

# Medical University of South Carolina

College of Health Professions  
Department of Rehabilitation Sciences  
Division of Speech-Language Pathology

## Clinical Rotation III

Course Faculty: Lori-Ann Ferraro, Ph.D., CCC-SLP  
Course Name: Clinical Rotation III  
Course Number: SLP 616-01  
Contact Hours: 3 semester hours  
Course Placement: Summer-Pediatrics-Various Practice Settings  
Course Time: Varied  
Course Location: Varied  
Course Dates: Varied  
Office Hours: By appointment  
Office Phone: 843-792-6946  
Emails: [ferrarlo@musc.edu](mailto:ferrarlo@musc.edu)

### COURSE TEXT & RESOURCES:

1. Hegde, M. N. & Kuyumjian, K. (2020). Clinical methods and practicum in speech-language pathology (6<sup>th</sup> ed.). Plural Publishing.
2. Hegde, M. N. (2018). Hegde's pocket guide to communication disorders (2<sup>nd</sup> ed.). Plural Publishing.
3. Hegde, M. N. (2018). Hegde's pocket guide to treatment in speech-language pathology (4<sup>th</sup> ed.). Plural Publishing.
4. Hegde, M. N. (2018). Hegde's pocket guide to evaluation in speech-language pathology (4<sup>th</sup> ed.). Plural Publishing.
5. Landis, K., Vander Woude, J., & Jongsma, A.E. (2004). The speech-language pathology treatment planner. Wiley.
6. Required videos, websites, etc. **TBD**
7. Additional readings, videos, and websites as listed on D2L. **TBD**

### DESCRIPTION:

In SLP 616-01: Clinical Rotation III, students will participate in supervised clinical training with pediatric patients. At the completion of this course, students will demonstrate growth in knowledge and skills in the areas of pediatric language, pediatric feeding and swallowing, articulation and phonology, craniofacial anomalies and genetic syndrome, and social communication disorders in various practice settings gained from their clinical experiences.

### PREREQUISITES:

Clinical Rotation I and II

### COURSE OBJECTIVES:

At the end of this course, with adequate supervision, and varying levels of participation and performance based on their current level in the program, students will be able to:

1. Complete clinical hours under the supervision of a Speech-Language Pathologist clinical educator with ASHA Certification with 9 months of full-time clinical experience and minimum of 2 hours of professional development in clinical instruction/supervision. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-E)
2. Complete observational clinical hours under the guidance of the Speech-Language Pathologist clinical educator including direct observations, video recordings, written records of speech, language, voice, cognitive, or swallowing evaluations or treatment sessions, with discussion or guided observations between clinical educator and student. These observations should include sessions in a variety of settings with differing disorders and patient populations. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-E)
3. Conduct screening and prevention activities or education under the supervision of the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
4. Conduct evaluation of speech, language, voice, cognitive, or swallowing function under the supervision of the Speech-Language Pathologist clinical educator including the collection and integration of case histories, selection and administration of appropriate evaluation procedures, observations, standardized and non-standardized tests, and instrumental procedures. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
5. Complete all oral and written documentation required in the clinical setting including evaluation report, documentation in client/patient record, and oral reports to caregiver/family and/or interdisciplinary team under the supervision of the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-A, IV-B)
6. Identify the appropriate diagnosis based on accurately interpreting, integrating and synthesizing data from evaluation procedures and make appropriate recommendations for interventions or referrals under the supervision of the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
7. Develop an appropriate intervention plan with client/patient specific measurable and achievable goals while collaborating with caregiver/family and/or interdisciplinary team all under the supervision of the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
8. Conduct the intervention plan with appropriate materials and tasks while measuring the client/patient progress and modifying the intervention plan as needed under the supervision of the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
9. Throughout all evaluation, treatment sessions, communicate effectively with the client/patient/caregiver while adapting to each individual's specific circumstances including preferred mode of communication, cultural/linguistic background under the supervision of the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
10. Ensure all clients/patients receive referrals or information regarding an interprofessional collaborative practice from all health professionals involved in the clients/patients care with guidance from the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)

11. Provide counselling and education regarding the clients/patients' evaluation and treatment to the client/patient, caregivers and family within HIPPA guidelines and under the supervision of the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
12. Conduct all interactions with client/patients, families, caregivers and interdisciplinary team adhering ASHA Code of Ethics and behaving professionally. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
13. Complete evaluations and treatment intervention with a diverse population across life span and a variety of speech, language and swallowing disorders in different clinical settings. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
14. Contribute to the completion of a minimum of 400 clock hours under the supervision of the Speech-Language Pathologist clinical educator and with a minimum of 375 direct client/patient contact. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)

