Learning Outcomes for the MSHA Annual Conference, March 23-25, 2023 at the Radisson Plaza Hotel, Kalamazoo, Michigan

Pre-Linguistic Skills, The Building Blocks for Communication
Amanda Hopkins, M.S., CCC-SLP and Rachel Flynn, M.A., CCC-SLP

1. Participants will learn what pre-linguistics skills are in general and what specific skills fall in this category.
2. Participants will understand how pre-linguistic skills relate to other communication skills.
3. Participants will understand how to assess pre-linguistic skills and apply intervention strategies.
4. Participants will learn parent education and coaching strategies regarding pre-linguistic skills.

Update on Paradoxical Vocal Cord Dysfunction: Challenges and Controversies
Pablo Antonio Ysunza, M.D., Ph.D., CCC-SLP

1. Participants will learn the common clinical history and examination findings in patients with Paradoxical Vocal Cord Dysfunction (VCD) also known as Induced Laryngeal Obstruction (EILO) among several other names. The extremely important role of Speech-Language Pathologist in the diagnosis and treatment of this condition will be amply discussed.
2. Participants will learn the association of VCD and Asthma.
3. Participants will learn how to make a differential diagnosis of VCD with other disorders such as panic attacks, chronic cough, exercise induced Asthma, among others.

COVID-19 and Accredited Autism Centers of Excellence: A Virtual, Multidisciplinary Approach
Ashley Backus, M.S., CF-SLP; Katie Derkacz, M.A., CCC-SLP

1. Participants will learn about accredited approved autism centers.
2. Participants will learn the roles of multi-disciplinary team members, benefits and challenges of virtual ASD diagnostic procedures, implications for the practicing SLP.
3. Participants will learn of resources for clinician, patients, and families once the patient receives a diagnosis.

2023 Update to the ASHA Code of Ethics
Katharine Meyer, Esq

1. Participants will learn about recent changes to the ASHA Code of Ethics and how they apply to day-to-day practice

The Man With the Feather: Interdisciplinary Management of Irritable Larynx Syndrome
Anjli Lodhavia, M.S., CCC-SLP; Ross Mayerhoff, M.D.

1. Participants will be able to identify the spectrum of disorders that fall under irritable larynx syndrome.
2. Participants will better understand the role of a laryngologist in diagnosing and treating irritable larynx syndrome.
3. Participants will better understand the role of a speech-pathologist in treating irritable larynx syndrome.
4. Participants will be able to model various respiratory retraining strategies.

Pain Assessment and Client/Student Educational Tools to Use Across the Lifespan
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.

Rethinking Cleft Palate and Craniofacial Disorders Instruction: The How, The When and The Why
Marissa Habeshy, M.S., CCC-SLP

1. Participants will recognize potential reasons why many SLPs are uncomfortable working with cleft palate and how this discomfort can be mitigated.
2. Participants will understand the vital role the treating SLP pays in a patient's overall cleft care.
3. Participants will learn the basics of providing developmental care
4. Participants will identify strategies for creating treatment goals for a child with cleft palate and or VPI.

Neurodiversity Movement and Evidence-Based SLP Practices
Julie Roberts, M.S., CCC-SLP

1. Participants will be able to identify the Neurodiversity Movement's primary objectives.
2. Participants will be able to list SLP practices the majority of Autistic Self Advocacy Organizations deem harmful and unethical, and describe why.
3. Participants will be able to describe key considerations for ethical, trauma-informed and neurodiversity-affirming therapy practices, including why self-advocacy, self-determination, and access to robust functional communication are primary targets for "autism intervention."

Understanding Voice Disorders Among Student Teachers: A Literature Review
Lady Catherine Cantor Cutiva, Ph.D. and Eric Hunter, Ph.D., CCC-SLP

1. Participants will be able to identify the main steps of a systematic review of literature applied to the analysis of human communication processes.

