**TAASLP CONVENTION 2021 COURSE ABSTRACTS, LEARNING OUTCOMES, AND DISCLOSURES**

**TSLH0134**

**PRE-SCHOOL/SCHOOL-AGE SPEECH-LANGUAGE PATHOLOGY SESSIONS Thursday October 21**

**8:00-9:00 (1 instructional hour)**

Sarai Ward, Ed.D, CCC-SLP

**Bilingualism and Speech and Language Disorders in Children**

**Course Abstract**

This course is designed to emphasize the importance of cultural competence and sensitivity for service delivery of culturally and linguistically diverse populations. Topics include: explain how children from diverse backgrounds are commonly overidentified with communication disorders when they are typically developing as there monolingual peers, distinguish differences associated with learning a second language and commonly considered speech and language disorders, and demonstrate the ability to incorporate alternative strategies in the assessment process in order to reduce cultural and linguistic biases.

**Course Objectives**

1. Participants will define why bilingual children are overidentified for speech and language disorders
2. Participants will describe bilingualism in the context of developmental speech-language disorders
3. Participants will identify attitudes towards bilingualism and speech and language disorders

**Disclosures**

Sarai Ward has no relevant financial or non-financial relationships to disclose.

**Speaker Bio**

Sarai Ward, Ed.D, CCC-SLP, is an Assistant Professor of Communication Sciences Disorders at Austin Peay State University. Her areas of expertise are in Cultural Responsiveness and Sensitivity and Bilingualism and Childhood Language Disorders. She worked for Palm Beach School District in Florida as a Multicultural Diagnostician and school based bilingual speech-language pathologist for 7 years.

**9:00-10:00 (1 instructional hour)**

Meagan A. Spencer, Ed.D., CCC-SLP, LSVT

**Inclusion Fusion**

**Course Abstract**

**This course discusses creative ways to jump into inclusive therapy settings. The focus will be in the middle school/junior high setting and with students in a lifeskills/contained classroom, though not limited.**

**Course Objectives**

1. **Participants will identify unique ways to promote inclusion therapy.**
2. **Participants will** describe the evidence-based practice justification for implementing an inclusion service-delivery model.
3. **Participants will** formulate ways to increase flexibility with scheduling.

**Disclosures**

Meagan Spencer has no relevant financial or non-financial relationships to disclose.

**Speaker Bio**  
Meagan Spencer, Ed.D., CCC-SLP, LSVT, is an assistant professor for Freed-Hardeman University and has primarily worked as a school-based SLP. She primarily has focused on interprofessional education, therapy, and inclusiveness in both the classroom and therapy.

10:00-10:30—Break

**10:30-11:30 (1 instructional hour)**

Angela Shofner, M.S., CCC-SLP

**Single System AAC Design: Is it for my school district?**

**Course Abstract**

All students are provided access to Tier 1 instruction in the school setting, although some students just do it differently. Students with complex communication needs benefit from robust systems that are implemented and are modeled throughout the school setting. Therefore, should a school system consider a single system design for AAC, similar to our Tier 1 access for academics? Also, what are the strengths and limitations to this design? What are some ways to teach academics through the use of an AAC device (high or low tech)? What are some tips and strategies to use with AAC users in the academic setting?

**Course Objectives**

1. The participant will define and summarize a single system AAC design.
2. The participant will identify if a single system AAC design is appropriate for their school system.
3. The participant will calculate ways to easily implement high and low tech AAC systems into their school setting.

**Disclosures**

Angela Shofner has a relevant financial relationship with Rutherford County Schools in the form of salary and employment. Angela Shofner has no relevant non-financial relationships to disclose.

**Speaker Bio**

Angela Shofner, M.S., CCC-SLP is a Speech-Language Pathologist and Assistive Technology Facilitator for Rutherford County Schools. She received her Master of Science in Speech Pathology from Tennessee State University and her Bachelors of Science in Communication Disorders from Middle Tennessee State University. Professionally, she has served as a SLP in the public schools for 17 years. She has also served families in private practice for 10 years. For the last 5 years, she has served her school system as an Assistive Technology Facilitator with an emphasis in AAC acquisition, implementation, and support for families, teachers, and staff. She has trained other districts in the implementation of single system AAC design and acquisition of AAC, as well. Her research interests include supervision and mentoring the implementation of AAC.

**11:30-12:30** **(1 instructional hour)**

Tim Boyd, M.P.H.

**Advocating for the Professions**

**Course Abstract**

During this session, attendees will have the opportunity to develop an understanding of how to advocate for the professions of speech-language pathology and audiology. Participants will be able to identify advocacy resources available on current national policy trends, including issues impacting diversity, equity, and inclusion.

**Course Objectives**

1. Participants will identify key aspects of advocating for the professions through the legislative process.
2. Participants will identify policy trends that affect audiology and speech-language pathology at the state and national levels.
3. Participants will identify resources available on issues impacting diversity, equity, and inclusion.

**Disclosures**

Tim Boyd has a relevant financial relationship with ASHA in the form of salary for employment. He has a relevant non-financial relationship, as he is a family member of an SLP/ASHA member.

**Speaker Bio**

Tim Boyd, M.P.H., has served as ASHA’s Director of State Health Care and Education Affairs since July 2019. Before joining ASHA, Tim worked on state policy for the National Organization for Rare Disorders (NORD) and domestic policy for the AIDS Healthcare Foundation (AHF). Tim earned his B.A. in Political Science from the University of California Santa Barbara and an M.P.H. from George Washington University.

12:30-2:00—Lunch

**2:00-3:00 (1 instructional hour)**

Featured speaker, Jennie Bjorem, M.A., CCC-SLP

**Childhood Apraxia of Speech: Assessment & Treatment**

**Course Abstract**

A recent survey collected by Bjorem Speech indicated that over 40% of SLP's consider themselves novice/still learning in the area of CAS. During this course we will outline the characteristics of CAS and how they differentiate from other speech disorders and how that impacts a differential diagnosis. We will walk through the evaluation process, learn how to choose targets and write goals that support a motor planning speech disorder. We learn about the different treatment approaches available for CAS and review the Principles of Motor Learning. Multi-sensory cueing strategies will be discussed as well as how to incorporate cueing into therapy. In person and virtual options available.

**Course Objectives**

1. Participants will identify the characteristics of CAS that separate the diagnosis from other speech sound disorders.
2. Participants will describe the differential diagnostic criteria for CAS and define how to informally assess.
3. Participants will describe how target selection for CAS is different than selection other speech sound disorders.
4. Participants will list the different treatment approaches available for CAS.

**Disclosures**

Jennie Bjorem has a relevant financial relationship with TAASLP with a speaking fee Royalty Honoraria. She also has a relevant financial relationship with Bjorem Speech Publications in the form of intellectual property rights, ownership interest, salary for her role in ownership. Jennie Bjorem has no relevant non-financial relationships to disclose.

**Speaker Bio**

Jennie Bjorem, M.A., CCC-SLP, received her bachelor’s degree in Communication Sciences and Disorders from Saint Louis University and graduated from Truman State University with her master’s degree in Communication Sciences and Disorders in May 1999. She is the owner of Children’s Therapy Services in Overland Park, Kansas. Jennie’s area of expertise is in early intervention birth through 5, parent education and childhood apraxia of speech. Jennie is recognized for her advanced training and expertise in Childhood Apraxia of Speech by Apraxia Kids. She has presented at the Apraxia Kids national conference, ASHA, ASHA Connect, and is pioneering a speech pathology program at Bay Atlantic University in Istanbul. She frequently shares apraxia treatment videos on her Instagram @bjoremspeech. Jennie is the creator of the Bjorem Speech Sound Cues for acquisition of speech and literacy.

