

Learning Outcomes for the MSHA Annual Conference, March 24-26, 2022 at the Kellogg Hotel and Conference Center East Lansing, Michigan

Implicit Bias

Wanda Lipscomb, Ph.D.

1. Participant will learn what implicit bias is
2. Participants will learn how to identify the different types of bias.
3. Participants will learn examples of implicit bias
4. This course will satisfy the Michigan License requirement

Osteopathic Manipulation

Lawrence Prokop, D.O.

1. Participants will learn about the body's system of nerves, muscles and bones
2. Participants will learn how to treat muscle pain
3. This session will be a hands-on treatment

Keeping up with Cochlear Implants: guidelines for When to Refer Adults and Children

Teresa Zwolan, Ph.D., CCC-A and Kelly Starr, M.A., CCC-SLP

1. Participants will be able to list 3 test procedures performed by the audiologist and SLP to help determine if a cochlear implant will be recommended for a child or adult
2. Participants will be able to identify characteristics of children who use hearing aids that indicate the child should be considered for a referral for a cochlear implant candidacy evaluation
3. Participants will be able to describe the 60/60 guideline that can be used to determine when an adult should be referred for a cochlear implant evaluation

Ethical Dilemmas and Solutions: Speech-Language and Audiology Practice Today

Valeria Matlock, Ed.D., CCC-A

1. The participants will describe the ASHA Ethics Program, ethical violations, and processes.
2. This session will satisfy the ASHA requirement

Putting the Pieces Together

Tera Sumpter, M.A., CCC-SLP

1. The participants will be able to explain the different subset of the Cognitive Processing Model for Academic Learning and how they are integrated
2. The participants will be able to determine the cognitive processing systems related to literacy development
3. The participants will be able to develop assessment and treatment protocols for different types of language, literacy and other related disabilities potentially rooted in executive functions with impacts a child's academic learning

Faculty and Students of Historically Disadvantaged Groups: Considerations for Inclusion

Kerry Mandulak, Ph.D., CCC-SLP and Derek E. Daniels, Ph.D., CCC-SLP

1. Participants will identify barriers that faculty and student of historically disadvantaged groups can face in academic and clinical settings

2. Participants will learn how intersectionality can affect the experiences of student and faculty
3. Participants will identify solutions to creating inclusive environments for students and faculty of historically disadvantaged groups

Aphasia Round Tables: Supporting Mental Health and Aphasia Services in Michigan

Katie Strong, Ph.D., CCC-SLP; Rebecca Johnson; Kait Moses, M.A., CCC-SLP; Robin Pollens, M.S., CCC-SLP

1. List 3 programs within Michigan providing specialized aphasia services
2. Identify resources for local support groups within Michigan and other online resources for individuals impacted by aphasia
3. Participate in collaborative brainstorm on identifying further needs or plans with particular emphasis on mental health services for people living with aphasia

The Role of the Speech & Language Pathologist in the Diagnosis and Treatment of VPI: Do's and Don't's

Pablo Antonio Ysunza, M.D., Ph.D., CCC-SLP

1. Participants will learn basic anatomy and physiology of the Velopharyngeal Sphincter
2. Participants will learn how to perform clinical and instrumental evaluations of resonance
3. Participants will learn how to perform videonasopharyngoscopy and multiplanar videofluoroscopy for assessing anatomy and physiology of the vocal tract
4. Participants will learn how to provide evidence-based speech pathology treatment to patients with VPI
5. Participants will learn the role of imaging procedures for planning the surgical treatment of VP

Identifying and Addressing Awareness and Training

Sara Morley LaCroix

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

Derek Daniels, Ph.D., CCC-SLP and Valeria Matlock, Ed.D, CCC-A

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

Strengthening Your Supervision Skills: the Role of Relationships, Reflection and Feedback

Katie Strong, Ph.D., CCC-SLP and Janice Fialka, LMSW, ACSW

1. Describe at least 2 frameworks for clinical supervision
2. Discuss at least 2 methods of delivering feedback to supervisees
3. Describe the importance of relationship and reflection for both the supervisor and supervisee

Pain Management

Cathleen Johnson, OTD, OTRL, FMIOTA

1. Participants will learn about anatomy and physiology
2. Participants will learn causes of pain complaints, signs and symptoms
3. Participants will learn treatment approaches to various pain complaints