Spelling Makes Sense!
Katie Squires, Ph.D., CCC-SLP, BCS-CL

1. Participants will be able to explain the multiple linguistic influences on how a word is spelled.
2. Participants will apply four questions when building a word.
3. Participants will be able to compile a matrix with affixes and bases.

Be a Willow-Strategies for Successful Supervisory Relationships
Janice M. Wright, M.A., CCC-SLP

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

What is CMU's SLLIC Program
Katie Squires, Ph.D., CCC-SLP, BCS-CL

1. Participants will be able to describe the significance of an interdisciplinary certificate that incorporates systematic, explicit, and diagnostic instruction across speaking, listening, reading, and writing.
2. Participants will be able to explain the criteria for application, retention, and completion of the certificate.
3. Participants will be able to describe how knowledge gained from this certificate will positively impact the literacy skill of the clients work with.

Basic Human Trafficking
Rita O'Brien, LLMSW

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
D'Jaris Coles-White, 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 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

Social Skills "Training": A Neurodiversity-Affirming Framework
Julie Roberts, M.S., CCC-SLP

1. Participants will be able to identify primary differences between non-autistic (allistic) and autistic social communication.
2. Participants will be able to list social skills goals that may impact trauma, have harmful outcomes, and explain why.
3. Participants will be able to describe key considerations when assessing and planning for ethical, evidence-based, trauma-informed and neurodiversity-affirming intervention with autistic social communicators

Update on Instrumental Dysphagia Assessment
Joseph Murray, Ph.D., CCC-SLP, FASHA

1. Participants will be able to compare and contrast visualizations of salient findings via fluoroscopy and FEES
2. Participants will be able to describe newly developed scaling for both fluoroscopy and FEES
3. Participants will be able to describe methods for improving visualization of findings for both fluoroscopy and FEES

Unleash your Stuttering Superstar: How to Inspire and Motivate Your Clients!
Steven Kaufman, BFA

1. The participants will learn how to cultivate positive working relationships with clients who stutter.
2. The participants will learn techniques to help people who stutter meet and exceed personal and professional goals, growing stronger in both areas.
3. The participants will learn how to encourage people who stutter to understand they can do anything and be more than their stutter.

Young Adults with Aphasia: Supporting Psychosocial Adjustments with Person-Centered Care
Allison Mezo, M.A., CCC-SLP, CBIS; Kate Leckie

1. Participants will understand factors that influence wellbeing in young adults with aphasia.
2. Participants will learn person-centered assessment and intervention options to support wellbeing in young adults with aphasia.
3. Participants will gain insight from a young adult with aphasia on her journey, including challenges, successes, feedback for SLPs, and what resilience means to her

Communication Diversity Within the Deaf Community
Tanya Timmerman, B.S.

1. Participants will learn the cultural implications of capital "D" and lowercase "d" for those who identify as culturally Deaf.
2. Participants will learn the definition of audism and Deaf Gain.
3. Participants will learn the implications of language delay and language deprivation for deaf, hard of hearing and Deaf individuals.
4. Participants will learn at least three strategies for building language skills in DHH students.

Journal Clubs: Part of your Professional Toolbox!
Lizbeth Stevens, Ph.D., CCC-SLP

1. Participants will understand the history and components of journal clubs.
2. Participants will recognize the educational, professional, and social-emotional benefits of journal clubs.
3. Participants will create an action plan for starting a journal club.

AAC, School-aged Transitions and Beyond: Considerations for Vocabulary Selection, Implementation and Access to AAC for Authentic and Autonomous Communication
Tina Moreno, M.A., CCC-SLP

1. Participants will describe communication autonomy.
2. Participants will describe communication autonomy.
3. Participants will name three considerations for age-appropriate vocabulary selection for using AAC.
4. Participants will discuss three critical elements of a transition plan for using AAC.

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.

