



# MEETING THE MOMENT

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OREGON SPEECH-LANGUAGE & HEARING  
ASSOCIATION VIRTUAL CONFERENCE

**Oregon Speech-Language and Hearing Association**

***2021 Fall Conference***

***On-Demand Library***

***Available Nov. 15, 2021—Jan. 31, 2022***

# GENERAL Information

## On Demand Registration Fees

### SLP/Audiologist

Member One-Day ..... \$95.00

Non Member One-Day ..... \$195.00

### SLPA

Member One-Day ..... \$55.00

Non Member One-Day ..... \$115.00

### Student

Member One-Day ..... \$29.00

## Cancellation/Refund Policy

Completed online registration confirms your participation in the On-Demand OSHA Conference, available to view Nov. 15-Jan., 31, 2022. No refunds will be offered following a completed registration.

## ASHA CEUs

There is a \$5.00 processing fee for the Oregon Speech-Language and Hearing Association to report your CEUs to ASHA. This fee is charged by OSHA, not by ASHA. You must indicate that you wish to have OSHA report your ASHA CEU;s at the time of registration and provide your ASHA number; a \$5.00 processing fee will be added to your registration fee. **Requests for ASHA CEU's cannot be accepted after submitting your registration.**

**Disclosures:** Speaker bios, speaker financial disclosures, and course content available on the OSHA website.

**State Licensure Hours:** Certificates of attendance will be available electronically at the end of the conference. Maintain this form in your personal files. You will need this when renewing your license.



ASHA CE  
APPROVED PROVIDER

Oregon Speech-Language &  
Hearing Association

Intermediate Level  
0.70 ASHA CEUs

\*Supervision and Ethics courses are filed separately. ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

## 90 minute sessions

(a maximum of 0.70 ASHA CEUs available for all on-demand sessions)

### **Examining Microaggressions to Promote Diversity in Speech-Language Pathology**

*Jeff Conn, PhD CCC-SLP; Teresa Roberts, EdD, CCC-SLP*

Speech-language pathologists serve clients from diverse backgrounds and strive to honor cultural and linguistic diversity. Microaggressions, representing systemic biases within society, appear across settings and affect minoritized individuals. This session will provide clinicians with a framework for identifying types of microaggressions, their impact, and ways to promote inclusion.

**Learning Objectives:** Describe types of microaggressions and their connection to societal biases for minoritized individuals and communities. Identify examples of microaggressions within speech-language pathology, and explain their effects in clinical, educational, and research settings. Examine and address individual and environmental microaggressions within their own work settings to promote diversity.

### **Language Deprivation in Deaf and Hard of Hearing Children**

*Kimberly Sanzo, MS CCC-SLP*

Language deprivation occurs when a child is not exposed to an accessible, naturally occurring language during the critical period for language acquisition and results in cognitive and linguistic deficits that persist across the lifespan. This presentation will focus on the characteristics of language deprivation, differential diagnosis, and preventative measures.

**Learning Objectives:** Identify the symptoms and characteristics of language deprivation. Describe the difference between language deprivation and language disorder. Describe measures for preventing language deprivation in children who are deaf and hard of hearing.

### **Effective Return to Work for Adults with Acquired Brain Injury**

*Rik Lemoncello, PhD, CCC/SLP; Sarah Foidel, OTD, OTR/L*

Cognitive-communicative impairments in attention, memory, awareness, executive functioning, and social communication represent primary obstacles to return-to-work (RTW) for adults with acquired brain injury (ABI). SLPs can play a critical role in the interprofessional RTW process. This session will highlight evidence-based vocational rehabilitation models, describe how SLPs can support clients through the interprofessional RTW process across rehabilitation settings, and share program evaluation data from a RTW program designed to support adults with acquired brain injury. Results will highlight the importance of evidence-based cognitive rehabilitation strategies for systematic instruction, environmental modification, and collaborative, individualized goal setting to effectively support RTW for adults with ABI.

**Learning Objectives:** Describe effective return to work models for adults with ABI. Explain the role of the SLP on an interprofessional return to work team for adults with acquired brain injury. Generalize results of one program evaluation to support their clients with ABI in return to work.

