

Wednesday, April 21, 2010

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12:30 pm – 7:00 pm	<b>Registration</b>	<i>Texas Foyer</i>
1:30 pm – 5:30 pm	<b>Pre-Conference Summit on Possibilities for Effective Teaching Online</b> <i>Jace Hargis</i>	<i>Texas Ballroom I, II &amp; III</i>
	<p>This session will share current research on models for effectively teaching online or in a hybrid learning environment. Succinct, practical models and examples will be provided and a discussion of Literature-Based Best Practices will be facilitated, addressing in particular how learning theories apply to an online engaging, learning environment. Information will be provided to assist those who are considering teaching online for the first time and for those who have some experience and looking for future instructional tools and challenges.</p> <p>Participants will:</p> <ul style="list-style-type: none"><li>• Provide clear steps on how to create the beginnings of an online class to other faculty</li><li>• Perform essential preparation tasks prior to teaching online</li><li>• Articulate an instructor's role in an online environment</li><li>• Develop appropriate instructional methods for promoting active learning online</li><li>• Apply effective strategies for facilitating and assessing discussions</li></ul>	
6:00 pm – 6:30 pm	<b>Orientation for Newcomers</b> <i>Robert Hanyak</i>	<i>Texas Ballroom V</i>
6:00 pm – 6:30 pm	<b>Orientation for Facilitators &amp; Recordors</b> <i>Lynn Maher</i>	<i>Texas Ballroom VI</i>
6:00 pm – 8:00 pm	<b>Welcome Reception &amp; Exhibits</b>	<i>Texas Foyer</i>
8:00 pm – 10:30 pm	<b>Late Night Happy Hour</b>	<i>Foothill II</i>

**Thursday, April 22, 2010**

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7:30 am – 7:00 pm	<b>Registration</b>	<i>Texas Foyer</i>
7:30 am – 8:30 am	<b>Continental Breakfast &amp; Exhibits</b>	<i>Texas Foyer</i>
8:30 am – 9:00 am	<b>Welcome, Recognition of Sponsors, Scholarship Awards, President’s Address</b> <i>Larry Small</i>	<i>Texas Ballroom I, II &amp; III</i>
9:00 am – 10:30 am	<b>Plenary Issue – Distance Education Programs: Myth vs. Reality</b> <i>Judith Page, Barbara Amster, Cindy Gill &amp; Scott Griffiths</i>	<i>Texas Ballroom I, II &amp; III</i>

Distance education courses and programs for future CSD professionals have sparked much debate. A representative from the Council on Academic Accreditation will present accreditation expectations and quality indicators for distance programs. Speakers from three CSD departments currently operating distance education programs (ranging from undergraduate through post-entry level professional) will discuss issues related to their programs. The speakers will address issues of program quality and instructional rigor and clinical training in the context of distance education and share some of their solutions to the challenge of non-traditional programming.

Participants will:

- Identify distinct issues related to distance education
- Compare traditional educational models with distance education
- Identify benchmarks of quality and rigor for distance education
- Relate accreditation standards within the context of distance education
- Gather data to evaluate distance education for use in their own programs

10:30 am – 10:45 am	<b>Break and Exhibits</b>	<i>Texas Foyer</i>
10:45 am – 12:00 noon	<b>Plenary Issue B: Distance Education Programs: Myth vs. Reality</b> Small group discussion sessions are arranged by participants’ primary interest in distance education program at undergraduate, master’s or doctoral program level.	
12:00 noon – 2:00 pm	<b>Lunch (On Your Own)</b>	

2:00 pm – 4:00 pm

**Clinical Swap Shop – Evidence-Based Clinical Practice**

*Texas Ballroom V & VI*

Mark DeRuiter and Michael Bamdad

Clinic directors will have the opportunity to discuss and share their teaching models, assignments and clinical experiences for evidence-based clinical practice. Participants are encouraged to share resources and/or strategies for infusing EBP in clinical education at their academic institutions.