Executive Functions: More than Just Attention

Tera Sumpter, M.A., CCC-SLP

1. The participants will be able to communicate the role that executive functions play in the learning process
2. The participants will be able to describe different techniques for supporting and improving executive functions in our children
3. The participants will be able to incorporate new activities into their classrooms, therapy sessions or homes

The Evidence for Holistic Admissions and Therapeutic Alliance and How it Predicts success of Graduate Students and Future Clinicians

Kerry Mandulak, Ph.D., CCC-SLP

1. This session will incorporate active learning techniques and include active engagement through reflective writing, affinity mapping, small group, and large group discussion

Using Evidence-Based Aphasia Naming Therapies in Clinical Practice

Naomi Hashimoto, Ph.D., CCC-SLP and Leslie Talty, M.A., CCC-SLP

1. Participants will learn what the term “evidence-based practice” means
2. Participants will learn about different naming treating approaches reported in the aphasia literature
3. Participants will learn how to modify the approaches for clinical practice

CELF Preschool-3 Development, Administration and Scoring

Selina Oliver, M.A., CAS, NCSP

1. Describe at least two differences between CELF Preschool-2 and CELF Preschool-3
2. Explain how to obtain and score the Connected Speech Sample using the No Juice boo
3. List at least two subtest that comprise the Academic Readiness and the emerging Literacy index scores.

The Engaged Clinician: Our Behavior Matters

Katie Strong, Ph.D., CCC-SLP and Janice Fialka, LMSW, ACSW

1. Describe three phase of a partnership with clients and families (i.e., colliding and campaigning; cooperating and compromising; creative partnering and collaborating)
2. Demonstrate the value of perspective taking from different viewpoints (e.g., client, family, and clinician) through story listening, small group discussion, reflective journaling, and role play
3. Demonstrate components of clinical engagement and describe how this influences therapeutic outcome (i.e., listening, empathy, reflective practice, feeling, emotional labor)

4. Identify signs of emotional labor and strategies to increase engagement in our work with clients

The Trouble with Tech: How Electronic Toys Impact Language Learning Opportunities for Young Children

Courtney Venker, Ph.D., CCC-SLP and Jennifer R. Johnson, M.S., CCC-SLP

1. Participants will describe how electronic versus traditional toys affect language learning opportunities for young children
2. Based on existing research, participants will formulate at least 2 concrete clinical implications about how to effectively incorporate toys into play language intervention

An Introduction to Eye Graz AAC Access with the Eyegaze Edge

James Brinton, M.A., CCC-SLP

1. Using a visual eye illustration, participants will explain how an eye tracking system interacts with the human eye for AAC access
2. Participants will demonstrate a quick test to pre-screen an individual for eye gaze use
3. Participants will list three physiological issues that can impact eye gaze use and how they can be overcome.

Awards Lunch

Critically Examining Our Practices to Move Our Professions into a More Inclusive Future

Gregory Robinson, 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.

Developing Neurodiversity -Affirming Clinical Practice: Implications for Autism

Laura DeThorne, Ph.D., CCC-SLP and Kelly Sears Smith, Ph.D

1. Participants will be able to highlight one underlying difference between the medical versus social model of disability.
2. Participants will be able to identify at least 3 key themes associated with the Neurodiversity Paradigm
3. Participants will be able to list and discuss at least 3 explicit ways that the Neurodiversity paradigm could shape their clinical practice

Early Childhood Stuttering Therapy: More -Direct Treatment and Other Advanced Topics

J. Scott Yaruss, Ph.D., CCC-SLP

Finding Your Way: Discovering and Developing Your Journey in CSD

Kerry Mandulak, Ph.D., CCC-SLP

1. Participants in this session will explore and reflect upon personal values and individual strengths to better understand, align, and increase self-knowledge about future pathways in CSD careers

Health Reform and Medicare 101

Rosalyn Davis, M.A., M.S., CCC-SLP

1. To identify government requirements, payer parameters, and standards of care impacting clinical services
2. To explain the development, structure and implementation of alternative payment models
3. To identify resources for additional information and clarification

Telepractice Pedagogy in Training Programs-Influence on Entry Level Employability

Laura E. Lenkey, Ph.D., CCC-SLP

1. Participants will gain an understanding of the exploratory nature of Telepractice use a pedagogical tool in training
2. Participants will identify baseline competencies necessary to effectively enhance use of Telepractice as entry level clinicians
3. Participants will recognize the potential impact on employability

What is a Board Certified Specialist and Why Should I Want to Be One?

