

Oregon Speech-Language and Hearing Association *2020 Fall Conference*



OSHA Strong!

Post-Conference On-Demand Viewing
Available **11/27/2020—12/31/2020**

GENERAL Information

Access Fees

SLP/Audiologist

Member Full Conference\$290.00

Non Member Full Conference\$360.00

ASHA CEU Processing

ASHA CEU Processing Fee\$5.00

Cancellation Policy


No refunds are available after purchasing access.

ASHA CEUs

There is a \$5.00 processing fee for the Oregon Speech-Language and Hearing Association to report your CEUs to ASHA. This fee is charged by OSHA, not by ASHA. If you elect to have OSHA record your ASHA CEUs, a \$5.00 fee will be added to your registration fee and you will need to provide your ASHA number at the time of registration. *Deadline for requests to have OSHA record ASHA CEUs is November 30; ASHA CEU requests cannot be accepted after that.*

Disclosures: Financial disclosure information on presenters is available on the OSHA website.

State Licensure Hours: Certificates of attendance will be available electronically at the end of the conference. Maintain this form in your personal files. You will need this when renewing your license.

 <p>APPROVED PROVIDER ASHA CONTINUING EDUCATION AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION</p>	<p>The Oregon Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.</p>
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This program is offered for up to 1.55 ASHA CEUs (Intermediate Level: Professional Area)
*Supervision and Ethics courses are filed separately.

3-Hour Invited Sessions (for 0.30 ASHA CEUs)

Dysphagia in Older Adults: A Multipronged Approach

Dr. Ashwini Namasivayan-MacDonald, PhD, CCC-SLP, SLP (C)

Older adults present with myriad health challenges—many of which are inextricably linked to dysphagia. As such, we need to consider the whole patient and take a multipronged

approach to care. This session will focus on many of the factors that need to be addressed when we work with older adults. We will discuss presbyphagia, determining swallowing pathophysiology, nutrition, caregiver burden, and health-related quality of life. Best practices for screening, assessing, and treating dysphagia will also be covered, including some critical changes in practice due to the COVID-19 pandemic both in the acute and long-term care settings.

Learning Objectives: Describe the optimal methods of dysphagia assessment based on the acute care setting. Explain how caregiver burden is related to the health of the care recipient. Formulate a multipronged treatment plan based on assessment results.

Black Language Matters: Child African American English, Assessment, and Intervention

Dr. Brandi L. Newkirk-Turner, PhD, CCC-SLP

The purpose of this session is to increase familiarity with African American English (AAE)-speaking children's language, least-biased assessment methods, and culturally and

linguistically appropriate intervention methods for AAE-speaking children. This session will: provide an overview of AAE and literature on AAE-speaking children; discuss the

diagnostic conundrum associated with assessing AAE-speaking children's language and how to avoid it; use case studies to illustrate assessment principles and strategies; provide recommendations for writing assessment reports that align with the difference (and not the deficit) perspective; and provide recommendations for language intervention with AAE-speaking children who have an impairment.

Learning Objectives: Define African American English (AAE) using a patterns- and systems-based definition. Identify biases associated with standardized tests and academic assessments. Discuss the diagnostic conundrum associated with assessing AAE-speaking children's language and how to avoid it. Write statements in assessment reports that reflect a difference perspective rather than a deficit perspective. Compare and contrast intervention and instruction approaches.

3-Hour Invited Sessions (for 0.30 ASHA CEUs)

Multicultural Considerations for Families of Children with Complex Communication Disorders

Dr. Danai Kasambira Fannin, PhD, CCC-SLP

Detection of autism and receipt of evidence-based interventions can alter a child's developmental trajectory and improve quality of life, but these benefits are not equitably distributed across racial/ethnic, socioeconomic, and geographic groups. Barriers to timely assessment and treatment are thought to relate to: limited English proficiency; variations in cultural interpretation of symptoms; stigma; cultural validity of 'gold standard' measures; systemic bias; reduced caregiver alliance with the health system and providers; and limited health literacy. This presentation will include descriptions of health and educational disparities and discussion of considerations clinicians might take when working with culturally and linguistically diverse families.