The Oral Biome and Aspiration Pneumonia: Establishing and Oral Program
Joseph Murray, Ph.D., CCC-SLP, FASHA

1. Participants will be able to discuss the association between aspiration pneumonia and dysphagia
2. Participants will be able to list the contributions of cytokines to the development of oral colonization of pathogens
3. Participants will be able to describe methods for reducing the risk of aspiration pneumonia in institutionalized elders.

Revamping Your Voice Therapy Toolbox
Anjli Lodhavia,M.S., CCC-SLP; Meira Abidov, M.S., CCC-SLP

1. Participants will be able to identify the components of a comprehensive voice evaluation.
2. Participants will be able to differentiate between optimal and suboptimal candidates for voice therapy.
3. Participants will be able to name and demonstrate multiple voice therapy techniques.
4. Participants will be able to determine when to use specific therapy techniques and why.
5. Participants will be able to maximize effectiveness during voice therapy to minimize number of sessions needs or treatment.

Facilitating Resiliency of Families and Children
Yvette Hyter, Ph.D., CCC-SLP; Michelle Suarez, Ph.D., OTR/L; Adriana Degani, Ph.D., M.S.

1. Participants will be able to define resilience and identify the components of resiliency.
2. Participants will be able to explain the relationship between resilience and the ability to effectively participate in daily life.
3. Participants will be able to describe ways to support resiliency of children and families.

Facilitating a Linguistic System by Incorporating Language Across Modalities
Katie Squires, Ph.D., CCC-SLP, BCS-CL

1. Participants will be able to describe how language provides the foundation for and facilitates literacy development
2. Participants will be able to identify aspects of language that need support form informal assessments
3. Participants will be able to write meaningful treatment goals that have academic impact

How to Use Movement Activities to Improve Print, Phonological Awareness, and Narrative Skills
Kelly Vess, M.A., CCC-SLP

1. Participants will leave empowered with evidence-based strategies to meaningfully integrate print into educationally-rich emergent, literacy, movement activities.
2. Participants will leave empowered with effective multi-modal cueing strategies that improve phonological awareness skills in the context of educationally-rich movement activities.
3. Participants will leave empowered with evidence-based multi-modal strategies to support narrative language development within the context of educationally-rich movement activities

Hemiglossectomy: The Role of the SLP in the Evaluation and Treatment of Patients from Pre Op to Post OP
Teresa Lyden, M.A., CCC-SLP; Anna Blakely, M.A., CCC-SLP

1. Participants will learn the role of the speech-Language Pathologist from preoperative evaluation through postoperative evaluation and intervention in a patient with tongue cancer.
2. The role of the Speech-Language Pathologist in evaluation and management of verbal communication and swallowing functions in a patient with tongue cancer.

A Model for Enhancing Diversity, Equity, and Inclusion Practice in Speech-Language and Audiology
Elizabeth Oommen, Ph.D., CCC-SLP; Brian Kreisman, Ph.D., CCC-SLP; Morgan Bykerk, B.A.; Peggy Goetz, Ph.D., CCC-SLP

1. Participants will be able to define diversity, equity and inclusion.
2. Participants will be able to identify two methods to support and empower BIPOC, international, and third culture students within a speech-language pathology and audiology departments.
3. Participants will be able to relate the methods implemented by the Calvin University SPAUD department to how their own department might better support first-generation student, BIPOC, international, and third culture students

Through the Lens of a School SLP: Research and Best Practice for Decision Making
Marie Ireland, M.Ed., CCC-SLP, BCS-CL

1. Participants will be able to identify specific requirements for evaluation and eligibility in schools.
2. Participants will be able to document all steps for eligiblitiy with team members to ensure IDEA compliant decision making.
3. Participants will be able to identify differences between educational identification and clinical diagnosis

Dynamic Assessment: Tools to Reduce Bias and Identify
Marie Ireland, M.Ed., CCC-SLP, BCS-CL

1. Participants will be able to identify 3 main types of dynamic assessment
2. Participants will be able to summarize the diagnostic accuracy of norm-reference techniques and dynamic assessment methods
3. Participants will be able to identify 3 sample statements for use in report writing to document evidence-based assessment practice

A Combined Semantic Feature Analysis-Working Memory Approach to Treat Anomia in Aphasia
Naomi Hasimoto, Ph.D., CCC-SLP

1. Participants will learn the nature of cognitive deficits in people aphasia (PwA)
2. Participants will learn how working memory tasks can be incorporated into a picture naming treatment protocol.
3. Participants will learn how multiple baseline designs can be used in clinical practice.

