

# Professionalism and Communication in Sports Healthcare

ATR4018 | 3 Credits | Summer B 2025

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## Course Info

### INSTRUCTOR

Christopher Brown PhD, LAT, ATC, CSCS, TSAC-F, PES, OPE-C  
Clinical Associate Professor  
Doctor of Athletic Training Program  
Office Location: FLG122  
Phone: 352-294-1070  
Email: [cdbrown7@ufl.edu](mailto:cdbrown7@ufl.edu)

### OFFICE HOURS

By appointment (click [HERE](#))

### MEETING TIME/LOCATION

Class times: TBA  
Access course through Canvas on UF e-Learning  
(<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure

## COURSE DESCRIPTION

Foundational knowledge course in professionalism, inter-professional cooperation, cultural competence, client interactions, and basic legal concepts related to sport and exercise.

## PREREQUISITE KNOWLEDGE AND SKILLS

Students must be APK majors at junior or higher class standing by credit hours.

## REQUIRED AND RECOMMENDED MATERIALS

### Textbooks:

*Communication Skills for the Healthcare Professional (2<sup>nd</sup> edition)*: 2020

Author: McCorry and Mason

ISBN: 978-1496394903

Publisher: Wolters Kluwer

### Additional Resources:

Located on the CANVAS webpage for the course.

### **COURSE FORMAT**

This course will utilize a lecture and assignment approach. During the first portion of the course, you will be able to watch lectures on CANVAS and participate in discussions/assignments within the CANVAS shell. I will provide PowerPoint slides for you to access for information about specific points. You will need to review this information as well as the information in the textbook and from alternative readings for this course. You will be expected to be active learners outside of the classroom. During the in-country portion of the course, we will transition to an in-person format with lectures and discussions in the classroom. Cultural and professional activities will also count towards course credit.

### **COURSE LEARNING OBJECTIVES:**

1. Recognize basic communication skills and professional behavior within sport and exercise settings.
2. Distinguish between effective versus ineffective communication used in an inter-professional sport, exercise and/or wellness environment and explain communication's potential impact with patients, clients, consumers, families, and the wellness team.
3. Discuss concepts of effective teamwork within the sport, exercise and/or wellness setting.
4. Explore how cultural differences may influence client interactions and communication.
5. Recognize the legal and ethical standards applicable to sport, exercise and wellness settings.
6. Recognize and integrate skills needed for workplace professionalism, such as job application materials, graduate school application documents, electronic communication, expectations for transition to employment, etc.

## **Course & University Policies**

### **ATTENDANCE POLICY**

Participation will be graded based on attendance for outside class activities. Participation is required for the course and is worth 25% of the final grade.

#### Excused Absences:

- Illnesses
  - Need a Note/Verification of Visit from a Provider
- UF Policy on Attendance:
  - <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

#### Participation Grading rubric:

Unexcused Absence	Points Deducted from the previous total	Score
0	0	25%
1	0.625	24.375%
2	1.25	23.125%
3	2.45	20.625%
4	3.75	16.875%
5	6.25	10.625%
6+	10.625	0%

## PERSONAL CONDUCT POLICY

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Student Honor Code and Conduct Code \(Regulation 4.040\)](#) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

## APPROPRIATE USE OF AI TECHNOLOGY

The UF Honor Code strictly prohibits [cheating](#). The use of any materials or resources prepared by another person or Entity (inclusive of generative AI tools) without the other person or Entity’s express consent or without proper attribution to the other person or Entity is considered *cheating*. Additionally, the use of any materials or resources, through any medium, which the Faculty / Instructor has not given express permission to use and that may confer an academic benefit to a student, constitutes *cheating*. In some instances within this course, the use of AI tools will facilitate student development of skills and knowledge acquisition within the stated learning objectives. However, in other components, the use of any AI enabled tool in this course substantially compromises the student’s ability to achieve the stated learning objectives. If AI is permissible on an assignment or assessment there will be a statement clarifying acceptable AI use for that respective learning assessment. When students opt to leverage AI tools to augment their submitted products, they will be expected to appropriately cite the tool(s) utilized. Further, students will be held accountable under the scope of the UF Student Honor Code & Conduct Code for the content of all work they submit (including the portions that may have been produced in part or whole by an external Entity—inclusive of AI). Thus, students should engage in active editorial and underwriting efforts to ensure the totality of the work submitted reflects their intentions and ethical values. If there is no statement of appropriate use please do not use AI.

## IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without the permission of the instructor is prohibited.

To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## EXAM MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. Please follow the UF attendance policy outlined below.

*Requirements for class attendance and make-ups, assignments, and other work are consistent with the university policies that can be found at*

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

## ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: (1) The email they receive from GatorEvals, (2) Their Canvas course menu under GatorEvals, or (3) The central portal located [here](#). Guidance on how to provide constructive feedback is available at [the gator evals site](#). Students will be notified when the evaluation period opens. Summaries of course evaluation results are also available at [the gator evals site](#).

## Getting Help

### HEALTH & WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- **University Police Department:** Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; or visit the [UF Health Emergency Room and Trauma Center website](#).
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

### ACADEMIC RESOURCES

- **E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

- **Student Complaints & Grievances:** Students are encouraged to communicate first with the involved person(s), but [here](#) is more information on the appropriate reporting process.

## APK ADMINISTRATORS

For suggestions or concerns related to APK courses or programming, please reach out to any of the following:

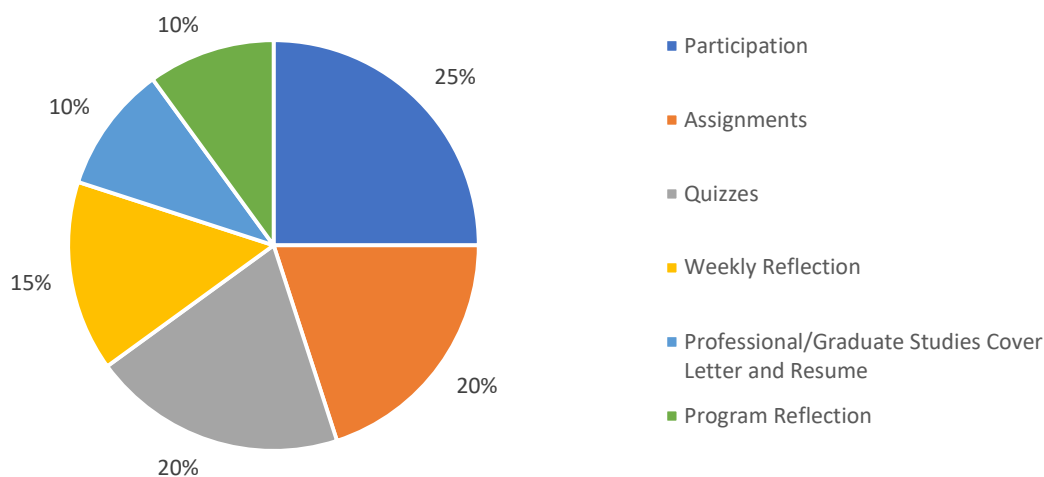
- Dr. David Vaillancourt (he/him), APK Department Chair, [vcourt@ufl.edu](mailto:vcourt@ufl.edu)
- Dr. Demetra Christou (she/her), APK Department Vice Chair, [ddchristou@hwp.ufl.edu](mailto:ddchristou@hwp.ufl.edu)
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, [rachaelseidler@ufl.edu](mailto:rachaelseidler@ufl.edu)

Dr. Joslyn Ahlgren (she/her), APK Undergraduate Coordinator, [jahlgren@ufl.edu](mailto:jahlgren@ufl.edu)

## Grading

Evaluation Components	Approximate % of Total Grade
Participation in Program Activities	25%
Assignments*5	20%
Quizzes*4	20%
Weekly Reflections*3	15%
Professional/Graduate Studies Cover Letter and Resume	10%
End of Program Reflection	10%

Grade Breakdown






### 1. Participation in Study Abroad activities (25%) (LO# 1-6)

- All students will attend all study abroad cultural and professional activities
- Participation Grading rubric:

Unexcused Absence	Points Deducted from the previous total	Score
0	0	25%
1	0.625	24.375%
2	1.25	23.125%
3	2.45	20.625%
4	3.75	16.875%
5	6.25	10.625%
6+	10.625	0%

