

## **TASSLP CONVENTION 2016 COURSE ABSTRACTS, LEARNING OUTCOMES, AND DISCLOSURES**

### **PRE-SCHOOL/SCHOOL AGE SPEECH-LANGUAGE PATHOLOGY SESSIONS:**

**Thursday October 20**

**8:00-10:00 (.2 CEU)**

Kerry Hankins and Amanda Fortner

Functional Communication Supports and Strategies for Children with Autism

This course will focus on communication assessment and interventions for children with Autism Spectrum Disorders. The course will cover assessment, application of different communication modalities, AAC device selection and feature matching, implementation, and behavior and communication supports to improve functional communication outcomes in the ASD population.

Objective A: After this course, learners will understand communication assessment methods for children with Autism Spectrum Disorders.

Objective B: After this course, learners will be able to describe the characteristics of a variety of different available AAC systems and feature matching techniques for appropriate device selection.

Objective C: After this course, learners will be able to describe a variety of communication and behavioral treatment strategies to improve the functional communication of children with ASD.

DISCLOSURES: Kerry Hankins has no relevant financial or nonfinancial relationships to disclose.

DISCLOSURES: Amanda Fortner has no relevant financial or nonfinancial relationships to disclose.

**10:30-11:30 (.1 CEU)**

Amanda Fortner

Managing Challenging Behaviors of Children with Language Disorders in a Group Setting

This course will provide strategies and tools for managing challenging behaviors of children with language disorders in a group setting. Topics will include: engineering the environment for success, use of visual schedules and supports, creating engaging and appropriate activities, and methods for targeting individual goals in group activities.

Objective A: Learners will understand how to create a successful environment for speech and language treatment in a group setting.

Objective B: Learners will understand how to create and implement visual supports for activities in a group setting.

Objective C: Learners will identify and generate activities for group speech-language therapy sessions to promote positive behavior.

DISCLOSURES: Amanda Fortner has no relevant financial or nonfinancial relationships to disclose.

**11:30-12:30 (.1 CEU)**

Paulette Gentry

Current Topics in the Schools: A Roundtable Discussion

This course will be a roundtable discussion with four school speech-language pathologists who will provide updates on the following topics: new eligibility standards, Medicaid billing, workload issues, and language response to intervention (RTI).

Objective A: Learners will review and discuss the new eligibility standards for students receiving SLP services in the schools.

Objective B: Learners will review and discuss current Medicaid billing guidelines.

Objective C: Learners will discuss ongoing issues with clinician workload and develop strategic initiatives to improve clinician workload.

Objective D: Learners will understand the process of language RTI.

DISCLOSURES: Paulette Gentry has no relevant financial relationships to disclose; Paulette Gentry has a relevant nonfinancial relationship with the Public Schools Committee as a volunteer committee member serving on advisory committees and review panels.

**12:30-2:00 (.1 CEU)**

Stephen Groner

18 Ways to Lead Difficult Conversations

Speech pathologists and audiologists face difficult conversations every day. This presentation will give you 18 ways you can connect deeply with your clients so you can help more than you ever thought you could while dramatically reducing stress.

Objective A: Participants will express the difficult perspectives of patients in today's healthcare system.

Objective B: They will be able to demonstrate research-based ways to engender trust, encourage communication, and promote satisfaction with their patients.

Objective C: They will be able to construct a personalized development plan to transfer their new skills into everyday practice.

DISCLOSURES: Stephen Groner has no relevant financial relationships to disclose; Stephen Groner has a relevant non-financial relationship with Heard to Healed as the founder and director of this organization as well the author of the healthcare communication blog.

**2:00-3:30 (.15 CEU)**

C. Melanie Schuele

What Does Evidence-Based Language Assessment Look Like

SLPs engage in assessment of children's language for multiple purposes and using a variety of types of instruments. In this session, we'll explore how the current state of evidence informs how we might think differently about and make change to our assessment efforts.