A Case Study: Total Laryngectomy and the Speech-Language Pathologist: Pre to Post Operative Evaluation and Treatment of Verbal Communication and Swallowing
Madison Ericson, M.A., CCC-SLP; Teresa Lyden, M.A., CCC-SLP

1. Participants will gain an understanding of the Speech-Language Pathologists role in preoperative immediately post-surgery (inpatient care), and postoperative evaluation and management of a patient undergoing a total laryngectomy.
2. Participants will be able to describe components of the evaluation and treatment of swallowing pre and post total laryngectomy.
3. Participants will be able to describe components of the evaluation and management of alaryngeal communication using TE voice prosthesis

SLP Practices for Resisting Ableism with a Focus on Autism and Stuttering
Laura DeThorne, Ph.D., CCC-SLP and Hope Gerlach-Houck, Ph.D., CCC-SLP

1. Participants will be able to define ableism.
2. To provide examples of how ableism occurs across multiple levels in the context of speech pathology.
3. To develop goals, session activities, and accommodations that align with disability affirming practices.

Respiratory Muscle Strength Training; A Tutorial for Medical Speech-Language Pathologists
Ramya Konnai, Ph.D.

1. Participants will understand the rationale and nature of respiratory muscle strength training.
2. Participants will increase familiarity with some RMST devices and learn how to implement them in therapy.
3. Participants will review the evidence behind using RMST for breathing, voice, and swallowing.

Advantages and Applications of Patient Reported Outcomes Measures in Dysphagia: Use of the Dysphagia Handicap Index

Alice Silbergleit, Ph.D., CCC-SLP

1. Participants will be able to define patient reported outcomes measures.
2. Participants will learn application of the DHI in Clinical practice and research
3. Participants will understand the value of patient reported outcomes in dysphagia.

Strategies to Support Successful Learning in Psychosocial Interventions for Aphasia

Suma Devanga, Ph.D., CCC-SLP

1. Participants will be able to define activity-dependent plasticity and list the different ways to enhance the brain's ability to change from rehabilitation.
2. Participants will be able to list the different psychosocial interventions for aphasia and describe at least one method to support learning within therapy sessions.

Not Just Nodules: Voice Disorder of Neurologic and Rheumatologic Origin

Taylor Darden, M.A., CCC-SLP and Erik "Mac" Christensen, M.A., CCC-SLP

1. Participants will understand the main types of voice disorders of neurologic and rheumatologic origin.
2. Participants will understand SLP's role in evaluation and treatment of these disorders.
3. Participants will understand elements of differential diagnosis among disorders.
4. Participants will learn basic components of voice therapy for treatment of these disorders.

A Comparison of Core-and Pragmatic-Based Language Options in Grid

Melanie Gylling, M.A., CCC-SLP

1. Learners will be able to describe one difference between a core-based approach and a pragmatic-base approach
2. Learners will be able to compare one key difference between SuperCore and VocoCore
3. Learners will be able to identify a client population that would benefit from Voco Chat and SuperCore, respectively

Lessons in Leadership: Inspiring Future Advocates and Leaders

Gregory J. Spray, Ph.D., CCC-SLP, Derek E. Daniels, Ph.D., CCC-SLP, D'Jaris Coles-White, Ph.D., CCC-SLP and Rosalyn Davis, M.A., CCC-SLP and Kelli Pierce, M.A., CCC-SLP

1. Participants will learn how to become more involved in the state association
2. Participants will identify the types of roles and responsibilities assigned to the Executive Board
3. Participants will learn about accomplishments and challenges with the association over the past 10 years and engage in dialogue about the future of the association.