## 2. Assignments (20%) (LO# 1-6)




### a. Upset Patient Role-Play

Upset Patient Video Role Play   			
Criteria	Ratings		Pts
You look really upset	1.5 pts Full Marks	0 pts No Marks	1.5 pts
Tell me about it.	1.5 pts Full Marks	0 pts No Marks	1.5 pts
I am so sorry that happened to you / you feel that way.	1.5 pts Full Marks	0 pts No Marks	1.5 pts
What would you like me to do to help you?	1.5 pts Full Marks	0 pts No Marks	1.5 pts
Here is what I suggest we do next.	1.5 pts Full Marks	0 pts No Marks	1.5 pts
Thanks for telling me how you are really feeling.	1.5 pts Full Marks	0 pts No Marks	1.5 pts
Clinician gave an actual suggestion to "upset patient".	1 pts Full Marks	0 pts No Marks	1 pts

Total Points: 10

i.

### b. Interview Video

Interview Video Rubric   				
Criteria	Ratings			Pts
Types of mistakes	4 pts Full Marks 5 types of mistakes were found and labeled with video times	2.4 pts Partial Credit Fewer than 5 mistakes were found or labeled with video times.	0 pts No Marks	4 pts
Description/explanation of mistakes	3 pts Full Marks All 5 mistake types were explained/described.	1.8 pts Partial Credit Fewer than 5 mistake types were explained/described.	0 pts No Marks	3 pts
Alternative to the mistake	3 pts Full Marks Alternative appropriate actions were given for all 5 mistake types.	1.8 pts Partial Credit Alternative appropriate actions were given for fewer than 5 mistake types.	0 pts No Marks	3 pts

Total Points: 10

i.




c. Nonverbal Strategies

Nonverbal Strategies   					
Criteria	Ratings				Pts
<b>Nonverbal Strategies</b> List 3 nonverbal strategies you could/would employ with a patient population/clinical practice of your choice.	<b>3 pts</b> <b>3 Strategies</b> Three strategies listed with multiple mentions of 2-3 assigned papers through the submission.	<b>2 pts</b> <b>2 Strategies</b> Two strategies listed with multiple mentions of 2-3 assigned papers through the submission. Or, 3 strategies listed with minimal mention of assigned papers.	<b>1 pts</b> <b>1 Strategy Discussed</b> One strategies listed with multiple mentions of 2-3 assigned papers through the submission. Or, 2-3 strategies listed with no mention of assigned papers.	<b>0 pts</b> <b>No Marks</b>	3 pts
<b>Effectiveness</b> Why do you think those strategies would be successful with your chosen population/clinical practice?	<b>3 pts</b> <b>3 Strategies Discussed</b>	<b>2 pts</b> <b>2 Strategies Discussed</b>	<b>1 pts</b> <b>1 Strategy Discussed</b>	<b>0 pts</b> <b>No Marks</b>	3 pts
<b>Challenges</b> What challenges could/would you face with implementing these strategies with your chosen population/clinical practice?	<b>3 pts</b> <b>3 Strategies Discussed</b>	<b>2 pts</b> <b>2 Strategies Discussed</b>	<b>1 pts</b> <b>1 Strategy Discussed</b>	<b>0 pts</b> <b>No Marks</b>	3 pts
<b>Timing</b> Would they be appropriate at certain times and not others?	<b>3 pts</b> <b>3 Strategies Discussed</b>	<b>2 pts</b> <b>2 Strategies Discussed</b>	<b>1 pts</b> <b>1 Strategy Discussed</b>	<b>0 pts</b> <b>No Marks</b>	3 pts
<b>Formatting</b> 1. Please type your response on 1-2 pages (more than 1 page less than 2). Name, course title, etc. don't count 2. 12 point font 3. Double Spaced 4. Spelling and grammar are correct.	<b>3 pts</b> <b>All formatting is correct</b>	<b>2 pts</b> <b>1-2 issues with format</b>	<b>1 pts</b> <b>3-4 issues with format</b>	<b>0 pts</b> <b>No Marks</b>	3 pts
Total Points: 15					

i.



