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2018 Annual Conference
April 11–14
Hilton Austin • Austin, TX
capcsd.org

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RENEW, REFRESH & REFOCUS your admissions process with CSDCAS

CSDCAS, the Centralized Application Service (CAS™) for communication sciences and disorders programs, simplifies application processing while providing powerful data for the entire discipline. Explore what this solution can do for your program during these 2018 CAPCSD Conference sessions.

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<td>Know Your Applicants AND Your Competition: Using WebAdMIT Reporting Tools</td>
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<th>SATURDAY</th>
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<td>11:00 AM – 12:30 PM</td>
<td>Rethinking Recommendation Letters: Why? What? Who? How?</td>
<td>4:00 PM – 5:00 PM</td>
<td>How Do You Look? Improving your Program’s CSDCAS Image</td>
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See CSDCAS in action at table 2.
It is my pleasure to welcome you to Austin for the 39th annual CAPCSD conference! I am continually awed by the hard work of this volunteer organization and the conference is where we see the efforts of our volunteers impacting all of us. This year our meeting focuses on “Renew, Refresh, and Refocus.” Your conference planning committee has worked diligently to make certain that each element of these three “R’s” are woven throughout the offerings. You’ll see renewal as we consider broad issues such as accreditation. You’ll be refreshed as you learn more about leadership and innovations for educational programming. Refocusing will occur as we discuss connecting our clinical education to the classroom, as well as engaging in an interchange about current practices and future students.

These R’s are brought to you because of the feedback you provided to CAPCSD after the 2017 conference. We have heard your voice and we continue to listen. Many thanks to our Conference Chair, JoAnne Cascia and her team: Michael Bamdad, Scott Griffiths, Lynn Flahive, Jayne Brandel, and Ned Campbell. This group spent many hours taking your thoughts and inspiration and shaping them into the program you see today. Thank you also to Jennifer Taylor, CAPCSD’s Vice President for Professional Development, for her continued guidance to the committee and our Board.

There are many things to do in Austin. This includes great food, arts, and the bats! I hope that you’ll take time to reconnect with your friends from across the country while finding some time to relax and renew. I also invite you to welcome newcomers into your conversations. Our discipline is growing and our conference is a great place to welcome the next generation of educators in communication sciences and disorders.

Enjoy!

Sincerely,

Mark DeRuiter, Ph.D., M.B.A.
President
The CAPCSD Board of Directors would like to thank the many volunteers who work tirelessly to improve quality, accessibility and innovation in Communication Sciences and Disorders in higher education. Without each volunteer the Board of Directors would not be able to continually enhance and support all member programs.

We also thank the Conference Planning Committee, the many Presenters and the Exhibitors and Sponsors for their support of the CAPCSD Annual Conference.

THANK YOU!

FUTURE CONFERENCE

April 10–13, 2019
Westin San Diego Gaslamp Quarter
San Diego, CA

April 22–25, 2020
Marriott New Orleans
New Orleans, LA

April 7–10, 2021
Westin Charlotte
Charlotte, NC
For room assignments check https://www.eventscribe.com/2018/capcsd/index.asp, the conference app, r
pick up an At-A-Glance with room assignment information at the registration desk.

WEDNESDAY, APRIL 11, 2018

12:30 PM – 7:30 PM  REGISTRATION

1:30 PM – 5:30 PM  PRE-CONFERENCE SESSION — Renew: Changing the Culture of Accreditation
Apel, Scott, Mendel, Le Prell, Franklin

5:30 PM – 6:00 PM  Newcomer’s Orientation—first time attendees only

6:00 PM – 8:00 PM  WELCOME RECEPTION — Sponsored by ETS

THURSDAY, APRIL 12, 2018

7:00 AM – 8:00 AM  BREAKFAST & EXHIBITS

7:00 AM – 5:00 PM  REGISTRATION

7:50 AM – 8:00 PM  ANNOUNCEMENTS

8:00 AM – 8:30 AM  President’s Address
DeRuiter

8:30 AM – 10:30 AM  PLENARY — Refresh: Positive Leadership in Diverse Settings
Bernhardt

10:30 AM – 11:00 AM  BREAK & EXHIBITS — Sponsored by Intelligent Video Solutions

11:00 AM – 12:00 PM  American Board of Audiology: Update
Traynor

11:00 AM – 12:00 PM  An Innovative Immersive Clinic Model for Improving Clinical Training
Meyer

11:00 AM – 12:00 PM  Building Sense of Community Improves Undergraduate Student
Engagement and Well-Being
Betancourt, Uravich

11:00 AM – 12:00 PM  CAA Update
Friberg
11:00 AM – 12:00 PM CAPCSD eLearning: What’s Up?  
  Mormer, Cokely, McNamara, Reuler, Yurof

11:00 AM – 12:00 PM Critical Thinking as a Professional Competency: Task Force Update  
  Finn

11:00 AM – 12:00 PM Grant Writing: A Hybrid and Team Teaching Approach  
  Storkel

11:00 AM – 12:00 PM Student Recruitment: Upping Your Game with WebAdMIT  
  McCarthy, Vento, Jacobs

11:00 AM – 12:00 PM What to Do: Students’ Religious Beliefs and Clinical Training  
  Bryant, Fennell

12:00 PM – 2:00 PM LUNCH AND EXHIBITS (Pick up boxed lunch at 12 PM) —  
  Sponsored by CALIPSO, LLC

12:00 PM – 1:00 PM Newcomer’s Lunch—first time attendees only

12:00 PM – 1:00 PM CALIPSO for Academic and Clinical Tracking  
  Hays

12:00 PM – 1:00 PM Innovative Learning for Inclusive Practice  
  Saad, Fleming

1:00 PM – 2:00 PM Constructive Responses to Pressures to Grow Your University Audiology Clinic  
  Eddins, Nielsen

1:00 PM – 2:00 PM Interprofessional Teams Enhance Community Outreach and Clinical Education  
  Cokely

1:00 PM – 2:00 PM Tele-Supervision of Computer-Based Clinical Simulations: A Pilot Study  
  Szymanski, Taylor, Ondo, Johnson

2:00 PM – 3:30 PM CFCC Update  
  Flahive, Fino-Szumski, Philbrick

2:00 PM – 3:30 PM Dealing with Difficult Faculty: Protecting Yourself from Toxic Work Environments  
  Buller
2:00 PM – 3:30 PM  Problem Solving and Information Exchange — Chairs 101
Le Prell, Fleming

2:00 PM – 3:30 PM  Problem Solving and Information Exchange — Clinic Directors 101
Staltari, Simpson

2:00 PM – 3:30 PM  Problem Solving and Information Exchange — Program Directors 101
Parham, Balachandran

2:00 PM – 3:30 PM  Specifications Grading: What Is It and Lessons Learned
Leslie, Lundblom

3:30 PM – 4:00 PM  BREAK & EXHIBITS

4:00 PM – 5:00 PM  Developing and Sustaining a Collaborative Interprofessional Rehabilitation Clinic: Lessons Learned
Vander Woude, Vanderkamp, Bates, Grieves, Young

4:00 PM – 5:00 PM  How Do You Look? Improving your Program’s CSDCAS Image
Strong, Boles, Tsiamtsiouris, Jacobs

4:00 PM – 5:00 PM  IPE Update: How to Infuse IPP/IPE Into Your Curriculum
Higdon, Eddins

4:00 PM – 5:00 PM  PRAXIS Data Mining Workshop
Pruner

4:00 PM – 5:00 PM  Supply and Demand for Clinical and Research Personnel
Currie, Nunez

4:00 PM – 5:00 PM  To Remediate or Not: A Model for Clinical Remediation
Hammen, Solesky

4:00 PM – 5:00 PM  Update on ACAE and Best Practices in Diagnostic Audiology Today
Hall

4:00 PM – 5:30 PM  Exploring Academic Leadership: Is College/University Administration Right for Me?
Buller

5:30 PM – 7:30 PM  AWARDS RECEPTION — Supported by EBS Healthcare
FRIDAY, APRIL 13, 2018

7:00 AM – 3:30 PM  REGISTRATION

7:00 AM – 8:00 AM  BREAKFAST & EXHIBITS

7:50 AM – 8:00 AM  ANNOUNCEMENTS

8:00 AM – 10:00 AM  PLENARY — Refocus: Connecting the Classroom to the Clinic
                      Staltari, Brandel

10:00 AM – 10:30 AM  BREAK & EXHIBITS — Sponsored by Jones & Bartlett Learning

10:30 AM – 11:30 AM  Improving Diversity in Our Field: Adopting an Intentional Admissions Process
                      Storkel

10:30 AM – 12:00 PM  A Guide to Best Practices in Simulations in CSD
                      Dudding, Szymanski, Brown, Zraick, Estis

10:30 AM – 12:00 PM  Getting Organized: Taking Control of Your Schedule, Workspace, and Habits
                      Buller

10:30 AM – 12:00 PM  IPE/IPP Integration into the Curriculum
                      DiGiovanni, McCarthy

10:30 AM – 12:00 PM  Know Your Applicants AND Your Competition: Using WebAdMIT Reporting Tools
                      Vander Werff, Masterson, Jacobs

10:30 AM – 12:00 PM  Problem Solving and Information Exchange — Chairs 201
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10:30 AM – 12:00 PM  Problem Solving and Information Exchange — Clinic Directors 201
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10:30 AM – 12:00 PM  Problem Solving and Information Exchange — Program Directors 201
                      Wingate, Griffiths

12:00 PM – 2:00 PM  LUNCH AND EXHIBITS (Pick up boxed lunch at 12 PM) — Sponsored by Pentax Medical

12:00 PM – 1:00 PM  Improving University Audiology Clinic Experience and Creating Patient Transformation
                      Taylor, Nielsen
12:00 PM – 1:30 PM  Leadership Academy Problem-Solving and Information Exchange—Leadership Academy Alumni only (Only open to current and past participants of CAPCSD Leadership Academy)  
Parham, Simpson, Fleming

1:30 PM – 3:00 PM  Increasing Ph.D. Admissions and Retention  
Byrd, Champlin

1:30 PM – 3:00 PM  Innovative Approaches to Successful Externships in Audiology  
Cokely, Carlson

1:30 PM – 3:00 PM  Innovative Approaches to Successful Externships in SLP  
Colcord, Comer

1:30 PM – 3:00 PM  Navigating Faculty Transitions  
Brandel, Jarmulowicz

1:30 PM – 3:00 PM  Strengthening our Undergraduate Programs  
Vander Woude, Jakielski

1:30 PM – 3:00 PM  Supervisor Workload: How to Determine Clinical Productivity Expectations  
Verticchio, Bamdad

1:30 PM – 3:00 PM  Who Is the 21st Century Student?  
Mills

1:30 PM – 3:30 PM  Implementing Clinical Simulation in CSD Programs  
Dudding, Williams

3:00 PM – 4:00 PM  Ice Cream Social, Networking, and Exhibits—Sponsored by Liaison International