3:00-3:30—Break

**3:30-5:30 (2 instructional hours)**

Featured Speaker, Jennie Bjorem, M.A., CCC-SLP

**Childhood Apraxia of Speech: Assessment & Treatment (continued)**

**Course Abstract (see above)**

**Course Objectives (see above)**

**Disclosures (see above)**

**Speaker Bio (see above)**

**6:30-7:30 (1 instructional hour)**

Roxanne Pilger, M.S,. CCC-SLP

**Student Knowledge Bowl/College Bowl**

**Course Abstract**

Graduate students will be given the opportunity to prepare for the Praxis examination in speech-language pathology and audiology by using clickers (ARS). Test construction, format, and test taking strategies will be highlighted. Teams from each university will be asked questions from previous Praxis exams as well as practice exams in a game show format. Subject matter experts will provide clarification and examples for questions requiring greater focus. Audience members will be encouraged to provide their perspectives.

**Course Objectives**

1. Participants will apply questions to actual clinical and professional practice of Speech/Language pathology and Audiology.
2. Participants will identify knowledge and insights from subject matter experts from speech science, audiology, private practice, medicine, public schools, universities and ASHA as they elaborate on the answers to questions.
3. Participants will summarize knowledge and insights regarding key issues facing the professions from Professional Association Board Members (state and national).
4. Participants will describe the most up to date information regarding evaluation, assessment, norms, and standards of practice while refreshing their knowledge in speech science, anatomy/physiology, dysphagia and audiology.

**Disclosures**

Roxanne Pilger has a relevant financial relationship with EBS Healthcare/Stepping Stones Group in the form of salary. She does not have any relevant non-financial relationships to disclose.

**Speaker Bio**

Roxanne Pilger M.S., CCC-SLP, has a Master of Science degree in Communication Disorders from the University of Wisconsin- Stevens Point. She is a licensed and certified Speech Language Pathologist with 15 years of experience working in a variety of settings including public schools, skilled nursing facilities and home healthcare. Currently, Roxanne serves as a Regional Director with EBS Healthcare providing mentorship and clinical supervision as well as support to school districts and current EBS employees. Roxanne has also provided direct therapy, professional development opportunities in school settings as well as training and management for compliance and IEP development in order to align to the Common Core State Standards. Roxanne has also served as a Lead Speech Language Pathologist for a school district where she supported the Speech Department by coordinating the delivery of school speech/ language services to students, staff, and parents as well as maintaining and revising department forms, policies, and procedures. She also coordinated and designed intervention programs for those students who required speech/language services prior to evaluations as part of a MTSS initiative. Roxanne has a strong knowledge base in special education and working with culturally diverse populations, which allows her to support her staff and districts in the special education process. She has worked with and trained translators to assist with multicultural caseloads in order to provide effective and appropriate therapy approaches across varied therapy settings.

**PRE-SCHOOL/SCHOOL-AGE SPEECH-LANGUAGE PATHOLOGY SESSIONS: FRIDAY October 22**

**8:00-8:30 (30 minutes of instructional time)**

Talia Liu, B.S.

**Supporting Parents and Children with ASD through a Psychoeducational Parent-Child Music Class Program**

**Course Abstract**

Serenade is an integrated parent-child music class program for children with and without autism and their parents. During Serenade’s 12-week program, parents learn music-based strategies to support their children’s social engagement and positive behavior, drawing upon aspects of musical play such as predictability, motivation, emotion regulation, and shared attention. Participation in Serenade is associated with increases in parent affect, social connection, and parenting efficacy, as well as children’s engagement and imitation skills. Parents report learning specific parenting skills through the program. Implications for the use of parent-child music experiences on family well-being will be discussed.

**Course Objectives**

1. Participants will explain the importance of providing community-based music programs for families with children with and without ASD.
2. Participants will identify reasons why musical activities may support children’s social engagement/communication and promote social connection in families.
3. Participants will describe the positive impacts of participation in the Serenade program on family well-being, social connectedness, and children’s engagement

**Disclosures**

Talia Liu has a relevant financial relationship with Vanderbilt University Medical Center in the form of salary. Talia Liu has no relevant non-financial relationships to disclose.

**Speaker Bio**

Talia Liu, B.S., graduated from Rice University in 2018 and is currently a first year SLP student at Vanderbilt University. For the past three years, she has conducted research in the Vanderbilt Music Cognition Lab focusing on the impact of music on social engagement in children with and without ASD.

**8:30-10:00 (1 hour and 30 minutes of instructional time)**

Amanda Oakes, M.S., CCC-SLP

**Tips and Tools for AAC Evaluations**

**Course Abstract**

In this course, learners will explore various tips and tools for conducting an AAC evaluation. We will seek to understand the principal of feature matching and explore creative ways to develop a functional communication system that meets the unique needs of your students or patients. We will explore print and digital resources and apply knowledge through case studies and relevant examples.

**Course Objectives**

1. Participants will define the principals of feature matching.
2. Participants will describe three tools that can be used when conducting an AAC evaluation.
3. Participants will describe various components of a total communication system and generate creative solutions to match individual needs.

**Disclosures**

Amanda Oakes has no relevant financial relationships to disclose. Amanda Oakes has a relevant non-financial relationship with Talk with Me Tennessee as a volunteer and board member.

**Speaker Bio**

Amanda Oakes, M.S., CCC-SLP, serves as a Clinical Lead with Sidekick Therapy Partners. She is a founding member of Talk With Me Tennessee, and previously worked at the Vanderbilt Bill Wilkerson Center. She has expertise in the areas of AAC evaluations and treatment for children with complex communication needs and hearing loss.

10:00-10:30—Break

**10:30-11:30 (1 instructional hour)**

Tricia Hedinger, M.S., CCC-SLP, BCS-F

**The perceived impact of fluency on personalities of adults who stutter: implicit evidence of self-stigma**

**Course Abstract**

The NEO-FFI is an extensively used instrument that has been used to identify personality differences between those who stutter and matched controls or group norms. The goal of this study was to use the NEO-FFI to implicitly capture and quantify self-stigma related to personality in children who stutter (PWS). The finding that the perceived differences were in the domains of Neuroticism and Extraversion is consistent with prevailing stereotypes about PWS and exemplifies how public stigma can become internalized. Clinical implications are discussed with respect to how similar theory of mind/social comparison exercises can be used in cognitive behavioral therapy to help identify and restructure negative thoughts and beliefs about stuttering.

**Course Objectives**

1. Participants will describe the role of the NEO FFI instrument in capturing and quantifying self-stigma as it relates to personality in PWS.
2. Participants will define the connection between public stigma and self-stigma.
3. Participants will formulate 2 cognitive restructuring tasks to decrease negative thought patterns related to stuttering.

**Disclosures**

Tricia Hedinger has no relevant financial or non-financial relationships to disclose.