d. Modifying Communication Scenarios

Modifying Communication Rubric   				
Criteria	Ratings			Pts
Address Student adequately describes how they would address patient	2 pts Full Marks	0 pts No Marks		2 pts
Effective Strategies Student adequately describes 2 effective strategies to help deal with the terminal patient.	2 pts Full Marks	1 pts Partial Only one strategy is described.	0 pts No Marks	2 pts
Ineffective Strategies Student adequately describes 2 ineffective strategies to help deal with the terminal patient.	2 pts Full Marks	1 pts Partial Only one strategy is described.	0 pts No Marks	2 pts
Effective Strategies Student adequately describes 2 effective strategies to help deal with the down syndrome patient.	2 pts Full Marks	1 pts Partial Only one strategy is described.	0 pts No Marks	2 pts
Ineffective Strategies Student adequately describes 2 ineffective strategies to help deal with the down syndrome patient.	2 pts Full Marks	1 pts Partial Only one strategy is described.	0 pts No Marks	2 pts

Total Points: 10

i.  
e. Adapting Communication Scenarios

Adapting Communication Rubric   				
Criteria	Ratings			Pts
Simplify Student can identify at least 3 ways to simplify the patient interaction.	3 pts Full Marks 3 ways identified	1.5 pts Partial Credit 1-2 ways identified to simplify the interaction.	0 pts No Marks	3 pts
Difficulties Student can identify at least 2 reasons the patient interaction would be difficult	2 pts Full Marks 2 ways identified	1 pts Partial Credit 1 way identified to simplify the interaction.	0 pts No Marks	2 pts
Strategies Student can identify at least 3 ways to effectively communicate during the patient interaction	5 pts Full Marks 3 ways identified	2.5 pts Partial Credit 1-2 ways identified to simplify the interaction.	0 pts No Marks	5 pts

Total Points: 10

i.  
3. Quizzes (20%) (LO# 1-5)

- E-learning quizzes will take place through CANVAS and will require the use of Honorlock (details in CANVAS).
- You may use your book and notes.
- Quizzes will be timed.
- The questions will be like the chapter "Objective" questions at the end of each chapter of the McCorry and Mason textbook.

4. Weekly Reflection (15%) (LO# 1-6)



- a. Students will complete a weekly reflection detailing their reaction and professional interest in all study abroad cultural and professional activities during the previous week. The reflections should be clear, relevant to the activities and the student's professional goals, and of a higher level of assessment than just simple description of the experiences.

Criteria	Ratings				Pts
<b>Clarity</b> The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.	<b>5 pts</b> <b>Full Marks</b> The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.	<b>4 pts</b> <b>Minor Issues</b> Minor, infrequent lapses in clarity and accuracy.	<b>2 pts</b> <b>Major Issues</b> There are frequent lapses in clarity and accuracy	<b>0 pts</b> <b>No Marks</b>	5 pts
<b>Relevance</b> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.	<b>5 pts</b> <b>Full Marks</b> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.	<b>2.5 pts</b> <b>Issues</b> Student makes attempts to demonstrate relevance, but the relevance is unclear to the grader.		<b>0 pts</b> <b>No Marks</b>	5 pts
<b>Analysis</b> The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.	<b>10 pts</b> <b>Full Marks</b> The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts. The reflection may demonstrate the ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.	<b>5 pts</b> <b>Major Issues</b> Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis. The reflection is more a description of the events.		<b>0 pts</b> <b>No Marks</b>	10 pts

Total Points: 20

i.  
5. Professional/Graduate Studies Cover Letter and Resume (10%) (LO# 1,6)

- a. Students will design a professional cover letter and resume

Criteria	Ratings				Pts
<b>Cover Letter</b> Student turned in a cover letter and had the UF Career Connections Center review the cover letter. The student accepted the revisions and made changes suggested by the UF Career Connections Center.	<b>10 pts</b> <b>Full Marks</b> Student turned in a cover letter and had the UF Career Connections Center review the cover letter. The student accepted the revisions and made changes suggested by the UF Career Connections Center.	<b>7.5 pts</b> <b>No Proof</b> Student turned in a cover letter but did not have proof the UF Career Connections Center reviewed the cover letter	<b>2.5 pts</b> <b>Unprofessional and No Proof</b> Student turned in an unprofessional cover letter with multiple grammatical errors that was not reviewed by the Career Connection Center.	<b>0 pts</b> <b>No Marks</b>	10 pts
<b>Resume</b> Student turned in a resume and had the UF Career Connections Center review the resume. The student accepted the revisions and made changes suggested by the UF Career Connections Center.	<b>10 pts</b> <b>Full Marks</b> Student turned in a resume and had the UF Career Connections Center review the resume. The student accepted the revisions and made changes suggested by the UF Career Connections Center.	<b>7.5 pts</b> <b>No Proof</b> Student turned in a resume but did not have proof the UF Career Connections Center reviewed the resume.	<b>2.5 pts</b> <b>Unprofessional and No Proof</b> Student turned in an unprofessional resume with multiple grammatical errors that was not reviewed by the Career Connection Center.	<b>0 pts</b> <b>No Marks</b>	10 pts