State of the Pandemic: How Has COVID-19 Affected SLP Service Delivery
Amy Ramage, Ph.D., CCC-SLP

1. Participants will obtain a working knowledge of the wide-reaching effects of COVID-19 pandemic on the field speech-language pathology.
2. Participants will critique the innovations in service delivery during the pandemic for their success and potential utility in their practice.
3. Participants will assemble lists of issues that need to be addressed in SLP practice because of the pandemic
4. Participants will devise plans for how they may address COVID-related challenges in their practice.

Standard of Care in a Post-COVID-19 World: Assessment and Intervention Workshop for Cognitive Fog
Amy Ramage, Ph.D., CCC-SLP

1. Participants will recognize the symptoms associated with cognitive fog in the syndrome of long COVID.
2. Participants will know the recommendations that have been made regarding service delivery for long COVID cases
3. Participants will predict, in qualitative terms, the assessment/diagnostic tools that may best identify impairments in individuals with long COVID.
4. Participants will construct flexible intervention plans for individuals with long COVID

Student Sessions:
An Introduction to Settings in Speech-Language Pathology Panel

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

Technology in the Field of Speech-Language Pathology Panel

1. Participant will understand the relevance of application of technology in various speech-language pathology setting.
2. Participant will identify benefits of technology application in speech-language pathology intervention outcomes.
3. Participant will explore various modalities of technology application in pediatric versus adult populations.

Clinical Fellowship 411

1. Participant will be able to explain the purpose and requirements of the speech-language pathology clinical fellowship.
2. Participant will understand how the clinical fellowship promotes continued learning as they transition from student clinician to professional practitioner.

3. Participant will explore the fellow/mentor relationship and important questions to consider during the application process.

Management of Glottic Insufficiency
Juliana Cordino, Ph.D., CCC-SLP and Adam Rubin, M.D.

1. To familiarize participants with common causes of glottic insufficiency.
2. To familiarize participants with the concerns of glottic insufficiency.
3. To familiarize participants with treatment plans for glottic insufficiency.

<u>POSTERS</u>

The Impact of Screen Time and the Use of Electronic Media on the Speech-Language Development
Li Hsieh, Ph.D., CCC-SLP and Sydney Krolikowski, B.S., and Mary Manni B.A.

1. Participants will learn about the impact of screen time on children's speech and language development (if longer periods of electronic media exposure, more than 3 hours per day) put them at a higher risk for severe and profound speech language delays.
2. Participants will be able to differentiate different types of media content, such as educational vs non-educational, in the forms of electronic games, applications, and videos.
3. Participants will learn about the impact of online learning during the COVID_19 pandemic on children's speech-language development.

How Do Dr-Blend Cluster and FR-Clusters Compare in Treating Speech Sound Disorders?
Neal Backus and Kelly Vess, M.A., CCC-SLP

1. Participants will evaluate the relative impact of 2-element affricate DR-Blend and fricative FR-Blend treatment targets on accurate production of non-targeted sounds.
2. Participants will compare the relative impact of 2-element fricative FR-Blends vs 2-element DR-affricate blends on accurate production of targeted sounds.
3. Participants will consider the role of treatment target complexity on accurate production of both targeted and non-targeted sounds.

Are SPR-Blends More Effective than SLP-Blends in treating Speech Sound Disorders?
Kelly Vess, M.A., CCC-SLP and Paige Nalepka, M.A., CFY-SLP

1. Participants will consider the possible impact of the treatment target's complexity when selecting 3-element consonant cluster targets.
2. Participants will evaluate the possible impact of complexity in 3-element consonant cluster targets on improved production of non-targeted, earlier developing sounds.
3. Participants will consider the relative impact or the 3-element consonant cluster target's specificity in improved production of both targeted and ono-targeted sounds

Trait Mindfulness in People Who Stutter
Megan Arney, M.S., CCC-SLP

1. Participants will learn about the construct of mindfulness, including state and trait mindfulness, different mindfulness based interventions, (i.e. MBSR) informed interventions (i.e., ACT) and how they have been applied within an integrated stuttering treatment.