Learning Objectives: Identify health and educational disparities in provision of autism services. Describe cultural and systemic contributors to misidentification of children for communication disorders. Discuss considerations to ensure more accurate identification and provision of autism services in underserved communities.

Embracing Cultural Responsiveness and Inclusivity in Speech-Language Pathology Services for Gender Diverse People

Dr. Carmen Ana Ramos-Pizarro, PhD, CCC-SLP

Co-Presenters: Andrea Moxley, MA, CCC-SLP; Dr. AC Goldberg, PhD, CCC-SLP

Speech-language pathologists are increasingly providing clinical services to LGBTQ+ clients and their families. Clinicians need to ensure that their service delivery and practices meet the most recent legislation and regulations, ASHA Code of Ethics principles, and professional guidelines on inclusivity. This presentation will provide participants with critical knowledge and practical tools they can implement in their workplaces and practices when serving LGBTQ+ clients and their families. In addition, recommendations on the development of a gender-affirming voice and communication program via telepractice will be discussed.

Learning Objectives: Identify ASHA policies and resources and federal legislation guiding inclusion and service provision to gender-diverse populations. Evaluate their workplace/educational practice policies and processes for inclusivity of gender-diverse populations using provided guidelines. Implement both technical and clinical recommendations for successful service delivery of gender-affirming voice and communication via telepractice.

3-Hour Invited Sessions (for 0.30 ASHA CEUs)

Creating and Implementing a Culturally Sensitive Stuttering Assessment for Children

Dr. Kia Noelle Johnson, PhD, CCC-SLP

Continued growth in cultural and linguistic diversity within the United States influences service delivery to children from diverse backgrounds. Recent research findings indicate differences in the presentation of speech disfluencies in culturally/linguistically diverse individuals. Together, these factors motivate a need to revisit traditional assessment procedures in stuttering and adjust assessment protocols to be more culturally sensitive to differences that may impact decision-making. This session will address recent research findings related to bilingualism and stuttering as well as the clinical implication of these findings. Multicultural considerations with the potential to affect a stuttering assessment will also be discussed.

Learning Objectives: Describe research findings on bilingualism and stuttering. Provide multicultural considerations with the potential to impact a stuttering assessment. Discuss how cultural and linguistic diversity can impact the assessment process for stuttering.

The Whole Bilingual Child: Working with Culturally and Linguistically Diverse Children with Highly Unintelligible Speech

Dr. Raul Prezias, PhD, CCC-SLP

A child's ability to communicate and be understood by others is critical for early academic success. Children with reduced intelligibility comprise the largest number of individuals on clinical caseloads in U.S. schools. As CLD populations continue to grow and change, more data regarding speakers of other languages is necessary. This session will cover global considerations for working with bilingual children, with particular emphasis on Spanish-English children with highly unintelligible speech. Topics will include guidelines for assessment and intervention, dialectal differences, working with interpreters, shared versus unshared sounds, optimal target patterns and production-practice words, and monolingual SLPs working with bilingual children.

Learning Objectives: Describe the importance of distinguishing difference from disorder with bilingual populations. Discuss strategies for effectively working with and training interpreters to assist with a bilingual speech and language assessment. Identify primary, secondary, and inappropriate targets for bilingual preschoolers. Describe strategies for determining optimal production practice words for phonological intervention. Identify recommendations for monolingual practitioners working with bilingual children.

2-Hour Sessions

Hands-On Practice with Intervention Techniques in AAC

Brandon Eddy, MA, CCC-SLP; Diana Deaibes, MS, CCC-SLP; Kate Stribling, DPT

The purpose of this presentation is to prepare speech-language pathologists to implement high-quality intervention techniques to support AAC users and to utilize interdisciplinary coaching techniques. The interdisciplinary presenters will discuss evidence-based practice techniques, review coaching strategies, demonstrate intervention approaches, and coach attendees who will practice these techniques during the session.

