

## Calendar of Events

info@msccslpceus.org

February 21, 2026  
- February 21, 2026

**Functional Dysphagia: A GI Psychologist's Perspective & Treatment Interventions**  
08:30 AM - 11:30 AM PST

*Dr. Rebecca Klam, PsyD, serves as Section Chief of Psychology and Director of the Digestive Disease Behavioral Medicine Program at Tampa General Hospital, a leading academic medical center in Florida. A Clinical Health Psychologist by training, she specializes in eating disorders, obesity medicine, and complex digestive diseases, with advanced expertise in gastrointestinal (GI) psychology. Her clinical and programmatic work focuses on integrating behavioral health into multidisciplinary medical teams to improve outcomes for patients with complex GI and swallowing disorders.*

*Dr. Klam utilizes evidence-based therapies, mindfulness interventions, and comprehensive psychological assessments to help patients manage the interaction between mental and physical health, particularly within the gut-brain axis. She is passionate about developing sustainable models of integrated care that promote collaboration among gastroenterologists, surgeons, dietitians, and speech-language pathologists to enhance patient experience and treatment outcomes.*

*In addition to her clinical and leadership roles, Dr. Klam has extensive experience in program development, process improvement, and leadership training, with additional education in the business of healthcare. Her ongoing mission is to advance the role of psychology within medical systems, expanding access to behavioral medicine services and promoting whole-person, evidence-based care for individuals with complex medical and gastrointestinal conditions.*

*Disclosures: Dr. Klam received an honorarium from MSCC.*

*Facilitator: Kim Gully, MS, CCC-SLP, CCM, CBIST*

*Disclosures: President & ASHA Continuing Education Administrator (CEA) of MSCC, Founder and Leader of New Start Support Group for TBI Survivors*

*Course Description: Functional dysphagia presents a complex clinical challenge for speech-language pathologists, as symptoms of impaired swallowing often occur in the absence of identifiable structural or neurological abnormalities. This presentation explores the intersection between gastrointestinal physiology, the autonomic nervous system, and psychological processes that contribute to the experience and persistence of dysphagia symptoms. Drawing from the growing field of psychogastroenterology, participants will gain a deeper understanding of the brain-gut axis and its relevance to the assessment and treatment of functional swallowing disorders.*

*Led by Dr. Rebecca Klam, a clinical health psychologist specializing in digestive disease and behavioral medicine, this course will examine how stress, anxiety, trauma, and visceral hypervigilance influence upper GI function and sensory perception. Dr. Klam will review evidence-based behavioral and psychological interventions that complement traditional dysphagia therapy, including interoceptive awareness training, gut-directed hypnotherapy, exposure-based approaches, and relaxation strategies targeting the vagal system.*

*The lecture will integrate current research, case vignettes, and interdisciplinary models of care highlighting collaboration between SLPs, gastroenterologists, and behavioral health specialists. By the end of the session, participants will be equipped to identify functional dysphagia presentations, educate patients about the brain-gut connection, and incorporate behavioral principles into their treatment planning. This session is designed for clinicians who wish to expand their understanding of functional dysphagia beyond anatomy and physiology, toward a biopsychosocial framework that addresses*

*both the mind and body components of swallowing.*

*Instructional Level: Intermediate  
Speech-Language Pathologists*

*Target Audience:*

**Learner Objectives**

*Describe the role of the brain–gut axis and autonomic regulation in the pathophysiology of functional dysphagia.*

*Differentiate functional dysphagia from structural and neurological swallowing disorders using a biopsychosocial lens.*

*Identify psychological factors (e.g., anxiety, hypervigilance, trauma) that contribute to symptom perpetuation in functional dysphagia.*

*Apply evidence-based behavioral and psychogastroenterological strategies to complement traditional dysphagia treatment approaches.*

**Time ordered agenda**

*Introduction (15 min)*

*The Brain–Gut Axis and Swallowing (30 min)*

*Psychological Mechanisms in Functional Dysphagia (15 min)*

*Behavioral Treatment Approaches (60 min)*

*Interdisciplinary Collaboration (20 min)*

*Clinical Application and Case Review (30 min)*

*Q&A and Knowledge Check (10 min)*

*In order to receive credit for this course participants must complete the following requirements:*

*attend entire course*

*Join webinar on time and stay until course concludes  
partial credit not allowed*

*complete program evaluation*

*must be completed within 7 days of completion of course in for attendance to be reported to ASHA CE Registry*

*certificate of completion will be awarded upon receipt of program evaluation*

**Special Requests**

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conference.