2. Participants will be presented with preliminary findings regarding levels of trait mindfulness from standardized mindfulness measures and implications for clinical practice

Systematic Documentation of Autism Symptomatology by the SLP Within the Electronic Medical Consideration for Early Recognition and Referral
Anna Davis, M.A., CCC-SLP and Laura Scott, M.A., CCC-SLP

1. Participants will learn about the crucial role of SLPs as early identifiers of autism spectrum disorder (ASD) in children aged 60 months and younger.
2. Strategies for communication present characteristics of ASD, in addition to standardized language assessment results, to families in a patient-focused manner will be shared.
3. Participants will be able to document a child's strengths and challenges in a standardized format which aids in formulating of impression statement and development of strength-based goals. Documentation will support recommendations, appropriate referrals, and information presented to families during the evaluation session and for physician review.

Parental Attitudes Towards Speech Therapy During Summer Specialty Clinics
Olivia Pozsgay and AnnMarie Bates, M.S., CCC-SLP

1. Participants will learn how parents and caregivers play an essential role in how their children participate and respond to speech-therapy

Interprofessional Collaboration in the Referral Process of ELL Students to Speech Services
Ana Claudia Harten, Ph.D., CCC-SLP

1. Participants will learn to identify two potential problems associated with the under representation of ELL student in special education services
2. Participants will learn to identify two potential problems associated with the over representation of ELL students in special education services
3. Participants will learn to describe three ways to foster interprofessional collaboration in schools

Interwoven Aphasia Goals that Impact Environment, Participation, Impairment, and Identity
Janelle Tereshinski, B.S.; Marissa Sterken, B.S.; Erin Montgomery B.S.; Peggy Carpenter, RN; Robin Pollens, M.S., CCC-SLP

1. Participants will be able to describe a treatment goal which corresponds to each domain of the A-FROM model of aphasia outcomes
2. Participants will be able to name two activities that a person with aphasia can do to teach others about aphasia
3. Participants will be able to name two treatment approaches that promote self-reflection about living with aphasia.

Associated Factors of Vocal Fatigue in Elementary School Teachers from the Upper Peninsula
Ella Maloney, Madelyn Holmes and Lady Catherine Cantor Cutiva, Ph.D.

1. Participants will be able to identify associated factors that may have led to vocal fatigue in elementary school teachers from the Upper Peninsula.

The Effects of COVID-19 on Cognitive Communication Among College-Aged Students
Isabelle Dias, B.S., Bernadette Flores, B.S., Ellie Butikofer, B.S. and Tammy Shilling, Ph.D., CCC-SLP

1. Participants will learn cognitive communication difficulties post COVID-19.
2. Participants will learn the effects of cognitive communication difficulties post COVID-19 and its effect on GPA.
3. Participants will learn the effects of hospitalization for COVID-19 on their cognitive communication difficulties.

Quantitative Study on Social Communication Score of Young Adults With Level 1 Autism Spectrum Disorders
Sloane Jensen, B.S.

1. Participants will learn the communicative impairment of college-aged students compared to previous studies.
2. Participants will lean the differences in communicative impairments of college-aged students with level one Autsim Spectrum Disorder and without.
3. Participants will learn the difference in communicative impairment of college-aged student who identify as non-binary.

The Relationship Between Speech-Language Pathologists' Voice Caseload and the Prevalence of Vocal Effort as the Only Symptom
Myrna Walters, Lady Catherine Cantor Cutiva, Ph.D. and Eric Hunter, Ph.D.

1. Participants will be able to identify tendencies of research relating to the relationship between the speech-language pathologist's caseload and the prevalence of vocal effect.