SATURDAY, APRIL 14, 2018

7:00 AM – 12:30 PM  REGISTRATION

7:00 AM – 8:00 AM  BREAKFAST & EXHIBITS

8:00 AM – 9:00 AM  CAPCSD Business Meeting

9:00 AM – 9:15 AM  BREAK & EXHIBITS
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<td>Stead, Dudding, Flahive</td>
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<td>Harnessing the Power of Students in Faculty Research</td>
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<td>10:45 AM – 11:00 AM</td>
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<td>11:00 AM – 12:00 PM</td>
<td>Faculty Workload: How to Determine Faculty Productivity Expectations</td>
<td>Millar, Anthony</td>
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<td>Implementation Research: Exploring Implications for CSD Programs</td>
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<td>The Evidence Base for Facilitating Students’ Clinical Report Writing Skills</td>
<td>Scott, DeRuiter, Taylor</td>
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<td>11:00 AM – 12:00 PM</td>
<td>Undergraduate Education in Audiology: Two Roads to Success</td>
<td>Richburg</td>
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Supporting CAPCSD Members and CSD Students. Visit the ETS booth for information on the PRAXIS® tests and student resources.
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WEDNESDAY, APRIL 11, 2018

12:30 PM – 7:30 PM  REGISTRATION

1:30 PM – 5:30 PM  PRE-CONFERENCE SESSION —
Renew: Changing the Culture of Accreditation
Apel, Scott, Mendel, Le Prell, Franklin

The 2017 accreditation standards focus not only on specific items, such as strategic planning, but also the process by which these are created and implemented. This session will emphasize the creation of an ongoing, dynamic process that involves students, faculty, staff and administrators. The formation of an environment in which all are equal and active partners throughout the 8-year cycle will be discussed in regard to best practices.

After attending this session, the participants will be able to:
• Understand the changes to the 2017 CAA standards.
• Describe the differences in a collaborative approach versus a chair/director focused accreditation process.
• Explain specific changes to be implemented in their program’s own accreditation process.

5:30 PM – 6:00 PM  Newcomers’ Orientation—first time attendees only

6:00 PM – 8:00 PM  WELCOME RECEPTION—Sponsored by ETS

THURSDAY, APRIL 12, 2018

7:00 AM – 8:00 AM  BREAKFAST & EXHIBITS

7:00 AM – 5:00 PM  REGISTRATION

7:50 AM – 8:00 AM  ANNOUNCEMENTS

8:00 AM – 8:30 AM  President’s Address
DeRuiter
8:30 AM – 10:30 AM PLENARY — Refresh: Positive Leadership in Diverse Settings
Bernhardt

Academic leaders are charged with fostering success in meeting multiple missions while working with faculty, staff and students with a diverse set of skills, experiences and perspectives. This session will focus on practical skills that foster success of teams such as faculty groups, committees, and student cohorts. Key components of emotional self-awareness and self-management, empathy, and social skill can be leveraged by leaders in the academic environment to engage and motivate faculty, staff, and students.

After attending this session, the participants will be able to:
• List 3 practical steps to enhance positive leadership.
• Describe the various aspects of emotional intelligence.
• Understand the common ego traps that interfere with the effectiveness of leaders and groups.

10:30 AM – 11:00 AM BREAK & EXHIBITS — Sponsored by Intelligent Video Solutions

11:00 AM – 12:00 PM American Board of Audiology: Update
Traynor

The American Board of Audiology (ABA) is an independent certification entity of the American Academy of Audiology (AAA). ABA is a credential-verification program, offering audiologists the opportunity to achieve advanced Board Certification in Pediatric Audiology, and Cochlear Implants.

ABA Certification is open to all audiologists, regardless of membership status in the AAA. Advanced certification available through the ABA and identifies audiologists who have passed a rigorous, independent examination. ABA’s new 5-year certificate programs, the Certificate Holder - Audiology Preceptor (CH-AP) certificate and Certificate Holder -Tinnitus Management (CH- TM) identify audiologists that have completed an advanced course in these areas.

After attending this session, the participants will be able to:
• Identify key requirements and features of ABA Certification.
• Identify opportunities for advanced certification through the ABA.
• Describe advantages of ABA Certification.
11:00 AM – 12:00 PM  An Innovative Immersive Clinic Model for Improving Clinical Training
Meyer

University training clinics can be challenged to provide sufficient and systematic clinical experience to achieve competencies across required areas. This presentation shares a successful innovative Immersive Clinic Training Model developed and piloted at the University of Oregon. Students rotate in “mini-cohort” groups through six specialty clinics (e.g., Child Language, Fluency, AAC, Aphasia/Motor Speech), each of which is designed to teach specific competencies and integrate training with relevant professional disciplines. Program outcomes show improvements in (1) depth and breadth of clinical training; (2) interprofessional practice and case collaboration; and (3) efficiency and effectiveness of faculty supervision.

After attending this session, the participants will be able to:
- Describe key components and principles of the Specialty Clinic Training Model.
- Identify 3 key benefits of the Specialty Clinic Training Model.
- Summarize key administrative processes for coordinating training across different specialty clinics and with cooperating professionals outside the profession.

11:00 AM – 12:00 PM  Building Sense of Community Improves Undergraduate Student Engagement and Well-Being
Betancourt, Uravich

After hearing concerns from many CSD undergraduate students in the Language-Speech-Hearing concentration, the Undergraduate Director and the Academic Advisor surveyed the student body on feelings towards academics, personal stressors, and departmental engagement. Results showed students were anxious, depressed, and disengaged from the department. A student success initiative was started including the creation of the student-run CSD Student Steering Committee. After two years of work and data collection, students are reporting statistically significant improvement in the areas of mental health and departmental engagement. This presentation details the data-driven student success initiative and provides ideas for Director-Advisor-Student collaborations.

After attending this session, the participants will be able to:
- Identify mental health and departmental engagement issues present in CSD undergraduate students.
- Identify components of a successful, data-driven student success initiative.
- Implement Director-Advisor-Student collaborations to improve student success in their own departments.
THURSDAY, APRIL 12, 2018, cont’d.

11:00 AM – 12:00 PM  CAA Update
Friberg

The session will focus on the current work of the Council of Academic Accreditation (CAA) related to the implementation of the revised standards, an update on the CAA online reporting system, program completion rates, and the most frequently cited standards in accreditation decisions.

After attending this session, the participants will be able to:
• Discuss the implementation of the new CAA standards and the use of the new CAA online reporting system.
• Describe changes to the interpretation/calculation in program completion rates.
• Apply knowledge of standards citation trends to improve accreditation reports.

11:00 AM – 12:00 PM  CAPCSD eLearning: What’s Up?
Mormer, Cokely, McNamara, Reuler, Yurof

This session will present an update on the recently refreshed online Clinical Education Courses, contained in the CAPCSD eLearning site. This will include an overview of the newest content modules addressing “Feedback in Clinical Education” and “Assessing Student Performance.” We will discuss strategies for sharing access to the courses with offsite clinical educators and demonstrate our streamlined CEU registration process for these courses.

After attending this session, the participants will be able to:
• Describe the topics covered in courses 1-4 of the CAPCSD online clinical education courses.
• Develop strategies to disseminate the online courses to affiliated clinical educators on and off campus.
• Explain the process by which learners in the online courses are registered for ASHA and AAA CEU credit.

11:00 AM – 12:00 PM  Critical Thinking as a Professional Competency: Task Force Update
Finn

The CAPCSD Task Force on Critical Thinking was charged with preparing two white papers on the viability of critical thinking as a professional competency. Main topics from the first white paper will be summarized including an examination of the various helping professions that have recognized the value of critical thinking for clinical practice, the importance of a practical definition of critical thinking for students and instructors, an overview of the relevant knowledge and skills of a critically thinking practitioner, and a review of various approaches for teaching critical thinking. A brief update on the second paper will also be included.
THURSDAY, APRIL 12, 2018, cont’d.

11:00 AM – 12:00 PM  Critical Thinking as a Professional Competency: Task Force Update, con’td.

After attending this session, the participants will be able to:
• Identify the various helping professions that recognize the value of critical thinking to clinical practice.
• Describe the relevant knowledge and skills for a critically thinking practitioner.
• Describe various approaches for teaching critical thinking to future practitioners.

11:00 AM – 12:00 PM  Grant Writing: A Hybrid and Team Teaching Approach
Storckel

This session will describe an 8-week summer course that focused on grant writing for Ph.D. students. The course used a hybrid approach where half of contact time occurred through readings and recorded lectures and half occurred in a face-to-face discussion format. This format allowed course content to be archived and used in an independent study format during semesters when teaching the course cannot be funded. A team teaching approach was used to ease instructor burden over the summer and to gain the perspectives of both early- and mid-career faculty.

After attending this session, the participants will be able to:
• Describe an effective organization for teaching doctoral students how to write the various components of an NIH grant application.
• Describe effective electronic out-of-class, in-class discussion topics, and out-of-class writing assignments for teaching doctoral students how to write a grant.
• List the costs and benefits of using a team teaching format to teach doctoral students how to write an NIH grant.

11:00 AM – 12:00 PM  Student Recruitment: Upping Your Game with WebAdMIT
McCarthy, Vento, Jacobs

In this session, suggestions are offered to increase student recruitment throughout the application process. Attendees will learn about the benefits of the WebAdMIT email interface and how to improve communication with applicants. Examples of communication templates will be presented. Presenters will provide demonstrations on how to build email templates. Attendees are encouraged to bring laptops to allow access into their WebAdMIT application throughout the presentation.
THURSDAY, APRIL 12, 2018, cont’d.

11:00 AM – 12:00 PM  Student Recruitment: Upping Your Game with WebAdMIT, cont’d.

After attending this session, the participants will be able to:
• Define how to integrate email communication with WebAdMIT throughout the application process.
• List the benefits of improved communication with applicants.
• Describe the process to create templates in WebAdMIT.

11:00 AM – 12:00 PM  What to Do: Students’ Religious Beliefs and Clinical Training
Bryant, Fennell

This presentation highlights the policies and procedures that were implemented in response to the question of whether or not graduate student clinicians can use their religious beliefs as a basis for refusing to provide voice feminization services to transwomen clients. Similar cases have been reported in the counseling literature. Various policies were developed that paralleled the ASHA Code of Ethics nondiscrimination rules, with careful attention to due process to protect the rights of the students. A bioethical approach was infused into the clinical education curriculum, with an emphasis on the idea of personal autonomy and the “do no harm” edict.

After attending this session, the participants will be able to:
• Identify the legal and ethical implications involved when religious rights conflict with ethical conduct.
• List the information that should be included in a student handbook to address nondiscrimination rules.
• Define the relationship between bioethical concepts and religious beliefs that may interfere with clinical practice.