**Speaker Bio**

Tricia Hedinger, M.S., CCC-SLP, BCS-F, is a clinical associate professor at the University of Tennessee Health Science Center in Knoxville, TN.  She is a Board Certified Specialist in Fluency Disorders and has been a support group leader since 2013.  Ms. Hedinger has published multiple articles related to stuttering, presented at national & international conferences, co-authored a book titled "Bullyblossom: A Tale of Overcoming Bullies & Embracing Stuttering to Live a Life of Achievement" and focused on the anti-bully movement in schools.  She is the Vice Chair of the World Stuttering Network (WSN) and host of the "Stutter Stories" podcast.

12:00-1:30—Lunch

**1:30-2:30 (1 instructional hour)**

Susan Usery, M.S., CCC-SLP and Dr. April Ebbinger, Ed.D, NCSP

**Speech-Language Pathologists and School Psychologists Unite: Collaboration, Communication, and Coordination is Key!**

**Course Abstract**

The relationship between SLPs and school psychologists is a critical one. As certifying specialists, SLPs and school psychologists must effectively collaborate, communicate, and coordinate with one another to appropriately evaluate and identify students with disabilities and support their families. This session will focus on tips for professional collaboration and communication, as well as how SLPs and school psychologists can coordinate student evaluations and implement best practices for assessing and discerning the presence of a disability in the areas of Language Impairment and Specific Learning Disability.

**Course Objectives**

1. Participants will list the necessary principles for effectively collaborating and communicating with school psychologists before, during, and after an evaluation.
2. Participants will identify the differences in assessment criteria between language impairment and specific learning disabilities.
3. Participants will describe the best practices related to differentiating between a language impairment and a specific learning disability, utilizing a multi-disciplinary model approach.

**Disclosures**

Susan Usery has a relevant financial relationship to disclose with TDOE in the form of salary for employment. Susan Usery has no relevant non-financial relationships to disclose.

April Ebbinger has no relevant financial or non-financial relationships to disclose.

**Speaker Bio**

Susan Usery, M.S., CCC-SLP, is the Speech-Language and Related Services Coordinator at the Tennessee Department of Education. Prior to joining the department, she spent 15 years working in private and public schools in Tennessee as an SLP and later a district SLP Facilitator. She is a member of the Tennessee Association of Audiologists and Speech-Language Pathologists, the American Speech-Language and Hearing Association, and the State Education Agencies Communication Disabilities Council. She earned her Bachelor of Science in Communication Disorders from MTSU and her Master of Sciences in Speech and Hearing Sciences from Vanderbilt University.

Dr. April Ebbinger, Ed.D, NCSP, is a Nationally Certified School Psychologist and licensed secondary English teacher. She has served in a variety of roles across Tennessee in both the K-12 and post-secondary settings. Currently, Dr. Ebbinger is the Director of School Psychology Services for the Tennessee Department of Education. She is honored to support school psychologists and districts across Tennessee to best serve all students. Dr. Ebbinger can be reached at [April.ebbinger@tn.gov](mailto:April.ebbinger@tn.gov).

**2:30-3:30 (1 instructional hour)**

Dominique Kennedy, M.S., CCC-SLP

**Cultural Connections: Thriving in the Field of Communication Disorders**

**Course Abstract**

Communication is the cornerstone of strong relationships. This process of expression, relaying information, sharing thoughts, ideas and perspectives, occurs by way of verbal and nonverbal exchange and is often deeply influenced by culture. The methods of communication that are chosen and applied, function as a means to capture and reflect the culture and lived experiences of the communicator on a personal and relational level. It is at this level that communication partners can seek to openly encounter one another. A thorough understanding of cultural considerations helps to support the clinician's ability to be effective in a chosen setting.

**Course Objectives**

1. Participants will demonstrate the ability to evaluate strategies and methods utilized during a conversation, within personal and professional relationships across settings.
2. Participants will demonstrate the ability to integrate and apply appropriate information from targeted sources to increase knowledge concerning cultural considerations.
3. Participants will demonstrate a working understanding of session content that can be applied to fortify confidence toward a more effective communicative exchange with culturally and linguistically diverse communities.

**Disclosures**

Dominique Kennedy has financial relationships to disclose as she is the author of 5 books on communication and she receives royalties from the sale of those books. She also is the owner of a trade/service mark for printed publications and educational services. These financial disclosures are for her roles of ownership and teaching and speaking. Dominique Kennedy has no non-financial relationships to disclose.

**Speaker Bio**

Dominique Kennedy, M.S., CCC-SLP, is an experienced and licensed Speech-Language Pathologist. She is also the author of several publications. Through her private practice, she serves children and adults. She is a certified member of ASHA and has held memberships with Special Interest Groups (SIGs) Fluency & Fluency Disorders and Augmentative & Alternative Communication. She has developed educational programs, professional development courses, and workshops. She lives in south metro Atlanta with her husband and their two daughters. She enjoys fine arts, music, and culture.

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

**Thursday October 21**

**8:00-9:00 (1 instructional hour)**

Rachel Sims, M.S., CCC-SLP

**Pre- operative counseling in the setting of total laryngectomy: The SLP’s role**

**Course Abstract**

Pre-operative counseling is essential in order to allow patients to make an informed decision about their recommended treatment plan. For a clinician to provide comprehensive counseling in the setting of total laryngectomy, it is important to first understand the definition of laryngeal cancer, symptoms and risk factors, its clinical staging, and the functional implications associated with medical and surgical treatment options. In this presentation, we will discuss a variety of topics that should be considered in a total laryngectomy pre-operative counseling session. We will also discuss voice restoration methods, including the artificial larynx/electrolarynx, esophageal speech, and the tracheoesophageal puncture (TEP). Considerations for TEP candidacy will be reviewed as well as risks associated with TEP use.

**Course Objectives**

1. Participants will identify risk factors and symptoms associated with head and neck/laryngeal cancer.
2. Participants will identify the steps involved in evaluation, diagnosis, and treatment of laryngeal cancer.
3. Participants will define the primary treatment options available for laryngeal cancer, including chemotherapy, radiation therapy, chemoradiation, and surgical management.
4. Participants will identify the basic alterations to the upper respiratory tract following total laryngectomy and the rehabilitation options available, including TEP and HME systems.
5. Participants will describe the SLP’s role in counseling of the laryngectomee population.

**Disclosures**

Rachel Sims has no financial or non-financial relationship disclosures.

**Speaker Bio**

Rachel Sims, M.S., CCC-SLP, is from Louisville, KY and completed her undergraduate and graduate studies at the University of Kentucky. She moved to Nashville in 2016 to complete her clinical fellowship in voice at the Vanderbilt Voice Center. She has been a full time team member of the Vanderbilt Voice Center since 2016, and one aspect of her job that she is the most passionate about is the care of the laryngectomy patients.

**9:00-10:00 (1 instructional hour)**

Mike DeRiesthal, Ph.D., CCC-SLP & Kiiya Shibata, M.S., CCC-SLP

**Evaluation and Treatment of Primary Progressive Aphasia**

**Course Abstract**

Individuals with primary progressive aphasia (PPA) are being referred more frequently for speech-language pathology (SLP) services. This is due to improved diagnostic criteria and increased knowledge of physicians regarding the expanding treatment literature for this clinical population. In this presentation, the most current diagnostic criteria for PPA and a review of the SLP treatment literature will be discussed.