**Council on Academic Accreditation (CAA)**

**Council For Clinical Certification in Audiology and Speech-Language Pathology (CFCC)**

**COURSE REQUIREMENTS AND EVALUATION:**

Students are expected to:

- To attend all clinic days, to participate in clinic, and to complete assignments as requested by the clinical educator.
- To participate in activities as they are arranged through the clinical instructor.
- To complete recommended reading assignments given by clinical instructor
- To take responsibility for getting adequate practice and information outside of clinic to increase learning success.
- To reach out to clinical instructor, or director of clinical education if any problems or difficulties arise
- To make arrangements for rescheduling if an emergency or other exceptional circumstance arises

**COURSE GRADING:**

This course will be evaluated on a Pass / No Pass basis. Evaluation will include clinical performance, submission of all "Weekly Clinical Feedback Forms," and adequate attendance. Full clinical grading information can be found in the SLP Clinical Handbook

**Pass**

- Final evaluation in the "pass" range
- Attended all clinical days and attempted reschedule for absences.
- Submit all "Weekly Clinical Feedback Forms."

**No pass**

- Violate HIPPA or other form of unethical behavior
- Final evaluation in the "no pass" range
- Did not attend all clinical days or attempt to reschedule for absences.
- Did not submit all "Weekly Clinical Feedback Forms."

## Intervention:

Students' acquisition of knowledge and skills will be reviewed by the course instructors at the mid-semester point and at the end of each semester. This will be accomplished through review of assessments, completion of course assignments, and outcomes from active learning exercises devoted to specific learning objectives. Should a deficit/difficulty be identified, an intervention plan will be developed and agreed upon by the division director, student, and course instructor. This intervention plan will be documented and have defined objectives and timelines, including documentation of the successful completion of the plan or other outcome. If the student does not fulfill requirements via the intervention plan, they will not pass the course. The intervention plan will be signed and dated and placed in the student's file with a copy provided to the student. Refer to the SLP Student Handbook for further information on interventions.

## COURSE ENGAGEMENT:

To be successful in this course, students must be engaged before, during, and after class.

Before class, student's engagement will include reading the material, watching lectures and case examples, taking the pre-class assessment, making notes of key information, and making notes of questions, which will be discussed in class.

During class, there will be active learning that will require your application of the knowledge gained before the class. During class, there will also be opportunity to have questions answered and for the course instructor to clarify and/or emphasize important points.

After class, students may need to complete an activity from that day. Students are encouraged to reflect on the key points learned and follow-up questions and to keep a record of the knowledge and skill(s) gained so that you can use it as a resource later in the program and when you are working as a SLP.

## PLAGIARISM STATEMENT:

According to the National Institutes of Health (2023), "Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit." In line with this NIH definition, the [MUSC Honor Code](#) defines plagiarism as "presenting the words, work, processes, or ideas of another as one's own in academic work, without proper acknowledgement of the source."

Words, processes, and ideas requiring acknowledgement may originate from a variety of sources, including printed works, speeches, presentations, recordings, machine generated (e.g. artificial intelligence), and/or Internet websites and documents. Citing the sources of words and ideas obtained from others is a requirement for ALL coursework. If a source is anonymous, as may be the case with some Internet documents, the source of the content must be cited using the conventions of the stated citation style. Prior to submitting an assignment, it is recommended to check your assignment with Turnitin. After receiving a Turnitin report on your writing, you should feel free to address issues raised by that report in a written message to your instructor.

## ARTIFICIAL INTELLIGENCE STATEMENT:

Artificial Intelligence (AI) tools can be useful for learning and may be permitted or encouraged, with acknowledgement, in some cases, as described by the course instructor. Your course faculty will let you know whether and how AI resources can be utilized for each assignment. It is the student's responsibility to cite all sources used in coursework and to ensure the information is accurate and credible. Use of AI, if allowed, should be acknowledged according to the expressed expectations of the course instructor and/or the citation style guide. AI is a fast-changing area being navigated by each user, discipline, and information scientists. Whenever in doubt, consult MUSC Librarians, who are our trained campus experts in this area.