12:00 PM – 2:00 PM  LUNCH AND EXHIBITS (Pick up boxed lunch at 12:00 pm) — Sponsored by CALIPSO, LLC

12:00 PM – 1:00 PM  Newcomers’ Lunch—first time attendees only
THURSDAY, APRIL 12, 2018, cont’d.

12:00 PM – 1:00 PM  CALIPSO for Academic and Clinical Tracking  
Hays

This presentation will provide a live demonstration of the CALIPSO for Speech-Language Pathology and CALIPSO for Audiology web-based applications for tracking key aspects of academic and clinical education for speech-language pathology and audiology programs.

After attending this session, the participants will be able to:
• Recognize the efficiency of a web-based application for academic and clinical tracking;
• Utilize processes for tracking changes to the Standards;
• Summarize key reports for CAA and CFCC Standards verification.

12:00 PM – 1:00 PM  Innovative Learning for Inclusive Practice  
Saad, Fleming

One of ASHA’s strategic objectives is to increase members’ cultural competence in order to address cultural and linguistic influences on service delivery outcomes. Setting clinicians on the path to cultural competence begins with innovative practice in CSD programs. In this session, presenters will discuss perceived barriers to infusing diversity and inclusion topics into CSD curriculum and address innovative ways to incorporate more inclusive teaching practices. The presenters will also explore ways in which CSD programs can help foster student growth from learning about diversity and inclusion to becoming culturally competent and compassionate care providers.

After attending this session, the participants will be able to:
• Identify barriers to infusing diversity and inclusion issues into curriculum content.
• Discuss innovative learning strategies to effectively incorporate diversity and inclusion issues into curriculum content and classroom interactions.
• Identify strategies to develop culturally competent clinicians who deliver culturally competent compassionate care.
1:00 PM – 2:00 PM  Constructive Responses to Pressures to Grow Your University Audiology Clinic

Eddins, Nielsen

University Audiology Clinics are under pressure from administration to enroll more AuD students, but administrators often do not understand clinic capacity issues. Likewise, the audiology profession needs to grow to meet current and increasing demand, but university clinics and AuD programs were not built to accommodate this type of growth. We will present innovative new business and education models to grow university audiology clinics to meet these demands. We will discuss which clinics are best positioned to grow, how to create a plan for growth and make such changes work financially, and how to work with administration to facilitate growth.

After attending this session, the participants will be able to:
• Implement new business/education models that facilitate audiology clinic growth.
• Approach student enrollment and audiology clinic growth as common goals with administration.
• Attract the increased patient growth needed to support increased student enrollment.

1:00 PM – 2:00 PM  Interprofessional Teams Enhance Community Outreach and Clinical Education

Cokely

A community health center is a clinic staffed by practitioners and volunteers to provide high-quality, often free, healthcare and other wellness services to medically underserved residents within a target-geographic area. These clinics provide students from various healthcare professions an interactive learning environment, enhance development of professional skills, demonstrate the benefit of a team-approach to total care of the patient, and instill a commitment of service to the community and others in need. This session will describe a collaborative community outreach program that provides audiology, ENT, and physical therapy services in various community clinics that work with three distinct Dallas community clinics.

After attending this session, the participants will be able to:
• Describe the mission of community health clinics, their benefit to medically underserved populations, and the place for audiology in delivery of these services.
• Define methods to enhance inter-professional exchanges among AUD, SLP, PT, and medical students via participation in community health clinics.
• Define positive outcomes and challenges for patients and students participating in community health clinics.
In this presentation the authors will describe a pilot study conducted at Fort Hays State University to determine the feasibility of providing tele-supervision to speech-language pathology graduate students who are completing computer-based clinical simulations using Simucase. The benefits of tele-supervision will be discussed and the requirements for supervising computer-based clinical simulations will be examined. The components of a successful prebrief and debrief session will be outlined and videos of prebrief and debrief sessions with students will be shared. A survey of students’ perceptions following these clinical experiences will be reviewed.

After attending this session, the participants will be able to:
• Identify the benefits of tele-supervision and describe the technology required to provide tele-supervision.
• List the supervision requirements for computer-based clinical simulations.
• Interpret student transcripts, provide feedback via the SimuCase Faculty Dashboard, and conduct successful prebrief and debrief sessions with CSD students.

There are several major changes to the ASHA certification standards on the horizon. These changes will affect Audiology and Speech-Language Pathology programs’ students and faculty. Attendees will learn more about the 2020 certification standards, clinical fellowship skills and ratings, and ASHA’s online certification application.

After attending this session, the participants will be able to:
• Understand the changes to the Audiology certification standards, which will go into effect January 1, 2020.
• Understand the changes to the Speech-Language Pathology certification standards, which will go into effect January 1, 2020 including changes to the clinical fellow experience.
• Understand how to use ASHA’s online certification application.
2:00 PM – 3:30 PM  Dealing with Difficult Faculty: Protecting Yourself from Toxic Work Environments
Buller

To judge from the number of books and articles written about the subject, the work environment in higher education appears to be becoming increasingly difficult. Bullies, passive-aggressive coworkers, and just plain difficult people make our jobs harder. But how do we protect ourselves in these toxic environments? And what are the best ways to transform a dysfunctional work environment into one that is more productive? In this interactive session, we’ll explore some best practices you can use if you ever find yourself in one of these challenging situations.

After attending this session, the participants will be able to:
• Understand what works and what doesn’t work when faced with toxic academic environments.
• List specific strategies for dealing with difficult members of the faculty and staff.
• Understand some of the contributing factors to toxic work environments in higher education.

2:00 PM – 3:30 PM  Problem Solving and Information Exchange — Chairs 101
Le Prell, Fleming

This facilitated session provides an opportunity for new chairs to acclimate and to discuss issues related to the position, such as programmatic planning and budgeting, assuring individual progress of faculty, and addressing conflict. Questions will be addressed with an opportunity of group problem solving and information sharing to facilitate innovative approaches.

After attending this session, the participants will be able to:
• List 3 effective strategies for program planning.
• Define 3 practices to facilitate faculty members’ professional development.
• Describe 2 strategies to help manage conflict.

2:00 PM – 3:30 PM  Problem Solving and Information Exchange — Clinic Directors 101
Staltari, Simpson

This facilitated session provides an opportunity for new Clinic Directors to acclimate and to discuss issues related to the position, such as specialty clinics, year-round services, and performance evaluation tools. Questions will be addressed with an opportunity of group problem solving and information sharing to facilitate innovative approaches.
THURSDAY, APRIL 12, 2018, cont’d.

2:00 PM – 3:30 PM  Problem Solving and Information Exchange —
Clinic Directors 101, con’td.

After attending this session, the participants will be able to:
• Use the tools to develop an evaluation document for clinical educators.
• Delineate the pros and cons of specialty clinics.
• Evaluate the need for year-round services.

2:00 PM – 3:30 PM  Problem Solving and Information Exchange — Program Directors 101
Parham, Balachandran

This facilitated session provides an opportunity for new Program Directors to discuss issues related to the position, such as their role in curriculum planning including IPE/IPP, implementation of 2017 standards, and student advising. Questions will be addressed with an opportunity of group problem solving and information sharing to help promote a quality and innovative program.

After attending this session, the participants will be able to:
• Develop a job description including role in curriculum planning.
• Understand their role in the accreditation process.
• List 3 strategies to address advising challenges.

2:00 PM – 3:30 PM  Specifications Grading: What Is It and Lessons Learned
Leslie, Lundblom

Traditional point-based grading is failing students entering a competency-based workforce: employers require concrete skills and knowledge not “high” grades. Learning theory will be combined with examples from three years of class experience to provide a rationale for faculty revolutionizing the measurement of student competence. Undergraduate and graduate course examples will highlight basic components: pass/fail grading with no partial credit, bundle sequences tied to basic and advanced competency/learning outcomes, and clear alignment to ASHA standards. Preliminary course outcome and social validity data will be presented. Attendees should bring a personal course syllabus.

After attending this session, the participants will be able to:
• Explain the rationale of specifications grading in CSD programs.
• Identify the basic components of specifications grading.
• Modify a class syllabus based on predicted student responses to the specifications grading approach.
3:30 PM – 4:00 PM  BREAK & EXHIBITS

4:00 PM – 5:00 PM  Developing and Sustaining a Collaborative Interprofessional Rehabilitation Clinic: Lessons Learned
Vander Woude, Vanderkamp, Bates, Grieves, Young

Providing authentic and sufficient interprofessional education (IPE) opportunities is a challenge for many CSD graduate programs; however, collaborating among universities to provide IPE opportunities and additional clinical placements can be a good solution. This session will focus on developing and sustaining a SLP, PT, OT, Audiology, Social Work and Neuropsychology rehabilitation clinic with Western Michigan University and Calvin College. Perspectives on collaborative IPE models, marketing and business considerations, and unexpected opportunities and barriers for developing a cross-institution IPE clinic will be presented by a department chair, clinic directors and clinical faculty from two different universities.

After attending this session, the participants will be able to:
- Define models of interprofessional practice and education.
- Describe legal and financial considerations for collaborating among disciplines and between different higher education institutions.
- Outline educational, financial, and collaborative opportunities and challenges for an IPE clinic.

4:00 PM – 5:00 PM  How Do You Look? Improving your Program’s CSDCAS Image
Strong, Boles, Tsiamtsiouris, Jacobs

When students view your program on CSDCAS what do they see? This session will provide best practice for improving your program’s marketability to applicants. You will have the opportunity to view model programs and learn how to strengthen your program’s CSDCAS web presence. Bring your laptop to review your program’s current CSDCAS homepage and learn how to enhance it.

After attending this session, the participants will be able to:
- Identify best practices for your program’s marketability with applicants.
- Identify 3 factors that facilitate an applicant’s ability to navigate your program’s homepage.
- Learn how to modify your program’s CSDCAS homepage.
THURSDAY, APRIL 12, 2018, cont’d.

4:00 PM – 5:00 PM  IPE Update: How to Infuse IPP/IPE Into Your Curriculum
Higdon, Eddins

This session, by the CAPCSD IPP/IPE Committee, will focus on the infusion of knowledge/skills of IPP/IPE into the academic/clinical education for undergraduate and graduate students. Critical thinking is an important goal of university education, and a core competency of inter-professional education/practice. Current approaches in IPP/IPE in training, the basic elements necessary, the potential tools one might use to assess the knowledge and skills of IPP/IPE as well as identification of current research projects in IPP/IPE will be addressed. This is an opportunity for attendees to share their current practices, also.

After attending this session, the participants will be able to:
• Identify the basic elements of IPP/IPE necessary in an academic/clinical training program.
• Understand the purpose of IPP/IPE in the current (2017) CAA accreditation standards.
• Locate current research projects that are addressing IPP/IPE in publications and practice.

4:00 PM – 5:00 PM  PRAXIS Data Mining Workshop
Pruner

Learn how the ETS Data Manager (EDM) can assist with making data-driven decisions. This session will provide you with a tutorial on using EDM to view performance data and how to disaggregate that data. A short update will be given on how to help your students prepare for success on the Praxis exams.