**Course Objectives**

1. Participants will list the three subtypes of PPA.
2. Participants will describe the distinguishing characteristics of each subtype.
3. Participants will describe the management principles for PPA.
4. Participants will describe three treatment approaches for PPA.

**Disclosures**

Michael de Riesthal has a relevant financial relationship with Vanderbilt University Medical Center in the form of salary for employment. Michael de Riesthal has a relevant non-financial relationship to disclose as he is the chair of the Education and Standards Committee of the Academy of Neurogenic Communication Disorders and Sciences and he is on the editorial board of the American Journal of Speech-Language Pathology.

Kiiya Shibata has a relevant financial relationship with Vanderbilt University Medical Center in the form of a doctoral student stipend and scholarship. Kiiya Shibata has a non-financial relationship as she is a member of the interdisciplinary frontotemoral dementia clinic at Vanderbilt University Medical Center.

**Speaker Bio**

Michael de Riesthal, Ph.D., CCC-SLP, is an Associate Professor in the Department of Hearing and Speech Sciences, and Director of Pi Beta Phi Rehabilitation Institute at Vanderbilt University Medical Center. His clinical and research interests include the management of neurologic speech, language, and cognitive disorders. Dr. de Riesthal teaches courses on the management of aphasia, motor speech disorders, and traumatic brain injury.

Kiiya Shibata, M.S., CCC-SLP is a doctoral student in the Department of Hearing and Speech Sciences at Vanderbilt University Medical Center. Her clinical and research interests include the assessment and management of progressive speech and language disorders. Prior to starting her doctoral program, Kiiya was a speech-language pathologist at the University of California Los Angeles Medical Center, where she helped pioneer interdisciplinary collaboration within the neurobehavior clinic for primary progressive aphasia.

10:00-10:30 Break

**10:30-11:30 (1 instructional hour)**

Matt Ward, M.S., CCC-SLP

**The Yale Swallow Protocol in Post-Acute Care**

**Course Abstract**

A systematic approach to the diagnosis and treatment of swallowing disorders relies heavily on valid and reliable screening protocols that provide clinicians with clear and objective information. The Yale Swallow Protocol (YSP) has been shown to be a useful, valid, and reliable screening tool for aspiration risk in the acute care setting. However, the YSP was not validated for use in post-acute care (skilled nursing facilities, rehabilitation hospitals, long-term care facilities, long-term acute care hospitals). The clinical utility of the YSP was investigated in a prospective study that was completed in the post-acute care setting.

**Course Objectives**

1. Participants will identify the role of screening tools for aspiration risk.
2. Participants will define the differences between screening for aspiration in acute care vs post-acute care.
3. Participants will summarize the usefulness of the Yale Swallow Protocol for post-acute care facilities.

**Disclosures**

Matt Ward has no financial or non-financial relationships to disclose.

**Speaker Bio**

Matt Ward, M.S., CCC-SLP, is a certified endoscopist and endoscopy trainer in the state of Tennessee. Matt is the Director of Clinical Education for SA Swallowing services where he performs FEES, teaches continuing education courses, conducts clinical research, and trains clinicians to independently perform FEES.

**11:30-12:30 (1 instructional hour)**

Tim Boyd, M.P.H. (ASHA Speaker)

**Advocating for the Professions**

**Course Abstract**

During this session, attendees will have the opportunity to develop an understanding of how to advocate for the professions of speech-language pathology and audiology. Participants will be able to identify advocacy resources available on current national policy trends, including issues impacting diversity, equity, and inclusion.

**Course Objectives**

1. Participants will identify key aspects of advocating for the professions through the legislative process.
2. Participants will identify policy trends affect audiology and speech-language pathology at the state and national levels.
3. Participants will identify resources available on issues impacting diversity, equity, and inclusion.

**Disclosures**

Tim Boyd has a relevant financial relationship with ASHA in the form of salary for employment. He has a relevant non-financial relationship, as he is a family member of an SLP/ASHA member.

**Speaker Bio**

Tim Boyd, M.P.H., has served as ASHA’s Director of State Health Care and Education Affairs since July 2019. Before joining ASHA, Tim worked on state policy for the National Organization for Rare Disorders (NORD) and domestic policy for the AIDS Healthcare Foundation (AHF). Tim earned his B.A. in Political Science from the University of California Santa Barbara and an M.P.H. from George Washington University.

12:30-2:00 Lunch

**2:00-3:30 (1 hour and 30 minutes instructional time)**

Ilana Feld, M.S., CCC-SLP & Kelly Crouch, M.S., CCC-SLP

**An Approach to Evaluation and Treatment for Patients with Persistent Cognitive Symptoms Resulting from Post-Acute Covid-19 Syndrome**

**Course Abstract**

This presentation will characterize patterns in symptoms experienced by individuals referred for outpatient speech therapy for cognition, describe one clinic’s approach to evaluate and treat these individuals, and discuss patient traits that may impact the effectiveness of treatment. Although a subset of patients are referred with neurological diagnoses resulting from Covid-19 infection, others have been referred generally for cognitive changes secondary to mild cases (without hospitalization) of Covid-19. These individuals describe limitations in fulfilling the cognitive demands necessary to successfully participate in work or community settings. The treatment of these individuals will be the primary focus on this presentation.

Course Objectives

1. Participants will describe patterns of symptoms reported by individuals presenting to outpatient speech therapy for cognitive changes post-Covid-19 infection.
2. Participants will describe evaluation and treatment techniques and tools for this patient population.
3. Participants will associate factors that contribute to outcomes among individuals with Post-Acute Covid-19 Syndrome.

**Disclosures**

Ilana Feld has a relevant financial relationship with Vanderbilt University Medical Center in the form of salary for employment. Ilana Feld has no relevant non-financial relationships to disclose.

Kelly Crouch has a relevant financial relationship with Vanderbilt University Medical Center in the form of salary. Kelly Crouch has a non-financial relationship with Academy of Neurologic Communication Disorders and Sciences (ANCDS) as a continuing education administrator.

**Speaker Bio**

Ilana Feld, M.S., CCC-SLP, works at Pi Beta Phi Rehabilitation Institute at Vanderbilt Bill Wilkerson Center with adults with speech, language, and cognitive impairments, secondary to acquired neurological injuries or diseases. From 2009-2018, she worked in Day Rehabilitation at Shirley Ryan Ability Lab (formerly the Rehabilitation Institute of Chicago).

Kelly Crouch, M.S., CCC-SLP, is a speech-language pathologist at Pi Beta Phi Rehabilitation Institute at the Vanderbilt Bill Wilkerson Center. Her clinical focus is treating cognitive-communication impairments in adults and adolescents with acquired neurological disorders.

**3:30-4:00 (30 minutes of instructional time)**

Sarah Fox**,** M.S., CCC-SLP

**Validity of The SAFE: A Prospective, Blinded Comparison of the Findings of The Swallowing Ability and Function Examination (The SAFE) and Fiberoptic Endoscopic Examination of Swallowing (FEES)**

**Course Abstract**

Speech-Language Pathologists need reliable and valid instruments for identifying patients at risk for dysphagia. One commonly used assessment is The Swallowing Ability and Function Examination (The SAFE). This study sought to determine how The SAFE, a subjective assessment which has not been validated, correlates with Fiberoptic Endoscopic Evaluation of Swallowing (FEES), an objective assessment. 19 patients from a skilled-nursing facility were prospectively enrolled and underwent serial administration of The SAFE and Fiberoptic Endoscopic Evaluation (FEES). The clinicians administering The SAFE and the FEES were blinded to the results of the other exam. Sensitivity, specificity, positive predictive value, and negative predictive value were calculated for The SAFE using FEES as the comparison criterion.