Identifying the Gaps: Nursing and speech-Language Pathology Education on Laryngectomy and Tracheotomy Care
Kylie Breining, B.A. and Angela Ciccio, Ph.D.

1. Participants will learn about gaps in the education o fspeech-language pathology and nursing students in regard to caring for laryngectomees.
2. Participants will be introduced to possible solutions from resource creation to curriculum changes that could potentially enhance care and close gaps in interdisciplinary care.

Attitudes of University Students, Faculty, and Staff Toward Stuttering
Allison Shattuck, Autumn Cannon and Cara Singer, Ph.D., CCC-SLP

1. Participants will learn abut beliefs, reactions, and attitudes of the university population towards stuttering and people who stutter (PWS).

Learning About Teachers' Voice Concerns from Own Voices: A Qualitative Research Project
Adrian Castillo, MSc., Lady Catherine Cantor-Cutiva, Ph.D., and Eric Hunter, Ph.D.

1. Participants will have a better understanding of the teachers' vocal self-concept
2. Participants will be able to develop a greater awareness of teachers' issues regarding the use of voice as a working tool.
3. Participants will be able to improve the vocal health performance of the schoolteacher population by considering a client-centered approach.

The Effect of Oropharyngeal Resting Tremor on Post-Swallow Residue in a Clinical Cohort of People with Parkinson's Disease
Kaitlynn Harper, B.S., Matthew Dumican, Ph.D., CCC-SLP

1. Participants will learn about how post-swallow residue is influenced by motor symptoms inPwPD.
2. Participants will learn to consider how baseline motor fluctuations like tremor and related aspects like medication dosage and responsiveness, nay affect swallow efficiency in PwPD.

Swallowing Outcomes in Clinically Based Patients Using Neuromuscular Electrical Simulation (NMES)
Kaitlyn Harper, B.S. and Matthew Dumican, Ph.D., CCC-SLP

1. Participants will learn about treatment outcomes in clinically based patients who underwent primary treatment for post-strike dysphagia using neuromuscular electrical stimulation (NMES).
2. Participants will learn about how NMES can be applied in neurogenic causes of dysphagia that exhibit laryngeal dysfunction.
3. Participants will be able to compare various "NMES" approaches, and their appropriateness based on physiological and treatment principles may also be considered.

Collaborative Professional Voice Labs for Graduate Students in Speech-Language Pathology and Acting: A Pilot Study
Hailey Deptula, Ashley Platek, Sri Nandamudi, Ph.D., and Kathryn Cummingham, M.F.A.

1. Participants will describe the four interprofessional education and collaborative core competencies of 2016 for team based learning.
2. Participants will list at least two risk factors that develop voice disorders in the theatre actors.
3. Participants will identify the importance of simulation-based learning in clinical speech-language pathology for actor's voice management.

Experience of Students who Stutter and Their Professors in Peruvian University
Angelica Bernabe Roman

1. Participants will discuss two aspects of the daily experience of university students who stutter.
2. Participants will be provided with two potential reasons that university students who stutter experience bullying and discrimination.
3. Participants will be able to list two ways that speech-language pathologists can improve quality of life for university students who stutter.

Navigating a Changing Landscape: Perspectives of Gender Divers Individuals on the Importance of the SLP's Behavior When Providing Gender Affirming Services
Chloe IIacqua, B.S., Katie Strong, Ph.D., CCC-SLP

1. As a result of viewing this poster the participant will be able to define what gender-affirming voice therapy is and the importance of cultural awareness in working with diverse individuals without causing harm.
2. As a result of viewing this poster the participant will be able to identify three themes that diverse individuals identified as facilitators and barriers to the relationship with their speech-language pathologist.
3. As a result of viewing this poster the participant will be able to identify three considerations to develop a safe space and cultivate a positive relationship when working with gender diverse individuals.

Promoting Cultural and Linguistic Diversity Within Speech Sound Intervention
Li Hsieh, Ph.D., CCC-SLP, Kemia Wright, B.A. and Morgan Cox, B.A.

