Learning Outcomes for the MSHA Annual Conference, April 18-20, 2024 at the VanDky Mortgage Convention Center, Muskegon, Michigan

Common Ethical Dilemmas and How to Address Them
Theresa Rodgers, M.A., CCC-SLP

1. Participants will identify what day-to-day interactions can lead to violation of the Code of Ethics
2. Participants will describe the process audiologists and SLPs need to follow when leaving a job, addressing a conflict of interest or using third party confidential information.

Pain Management
Cathleen Johnson, OTD, OTRL, FMiOTA

1. Identify at least three manifestations of pain that can impact life satisfaction and successful engagement in valued roles.
2. Identify at least three pain assessments appropriate to be used by a health professional.
3. Identify at least three treatment methods that can be used to prepare a patient to be able to engage in purposeful and/or occupational tasks.

Navigating Challenges: Strategies for Effective Clinical Supervision of Struggling Students
Heather Ferguson, Ph.D., CCC-SLP

Functional Voice Evaluation Using Laryngeal High-Speed Videoendoscopy
Maryam Naghibolhosseini, Ph.D.

1. Participants will learn the basics of videostroboscopy and its limitation in voice assessment
2. Participants will learn about high-speed videoendoscopy technique and its clinical potentials
3. Participants will learn about developing clinically relevant measures based on laryngeal imaging to evaluate voice production
4. Participants will learn the basic of artificial intelligence and its potentials in helping with voice evaluation

Supporting and Empowering School-Age Children Who Stutter: Resilience and Advocacy
Derek Daniels, Ph.D., CCC-SLP

1. Participants will explain ways that school-aged children who stutter can experience adverse impact
2. Participants will discuss resilience and advocacy as two therapeutic areas for supporting and empowering school-age children who stutter
3. Participants will identify areas for writing therapeutic goals for school-age children who stutter.

Neuroplasticity and Its Application in Speech Pathology Intervention
Arlena Henry, M.A., CCC-SLP

1. Participants will learn the principles of neuroplasticity are.
2. Participants will learn how neuroplasticity affects outcomes
3. Participants will learn the application of the principles of neuroplasticity in clinical intervention

Incorporation of Myofunctional Treatment to Enhance Speech Sound Production Outcomes
Marileda Cattelan Tome, Ph.D., CCC-SLP

1. Participants will be able to recognize different types of myofunctional disorder that can impact speech sound disorder treatment
2. Participants will be able to analyze the most updated studies in myofunctional therapy related to speech sound disorder and lingual frenulum restriction

Savvy Selection of Assessments for Language and Literacy Including Dyslexia
Michele Anderson, Ph.D., CCC-SLP

1. Participants will be able to describe the two levels of assessment that are evidence-based and cross oral and written language modalities and how they relate to intervention
2. Participants will be able to list a least two advantages for construction a learning profile from a co-normed test compared to putting together measures normed on different populations
3. Participants will be able to cite evidence regarding overlap of DLD and dyslexia

Demystifying Cleft Palate Speech Disorders: A User Friendly Guide to Assessment and Treatment
Ana Claudia Harten, Ph.D., CCC-SLP, and Marissa Habeshy, M.S., CCC-SLP

1. Participants will be able to identify 3 different types of resonance issues associated with cleft palate and VPD
2. Participants will be able to describe the main difference between compensatory and obligatory misarticulations associated with cleft palate and VPD
3. Participants will list 2 therapy techniques to address Cleft-Related Speech Sound Disorders

The Long and Short of It: Balancing Simplicity and Complexity in the Language Models We Provide to Young Autistic Children
Courtney Venker, Ph.D., CCC-SLP, Jennifer Johnson, M.A., CCC-SLP and Kendra Peffers, M.A., CF-SLP-SLP

1. Participants will describe what is known about the most effective ways to balance the simplicity and complexity of language models provide to autistic children
2. Participants will identify how content applies to their own practice

Picture This: Diversity, Equity, Inclusion, and Justice in Children's Literature
Tiniyja Burney, M.A., CCC-SLP and Katie Squires, Ph.D., CCC-SLP