Course Objectives

1. Participants will identify the sensitivity, specificity, PPV, and NPV of The Swallowing Ability and Function Examination (The SAFE).
2. Participants will define the importance of using validated screeners when assessing swallowing at the bedside.
3. Participants will describe the importance of utilizing instrumental swallowing assessments to diagnose pharyngeal dysphagia.

**Disclosures**

Sarah Fox has no relevant financial or non-financial relationships to disclose.

**Speaker Bio**

Sarah Fox, M.S., CCC-SLP, is a FEES-certified medical speech-language pathologist practicing in skilled nursing facilities and long-term acute care hospitals.

4:00-4:30 Break

**4:30-5:30 (1 instructional hour)**

Rachel Leach, B.S., SLP-A & Kimberli Moore, M.S., CCC-SLP

**Successful Collaboration: Utilizing SLPAs**

**Course Abstract**

With the recent emphasis on collaboration in our sister rehabilitation fields, physical therapy and occupational therapy, this course seeks to explain practical ways that a speech language pathology assistant (SLPA) can assist the SLP within a clinical setting. Better serving populations with communication disorders takes a village. In order to provide quality care, Leach and Moore examined the use of the SLPA on an international scale and depicted elements of their own working relationship over the past five years. This presentation uses ASHA’s scope of practice guidelines and Tennessee’s state guidelines for the use of SLPAs.

**Course Objectives**

1. Participants will identify the scope of practice for a SLPA based on state and national guidelines.
2. Participants will define the history of the SLPA as it relates to certification and perceptions.
3. Participants will identify the top three misconceptions SLPs have about working with SLPAs according to preliminary survey data.

**Disclosures**

Rachel Leach has a relevant financial relationship with West Tennessee Hearing and Speech Center School in the form of salary for previous employment. Rachel Leach has a relevant non-financial relationship with California State University, Northridge, as she is a current graduate student on a thesis track where she is a volunteer teacher and speaker to gain experience for her oral defense.

Kimberli Moore has a relevant financial relationship to disclose with West Tennessee Hearing and Speech in the form of salary for employment, a management position as Executive Director and Speech Pathologist, and as a graduate student clinical supervisor. Kimberli Moore does not have any relevant non-financial relationships to disclose.

**Speaker Bio**

Rachel Leach, B.S., SLP-A, is a graduate student who has been working as a speech language pathology assistant for the past 5 years. She is interested in research in the fields of supervision, infrastructure, and head and neck cancer. This is Rachel’s second presentation on the topic of speech-language pathology partnerships. When not completing her thesis, Rachel enjoys spending time with her dogs and watching sports.

Kimberli Moore, M.S., CCC-SLP, is a speech language pathologist and the Executive Director of the West Tennessee Hearing and Speech Center in Jackson, Tn. She has been awarded the ACE award for continuing education performance three times. This is Kimberli’s second presentation on the topic of successful speech-language pathology partnerships.

**6:30-7:30 (1 instructional hour)**

Roxanne Pilger, M.S., CCC-SLP

**Student Knowledge Bowl/College Bowl**

**Course Abstract**

Graduate students will be given the opportunity to prepare for the Praxis examination in speech-language pathology and audiology by using clickers (ARS). Test construction, format, and test taking strategies will be highlighted. Teams from each university will be asked questions from previous Praxis exams as well as practice exams in a game show format. Subject matter experts will provide clarification and examples for questions requiring greater focus. Audience members will be encouraged to provide their perspectives.

**Course Objectives**

1. Participants will apply questions to actual clinical and professional practice of Speech/Language pathology and Audiology.
2. Participants will identify knowledge and insights from subject matter experts from speech science, audiology, private practice, medicine, public schools, universities and ASHA as they elaborate on the answers to questions.
3. Participants will summarize knowledge and insights regarding key issues facing the professions from Professional Association Board Members (state and national).
4. Participants will describe the most up to date information regarding evaluation, assessment, norms, and standards of practice while refreshing their knowledge in speech science, anatomy/physiology, dysphagia and audiology.

**Disclosures**

Roxanne Pilger has a relevant financial relationship with EBS Healthcare/Stepping Stones Group in the form of a salary. She does not have any relevant non-financial relationships to disclose.

**Speaker Bio**

Roxanne Pilger M.S., CCC-SLP, has a Master of Science degree in Communication Disorders from the University of Wisconsin- Stevens Point. She is a licensed and certified Speech Language Pathologist with 15 years of experience working in a variety of settings including public schools, skilled nursing facilities and home healthcare. Currently, Roxanne serves as a Regional Director with EBS Healthcare providing mentorship and clinical supervision as well as support to school districts and current EBS employees. Roxanne has also provided direct therapy, professional development opportunities in school settings as well as training and management for compliance and IEP development in order to align to the Common Core State Standards. Roxanne has also served as a Lead Speech Language Pathologist for a school district where she supported the Speech Department by coordinating the delivery of school speech/ language services to students, staff, and parents as well as maintaining and revising department forms, policies, and procedures. She also coordinated and designed intervention programs for those students who required speech/language services prior to evaluations as part of a MTSS initiative. Roxanne has a strong knowledge base in special education and working with culturally diverse populations, which allows her to support her staff and districts in the special education process. She has worked with and trained translators to assist with multicultural caseloads in order to provide effective and appropriate therapy approaches across varied therapy settings.

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

**FRIDAY** **October 22**

**8:00-10:00 (2 instructional hours)**

Jennifer Kile. M.S., CCC-SLP

**Aphasia Intervention in Action**

**Course Abstract**

This course will review evidence-based speech and language interventions for aphasia. The presenter will demonstrate practical application of evidence-based treatment protocols targeting word retrieval, discourse, reading, and writing skills to promote improved functional communication skills for PWA. Video demonstrations of specific protocols will be presented. Attendees will learn about the Life Participation Approach to Aphasia and identify resources to support conversations with PWA. The presenter will highlight current augmentative and alternative communication tools created for PWA.

**Course Objectives**

1. Participants will describe the Life Participation Approach to Aphasia.
2. Participants will identify clinical tools to facilitate assessment of interests and values.
3. Participants will identify AAC resources to support meaningful conversation with PWA.
4. Participants will identify at least six evidence-based language interventions.

**Disclosures**

Jennifer Kile has a financial relationship with Pi Beta Phi Rehabilitation Institute at Vanderbilt University Medical Center in the form of salary for employment. Jennifer Kile does not have any relevant non-financial disclosures. Jennifer has no financial or nonfinancial interest in any organization whose products or services are described, reviewed, evaluated or compared in the presentation.

**Speaker Bio**

Jennifer Kile, M.S., CCC-SLP,is an SLP-III at Pi Beta Phi Rehabilitation Institute at Vanderbilt University Medical Center in Nashville, TN. Her expertise is in the assessment and management of acquired neurogenic disorders. Jennifer has published on functional goal writing for aphasia in the AJSLP. She serves as a clinical education associate for the Department of Hearing and Speech Sciences at Vanderbilt University.