Participants will:

- Understand the fundamentals of EBP and its components
- Gather three or more approaches for infusing EBP into their student's academic and/or clinical experiences

2:00 pm – 4:00 pm

**Academic Swap Shop - Everything I Need to Know About Teaching, I Learned From Speech and Language Therapy**

*Texas Ballroom I, II & III*

*Tim Brackenbury and Paige Shaughnessy*

This session addresses Scholarship of Teaching and Learning (SoTL), a current hot topic in universities. Using client-centered therapy as a metaphor for improving student learning, the presenters will guide participants to develop their own philosophies and principles about teaching effectiveness. This interactive, participant-centered seminar will provide opportunities for envisioning essential elements of student success and adopting a mindset for creating powerful and enriching learning environments.

Participants will:

- Identify aspects of the Scholarship of Teaching and Learning that can be used to create a philosophy of learner-centered education
- Identify principles of client-centered therapy that can be used as a framework for constructing student-centered teaching
- Identify unique qualities in millennial students that require innovative approaches
- Develop a framework for using innovative teaching strategies to enrich the educational environment in their own programs.

4:00 pm – 4:30 pm

**Break and Exhibits**

*Texas Foyer*

4:30 pm – 5:30 pm

**CAA Update 2010**

*Texas Ballroom I, II & III*

*Glenn Waguespack and Susan Flesher*

This session will provide new information on the status of several ongoing CAA initiatives, including implementation of 2008 standards, electronic submission of Annual Reports and Reaccreditation Applications via HES, and response to the audiology practice analysis. Individuals may ask program specific questions of the presenters on Friday morning during the academic and clinical exchange sessions at the CAA exhibit table.

Participants will:

- Identify implications of new standards

- Identify the processes and timelines for submission of Annual Reports and Reaccreditation Applications via HES
- 4:30 pm – 5:30 pm      **CFCC Update 2010**      *Texas Ballroom V & VI*  
*Mark DeRuiter, Ellen Reuler & Earl (Gip) Seaver*

The purpose of the session is to provide summary of the recent activity by the Council for Clinical Certification (CFCC) of ASHA. Highlights include the approval of the 2011 Standards for Clinical Certification in Audiology, updates to the Praxis Blueprint for Audiology, implementation of new policies and procedures for reinstatement of certification in audiology and speech-language pathology, certification maintenance requirements, and progress with the Skills Validation Study in Speech-Language Pathology.

Participants will:

- Understand the changes made to the Audiology certification Standards
- Understand the new policies and procedures related to reinstatement of certification
- Be aware of the deadlines for certification maintenance
- Learn of the process to be used in reviewing the Standards for Certification in Speech-Language Pathology

6:00 pm – 8:00 pm      **Dinner (On Your Own)**

8:00 pm – 10:30 pm      **Late Night Happy Hour**      *Foothill II*

**Friday, April 23, 2010**

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7:30 am – 5:30 pm	<b>Registration</b>	<i>Texas Foyer</i>
7:30 am – 8:30 am	<b>Continental Breakfast &amp; Exhibits</b>	<i>Texas Foyer</i>
8:30 am – 9:30 am	<b>CAPCSD 2009 Research Doctoral Student Survey Update</b> <i>Larry Small</i>	<i>Big Thicket</i>

In 2008, ASHA formed a joint ad hoc committee with CAPCSD to address the current research doctoral student shortage. The committee created a three-year strategic plan. One of the plan's strategic initiatives was to create a survey and to administer it to current research doctoral students across the U.S. A similar survey was performed by the Carnegie Foundation in 2003 for students in other disciplines. The survey was designed to examine student experiences in a research doctoral program and to examine outcomes of doctoral education. Surveys were sent to 71 doctoral programs, and completed surveys were received from 277 students. The results of the survey will shed light on the current demographic of research doctoral students. In addition, the results of the survey should prove useful to programs in future planning initiatives.