Objective A: Describe several factors that influence a child's performances on norm-referenced language measures, beyond language skill alone.

Objective B: Align selection of language assessment tools with language assessment purposes.

Objective C: Define language impairment and consider how your definition aligns with your selection of assessment tools.

DISCLOSURES: C. Melanie Schuele has no relevant financial or nonfinancial relationships to disclose.

**4:00-5:30 (.15 CEU)**

Hannah Krimm

Just the Basics: What SLPs Need to Know About Literacy

ASHA states that speech-language pathologists should play a "critical and direct role" in literacy achievement of children with language impairment. In this session we will discuss models of reading, relations between speech, language, and literacy impairments, and strategies for supporting literacy skills in speech and language therapy.

Objective A: Attendees will explain a model of reading.

Objective B: Attendees will identify oral language skills that contribute to reading success.

Objective C: Attendees will describe one way to incorporate literacy skills into speech/language therapy.

DISCLOSURES: Hannah Krimm has a relevant financial relationship with Vanderbilt University in the form of a stipend as a graduate student; Hannah Krimm has no relevant nonfinancial relationships to disclose.

**PRE-SCHOOL/SCHOOL AGE SPEECH-LANGUAGE PATHOLOGY SESSIONS:  
FRIDAY OCTOBER 21**

**8:00-12:00 (.4 CEU)**

Emily Rubin

Social Communication in Children with Autism and the Role of the SLP: Part I

Research in neuroscience helps us understand how children acquire the foundations of social and emotional competence. This research also helps us understand neurodiversity and how children with differences in social emotional development have invisible challenges that can provide obstacles toward neurodevelopment. This session will then introduce the SCERTS model, a comprehensive, multidisciplinary educational approach designed for children on the Autism Spectrum. This model is not exclusive of other treatment approaches and methodologies, but rather provides a framework for those who are seeking guidelines for implementing a comprehensive educational plan that is based on our knowledge of the core developmental challenges, family-centered care, and our knowledge of the recommended tenets of educational programming. The model was designed to provide guidelines for helping children progress through the stages of becoming a competent social communicator. It was also designed to provide families and educational teams with the help they may need to feel successful in supporting the child. Participants of this course will learn how to determine meaningful, purposeful, and motivating goals and strategies based on a child's developmental stage, functional needs, and family priorities. The priorities are different when applying evidence-based practices when a child is before words, has emerging language, or at conversational stages. Video case examples will be reviewed to illustrate how SCERTS provides a framework for selecting appropriate goals for children at each of these stages.

Objective A: Identify the three domains of SCERTS and how these related to the critical outcome of social emotional competence.

Objective B: Identify how the SCERTS scope and sequence of goals can be used to guide the development of meaningful, functional and evidence-based objectives in social communication and emotional regulation.

Objective C: Adjust programming related to educational objectives and appropriate strategies relevant to a child who is before words, emerging language or conversational language.

DISCLOSURES: Emily Rubin has a relevant financial relationship with TAASLP in the form of a speaking fee/royalty honoraria for teaching and speaking; Emily Rubin has a relevant financial relationship with Brooks Publishing Co. in the form of royalties for being a co-author for the SCERTS model, a comprehensive multidisciplinary approach for children with autism spectrum disorders; Emily Rubin has a relevant nonfinancial relationship with the National Autism Leadership Collaborative for volunteer membership on advisory committee or review panels.