10:00-10:30 Break

**10:30-12:00 (1 hour and 30 minutes of instructional time)**

John L. Sandidge, M.A., CCC-SLP

**La Voce Femminile (the Feminine Voice)**

**Course Abstract**

This presentation describes the presenter's entry into the fascinating and rewarding area of voice feminization in the context of transfeminine persons. Although not a "how to," per se, aspects of service delivery, from initial evaluation through discharge, will be provided and discussed. A personal goal of the speaker is to provide insight to the learner that this is a truly wonderful and grateful population with whom it is a pleasure to work.

**Course Objectives**

1. The participant will list 3 aspects of voice feminization that are important to self-actualization in transgender females.
2. The participant will list 3 aspects of transgender-oriented initial evaluation.
3. Although not a "how-to," the participant will be able to list 3 activities that can promote successful voice feminization.

**Disclosures**

John Sandidge has a financial disclosure with the University of Memphis in the form of salary for employment. John Sandidge does not have any relevant non-financial disclosures.

**Speaker Bio**

John L. Sandidge, M.A., CCC-SLP, graduated from the University of Memphis School of CSD in 1996. For most of his career, he worked in the medical model of speech pathology with a concentration on Swallowing Disorders in the context of Head & Neck Cancer. Since joining his alma mater's faculty in 2016, he has continued service delivery to those with dysphagia, but also has a thriving and rewarding practice working with voice development in the transgender population.

12:00-1:30 Lunch

**1:30-2:30 (1 instructional hour)**

Bess Sirmon-Taylor, Ph.D., CCC-SLP

**Advocacy: Moving Beyond Clinical Interactions**

**Course Abstract**

This session will train clinical professionals in models of advocacy using the micro-meso-macro model to increase understanding of grassroots mechanisms for influencing policy and decision-makers for the benefit of our patients and ourselves. Advocacy happens at the level of the individual, with local agencies, and with legal and regulatory bodies. The state and federal governance processes will be reviewed in the context of legislation relevant to Audiology and SLP, and strategies for increasing active participation in advocacy activities will be presented. Ethical implications of advocacy, including responsibilities of practitioners, evidence-based practices, and identification of pseudoscience will be discussed.

**Course Objectives**

1. Participants will identify levels and models of advocacy.
2. Participants will describe governance structure and the legislative process.
3. Participants will list three methods of grassroots advocacy.

**Disclosures**

Bess Sirmon-Taylor has a relevant financial relationship with East Tennessee State University in the form of salary for employment. Bess Sirmon-Taylor has a non-financial disclosure with TAASLP as a committee volunteer and has a role in volunteer employment and volunteer teaching and speaking.

**Speaker Bio**

Dr. Bess Sirmon-Taylor, Ph.D., CCC-SLP, has been an SLP for over 30 years, and has specialized in assessment of TBI and concussion. Her more recent interests have been in ethics and policy, with a focus in legislative advocacy. She has been a TAASLP member since 2020, when she moved to Tennessee.

2:30-3:00 Break

**3:00- 4:30 (1 hour and 30 minutes of instructional time)**

Elizabeth Norberg, M.S., CCC-SLP

**Assessing the Aerodigestive Tract: Why FEES is a Crucial Piece of the Puzzle**

**Course Abstract**

This presentation seeks to illustrate the importance of Fiberoptic Endoscopic Evaluation of Swallowing (FEES) as an essential tool in evaluation and management of swallow function and communication in those with artificial airways. Anatomy and physiology of the aerodigestive tract will be reviewed with special consideration of the impact that artificial airways, particularly tracheostomy tubes, have on the system. Case studies will highlight complications of prolonged intubation on both the upper and lower airway that can impede speaking valve use and swallow function. This presentation seeks to help clinicians both novice and seasoned expand their tool box to help restore swallow and communication in these medically complex patients.

**Course Objectives**

1. Participants will identify key anatomy of aerodigestive tract that can be impacted by prolonged intubation.
2. Participants will explain complications that can arise from prolonged intubation and how this impacts speech and swallow restoration.
3. Participants will identify key signs and symptoms to look for during clinical bedside evaluation that warrant further evaluation and/or consultation to other services.

**Disclosures**

Elizabeth Norberg has no financial or non-financial disclosures.

**Speaker Bio**

Elizabeth Norberg, M.S., CCC-SLP, earned her Master’s degree from the University of Alabama. She has been in the field for over 15 years working in various teaching hospitals across the country. Elizabeth’s specialties include diagnosing and treating swallow dysfunction in medically complex patients, managing artificial airways to restore swallow function and communication, and performing FEES. She is currently employed at Centennial Medical Center, Specialty Select Hospital, and Vanderbilt University Medical Center.

**AUDIOLOGY SESSIONS**

**Thursday October 21**

**8:30-10:00 (1 hour and 30 minutes of instructional time)**

Kathy Dowd, Au.D. & Saravanan Elangovan, Ph.D.

**Session 1: Role of Audiology in the Care of Individuals with Diabetes**

**Session 2: OBRA, PDPM, COVID Effects on Auditory status of individuals in Skilled Nursing Homes**

**Course Abstract**

Session One will cover the epidemiology of hearing loss and risk of falls in individuals with diabetes. We will discuss the pathophysiology of diabetes on peripheral and central auditory and vestibular structures and present emerging research suggesting that diabetes results in sub-clinical auditory processing deficits that precedes peripheral hearing loss.

Session Two will review the federal rules for nursing facilities in OBRA, the new PDPM focus on cognitive services and Covid effects on resident’s auditory status, hearing and APD.

**Course Objectives**

1. Participants will identify the medical basis of changes in the peripheral and central mechanisms of auditory and vestibular systems.
2. Participants will describe a strategy for the audiological management of individuals with diabetes.
3. Participants will analyze the federal rules and regs, current Covid issues and apply these to an audiology program in skilled nursing facilities

**Disclosures**

Kathy Dowd has a relevant financial relationship with DBHZ Consulting, Inc., for ownership interests (stocks, stock options or other ownership interest excluding diversified mutual funds) for her role as an independent contractor/ownership. Kathy Dowd has a non-financial relationship with The Audiology Project, Inc., (nonprofit awareness of diabetes, hearing loss, and balance connections) as a professional for her role in volunteer employment, board membership, and volunteer consulting.

Saravan Elangovan has a relevant financial relationship with East Tennessee State University in the form of salary for employment. Saravan Elangovan has a relevant non-financial relationship with The Audiology Project, Inc., as a professional member and for his role in volunteer membership on an advisory committee or review panel.

**Speaker Bio**

Kathy Dowd, Au.D., is Executive Director of The Audiology Project. She has been a clinical and educational audiologist for 41 years. Her present work is with the CDC to define audiology medical management for diabetes care.

Saravanan Elangovan, Ph.D., is a professor and director of the Audiology Program at East TN State University. His current research and clinical interests are in the areas of Auditory Processing Disorders and studying the effects of concussion and diabetes on Auditory processing/listening skills. He is a member of The Audiology Project Advocacy Group.

10:00-10:30 Break

**10:30-11:30 (1 instructional hour)**

Christine Brown, Au.D. & Sara Unrein, Au.D.