*Cancellation Policy*

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*Satisfaction Guarantee & Complaint Policy*

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May 16, 2026  
- May 16, 2026

## Exquisite Role of the SLP in the ICU

Sutter Roseville Medical Center

1 Medical Plaza Dr.

Roseville, CA 95661

08:30 AM - 03:30 PM PST

*Jo Puntil, MS, CCC-SLP, BCS-S, is a highly respected leader in the field of Speech-Pathology, with specialized expertise in Swallowing, Communication, and Cognition disorders in the Intensive Care setting. As an ASHA Fellow and former chair of the Council for Clinical Certification (CFCC), she has made significant contributions to clinical practice, professional standards and interdisciplinary care for her profession.*

*Jo has an extensive background in national/international lecturing and has a strong presence on platforms like MedBridge and TIMS, where she offers several educational courses. With over 35 years of experience, she has been instrumental in developing interdisciplinary rehabilitation programs focusing on critical and acute care settings. Her numerous honors and publications reflect a deep dedication to advancing knowledge and clinical practice in acute care, making her a valuable resource for both clinicians and researchers in the field.*

*This course explores the evolving and essential role of Speech-Language Pathologists (SLPs) in the intensive care unit (ICU), emphasizing their impact on patient outcomes through early intervention and interdisciplinary collaboration. As ICU practices increasingly focus on reducing length of stay, mortality, and co-morbidities, SLPs are uniquely positioned to address complications related to prolonged intubation, sedation, and delirium. Participants will learn how early involvement in swallowing, communication, and cognitive support can help mitigate the effects of Post Intensive Care Syndrome (PICS) and promote improved recovery trajectories.*

*The course will examine the integration of ICU bundles—particularly the A-F bundle—and highlight the SLP's role in managing medically complex patients, including those on high-flow oxygen. Practical strategies will be provided for assessing delirium, implementing post-extubation swallow screens, and making critical decisions aligned with patient goals of care. Special attention will be given to pre- and post-operative swallow screening for cardiovascular surgical patients, reinforcing the importance of early and ongoing evaluation.*

*Additionally, the course will showcase novel treatment approaches used by SLPs in the ICU, including innovative communication strategies for intubated patients (e.g., pharyngeal electrical stimulation, RMST), cognitive-linguistic interventions, and individualized swallowing therapies. The importance of educating ICU nurses and family members to support cognitive and emotional recovery will be emphasized, equipping participants to advocate for and implement cutting-edge, patient-centered speech pathology care in critical settings. By the end of the session, attendees will have a deeper understanding of the vital contributions of Speech Pathology in the ICU and leave with practical tools and insights to enhance communication, cognition, and overall recovery for critically ill patients.*

Instructional Level: Intermediate  
Pathologists

Target Audience: Speech language

Learner Objectives:

*Identify the 6 key components of the A-F ICU Bundle*

*Differentiate at least 2 differences between hypoactive and hyperactive delirium and what the Speech Pathologist can do to assist in the patient's recovery.*

*Analyze the appropriate time to screen for swallowing post extubation.*

*Distinguish the timing and goal for a clinical swallowing evaluation for respiratory*

compromised patients

*Describe the SLP's role in educating/counseling patients and care partners in the ICU environment*

*Continental Breakfast and lunch will be provided.*

*8 -8:30 - Continental Breakfast & Registration*

*8:30 - Course begins*

*60 minutes - ICU Team, roles and responsibilities, prevalence of patient's morbidity and mortality*

*60 minutes - A-F bundle and the Role of the Speech Pathologist, what does delirium have to do with anything?*

*15 minute break*

*60 minutes - Speech and Swallow Evaluation in the ICU what do we cover, when to we get involved.*

*30 minute lunch*

*60 minutes - Case Studies of Clinical Decision Making: To eat or not to Eat that is the question*