1. Participants will learn how to select books that are culturally and linguistically appropriate
2. Participants will learn how book bans affect access to culturally and linguistically diverse stories
3. Participants will learn how the publishing industry impacts the distribution of stories b authors of color
4. Participants will learn to identify racism, tokenism, and stereotypes within book collections

Human Trafficking
Brenda Nordstrom, DNP, BS, RN, PMGT-BC, CHPN

1. Participants will learn to understand the dynamics of both labor and sex trafficking, how to identify if someone is experiencing either labor or sex trafficking or both and understand the resources available to report to refer someone who may be experiencing either labor or sex trafficking or both

MSHA Business Meeting
Rosalyn Davis, Ph.D., CCC-SLP

1. Participants will learn about new ASHA Initiatives and hot topics
2. Participants will be able to provide input that may be shared with ASHA Board of Directors
3. Participants will be updated on association issues

Implicit Bias
Larry Davis, M.A., LPC, NCC, ACS

1. Participant will learn what implicit bias is
2. Participants will be able to cite current research related to implicit bias
3. Participants will be able to recognize disparities in access to and delivery of healthcare services

AAC and Difficult Conversations: A Practical Course for Speech-Language Pathologist
Teresa Thompson, M.A., CCC-SLP

1. Participants will identify two factors that increase risk of abuse for AAC users
2. Participants will define difficult conversations
3. Participants will identify the SLP's role in facilitating difficult conversations
4. Participants will discuss two scenarios where AAC was successfully utilized to facilitate a difficult conversation

The Play Awhile Approach; Core values for Paly-Based Therapy (and Life!)
Olivia Rhoades, M.A., CCC-SLP

1. Participants will learn about the 5 core values of The Play Approach and how to implement them in the context of neurodiversity-affirming practi

Thickening Outside the Box-A Systematic Thickening Wean Protocol
Elizabeth Mekler, M.A., CCC-SLP and Erica Wisnosky, M.A., CCC-SLP

1. Participants will learn the rationale and evidence behind thickening wean protocol, outcomes from clinical based trials over the course of -18 months, where to start if interested in implementing in own

My Students Are Far Behind in Their Basic Learning Skills-How to Overcome the COVID Literacy Gap with HearBuilder Online Technology
Kevin Stuckey, M.Ed., CCC-SLP

1. The participants will know how students can work independently to improve their basic skills in four critical areas of elementary school learning-following directions, auditory member and comprehension, phonological awareness, and sequencing, by successfully using the research-based HearBuilder Online Foundational Literacy Program.
2. The participants will be familiar with over 57,000 online educational resources that they can use daily in their therapy sessions to help their students in topic areas including articulation, phonology, and numerous areas of language and communication
3. Participants will have reviewed and discussed strategies and suggestions for how to incorporate teaching techniques that were successful in teletherapy into the in-person therapy environment and have access to over 100+ SLP and other educational bloggers to help them keep current on the latest in therapy techniques and materials

It Takes Two: How Supervisors and Fellows Can Collaborate to Create the Ultimate Clinical Fellowship Experience
Meira Abidov, M.A., CCC-SLP and Carolyn Stevens, M.S., CF-SLP

1. Participants will learn how graduate students can make their fellowship application standout to fellowship supervisors
2. Participants will learn what to look for in a fellowship application to ensure the best fit your practice
3. Participants will learn how to set functional goals and expectations as a team for measurable, successful outcomes throughout the fellowship
4. Participants will learn how to manage interpersonal conflicts during fellowship
5. Participants will learn what traits and approaches make an excellent clinical fellow, from the perspective of supervisors
6. Participants will learn what traits and approaches make an excellent clinical fellowship, from the perspective of fellows

Speech-Language Pathologists in School Leadership
Nicole Grace, M.A., CCC-SLP, BCBA

1. Participants will learn about the requirements under MARSE to become A Supervisor of Special Education, and/or director and how their experience in the field lends itself to leadership

Ethical Clinical Supervision: Power Dynamics, Generational Differences, and Cultural Competence
Nicole Ferguson, Au.D.,

1. Participants will be able to identify and analyze the power dynamics inherent in the supervisory relationship in audiology, distinguishing how the power differential can influence supervisee development and decision-making, and apply evidence-based strategies to mitigate the impact of power imbalances in clinical supervision
2. Participants will explore generational differences between students in their 20s and supervisors older than 30 in audiology clinical supervision, analyzing the challenges and opportunities that arise in the supervisory relationship. By the end of the presentation, participants will be able to

implement effective communication and collaboration strategies across generations, fostering a supportive and harmonious supervisory environment

