



MEETING THE MOMENT

OREGON SPEECH-LANGUAGE & HEARING
ASSOCIATION VIRTUAL CONFERENCE

Oregon Speech-Language and Hearing Association

Virtual Fall Conference

October 8 & 9, 2021

2021 OSHA FALL CONFERENCE

SCHEDULE at a Glance

FRIDAY | October 8, 2021

8:30 am - 12:00 pm	Morning Sessions
9:45 am - 10:00 am	Break*
11:00 am - 11:15 am	Break*
12:00 pm - 12:50 pm	Business & Awards Meeting*
12:50 pm - 1:00 pm	Break*
1:00 pm.- 4:30 pm	Afternoon Sessions
2:00 pm - 2:15 pm	Break*
3:30 pm - 3:45 pm	Break*
4:45 pm - 6:15 pm	Plenary Session



**Business Meeting & Breaks are not eligible for ASHA CEUs.*

Join us for the “Kathy de Domingo” Plenary Session, featuring Teresa Girolamo and Samantha Ghali on Friday at 4:45 pm

SATURDAY | October 9, 2021

8:30 am - 10:00 am	Morning Sessions 1
10:00 am.- 10:15 am	Break*
10:15 am - 11:15 am	Morning Sessions 2
11:30 am - 1:30 pm	Poster Sessions
1:30 pm - 1:45 pm	Break*
1:45 pm - 3:15 pm	Afternoon Sessions 1
3:15 pm - 3:30 pm	Break*
3:30 pm - 5:30 pm	Afternoon Sessions 2

**Breaks are not eligible for ASHA CEUs.*

All times listed are Pacific Time Zone



GENERAL Information

Registration Fees

On or by
September 17

September 18–
October 4.

SLP/Audiologist

Member Full Conference	\$175.00	\$240.00
Member One-Day	\$95.00	\$160.00
Non Member Full Conference	\$275.00	\$340.00
Non Member One-Day	\$195.00	\$260.00

SLPA

Member Full Conference	\$85.00	\$150.00
Member One-Day	\$55.00	\$120.00
Non Member Full Conference	\$145.00	\$210.00
Non Member One-Day	\$115.00	\$180.00

Student

Member Full Conference	\$49.00	\$114.00
Member One-Day	\$29.00	\$94.00
Non Member Full Conference	\$59.00	\$124.00
Non Member One-Day	\$39.00	\$104.00

**Registration closes
October 4, 2021, at 5:00 p.m. PDT.**

Cancellation Policy

Completed online registration confirms your attendance at the 2021 OSHA Conference. If you need to cancel after you have completed your registration, please submit your cancellation request in writing to oshaoregon@gmail.com. Full refunds available for cancellations made by September 17, 2021. A 50 percent refund is available between September 18 and October 4.

**No refunds available after
October 4, 2021**

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

1.45 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.

Friday Morning Sessions (8:30–12:00)

The Creative, Self-Directed SLP

Course Value: 0.3 ASHA CEU

This presentation is the debut release of The SLP Illumination Series (SLP I.S.), a new line-up of keynote addresses created by lanessa Humbert, Ph.D., that aims to inspire SLPs around the globe to improve the value of our profession through their individual actions. This talk encourages self-evaluation as the first and most important catalyst for grass-roots change for each individual SLP. In this 3-hour seminar, Dr. Humbert discusses how facing our profession's history helps us to break useless patterns and policies that block creativity and personal growth among our membership.

Learning Objectives

- ⇒ Identify themselves by characteristics, not labels or titles
- ⇒ Discuss one professional historical event that impacts SLPs today
- ⇒ Summarize how applying their individual characteristics, rather than SLP-centric thinking has greater potential for advancing our professional value

Dr. lanessa Humbert, (she/her) PhD, CCC-SLP

lanessa Humbert, Ph.D. is an accomplished scientist, professor, and highly sought-after speaker with expertise in swallowing. With hundreds of speaking invitations around the world, the most common feedback continues to be “This is the first time a course has really forced me to think about what I’m doing”.



Friday Morning Sessions (8:30–12:00)

Transgender and Non-binary Cultural Responsiveness

Course Value: 0.3 ASHA CEU

Being inclusive of transgender and nonbinary clients can feel tricky or sensitive when you haven't been taught inclusive practices. As an SLP of trans experience, I will walk you through the foundations of being an inclusive practitioner. In this workshop, we will build vocabulary around gender expansive experiences, discuss why inclusion is important in all spaces, and explore how to use these inclusive practices as speech-language pathologists and audiologists.

Learning Objectives

- ⇒ Describe foundational concepts (and key aspects) of the lived experiences of queer and trans people.
- ⇒ Explain the impact (or effects) of exclusionary versus inclusive practices on LGBTQ+ individuals and communities.
- ⇒ Discuss the significance of inclusive practices in increasing access to services.
- ⇒ Apply principles of inclusive practice with students, clients, and colleagues across settings.