*15 minute break*

*60 minutes - Novel Treatment in the ICU, what can we do to help patients.*

*45 minutes - Mentoring ICU staff, education to staff, families,*

*15 minutes - Q and A*

*3:30 pm course conclusion*

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#### **Satisfaction Guarantee & Complaint Policy**

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**Basics of Respiratory Muscle Strength Training (RMST): What's all the Hype?**  
09:00 AM - 12:00 PM PST

*Christine M. Sapienza, Ph.D., CCC-SLP is a distinguished speech-language pathologist, scientist, and academic leader recognized internationally for her expertise in respiratory muscle strength training (RMST), voice and swallowing disorders, and neurological rehabilitation. Over her career, Dr. Sapienza has authored more than 150 peer-reviewed publications, multiple book chapters, and seminal works on respiratory and phonatory rehabilitation. She has served as principal investigator on numerous NIH- and VA-funded research projects and developed evidence-based clinical protocols widely adopted across speech-language pathology and rehabilitation medicine. Her innovative translational work has transformed the clinical management of Parkinson's disease, stroke, and neurodegenerative conditions. Dr. Sapienza is also a seasoned educator and continuing education speaker, known for her engaging and clinically grounded presentations.*

*Facilitator: Kim Gully, MS, CCC-SLP, CCM, CBIST*

*Disclosures: President & ASHA Continuing Education Administrator (CEA) of MSCC, Founder and Leader of New Start Support Group for TBI Survivors*

**Course Description**

*Respiratory Muscle Strength Training (RMST) is an evidence-based therapeutic approach designed to improve respiratory and laryngeal function for patients with neurological, pulmonary, and voice disorders. This three-hour course, led by Dr. Christine M. Sapienza, will provide speech-language pathologists and rehabilitation professionals with a comprehensive understanding of the science, application, and clinical outcomes associated with RMST. The course emphasizes translational research findings and their direct application to patient care, empowering clinicians to confidently integrate RMST into therapy programs for individuals with dysphagia, dysphonia, and airway protection deficits.*

*The course begins with an overview of respiratory muscle physiology and the mechanisms that underlie strength and endurance training of the inspiratory and expiratory systems. Foundational studies and clinical trials supporting the use of Inspiratory Muscle Strength Training (IMST) and Expiratory Muscle Strength Training (EMST) will be reviewed, with discussion of how these interventions impact speech breathing, cough, swallowing safety, and phonatory control. Attendees will gain insight into how RMST enhances airway clearance, improves cough efficacy, and supports respiratory coordination during speech and swallowing tasks.*

*Participants will explore evidence-based training protocols, including device calibration, individualized dosing, progression strategies, and integration with existing voice and swallowing therapy techniques. Special emphasis will be placed on identifying appropriate patient populations such as those with Parkinson's disease, stroke, amyotrophic lateral sclerosis (ALS), chronic obstructive pulmonary disease (COPD), and post-surgical weakness. Considerations for safety, contraindications, and monitoring of physiologic responses will be highlighted.*

*Through demonstration and real-world case studies, learners will observe the practical implementation of RMST in clinical settings, including both inpatient and outpatient environments. Examples will illustrate multidisciplinary collaboration and outcome measurement, focusing on functionally meaningful changes in cough peak flow, subglottal pressure, and patient-reported communication and swallowing outcomes.*

*By the end of the session, participants will have the knowledge and clinical tools to evaluate patients for RMST candidacy, implement and monitor individualized programs, and document measurable outcomes to support reimbursement and efficacy. The course concludes with an interactive discussion designed to reinforce key learning points and answer participant questions, ensuring that attendees leave with both a solid scientific foundation and practical clinical competence in this innovative rehabilitation technique.*

## *Learner Outcomes*

*Explain the physiological rationale and scientific evidence supporting inspiratory and expiratory muscle strength training (IMST and EMST).*

*Identify appropriate patient populations and contraindications for RMST use in clinical practice.*

*Demonstrate correct setup, calibration, and implementation of RMST protocols, including progression and data tracking.*

*Integrate RMST within a broader therapeutic framework for dysphagia, voice, and airway management in neurological and pulmonary disorders.*

## *Time-Ordered Agenda*

*15 minutes*

*Introduction and Overview*

*45 minutes*

*Scientific Foundation of RMST*

*45 minutes*

*Clinical Implementation and Protocols*

*30 minutes*

*Case Studies and Video Demonstrations*

*30 minutes*

*Measuring Outcomes and Troubleshooting*

*15 minutes -*

*Summary and Q&A*

## *Intended Audience*

*Speech-language pathologists, speech-language pathology assistants, and other rehabilitation professionals working in acute care, outpatient, and long-term care settings who provide services for patients with voice, swallowing, or respiratory-related*

disorders.