### **SLP and ABA: Collaboration With a Conscience**

*Sophie Millon, MS, CCC-SLP, BCBA, LBA; Sabrina Danielson, MS, BCBA, LBA*

The WHO (2010) identified interprofessional collaboration as a necessity in supporting clients, making collaborative practice between SLPs and BCBA's essential. However, collaboration between these professionals may present challenges for many reasons, including overlap between professional scopes of practice and opposing theoretical perspectives. This presentation aims to bolster relationships between SLPs and BCBA's.

**Learning Objectives:** Identify hallmarks of the neurodiversity movement and how it pertains to the fields of speech-language pathology and applied behavior analysis (ABA). Demonstrate how to engage in open and direct communication with professionals from an outside discipline and express concerns. Describe an interdisciplinary treatment outline targeting client goals and scope of practice.

## 60 minute sessions

(a maximum of 0.70 ASHA CEUs available for all on-demand sessions)

### **Perinatal Mental Health Education and Early Intervention**

*Emily Adler Mosqueda, M.S., CCC-SLP*

This session will cover information on perinatal and postpartum mental health symptoms and diagnoses, mental health measures used by health care professionals, data on the prevalence and negative outcomes on early development.

**Learning Objectives:** Describe three perinatal mood and anxiety disorders (PMADs). List three PMADs symptoms that are not depression. Predict two consequences of untreated PMADs.

### **Recommendations for the Transition to an Electronic Medical Record System**

*Jennifer Meyer M.S., CCC-SLP; Jayme Sloan, M.S., CCC-SLP; Amanda Carver, M.S.; Kelsey Lewey, M.S.; Anna Scott, M.S.*

Implementation of an Electronic Medical Record system is a daunting task. Through careful review of existing literature, a multiphase implementation plan was developed and executed in a university outpatient clinical setting. Key factors for successful implementation, qualitative survey results, lessons learned and recommendations for assuring end-user success will be discussed.

**Learning Objectives:** Describe steps for implementation of an EMR. Identify key components for developing EMR training. Generate trainings appropriate for end-users of EMR.

### **Components of Successful Professional Advocacy**

*Michelle Brunader, B.A.; Melissa Fryer, MA, CCC-SLP; Elise Peltier, MS, CCC-SLP;*

Speech Language Pathologists (SLPs) are constantly striving to make positive changes. There are many ways to participate in professional advocacy including opportunities for students and SLPs at all career levels. In this talk we will discuss different ways to advocate, explore the legislative process, and share state and national level resources.

**Learning Objectives:** Identify opportunities for professional advocacy at any stage in the profession (student to long-serving professional). Describe the legislative process as it pertains to professional advocacy at the state level. Compare state and national level resources for professional advocacy opportunities.

### **Supporting Feeding in Patients with Impaired Cognition: What to do when its not Dysphagia**

*Amanda Stead, PhD, CCC-SLP, CHSE*

This presentation will focus on strategies to assess and treat patients who are struggling at mealtimes. Patients who are losing weight or demonstrating behaviors that decrease oral intake are at high risk for adverse events, especially in geriatric patients. This session will use case studies to illustrate successful intervention strategies.

**Learning Objectives:** Identify common impacts that impaired cognition can have on mealtimes and feeding. Discuss successful assessment strategies to evaluate feeding impacts for those patients with impaired cognition. Generate intervention ideas for common feeding situation in geriatric patients.

## Poster Sessions

Must attend a minimum of two poster/technical sessions for 15 minutes each. For every *two* completed sessions, you can earn 0.05 ASHA CEUs, up to a **maximum 0.20 ASHA CEUs for eight completed poster/technical sessions.**

Learning Objective for all Poster Sessions: Discuss and examine outcomes and implications.