Wes Chernin, (he/him) M.S., CCC-SLP

Wes Chernin is a pediatric speech-language pathologist based in Portland, OR and co-founder of Q Inclusion LLC. With quality of life at the center of his work, he collaborates with communities to create safe, inclusive, and connected spaces for people of all gender identities and expressions.



Friday Morning Sessions (8:30–12:00)

Addressing Race and Class Inequities in SLP Practice

Course Value: 0.3 ASHA CEU

Using a Critical Race Theory lens, we examine the race and the use of racism and linguisticism across settings. Participants will examine factors that perpetuate inequitable access to services. Participants will review social determinants of health and the impact on client access to services. Finally, strategies to counteract inequities in therapy settings will be explored.

Learning Objectives

- ⇒ Outline key factors that impact equitable access to healthcare and education.
- ⇒ Outline key social determinants of health and identify how they contribute to race and class inequities in the profession.
- ⇒ Implement strategies to promote understanding of culturally and linguistically diverse clients and colleagues.

Dr. Dionna Latimer-Hearn, (she/her) PhD, CCC-SLP

Dr. Dionna Latimer-Hearn is a multilingual SLP and educational consultant and has held positions in Illinois, France, Japan, Maryland, and Texas. She is a recipient of the AERA Minority Dissertation Fellowship Award. She is also the Education Director of REACT Initiative, a Christian nonprofit advocating for equity in education.



Friday Afternoon Sessions (1:00–4:30)

The Deglutition Project

Course Value: 0.3 ASHA CEU

Dysphagia (swallowing impairment) is a complicated and important problem in health care. Still, its basic physiology, education and training, and coordination of care are poorly understood and under developed. This could be due to the relatively recent inclusion of dysphagia management into research, education and health care domains. Despite this, there have been calls for dysphagia management to mature at a faster rate, with expectations of improved patient outcomes, quality education and training of health care professionals, and stronger evidence to support resources in health care institutions. Dr. Humbert will share a concise story of dysphagia management's growing pains and suggest solutions for cultivating a strong, promising future.

Learning Objectives

- ⇒ Describe the history of how dysphagia management was instituted into the SLP scope of practice
- ⇒ Identify primary barriers to best SLP practice in education, clinic, research and industry domains.
- ⇒ Describe areas of SLP variability in practice for dysphagia management.

Dr. Ianessa Humbert, (she/her) PhD, CCC-SLP

Ianessa Humbert, Ph.D. is an accomplished scientist, professor, and highly sought-after speaker with expertise in swallowing. With hundreds of speaking invitations around the world, the most common feedback continues to be "This is the first time a course has really forced me to think about what I'm doing".



Friday Afternoon Sessions (1:00–4:30)

African American English, Equity, and Access to Education

Course Value: 0.3 ASHA CEU

In this course we will examine African American English from its features across the domains of language to historical and contemporary factors shaping society's perception of this dialect. During a breakout activity, participants will implement strategies to improve assessment accuracy. Finally, strategies to advocate for AAE-speaking populations will be introduced.

Learning Objectives

- ⇒ Identify key features of African American English (AAE).
- ⇒ Employ strategies to effectively differentiate between dialect, disorder, and disorder within a dialect.
- ⇒ Promote understanding and awareness of AAE among educational stakeholders.

Dr. Dionna Latimer-Hearn, (she/her) PhD, CCC-SLP

Dr. Dionna Latimer-Hearn is a multilingual SLP and educational consultant and has held positions in Illinois, France, Japan, Maryland, and Texas. She is a recipient of the AERA Minority Dissertation Fellowship Award. She is also the Education Director of REACT Initiative, a Christian nonprofit advocating for equity in education.



“Kathy de Domingo” Plenary Session

Friday Afternoon (4:45–6:15)

Re-envisioning CSD Programs, Practice, and Research

Course Value: 0.15 ASHA CEU

The course provides an overview of how to implement equity and inclusion across academic programs, clinical practice, and language research. First, the speakers will discuss instantiated examples of equity and inclusion initiatives to support underrepresented students in CSD. Next, they will talk about equity and inclusion in clinical practice from primary experience with early intervention in rural areas working with underserved minorities. Then, the speakers will turn to re-envisioning equity and inclusion in language research via community-based approaches. Finally, learners and attendees will engage in interactive discussion to explore how they can re-envision their own practice, teaching, and research to be more equitable and inclusive.

Learning Objectives

- ⇒ Identify three ways in which academic programs can re-envision equity and inclusion.
- ⇒ Describe how practitioners can implement equity and inclusion in at least one clinical setting.
- ⇒ Apply lessons learned about equity and inclusion to their own practice, teaching, and/or research.