3. Participants will gain insights into the significance of cultural competence and bias in audiology clinical supervision, recognizing the impact of cultural considerations on communication, ethical decision-making, and the overall supervisory process. They will be equipped with strategies for fostering culturally responsive supervision, promoting inclusivity, and mitigating unconscious biases

SUGAR: A Sweet Introduction to Language Sampling
Stacey Pavelko, Ph.D., CCC-SLP, FNAP

1. Participants will explain the barriers to language sampling
2. Participants will describe the SUGAR method of language sampling
3. Participants will discuss how to obtain a robust language sample
4. Participants will explain the SUGAR transcription procedures
5. Participants will describe the four SUGAR metrics to analyze language samples

Awards Lunch
Yvette Hyter, Ph.D., CCC-SLP (Lunch Keynote)

1. Critically examine current professional practices that limit diversity, equity, and inclusion
2. Identify ways in which they might alter practice to remove barriers for historically stigmatized groups.

Pediatric Dysphagia: Assessment and Treatment of Infant Feeding and Swallowing
Jennifer Hall, M.A., CCC-SLP

1. Participants will learn how to differentiate developmentally normal infant feeding and swallowing from those populations that demonstrate infant dysphagia
2. Participants will be able to identify appropriate treatment methods as well as resources for additional information

ACC Panel
Speakers to be Announce

Empowering and Equipping Today's Clinical Supervisor
Kathy Rigley, M.A., CCC-SLP; Jill Bates, M.S., CCC-SLP; Kristin Hicks, M.A., CCC-SLP; Diane Jandron, M.A., CCC-SLP and Theresa Jones, M.S., CCC-SLP

1. Participants will explore benefits associated with supervising graduate students, including earning professional development credits (PDC) toward Michigan licensure
2. Participants will explore challenges associated with supervising graduate students, along with practical solutions to support their work
3. Participants will learn about ways university programs across the state are collaborating to collectively and better support off-campus clinical sites and supervisors with graduate student training

The Evidence Basis and Guidelines for Cognitive Rehabilitation in Brain Injury

Allison Mezo, M.A., CCC-SLP and Martin Waalkes, Ph.D., ABPP, CBIST

1. Participants will be able to identify the evidence basis for cognitive rehabilitation in brain injury
2. Participants will be able to identify the best practice of cognitive rehabilitation in brain injury
3. Participants will be able to write meaningful treatment goals that have academic impact

The Power of Joint Attention

Rose Griffin, M.A., CCC-SLP

1. Participants will be able to discuss the importance of joint attention when providing intervention for autistic learners
2. Participants will be able to list 3 strategies for incorporating work on joint attention during therapy sessions
3. Participants will be able to state how to write functional goals for targeting joint attention during therapy sessions

Muscle Tension Dysphonia: Not Just About "Relaxing"

Elizabeth Erardi, M.S., CCC-SLP and Paige Valente, M.S., CCC-SLP

1. Participants will learn how to diagnose MTD
2. Participants familiarize the audience with different types of MTD
3. Participants will learn how to treat patients with different types of MTD

Beyond Slurred Speech: A How-To-Guide to the Differential Diagnosis of Motor Speech Disorders in Adults and Children

Alice Silbergleit, Ph.D., CCC-SLP; Meira Abidov, M.S., CCC-SLP and Cristy Schweitzer, M.A., CCC-SLP

1. Participants will be able to define Motor Speech Disorders, both professionally and in lay terms
2. Participants will understand pertinent neuroanatomy-neuropathways
3. Participants will understand the connection between cranial nerves and musculature related to the production of speech sounds
4. Participants will be able to define 5 subsystems and their characteristics
5. Participants will identify hallmark physical and speech characteristics of each dysarthria type
6. Participants will identify features of apraxia and various diagnostic methods