Open discussion about any use of AI is an act of academic integrity entirely consistent with MUSC's culture of academic integrity and Code, as long as it is done with honesty, openness, and a forthright attempt to communicate how the student used sources. Agreeing to an Academic Integrity Code means MUSC faculty and students can engage openly in discussions of academic integrity generally, and any Turnitin report on the student's writing. Doing so during the drafting process, instead of after a due date, is the best practice. If the instructor has concern that a student's written work evidences any sign of plagiarism or inappropriate use of AI, the instructor will ask to meet with the student in order to discuss the student's writing process.

### *Definition*

Source – authors that are human or machine generated

### *Note*

We view writing as a process and encourage students to utilize the Center for Academic Excellence and Writing Center and allow time for several revisions before submission for grading.

### *Reference*

NIH. (2023, May 16). Research Misconduct – Definitions. Retrieved from: [https://grants.nih.gov/policy/research\\_integrity/definitions.htm#:~:text=Plagiarism%3A%20The%20appropriation%20of%20another,words%20without%20giving%20appropriate%20credit.](https://grants.nih.gov/policy/research_integrity/definitions.htm#:~:text=Plagiarism%3A%20The%20appropriation%20of%20another,words%20without%20giving%20appropriate%20credit.)

CLINICAL ROTATION III  
CLINICAL PROGRESSION SUGGESTIONS

The following schedule is a recommended progression. Please follow the direction of your individual clinical instructor.

Week(s)	Knowledge and Skills	Student Participation:
1	<p><b>*Student will provide link to the Weekly Clinical Feedback Form</b></p> <p>Orientation – to clinician’s style of supervision and plan for communication, hospital floors, medical records, location of items needed for evaluation and treatment, PPE, Professional expectations.</p> <p>Orientation to patient</p> <ol style="list-style-type: none"> <li>a. MD orders/referrals, precautions (infectious, positional, pending procedures)</li> <li>b. Lines, drains, equipment, O2 etc. in use if applicable.</li> </ol> <p>Observation of language/cognitive-communication evaluations and treatment sessions</p>	<p>With <b>maximum</b> support the student will:</p> <ol style="list-style-type: none"> <li>1. Verbally indicate understanding of important orientation items.</li> <li>2. Verbally indicate understanding of professional behavior with staff, patient, and families.</li> </ol> <p>For each patient session, with maximum support student will briefly discuss with the clinical instructor details of the patient’s diagnoses, history, results (if evaluation), and treatment plan if warranted.</p>
1- 3	<p>Knowledge and Skills Learned in Classes:</p> <ul style="list-style-type: none"> <li>• Transcribe word level speech using IPA</li> <li>• Oral-Mechanism Exam</li> <li>• Characterize stages of babbling and gesture development, and first words.</li> <li>• Simple understanding of autism spectrum disorder including history, basic understanding of ABA, and introduction to sensory processing disorder.</li> <li>• Vocabulary Interventions</li> <li>• Identifying phonological processes</li> <li>• Anatomy and physiology of pediatric swallowing.</li> <li>• Normal swallowing from infancy to school age child.</li> </ul>	<p>With <b>maximum</b> support student will:</p> <ol style="list-style-type: none"> <li>1. State the patient history (hx) and current status prior to session (diagnostic tests, scans, pending procedures, patient’s Medical POC).</li> <li>2. Gather items for assessment: assessment and treatment stimuli as directed by SLP</li> </ol> <p>For each patient session, with <b>Maximum</b> support student will:</p> <p>21<sup>st</sup> Century Skills (i.e., soft skills, professionalism):</p> <ol style="list-style-type: none"> <li>a. Student will model the clinical instructor’s communication with patient, caregivers, other healthcare professionals (e.g., OT, PT, MD), and all staff at the facility.</li> </ol>