**1:30-3:00 (.15 CEU)**

Emily Rubin

Social Communication in Children with Autism and the Role of the SLP: Part II

Research in neuroscience helps us understand how children acquire the foundations of social and emotional competence. This research also helps us understand neurodiversity and how children with differences in social emotional development have invisible challenges that can provide obstacles toward neurodevelopment. This session will then introduce the SCERTS model, a comprehensive, multidisciplinary educational approach designed for children on the Autism Spectrum. This model is not exclusive of other treatment approaches and methodologies, but rather provides a framework for those who are seeking guidelines for implementing a comprehensive educational plan that is based on our knowledge of the core developmental challenges, family-centered care, and our knowledge of the recommended tenets of educational programming. The model was designed to provide guidelines for helping children progress through the stages of becoming a competent social communicator. It was also designed to provide families and educational teams with the help they may need to feel successful in supporting the child. Participants of this course will learn how to determine meaningful, purposeful, and motivating goals and strategies based on a child's developmental stage, functional needs, and family priorities. The priorities are different when applying evidence-based practices when a child is before words, has emerging language, or at conversational stages. Video case examples will be reviewed to illustrate how SCERTS provides a framework for selecting appropriate goals for children at each of these stages.

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### **3:30-5:00 (.15 CEU)**

Rene Ingle and Mary Alice Keller

#### AAC Use in the Preschool Classroom for Children with Autism

AAC use in group therapy is a journey. This has proven true for the Preschool for Children with Autism at the Bill Wilkerson Center as it enters its third year. Today's presentation outlines the program's growth as it relates to AAC and provides ideas for implementation in other group programs.

Objective A: Provide a history of the creation and growth of the Preschool for Children with Autism.

Objective B: Describe the progression of AAC strategies and use within the classrooms.

Objective C: Provide ideas for other clinics and programs to implement similar strategies in group settings.

DISCLOSURES: Rene Ingle has no relevant financial or nonfinancial relationships to disclose.

DISCLOSURES: Mary Alice Keller has no relevant financial or nonfinancial relationships to disclose.

## **ADULT/MEDICAL SPEECH-LANGUAGE PATHOLOGY SESSIONS**

**Thursday October 20**

**8:00-10:00 (.2 CEU)**

Michael de Riesthal

Conceptualizing Goal Writing in Aphasia

This presentation will describe Living with Aphasia: The Framework for Outcome Measurement (A-FROM). A review of models for collaborative goal development, challenges to implementation, applicable examples, and implementation of goal frameworks will also be discussed.

Objective A: Describe the purpose of goals in treatment.

Objective B: Describe the structure of the collaborative goal writing process.

Objective C: Develop patient-centered, meaningful, and measureable goals.

DISCLOSURES: Michael de Riesthal has a relevant financial relationship with TAASLP in the form of a speaking fee/royalty honoraria for teaching and speaking; Michael de Riesthal has a relevant nonfinancial relationship with ASHA as a member of SIG 2 perspectives review board, working clinically with the populations he is presenting on, and volunteer membership on advisory committee or review panels.

**10:30-12:30 (.2 CEU)**

Jenny Muckala and Rachel Sims

Differentiating Between Resonance and Voice Disorders: A Practical Guide for Clinicians

Many speech-language pathologists often find it challenging to determine their role in evaluation and treatment of individuals with voice and resonance disorders. This starts with a practical schematic for differentiating between voice disorders and resonance disorders, which will drive triage and effect treatment. This session will provide a comprehensive overview of evaluating individuals with resonance and voice disorders. Topics will include a review of

anatomy and physiology, a review of the perceptual evaluation of resonance and of voice disorders, a series of case studies to provide practical application of this information in differential diagnosis and, ultimately, proper referral procedures which the practicing clinician works within the schools or within a hospital setting.

Objective A: Participants will identify anatomical and physiological landmarks distinct in voice disorders and in resonance disorders.

Objective B: Participants will use a concrete schema for differential diagnosis in distinguishing between voice disorders and resonance disorders.

Objective C: Participants will utilize perceptual rating scales to accurately describe severity and quality of voice disorders and resonance disorders.

DISCLOSURES: Jenny Muckala has no relevant financial or nonfinancial relationships to disclose.

DISCLOSURES: Rachel Sims has no relevant financial or nonfinancial relationships to disclose.

### **12:30-2:00 (.1 CEU)**

Stephen Groner

#### 18 Ways to Lead Difficult Conversations

Speech pathologists and audiologists face difficult conversations every day. This presentation will give you 18 ways you can connect deeply with your clients so you can help more than you ever thought you could while dramatically reducing stress.