SUGAR Cubes: The Building Blocks of Language Sample Analysis

Stacey Pavelko, Ph.D., CCC-SLP, FNAP

1. Participants will explain the barriers to language sampling
2. Participants will describe the SUGAR method of language sampling
3. Participants will discuss how to obtain a robust language sample
4. Participants will explain the SUGAR transcription procedures
5. Participants will describe the four SUGAR metrics to analyze language samples

Igniting Innovation: Aphasia Brag and Steal
Katie Strong, Ph.D., CCC-SLP, ASHA Fellow; Lori Gray, Ph.D., L..P.; Becca Johnson; Christie McPharlin, M.S., CCC-SLP; Allison Mezo, M.A., CCC-SLP; Kait Moses, M.A., CCC-SLP; Robin Pollens, M.S., CCC-SLP

1. Participants will be able to describe 3 evidence-based interventions designed for individual therapy for people with aphasia
2. Participants will be able to describe 2 resources available to support mental health in people living with aphasia
3. Participants will be able describe at least 1 technique to support group based intervention for people living with aphasia

Gong Beyond Traditional Literacy Intervention
Mary King, M.A., CCC-SLP and Janet Ringle-Bartels, MSPA-CCC

1. Participants will be able to identify the impact of the following areas to literacy: exeutive functioning, language organization, receptive language, phonological awareness, vision, motivation
2. Participants will understand the importance of interdisciplinary approaches to literacy
3. Participants will consider standardized measures and informal materials to use in an evaluation for a child struggling with literacy

Gender Affirming Voice Therapy: Where Do I Start
Ramya Konnai, Ph.D., CCC-SLP

1. Participants will learn biological differences between cis-male and cis-female larynx
2. Participants will be able to describe specific voice assessment measures relevant to transgender individuals
3. Participants will be able to explain various aspects of Gender Affirming Voice Therapy (GAVT)

SNF Collaborative Practice in the Real World-Interprofessional Coaching for People with Dementia
Susan Browning, M.A., CCC-SLP and Natalie Douglas, Ph.D., CCC-SLP

1. Participants will be able to describe 3 skilled therapy intervention strategies to collaborate with the interprofessional care team to support communication for people living with dementia
2. Participants will be able to create evidence-based, person-centered treatment plans for people living with dementia, inclusive of documentation and billing, including utilizing the Dementia Collaborative Coaching model
3. Participants will be able to demonstrate how skilled, speech therapy interventions impact measures important to people living with dementia and the healthcare system showcasing our vale (e.g. falls, refusal of care, rehospitalizations)

Pathways to Self-Advocacy: Speech-Language Pathologists as Allies for Autistic Individuals
Siva Priya Santhanam, Ph.D., CCC-SLP

1. Participants will be to describe three factors that influence autistic self-advocacy
2. Participants will be able to explain the SLPs role in supporting autistic self-advocacy
3. Participants will be able to describe at least three barriers to self-advocacy for autistic adolescents and adults

4. Participants will be able to develop a goal and lesson plan for supporting autistic self-advocacy using a model

Compassion Fatigue, Burnout, and Moral Injury
Karen Dunholter, MSW

1. Participants will develop an understanding of what compassion fatigue and the differences between burnout, compassion fatigue, and secondary trauma is
2. Participants will recognize the signs and symptoms of compassion fatigue individually and at the organizational level
3. Participants will be given tools and develop a self-care plan to combat compassion fatigue

A Tutorial for Spelling Assessment
Katie Squires, Ph.D., CCC-SLP

1. Participants will be able to analyze a student's spelling
2. Participants will be able to classify the types of errors made
3. Participant will be able to formulate goals to remediate errors

Natural Language Acquisition: Gestalt Language Processing in Older Students
Susan Browing, M.A., CCC-SLP; Rachel Birchmeier, M.A., CCC-SLP; Bailey Coutteau, M.S., CCC-SLP

1. Participants will understand the current and past research trends in the areas of gestalt language acquisition
2. Participants will understand complexities in various learning styles of older students who communicate using echolalia/gestalt-style language
3. Participants will be able to apply specific therapy techniques, including parent involvement and feedback as part of evidence-based practice standards to active case studies

Interprofessional Collaboration: A Framework for Providing Care
Marissa Swanson, M.A., CCC-SLP/BCaBa; Scott Thorbjornsen, M.A., CCC-SLP; Rachel Redmond, M.Ed., BCBA, LBA; Tori Sharp, M.S., OTRL, Tori DeKarske, COTA/L; Kit Bednark, RBT; Hanna Gibbs, M.A., QBHP