Participants will:

- Identify demographic data relating to the current crop of research doctoral students
- Identify strategies to assist programs in future strategic planning related to doctoral education

8:30 am – 10:45 am	<b>Updates on three Au.D. Programs: Purdue/IU School of Medicine, UT Dallas and Vanderbilt, and Immediate Challenges to Audiology Education and Hearing Health Care Delivery</b> <i>Robert Novak, Ross Roeser, Carol Cokely &amp; Linda Hood</i>	<i>Big Bend A &amp; B</i>
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In addition to the presentations on how each of the three AuD programs are affecting the missions of their Doctor of Audiology degree programs, that panel will facilitate a discussion among the audience members regarding the immediate challenges to the delivery of "gold standard" audiology education and some current issues facing hearing health care delivery. Specific topics to be addressed include: 1) best practice in pre-audiology undergraduate education; 2) challenges to assuring consistency of clinical skill development across students within and between AuD programs, 3) audiologist assistants and hearing health care delivery to 35 million people with hearing loss; a critical window of time to take responsibility for developing this second tier of hearing health care personnel; 4) the recent AMA white paper on the audiology profession and implications for our approach to the debate on service delivery to persons with hearing loss in the changing health care delivery system; 5) non-audiologist hearing aid dispensers ( the ongoing reality of doctorally –prepared audiologists being equated in the minds of the public with non audiologist dispensers in the delivery of hearing aids), and mail order and consumer self-fitting hearing aids; 6) implications for audiology

education/practice and standards of care for delivery of hearing aids to persons with hearing loss.

Participants will:

- Enumerate the approaches that the three audiology programs are currently taking to AuD education and the outcomes that they are reporting to date
- Identify at least three challenges to the current delivery of “gold standard” audiology education programs
- Benefit from a discussion of best educational practice options in the preparation of pre-audiology students at the undergraduate level
- Have a sense of what the issues and challenges are and possibly the most expedient approaches could be to the organized development of the “audiology assistant” level of hearing health care provider, related scope of practice, and process for implementation with the goal of increasing the number of people with hearing loss being effectively helped by a continuum of hearing health care providers
- Be able to enumerate at least three issues impacting audiology education and audiology practice related to the advancement of the use of and satisfaction with hearing aids by a greater number of people with hearing loss in the context of the current confusing hearing aid delivery options legally available to the consumer

8:30 am – 12:15 pm

**Academic and Clinical Exchanges** (most sessions presented twice)

***The following session will be presented at 8:30 am and 9:45 am:***

**Using Strengths to Renew, Refresh, and Revive**

**Your Leadership Team**

*Texas Ballroom VI*

*Kathy Coufal, Ro Scudder, Julie Scherz & Laurie Haughey*

This presentation will focus on the experiences the presenters have had with strength-based student advising, teaching and learning; and extend their work into leadership principles and activities. The *Clifton StrengthsFinder™*, an online survey instrument published by The Gallup Organization, is an instrument that identifies talents, ways of seeing the world and interacting with it. The presenters will show how faculty and clinical teams can demonstrate teamwork and leadership by using a strengths-based approach.

Participants will:

- Understand, develop, and apply one’s’ strengths; and learn which strengths align most naturally with specific job responsibilities
- Recognize and understand the strengths of others for effective team building
- Apply a strengths-based approach to leadership principles and actions

***The following sessions will be presented at 8:30 am and 11:15 am:***

**Crisis Management – Student Tragedies**

*Hill Country A*

*Luanne Andersson, Ann Davidson & Sue Ouellette*

In today's society, students face many challenges. Departments and faculty must be prepared to deal with these unforeseen incidents (death, suicides, violent crimes, etc.) The speakers will present specific incidents that have occurred on their campuses and provide insight on managing these difficult situations.

Participants will:

- Demonstrate awareness of the challenges faced by departments and individuals following tragic events on their campuses
- Demonstrate understanding of the benefits of prior planning in managing the aftermath of tragic events on their campuses
- Discuss and analyze resources, challenges, and potential supports for students affected by tragic events

**Multilingual/Multicultural Student Success**

*Hill Country B*

*Elizabeth Pena and Lisa Bedore*

Educating multilingual/multicultural students in CSD programs presents with some unique challenges. How do bilingual students develop clinical skills for treating communication disorders in their second language? In this session we will discuss the language proficiency needs of students in clinical training programs, ways to assess language using the standardized assessments such as the TOEFL and informal assessment procedures based on our research experiences. We will also discuss ways to develop oral and written clinical language competence that we have developed as part of our work on US Department of Education Master's level training grants.