Objective A: Participants will express the difficult perspectives of patients in today's healthcare system.

Objective B: They will be able to demonstrate research-based ways to engender trust, encourage communication, and promote satisfaction with their patients.

Objective C: They will be able to construct a personalized development plan to transfer their new skills into everyday practice.

DISCLOSURES: Stephen Groner has no relevant financial relationships to disclose; Stephen Groner has a relevant non-financial relationship with Heard to Healed as the founder and director of this organization as well the author of the healthcare communication blog.

### **2:00-4:00 (.2 CEU)**

Michael de Riesthal

#### Returning to Learning Following Concussion

This course will include an overview and introduction to concussions, including definitions, demographics, incidence and prevalence. The recovery process following concussion,

management of the complex patient, and the role of the speech-language pathologist in their plan of care will also be discussed.

Objective A: Define concussion.

Objective B: Describe the return-to-learning guidelines for the State of Tennessee.

Objective C: Describe the role of the speech-language pathologist in concussion management.

DISCLOSURES: Michael de Riesthal has a relevant financial relationship with TAASLP in the form of a speaking fee/royalty honoraria for teaching and speaking; Michael de Riesthal has a relevant nonfinancial relationship with ASHA as a member of SIG 2 perspectives review board, working clinically with the populations he is presenting on, and volunteer membership on advisory committee or review panels.

#### **4:00-5:30 (.15 CEU)**

Morgan Greve

Little People, Big Voices: Understanding the Basics of Pediatric Voice Therapy

Pediatric voice patients' needs are complex and demanding. This discussion will focus on the indications for pediatric voice therapy and address the barriers many clinicians face during the therapeutic process. Basic voice therapy exercises will also be introduced, as well as ways to increase adherence to voice hygiene recommendations.

Objective A: Summarize the barriers faced when providing treatment to pediatric voice patients.

Objective B: Demonstrate 3 therapeutic intervention techniques appropriate for the treatment of pediatric voice patients.

Objective C: List the indications for appropriate candidacy in the treatment of pediatric voice patients.

DISCLOSURES: Morgan Greve has no relevant financial or nonfinancial relationships to disclose.

### **ADULT/MEDICAL SPEECH-LANGUAGE PATHOLOGY SESSIONS**

**FRIDAY OCTOBER 21**

#### **8:00-9:30 (.15 CEU)**

Jennifer Wilson

Clinical Considerations in Addressing Complex Pediatric Feeding and Swallowing Issues

Pediatric feeding and swallowing can be complex due to a combination of factors. Factors that should be considered include oral motor structure and function, gastrointestinal issues, potential food sensitivities/allergies and family dynamics. Completing a comprehensive

feeding/swallowing evaluation, selecting appropriate treatment approaches and current research in pediatric feeding/swallowing will be discussed.

Objective A: Comprehensive assessment of pediatric swallowing/feeding.

Objective B: Selecting treatment approaches.

Objective C: Current research in pediatric swallowing/ feeding.

DISCLOSURES: Jennifer Wilson has no relevant financial or nonfinancial relationships to disclose.

**9:30-10:30 (.1 CEU)**

Rachita Salaria

COPD and Swallowing: A Review of the Literature

The focus of this presentation is the impact of Chronic Obstructive Pulmonary Disease (COPD) on swallowing. The risk factors, medical diagnostic process, stages of severity and treatment of COPD will be described briefly. The impact of COPD and smoking on oral hygiene and all stages of swallowing will be discussed.

Objective A: Participants will be able to determine COPD as a potential risk factor for Dysphagia and Pneumonia.

Objective B: Participants will be able to discuss disruption of respiratory-swallow coordination due to COPD.

Objective C: Participants will learn the impact of COPD on all phases of the swallow.

DISCLOSURES: Rachita Salaria has no relevant financial or nonfinancial relationships to disclose.