	<ul style="list-style-type: none"> <li>• Interdisciplinary care team and pediatric dysphagia.</li> </ul>	<p>Assessment:</p> <ol style="list-style-type: none"> <li>Identify if the patient presented with a language, speech, and/or swallowing/feeding deficit.</li> </ol> <p>Treatment:</p> <ol style="list-style-type: none"> <li>Connecting the therapy activity with the treatment goals set out in the plan of care.</li> <li>Participate in treatment session alongside the clinical instructor.</li> <li>Record data during patient sessions.</li> <li>Observe and participate when appropriate in documentation including POC.</li> </ol>
4-6	<p>Knowledge and Skills Learned in Classes:</p> <ul style="list-style-type: none"> <li>• Administration of phonological assessments including GFTA-3, DEAP, and KLPA-3</li> <li>• Describe phonological processes and errors.</li> <li>• Discuss stress and intonation errors.</li> <li>• Differential diagnosis between phonological disorder and speech disorder</li> <li>• Demonstrate multiple strategies for vocabulary development intervention: auditory bombardment, VAULT, gesture/shape supports, signing.</li> <li>• Parent coaching principles, Hanen It Takes Two to Talk</li> <li>• Demonstrate intervention to support phrased speech.</li> <li>• Demonstrate basic knowledge of PECS, TEACCH, Hanen (More than Words) principles.</li> <li>• Introduction to Developmental Language Disorder</li> <li>• Differential Diagnosis between language variation vs. language disorder</li> </ul>	<p>With <b>moderate to maximum</b> support student will:</p> <ol style="list-style-type: none"> <li>State the patient history (hx) and current status prior to session (diagnostic tests, scans, pending procedures, pt's Medical POC).</li> <li>Gather items for assessment: assessment and treatment stimuli as directed by SLP</li> </ol> <p>For each patient session, with <b>moderate to maximum</b> support student will:</p> <p>21<sup>st</sup> Century Skills (i.e., soft skills, professionalism):</p> <ol style="list-style-type: none"> <li>Student will use professional communication with patient, caregivers, other healthcare professionals (e.g., OT, PT, MD), and all staff at the facility.</li> </ol> <p>Assessment:</p> <ol style="list-style-type: none"> <li>Participate in the administration of all assessments including language, speech, and/or clinical swallowing/feeding deficit.</li> <li>Participate in the scoring of any standardized assessment.</li> </ol>

	<ul style="list-style-type: none"> <li>• Emerging knowledge of language disorder including terminology debate and possible sub phenotypes</li> <li>• Preterm infants and feeding and swallowing disorders.</li> <li>• Full term infants and feeding and swallowing disorders.</li> <li>• Toddlers and feeding and swallowing disorders.</li> </ul>	<ul style="list-style-type: none"> <li>c. With maximum support, participate in the administration and interpretation of an MBSS</li> </ul> <p>Treatment:</p> <ul style="list-style-type: none"> <li>a. Carry out goals and plan of the clinical instructor in the therapy session.</li> <li>b. Record data during patient sessions-if possible, into EHR used in the facility, if not, on a separate document.</li> <li>c. Participate in when appropriate in documentation including POC.</li> </ul>
<p>7-9</p>	<p>Knowledge and Skills Learned in Classes:</p> <ul style="list-style-type: none"> <li>• Treatment for phonological disorders including phonological awareness, cycles, multiple oppositions complexity approach.</li> <li>• Emerging knowledge of CAS, and therapy approaches including PROMPT and Kaufman Protocol</li> <li>• Knowledge of syntactic structures and morphological development</li> <li>• Calculating MLU and discussing Brown’s Morphemes</li> <li>• Interventions for morphosyntax including statistical learning, Toy Talk (Hadley)</li> <li>• Formal and informal assessments of Developmental Language Disorder</li> <li>• Language profiles for children in special populations including cerebral palsy and intellectual disability</li> <li>• Older children and feeding and swallowing disorders</li> <li>• Special populations and feeding and swallowing disorders</li> <li>• Evaluation and assessment of pediatric feeding and swallowing disorders</li> </ul>	<p>With <b>moderate to maximum</b> support student will:</p> <p>For each patient session, with <b>moderate to maximum</b> support student will:</p> <p>21<sup>st</sup> Century Skills (i.e., soft skills, professionalism):</p> <ul style="list-style-type: none"> <li>a. Student will use professional communication with patient, caregivers, other healthcare professionals (e.g., OT, PT, MD), and all staff at the facility.</li> <li>b. Student will review therapy session with caregivers and other medical professionals as necessary.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>a. Administer and score: GFTA-3, OWLS-2, CELF-5, CELF-P, DEAP, KLPA-3, PLS-5.</li> <li>b. Participate in the administration and scoring of all other assessments including language, speech, and/or clinical swallowing/feeding deficit.</li> <li>c. Participate in the administration and interpretation of an MBSS.</li> <li>d. Participate in the write up of an initial evaluation and creation of</li> </ul>