After attending this session, the participants will be able to:
• Understand what data is available in the ETS Data Manager system.
• Learn how to create a variety of reports on Praxis performance for subgroups.
• Make connections between curriculum and performance data.

4:00 PM – 5:00 PM  Supply and Demand for Clinical and Research Personnel
Currie, Nunez

This session will inform audience members on workforce data and demands for speech-language pathologists, audiologists, and faculty-researchers. These data can help practitioners find jobs, administrators negotiate, academic programs predict growth, and researchers support grant proposals.
4:00 PM – 5:00 PM Supply and Demand for Clinical and Research Personnel, cont’d.

After attending this session, the participants will be able to:
• Identify types of data collected via the CSD Education Survey.
• Describe a national data trend for admission, enrollment and graduation rates among graduate audiology and speech-language pathology programs.
• Describe national data trends for Ph.D. researcher education in communication sciences and disorders.

4:00 PM – 5:00 PM To Remediate or Not: A Model for Clinical Remediation
Hammen, Solesky

How and when do you implement clinical remediation? What do you do when there are differences in competency across clients? How do you approach remediation when supervisors’ evaluation differ significantly? How do you handle a student clinician that has substantial, global deficiencies? As part of this interactive session participants will share approaches to implementing CAA Standard 4.3. We will describe an independent study course that was developed to address a challenging remediation situation due to the graduate student clinician having multiple disabilities. The effect of the course on subsequent clinical assignments will be discussed.

After attending this session, the participants will be able to:
• Discuss the various methods of providing clinical remediation for graduate student clinicians.
• Describe how the use of simulations can be used in clinical remediation activities with students having documented disabilities.
• Explain the remediation process as it related to CAA Standard 4.3.

4:00 PM – 5:00 PM Update on ACAE and Best Practices in Diagnostic Audiology Today
Hall

Part I of the session is devoted to a review and update on the Accreditation Commission for Audiology Education (ACAE). The ACAE is the single accrediting body “of, by, and for audiologists” with the goal of ensuring that graduates are ready for limited license practitioner status and are prepared to practice audiology autonomously and independently. Part II of the session is a review of best practices in diagnostic audiology, with an emphasis on the importance of incorporating didactic and clinical education on best practices in Doctor of Audiology programs. The importance of professional liability in audiology education is also addressed.
After attending this session, the participants will be able to:

• Identify the mission of the ACAE.
• Define best practices in diagnostic audiology.
• List 3 steps for minimizing professional liability.

4:00 PM – 5:30 PM  
**Exploring Academic Leadership:**  
*Is College/University Administration Right for Me?*  
*Buller*

An interactive session designed for those who are considering an administrative role or would like to know about what working in college administration is like. It addresses what administrators know, what current administrators wish they had known before taking on an administrative role, and what you can be doing now to prepare yourself for an administrative assignment even if it is years away. We'll also consider what academic leadership positions actually entail and engage in some inventories that will help you discover whether college or university administration is right for you.

After attending this session, the participants will be able to:

• Understand what directors, chairs, deans, and other academic leaders actually do on a daily basis.
• Obtain insight into what areas of knowledge and skill they need to develop in order to be ready for leadership positions.
• Understand whether leadership roles in higher education are really right for them.

5:30 PM – 7:30 PM  
**AWARDS RECEPTION — Sponsored by EBS Healthcare**
8:00 AM – 10:00 AM  PLENARY — Refocus: Connecting the Classroom to the Clinic
Staltari, Brandel

Students continue to struggle connecting academic content in the clinical setting. This session will focus on providing specific strategies to increase collaboration between academic and clinical faculty. Various strategies and tools will be presented with examples of ways that universities are integrating didactic information into clinical practice and increasing students’ accountability for their acquired knowledge and skills.

After attending this session, the participants will be able to:
• Understand the need for connecting academics and clinical experiences.
• Identify different strategies for academic and clinic partnerships.
• Explain the need for ongoing evaluation of a program’s collaborative efforts.

10:00 AM – 10:30 AM  BREAK & EXHIBITS — Sponsored by Jones & Bartlett Learning

10:30 AM – 11:30 AM  Improving Diversity in Our Field:
Adopting an Intentional Admissions Process
Storkel

Speech-language pathology is the third whitest profession in the US. Administrators and faculty need to think carefully about our procedures for admitting students to our graduate programs because we determine who is in our profession and who is not. Our program began a yearlong initiative to take a more intentional approach to the graduate admissions process by (1) identifying characteristics relevant for success as an SLP; (2) linking these characteristics to specific items in the application; (3) providing members of the admissions committee with resources about bias in admissions decisions; (4) making our procedures transparent to prospective students.

After attending this session, the participants will be able to:
• Identify characteristics of students that are important for success in graduate school and in a clinical career.
• Describe the ways in which many current admissions practices are biased.
• Revise admissions practices to enhance equity.
FRIDAY, APRIL 13, 2018, cont’d.

10:30 AM – 12:00 PM  A Guide to Best Practices in Simulations in CSD

Dudding, Szymanski, Brown, Zraick, Estis

CAPCSD’s Task Force on Simulations will present their work identifying best-practices in simulations in audiology and speech-language pathology. Experts will share their knowledge of simulation technologies, curricular considerations, outcome and evaluation measures. The group will describe the essential components of high quality simulation experiences. Examples of simulation use, including in IPE, will be included. Recommendations for the future of simulations in CSD will be discussed.

After attending this session, the participants will be able to:
• Generate the opportunities and challenges of simulations in CSD.
• Characterize simulation technologies according to fidelity, cost and accessibility.
• Design a plan for integrating simulations into the curriculum and approaches to outcomes and evaluation of simulations.

10:30 AM – 12:00 PM  Getting Organized:

Taking Control of Your Schedule, Workspace, and Habits

Buller

Sometimes the hardest part of working in higher education is just dealing with all the paperwork that comes our way. This workshop explores how to create and maintain a neat and orderly work environment so as to be more effective and use time more productively. We’ll consider practical tips you can use immediately and develop a long-term strategy that will improve your overall organizational skills.

After attending this session, the participants will be able to:
• Determine which of several approaches will work best for them in organizing their workspace.
• Describe a specific plan for better organizing their workspaces.
• Understand the relationship between time management and space organization.
FRIDAY, APRIL 13, 2018, cont’d.

10:30 AM – 12:00 PM  IPE/IPP Integration into the Curriculum
DiGiovanni, McCarthy

There is a need to create teams across disciplines for creating future professionals in healthcare and educational settings who collaborate in service deliveries that are congruent with what they will experience in their careers. Ways to create program partnerships across domains in academic as well as clinical courses. IPE/IPP must not be seen as an "add on" but rather must be integrated across the graduate experience. The exact means for integration varies with each program. A continuum of options will be presented.

After attending this session, the participants will be able to:
• Define what interprofessional education and practice are in CSD programs.
• Identify potential resources available for development of IPE/IPP activities on a campus.
• List IPE/IPP courses that can be embedded in current curriculum.

10:30 AM – 12:00 PM  Know Your Applicants AND Your Competition: Using WebAdMIT Reporting Tools
Vander Werff, Masterson, Jacobs

Enrollment management in higher education has become a science. It’s increasingly important for programs to use Customer Relations Management (CRM) and predictive analytics to effectively market and recruit. For CSDCAS programs, WebAdMIT offers such tools to compare the demographics of your program’s applicant pool to national benchmarks and identify the competing institutions to which your applicants are applying. We will discuss current and proposed features of WebAdMIT that support critical data needs, equipping programs with not only tools to better market, but to successfully argue for university resources that often are allocated based on the empirical strength of requests.

After attending this session, the participants will be able to:
• Run a WebAdMIT report on their shared applicants.
• Describe use of a CRM.
• Describe some options for predictive analytics.

10:30 AM – 12:00 PM  Problem Solving and Information Exchange — Chairs 201
Mahshie, Watts

This facilitated session provides an opportunity for program chairs to discuss issues related to division of administration, tenure and promotion. Questions will be addressed with an opportunity for group problem solving and information sharing to facilitate solution-centered support.
After attending this session, the participants will be able to:
• Explain effective strategies for optimal division of administrative duties.
• List 3 strategies to address challenging colleagues.
• Summarize factual tenure and promotion decision making strategies.

10:30 AM – 12:00 PM  Problem Solving and Information Exchange - Clinic Directors 201
Raymond, Sjoblad

This facilitated session provides an opportunity for clinical directors to discuss issues related to
the CAPCSD supervision modules, their role in implementing IPE/IPP activities, and billing issues.
Questions will be addressed with an opportunity for group problem solving and information sharing
to facilitate solution-centered support.

After attending this session, the participants will be able to:
• Identify ways to use the CAPCSD supervisor modules.
• Determine solutions for effective billing in a university clinic.
• Explain ways to develop IPP/IPE clinical activities.

10:30 AM – 12:00 PM  Problem Solving and Information Exchange - Program Directors 201
Wingate, Griffiths

This facilitated session provides an opportunity for program directors to discuss issues related to
graduate admissions, advising, curriculum and job placement. Questions will be addressed with
an opportunity of group problem solving and information sharing to facilitate solution-centered support.

After attending this session, the participants will be able to:
• Develop strategies for optimizing graduate admissions.
• Identify 3 strategies to manage the advising workload.
• Describe the key quality outcome measures for their own program.

12:00 PM – 2:00 PM  LUNCH AND EXHIBITS (Pick up boxed lunch at 12:00 pm) —
Sponsored by Pentax Medical
12:00 PM – 1:00 PM Improving University Audiology Clinic Experience and Creating Patient Transformation
Taylor, Nielsen

Because audiology is a profession with many undifferentiated goods and services, the greatest opportunity for differentiation and value creation resides in the patient’s customized experience and transformation. The underlying concept is when a patient has been affected emotionally by their interaction with clinic staff, they are more likely to be engaged in the process, follow recommendations and become satisfied patients. In addition to a memorable experience, patients aspire to be something different, they want to transform themselves. Clinicians must become transformational elicitors creating measurable lasting improvements in patient’s lives. Patients’ experiences and transformations are crucial to clinic success.

After attending this session, the participants will be able to:
• Understand and improve the experience staging areas associated with an audiology clinic visit.
• Create a customized patient experience to increase patient satisfaction and the audiology clinic’s competitive advantage.
• Become a transformation elicitor and change patient’s lives.

12:00 PM – 1:30 PM Leadership Academy Problem Solving and Information Exchange Luncheon
Parham, Simpson, Fleming

As part of its mission to provide visionary leadership and promote professional development for academic programs in Communication Sciences and Disorders, CAPCSD initiated a program to help individuals develop their knowledge and skills in the area of academic leadership. This facilitated session by members of previous CAPCSD Leadership Academy cohorts provides participants with the opportunity to exchange information and share lessons learned related to the leadership themes presented during the workshop.