**11:00-12:00 (.1 CEU)**

Amanda Hereford

TBI in Acute Care: Assessment and Prognostic Indicators

This course will identify assessment barriers in the acute care setting, development of assessment protocols to minimize these barriers, and what the evidence suggests are positive and negative prognostic indicators in recovery of Traumatic Brain Injury.

Objective A: Participants will be able to state three barriers to assessment of cognitive-communicative skills in the acute care setting.

Objective B: Participants will identify at least two easy to administer assessment tools to assess cognitive-communicative skills in the acute care setting.

Objective C: As a result of this course, participants will be able to summarize prognostic indicators as outlined by recent research.

DISCLOSURES: Amanda Hereford has no relevant financial or nonfinancial relationships to disclose.

**1:30-3:30 (.2 CEU)**

Jena McDaniel

Mythbusters for SLPs: Finding, Evaluating, and Sharing New Evidence for Clinical Practice

Myths about particular speech-language pathology practices persist in popular culture, despite strong evidence against them. In this interactive session, participants learn about cutting-edge evidence related to current myths and how to locate and share useful evidence efficiently. Then they work collaboratively to practice new strategies to find and share evidence.

Objective A: List two current myths related to speech-language pathology.

Objective B: Identify one strategy for locating clinically relevant evidence from recently published studies.

Objective C: Describe three strategies for sharing evidence with colleagues and families.

DISCLOSURES: Jena McDaniel has no relevant financial or nonfinancial relationships to disclose.

**3:30-5:00 (.15 CEU)**

Carrie Mills and Ellen Pearson

Using Flexible Endoscopy as an Effective Therapy Tool

Developing a comprehensive flexible endoscopy program requires understanding of equipment, policy and procedure, state laws and facility protocols. During this 90 minute session, an overview of what makes a comprehensive program will be discussed including how to utilize endoscopy therapeutically.

Objective A: Participants will learn the components of an endoscopy program.

Objective B: Participants will learn how to use endoscopy therapeutically.

Objective C: Participants will learn the components of a FEES assessment.

DISCLOSURES: Carrie Mills has a relevant financial relationship with the University of Tennessee Health Science Center in the form of a salary for employment; Carrie Mills has no relevant nonfinancial relationships to disclose.

DISCLOSURES: Ellen Pearson has a relevant financial relationship with Shannondale HealthCare in the form of salary for employment; Ellen Pearson has a relevant nonfinancial relationship with the University of Tennessee as a volunteer clinical supervisor.

**AUDIOLOGY SESSIONS**

**Thursday October 20**

**8:00-9:00 (.1 CEU)**

Keeley Moore

TeleAudiology 101

This presentation will offer a basic overview of and types of teleaudiology and evaluations that can be performed. Clinical considerations such as support personnel, training, and licensure requirements as well as the communication and evaluation equipment needed to conduct a teleaudiology program will be presented.

Objective A: Participants will be able to discuss ways to implement teleaudiology into their practice.

Objective B: Participants will be able to describe the types of evaluations that can be performed with teleaudiology.

Objective C: Participants will be able to describe the technology needed to initiate a teleaudiology program.

DISCLOSURES: Keeley Moore has a relevant financial relationship with GN Otometrics, NA in the form of salary for employment, teaching, and speaking; Keeley Moore has no relevant nonfinancial relationships to disclose.

**9:00-10:00 (.1 CEU)**

Courtney Guthrie

Issues in Audiology

This session will cover current areas of legislation (national and state) that will impact the practice of audiology. Topics such as internet hearing aid sales, tele-audiology and insurance coverage, and the Tennessee Professional Privilege Tax will be discussed.

Objective A: Participants will know where to find and what information is required by the state of Tennessee for practices with 4<sup>th</sup> year externs.

Objective B: The participants will be able to prepare information for discussion with their legislators on repeal of the PPT for audiologists and speech language pathologists in Tennessee.