Kathryn Atkinson, M.A., CCC-SLP BC-ANCDS, Katie Squires, Ph.D., CCC-SLP, BCS-CL

1. Participants will learn about the different processes and requirements to obtain and maintain board certification for neurologic communication disorder through the life span and child language and language.
2. The presentation will provide time for Q & A from the participants and panel

Ethics and Clinical Instructors' Duty of Care When Students Encounter Patient Bigotry

Kris English, Ph.D., M. Dawn Nelson, Ph.D., Saunja T. Burt, Au.D., MBA

1. Identify one documented health outcome associated with patient bigotry
2. List one reason why a student would choose not to report a bigoted patient encounter
3. Relate the legal concept "duty of care" to professional ethical requirements

Chronic Cough for the Beginning Clinician

Marc Haxer, M.A., CCC-SLP

1. Participants will learn variations in cough presentation to SLPs
2. Participants will learn how to evaluate chronic cough
3. Participants will learn how to treat chronic cough

Finding the "Fuel" for Learning: Social Emotional Engagement-Knowledge and Skills (SEE-KS) Part A and Part B

Emily Rubin, M.S., CCC-SLP

1. Define three critical elements of active engagement that are predictive of our learner's success and academic achievement
2. Identify a rubric for measuring learning engagement in standards-based instruction and natural activities
3. Apply a checklist of instructional strategies for fostering the emotional "hook" providing information in different ways, and fostering student expression within academic and

4. Identify an appreciative-inquiry based mentorship framework for noticing the strategies that appear to be effective at enhancing engagement and identifying next steps

Working With an Supporting a Gender-Divers Population: How SLPs and Audiologist Can Dismantle Oppressive Systems to Benefit Everyone

Gregory Robinson, Ph.D., CCC-SLP

1. Define concepts and terms related to gender and sexuality
2. Explore and identify personal beliefs about gender and sexuality
3. Discuss health disparities associated with LGBTQ+ people
4. Identify aspects of their current practice that potentially harm people who are LGBTQ+
5. Brainstorm solutions to common problems experienced by LGBTQ+ clients, professionals, and students

Neonatal Therapy

Elizabeth Cronkrite, M.A., CCC-SLP

1. Participants will learn reasons for admission to the NICU
2. Participants will learn an overview of the scope of practice of Neonatal therapy
3. Participants will learn the basics of providing developmental care
4. Participants will learn feeding strategies that have been shown to reduce aspiration risk and length of stay in this population

Improving Executive Function, Language, and Narrative Skills Through Movement for Preschoolers

Kelly Vess, M.A., CCC-SLP

1. To combine visualization and multi-modal cueing strategies within the context of goal-oriented movement activities to improve executive function skills
2. To combine visualization and multi-modal cueing strategies within the context of goal-oriented movement activities to improve narrative skills
3. To combine visualization and multi-modal cueing strategies within the context of goal-oriented movement activities to improve language expression

Essential Skills for Navigating Stressful Times

Lisa Laughman, LMSW

1. Learn the value of operating from an inside-out perspective of life
2. Learn how to navigate the difficult but necessary emotions involved in a well-lived life
3. Adopt a 6-word framework for moving from upset back to balance and forward with wise, value-guided action
4. Gain 3-5 practical grounding practice
5. Learn to map their stress response to help them operate at the lowest, effective level of stress response possible

Therapy Dogs Increase Cortical Activation of Emotional Speech Centers of the Brain

Nicholas B. Barone, Ph.D., CCC-SLP and Andrew Schnisky, B.S.

1. Understand the role of therapy animals as therapeutic aids

2. Describe the changes in cortical activation patterns elicited by therapy animals
3. Understand the possible implications of the use of therapy animals on verbal output in children and adults with language disorders

Code Switching Effect Cortical Activation Patterns at the Phonemic Level

Nicholas A. Barone, Ph.D., CCC-SLP and Andrew Schnisky, B.S.