After attending this session, the participants will be able to:
• List 5 traits common to individuals engaged in academic leadership.
• Report different challenges faced by academic leadership.
• Create 3 personal goals for improving leadership skills.
FRIDAY, APRIL 13, 2018, cont’d.

1:30 PM – 3:00 PM    Increasing Ph.D. Admissions and Retention
Byrd, Champlin

Given the recognized shortage of Doctoral level faculty, there is a need to increase enrollment in research doctorate programs. This session will discuss strategies that have been used to attract and retain applicants. Strategies across both undergraduates and graduates will be provided. Creative funding and programming possibilities will be addressed.

After attending this session, the participants will be able to:
• Define the current and future extent of the Ph.D. shortage in communication sciences and disorders.
• Explain strategies to increase enrollment and retention.
• Identify new ways to assist funding Ph.D. students.

1:30 PM – 3:00 PM    Innovative Approaches to Successful Externships in Audiology
Cokely, Carlson

The externship is recognized as the primary factor in the comprehensive clinical training of AuD students but is also widely described as being out of the educational institution’s control. This session will address best practices from the perspective of both the university and extern facility in coordinating externship experiences that provide clear expectations, facilitate student success, assure excellence in patient care, accommodate optimum education and mentoring opportunities and promote community-partner satisfaction.

After attending this session, the participants will be able to:
• Identify key areas of responsibility and collaboration for the university and the externship facility that facilitates best outcomes.
• Identify challenges faced in the externships and methods to optimize externship experiences.
• List 3 measures of externship program strength.

1:30 PM – 3:00 PM    Innovative Approaches to Successful Externships in SLP
Colcord, Comer

Programs often struggle to find new ways to identify community resources for off-campus clinical training. The speakers will discuss innovative ways to get the most out of your community resources. Suggestions will be made regarding approaching and engaging sites in student training. Issues related to the State Authorization for Reciprocity Agreement (SARA) will be discussed.
FRIDAY, APRIL 13, 2018, cont’d.

1:30 PM – 3:00 PM Innovative Approaches to Successful Externships in SLP, cont’d.

After attending this session, the participants will be able to:
• Identify strategies for connecting with off-campus resources.
• Demonstrate understanding of what types of student training is needed.
• Identify what approaches for community outreach needs would work at their institutes.

1:30 PM – 3:00 PM Navigating Faculty Transitions
Brandel, Jarmulowicz

Change is good! Often it is a planned changed. Other times it is sudden. In either case, plans are needed and logistics must be addressed. Critical to these transitions is having written documentation of policies and procedures. Planning for a transition of knowledge and leadership roles to allow for an orderly transition for all involved is key to maintaining a successful program.

After attending this session, the participants will be able to:
• Identify the need for transition planning.
• Develop job description and responsibilities for all faculty and staff, including committee tasks and timelines.
• Explain the value of mentoring during times of transition.

1:30 PM – 3:00 PM Strengthening our Undergraduate Programs
Vander Woude, Jakielski

The undergraduate degree in speech and hearing sciences is meant to provide a solid foundation in the biologic, physical, and social sciences and an introductory understanding of the professions. This session will focus on methods to: 1) assure optimal outcomes for undergraduate programs in Speech and Hearing Sciences and 2) create a broader understanding of the value of the undergraduate degree for a variety of career paths.

After attending this session, the participants will be able to:
• Identify 3 measures of strength in undergraduate programs
• Define 3 steps in assuring adequate preparation of applicants for Master’s and Au.D. programs.
• List 3 ways to encourage student ownership of their undergraduate success.
FRIDAY, APRIL 13, 2018, cont’d.

1:30 PM – 3:00 PM  Supervisor Workload: How to Determine Clinical Productivity Expectations
Verticchio, Bamdad

Programs often struggle with how to determine what defines a reasonable workload for Clinical Educators. The speakers will present options on how to weigh responsibilities and identify time requirements for these various responsibilities. Percentage of a supervisor’s week used for direct observation of student clinical interactions will be covered.

After attending this session, the participants will be able to:
• Identify strategies for weighing work responsibilities when determining time management issues.
• Demonstrate understanding of what types of approaches might work at their facility for work load determination.
• Define what percentage of a supervisor’s time should be used for direct observation of clients.

1:30 PM – 3:00 PM  Who is the 21st Century Student?
Mills

This session will focus on helping faculty better meet the needs of a generation of students, beyond the millennials, who come to higher education, paradoxically, both better prepared and significantly less prepared than previous generations of students. These students include an increasing number enrolling at universities with significant academic, emotional and psychological issues. Opportunities to address their needs at a programmatic and individual level will be presented with an emphasis on proactive strategies.

After attending this session, the participants will be able to:
• Identify the trends in students with disabilities who are enrolled in university programs.
• Explain the role of CSD faculty and staff in improving their academic experience.
• List possible strategies for proactively meeting student needs.

1:30 PM – 3:30 PM  Implementing Clinical Simulation in CSD Programs
Dudding, Williams

The use of clinical simulations in SLP and audiology programs offers exciting opportunities for clinical education. Simulations are an innovative albeit resource-intensive teaching and learning methodology, but the potential impact on student learning and enhanced patient-care may be powerful. This course will move beyond the technologies and provide pedagogical tools for developing and implementing simulations within the fields of SLP and audiology. Current research and implementation for simulation education models will be shared including developing competency-based measures to determine the impact of student learning.
FRIDAY, APRIL 13, 2018, cont’d.

1:30 PM – 3:30 PM  Implementing Clinical Simulation in CSD Programs, cont’d.

After attending this session, the participants will be able to:

• Identify and define the essential processes for developing effective clinical simulations for clinical education.
• Compare and contrast the various simulations technologies.
• Evaluate and determine which simulation models best fit within a given SLP program or curriculum.

3:00 PM – 4:00 PM  Ice Cream Social, Networking, and Exhibits — Sponsored by Liaison International

SATURDAY, APRIL 14, 2018

7:00 AM – 12:30 PM  REGISTRATION

7:00 AM – 8:00 AM  BREAKFAST & EXHIBITS

8:00 AM – 9:00 AM  CAPCSD Business Meeting

9:00 AM – 9:15 AM  BREAK & EXHIBITS

9:15 AM – 10:15 AM  Generation Z: Coming Soon to a Campus Clinic near You
        Stead, Dudding, Flahive

Numerous factors have contributed to values and aptitudes of today’s students entering college, a.k.a. Generation Z. It will be important that all charged with their instruction are cognizant of these characteristics as they may impact styles of learning and dispositions to professional careers. This may be particularly true with respect to development of clinical competencies in speech-language pathology and audiology. Our session will explore what social scientists tell us about strengths and limitations of Generation Z learners, given these generational changes. Presenters will propose important considerations for work with the incoming Z’s.

After attending this session, the participants will be able to:

• Identify three characteristics of Generation Z students that may impact teaching and learning in communication sciences and disorders with attention to the potential impact on clinical skill development.
• Discuss three potential instructional modifications that may be essential in order to optimize teaching and learning with Generation Z students.
• List potential areas of change in models of clinical service provision that may result from Generation Z learners movement toward the workforce.
SATURDAY, APRIL 14, 2018, cont’d.

9:15 AM – 10:15 AM  Harnessing the Power of Students in Faculty Research
Storkel, Mendel

Students can be a valuable resource in helping faculty to conduct research. This experience provides students with critical thinking skills while allowing them to actively participate in scholarly activities. Examples of successful undergraduate and graduate student research programs will be given.

After attending this session, the participants will be able to:
• Describe objectives for student clinical research.
• Discuss the advantages for involving students in the research process.
• List ways to incorporate student research projects into a faculty research agenda.

9:15 AM – 10:15 AM  Teaching Students to Practice at the Top of the License
McNeilly, Jacobson

Innovative clinical education models include the requisite knowledge, skills and competencies for engagement in practice that results in functional outcomes. Health care, schools and communities create opportunities to use different service delivery options. This presentation will address “top of the license practice”, the appropriate use of support personnel, Telepractice, and the ICF framework to write functional outcomes. Practicing at the top of license refers to speech-language pathologists engaging in activities that require the specific knowledge, skills and competence of the SLP. This includes evaluation, consulting with colleagues regarding functional goals and treatment options, supervising support personnel, students and clinical fellows.

After attending this session, the participants will be able to:
• Describe “top of license practice”.
• Describe the ICF framework to develop functional outcomes for individuals.
• Identify strategies that include the ICF in an innovative clinical education model.

9:15 AM – 10:45 AM  Incorporating Interviews in the Admissions Process
Le Prell, Griffiths

This session will explore strategies for implementing interviews and other measures in the admission process. The session will address interview techniques, questions, formats, and suggestions that graduate programs can consider. Topics will include in-person and video interviews, length of interviews, how to incorporate faculty members, and identification of professional skills.
SATURDAY, APRIL 14, 2018, cont’d.

9:15 AM – 10:45 AM   Incorporating Interviews in the Admissions Process, cont’d.

After attending this session, the participants will be able to:
• List three interview formats that can be considered for your program.
• Determine skills that should be identified in the interview process.
• Identify the steps to schedule and implement an interview for applicants.

9:15 AM – 10:45 AM   The Academic Administrator’s Role in Medicare

Varnedoe, Nanof

Deans and chairs of university CSD programs should be familiar with the laws regarding Medicare implementation and billing. An overview of Medicare will be discussed to help familiarize the audience with what is required by law and their role in ensuring it is enacted. Practical information will be provided about the need for upper administration involvement and support.

After attending this session, the participants will be able to:
• Describe the requirements of Medicare and the billing process as they relate to a university speech and hearing clinic.
• Identify ways to support faculty and staff in the implementation of Medicare.
• Summarize successful strategies of implementation.

10:45 AM – 11:00 AM   BREAK & EXHIBITS

11:00 AM – 12:00 PM   Faculty Workload: How to Determine Faculty Productivity Expectations

Millar, Anthony

Programs often struggle with how to determine workload for faculty. This session will focus on what defines teaching load, scholarship and service for faculty members. Differences between university programs will be discussed.

After attending this session, the participants will be able to:
• Identify time management strategies for balancing responsibilities.
• Define teaching, scholarship and service activities for new and seasoned faculty.
• Understand differences across research and teaching institutions.
Implementation research has recently gained considerable attention in Communication Sciences and Disorders as a promising means for closing the research-practice gap and facilitating the use of evidence-based protocols in practice. Recognizing the importance of implementation research and encouraging its use among researchers and clinicians will require considerable effort on the part of the discipline. University programs can play a central role in this process. This session will highlight the value of implementation research for improving practice. Through discussion we will explore ways in which university programs might encourage aspiring researchers and clinicians to consider their roles in building evidence-based practices.