#### *Instructional Level*

*Intermediate – designed for clinicians with foundational knowledge of speech, voice, or swallowing physiology who wish to expand their skills in RMST application.*

#### *Disclosures*

*Financial: Dr. Sapienza receives royalties from Plural Publishing and speaker fees for educational webinars.*

*Nonfinancial: Dr. Sapienza has published and presented extensively on RMST as part of her academic research and advocacy for evidence-based clinical practice.*

*In order to receive credit for this course participants must complete the following requirements:*

- attend entire course
- Join webinar on time and stay until course concludes
- partial credit not allowed
- complete program evaluation/self assessment - must be completed within 7 days of completion of course in for attendance to be reported to ASHA CE Registry
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July 22, 2026  
- July 22, 2026

**Change in Date - Practicing at the Top of Your License: Dysphagia in Neurodegenerative Diso**

05:30 PM - 08:30 PM PST

*Kendrea Garand will be the speaker for this webinar presentation. More details to follow.*

*Alexandra Brandimore, Ph.D. CCC/SLP joined the USF Communication Sciences and Disorders department faculty in May 2017. She completed her undergraduate, Master's and doctoral studies at the University of Florida and a post-doctoral fellowship in the Laboratory for Upper Airway Dysfunction at Teachers College, Columbia University. During her post-doctoral work she established and coordinated the Clinical Research Neurorehabilitation Center at Teacher's College and served as co-investigator and/or study coordinator for various large-scale NIH and MJ Fox funded projects. As an academician, Dr. Brandimore's primary research goals target the development of evaluative techniques and therapeutic paradigms to improve upper airway dysfunction, primarily dysphagia (disordered swallowing) and dystussia (disordered cough), in persons with neurodegenerative diseases (i.e. PD, ALS, PSP, etc). Her clinical work has mainly been in the area of Movement Disorders where she has evaluated and treated the motor speech, voice, AAC, and airway protective needs of hundreds of patients within multi-disciplinary movement disorder and ENT clinic. Dr. Brandimore has teaching expertise in the areas of: dysphagia, dystussia, motor speech disorders, voice disorders, respiratory physiology, cognitive-motor relationships, neural/myogenic adaptations to exercise and training.*

*Facilitator: Kim Gully, MS, CCC-SLP, CCM, CBIST*

*Disclosures: President & ASHA Continuing Education Administrator (CEA) of MSCC, Founder and Leader of New Start Support Group for TBI Survivors*

**Course description:**

*Protection of the lower airways involves a continuum of airway protective behaviors with swallowing serving to prevent material from entering the airway and cough serving to forcefully eject aspirate or endogenous material from the airway. The treatment of airway protective disorders has historically focused solely on the management of dysphagia (swallowing dysfunction). However, production of cough is an equally important maneuver for protecting the airway from aspirate material and is often disordered in patients with neurodegenerative diseases.*

*A successful cough requires the intricate coordination of three phases: an inspiratory phase, a compression phase in which the vocal folds adduct to generate intrathoracic pressure, and an expiratory phase which generates rapid airflow acceleration. Cough can be produced voluntarily, on command, or in reflexively in response to sensory stimuli in and around the airway. This presentation aims to educate on the fundamental differences between the respiratory kinematics, airflow and production of these cough behaviors. It will also provide ways to measure and evaluate reflex and voluntary effectiveness within Speech-Language pathology clinics.*

*Additionally, our research has demonstrated a cognitive-motivational component to both reflex and voluntary cough production, making it potentially amenable to biofeedback and cueing strategies for the treatment of dystussia (cough dysfunction). Given that many patient populations experience simultaneous decline of swallowing and cough, it is essential to increase the clinical understanding and utility of cough intervention for the improvement of respiratory outcomes. This presentation will discuss novel and effective techniques to immediately up-regulate reflex and voluntary cough function in healthy adults and in people with neurological conditions. These include treatments such as smTAP, expiratory muscle strength training, inspiratory muscle strength training, etc.*