Learning Objectives: Identify each of the AAC competencies identified by Light (1989) and Light & McNaughton (2014). Demonstrate at least three intervention approaches for beginning communicators utilizing AAC. Describe two strategies to promote interprofessional collaboration in AAC practice.

Rethinking Dysphagia Exercise

Mary Burns, MS, CCC-SLP

Without a foundational understanding of exercise physiology, SLPs prescribing dysphagia exercises are often left asking questions such as, "How often? How many? How much?" This beginner's look at the principles of exercise science will help you answer these questions and provide more effective dysphagia rehabilitation.

Learning Objectives: Describe the relationship between the FITT principles and dysphagia therapy. Identify one principle of experience-driven neuroplasticity. Analyze the adherence of one known dysphagia intervention to these principles.

Conducting Speech, Language, and Swallowing Evaluations via Telepractice

Megann McGill, PhD, CCC-SLP; Kate Morrell, MA, CCC-SLP; Kira Wright, MA, CCC-SLP; Emily Quinn, PhD, CCC-SLP; Jenny Peddicord, MA, CCC-SLP

This presentation will include a panel discussion of assessment via telepractice across the lifespan from the perspectives of members of the Oregon Telepractice Advisory Committee for Speech-Language Pathologists. The presentation will also include time for small group discussions and questions from attendees to panelists.

Learning Objectives: Describe clinical evaluations via telepractice related to speech-language pathology. Compare/contrast their own telepractice experiences with other SLPs. Identify best practices for telepractice evaluation with their own caseloads.

Supporting Students, Clients, and Colleagues Who Identify as LGBTQIA+

Jayme Sloan, MS, CCC-SLP; Jennifer Meyer, MS, CCC-SLP; David Bayne, MS, CCC-SLP; Aaron Rothbart, MS, CCC-SLP

Addressing the needs of LGBTQIA+ students, clients, and colleagues is an essential component of culturally competent assessment, treatment, student training/supervision, and professional collegiality. Understanding accepted terminology, risks, and challenges faced by the LGBTQIA+ community, attendees will increase their capacity to be strong allies and incite change in their workplace.

Learning Objectives: Define ten commonly accepted terms used within the LGBTQIA+ community. Integrate knowledge of three risks/challenges faced by LGBTQIA+ individuals into clinical practice. Describe four ways to demonstrate acceptance of students, clients, and colleagues who identify as LGBTQIA+.

2-Hour Sessions

Weighted Workload Model: A Student-Centered Approach

Sara Starlin, MA, CCC-SLP; Sara Knudsen, MS, CCC-SLP

ASHA encourages a workload model for school-based Speech Pathologists. This session will describe the process that one district went through to develop a student-focused, weighted workload model and how it has impacted service delivery.

Learning Objectives: Explain the difference between workload and caseload. Identify three benefits to a weighted workload model. Describe how the use of a weighted workload model improves services to students.

FEES Practice Changes Amid COVID-19

Alatasi Clancy, MA, CCC-SLP; Kim Baglien, MS, CCC-SLP; Sarah Breeze, MA, CCC-SLP; Kyla Dirks, MS, CCC-SLP

COVID-19 has led to unprecedented practice changes, including the immediate halt of providing FEES. SLPs representing several hospital organizations within the state of Oregon will highlight the rationale behind practice changes and how their specific facilities will move forward to provide this vital service in dysphagia management.

Learning Objectives: Identify two reasons why some SLPs have stopped providing FEES amid the pandemic. Identify the appropriate personal protective equipment (PPE) for dysphagia management in the setting of COVID-19. Compare the approach of several different SLPs and facilities in modifying FEES services as a response to the pandemic.

