP at UA Birmingham	PPC: IPEC: CFCC:
7/13	Pediatric Medical SLP practice	Guest speaker -Emily Pankey – ACH	PPC: IPEC: CFCC:
7/14		Journal Club #4	PPC: IPEC: CFCC:
7/15	Where are we in Medical SLP? How do we communicate? Medical terminology Prevention of medical errors Healthcare Economics	SBAR tool - IHI Peck, Chapter 2	PPC: IPEC: CFCC:
7/12			
	Journal Clubs (one each day)		PPC: Accountability Integrity Professional Duty IPEC: IC CFCC: IV-G, V-B3a, V-B1f, V-B2f
7/16 midnight			Health Literacy Project due on Canvas