Participants will:

- Be aware of the characteristics of language proficiency measures
- Be familiar with stages of adult language development
- Be aware of activities to support the development of language proficiency for clinical purposes

**Developing Writing Skills in Our Students**

*Hill Country C*

*Elena Plante*

Students frequently come into the undergraduate experience without the writing skills expected of a college student. In many cases the required English composition classes may not serve to fully correct the problems. Unless focused writing instruction is also part of the major coursework, students leave the undergraduate program without the skill needed to be hired and promoted in a business career or to succeed in a graduate program. This session will look at the types of writing difficulties that undergraduates present with, how to match writing assignments with writing improvement goals, and a model for integrating writing instruction into large-enrollment undergraduate classes.

Participants will:

- Identify common writing problems at the macro- and microstructure levels.
- Learn ways to match writing assignments to writing improvement goals.
- Learn techniques for writing improvement that work for large-enrollment classes.

**MERLOT Update /RLO's and Simulation in a Virtual World**

*Big Bend C & D*

*Carol Dudding, Marty Fischer and Mike Flahive*

The Learning Object Exchange (*LOEx*) has partnered with the Multimedia Educational Resource for Learning and Online Teaching (*MERLOT*) to form *CAPCSD MERLOT*. This session will demonstrate the process of accessing and posting online learning resources using a transparent and user-friendly interface, followed by updates on the *Master Clinician Series* and *SIMPLE*.

Participants will:

- Be able to search *CAPCSD MERLOT* for specific learning resources
- Be able to post links to online learning resources using *CAPCSD MERLOT*

***The following sessions will be presented at 9:45 am and 11:15 am:***

**Using Wimba, Wikis and Widgets to Enhance Teaching**

*Hill Country D*

*Judith Vander Woude*

Simple technologies can be used to enhance instruction and/or meet the needs of students for whom participation in an on-campus program is challenging. The presenter will provide easy “recipes” for using emerging technologies to ensure student mastery of material. Emerging evidence for improving student learning with simple technologies will be discussed.

Participants will:

- Integrate at least one type of simple technology in course instruction
- Discuss the evidence for improving instruction with the use of simple technologies

**How to Prevent Program Murder and Suicide – How Far Have We Come?**

*Foothill I*

*Nan Ratner*

As a follow-up to last year's plenary session on program survival and in a return to this outstanding 1994 presentation, the presenter will revisit the issues presented previously on program survival and provide a road map for steering your department through the battlefield of today's educational and economic climate.

Participants will:

- Develop pro-active strategies for maximizing an educational program's viability
- Respond in a timely and effective manner to down-sizing or closure threats

**An Evidence-Based Model of Developing Clinical Independence**  
*Jill Duthie*

Foothill II

Clinical supervisors in university-based clinics are challenged to promote self-analysis and problem solving skills in the student clinician. The Clinician Directed Hierarchy is a clinical training tool that assists clinical teaching by focusing the student clinician on a specific level of intervention. The speaker will present the hierarchy in a hands-on manner and will provide the participants with a tool that they may implement in their own clinic.

*Participants will:*

- Demonstrate an awareness of a hierarchical system of focused instruction according to the clients' level of skill attainment
- Demonstrate an awareness of an instructional method of comparing clinician behaviors to client achievement and readiness for generalization activities
- Demonstrate an understanding of quantifying intervention progress according to a Vygotskian model of scaffolding clinical supports

**Mentoring Junior Faculty**  
*Craig Champlin*

*Big Ben C & D (9:45 am)*  
*Big Ben A & B (11:15 am)*

It is important to create opportunities for junior faculty to be successful in their academic and research careers. Finding the balance among the teaching, research and service can be difficult for the beginning professor. The speaker will provide suggestions for academic leaders to create an environment to foster success of their junior faculty.