*This presentation will conclude with the identification of appropriate populations who may benefit from targeted dystussia treatment and provide clinical cases to support evidence-based learning application.*

*Audience: Speech language pathologists*

*Learner objectives*

*Describe the mechanisms of airway protection (cough and swallowing) and their shared neural substrates*

*Explain the similarities and differences between voluntary and reflex cough*

*Identify tools to successfully evaluate cough function within speech-language pathology clinics*

*List interventions to improve dystussia across neurological and neurodegenerative populations*

*Provide solutions to clinical cases and standards for best practice with cough evaluation and treatment*

*Time ordered agenda*

*20 Minutes Background information on the mechanisms and shared neural substrates of swallowing and cough*

*20 Minutes Differences between reflex and voluntary cough*

*20 Minutes Research regarding how to evaluate reflex and voluntary cough function*

*45 Minutes Research and clinical tools for treatment of dystussia (45 minutes)*

*60 Minutes Clinical cases of patients with dystussia and neurological and neurodegenerative disease who received evaluations and treatments*

*15 minutes Questions & Answers*

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April 11, 2026  
- April 12, 2026

**2 Day FEES Clinical Training & Skills Lab - COURSE CANCELLED**  
**NorthBay Healthcare Admin Offices**  
**4500 Business Center Dr.**  
**Fairfield , CA 94534**  
**08:30 AM - 03:30 PM PST**  
**COURSE CANCELED DUE TO LACK OF RESPONSE/REGISTRATION**

*LIMITED to 25 participants.*

*Registering for the wait list will allow you the opportunity to participate if attendees cancel before the day of the course.*

**THERE WILL BE NO ONSITE REGISTRATION. UNFORTUNATELY, MEMBERS WILL BE TURNED AWAY IF THEY SHOW UP ONSITE TO TRY AND REGISTER.**

**IMPORTANT PLEASE READ BEFORE SIGNING UP FOR THIS COURSE:** A specific number of passes are not guaranteed in the course, however clinicians will be grouped together by experience in order to maximize learning and opportunities to obtain as many passes as appropriate, with emphasis on mentorship and skill-building.

*Dr. Jennifer Kizner has been an SLP for 28 years, at Stanford for 25 years, achieved her clinical doctorate in Speech Pathology in 2021, has Board Certification in Swallowing and Swallowing Disorders since 2010, Is an MBS-ImP certified clinician. Has worked on American Board of Swallowing Disorders committees: Exam and PR and mentorship. Worked in acute care for 18.5 years. Was a Stanford inpatient rehab supervisor for 10 years. Currently the clinical specialist in the Stanford multidisciplinary OP head and neck oncology clinic. Jennifer has presented on swallowing disorders and SLPs role in the evaluation and treatment of head and neck cancer at both state and national level. She currently serves on the government advocacy committee for CSHA where she is working on changing the language of the current FEES bill at the California state licensing board so that clinicians can have more access to performing FEES in the settings that services are required. She was a TA for Rocky Mountain University' SLP clinical doctorate program for Ethics and Supervision courses for 3 years. Has been an expert witness in cases involving dysphagia care.*

**Speaker Disclosures:**

*Financial: Jennifer is receiving an honorarium from MSCC for this presentation.*

*Non-financial: Jennifer has an extensive volunteer history with CSHA. She currently serves as a member of the CSHA FEES Committee.*

*Madison Fox is a medical Speech Pathologist and Manager for the inpatient and outpatient rehabilitation services department at Washington Health, in Fremont, California. She began her career with Stanford Health Care in 2017 with a clinical focus on management of complex communication and swallowing disorders for neurogenic and critically ill patient populations. She moved into leadership as the clinical specialist*

*for the inpatient speech pathology team at Stanford in 2021, where she led program development and advocacy efforts targeting service line expansion and advanced practice mentorship. Madison is an experienced lecturer, and has taught the medical speech pathology course at California State University, East Bay, as well as presented on a variety of clinical topics at state and national conferences. Madison served on the board of Directors for CSHA from 2021-2024, and has worked with Dr. Kizner to support FEES training and education opportunities in California. In her spare time, she enjoys camping and singing Beatles songs with her five year old son, Elliott.*