1. Participants will learn about the definition of bilingual speech disorders
2. Participants will learn about the definition of culture and its importance to language.
3. Participants will learn about the relationship between a child's ability to code-switch and how that impacts them within multilinguistic communities.
4. Participants will learn about different treatment approaches for bilingual school-aged children.

Elements of the Neurodiversity Paradigm Evident in Goals Written by Student Clinicians: A Retrospective Analysis
Kelli J. Pierce, M.A., CCC-SLP and Diane Powers Dirette, Ph.D.

1. Participants will be able to identify differences between deficit-based and neurodiversity-affirming approaches to intervention.
2. Participants will be able to recognize elements of the neurodiversity paradigm that can be incorporated into and focused on during intervention.
3. Participants will be able to incorporate relevant research and individual client factors into the provision of client-centered practices.

Collaboration in Silence: Speech Pathologists' Role in Treating Selective Mutism
Anabel Helena Faigin, B.A., Donald Greenberg, Ph.D., CCC-SLP and Joan E. Furey, Ph.D., CCC-SLP

1. Participants will be able to describe the impact of AM diagnosis and its relationship to expressive language abilities.
2. Participants will able to describe the various treatments/techniques used by the clinician.
3. Participants will be able to discuss the collaborative efforts of intervention by professionals when working with children with SM.

Literature Review of Muscular Tension Dysphonia and its Effect on Speech Production and Quality of Life
Sara Cook, Samantha James, Victoria Mills, Alyssa Walker and Lady Catherine Cantor Cutiva, Ph.D

1. Readers will be able to identify the possible quality of life effects of the muscle tension dysphonia, along with the impact on speech production.

Communication Participation of People with a Total Laryngectomy
Hadley Wallace, B.A., and Grace O'Donnell

1. Participants will be able to describe how communication participation can be measured.
2. Participants will be able to describe three primary alaryngeal communication methods.
3. Participants will be able to discuss implications of the finding that communication participation did not differ across the three primary alaryngeal communication methods.

Feasibility of a Group-Based Collaborative Referencing Intervention for Aphasia
Katherine Giustino, B.S., Erin Montgomery, B.S. Anna Munson and Suma Devanga, Ph.D.

1. Participants will be able to describe the process of collaborative.
2. Participants will be able to identify the patterns of successful collaborative referencing P.
3. Participants will be able to describe the implementation of group-based collaborative referencing intervention for aphasia.

College Student's Perspectives of Their Autism
Anna Davidson, Karli VanRyswyk, B.S., Kelli Pierce, M.A., CCC-SLP, Laura DeThorne, Ph.D., CCC-SLP

1. Participants will be able to specify at least 4 features of the medical model and neurodiversity paradigm of autism.
2. Participants will recognize the diversity of views towards autism within current college students.
3. Participants will be able to state at least 1 implication for clinical/educational practices.

Awards Lunch
Emerging Resilient
Yvette Hyter, Ph.D., CCC-SLP, ASHA Fellow

1. Participants will be able to define resilience
2. Participants will be able to identify one way that they have emerged from the last three years more resilient.
3. Participants will be able to identify one way that they can support the resilience of families with whom they partner in their care.

The Power of Narratives to Change Children's Lives
Kelly Vess, M.A., CCC-SLP

1. Participants will be able to explain the benefits of targeting narrative skill development to improve verbal working memory.
2. Participants will be able to explain the benefits of targeting narrative skill development to improve social and academic functioning
3. Participant will be able to practice with modeling evidence-based multi-modal cueing strategies

SLP Medical Forum Lunch
A Primer on PROMS as a Key Tool in Person-Centered Care
Sarah Baar, M.A., CCC-SLP

1. Participants will link Patient-Reported Outcome purposes to the person-centered care movement.
2. Participants will use Patient-Reported Outcomes Measures to create measurable, meaningful client goals.