		<p>the plan of care and establishing long-term and short-term goals.</p> <p>Treatment:</p> <ul style="list-style-type: none"> <li>e. Create lesson plans for sessions based on already established goals in the plan of care.</li> <li>f. Record data and complete daily notes -if possible, into EHR used in the facility, if not, on a separate document for each treatment session.</li> <li>g. Participate in the write up/documentation of discharge summaries.</li> </ul>
10-12	<p>Knowledge and Skills Learned in Classes:</p> <ul style="list-style-type: none"> <li>• Motor speech disorders in preschoolers and school age children</li> <li>• Residual /r/ distortions and lisps (frontal and lateral)</li> <li>• Oral motor exercises and why they don't work</li> <li>• Accent Modification</li> <li>• Stages of play, typical vs. atypical play development and importance of play in learning</li> <li>• Language profiles for children with Down Syndrome</li> <li>• Multilingual and multicultural considerations in developmental milestones</li> <li>• Multilingual and multicultural considerations in assessment and patient focused care</li> <li>• Evaluation and assessment of pediatric feeding and swallowing disorders</li> <li>• Treatment of pediatric feeding and swallowing disorders.</li> </ul>	<p>With <b>moderate to maximum</b> support student will:</p> <p>For each patient session, with <b>moderate to maximum</b> support student will:</p> <p>21<sup>st</sup> Century Skills (i.e., soft skills, professionalism):</p> <ul style="list-style-type: none"> <li>a. Student will use professional communication with patient, caregivers, other healthcare professionals (e.g., OT, PT, MD), and all staff at the facility.</li> <li>b. Student will review therapy session with caregivers and other medical professionals as necessary.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>c. Administer and score all standardized assessments.</li> <li>d. Participate in the clinical swallowing/feeding evaluations.</li> <li>e. Participate in the administration and interpretation of an MBSS.</li> <li>f. Participate in the write up of an initial evaluation and creation of the plan of care and establishing long-term and short-term goals.</li> </ul>

		<p>Treatment:</p> <ul style="list-style-type: none"> <li>g. Create lesson plans for sessions based on already established goals in the plan of care.</li> <li>h. Record data and complete daily notes -if possible, into EHR used in the facility, if not, on a separate document for each treatment session.</li> <li>i. Participate in the write up/documentation of discharge summaries.</li> </ul>
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ESSENTIAL COURSE INFORMATION  
SYLLABUS ADDENDUM—FALL 2023

COLLABORATION WITH FACULTY

- ❑ We want “our” learning/teaching experiences to be collaborative, enriched, and successful.
- ❑ Your feedback to faculty *during the semester* is especially useful to solving problems, and resolving miscommunications, so please make the effort to communicate with your course instructors, Faculty Academic Advisor, and Director of Clinical Education as soon as your issues and concerns arise.
- ❑ IF you have a planned or unexpected absence from class, all students MUST use the following link: <https://redcap.musc.edu/surveys/?s=XYNTAAFLFX8ETHK3> .

CENTER FOR ACADEMIC EXCELLENCE (CAE)

- ❑ CAE is free of charge and provides opportunities to improve your learning strategies.
- ❑ The CAE is available to assist you with time management, study skills, test-taking, writing, and tutoring.
- ❑ Using the CAE has no effect on your course grades.
- ❑ <https://education.musc.edu/students/cae-and-writing>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

- ❑ CAPS is free of charge to all MUSC students and provides opportunities for personal growth.
- ❑ For example, if you are troubled, worried, losing sleep, having trouble concentrating in class, getting low grades, depressed, having interpersonal difficulties at home or at school, misusing alcohol or other substances, please consult CAPS.
- ❑ Your accessing CAPS services does not affect your course grades.
- ❑ <https://education.musc.edu/students/caps/student-services>

## ACADEMIC HONESTY

- ❑ Academic misconduct guidelines and the Honor Code are firmly upheld.
- ❑ Students are referred to the *Academic Dishonesty Guidelines* in the Student Policies and Procedures Handbook, and the *Honor Code* on the MUSC website: <https://education.musc.edu/students/enrollment/bulletin/honor-code>.
- ❑ Plagiarism—this involves using the ideas or words of others without attribution—merely changing a word or two in someone else’s sentence *is paraphrase plagiarism*; lifting a phrase of four words or more without using quotations and a citation is *verbatim plagiarism*. When using terms, phrases, or ideas of other writers, you are required to use quotation marks and full citations (author, year, and page number). Please see the APA manual for citation procedures.
- ❑ A finding of academic dishonesty by the Honor Council can be grounds for probation or dismissal from the University.