*Participants will:*

- Identify three benefits of a mentoring relationship from the perspective of the mentee, the mentor and the Institution.
- Describe the structure and function of an effective faculty mentoring program.

8:30 – 9:30 am

**Best Practices for Chairs – How to be a GREAT Department Chair** *Texas Ballroom V*  
*Celia Hooper*

Being an effective department chair is often a challenging and demanding job. Join a university dean who will present a body of science on department leadership. The speaker will also present specific suggestions to make you dazzle your faculty and dean, followed by discussion. A must attend session!

**Participants will:**

- Gain tips about department structure and restructuring
- Gain resources for human resource management, faculty and staff
- Have specific suggestions for managing power, conflict and politically charged situations
- Have several new techniques to try for improving departmental symbolic culture
- Learn five best practices of highly effective department chairs

9:45 am – 10:45 am

**Best Practices for Clinic Directors**  
*Melissa Bruce and Kathy Hillenbrand*

*Texas Ballroom V*

Ensuring a quality clinical education for our students is a must. With the shortage of speech-language pathologists and audiologists nationwide, there is greater demand for academic programs to increase the size of their undergraduate and graduate programs. Increased numbers of students challenge the current resources available for clinical education. The presenters will provide information on developing and expanding resources to accommodate larger class sizes.

Participants will:

- Develop action plans ideas for *expanding existing* resources to accommodate larger enrollments
- Develop action plans ideas for *developing resources* to accommodate larger enrollments
- Learn to *negotiate* with upper administration to garner the personnel support needed to accommodate acceptance of larger enrollments

9:45 am – 12:15 pm

**PhD Forum: Recruitment and Retention of PhD Students and New Faculty Members**  
*Dianne Meyer and Rob Fox*

*Big Thicket*

This session will examine the challenges in the recruitment and retention of both PhD students and new faculty members in our programs. For example, with PhD students, how do we address the (small) size of student stipends in the face of competitive MA-SLP and AuD salaries, spousal and dependent issues (when the student's spouse take a position in another state, or when the student has children), and if a student can meet state licensure/CCC requirements as a PhD student (especially when the student's background was in a related field). In terms of new faculty members, how can we best address issues related to start-up costs, course reductions, salaries/cost of living in the current economy and living environments? Second part of presentation will involve input from audience in terms of challenges and solutions.

10:45 am – 11:15 am

**Break and Exhibits**

*Texas Foyer*

11:15 am – 12:15 pm

**Best Practices for Graduate Coordinators**  
*Paula McGuire and Heidi Verticchio*

*Texas Ballroom V*

As graduate programs in CSD are increasing in number of applicants and students, Graduate Coordinators need to develop new strategies and techniques for handling the time demands of communicating with prospective students, streamlining the graduate admissions process, and meeting the needs of larger numbers of students throughout their program (of course, with no additional resources). In this interactive session, the participants will share solutions with their colleagues to deal with the time demands of many students.

Participants will:

- Discuss recruiting prospective students through department tours and open houses
- Explore the use of different technologies to communicate with students and prospective students
- Review use of CSDCAS in the admissions process
- Review advising and admissions of prospective students with non-CSD undergraduate degrees
- Differentiate the roles between graduate coordinator and the clinic program director

12:30 pm – 2:00 pm	<b>Awards Luncheon</b>	<i>Texas Ballroom I, II &amp; III</i>
2:00 pm – 3:30 pm	<b>Business Meeting</b>	<i>Texas Ballroom I, II &amp; III</i>
3:30 pm – 4:00 pm	<b>Break and Exhibits</b>	<i>Texas Foyer</i>
4:00 pm – 5:30 pm	<b>Higher Education Data System (HES) Tutorial</b> <i>Cheryl Messick, Loretta Nunez &amp; Amy Eizeldin</i>	<i>Texas Ballroom I, II &amp; III</i>

This presentation will provide attendees with an update on the Higher Education Data System (HES) including accomplishments, published data reports, tutorials on how to efficiently use the system and future goals.