1. Explain non-native phoneme perception through the analysis-by-synthesis therapy
2. Describe activation patterns using fNIRS during categorical perception
3. Understand how phonemic discrimination and code-switching effects cortical activation at the phonemic level

Workplace Vocal Health Promotion Programs in School Settings

Lady Catherine Cantor Cutiva, Ph.D. and Eric Hunter, Ph.D.

1. Participants will learn the minimal components of a workplace vocal health promotion program as well as the importance of these programs for reducing the prevalence of work-related voice problems among teachers
2. Participants will learn difference between clinical and work-based voice interventions

The Art of Caring for the Professional Singer

M. Julianna Codino, Ph.D., CCC-SLP and Adam D. Rubin, M.D.

1. To familiarize the audience with the different genres of singing, voice classification, and general singing vocabulary
2. To familiarize the audience with the demands and concerns of different types of professional singers
3. To learn how to take a good voice history and recognize pathology by listening to the voice

Controversies in Dysphagia Management

Kathryn Genoa-Obradovich, M.A., CCC-SLP and Jeffrey Searl, Ph.D., CCC-SLP

1. Participants will be able to describe rationales and levels of evidence available for and against prophylactic use of percutaneous endoscopic gastrostomy (PEG) in patients with head and neck cancer
2. Identify pros and cons described in the literature of utilizing modified liquids and foods as part of managing dysphagia
3. Discuss the evidence about how aspiration (or the elevated risk of aspiration) can or should influence decisions about clinical management of dysphagia
4. Describe the evidence available regarding outcomes from expiratory muscle strength training (EMST) to treat dysphagia

Gender Affirming Voice and Communication Services 101: A Client-Driven Approach

Gregory Robinson, Ph.D., CCC-SLP

1. Practice techniques for modifying communication in the areas of pitch, resonance, intonation, rhythm, and nonverbal communication.
2. Practice vocal warm-up techniques that focus on air-flow

3. Discuss how to center the client in the development of goals for gender affirming communication services
4. Discuss gender affirming communications activities delivered in group and individually across the spectrum of in-person, tele-therapy, and hybrid modalities of intervention

Authentic Communication with AAC: Strategies for Implementation in Natural Settings

Rachel M Langley, M.A., CCC-SLP, Reach Language, LLC

1. Differentiate between two interpretations of the term 'modeling' when describing AAC instruction and support.
2. List at least three strategies for embedding AAC into natural routines
3. Describe Key features of "authentic" communication and how it relates to communication autonomy

Recognizing Burnout and Completing Your Stress Cycles

Lisa Laughman, LMSW (Medical SLP Forum Lunch)

1. Have increased capacity to recognize burnout in self and others
2. Identify effective ways to complete their stress cycles as part of their personal stress mitigation protocol

Our Role as "Brain Architects"-It begins with Relationships

Emily Rubin, M.S., CCC-SLP (Public School Forum Lunch)

1. Identify three critical stages in brain development that result from positive social exchanges
2. Identify the role of nurturing and relationship in brain development

Poster Sessions:

Automated Quantification of Inflection Events in the Electroglottographic Signal

M. Julianna Codino, Ph.D., CCC-SLP and Adam D. Rubin, M.D.

1. The listener will learn further ways to investigate EGG signals and its inflection events through an automated tool developed by our team, that can report and classify inflection events in the electroglottographic signal.

How Voice Exercises Can Help Swallowing Rehabilitation

Adrian Castillo-Allendes, MSc; Jeff Searl, Ph.D., CCC-SLP

1. Participants will gain a better understanding of the physiological and biomechanical relationship between phonatory function and laryngeal swallowing
2. Participants will learn which and how to perform some of the phonatory techniques and voice tasks that have a positive impact on swallowing
3. Participants will be able to reflect on new therapeutic possibilities and research ideas based on voice tasks and vocal exercises for the management of swallowing disorders.