After attending this session, the participants will be able to:

- Explain the principles of implementation research and their value for generating more evidence-based practices in Communication Sciences and Disorders.
- Discuss the role of university programs in facilitating discipline change regarding improving evidence-based practice through implementation research.
- Describe at least three different ways university programs might contribute to increasing awareness of the value of implementation research for improving practice.

Many university clinics require students to write extensive diagnostic reports, which may differ significantly from community setting report-writing (e.g., medical, private practice, schools). In off-campus environments, the widespread use of pre-loaded templates expects that students and CFs transition to writing in a more concise manner. Despite this real-world requirement, university clinics have not changed report-writing practices, with a rationale being that the university diagnostic process and student abilities necessitate creating longer reports (Burris & Willis, 2017). This presentation will report findings from a survey of clinical educators to begin building an evidence-base for best practices in diagnostic report-writing.

After attending this session, the participants will be able to:

- Identify at least two reasons that university clinic diagnostic reports are different from those written in community settings;
- Describe at least three findings from a survey of university clinical educators on beliefs about student report writing practices; and,
- Discuss at least two methods that could be used to generate more evidence for current practices in diagnostic report-writing.
SATURDAY, APRIL 14, 2018, cont’d.

11:00 AM – 12:00 PM     Undergraduate Education in Audiology: Two Roads to Success
                         Richburg

Undergraduate education for students interested in audiology has been a topic of discussion for many years. The degree change to a clinical doctorate was meant to strengthen the profession in the eyes of other professionals and the public. Yet, this change also set into motion several educational constraints and concerns, many at the undergraduate level. This presentation will address the Academic Affairs Board’s recommendations to strengthen resources for existing undergraduate programs and will delineate one university’s dual model for providing undergraduate education to students interested in pursuing degrees in audiology and hearing sciences.

After attending this session, the participants will be able to:
• Develop undergraduate curricular offerings in their own university settings.
• Describe curricular options that differ from traditional Communication Sciences and Disorders (CSD) offerings.
• Demonstrate ways in which interdisciplinary collaboration can be embedded throughout the undergraduate curriculum for audiology majors.

                         Masterson, Apel, Jacobs

Despite the fact that letters of recommendation (LORs) have high face validity for predicting academic performance, the few data available on the predictive validity of LORs suggest that in fact they are not particularly useful. We will survey the existing studies on LORs, describe structured LORs used in other professions, and conclude with a discussion of how we may improve the unique contributions of LORs in CSD admissions.

After attending this session, the participants will be able to:
• Describe the weaknesses of LORs discussed in the empirical literature.
• Describe structured LORs and the associated benefits.
• Formulate a working template for structured LORs in CSD.
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Nancy Alarcon, M.S., CCC-SLP, BC-ANCDS is Principal Lecturer and Director of Clinical Education in the Department of Speech and Hearing Sciences and Director of the Speech and Hearing Clinic at the University of Washington with expertise in clinical education and adult neurologic communication disorders.

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Kenn Apel is professor and chair of Communication Sciences and Disorders at the University of South Carolina. His research focuses on underlying linguistic components that support word-level reading and spelling. Kenn is a past-president of CAPCSD (2012-2013), an ASHA Fellow and received the Honors of the CAPCSD and ASHA.

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Rupa obtained her Ph.D. in Speech and Hearing Sciences from CUNY. She is a licensed Dispensing Audiologist in the State of California. Her current research involves objective measures of auditory functioning and evidence based therapy for central auditory processing disorders.

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Michael J. Bamdad has worked with TBI patients and their families for over 20 years. He has been published and speaks nationally and internationally on the topics of executive functioning deficits and pragmatic disorders. He is currently working in the Department of Speech and Hearing Science at George Washington University.

Jill Bates, M.S., CCC-SLP
Jill Bates is the Clinic Director for Calvin’s Speech Pathology and Audiology Department. She developed Calvin’s on-campus speech and hearing clinic and also collaboratively developed the new interprofessional rehabilitation clinic.

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Larry Boles is professor at University of the Pacific, a CSDCAS user since 2011, and on the CSDCAS Advisory Board since 2014. His research focuses on aphasia couples therapy, and graduate admissions. He has published in 11 national and international journals and presented in the US, and several other countries.

Timothy Boughal, J.D.
Tim Boughal is an Assistant General Counsel in the Office of General Counsel, where he handles a variety of claims, litigation, transactions, licensing, and various other health law matters. Tim provides legal services to the University of Texas System Institutions dealing with all types of health law issues.

Jayne Brandel, Ph.D.
Jayne Brandel is currently the Chair of the Communication Sciences and Disorders (CSD) Department at West Virginia University and was Chair of the CSD Department at Fort Hays State University previously. Her research and teaching interests are related to the evaluation and treatment of language disorders in the school-age population.

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David K. Brown, Ph.D., CCC-A, FAAA is an Associate Professor and Director of the Simulation Lab (SiMLab) in the School of Audiology at Pacific University. He is a pediatric Audiologist with research and teaching expertise in the areas of Otoacoustic Emissions, Evoked Potentials and using simulation in audiological education.

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Karen Bryant, Ph.D., CCC-SLP, Clinical Associate Professor, is a Clinic Director and clinical educator in the Department of Communication Sciences and Disorders at the University of Iowa. Her research and professional interests include dysphagia, neurogenic speech disorders and optimizing clinical education and supervision.
Jeffrey Buller, Ph.D.
Jeffrey L. Buller serves as Director of Leadership and Professional Development at Florida Atlantic University and has held administrative positions ranging from department chair to vice president for academic affairs at four very different institutions. He is also the author of sixteen books on higher education administration.

Courtney Byrd, Ph.D.
Courtney, T. Byrd is an Associate Professor and the Founding Director of the Michael and Tami Lang Stuttering Institute at the University of Texas at Austin. Her primary research focus is the contribution of linguistic and motor planning to developmental stuttering with a secondary focus on evidence-based practice.

Deborah L. Carlson, Ph.D.
Deborah Carlson, Ph.D. is the Director of the Center for Audiology & Speech Pathology and Associate Professor of Otolaryngology at the University of Texas Medical Branch. She has served on AAA, ASHA and state boards and committees related to accreditation, standards, coding & reimbursement, finance, administration, supervision, licensure, infant screening and education.

Craig Champlin, Ph.D.
Craig A. Champlin, Ph.D., is the Graduate Advisor for Audiology. He holds the Lillie Hage Jamail Professorship in Communication. He is the Director of the Hearing Function Lab and is also a member of the Institute for Neuroscience and the Center for Perceptual Systems.

Carol Cokely, Ph.D.
Carol Cokely, Ph.D. is a Clinical Professor and Director of Clinical Education in audiology at the University of Texas at Dallas. She is a member of CAPCSD’s Clinical Educator Resource Committee. Presentations and publications address clinical education outcomes, clinical teaching and assessment methods, and implementation of service-learning in the curriculum.

Donna Colcord, M.S., CCC-SLP
Donna Colcord, M.S., CCC-SLP is the Clinic Director in the Speech Pathology Program at Bowling Green State University since 1999. She has administrative and clinical experience in both hospital and university settings. Her teaching and clinical areas of interest are dysphagia, voice, acquired adult neurological impairments and supervision.

Kari B. Comer, M.S., CCC-SLP
Kari Comer, M.S., CCC-SLP, works at The George Washington University as a Clinical Supervisor, Adjunct Professor, and Outreach Coordinator. She has a wide range of clinical experience and interests including: pediatric language, accent modification, and globalization. Kari graduated from the University of Alabama and lives in Washington, DC.
Paula S. Currie, Ph.D.
Paula S. Currie, Associate Professor, Southeastern Louisiana University, has more than 30 years of clinical, academic and administrative experiences in a variety of work settings. She is also a CAA site visitor, and the CAPCSD’s Vice President of Communication. Her research interests include interprofessional education and practice.

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Jeffrey J. DiGiovanni, M.A., Ph.D.
Jeffrey J. DiGiovanni, Ph.D., CCC-A, is Professor and Chair at the University of Cincinnati. He has a strong history in developing interprofessional curricula in didactic, simulation, and clinical settings for an array of health disciplines. In his research, he studies the role of distraction on auditory working memory performance.

Carol Dudding, Ph.D., CCC-SLP
Carol Dudding is an Associate Professor, and late baby-boomer, in the Communication Sciences and Disorders program at James Madison University. She conducts research and presents on the uses of technology for clinical education; including simulations, telesupervision and distance education. She served as a Vice President of CAPCSD from 2013-2017.

Ann C. Eddins, Ph.D., M.B.A.
Ann Clock Eddins, Ph.D., M.B.A., has been on the Audiology and Hearing Science faculty at Indiana University, SUNY University at Buffalo, and now at the University of South Florida. She has served in several university and medical center administrative roles with responsibility for clinic business development, operations and financial management.

Julie Estis, Ph.D., CCC-SLP
Julie M. Estis, Ph.D., CCC-SLP, TeamUSA Quality Enhancement Plan Director and Associate Professor of Speech-Language Pathology at the University of South Alabama, collaboratively created simulation-based IPE experiences for nursing, respiratory therapy, audiology, and medical students and used expertise in team-based learning to create team-based IPE activities and courses.

Ann Fennell, M.S., CCC-SLP
Ann Fennell, M.S., CCC-SLP, Clinical Associate Professor, is a clinical educator in the Department of Communication Sciences and Disorders at the University of Iowa. She specializes in the area of voice disorders, and has been working with the transgender population for over 20 years.
Patrick Finn, CCC-SLP
Patrick Finn is a professor at the University of Georgia. He has published articles on stuttering, science/pseudoscience, and evidence based practice. His current research focuses on critical thinking and its application to evidence-based practice. He is chair of the CAPCSD Task Force on Critical Thinking.

Mary Sue Fino-Szumski, Ph.D., M.B.A., CCC-A
Mary Sue Fino-Szumski, Ph.D., M.B.A., CCC-A is Director of Clinical Education and Assistant Professor, Department of Hearing and Speech Sciences, Vanderbilt University School of Medicine/Vanderbilt University Medical Center. She teaches and guest lectures on management topics and is the CFCC 2017/2018 Vice Chair for Audiology.

Lynn K. Flahive, M.S., CCC, BCS-CL
Lynn K. Flahive, M.S./CCC-SLP, BCS-CL, is on the faculty at Texas Christian University. She is the current chair for the CFCC. Lynn is an ASHA Fellow, served as the Executive Director of the NSSHLA for 6 years and is a past president of the Texas Speech-Language-Hearing Association.

Michael Flahive, Ph.D.
Michael Flahive is a speech-language pathologist / audiologist with forty-three years of experience in higher education. He retired from Saint Mary’s College in 2015. During his career Flahive worked to develop two graduate programs in CSD (Saint Mary’s College, Saint Xavier University). He served CAPCSD as Vice President, 2010-2013.