1. Participants will define interprofessional practice
2. Participants will identify barriers and strategies to overcome barriers,
3. Participants will learn about collaborative approaches and tools

Awards Lunch
Lived Experience as Means to Ignite Change: My Own Parental and Professional Journey
Laura DeThorne, Ph.D., CCC-SLP

1. Participants will be able to list at least 3 forms of lived experience that contribute to evidence-based practice in one's own work.
2. Participants will be able to specific at least 3 ways that environments create communication disabilities
3. Participants will be able to provide at least 3 examples of how everyday professional language communicates assumptions about communication disability

Medical Lunch

Igniting our Innovation by Saying "Yes, and…" to Thinking About and Doing New things to Support Person-Centered Care
Katie Strong, Ph.D., CCC-SLP, FASHA

1. Participants will describe how the 'yes, and…' principle supports and aligns with person-centered care
2. Participants will identify at least two ways to reduce or remove barriers from providing person centered care
3. Participants will identify at least two ways to innovate their practice to support person-centered care

Public School Forum

AAC Panel

1. As a result of this panel discussion, the learner will be able to describe the benefits and challenges AAC users have communicating with others.
2. As a result of this panel discussion, participants will be able to explain to families the importance of AAC accessibility.
3. As a result of this panel discussion, learners will be able to list 3 strategies to incorporate AAC use in daily communication opportunities.

Student Sessions:

1. Participants will understand a "typical day in the life" of example speech-language pathology career settings.
2. Participants will identify various settings of professional practice within the field of speech-language pathology.
3. Participants will explore opportunities for professional practice serving pediatric versus adult populations.

POSTERS

Mentoring Young SLP Professionals-Efficient Use of Your Time and Theirs
Corey Alvarez, M.S., L/CCC-SLP

1. Participants will learn strategies for effectively and efficiently mentoring and what new hires find most helpful

Hearing Loss and Health Communication: An Interdisciplinary Effort
Erika Squires, Ph.D., CCC-SLP; An Dinh, Ph.D.; Lori Pakulski, Ph.D., CCC-A

1. Participants will have the opportunity to discuss how hearing loss contributes to poor healthcare communication and consequently, reduced health outcomes especially for people with unidentified or unmanaged hearing loss
2. Participants will learn about the perspectives and practice patterns of allied healthcare providers (AHPs) who work in short-term post-acute and long-term care settings and provide services to individuals with hearing loss

3. Participants will be given the opportunity to discuss pertinent issues that reduce health care accessibility for individuals with hearing loss, with a focus on what speech-language pathologists and audiologists can do to support the healthcare communication needs of people with hearing loss

Measurement of the Behavioral Components of Stuttering: A Scoping Review
Molly Landers, M.S., CCC-SLP and Megan Arney, M.S., CCC-SLP

1. Participants will be able to identify three common measurements of the behavioral component of stuttering
2. Participants will be able to define 3 key elements related to reliability and validity in stuttering measurements
3. Participants will be able to list elements of common stuttering assessment procedures used in research consisting of standardized and non standardized components

Differences in Autistic Children's Communication Opportunities Based Upon Context and Communication Partner
Zachary Hesse, B.A.; Abhinav Anand; Emily Lorang; Jennifer Johnson, M.A., CCC-SLP; Courtney Venker, Ph.D., CCC-SLP

1. Participants will learn how context affects language sample outcomes for young autistic children

Perspectives of Parents of Children Who Are D/HoH: Factors Influencing Quality of Life (QoL) an Application of the ECF Framework
Claire Kintop and Heather Isaacson, M.A., CCC-SLP

1. Participants will describe three resources available for parent education to promote their child's success
2. Participants will describe the application of the International Classification of Functioning, Disability, and Health (ICF)
3. Participants will describe the relationship between peer perceptions and participation restrictions, emphasizing it impact on individuals who are D/HoH

Gamification and Serious Games for Speech, Fine, and Gross Moter Symptom Management in Neurodegenerative Diseases: A Scoping Review
Maura Philippone, M.A., CCC-SLP, Thea Knowles, Ph.D., CCC-SLP and Brooke Emerick

1. Participants will able to describe two or more examples of how serious games have been used in motor rehabilitation of neurodegenerative diseases, and how this informs speech
2. Participants will be able to describe general areas of consensus and discrepancies in gamifications/serious game use for motor rehabilitation of neurodegenerative diseases, and how this informs speech treatment.
3. Participants will be able to compare gamified and game-based interventions with traditional (i.e., non-gamified) speech therapy approaches for individuals with neurodegenerative diseases.