Speaker Bios



Teresa Girolamo (she/her) is an NIH T32 postdoctoral trainee at the University of Connecticut in the Cognitive Neuroscience of Communication. Teresa received her PhD in child language at the University of Kansas, where she worked with Dr. Mabel Rice. Her research involves community-based approaches to understand the experiences of Black and Hispanic or Latinx autistic young adults through the lens of language. In addition, Teresa is invested in progressing science through advancing equity and inclusion and serves on the CAPCSD DEI Committee. She has published in various journals, including the American Journal of Speech-Language Pathology and Perspectives of the ASHA Special Interest Groups, and been an invited speaker at various institutions, including Leiden University, New York University, Penn State University, and the Hong Kong Polytechnic University.



Samantha Ghali, (she/her) CCC-SLP, is a PhD candidate and an NIH T32 predoctoral trainee at the University of Kansas. Her research interests include language acquisition and literacy in multilingual populations, graduate personnel preparation, and culturally and linguistically responsive service delivery. She co-founded the Student Equity & Inclusion Workgroup at KU with Teresa to advance equity & inclusion in higher education. As a licensed speech-language pathologist and the daughter of Egyptian immigrants, Samantha develops comprehensive programming with the aim to create to equitable access to academic and career opportunities for all students. As a member of ASHA’s International Issues Board, Samantha has worked internationally and collaborates with practitioners and researchers in the Caribbean, the Middle East, and Canada. She hails from Montréal, Québec, and is fluent in English, French, and Arabic.

Saturday Morning Sessions 1 (8:30–10:00 am)

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.

Saturday Morning Sessions 2 (10:15 am–11:15 am)

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.



Saturday Poster Sessions (11:30 –1:30 pm)

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

Organizational and Learning Technology Tools for Speech-Language Pathologists

Trizha Schroth, B.S.; Ryan DePauw, B.S.; Taylor Allen, B.A.; Teresa Roberts, EdD, CCC-SLP

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

Saturday Poster Sessions (11:30 – 1:30 pm), continued

Must attend a minimum of two poster sessions for 15 minutes each. For every two completed sessions, you can earn 0.05 ASHA CEUs, up to a **maximum .20 ASHA CEUs for eight completed poster/technical sessions.**

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.

Saturday Afternoon Sessions 1 (1:45 pm–3:15 pm)

So You Want to Go to Graduate School: The Application Process and Graduate School Experience

This course is not eligible for ASHA CEUs.

Jayme Sloan, M.S., CCC-SLP; Sarah Key-DeLyria, PhD, CCC-SLP; Kerry Mandulak, PhD, CCC-SLP

For prospective graduate students in Speech Language Pathology. This presentation will provide information about the graduate student application and admissions process, how to choose a graduate program, the graduate school experience and general information about the programs at Pacific University, Portland State University, and the University of Oregon.

Learning Objectives: Identify aspects of the admissions process for graduate-level speech-language pathology programs. Describe considerations for selecting a graduate program in speech-language pathology. Describe key aspects of the graduate school experience in speech-language pathology

The Heartbeat of Speech-Language Pathology: Feelings, Fire & Fuel

Phuong Lien Palafox, CCC-SLP

As workload increases for speech-language pathologists (SLP), current challenges need to be acknowledged and supported. Through a lens of evidence-based practices and human connection, Phuong will support you through empowering and practical considerations and strategies for your days as an SLP. You will leave the session reflecting, refueled and re-engaged in your meaningful work.

Learning Objectives: Describe the current challenges within speech-language pathology roles, responsibilities and workloads. Identify evidence-based considerations to comprehensively support assessment and intervention needs in speech-language pathology. Identify and describe advocacy (including mental health) strategies to increase their capacity within educational, medical and clinical settings.

Saturday Afternoon Sessions 2 (3:30 pm–4:30 pm)

Get the Job You Want: Writing Successful Resumes and Cover Letters

This course is not eligible for ASHA CEUs.

Amy Costanza—Smith, PhD, CCC-SLP

Speech Language Pathologists and audiologists seeking competitive positions must compose resumes and cover letters that make them stand out for all the right reasons. This presentation provides recommendations on summarizing clinical experience using direct and objective language and tailoring your application for specific positions.

Learning Objectives: Write a resume that accurately describes their clinical experience. Write a cover letter that accurately describes their fit for a specific position. Tailor a summary of their graduate experience for a clinical fellowship position.

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.

Saturday Afternoon Session (3:30–4:30)

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



ASHA CE
APPROVED PROVIDER

Oregon Speech-Language &
Hearing Association

Intermediate Level

0.10 ASHA CEUs

Saturday Afternoon Session (3:30–5:30)

The following course may meet the ASHA CE requirement for Supervision and is offered for 0.20 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 benefit any clinical supervisor, regardless of experience or setting.

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.