Objective C: The participants will be able to identify ways to be advocates for their profession and consumers in Tennessee and nationally.

DISCLOSURES: Courtney Guthrie has no relevant financial or nonfinancial relationships to disclose.

**10:30-12:30 (.2 CEU)**

Donna Drehmann

## Understanding the Value of Your Customer

Clinical success today is much more than having the best technology, the latest diagnostic equipment, and conducting the most current test procedures. It's about delivering an amazing patient experience from beginning to end. This is what motivates patients to take action, ensures greater outcomes, and fuels advocacy through engaged patients. This course will discuss the why and the how of patient experience.

Objective A: Participants will be able to identify who their customers are.

Objective B: Participants will learn how to gather & interpret customer feedback.

Objective C: Participants will be able to determine their Customer Lifetime Value.

DISCLOSURES: Donna Drehmann has no relevant financial relationships to disclose; Donna Drehmann has a relevant nonfinancial relationship with Listen, Learn, Live LLC by sharing her expertise with the organization, volunteer teaching, and speaking.

### **12:30-2:00 (.1 CEU)**

Stephen Groner

## 18 Ways to Lead Difficult Conversations

Speech pathologists and audiologists face difficult conversations every day. This presentation will give you 18 ways you can connect deeply with your clients so you can help more than you ever thought you could while dramatically reducing stress.

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### **2:15-3:45 (.15 CEU)**

Alicia Barker, Jourdan Holder, Bob Dwyer, and Haley Butler

## Audiology Grand Rounds

During the Grand Rounds program a series of challenging diagnostic cases and studies will be presented from the medical and rehab areas. They are chosen to be thought provoking for the audience. Time will be given for audience participation and suggestions.

Objective A: Participants will explore outreach options in Tennessee's unique music community.

Objective B: Participants will be able to describe the current profile of patients presenting for cochlear implant workup and how preoperative and postoperative measures have changed over time.

Objective C: Participants will understand the importance of multi-disciplinary evaluation and treatment and have a better understanding of cognitive-behavioral therapy objectives, including mindfulness.

DISCLOSURES: Alicia Barker has no relevant financial or nonfinancial relationships to disclose.

DISCLOSURES: Jourdan Holder has no relevant financial or nonfinancial relationships to disclose.

DISCLOSURES: Bob Dwyer has no relevant financial or nonfinancial relationships to disclose.

DISCLOSURES: Haley Butler has no relevant financial or nonfinancial relationships to disclose.

#### **4:30-5:30 (.1 CEU)**

Alison Kempf and Sarah Grantham

#### Prevalence and Identification of Balance Problems in Children

Vestibular impairment is the most common associated feature in children with hearing loss. Audiologists and speech-language pathologists working with children have a unique opportunity to identify balance problems in their patients. Presenters review which children are most at risk for vestibular impairment and practical ways to screen for this disorder.

Objective A: Participants will be able to list 3 causes of balance problems in children.

Objective B: Participants will be familiar with at least 1 balance questionnaire.

Objective C: Participants will be familiar with at least 1 functional balance screening.

DISCLOSURES: Alison Kempf has no relevant financial or nonfinancial relationships to disclose.

DISCLOSURES: Sarah Grantham has no relevant financial relationships to disclose; Sarah Grantham has a relevant nonfinancial relationship with TAASLP serving on the TAASLP Executive Council as VP of Convention and Continuing Education- involved in all aspects of annual convention planning and program design.

#### **AUDIOLOGY SESSIONS**

**Friday October 21**

#### **8:00-10:00 (.2 CEU)**

David Baguley and Marc Fagelson

## Tinnitus: From the Basics to Emerging Interventions- Part I

This presentation will provide participants basic information regarding tinnitus mechanisms, special populations, and interventions. Contemporary findings from imaging and surgical studies will be summarized and audiologic implications addressed. The presenters will review intervention approaches that employ hearing aid fittings as well as emerging sound-based and counseling strategies for tinnitus management.