**Management of Contralateral Hearing Aids for Unilateral Cochlear Implant Recipients**

**Course Abstract**

Despite the availability of bilateral cochlear implantation, many pediatric and adult cochlear implant (CI) recipients remain unilateral CI recipients and are candidates for use of a hearing aid in the contralateral ear. This presentation will review the benefits and limitations of bimodal stimulation as discussed in the literature. We will provide participants with a comprehensive overview of hearing aid management for bimodal cochlear implant recipients, including considerations for hearing aid selection, fitting, and management for bimodal CI recipients with varying cochlear implant brands. Finally, this presentation will propose models for coordinating care and communication between hearing aid audiologists and CI centers.

**Course Objectives**

1. Participants will identify adult and pediatric cochlear implant recipients that are candidates for bimodal stimulation.
2. Participants will identify hearing aid brands/models that offer bimodal advantages for cochlear implant recipients.
3. Participants will list ways to effectively partner with cochlear implant centers to meet the hearing needs of bimodal recipients in their practice.

**Disclosures**

Christine Brown has a relevant financial relationship with Vanderbilt University Medical Center in the form of salary for employment. Christine Brown has a relevant financial and non-financial relationship (both paid and unpaid) with Advanced Bionics in the form of a consulting fee and travel funds (hotel and airfare) for her role in consulting and for her membership on an advisory committee or review panel.

Sara Unrein has no relevant financial or non-financial relationships to disclose.

**Speaker Bio**

Christine Brown, Au.D., is a cochlear implant and research audiologist at the Vanderbilt Bill Wilkerson Center. She holds a Bachelor of Science in Communication Sciences and Disorders from Northwestern University and a Doctorate in Audiology from Vanderbilt University.

Sara Unrein, Au.D. works as an adult cochlear implant audiologist at the Vanderbilt Bill Wilkerson Center downtown and Lebanon locations. She received her Doctorate of Audiology at Vanderbilt University and her bachelor’s degree in speech language pathology and audiology from University of Nebraska Lincoln.

**11:30-12:30 (1 instructional hour)**

Tim Boyd, M.P.H.

**Advocating for the Professions**

**Course Abstract**

During this session, attendees will have the opportunity to develop an understanding of how to advocate for the professions of speech-language pathology and audiology. Participants will be able to identify advocacy resources available on current national policy trends, including issues impacting diversity, equity, and inclusion.

**Course Objectives**

1. Participants will identify key aspects of advocating for the professions through the legislative process.
2. Participants will identify policy trends affect audiology and speech-language pathology at the state and national levels.
3. Participants will identify resources available on issues impacting diversity, equity, and inclusion.

**Disclosures**

Tim Boyd has a relevant financial relationship with ASHA in the form of salary for employment. He has a relevant non-financial relationship, as he is a family member of an SLP/ASHA member.

**Speaker Bio**

Tim Boyd, M.P.H., has served as ASHA’s Director of State Health Care and Education Affairs since July 2019. Before joining ASHA, Tim worked on state policy for the National Organization for Rare Disorders (NORD) and domestic policy for the AIDS Healthcare Foundation (AHF). Tim earned his B.A. in Political Science from the University of California Santa Barbara and an M.P.H. from George Washington University.

12:30-2:00 Lunch and Spirit Bowl

**2:00-3:00 (1 instructional hour)**

Kelley Corcoran, Au.D.

**Ethics in Audiology**

**Course Abstract**

This course will cover different models for ethical decision making and apply those models to real life audiology situations.

**Course Objectives**

1. Participants will describe different models for ethical thinking.
2. Participants will apply an ethical model to an ethical dilemma.
3. Participants will identify the difference between ethical vs legal vs moral issues.

**Disclosures**

Kelley Corcoran has a relevant financial relationship with Vanderbilt University Medical Center in the form of salary for employment. Kelley Corcoran has no relevant non-financial relationships to disclose.

**Speaker Bio**

Dr. Kelley Corcoran, Au.D., received her doctorate of audiology from the University of Washington in 2014. She currently works at Vanderbilt Bill Wilkerson Center since September 2016 in the Balance Disorders Clinic and Cochlear Implant Clinic. She has previously served a 3-year term on the American Academy of Audiology Ethical Practices Committee from September 2017-2020. She served as the TAASLP VP of Convention from January 2019-December 2020. She is currently the TAA President-Elect.

3:00-3:30 Break

**3:30-5:30 (2 instructional hours)**

Susan Amberg, Au.D.

**Grand Rounds in Audiology**

**Course abstract**

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.

**Course Objectives**

1. Participants will integrate the importance of multi-disciplinary evaluation and treatment.
2. Participants will identify when they need to broaden the spectrum of diagnostics.
3. Participants will investigate various methods to derive the best fit for the diagnostic problem and treatment/management.

**Disclosures**

Susan Amberg has a financial relationship with Vanderbilt Bill Wilkerson Center in the form of salary for employment. Susan Amberg has a non-financial disclosure with TAASLP/TAA as a professional member for her role in board membership (on EC board for both TAASLP and TAA).

**Speaker Bio**

Susan Amberg, AuD, is an audiologist at the Vanderbilt Bill Wilkerson Center (VBWC) in Nashville, TN, providing clinical services and graduate student supervision. Dr. Amberg is currently Associate Director of the Cochlear Implant Program at VBWC and works primarily with the adult hearing-impaired population. She has been active at the state and national association levels, serving on the executive board of the Tennessee Association of Audiologist and Speech-Language Pathologists and the Tennessee Academy of Audiology and on the Council on Academic Accreditation in Audiology and Speech Language Pathology.

5:30-6:30 Exhibitor Reception

**6:30-7:30 (1 instructional hour)**

Roxanne Pilger, MS, CCC-SLP

**Student Knowledge Bowl/College Bowl**

**Course Abstract**

Graduate students will be given the opportunity to prepare for the Praxis examination in speech-language pathology and audiology by using clickers (ARS). Test construction, format, and test taking strategies will be highlighted. Teams from each university will be asked questions from previous Praxis exams as well as practice exams in a game show format. Subject matter experts will provide clarification and examples for questions requiring greater focus. Audience members will be encouraged to provide their perspectives.

**Course Objectives**

1. Participants will apply questions to actual clinical and professional practice of Speech/Language pathology and Audiology.
2. Participants will identify knowledge and insights from subject matter experts from speech science, audiology, private practice, medicine, public schools, universities and ASHA as they elaborate on the answers to questions.
3. Participants will summarize knowledge and insights regarding key issues facing the professions from Professional Association Board Members (state and national).
4. Participants will describe the most up to date information regarding evaluation, assessment, norms, and standards of practice while refreshing their knowledge in speech science, anatomy/physiology, dysphagia and audiology.

**Disclosures**

Roxanne Pilger has a relevant financial relationship with EBS Healthcare/Stepping Stones Group in the form of a salary. She does not have any relevant non-financial relationships to disclose.

