

**CAPCSD 2024 Virtual Conference
On-Demand**

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Available Credits: 0.5 AAA and 0.6 ASHA CEUs

Cultural Sensitivity in Academic and Clinical Training Programs

This webinar addresses cultural sensitivity in CSD programs, considering the knowledge, actions, and values needed to support communication as a human right for all in our programs, communities, and population. Attendees will learn about different frameworks pertaining to cultural sensitivity in CSD programs, as well as approaches to effecting change to advance the quality of our academic and clinical training. Next, attendees will learn about considerations in supporting cultural sensitivity within CSD programs, including effective strategies, priorities for creating healthy environments, reciprocal learning, and resources. Last, the session closes with reflections on the many diverse perspectives involved in implementation of strategies to promote cultural sensitivity within CSD programs, offering resources for learning.

Learning Objectives:

- Compare and contrast frameworks pertaining to cultural sensitivity.
- Describe top-down and bottom-up approaches to promote cultural sensitivity in CSD programs.
- Summarize program considerations in preparing students to support communication as a human right for all.

Author and Presenter:

Jean-Franco Rivera-Pérez, PhD, CCC-SLP
Texas Christian University

Jean-Franco Rivera-Pérez, PhD, CCC-SLP (he/him/his), is an Associate Professor of Communication Sciences and Disorders at Texas Christian University. His areas of expertise include the use of technology to promote vocabulary in bilingual (Spanish/English) preschool children with and without language disorders. Other areas of expertise include bilingual development, biliteracy, assessment and treatment of bilingual children, and multicultural perspectives. Jean-Franco serves on the CAPCSD DEI Committee.

Disclosures

Financial Disclosure: Assistant professor in Communication Sciences & Disorders at Texas Christian University

Non-Financial Disclosure: CAPCSD DEI Committee members

Author and Presenter:

Kyle Greene-Pendelton, MS, CCC-SLP
North Carolina A&T State University

Kyle Greene-Pendelton, MS, CCC-SLP (he/him/his), is a school-based speech-language pathologist and an adjunct instructor at North Carolina A&T State University. Kyle is also currently a student at Johns Hopkins University pursuing an educational doctorate, with a concentration in Mind, Brain, and Teaching, and serves on the CAPCSD DEI Committee. He is a co-founder of the Northeast Alliance for Speech, Language, and Hearing and of All of Us United.

Disclosures

Financial Disclosure: Adjunct instructor & clinical faculty at North Carolina A&T State University

Non-Financial Disclosure: CAPCSD DEI Committee member

Author and Presenter:

Teresa Girolamo, PhD
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Teresa Girolamo, PhD, is an assistant professor in Speech, Language & Hearing Sciences at San Diego State University and former special education teacher. Her research focuses on language development, including developmental language disorder and autism. Teresa is Chair of the CAPCSD DEI Committee, a section editor for the Journal of Speech, Language, and Hearing Research, and a member of the ASHA Article Peer-Reviewer Training (APT) Advisory Committee.

Disclosures

Financial Disclosure: I receive a salary from San Diego State University. I receive a consultant fee as an editor of the Journal of Speech, Language, and Hearing Research - language.

Non-Financial Disclosure: I am the Chair of the CAPCSD DEI Committee. I also serve on the ASHA Article Peer-Reviewer Training (APT) Advisory Committee.

Utilizing Clinical Research to Empower and Advance the Professions of Speech-Language Pathology and Audiology

While most professionals value evidence-based practice, achieving this goal poses significant challenges. Both researchers and clinicians play vital roles in advancing current practice; however, a research-practice gap exists with practitioners often struggling to integrate academically obtained knowledge into real-world clinical practice. To close the gap, programs can develop processes that intentionally impact how clinicians relate to research. Our department implements strategies to facilitate integration of research and clinical practice, such as requiring mentored research experiences and incorporating research into clinical training so that students simultaneously gain knowledge/skills in clinical practice and research application. Altering students' view of research today may foster opportunities for innovative and collaborative research partnerships with tomorrow's practicing clinicians. We want to share our experiences to facilitate exploration and implementation with others.

Learning Objectives:

- Describe the challenges and significance of integrating research and clinical training.
- Discuss possible solutions to logistical issues related to integrating research and clinical training based the presenters' experiences.
- Identify opportunities and explore strategies for integration of research and clinical practice in your workplace.

Author and Presenter:

Dana Moser, Ph.D., CCC-SLP
Associate Professor & Division Director of SLP Program
University of Arkansas for Medical Sciences

Dana Moser, Ph.D., CCC-SLP, is an Associate Professor and the Director of the Speech-Language Pathology Program at the University of Arkansas for Medical Sciences. Her research focuses on aphasia recovery, language treatment, life participation, and translational neuroscience. She has published in peer-reviewed journal on such topics as the brain mechanisms associated with speech-language processing, aphasia, and treatment outcomes, as well as teletherapy and quality of life in aphasia.