Stronger Together: Reimagining School-Based SLP Teams With a Blended Service Delivery Model

Kristin Martinez, MA, CCC-SLP

This session will focus on telepractice as a viable service-delivery model for school-based SLP services, and specifically on how SLPs providing online services can most effectively team with and support their onsite colleagues to maintain the highest level of services. Participants will gain practical strategies related to virtually-based speech-language services.

Learning Objectives: Identify and address common misconceptions of telepractice as an effective service delivery model. Describe at least three ways that onsite and virtual SLPs can effectively team to address student needs and to meet all compliance requirements. Explain how integration of telepractice into school-based SLP teams supports student needs and clinical best practices of our profession.

Advances to Managing Voice & Speech Disorders in the 21st Century: Meta-Therapy, Complexity Therapy, & Tele-Therapy

Aaron Ziegler, PhD, CCC-SLP

Clinical research advances over the past decade have led to new treatment models for voice and speech disorders. More recently, the 2020 coronavirus pandemic forced clinical services online, challenging current best practices to patient management. This presentation will provide SLPs with an overview of new treatment paradigms that hold promise in effectively and efficiently managing voice and speech disorders. Through the use of video demonstrations and case studies, SLPs will learn about incorporating meta-therapy to improve patient understanding and adherence, integrating complexity therapy to improve generalization of therapy targets, and navigating teletherapy to successfully manage patients remotely.

Learning Objectives: Explain two ways to incorporate meta-therapy to increase adherence and improve patient outcomes for voice and speech disorders. Describe two applications of a complexity model of treatment to improve efficiency in delivering services for voice and speech disorders. Identify two advancements in technology that can facilitate patient access to clinical services for voice and speech disorders.

1-Hour Sessions

Developing a Hospital-Based Simulation Lab for Increased Educational Exposure

David Bayne, MS, CCC-SLP; Rachel Gulliford, MA, CF-SLP; Amanda Thompson, MS, CCC-SLP; Marissa White, MS, CF-SLP; Samantha Shune, PhD, CCC-SLP

In the absence of an academic medical center for clinical instruction, it is difficult for students to acquire hands-on experience in medical aspects of speech-language pathology. This presentation will discuss the use of a simulation lab to enhance clinical opportunities and provide hands-on experience with a variety of medical topics.

Learning Objectives: Identify barriers to medical speech-language pathology instruction. Evaluate areas where clinical simulation can be implemented in academic and clinical instruction. Integrate simulated experiences into academic and clinical instruction.

Comprehensive Evaluation of Adult Dysphagia: Getting the Whole Picture

Mary Burns, MS, CCC-SLP

Evaluation lays the groundwork for successful dysphagia treatment. This presentation will challenge SLPs to think critically about each component of dysphagia evaluation from start to finish. We will review strategies and tools to improve chart reviews, skilled assessment, and communication in order to facilitate improved therapeutic outcomes.

Learning Objectives: Describe three key components to a comprehensive dysphagia evaluation. Describe a strength and limitation of both the clinical swallow evaluation and an instrumental swallowing assessment. Identify three tools or strategies to strengthen your dysphagia evaluation process.

Access to Gender-Affirming Communication Services: A Group Therapy Solution

Jennifer Gill, MS, CF-SLP; Aaron Ziegler, PhD, CCC-SLP

A better understanding is needed of the barriers and facilitators in accessing communication services by gender expansive individuals. This presentation will describe a conceptual model of healthcare access and show its use in developing a group solution to improve access of communication services by gender expansive individuals.

Learning Objectives: Identify barriers and facilitators to accessing voice and communication services by gender expansive individuals. Describe five dimensions of healthcare access as they relate to accessing gender-affirming services by gender expansive individuals. Generate at least two solutions that improve access to gender-affirming voice and communication services.

How Do SLPs Evaluate and Treat Bilingual Children Who Stutter?

Megann McGill, PhD, CCC-SLP; Rachel Horn, BS; Tiffany Morgan, BA

The purpose of this study is to explore the evaluation procedures utilized by SLPs when assessing bilingual clients who stutter. This poster presentation will describe the results of a nationally disseminated survey to SLPs who work with clients who stutter. Clinical implications will be discussed.