Valarie B. Fleming, Ph.D., CCC-SLP
Dr. Valarie B. Fleming is Chair and Associate Professor in the Department of Communication Disorders at Texas State University, where she is also serving as the 2017-2018 Presidential Fellow. Her research focuses on cognitive and linguistic aging, mild cognitive impairment, and variables influencing access and utilization of health services.

Kate Franklin, Ph.D., CCC-SLP
Kate Franklin, Ph.D., CCC-SLP Chair and Associate Professor in the Department of Speech-Language Pathology in the School of Health Sciences and Practice at New York Medical College/Chief, Division of Speech-Language Pathology, Boston Children’s Physicians, the College’s speech-language pathology clinic. She has served as a CAA site visitor since 2011.

Jennifer C. Friberg, Ed.D.
Jennifer Campion Friberg is the Cross Endowed Chair in the Scholarship of Teaching and Learning and an Associate Professor of Communication Sciences and Disorders at Illinois State University. She is the Chair of the Council on Academic Accreditation in Audiology and Speech-Language Pathology.
Holly Grieves, MSOTRL
Holly Grieves is a Faculty Clinical Specialist in the Department of Occupational Therapy at Western Michigan University. Holly currently serves as an occupational therapist and level II fieldwork educator who provides clinical supervision in a 2:2 collaborative model at Calvin College Rehabilitation Services.

Scott K. Griffiths, AM, Ph.D., CCC-A
Scott Griffiths is Associate Professor and Au.D. Program Director in the department of Speech, Language, and Hearing Sciences at the University of Florida. Dr. Griffiths received his Ph.D. from the University of Illinois. He has been a frequent attendee and presenter at the annual CAPCSD meetings since 1996.

James W. Hall, Ph.D.
James W. Hall III, Ph.D. has 40+ years of clinical, teaching, research, and administrative experience in audiology. Dr. Hall holds academic appointments at Salus University and University of Hawaii, and numerous other adjunct affiliations. He’s the author of over 200 peer-reviewed and invited journal articles, book chapters, plus ten textbooks.

Vicki Hammen, Ph.D., CCC-SLP
Vicki Hammen has been the director of the Communication Disorders Programs for ten years. She teaches the professional issues course that accompanies the second year graduate clinic class and provides clinical supervision as needed for clients with voice disorders. Dr. Hammen serves as a site visitor for the CAA.

Laurel H. Hays, M.Ed., CCC-SLP
Laurel Hays, President of CALIPSO, LLC, is a speech-language pathologist who served as the Director of Clinical Education for the CSD Program at the Medical University of SC. She created CALIPSO for Speech-Language Pathology and CALIPSO for Audiology to track student performance efficiently and to also track CAA/CFCC Standards.

Carolyn W. Higdon, Ph.D., CCC-SLP
The CAPCSD Interprofessional Education Committee will be presenting this session. The Committee consists of Carolyn Wiles Higdon, chair, John McCarthy, Jennifer Watson, Karen McNealy, and Julie Estes.

Karen Jacobs, M.A.
Karen Jacobs has over 25 years of enrollment management and higher education technology experience. She has held senior roles at Penn State and Jacksonville University. Most recently Karen served 13 years as AVP at Thomas Jefferson University.
Barbara Jacobson, Ph.D.
Barbara Jacobson, Ph.D. is Associate Director of Clinical Education and Medical Speech Pathology and Director of the MS-SLP Educational Program at Vanderbilt University. She is co-editor (with Alex Johnson) of Medical Speech-Language Pathology, 3rd ed. Her interests include best practices in acute care, competency development and voice and swallowing disorders.

Kathy Jakielski, Ph.D., CCC-SLP
Kathy J. Jakielski, Ph.D., CCC-SLP is Professor and Chair of Communication Sciences and Disorders at Augustana College in Rock Island, Illinois. She has taught in Augustana’s undergraduate-only CSD program since 1998.

Linda Jarmulowicz, Ph.D.
Linda Jarmulowicz, Ph.D., has been interim Dean of the School of Communication Sciences & Disorders since July 2015, and Associate Dean from 2014-2015. As Dean, she hired eight faculty members, two administrative and several support staff members. She has overseen a partnership between the School’s clinic and a large hospital system.

Clint Johnson, M.A., CCC-SLP, CHSE
Clint Johnson, MA, CCC-SLP, CHSE, and SLP for 22 years, has experience working in hospitals and in educational publishing. He has edited or authored over 50 products for SLPs. Today, he is a Certified Healthcare Simulation Educator, training faculty and students in CSD Programs to use clinical simulations successfully.

Karen I. Kirk, M.A., M.S., Ph.D.
Karen Iler Kirk, Ph.D. is Shahid and Ann Carlson Khan Professor and Head, Department of Speech and Hearing Science, University of Illinois. Her pioneering pediatric cochlear implant research yielded the Lexical Neighborhood Test, used widely to assess speech recognition. She has received funding from the NIH and private foundations.

Colleen G. Le Prell, Ph.D.
Dr. Colleen Le Prell is the Emilie and Phil Schepps Distinguished Professor of Hearing Science at the University of Texas at Dallas, and head of the UTD Doctor of Audiology (Au.D.) Program. Current research programs in her laboratory include translational research programs directed at prevention of noise-induced hearing loss.

Paula Leslie, Ph.D., M.A.(Bioethics), FRCSLT, CCC-SLP
Professor Paula Leslie Ph.D., MA (Bioethics), FRCSLT, CCC-SLP, University of Pittsburgh, supports clinicians with complex decision-making, ethics, end of life and vulnerable populations. She focuses on developing students - expert practitioners in complex areas and in non-traditional advanced training. She director of the Clinical Doctorate in Medical SLP.
Erin Lundblom, Ph.D.
Erin E.G. Lundblom is an Assistant Professor at the University of Pittsburgh where she provides instruction and advising to undergraduate and graduate students. Her areas of interest encompass pediatric communication disorders, school-based language and literacy services, and higher education pedagogy.

James Mahshie, M.A., Ph.D., CCC-SLP
Dr. James Mahshie is Professor and chair of the Department of Speech, Language, and Hearing Sciences at The George Washington University in Washington, DC, USA. In addition to chairing the Department, he is director of the Cochlear Implant Communication Lab where he studies speech and hearing development in implanted children.

Julie Masterson, Ph.D.
Julie Masterson is Associate Provost-Dean of the Graduate College and Professor of Communication Sciences and Disorders at Missouri State University. She currently is chair of the CSDCAS Advisory Committee and has served as President and Vice President for Research of CAPCSD.

John W. McCarthy, Ph.D.
John McCarthy is an Associate Professor and Division Director of Communication Sciences and Disorders at Ohio University. He teaches courses on AAC, interprofessional education, pre-professional orientation, and introduction to communication disorders. His research includes improving computer interfaces and expanding the creative possibilities for children and young adults requiring AAC.

Patricia McCarthy, Ph.D.
Patricia McCarthy, Ph.D., is Professor and Audiology Program Director in the Department of Communication Disorders and Sciences at Rush University and a faculty member at the Ida Institute in Denmark. She has been awarded the AAA Clinical Educator Award, the President’s Distinguished Service Medal and is an ASHA Fellow.

Kevin M. McNamara, M.A., CCC-SLP
Kevin McNamara is the Clinical Director for the Department of Communication Disorders at Southern Connecticut State University. He has presented workshops and research on clinical education, has served on the 2016 ASHA Ad Hoc Committee on Supervision Training, and serves on the CAPCSD Standing Committee for Clinical Education Resources.

Lemmietta G. McNeilly, Ph.D.
Dr. McNeilly is an ASHA Fellow, Distinguished Scholar and Fellow of the National Academy of Practice. She has published and conducted seminars internationally for leaders in academia and health care on leadership, innovative models of education, interprofessional education, the International Classification of Functioning (ICF), working with SLPAs and multicultural populations.
Lisa Mendel, Ph.D.
Dr. Lucks Mendel is a member of the planning committee representing audiology academic programs. She is an Associate Professor of Audiology and Interim Associate Dean of Graduate Studies at The University of Memphis.

Maurice I. Mendel, Ph.D.
Maurice Mendel, Ph.D., is Dean and Professor Emeritus, in the School of Communication Sciences and Disorders at the University of Memphis. He is Past-President of the CAPCSD, and received Council Honors in 2012. He served as a CAA Site Visitor from 1977 to 1999, and again, since 2011.

Jennifer Meyer, M.S.
Jennifer Meyer is the Director of Clinical Education at the University of Oregon and led the program’s transition to a specialty clinic training model. Her background is in medical speech pathology and healthcare and rehabilitation management/administration.

Diane C. Millar, Ph.D., CCC-SLP
Diane Millar completed her doctoral degree in speech-language pathology at Penn State University in 2001. She joined the faculty at Radford University in 2005 and has enjoyed serving in a variety leadership positions. Since 2013, Diane has served as Chair of the Department of Communication Sciences and Disorders.

Don Mills, M.Div., Ed.D.
Don Mills, Ed.D., was appointed Distinguished Professor of Educational Leadership at TCU in 2011. Previously he served TCU in various administrative capacities for over forty years including 18 as Vice Chancellor for Student Affairs. Dr. Mills’ primary research interests center on culture, students, campus design, and leadership in higher education.

Elaine Mormer, Ph.D., CCC-A
Elaine Mormer is the Audiology Clinical Education Coordinator in the CSD department at the University of Pittsburgh. Dr. Mormer currently serves on the CAPCSD Board of Directors as Vice President for Standards, Credentials, and Clinical Education. She has presented workshops on Evidence-Based Clinical Education methods at national and international venues.

Claudia J. Mornout, M.S., CCC-SLP
Prof. Mornout, an ASHA certified speech-language pathologist, is the Director of Clinical Education-SLP at Purdue University in West Lafayette, IN. Her responsibilities include coordinating the academic learning with clinical experiences to insure the excellence of the clinical slp master’s program at Purdue, and mentoring/supervising the SLP clinical faculty.

Tim Nanof, MSW
Tim Nanof, MSW, is the ASHA Director of Health Care & Education Policy. At ASHA Tim is responsible for all aspects of health care and education policy for ASHA. He is the coach of the Health Care & Education Policy Team (HCEP) and ex-officio of the Health Care Economics Committee (HCEC).
Don Nielsen, Ph.D.
Don Nielsen, Ph.D., has been Director, Audiology Clinic and Translational Research Northwestern University and Professor and Chair of Speech and Hearing Department Washington University Saint Louis. He currently consults with Fuel Medical Group as University Audiology Advisor and on a NIH grant with Northwestern University and Mayo Clinic Florida.

Loretta M. Nunez, M.A., Au.D., CCC-A, SLP, FNAP
Loretta Nunez is ASHA’s Director of Academic Affairs & Research Education. She directs activities supporting academic, clinical and research education encompassing educational initiatives, personnel preparation, and higher education trends and forecasting. Loretta has over 30 years’ experience and has worked in both academic and clinical settings prior to joining ASHA.