How Does Music Intervention by Speech-Language Pathologists Improve Language in Adults with Aphasia?
Brook Emerick and Jeffrey Searl, Ph.D., CCC-SLP

1. Participants will be able to describe music-based interventions speech-language pathologists use to improve communication in adults with aphasia
2. Participants will be able to describe how music-based interventions by speech-language pathologists improve communication in adults with aphasia.

3. Participants will be able to identify gaps in the literature regarding music-based interventions used by speech-language pathologists to improve communication in adults with aphasia

Sepsis-Associated Encephalopathy and the Role of the Speech-Language Pathologist
Jennifer Vascil and Patricia Jeels, Ph.D., CCC-SLP

1. Participants will be able to differentiate between sepsis-associated encephalopathy and other common encephalopathies
2. Participants will be able to differentiate educational and professional knowledge and training experiences regarding sepsis-associated encephalopathy
3. Participants will be able to identify whether an SLPs professional years of experience impacts their knowledge or attitudes regarding providing cognitive-communication services for individuals with sepsis-acquired encephalopathy

Current Practice of Supporting Communication of Children with Complex Communication Needs: A Case Study
Gabrielle Heier, B.S., and Sarah Ginsberg, Ed.D, CCC-SLP

1. Participants will learn the current research around individuals with CCN
2. Participants will learn strategies an SLP utilizes in treament of an individual with CCN
3. Participants will learn the need for further research on individual with CCN to continue to establish a gold standard

Select APD Interventions and a Potential Comprehensive Sensory-Cognitive Approach
Samantha Vasquez, B.A. and Brian Kreisman, Ph.D., CCC-A

1. Participants will learn about some of the current practices in treating Auditory Processing Disorder (APD) and why there is a need for more evidence-based approaches to intervention due to the heterogeneous nature of APD
2. Participants will learn some of the common comorbidities that often present with APD
3. Participants will learn about dual coding theory, the evidence that supports taking a sensory-cognitive approach, and how this may be applied to APD intervention

Thematic Analysis of Storyteller Experiences: Aphasia This Is Our World
Allison Strnad, Allison Keusch, B.S., and Katie Strong, Ph.D., CCC-SLP

1. Participants will describe the components of a virtual story co-construction program, Aphasia! This Is Our World
2. Participants will list three themes identified in the storytellers with aphasia experiences who participated in Aphasia! This is Our World story co-construction project

3. Participants will identify two benefits of story co-construction intervention and how they might incorporate elements of story co-construction work into their proact with people living with aphasia

A Qualitative Analysis of Tongue-tie Definition
Kristin Burgess, B.S. and Marileda Tome, Ph.D., CCC-SLP

1. Participants will be able to list three critical issues related to tongue-tie
2. Participants will be able to analyze the knowledge level of tongue-tie content approached in graduate school
3. Participants will be able to explain the SLP's role in the evaluation of tongue-tie

The Effects of a Combined Working Memory-Semantic Features Analysis Approach in Persons with Aphasia
Lisa Strzempek, Kaitlyn Blackwell and Naomi Hasahimoto, Ph.D., CCC-SLP

1. Participants will learn about a new treatment approach for people with Aphasia involving working memory tasks and semantic features analysis
2. Participants will learn details about the treatment method, results and possible applications

Phonological Neighborhood Density Response times in Anomic Aphasia
Kerry Bolton, Naomi Hashimoto, Ph.D., CCC-SLP, Sabine Heuer, Ph.D., CCC-SLP and Margaret Greenwall, Ph.D., CCC-SLP

1. Participants will learn about background information on phonological neighborhood density and how it can affect naming accuracy and response times in a person with aphasia as compared to a normal control participant