Learning Objectives: Describe demographic information of SLPs and their caseloads of children who stutter. Describe measures that SLPs reportedly utilize to evaluate bilingual children who stutter. Compare the results of the national survey to ASHA's recommendations for best practices of evaluating bilingual children who stutter.

1-Hour Sessions

Building Rich Clinical Learning Experiences through Computer-Based Simulations

Mary Mitchell, PhD, CCC-SLP; Caitlin Fitzgerald, MS, CCC-SLP; Jasmine Shojinaga, MA, CCC-SLP; Jennifer Larsen, PhD, CCC-SLP; Marcia Frost, MS, CCC-SLP; Amanda Stead, PhD, CCC-SLP

Clinical simulation (CS) methods provide valuable opportunities for students to apply clinical knowledge in a low-stakes context. One CSD program will present how computer-based CS was integrated by multiple clinical educators in a consistent way for students. The framework that was developed will be shared along with case examples.

Learning Objectives: Demonstrate how to add elements to computer-based simulation in order to extend clinical learning. Describe how to apply principles of transparent teaching within simulated clinical experiences. Describe different ways to use debriefing sessions to foster critical thinking and evaluate student performance.

The WEST-P: An Interactive Tool for Evaluating Standardized Tests

Eddie Barnhart, MS, CF-SLP; Emily Adler Mosqueda, MS, CCC-SLP

Despite the importance of critically evaluating standardized tests, many clinicians report low self-efficacy in this skill. The Worksheet for Evaluating Standardized Tests for Preschoolers (WEST-P) is an interactive digital tool to help clinicians review the psychometric properties of any standardized test. The WEST-P uses criteria gathered from a literature search to determine what aspects of a standardized test are acceptable or problematic.

Learning Objectives: Describe why reviewing standardized test properties is important to their clinical practice. Identify at least nine critical psychometric properties of standardized tests. Describe how to use the WEST-P form to review standardized tests.

Serving Young Latinx Children with Disabilities: Oregon's Challenges and Resources

Lauren Ccyk, PhD, CCC-SLP; Katie Coles, BS; Kenny O'Dea, BS; Katharine Zuckerman, MD, MPH, FAAP; Hannah Sanford-Keller, MS, CCC-SLP; Stephanie De Anda, PhD, CCC-SLP; Heather Moore, PhD, CCC-SLP; Jill Dolata, PhD, CCC-SLP; Lidia Huerta, MHS; Mauricio Gomez, BS; Alyssa J. Libak

This study explored the perspectives of early intervention (EI) and early childhood special education (ECSE) providers on challenges they face and resources they access to serve the growing population of Oregon's Latinx children. The findings support targeted solutions for policy, practice, and research to enhance equitable service provision across Oregon.

Learning Objectives: Discuss providers' perspectives of challenges and resources for serving young children from Latinx backgrounds. Identify potential solutions for improving service provision for young children from Latinx backgrounds and their families. Identify additional resources relevant to supporting culturally- and linguistically-responsive service provision for this population.

Comparing Telepractice and In-Person Assessments of Stuttering with Adults

Megann McGill, PhD, CCC-SLP; Jordan Siegel, MS, CCC-SLP

Adults who stutter were simultaneously assessed in-person and via telepractice. No statistically significant differences were found between the conditions in terms of overall evaluation task duration, evaluation clinical outcomes, or participants' reported experiences. These results support the notion that telepractice evaluations for this population are a viable option.

Learning Objectives: Compare and contrast telepractice and in-person assessment of stuttering with adults. Describe the results of the study. Discuss implications for clinical practice when assessing adults who stutter.