Disclosures

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Non-Financial Disclosure: No non-financial relationships to disclose.

Author:

Portia Carr, Ph.D., CCC-SLP
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Dr. Portia Carr is an assistant professor at the University of Arkansas for Medical Sciences. She is also the owner of Infinity Therapy. Her research focuses on assessment/treatment of neurogenic cognitive communication and language disorders and psychosocial aspects of aphasia. Dr. Carr is the vice president of the Arkansas Affiliate of the National Black Association for Speech-Language and Hearing and the Arkansas Speech-Language Hearing Association State Advocate for Medicare Policy.

Disclosures

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Non-Financial Disclosure: National Black Association for Speech-Language and Hearing Arkansas Affiliate: Board of Directors (Ongoing): Receives no compensation; Arkansas Speech-Language Hearing Association: State Advocate for Medicare Policy (Ongoing): Receives no compensation.

Author:

Caitlin N. Price, Au.D., Ph.D., CCC-A
Assistant Professor
University of Arkansas for Medical Sciences

Caitlin N. Price, Au.D., Ph.D., CCC-A, is an Assistant Professor in the Department of Audiology and Speech-Language Pathology at the University of Arkansas for Medical Sciences. Her clinical experience in adult diagnostics, rehabilitation, and auditory electrophysiology motivates her research interests in the areas of cognitive aging and speech-in-noise processing. Her research aims to develop effective clinical interventions fostering successful communication across the lifespan. She currently serves on CAPCSD's Admissions Committee.

Disclosures

Financial Disclosure: University of Arkansas for Medical Sciences: Employee (Ongoing)
Non-Financial Disclosure: CAPCSD: Admissions Committee member (Ongoing): Receives no compensation.

Author:

Shana Williamson, M.S., CCC-SLP
Assistant Professor
University of Arkansas for Medical Sciences

Shana Williamson, M.S., CCC-SLP, an Assistant Professor of Communication Sciences and Disorders and Clinical Education Director for the Speech-Language Pathology Program at the University of Arkansas for Medical Sciences, and a graduate of the University of Central Arkansas with her M.S. in Communication Sciences and Disorders. Current research focuses on the impact of reading group participation for persons with aphasia and the use of telepractice to serve persons with aphasia.

Disclosures

Financial Disclosure: University of Arkansas for Medical Sciences: Employee (Ongoing)
Non-Financial Disclosure: No non-financial relationships to disclose.

Author:

Charia Hall, Au.D., CCC-A
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Charia Hall, Au.D., CCC-A, is an assistant professor and the Program Director of the University of Arkansas for Medical Sciences Doctor of Audiology program. She is a clinical audiologist who specializes in auditory processing disorders (APD) diagnosis and treatment for all ages as well as clinical education for graduate students.

Disclosures

Financial Disclosure: University of Arkansas for Medical Sciences: Employee (Ongoing)
Non-Financial Disclosure: No non-financial relationships to disclose.

Ethical Dilemmas in SLP Clinical Education

This session qualifies for ASHA's Ethics requirement.

Clinical education processes provide a wealth of opportunities for ethical conflict to occur. Balancing the needs of students and clients, demonstrating impartiality among supervisees, addressing cultural differences, and tensions between what is taught in the classroom and what occurs in clinic are just a few of the common ethical problems faced by clinical educators. Knowing how to apply and make decisions that are in harmony with the ASHA Codes of Ethics can be challenging. This session will address ethical principles and applying them to clinical education using guides for ethical decision-making.

Learning Objectives:

- Explain an ethical decision-making model.
- Apply essential functions to an ethical decision-making model.
- Analyze at least one case study using an ethical decision-making model.

Author, Co-Presenter & Moderator:

Michael J. Bamdad, M.A., CCC-SLP
Director of Clinical Education
The George Washington University

Michael J. Bamdad has focused his clinical and research activities on patients with traumatic brain injuries and their families for over 30 years. He has been published and speaks nationally and internationally on the topics of executive functioning deficits and pragmatic disorders. He is currently working as the Director of Clinical Education in the Department of Speech, Language, and Hearing Sciences at The George Washington University in Washington, D.C.

Disclosures

Financial Disclosure: The George Washington University: Employee (Ongoing); CAPCSD: Conference Planning Committee member (Ongoing): Received conference registration, airfare, and hotel accommodation.

Non-Financial Disclosure: CAPCSD: Clinic Director Academy Ad Hoc Committee member (Ongoing): Receives no compensation.