### **Speech-Language Pathologist and Educator Perspectives on Using Augmentative and Alternative Communication (AAC) During Classroom Activities**

Emily Quinn, PhD, CCC-SLP; Kristi Atkins, EdD, CCC-SLP; Alexandria Cook, BA

### **Facilitating Discussions to Promote Equity for Speech-Language Pathologists**

Meridith Heckler, B.A.; Olivia Kincaid, B.A.; Teresa Roberts, EdD, CCC-SLP

### **Communicating with People with Aphasia: Introduction for Mental Health Professionals**

Heather Riggs, M.S. CF-SLP; Susan Ginley, M.A., CCC-SLP

### **Engaging with Stakeholders to Adapt An Early Language Intervention for Telepractice In Rural Oregon**

Emily Quinn, PhD CCC-SLP; Kathleen Cotter, MS

### **Metaphor as a Conceptual Anchor for Deep Learning about Stuttering**

Lauren Wright; Kerry Callahan Mandulak, PhD, CCC-SLP; Robbie Pock, BA, MFA

### **Parents' and caregivers' perspectives on transition to tele-AAC during COVID-19**

Jennifer Hudson, M.A., CF-SLP; Brandon Eddy, M.A., CCC-SLP

### **How Students Navigate an Aphasia Simucase Simulation: Analysis of Student Data**

Melina Veentjer B.A.; Amanda Stead, Ph.D., CCC-SLP; Katie Ondo, M.A., CCC-SLP, CHSE; Paul Michael, PhD

### **Impacts of COVID-19 on Caseloads and Practice of Medical Setting Speech-Pathologists**

Dane Frank, BA; Amanda Stead, PHD-CCC-SLP; Monica Venson, MA-CCC-SLP; Paul Michael, PHD

### **Adapting Aphasia Programming in the Age of COVID-19**

Jordan Tinsley, MS, CCC-SLP; Melissa P. Fryer, MA, CCC-SLP; Amanda Stead, PhD, CCC-SLP, Rachel Bonilla

### **Pro-neurodiversity Lens in Clinical Services: Recommendations for Adolescents**

Greta West, MS, CCC-SLP; Nadia Magee, B.A.; Teresa Roberts, EdD, CCC-SLP

### **Readability of Patient Education Materials for Cleft and Craniofacial Differences**

Mi Eve Ngo, M.S. CF-SLP; Brandon Eddy, M.A, CCC-SLP; Hannah Sanford-Keller, M.S., CCC-SLP

### **Investigation of AAC Coursework Across Accredited Speech-Language Pathology Graduate Programs**

Emily Sorensen, B.S.; Mariel Pinto, B.S.; Brandon Eddy, M.A, CCC-SLP

### **The WEIRD Bias in Language Development Research**

Sarah Elkinton, B.S.

### **Tracking Graduate Clinician's Self-Efficacy: Developing & Piloting a Survey Tool**

Madeline Smith, M.S.; Jessica Fanning, PhD, CCC-SLP

## Poster Sessions

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Learning Objective for all Poster Sessions: Discuss and examine outcomes and implications.

### **Tell me how you really feel: Emoji relevance in emotional valence and reading times**

Fetheya Alattar, B.S.; Amber Yarbor; Molly Johnson; Molly Lopez; Jessica Sheets,

### **Comparison of Metacognitive Approaches for Social Communication after ABI**

Jennifer Capeloto, M.A.; Heidi Iwashita, M.S., CCC-SLP; Aaron Rothbart, M.S., CCC-SLP

### **Remote Friendship: Connecting Brain Injury Survivors and College Students**

Dida Valenzuela-Berretta, M.A., M.S.; Brooke Bruneau, M.S.; Morgan Palm, M.A.P.; Sarah Key-DeLyria, PhD, CCC-SLP

### **A Biopsychosocial Model of Dysphagia Management in Dementia**

David Bayne, M.S. CCC-SLP; Samantha Shune, PhD CCC-SLP

### **Stuttering Accommodations in Professional Environments: The Intersectionality between Multiculturalism, Multilingualism, Stigma, Disability Identity and Rights**

Sulema Rodriguez, M.S., CF-SLP; Megann McGill, PhD CCC-SLP

### **A protocol for evaluating facilitator influence in rapid prompting method**

Stephanie Crawford, MS CCC-SLP; Deirdre McLaughlin, MS CCC-SLP



*Save the Date...*

**2022 OSHA Fall Conference**

October 7-8

Advancing the professions of speech-language pathology and audiology through education, advocacy, leadership, and collaboration to promote quality services for individuals and communities.