1-Hour Sessions

Transitional Foods: Updates on Their Behavior, Use, and Benefits in both the Adult & Pediatric Populations

Reva Barewal, DDS, MS; Samantha Shune, PhD, CCC-SLP

Traditionally, transitional foods use have been focused on the pediatric population as “first finger foods.” But they can offer improved food enjoyment to adults on a modified texture diet. Questions related to assessment, application, safety, and patient variables will be explored providing a clearer idea of use in clinical practice.

Learning Objectives: Define and describe transitional foods and the relevance of the oral environment on this food category. Compare and contrast the differences between transitional food behaviors in the oral environment and on the BENCHOP using IDDSI criteria. Summarize the role of transitional foods in management of texture-modified diets.

Brain Injury Advocacy in Oregon: Updates and the Road Ahead

Laurie Powell, PhD, CCC-SLP; David Krackie, JD; Fern Wilgus; Kent Gross

The purpose of this presentation is to provide an overview of efforts to improve access to coordinated, culturally sensitive services and supports for all Oregonians living with brain injury. Highlights will include recently passed Return-to-School legislation for students with concussion, provider training resources, and advocacy tips.

Learning Objectives: Describe recently passed Return-to-School legislation, including potential implications for SLPs. Identify at least one resource where participants can find information about serving adults with brain injury with co-occurring behavioral health issues. Identify at least one option for advocating for improved access to services for all Oregonians.

Poster/Technical Sessions

Must attend a minimum of two poster/technical sessions for 15 minutes each. For every two completed sessions, you can earn 0.05 ASHA CEUs, up to a **maximum 0.20 ASHA CEUs for eight completed poster/technical sessions**. Learning Objective for all Poster Sessions:
Discuss and examine outcomes and implications.

Qualitative Analysis of a Student Experience in a Dementia Practicum

Claudia DiFalco, BS; Amanda Stead, PhD, CCC-SLP

Telesupervision: Strategies for the Remote Supervisor

Melissa Fryer, MA, CCC-SLP; Fabiola Martinez, BS

Use of Enhanced Foods to Reduce Malnourishment in Nursing Homes

David Bayne, MS, CCC-SLP; Reva Barewal, DDS, MS; Samantha Shune, PhD, CCC-SLP

International Craniofacial Programs: Best Practice and Current Status for SLPs

Natalie Galvan, MS, CF-SLP; Hannah Sanford-Keller, MS, CCC-SLP

TAPAS: Telepractice with Adults Presenting with Aphasia and Speech Challenges

Susan Ginley, MA, CCC-SLP; Megann McGill, PhD, CCC-SLP

Factors Impacting Heritage Language Maintenance in Children

Margaret Hess, MS, CF-SLP; Amy Kaehr, BA; Anna Zhen, BS; Julie Reeder, PhD; Carolyn Quam, PhD, CCC-SLP

Changing Lives though Return to Work Opportunities for Adults with Acquired Brain Injury

Rik Lemoncello, PhD, CCC-SLP; Taelor Carter, MS, CF/SLP; Lelac Badakian, MS, CF/SLP; Sarah Foidel, OTD, R/L

Overview on Feeding an Infant with a Cleft Palate

Kerry Mandulak, PhD, CCC-SLP; Janet H. Brockman, MS, CCC-SLP; Hannah Sanford-Keller, MS, CCC-SLP

Defining Collaboration: Two Tools to Guide Working-Together Practices in Schools

Mary Mitchell, PhD, CCC-SLP

Graduate Students' Perspectives Toward Telepractice During the COVID-19 Global Pandemic

Megann McGill, PhD, CCC-SLP; Qiana Dennard, BS

Evaluating the Efficacy of Telepractice for an Adult Who Covertly Stutters

Megann McGill, PhD, CCC-SLP; Patrizha Schroth, BS

Socialsibs Intervention: Preliminary Outcomes with a Child on the Autism Spectrum with Complex Communication Needs

Marissa Montejano, MS, CF-SLP; Chia-Cheng Lee, PhD; Amy Donaldson, PhD, CC-SLP

A Study of Anatomy and Physiology in Virtual Reality

Rae Palmer, BA; Amanda Stead, PhD, CCC-SLP

Poster/Technical Sessions

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Sessions:

Discuss and examine outcomes and implications.