Lesley B. Olswang, Ph.D.
Lesley Olswang, Ph.D., Professor Emerita, Department of Speech and Hearing Sciences, University of Washington is a recipient of the ASHA Fellows and Honors. She is on the Board of the American Speech-Language-Hearing Foundation. Her current research examines efficacy and implementation of early communication intervention for children with significant disabilities.

Katie Ondo, M.A., CCC-SLP, CHSE
Katie Ondo, MA, CCC-SLP, CHSE is a Certified Healthcare Simulation Educator and serves as the Editor in Chief for Simucase, where she develops computer based simulated patients designed to support best practice in speech-language pathology. Katie is also an inpatient speech-language pathologist at Cincinnati Children’s Hospital Medical Center.

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Ellen Reuler, M.A., CCC-SLP
Ellen Reuler served as Director of Clinical Education for the School of CSD at Pacific University in Forest Grove, Oregon. She retired in June 2015 and continues to serve on the CAPCSD Standing Committee on Clinical Education and also as the Director of Clinical Services for Master Clinician Network.

Cynthia M. Richburg, Ph.D., CCC-A
Cynthia Richburg, Ph.D., CCC-A, is Chair/Professor at Indiana University of Pennsylvania. She is the co-author of two textbooks: School-Based Audiology (2012; Plural) and Children with Audiological Needs (2014; Butte). Dr. Richburg evaluates patients and works closely with SLPs, providing an interdisciplinary approach to the audiological evaluation and remediation process.

Vicki Riedinger, M.S., CCC-SLP
Vicki Riedinger M.S., CCC-SLP, is the clinical director at Minnesota State University Moorhead. She has been working as a clinical supervisor and clinical director for eleven years. Previous experience includes working as a district manager for Aegis Therapies and managing a private practice for 17 years.

Claudia Saad, M.A., CCC-SLP
Claudia Saad is the Director of Multicultural Education for the American Speech-Language-Hearing Association. She is responsible for the development and dissemination of educational resources that address the influence of cultural and linguistic diversity on professional practice in speech-language pathology and audiology.

Lisa A. Scott, Ph.D., CCC-SLP
Lisa A. Scott is Director of Clinical Education at Florida State University and Past President of CAPCSD. At FSU, she teaches courses in fluency, counseling, and professional issues. In 2016, she was recognized as FSU’s Distinguished Teacher, signifying a sustained record of exemplary teaching.

Jennifer M. Simpson, Au.D., CCC-A
Jennifer M. Simpson is a Clinical Professor in the Speech, Language, and Hearing Sciences Department at Purdue University.

Stephanie Sjoblad, Au.D.
Stephanie Sjoblad, Au.D., is a Professor and Board Certified Audiologist at the University of North Carolina-Chapel Hill in the Division of Speech and Hearing Sciences. She has served as the Clinical Coordinator since 2001 and is the Clinic Director for the UNC Hearing and Communication Center.
**Amanda Solesky, M.S., CCC-SLP**
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**Caterina Staltari, M.S., CCC-SLP**
Caterina Staltari is the Director of Clinical Education in the Department of Speech-Language Pathology at Duquesne University, Pittsburgh, Pennsylvania. She has primary interests in best practices in clinical education and adult neurogenic disorders. She teaches clinical methods to undergraduate students as well as business practices at the graduate level.

**Amanda Stead, Ph.D.**
Amanda Stead is an Associate Professor, and a Millennial, in the School Communication Sciences and Disorders at Pacific University. She conducts research related to the scholarship of teaching and learning surrounding student training in aging, end-of-life care, counseling, and dementia. She serves on the social media committee for CAPCSD.

**Holly L. Storkel, Ph.D., CCC-SLP**
Holly Storkel is Professor and Chair of the Department of Speech-Language-Hearing at the University of Kansas. Her research focuses on understanding how children learn the words and sounds of the language and how to translate this understanding into effective treatments for word and sound learning deficits.

**Katie Strong, Ph.D.**
Katie Strong, Ph.D., CCC-SLP, is an Assistant Professor at Central Michigan University’s Department of Communication Disorders. Katie is currently CAPCSD’s Treasurer and serves as the Monitoring Officer to both the CSDCAS Advisory Board and to CAPCSD’s Financial Advisory Board. She is the owner of Strong Speech Consulting, Inc.

**Carol Szymanski, Ph.D., CCC-SLP, CHSE**
Carol Szymanski, Ph.D., CCC-SLP, CHSE, has worked extensively at the university level. She is a Certified Healthcare Simulation Educator, and has taught assessment coursework utilizing computer-based clinical simulations for several years. She is now developing computer-based simulations and supporting CSD programs in integration of simulations into academic and clinical experiences.

**Breanna Taylor, M.S., CCC-SLP**
Breanna Taylor, M.A., CCC-SLP, a graduate of Wichita State University, is the assistant clinical coordinator at Fort Hays State University. She teaches and supervises at the undergraduate and graduate level. Breanna began the implementation of SimuCase in clinical and classroom settings at FHSU in the summer of 2016.
Brian Taylor, Au.D.
Brian Taylor, Au.D., is the Director of Clinical Audiology for Fuel Medical Group. He is an adjunct professor at A.T. Still University. Brian has a M.A. from the University of Massachusetts and an Au.D., from Central Michigan University.

Jennifer P. Taylor, Au.D.
Jennifer P. Taylor is the Director of Clinical Services, Audiology at the University of Memphis. She also manages the business operations of the Memphis Speech and Hearing Center. Dr. Taylor volunteers in numerous capacities, including as President of Junior League of Memphis and as CAPCSD Vice President for Professional Development.

Robert M. Traynor, Ed.D., M.B.A.

Jim Tsiamtsiouris, Ph.D.
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Keri Uravich
Keri Uravich is the Academic Advisor for Language-Speech-Hearing undergraduate students in the department of Communication Sciences and Disorders at the University of South Florida. A former educator of high school students with a background in graduate school admissions, her current professional interests are in undergraduate student advocacy and departmental engagement.

Kathy R. Vander Werff, Ph.D.
Kathy Vander Werff is an Associate Professor of Audiology in the Department of Communication Sciences and Disorders at Syracuse University. She has served as admissions chair for SLP and Au.D. professional programs in her department, and is in her third year as a member of the CSDCAS Advisory Committee.

Judith Vander Woude, Ph.D.
Judith Vander Woude is a professor and chair of the Speech Pathology and Audiology Program at Calvin College in Grand Rapids, Michigan.

Steven Vanderkamp, MPT, MPA
Steven Vanderkamp is the Clinical Director for Calvin College Rehabilitation Services. He has worked in various interprofessional settings throughout his career as a physical therapist and rehab manager.
Danielle R. Varnedoe, M.A., CCC-SLP
Danielle R. Varnedoe, M.A., CCC-SLP, is currently a Senior Instructor in the Department of Communication Sciences and Disorders and Director of the USC Speech and Hearing Research Center at the University of South Carolina. Danielle served as a member of the CAPCSD Clinical Education Task Force in 2014-2015.

Barbara A. Vento, Ph.D., CCC-A
Barbara Vento, Ph.D., is an Associate Professor in the Department of Communication Science & Disorders at the University of Pittsburgh. She has been the Director of CSD Graduate Admissions for 10 years and currently serves as a member of the CSDCAS Advisory Committee for CAPCSD.

Heidi Verticchio, M.S., CCC-SLP
Heidi Verticchio is the Clinic Director and Director of Academic Advisement in the Department of Communication Sciences at Illinois State University. Heidi has worked at Illinois State University for 19 years. Her prior responsibilities included teaching and supervision of graduate students.

Christopher R. Watts, Ph.D.
Christopher R. Watts is Professor and Director of the Davies School of Communication Sciences & Disorders at Texas Christian University, in addition to Assistant Dean for Strategic Initiatives in the Harris College of Communication Sciences & Disorders. He has led the Davies School as Department Chair/ Director for the past 10 years.

Stacy Williams, Ph.D., CCC-SLP, CHSE
Stacy Williams, Ph.D. CCC-SLP, CHSE, is the Chief Executive Officer of SimuCase LLC and an Adjunct Associate Professor at Case Western Reserve University in Cleveland Ohio. She is an OSLHA Fellow of the Association and a Certified Healthcare Simulation Educator. Her research focuses on simulation based education.

Judy Wingate, M.S., Ph.D., CCC-SLP
Judith Wingate, Ph.D., CCC-SLP, is Associate Professor in Communication Sciences and Disorders at Jacksonville University. She received a BA in music therapy from Charleston Southern University, MS in speech-language pathology from University of South Florida, and Ph.D. in voice from the University of Florida.

Colleen Worthington, M.S., CCC-SLP
Colleen K. Worthington is a clinical professor at the University of Maryland, College Park and teaches graduate coursework in diagnostics. She has over 25 years of clinical experience and is co-author of a leading textbook on treatment in speech-language pathology as well as a widely-adopted phonological awareness curriculum for preschoolers.
Tracy R. Young, MHS, OTRL
Tracy Young, MHS, OTRL, is a clinical faculty specialist at Western Michigan University, specializing in pediatrics. She has developed and runs both a Faculty-facilitated level I and level II fieldwork clinic. Tracy has worked as an occupational therapist for 34 years in a variety of settings.

Jennifer Yurof, M.Ed.
Jen Yurof, EDC Instructional Designer, has 17 years of experience working in education. At EDC, she has focused on developing and providing dynamic and effective professional development for educators to improve teaching and learning. She also provides instructional design for a variety of projects across a span of content areas.

Richard I. Zraick, Ph.D., CCC-SLP, FASHA
Richard I. Zraick, Ph.D., CCC-SLP, is Professor and Chair in the Department of Communication Sciences and Disorders at the University of Central Florida. His clinical, research and teaching activities are in the areas of voice disorders, clinical skills training, healthcare simulation, and health literacy. He is an ASHA Fellow.
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American Speech-Language-Hearing Association—Continuing Education  
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ASHA Continuing Education manages the ASHA CE Registry, works with our 540 ASHA Approved CE Providers to assist them in planning and delivering CE courses that meet the ASHA CEB standards, and manages ASHA CEFind, a searchable database of over 32,000 courses offered for ASHA CEUs.

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The CFCC defines the standards for ASHA’s certification program and applies those standards in the certification of individuals.

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Communication on Academic Accreditation in Audiology & Speech-Pathology—CAA

Booth 2

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) is the entity within ASHA that accredits graduate education programs in audiology and in speech-language pathology. The CAA serves the public by promoting excellence in the graduate education of audiologists and speech-language pathologists. Through a peer review process, the CAA establishes accreditation standards and facilitates continuous quality improvement of the programs it accredits. Graduates of CAA-accredited and candidate programs are educated in a core set of skills and knowledge required for entry into independent professional practice. The CAA is committed to quality, and dedicated to audiology and speech-language pathology programs’ success in preparing future professionals.

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Communication Sciences and Disorders Centralized Application Service (CSDCAS)

Booth 8

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