## HEALTH RECORDS

- ❑ If your health immunizations and other health records (e.g., CPR certification, etc.) are *not up-to-date*, a *hold* will be placed on your course registration.
- ❑ You will *not* be allowed to attend classes or other academic/clinical activities *if you are not registered*.

## TUITION

- ❑ If your tuition is *not paid*, a *hold* will be placed on your registration.
- ❑ You will *not* be allowed to attend classes or other academic/clinical activities *if you are not registered*.

## CLASS POLICIES

- ❑ Class attendance and participation are expected of graduate students in the health professions. Your grade may be impacted for lack of attendance, lack of participation, late arrival to class, late submission of assignments, or other unprofessional behavior, at the discretion of the course instructors.
- ❑ Please notify the course instructor, at least two hours prior to class, either by email or voice mail if you are ever unable to attend a class session or cannot complete an assignment on time because of illness or another emergency. If you are absent, you may be asked to provide appropriate documentation for your absence (e.g. doctor’s note, funeral notice).
- ❑ IF you have a planned or unexpected absence from class, all students MUST use the following link to report their absence: <https://redcap.musc.edu/surveys/?s=XYNTAAFLFX8ETHK3> .
- ❑ Cell phones are *not permitted* during class times unless there is an unexpected emergency that requires immediate attention.
- ❑ While laptops are permitted, they should be strictly used for course material/learning. Students should NOT use laptops during class for personal tasks (i.e., shopping).

## ACCOMMODATIONS

- ❑ Students requesting accommodations for any type of learning experiences and/or testing must have the appropriate documentation. The request for accommodations is made

through the MUSC ADA compliance officer. For more information as well as the necessary request form, please visit the following website: <https://education.musc.edu/leadership/diversity/ada-resources>.

- ❑ Clinical facilities may not be able to provide the same accommodations. Students need to be proactive with the DCE and clinical facility to address the necessary accommodation/s.

## EMAIL ETIQUETTE

Students are expected to use a professional tone in all email exchanges. Students can expect to receive a response from their course instructor within 48 hours during the work week. For example, if you email the instructor at 4:00 PM on Friday, you can expect to receive a response by the end of business on Tuesday. If you do not hear back by that time, it is appropriate to re-send your email with a gentle reminder. Minimum expectations include the following:

- ❑ Greet the person appropriately (i.e., Dr. XX, Instructor XX), and sign off with your name;
- ❑ Be polite and constructive;
- ❑ Don't "vent" or argue in an email message.
- ❑ Be mindful that email exchanges are different than in-person communication. Students are encouraged to request a meeting to discuss sensitive/important information.

## COURSE EVALUATION STATEMENT

- ❑ The Medical University and the College of Health Professions require each student to complete an on-line evaluation of every course.
- ❑ An e-mail will be sent to your MUSC e-mail account prior to the end of the course providing you with a link to the on-line course evaluation. The evaluation is short and should only take a few minutes of your time.
- ❑ We expect your participation as a mechanism to ensure that we continue to improve the educational quality of every course and program in the College of Health Professions.
- ❑ Comments should be constructive and professional regarding the specific course. If you have more general concerns about the program (academic or clinical), then please contact Drs. Pelatti and Ferraro, respectively.
- ❑ ***Please be assured that all student input is anonymous.*** There is no mechanism for course instructors to track comments or scores back to a particular student. Course instructors, faculty, and program directors will only receive a summary of the scores and a summary of the typed comments. While all feedback is anonymous, course instructors see and read all comments. Please make sure all comments are constructive and professional; this is not the venue to complain or vent about program concerns.

All program policies are included in the student handbook, which is available here:

<https://musc.policymtech.com/dotNet/documents/?docid=16056&public=true>

## CONTACT US

- ❑ Your Course Instructor/s and/or Faculty Advisor. *This is your first step.*
- ❑ **Mrs. Lauren Dickerson**, Assistant Director of Student Services & Program Coordinator, 843-792-2115 or [meltonl@musc.edu](mailto:meltonl@musc.edu). Mrs. Dickerson is our program registrar; she maintains your official grade records, registers you for courses, etc.

- **Dr. Christina Pelatti**, Program/Division Director, Speech-Language Pathology, Department of Rehabilitation Sciences, 843-792-3348 or [pelatti@musc.edu](mailto:pelatti@musc.edu)