Memory and Sound-Category Learning in Adults with and without Language-Based Learning Disability

Carolyn Quam, PhD, CCC-SLP; Molly Franz, MS, CCC-SLP; Adele Preston, BS

Professionals' Perceptions of AAC Supports and Use in Classroom Settings

Emily Quinn, PhD, CCC-SLP; Kristi L. Atkins, EdD, CCC-SLP; Alexandria Cook, BA

Advanced Training to Support Cleft-Related Speech Outcomes in Oregon

Hannah Sanford-Keller, MS, CCC-SLP; Janet H. Brockman, MS, CCC-SLP

Evaluation of Speech Disorders Associated with Cleft Palate/Velopharyngeal Dysfunction

Hannah Sanford-Keller, MS, CCC-SLP; Janet H. Brockman, MS, CCC-SLP; Kerry Mandulak, PhD, CCC-SLP

Therapy Techniques for Speech Disorders Associated with Repaired Cleft Palate

Hannah Sanford-Keller, MS, CCC-SLP; Janet H. Brockman, MS, CCC-SLP; Kerry Mandulak, PhD,

Predicting Student Outcomes Within Simucase Simulations

Amanda Stead, PhD, CCC-SLP; Kendall Rickey, BA; Rae Palmer, BA

Qualitative Analysis of Academic Mothers in Speech-Language Pathology & Audiology

Sami Wong, MBA; Amanda Stead, PhD, CCC-SLP; Kerry Mandulak, PhD, CCC-SLP

Interests, Intentions, and Outcomes for Telepractice Training Before and During the Period of COVID-19 Closures

Kira Wright, MA, CCC-SLP; Gina Ossona, MS, CCC-SLP

SLP Perceptions of Factors Affecting Dysphagia Adherence in the Inpatient Setting

Lauren Zinnershine, MS, CF-SLP; Bedoor Nagshabandi, MS, CCC-SLP; Samantha Shune, PhD, CCC-SLP

“Kathy de Domingo” Plenary Session

1.5 Hour Invited Session (for 0.15 ASHA CEUs)

Being the Change: Working for Inclusion, Equity, and Justice Where You Are

The COVID-19 pandemic and recent Black Lives Matter protests have made this nation’s structural inequities even more visible, and now many more people are looking for ways to address problems of racism, misogyny, poverty, trans- and homophobia, and other forms of discrimination in their workplaces, families, and communities. This session will introduce an intersectional feminist lens for examining how gender, race, and class are operative in your workplace and will suggest ways you can use this lens to work for inclusion, equity, and justice within your sphere of influence.

Learning Objectives

- ⇒ Define key terms of intersectional feminism, such as intersectionality, systems of oppression, racism, sexism, internalized oppression, and horizontal hostility.
- ⇒ Apply an intersectional feminist lens to their workplace to understand how race, class, and gender are operative in the organization of their work, relationships with clients, and relationships with coworkers.
- ⇒ Name at least two actions they can take to help create a more inclusive, equitable, and just workplace within their spheres of influence.

Dr. Susan M. Shaw, PhD

Dr. Susan M. Shaw, Professor of Women, Gender, & Sexuality Studies at Oregon State University, has led workshops on difference, power, and social justice around the country for the past 20 years. Her research is in feminist theologies and women in religion. She co-authored the introductory women and gender studies textbook, *Gendered Lives, Feminist Visions* and is general editor of the 4-volume *Women’s Lives around the World: A Global Encyclopedia*. Her most recent book, *Intersectional Theology: An Introductory Guide*, is co-authored with Grace Ji-Sun Kim of Earlham School of Theology. Dr. Shaw authored *Reflective Faith: A Theological Toolbox for Women* and *God Speaks to Us, Too: Southern Baptist Women on Church, Home, and Society*, and she co-authored *Girls Rock! 50 Years of Women Making Music*. She was Director of OSU’s Difference, Power, and Discrimination Program for six years and leads workshops on inclusion, equity, and justice in higher education around the country. She is also a co-PI on OSU’s National Science Foundation ADVANCE Institutional Transformation grant that led university administrators and senior faculty in a two-week, 60-hour seminar focused on improving campus equity.