Total Points: 20

a.

## 6. End of Program Reflection (10%) (LO# 1,6)

- a. Students will complete a cumulative reflection detailing their reaction and professional interest in all study abroad cultural and professional activities during the program. The reflections should be clear, relevant to the activities and the student's professional goals, and of a higher level of assessment than just simple description of the experiences.

Criteria	Ratings				Pts
<b>Clarity</b> The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.	<b>5 pts</b> <b>Full Marks</b> The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.	<b>4 pts</b> <b>Minor Issues</b> Minor, infrequent lapses in clarity and accuracy.	<b>2 pts</b> <b>Major Issues</b> There are frequent lapses in clarity and accuracy.	<b>0 pts</b> <b>No Marks</b>	5 pts
<b>Relevance</b> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.	<b>5 pts</b> <b>Full Marks</b> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.	<b>2.5 pts</b> <b>Issues</b> Student makes attempts to demonstrate relevance, but the relevance is unclear to the grader.		<b>0 pts</b> <b>No Marks</b>	5 pts
<b>Analysis</b> The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.	<b>10 pts</b> <b>Full Marks</b> The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts. The reflection may demonstrate the ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.	<b>5 pts</b> <b>Major Issues</b> Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis. The reflection is more a description of the events.		<b>0 pts</b> <b>No Marks</b>	10 pts

b.

Total Points: 20

## GRADING SCALE

Please allow at least 5 business days for exams to be graded and uploaded onto Canvas. If there is a question about grades, please schedule a time with the instructor or TA to discuss.

More detailed information regarding current UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>." "Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly."

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	89.5-100	4.0
B+	86.5-89.4	3.33
B	79.5-86.4	3.0
C+	76.5-79.4	2.33
C	69.5-76.4	2.0
D	59.5-69.4	1.0
E	0-59	0

\*We will round up to the nearest whole number from 0.5

## Weekly Course Schedule

	Main Reading	Date Open	Assignments
<u>Pre-Ireland Module</u> Syllabus/Class Introduction	M&M Chapter 1	6/30	1. Intro to Comm and Electronic Comm Quiz (Due 7/3)
Electronic Comm Skills	M&M Chapter 10	6/30	1. Interview Video Assessment (Due 7/3)
<u>Ireland Week-1</u> Non-Verbal Comm	M&M Chapter 2	7/6	1. Nonverbal Strategies (Due 7/13)
Verbal Comm	M&M Chapter 3	7/6	1. Nonverbal and Verbal Comm Quiz (Due 7/13) 2. Upset Patient Role Play (Due 7/13) 3. Weekly Reflection #1 (Due 7/13)
<u>Ireland Week-2</u> Modifying Comm to Patient's Unique Needs	M&M Chapter 5	7/14	1. Modifying Comm Scenarios (Due 7/20)
Adapting Comm to a Patient's Ability to Understand	M&M Chapter 6	7/14	1. Modifying and Adapting Comm Quiz (Due 7/20) 2. Weekly Reflection #2 (7/20)
<u>Ireland Week-3</u> Patient/Client Education	M&M Chapter 9	7/21	1. Adapting Comm Scenarios (Due 7/27)
Interprofessional Teamwork and Comm	M&M Chapter 4	7/21	1. Patient Education and Interprofessional Education Quiz (Due 7/27) 2. Weekly Reflection #3 (7/27)
<u>Ireland Week-4</u> Resume /Cover-letter	M&M Chapter 11	6/30	1. Cover Letter/Resume Draft (Due 7/27)
<u>Post-Ireland Module</u>		6/30	1. Cover Letter/Resume (Due 8/5) 2. Program Reflection (Due 8/5)