Wow! That Looks Like Me: Using Mirrors and Windows to Analyze Autistic Representation in Children's Picture Books
Anabel Faigin, B.A. and Courtney Venker, Ph.D., CCC-SLP

1. Participants can expect to gain valuable insight into a deeper understanding of how autistic characters are portrayed in children's literature, including the importance of accurate representation of diverse groups
2. Participants will learn about how these current finding compared the current autistic population.
3. Participants will discover potential gaps in current literature regarding inclusivity and representation, sparking inspiration for future research.
4. Participants will leave with a greater appreciation for the ongoing efforts needed to ensure that children's literature reflects the diversity of our world

Acoustic Profiles of Speech Amplification Devices on Hypophonic Speech in Parkinson's Disease
Sara Cook, Thea Knowles, Ph.D., CCC-SLP, Sai Aishwarya Ramani, Adrian Castillo-Allendes, M.A., Maura Philippone, Eric Hunter, Ph.D.

1. Participants will able to describe some of the differences in amplification device technology and understand how individual speaker characteristics affect device output quality

Survey of Stuttering Variability
Jia Bin, M.A. and Amir Hosein Rosoli Jokar B.S.

1. Participants will be able to describe what is meant by the term variability with respect to stuttering behavior and experience
2. Participants will be able to list at least 3 factors that contribute to stuttering variability
3. Participants will be able to describe how stuttering variability factors into assessment and treatment of stuttering

From the Provider's Eyes: Speech-Language Pathologists Perceptions of Palliative Care
Alyssa Fritz and Jeff Searl, Ph.D., CCC-SLP

1. Participants will learn about the current roles and clinical practices of SLPs in the United States who are working with patients receiving palliative care, hospice, and/or end of life care services. Demographics, educations/career background, and opinions were collected via online survey from 67 SLPs through January-February 2024. These results will be explored through this poster session.

A Pre-Post Comparison of Interprofessional Collaborative Competency Attainment for Geriatric Dysphagia Intervention Across Graduate Cohorts
Katelyn Piesko, B.S., and Hailey Deptula, M.S.

1. Participants will be able to list the four key interprofessional education and collaborative core competencies for interprofessional proact and client-centeredness
2. Participants will be able to identify the importance of team-based learning in dysphagia intervention
3. Participants will be able to discuss the importance of dysphagia IPE curricula to engage the students in interprofessional collaborative practice in their future placements and careers

Exploring Volitional Voice Task as Therapeutic Aids in Dysphagia: A Scoping Review
Adrian Castillo-Allendes, MSc., Jeff Searl, Ph.D., CCC-SLP, Sou'd Ebdah, and Eric Hunter, Ph.D., CCC-SLP

1. Participants will learn about the anatomical and functional connections between voice and swallowing mechanisms and their joint importance in the assessment and management of dysphagia
2. Participants will gain insights into how specific volitional voice tasks, such as Maximum Phonation Time and the Pharyngeal Squeeze Maneuver, can be leveraged to assess and improve swallowing function in clinical practice
3. Participants will recognize the current research gaps regarding the biomechanical impact of voice tasks on swallowing kinematics, emphasizing the necessity for future studies to inform evidence-based clinical interventions

Investigating Teacher Vocal Health: Teachers' Perspective of the Relationship Between Teaching Conditions and Vocal Health
Mia Teller, Lady Catherine Cantor Cutiva, Ph.D., Eric Hunter, Ph.D.

1. Participants would understand how classroom environments within school districts can influence teacher vocal health, including issues such as acoustics, noise levels, and overall environmental quality.

Perceptions of Vocal Effort and Fatigue in Parkinson's Disease: Exploring Communication Scenarios and Speech Tasks
Sai Aishwarya Ramani, M.A., and Thea Knowles, Ph.D.

1. Participants will gain insight into the complexities of Parkinson's Disease beyond its primary motor symptoms, specifically focusing on its impact on speech and communication
2. Participants will learn about the factors influencing self-perceived vocal effort and fatigue in individuals with Parkinson's Disease across diverse communication scenarios
3. Participants will understand the interaction between environmental factors, cognitive load, and motor and sensory impairments in individuals with Parkinson's Disease, particularly regarding vocal effort and fatigue