3-Hour Invited Session (for 0.30 ASHA CEU)


The following course meets the ASHA CE requirement for Supervision and is offered for 0.30 ASHA CEUs.

The Four Elements of Clinical Education and Supervision

Clinical education and supervision is an ongoing learning process. Not only are clinical supervisors tasked with supervising graduate clinicians and clinical fellows, but they are also tasked with supervising other professionals. This session is an introductory session to clinical supervision that provides four elements of clinical education and supervision needed in order to guide and support supervisees within the profession as well as with other professionals. This course will allow clinical supervisors to feel confident in their roles as clinical educators/supervisors, and supervisees will develop the skills needed in order to become practicing, competent yet reflective clinicians.

Learning Objectives

- ⇒ List the clinical supervision requirements, including the role of the clinical supervisor.
- ⇒ Develop a supervision platform that guides and supports a supervisee.
- ⇒ Discuss forms of actionable feedback and evaluation as they relate to implementation and planning of therapy sessions.
- ⇒ Describe appropriate professional conduct and ethics related to working relationships within the work environment.

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This session is offered for 0.30 ASHA CEUs
(Introductory Level: Related Area)

Dr. Whitney D. Perkins, EdD, CCC-SLP



Dr. Whitney D. Perkins is a clinical coordinator, instructor, and NSSHLA advisor in the Department of Communicative Disorders at Jackson State University. She has graduate degrees in Deaf Education, Communicative Disorders, and Early Childhood Education. She has worked in a variety of settings, including SNFs, schools, and pediatric clinics.

1-Hour Invited Session (for 0.10 ASHA CEU)

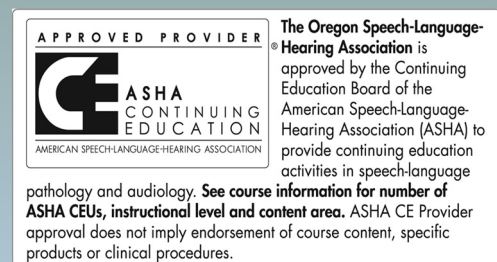
The following course meets the new ASHA CE requirement for Ethics and is offered for 0.10 ASHA CEUs.

Ethics and Advocacy for Speech-Language Pathologists

The ASHA Code of Ethics is designed to ensure client welfare, support decision-making, provide guidelines, and describe the professional role of speech-language pathologists. ASHA members adhere to rules and principles to fulfill their professional and clinical ethical obligations. The principles within the Code of Ethics can be extended to examine the extent to which organizational systems are designed for ethical outcomes. Bringing an ethics perspective to systems-level design illuminates potential areas for advocacy. This session will discuss the ASHA Code of Ethics in relation to organizational policy, procedures, and practices to identify areas for potential advocacy across institutional levels.

Learning Objectives

- ⇒ Identify founding principles within the ASHA Code of Ethics.
- ⇒ Discuss the relationship between ethical principles and the policies, procedures, and practices of clinical setting and organizational systems.
- ⇒ Identify ways to examine individual actions and organizational structures to determine potential areas for advocacy.



This program is offered for 0.10 ASHA CEUs (Intermediate Level: Related Area)

Dr. Teresa Roberts, EdD, CCC/SLP

Dr. Teresa Roberts is a Clinical Assistant Professor in Speech and Hearing Sciences at Portland State University. Her areas of interest include speech and language development and disorders, cultural and linguistic diversity, and postsecondary pedagogy. She teaches undergraduate and graduate courses and facilitates educational externships.