Author and Co-Presenter:

Katie Strong, Ph.D., CCC-SLP
Assistant Professor
Central Michigan University

Katie Strong, Ph.D., CCC-SLP, is an Associate Professor at Central Michigan University's Department of Communication Disorders. Katie is currently CAPCSD's President-Elect. Her research interests are in aphasia and the use of personal narratives in identity renegotiation as well as SoTL.

Disclosures

Financial Disclosure: Central Michigan University: Employee (Ongoing); CAPCSD: Board of Directors (Ongoing) and Speaker: Received conference registration, airfare, and hotel accommodation.

Non-Financial Disclosure: No non-financial relationships to disclose.

A New Idea for Academic Metrics: Implications for Equity in Graduate Admissions

This session qualifies for ASHA's Diversity, Equity, and Inclusion in Education, Training, Service Delivery, Public Policy requirement.

Programs must ensure students are prepared for graduate coursework; traditionally measured by GPA and standardized tests. In an effort to increase access and provide equity, many graduate programs eliminated the GRE, particularly during the COVID-19 pandemic, leaving admissions committees only two metrics to determine academic ability: overall GPA and major GPA. However, those metrics may not tell the entire story of an applicant's preparedness.

This session will explore how GPA growth or decline over time may help to highlight the non-cognitive variables embedded within GPA and how this might be used to create a more equitable admissions process (Sedlacek, 2017).

Learning Objectives:

- Discuss the need to rethink how academic metrics are used in graduate admissions in order to increase access for underrepresented students.
- Determine if a new GPA calculation (a difference score) may benefit their programs' mission, vision and admissions goals.
- Discover how the GPA difference score compared to outcome measures in a graduate program, and analyze whether this might be a consideration for their program.

Author and Presenter:

Leigh G. Schaid, Au.D., CCC-A, CH-AP
Associate Professor
Pacific University - Oregon

Leigh G. Schaid, Au.D., is an Associate Professor at Pacific University. She serves as a clinical provider, preceptor, and instructor in the Au.D. program. Her area of practice includes pediatric diagnostics, with a focus on the birth-three population. Her research interests focus on holistic review in health professions admissions and student belonging & retention. Currently, she is also pursuing a Ph.D. in education and leadership through Pacific University.

Disclosures

Financial Disclosure: Pacific University: Employee (Ongoing)

Non-Financial Disclosure: CAPCSD: Admissions Committee member (Ongoing): Receives no compensation.

Enhancing Clinical Competencies: Creative Models for SLP and AUD Education

This session delves into innovative approaches to elevate clinical competencies for Speech-Language Pathology and Audiology, rooted in evidence-based practices while embracing diversity, equity, and inclusion opportunities.

The presentation will include the effective use of contemporary educational approaches such as standardized patient simulations, instrumentation labs, and telepractice courses to enhance IPE experiences, including the use of interpreters to work with clients in Africa and Colombia. Standardized patient simulations provided space for IPE opportunities, allowing students to understand better team members' roles and responsibilities in the provision of holistic management of patients' needs to serve historically underserved groups and communities better.

Examples of students' gains related to IPE and DEI will be provided to showcase the approaches' effectiveness in supporting clinical skills acquisition while promoting culturally responsive practices.

Learning Objectives:

- Explain the principles and benefits of standardized patient simulations in SLP and AUD education.
- Outline the potential of global telepractice collaborations to enhance students' cross-cultural competencies and clinical skills.
- Apply evidence-based strategies for integrating graduate SLP/AUD students into clinical settings, improving their readiness for professional practice.

Author and Presenter:

Ivonne M. Maldonado De la Rosa, Ph.D., CCC-SLP
Assistant Professor
A.T. Still University

Ivonne Maldonado De la Rosa, Ph.D., CCC-SLP, is an Assistant Professor at A.T. Still University's ASHS. She serves as Treasurer on the board of the Hispanic Caucus of the ASHA and ArSHA. Her research areas of interest include bilingualism, code-switching, and swallowing and feeding disorders. Dr. Maldonado-De la Rosa has become familiar with the entrepreneurship and innovation ecosystem by becoming a University Innovation Fellow from Stanford University.

Disclosures

Financial Disclosure: A.T. Still University: Employee (Ongoing)

Non-Financial Disclosure: The Hispanic Caucus for ASHA: Board of Directors (Ongoing): Receives no compensation.

Author:

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María Centeno Vázquez, Ph.D., CCC-SLP, BCS-S, FASHA is an Associate professor and Program Director at A.T. Still University's ASHS. She holds a Ph.D. in communication sciences and disorders from the University of Cincinnati. Her research areas of interest include early literacy and emergent writing skills in bilinguals, neurogenic, voice, feeding, and swallowing disorders. Dr. Centeno-Vazquez is a Board Member of the American Board of Swallowing and Swallowing Disorders.