## *Ethics track: 60 minute session*

**The following course may meet the ASHA CE requirement for Ethics and is offered for 0.10 ASHA CEUs.**

*This course is registered separately, and does not count toward the 0.70 maximum ASHA CEUs*

### **Meeting the Moment: Ethical considerations during a pandemic**

*Course Value: 0.1 CEU*

To review and discuss the role ethics has played and will continue to come in to play in clinical decision-making during COVID-19, by developing/strengthening our foundation for ethical clinical decisions based on our awareness of the who, the what and the why during a pandemic.

#### **Learning Objectives**

- ⇒ Describe how we determine the clinical decision-making stakeholders during a pandemic.
- ⇒ Describe how ethical principles help us continue to do our jobs while keeping everyone safe.
- ⇒ Identify how to defend clinical decisions based on ethical principles and considerations.

**Susan Ginley**, M.S. CCC/SLP

Susan Ginley is a Clinical Professor with over 30 years of experience working as a clinician, fifteen of which have been as a clinical supervisor at Portland State University's Speech and Language clinic. Additionally, Susan served as the chair of the Ethical Practices committee for OSHA for two years.

#### **Time-Ordered Agenda**

- 5 min - Introduction & Orientation
- 10 min - What is ethics?
- 20 min - Ethical challenges during the COVID-19 pandemic
- 20 min - Ethical clinical decision-making
- 5 min - Q&A Review/discuss how to defend our decisions should we need to



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## Supervision track: 120 minute session

**The following course may meet the ASHA CE requirement for Supervision and is offered for 0.20 ASHA CEUs.**

*This course is registered separately, and does not count toward the 0.70 maximum ASHA CEUs.*

### **Perspectives on Supervision and Mentorship in the Medical Setting**

Course Value: 0.2 CEU

With work-related challenges relating to pressure, increasing caseloads, and documentation and productivity requirements, supervising a speech pathology intern, or mentoring a clinical fellow can be a significant commitment. In a practical and humorous manner, we will review ways in which the supervision process can be made less burdensome, more rewarding, and even fun. From the "nuts and bolts" of paperwork and competencies to the literature on clinical skills acquisition, mentor relationships, and learning styles, we will review information from a wide variety of fields that may

#### **Learning Objectives**

- ⇒ Describe the process of clinical skill acquisition over time as it applies to the internship or fellowship process.
- ⇒ Use literature from a variety of academic fields to characterize the many facets of the supervisory relationship.
- ⇒ Outline common pitfalls that can make the supervisory process unproductive and detail ways of avoiding them.

**Donna Graville**, PhD, CCC-SLP

Dr. Graville is an Associate Professor and the Clinical Director of the OHSU-Northwest Center for Voice and Swallowing. She earned her Master's degree in Speech and Hearing Sciences at Portland State University and completed her Fellowship at the Portland V.A. Medical Center. Dr. Graville developed her expertise in voice restoration and dysphagia at OHSU's Department of Otolaryngology-Head and Neck Surgery Center. Her desire to develop a comprehensive voice and swallowing center led her to pursue a Ph.D. in Communication Disorders and Sciences at the University of Oregon. She is committed to the success of PSU's SPHR program and has a particular interest in competency-based learning for graduate students in speech pathology.

**Rachel Bolognone**, MS, CCC-SLP

Rachel Bolognone earned her M.S. in Speech-Language Pathology at the University of Arizona in 2009. She is an Assistant Professor in OHSU's NW Center for Voice and Swallowing and Adjunct Faculty in the Department of Speech and Hearing Sciences at Portland State University. She enjoys teaching and mentoring undergraduate and graduate students as well as supervising interns and fellows.

**Dr. Teresa Roberts**, EdD, CCC-SLP

Dr. Teresa Roberts is a Clinical Assistant Professor in Speech and Hearing Sciences at Portland State University. Her areas of interest include speech and language development and disorders, cultural and linguistic diversity, and postsecondary pedagogy. She teaches undergraduate and graduate courses and facilitates educational externships.



#### **Time-Ordered Agenda**

- 10 mins - Introduction and why supervise.
- 30 mins - ASHA requirements, practicalities, paperwork, legalities and ethics.
- 20 mins – Principals of supervision.
- 20 mins - The supervisory learning curve (including how to have the hard conversation).
- 30 min - Perspective of a new supervisor.
- 10 mins - Mentorship panel – All presenters.