**Speaker Disclosures:**

*Financial: Madison is receiving an honorarium for this presentation.*

*Non-financial: Madison has an extensive volunteer history with CSHA. She currently serves as a member of the CSHA FEES Committee.*

**Course description:**

*This course is designed for medical speech-language pathologists (SLPs) seeking to integrate Flexible Endoscopic Evaluation of Swallowing (FEES) into their clinical practice. It fulfills California state licensing requirements, which mandate 25 observed endoscope passes—10 with a physician and 15 with either a physician or SLP—before independently performing FEES in a medical setting. While the course does not guarantee a specific number of passes, participants will be grouped by experience level to enhance individualized learning, hands-on practice, and mentorship. Emphasis is placed on developing technical competence, clinical judgment, and collaborative skills to ensure safe and effective implementation of FEES within multidisciplinary care.*

**IMPORTANT PLEASE READ BEFORE SIGNING UP FOR THIS COURSE:** A specific number of passes are not guaranteed in the course, however clinicians will be grouped together by experience in order to maximize learning and opportunities to obtain as many passes as appropriate, with emphasis on mentorship and skill-building.

**Learning objectives:**

*Describe the process of FEES training and competency development within a multidisciplinary model, including collaboration between SLP and ENT mentors, an understanding of California state licensing requirements, and strategies to advocate for program adoption and overcome common organizational barriers.*

*Demonstrate knowledge of normal and variant laryngeal and pharyngeal anatomy, and recognize pathological structural and physiological findings that may impact swallowing function as observed during FEES assessment.*

*Perform FEES procedures by selecting and preparing appropriate equipment, establishing efficient workflow for setup and PO trials, and applying practical clinical skills such as scope handling, body mechanics, and patient positioning during hands-on endoscopy practice.*

*Apply clinical reasoning during FEES to evaluate anatomical and secretion findings, determine the safety of proceeding with or discontinuing the exam, and distinguish between swallow efficiency and safety to inform real-time decision-making.*

*Analyze and interpret FEES recordings using standardized rating tools (such as edema scales and the DIGEST-FEES scoring system), describe typical and atypical findings using appropriate clinical terminology, and use data tracking to support documentation and justify FEES program need and value.*

**Instructional Level:** Advanced speech-language pathologists

**Target Audience:** Medical

**Course Schedule and Agenda:**

April 11, 2026

8:00-8:30 Registration and Light Breakfast

8:30-9:00 (30 min) Introduction to FEES and Journey to Competency

9:00-10:00 (60 min) Laryngeal/Pharyngeal Anatomy and Pathology

BREAK 10:00-10:15 (15 min)

10:15-11:15 (60 min) FEES Procedure and Assessment

11:15-11:45 (30 min) Scope Handling and Procedure Hands-On

Tutorials

LUNCH 11:45-12:15 :Open for Head Model Passing During Lunch

12:15-1:45 (90 min) Scoping practice with ENT/SLP supervision/mentoring

BREAK 1:45 – 2:00 (15 Min)

2:00-3:15 (75 min) Scoping practice with ENT/SLP supervision/mentoring

3:15 – 3:30 Day One Wrap up and Q&A

*April 12, 2026*

8:00-8:30 Registration and Light Breakfast

8:30-9:00 (60 min) Pre-Swallow Task Assessment Considerations

9:00-10:00 (60 min) FEES Analysis and Measures

BREAK 10:00-10:15

10:15-11:15 (30 min) Case Studies with Analysis and Interpretation

11:15-11:45 (30 min) How to Build a FEES Program

LUNCH 11:45-12:15

Open for Head Model Passing During Lunch

12:15-1:45 (90 min) Scoping practice with ENT/SLP supervision/mentoring

2:00-3:15 (75 min) Scoping practice with ENT/SLP supervision/mentoring

3:15-3:30 Day Two Wrap up – Q&A

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#### **Satisfaction Guarantee & Complaint Policy**

MSCC's continuing education offerings are designed to help professionals achieve improved performance and results in all areas. If for any reason you are not satisfied with the content and material presented, we encourage you to file a complaint via the process outlined on our website within 30 days of the completion of the course.

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