Participants will:

- Learn about HES published data reports and how the data informs academic programs and the professions
- Review the four steps to completing and submitting an HES survey
- Learn strategies for completing the HES surveys efficiently and accurately
- Identify future plans and goals for HES

4:00 pm – 5:30 pm	<b>CSDCAS Update &amp; Future Directions</b> <i>Richard Hurtig</i>	<i>Texas Ballroom V</i>
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This informational session will provide attendees with specific information for using Communication Sciences and Disorders Centralized Application Service (CSDCAS) at their institutions.

Participants will:

- Understand the basic elements of a centralized application service
- Review demographics of the applicant pool for CSDCAS Cycles 1 & 2
- Provide implementation issues & solutions
- Plan for Cycle 3 - How do you sign up?

4:00 pm – 5:30 pm

**Successful Models of Academic Program Capacity Building  
in Audiology and Speech-Language Pathology**

*Texas Ballroom VI*

*Colleen O'Rourke, Nancy Alarcon, Nancy Creaghead & Linda Hood*

This presentation will provide attendees with examples of educational models that have successfully increased academic program capacity and positively impacted efforts to address personnel shortages in the professions. The panel presentations will address the program design, strategies for overcoming challenges associated with increasing capacity, outcome data, and any impact the program has achieved in meeting personnel preparation needs nationally, regionally and/or locally.

Participants will:

- Identify existing capacity within CSD academic programs and the rationale for expanding capacity
- Describe educational models that have successfully added academic program capacity and resulted in a positive impact on personnel shortages
- Identify how to locate information and resources on academic program capacity building and who to contact for additional guidance

6:00 pm – 8:00 pm

**Dinner (On Your Own)**

8:00 pm – 10:30 pm

**Late Night Happy Hour**

*Foothill II*

**Saturday, April 24, 2010**

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7:30 am – 8:30 am      **Continental Breakfast & Exhibits**      *Texas Foyer*

9:00 am – 12:00 pm      Public & Private Third Party Payment Systems: Information  
for University Speech & Hearing Clinics      *Texas Ballroom I*  
*Kate Romanow and Lisa Scott*

Determining whether to accept third party payment is a decision that has distinct advantages and disadvantages for university speech and hearing clinics. Developing a thorough understanding of the third party payment system is essential for how it impacts not only a clinic's business practices, but also graduate student professional preparation. This session, led by ASHA's Director of Health Care Regulatory Advocacy, will provide an overview of CMS guidelines that apply to university clinics for speech-language pathology and audiology services, with an emphasis on Medicare and Medicaid. Information will be provided on business practices such as fee schedules, navigating the CMS paperwork system, and scope of coverage. Current guidelines for documentation and coding will be addressed, highlighting strategies for helping students develop knowledge and skills in this important professional practice area. ASHA resources on third party payment will be featured.

Participants will:

- List at least 3 CMS guidelines regarding supervision, documentation, or billing practices that apply to university speech and hearing clinics
- Describe specific aspects of scope of coverage for speech-language pathology and audiology services
- Develop a basic outline of a potential graduate student curriculum in documentation and coding practices

9:00 am – 11:00 am      **SimuCase™: Interactive Case Studies for Student Assessment**      *Texas Ballroom II & III*  
*Stacy Williams*

SimuCase™ is a Web-based simulated case study application designed to support best practice in speech-language pathology. This learning tool encourages students to measure and improve clinical decision-making in the area of assessment. Students practice assessment methods while interacting with virtual patients, family members and colleagues. The presenter will demonstrate the application of SimuCase™ to university training programs.

Participants will:

- Identify the critical components necessary for creating effective simulated learning environments for digital age learners
- Describe current simulation technology applications in allied health science fields
- Analyze and discuss simulation technology solutions to enhance current professional practices in communication sciences and disorder
- Describe the SimuCase™ project and discuss potential uses within their work setting

12:00 noon – 5:00 pm Networking Opportunities (On Your Own)