Objective A: Participants will be able to provide basic information regarding tinnitus mechanisms.

Objective B: Participants will be able to review clinical findings for diverse patient populations.

Objective C: Participants will be able to specify management approaches relevant for audiologic practice.

DISCLOSURES: David Baguley has a relevant financial relationship with Oticon in the form of a consulting fee for ownership; David Baguley has a relevant financial relationship with Phonak in the form of a speaking fee/royalty honoraria for teaching and speaking; David Baguley has a relevant financial relationship with the University of Southern Denmark in the form of an honorarium for student supervision; David Baguley has a relevant financial relationship with Auris Medical in the form of a consulting fee for consulting; David Baguley has a relevant nonfinancial relationship with the Church of England as an ordained Anglican minister.

DISCLOSURES: Marc Fagelson has a relevant financial relationship with East Tennessee State University in the form of a salary for employment; Marc Fagelson has a relevant financial relationship with Mountain Home VAMC in the form of a consulting fee for consulting; Marc Fagelson has a relevant nonfinancial relationship with the American Tinnitus Association as a volunteer grant reviewer for ATA Scientific Advisory Council.

### **10:30-12:00 (.15 CEU)**

David Baguley and Marc Fagelson

## Tinnitus: From the Basics to Emerging Interventions-Part II

This presentation will provide participants basic information regarding tinnitus mechanisms, special populations, and interventions. Contemporary findings from imaging and surgical studies will be summarized and audiologic implications addressed. The presenters will review intervention approaches that employ hearing aid fittings as well as emerging sound-based and counseling strategies for tinnitus management.

Objective A: Participants will be able to provide basic information regarding tinnitus mechanisms.

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DISCLOSURES: Marc Fagelson has a relevant financial relationship with East Tennessee State University in the form of a salary for employment; Marc Fagelson has a relevant financial relationship with Mountain Home VAMC in the form of a consulting fee for consulting; Marc Fagelson has a relevant nonfinancial relationship with the American Tinnitus Association as a volunteer grant reviewer for ATA Scientific Advisory Council.

**1:30-2:30 (.1 CEU)**

Casie Keaton

Tinnitus in Private Practice: A Blueprint for Success

This presentation will provide a model for more effective tinnitus intervention within private practice. An outline of needs assessment, patient education, and importance of establishing a referral path will be presented. A framework to address frequently asked questions will be provided. The presenter will focus on how small changes can yield one of the most rewarding aspects of clinical practice.

Objective A: Participants will be able to discuss the key elements of success with tinnitus in private practice.

Objective B: Participants will be able to create an outline of needs assessment, patient education concepts, and establishment of referral network.

Objective C: Participants will be able to discuss frequently asked questions, with recommendations for patients and clinicians.

DISCLOSURES: Casie Keaton has no relevant relationship or nonfinancial relationships to disclose.

**2:30-3:30 (.1 CEU)**

Carrie Mills and Jan Dungan

Developing a Multidisciplinary Cognitive Program for Individuals with Hearing Impairment

Hearing loss may exacerbate the perceived decline for patients with cognitive impairment. During this session, the components of a multidisciplinary cognitive program for individuals with hearing loss will be provided, including the roles of audiologist, speech pathologist, and caregiver. Review of available apps will also be shared.

Objective A: Participants will be able to recognize the relationship between hearing loss and cognitive decline.

Objective B: Participants will be able to identify the components of a multidisciplinary program for patients with hearing loss and cognitive decline.

Objective C: Participants will be able to provide appropriate resources to use in a comprehensive multidisciplinary program for patients with hearing loss and cognitive decline.

DISCLOSURES: Carrie Mills has a relevant financial relationship with the University of Tennessee Health Sciences Center in the form of a salary for employment; Carrie Mills has no relevant nonfinancial relationships to disclose.

DISCLOSURES: Jan Dungan has no relevant financial or nonfinancial relationships to disclose.