Accent Modification Services: Insight from Non-Native Speakers of English

Kristopher Kilgallon, B.S. and Ana Claudia Harden, Ph.D., CCC-SLP

1. List 3 main areas targeted by accent modification services
2. Identify 2 potential drawbacks associated with provision of accent modification services
3. List 2 core principles of culturally responsive services related to accent modification

Returning to Life After a Pediatric Mild Traumatic Brain Injury

Olivia Finn, B.A. and Elizabeth Oommen, Ph.D., CCC-SLP

1. Participants will be able to list impacts of mild traumatic brain injury (mTBI) on cognitive, linguistic, and socio-emotional areas in the pediatric population
2. Participants will be able to identify the importance of obtaining a caregiver perspective during the assessment and management of pediatric mTBI

Characteristics of Simulations that Facilitate Student Confidence Working with Future Clients Who Stutter

Katherine Day, B.S. and Cara Singer, Ph.D., CCC-SLP

1. Identify simulation characteristics that facilitate a positive clinical experience
2. Describe how simulations can provide targeted clinical experiences for students
3. Discuss the benefits of considering student perceptions relating to the course contents

Career Identity of Women Who Stutter

Megan Arney, M.S., CCC-SLP and Amanda Kelly, M.S., CCC-SLP

1. Participants will learn about the intersectionality of gender and stuttering and how this contributes to the self-identity of women who stutter, specifically in the career development

Issues in Reliable and Valid Transcription of Stuttered Speech Using CLAN

Jenna Fisher; Erika Mueller; Olivia Parkier; Kayla Arafat; Kori Kloostra and Cameron Martin

1. As a result of this activity the participants will be able to describe issues related to reliability and validity of speech sample transcription
2. As a result of this study the participants will be able to identify discrepancies in transcriptions between coder of different skill levels
3. As a result of this study the participants will be able to describe the significance of error in transcriptions

Efficacy of Documentary Intervention in Changing Attitudes of University Students, Staff and Faculty Toward Stuttering

Autumn Cannon, B.S.,

1. Participants will be able to provide a rationale for the need to continue researching effective educational materials to improve attitudes toward stuttering
2. Participants will be able to describe how the findings of this study impact future efforts to educate others about stuttering

Finding Oneself Through Stories: Using Guided Autobiography to Explore Life with Dysarthria Post Stroke

Claire Tembreull and Katie Strong, Ph.D., CCC-SLP1.

1. Identify the components of Guided Autobiography

2. Summarize how Guided Autobiography has been modified for stroke survivors
3. Describe how Guided Autobiography can be used for stroke survivors with dysarthria in an online format

Picture This: Using PhotoVoice to Explore Life with Cognitive-Communication Disability Due to Traumatic Brain Injury

Bailey Blaisdell, B.S.; Chloe Ilacqua, B.S.; Grace Inch and Katie Strong, Ph.D., CCC-SLP

1. Participants will describe the PhotoVoice method
2. Participants will summarize how PhotoVoice can be used with individuals who have a traumatic brain injury
3. Participants will summarize the themes generated in the PhotoVoice project about life with a cognitive-communication disability due to traumatic brain injury

Speech-Language Pathologists' Service Delivery Methods Transformed in the Face of the Pandemic: A Survey Study on the Effects of COVID-19

Morgan Etzel and Stephanie Richards, Ph.D., CCC-SLP

1. Participants will be able to identify changes and challenges faced by speech-language pathologist in educational, medical, and private practice setting during the COVID-19 pandemic, as well as their attitudes towards these experiences

Convolution Analysis in vocal Recovery Modeling

Christopher Jones, B.S. and Eric Hunter, Ph.D., CCC-SLP

1. Participants will gain a better understanding of the relationships between the accumulation of vibration at the vocal folds and the impact of the accumulation in terms of vocal quality and vocal effort

Sex and Task Differences in Extrinsic Laryngeal Muscle Activity During Phonation in the Indian Population

Sai Aishwarya Ramani, MSc.; Eric Hunter Ph.D., CCC-SLP and Radish Kumar Balasubramaniam

1. Participants will gain a better understanding of the physiological and biomechanical relationships between phonatory function and laryngeal muscles
2. Participants will be able to reflect on potential therapeutic possibilities and research ideas based on presented data

Long-Term Communication Effects After Head and Neck Cancer Treatment

Kaylee Commet; Edie Emery; Koryn Pennebaker and Mariah Zammit

1. Participants will be able to describe 2 or more long term outcomes of head and neck cancer treatment on communication
2. Participants will be able to discuss the implications of long-term communication changes in HNC patients on clinical practice patterns of speech-language pathologist