Disclosures

Financial Disclosure: A.T. Still University: Employee (Ongoing)

Non-Financial Disclosure: American Board of Swallowing and Swallowing Disorders: Board Member (Ongoing): Receives no compensation.

"Jazz Up" Graduate Education: Active Learning Strategies to Engage and Motivate Students

Entry-level speech-language pathologists and audiologists must demonstrate the knowledge, skills, and attributes that adequately prepare them for success in a clinical setting. Living in an ever-changing, expanding clinical profession, programs cannot provide students with exposure to every clinical experience/population. Thus, it is imperative that programs motivate students to be curious learners and critical thinkers. Embedding active learning as a pedagogical approach facilitates student motivation and engagement and prepares them for clinical practice from both a bottom-up and top-down perspective. In this presentation, we will discuss how active learning improves student outcomes, including knowledge retention, deeper understanding, and self-directed learning. We will provide examples of active learning techniques across various levels of complexity that SLP and audiology training programs can immediately embed in their courses/curriculum.

Learning Objectives:

- Explain active learning and how it differs from traditional pedagogical approaches to higher education.
- Discuss the benefits of active learning on graduate students' clinical preparedness.
- Implement immediately various active learning techniques spanning lower, medium, and higher complexity techniques in their courses.

Author and Presenter:

Christina Pelatti, Ph.D., CCC-SLP
Division Director and Associate Professor
Medical University of South Carolina

Christina Yeager Pelatti, Ph.D., CCC-SLP, is an associate professor and director of the Division of Speech-Language Pathology at the Medical University of South Carolina. As a clinical SLP, Dr. Pelatti demonstrates teaching and research expertise in the areas of oral and written language in children, specifically Down syndrome and traumatic brain injury. She has extensive experience supervising/mentoring students, and she is an active, engaged leader.

Disclosures

Financial Disclosure: Medical University of South Carolina: Employee (Ongoing); Towson university: Employee (Terminated, July 31, 2022)

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Author:

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Lori-Ann Ferraro, Ph. D., CCC-SLP, is currently a faculty member and the Director of Clinical Education at the Medical University of South Carolina. She began her career in a public school and then transitioned to practice in an outpatient rehabilitation center affiliated with a large academic medical center where she provided clinical services, coordinated outpatient speech-language pathology services, and supervised many graduate students, which ignited her passion for clinical education.

Disclosures

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Non-Financial Disclosure: No non-financial relationships to disclose.

Author:

Terry Hopkins-Rossabi, Ph.D., CCC-SLP
Assistant Professor
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Theresa Hopkins-Rossabi, an Assistant Professor at the Medical University of South Carolina (MUSC) has over 35 years of clinician experience primarily in the acute care setting, and is board-certified in swallowing. Her current research is focused on dysphagia and competency-based master-level education. Dr. Rossabi has helped develop the curriculum at the MUSC SLP medically focused master's program that emphasizes competency-based education and encourages critical problem-solving.

Disclosures

Financial Disclosure: Medical University of South Carolina: Employee (Ongoing)
Non-Financial Disclosure: No non-financial relationships to disclose.

Author:

Kelly Richardson, Ph.D., CCC-SLP
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Kelly Richardson, Ph.D., CCC-SLP, is an Associate Professor in the Division of Speech-Language Pathology at the Medical University of South Carolina. Her research aims to assess the impact of speech and voice interventions on adults with neurodegenerative diseases. Specifically, she seeks to understand the physiologic and psychosocial impact of behavioral and prosthetic treatments on individuals with Parkinson's disease.

Disclosures

Financial Disclosure: Medical University of South Carolina: Employee (Ongoing)
Non-Financial Disclosure: No non-financial relationships to disclose.

Author:

Janina Wilmskoetter, Ph.D., CCC-SLP
Assistant Professor
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Janina Wilmskoetter, Ph.D., CCC-SLP, is an assistant professor at the Medical University of South Carolina (USA). She works in acute medical care and neurological outpatient settings, teaches graduate students, and conducts NIH-funded research. Janina researches the neuroanatomical underpinnings of swallowing (dysphagia) and language (aphasia) disorders and their recovery after stroke. She seeks to develop evidence-based, innovative, individualized treatments for patients suffering from brain injury to maximize their potential for recovery.

Disclosures

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Non-Financial Disclosure: No non-financial relationships to disclose.

Author:

Sabrina Horvath, Ph.D., CCC-SLP
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Sabrina Horvath, Ph.D., CCC-SLP, is an Assistant Professor in the Division of Speech-Language Pathology at the Medical University of South Carolina. She received her Ph.D. from Boston University and completed a post-doc at Purdue University prior to starting at MUSC in 2021. Dr. Horvath's research is in the areas of preschool language development and disorder, with particular interest late talkers and word-learning.

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