**Speaker Bio**

Roxanne Pilger M.S., CCC-SLP, has a Master of Science degree in Communication Disorders from the University of Wisconsin- Stevens Point. She is a licensed and certified Speech Language Pathologist with 15 years of experience working in a variety of settings including public schools, skilled nursing facilities and home healthcare. Currently, Roxanne serves as a Regional Director with EBS Healthcare providing mentorship and clinical supervision as well as support to school districts and current EBS employees. Roxanne has also provided direct therapy, professional development opportunities in school settings as well as training and management for compliance and IEP development in order to align to the Common Core State Standards. Roxanne has also served as a Lead Speech Language Pathologist for a school district where she supported the Speech Department by coordinating the delivery of school speech/ language services to students, staff, and parents as well as maintaining and revising department forms, policies, and procedures. She also coordinated and designed intervention programs for those students who required speech/language services prior to evaluations as part of a MTSS initiative. Roxanne has a strong knowledge base in special education and working with culturally diverse populations, which allows her to support her staff and districts in the special education process. She has worked with and trained translators to assist with multicultural caseloads in order to provide effective and appropriate therapy approaches across varied therapy settings.

**AUDIOLOGY SESSIONS**

**Friday October 22**

**8:30-10:00 (1 hour and 30 minutes of instructional time)**

Devin McCaslin, Ph.D.

**An Audiologists Survival Guide to Acute and Chronic Dizziness**

**Course Abstract**

Failures of care coordination and ineffective treatments waste more than US$175 billion in the USA alone. One of the most challenging problems is matching the right clinician to the right patient at the right time. Dizziness and vertigo exemplify this problem. Symptoms may be caused by illnesses that cross multiple medical specialties, requiring evaluations by well-coordinated teams of experts to achieve the best clinical outcomes. This study will review how to approach patients with acute and chronic dizziness as well as describe the first steps of a large project to automate and optimize scheduling of multi-disciplinary consultations for patients with dizziness at our center using machine learning techniques.

**Course Objective**

1. Participants will identify the different forms of acute dizziness and their potential sources.
2. Participants will describe what is meant by functional dizziness and how it can be managed.
3. Participants will define how intelligent algorithms can be applied to the automated triage of dizzy patients.

**Disclosures**

Devin McCaslin has a financial relationship with the Dizzy Guide in the form of intellectual property rights and he holds a patent on equipment for his role in consulting. Devin McCaslin has a non-financial relationship with the University of Michigan as a professor.

**Speaker Bio**

Devin L. McCaslin, Ph.D., currently serves as the Director of Audiology at Michigan Medicine in Ann Arbor and is a Professor of Otolaryngology-Head and Neck Surgery at the University of Michigan. Dr. McCaslin’s major academic, clinical and research interests relate to clinical electrophysiology, vestibular assessment, healthcare economics, and the application of artificial intelligence to manage and treat dizzy patients.

10:00-10:30 Break

10:30-11:00 TAA Borad (Business Meeting)

**11:00-12:00 (1 instructional hour)**

Kelley Corcoran, Au.D.

**Legislative & Issues Update**

**Course Abstract**

This session will cover current areas of legislation (national and state) that will impact the practice of audiology. Topics include telehealth, interstate compact and HIS Cerumen Management bill.

**Course Objectives**

1. Participants will identify new laws passed by the Tennessee General Assembly in 2020 and 2021.
2. Participants define what issues will be coming up and monitored in the 2022 Tennessee General Assembly.
3. Participants will describe how to better proceed when further legislative issues occur within our profession.

**Disclosures**

Kelley Corcoran has a relevant financial relationship with Vanderbilt University Medical Center in the form of salary for employment. Kelley Corcoran has no relevant non-financial relationships to disclose.

**Speaker Bio**

Dr. Kelley Corcoran received her doctorate of audiology from the University of Washington in 2014. She currently works at Vanderbilt Bill Wilkerson Center since September 2016 in the Balance Disorders Clinic and Cochlear Implant Clinic. She has previously served a 3-year term on the American Academy of Audiology Ethical Practices Committee from September 2017-2020. She served as the TAASLP VP of Convention from January 2019-December 2020. She is currently the TAA President-Elect.

12:00-1:30 Awards and Business Luncheon

**1:30-2:30 (1 instructional hour)**

Bess Sirmon-Taylor, Ph.D., CCC-SLP

**Advocacy: Moving Beyond Clinical Interaction**

**Course Abstract**

This session will train clinical professionals in models of advocacy using the micro-meso-macro model to increase understanding of grassroots mechanisms for influencing policy and decision-makers for the benefit of our patients and ourselves. Advocacy happens at the level of the individual, with local agencies, and with legal and regulatory bodies. The state and federal governance processes will be reviewed in the context of legislation relevant to Audiology and SLP, and strategies for increasing active participation in advocacy activities will be presented. Ethical implications of advocacy, including responsibilities of practitioners, evidence-based practices, and identification of pseudoscience will be discussed.

**Course Objectives**

1. Participants will identify levels and models of advocacy.
2. Participants will describe governance structure and the legislative process.
3. Participants will list three methods of grassroots advocacy.

**Disclosures**

Bess Sirmon-Taylor has a relevant financial relationship with East Tennessee State University in the form of salary for employment. Bess Sirmon-Taylor has a non-financial disclosure with TAASLP as a committee volunteer and has a role in volunteer employment and volunteer teaching and speaking.

**Speaker Bio**

Dr. Bess Sirmon-Taylor, Ph.D., CCC-SLP, has been an SLP for over 30 years, and has specialized in assessment of TBI and concussion. Her more recent interests have been in ethics and policy, with a focus in legislative advocacy. She has been a TAASLP member since 2020, when she moved to Tennessee.

**2:30-4:00 (.15 CEU)**

Casandra Burnett Banks, Au.D., Julie Marshall, M.A., SLP, and Megan Burkhardt-Reed, B.A.

**Opening Doors for Diversity and Inclusion in CSD**

**Course Abstract**

Information will be printed in the convention program. The School of Communication Sciences and Disorders at the University of Memphis created a Diversity Taskforce in August 2020 to address the problem of underrepresented minorities in the fields of speech language pathology and audiology. This session will share the actions taken by this task force in a panel and discussion format.

**Course Objectives**

1. Participants will define why there is a need for diversity in CSD and the potential barriers encountered by minority students when applying to CSD programs.
2. Participants will summarize recruitment activities utilized by task force and their outcomes.
3. Participants will identify activities to increase awareness of CSD professions, especially in minority populations.

**Disclosures**

Cassandra Banks has a relevant financial relationship with the University of Memphis in the form of salary for employment. Cassandra Banks has no relevant non-financial relationships to disclose.

Julie Marshall has a relevant financial relationship with the University of Memphis in the form of salary for employment. Julie Marshall has no relevant non-financial relationships to disclose.

Megan Burkhardt-Reed has no relevant financial or non-financial relationships to disclose.

**Speaker Bio**

Casandra Banks, Au.D., is on the clinical faculty at the University of Memphis. She has worked as a clinical audiologist and clinical assistant professor of audiology in various settings over the past 37 years. Specialty areas include adult and pediatric assessments, hearing aids, tinnitus, and diversity issues.

Julie Marshall, M.A., SLP, is a clinical associate professor at The University of Memphis. Her areas of interest are fluency disorders, language and dialect, and articulation disorders. She is a Board Recognized Specialist-Fluency Disorders and co-advisor to the UM NSSLHA Chapter.

Megan Burkhardt-Reed, B.A., is a 6th year doctoral candidate at the University of Memphis. Her work focuses on the acquisition and development of language in young children. She is passionate about diversity, equity, and inclusion with hopes to see continued representation of minorities in both graduate and doctoral programs in CSD.