Oh The Places We've Been
Southeastern University Clinical Educators (SEUCE)
2022 Annual Conference
Roanoke, VA
September 28-September 30, 2022
Hosted by Longwood University Farmville, VA and Radford University, Radford, VA

Thursday, September 29, 2022
8-8:15 CE Morning Sign In
8:15-8:30 Welcome

8:30-10:00 Becoming Youer than You: Embrace your natural talents; unlock your team's potential (90 minute/ 1.5 hours)
Presenter: Dr. Corey Cassidy, Ph.D., CCC-SLP, Radford University

This session will provide an overview of and discussion of the use of evidence-based personality and productivity tools to determine and embrace one natural talents at work and to unlock a team full potential. Faculty and students can use a variety of assessment tools, including the Myers-Briggs Type Indicator, Enneagram, 6 Types of Working Genius, and True Colors program, to match individuals to their strengths and recognize differences among team members, in order to improve communication, assist in the resolution of conflict, and engage in educationally-based and interprofessional collaborative opportunities and outcomes. Participants will have the opportunity to complete their own True Colors assessment. They will then discuss how to interpret and use their outcomes to support their roles as clinical educators when working with diverse groups of students and clients, as well as how to utilize the tool with their own colleagues to strengthen professional cohesion, communication, and collaboration.

Learning Outcomes: Upon completion of this session, participants will 1) discuss best practices to ensure they are working together with both colleagues and students to build team capacity and jointly plan, solve problems, and work toward productive outcomes. 2) Participants will discuss, discern among, and choose from a variety of evidence-based personality and productivity tools to enhance their own contributions to and interpersonal relationships with their colleagues and to support their students. 3) acquisition of knowledge and skills related to communication and teamwork. 4) Participants will discover their own strengths and skills, based on their True Colors assessment outcomes, and be able to utilize this tool to support and engage with their own teams.

10-10:15 Break

10:15-11:15 Leading Effective Debrief Discussions (60 minutes/1 hour)
Presenter: Clint Johnson, M.S. CCC-SLP, Simucase

Presenters will demonstrate use of new tools for evaluating participation, performance, and overall satisfaction for clinical experiences for both supervisor and supervisee roles. Outcome data and student feedback from FIRE Debrief Checklists will be presented. Resources will be shared with attendees for implementation in clinical practice.

Learning Outcomes: Following completion of this session, participants will be able to:
1. Describe the procedures and methodology for leading reflective debrief discussions.
2. Summarize differences among Debrief Checklist protocols.
3. Summarize outcome data from cohorts using FIRE Debrief Checklists.

11:15-12:15 Diversity Training in Graduate Programs: Effective and Actionable Practices (60 minutes/ 1hour)
Presenter: Kristen Lewandowski, M.A., CCC-SLP, University of Florida

As our profession strives to increase diversity training, it is necessary and important to include students enrolled in graduate programs. The author will review actionable practices that programs may include in their academic and clinical curriculum addressing cultural competency. These practices include ASHAs cultural competence checklist, reflective writing, hybrid teaching methods, and clinical placement experiences focused on diversity training. Trends in cultural competence among graduate students will be discussed along with recommendations for addressing gaps in diversity training.

Learning Outcomes: Upon completion of this session, participants will 1) Describe current trends in diversity training in communication sciences and disorders graduate programs. 2) Explain how the use of various clinical and teaching methods can be used to support diversity training for graduate students. 3) Identify potential areas of development for graduate programs to address gaps and needs in cultural competence.

12:15-1:30 Lunch (on your own)

1:30-2:30 Sports, Horses, Detectives, and Adventure: Oh My! UNCG Summer Camps (60 minutes/ 1 hour)
Presenter: Dr. Emily Hamuka, Dr. Kelly Harrington, Lisa McDonald and Matt Cuddington, University of North Carolina Greensboro

Since 2020, obtaining clinical clock hours for graduate students during the summer has become increasingly challenging for universities. UNC Greensboro has offered one or two intensive summer clinical placements along with community camps over the last 15 years. However, during the COVID-19 pandemic, this was no longer possible and Simucase and telepractice became the only options. As a creative solution to offer more face-to-face clinical opportunities during the 2022 summer, UNC Greensboro added an array of different and exciting clinical opportunities for first year graduate students. This presentation will highlight our unique training model, discuss the structure of the two-week intensive camps, focus on our community partnerships and interprofessional relationships we have established, and help participants develop their own plans to use summer camps to provide valuable clinical education and services to their local communities.

Learning Objectives: Upon completion of this session, participants will 1) Describe a unique training model for graduate students for summer placements. 2) List the benefits of the summer

clinical placements to the community, the University, and the graduate students. 3) Identify possible ways your clinic can incorporate ideas from this model.

2:30-3:30 Challenges and Solutions to Online Clinical Education (60 minutes/1 hour)
Presenter: Dr. Steven Moates, D'Anna Nowack, Dr. Melissa Garcia, and Deborah Rainer (contributor), Baylor University

This presentation will provide conceptual and practical information for implementing an online clinical education program. Clinical faculty will provide a program overview, clinical objectives, clinical challenges, and solutions to implementing an externship-based clinical education program. Outcomes of student clinical performance and faculty perceptions will be discussed.

Learning Outcomes: Upon completion of this session, participants will 1) Identify potential clinical challenges of an externship-based clinical education program. 2) Identify potential clinical solutions in an externship-based clinical education program. 3) Evaluate the potential development and implementation of an online clinical program model.

3:30-3:45 Break

3:45-4:45 Baselining 101: Start at the Beginning (60 minutes/1 hour)
Presenter: Alison Brockett, M.S. CCC-SLP and Dr. Kimberly Mory, Ph. D., Texas Woman's University

It has been observed that students have often been taught to develop treatment objectives. However, few students have received information about how to use baselining as a precursor to developing goals and objectives. Baselining often remains an unexplained enigma and students frequently exhibit difficulty in learning how to take baseline data in order to generate appropriate goals and objectives to direct treatment plans for their clients. It is not until students begin their clinical practicum experiences that they begin to realize that treatment planning and data collection is much more difficult when treatment objectives have not been properly identified. It is imperative that students learn how to baseline clients skills in order to generate appropriate goals and objectives for treatment plans. This presentation demonstrates methods of teaching baselining skills to students, and ways to help students understand how to apply baselining to the development of treatment goals and objectives.

Learning Outcomes: Upon completion of this session, participants will 1) Participants will be able to explain the purpose of baselining to students. 2) Participants will be able to teach students how to generate appropriate activities in baselining different areas of speech and language skills. 3) Participants will be able to explain to students the use of baselining to develop appropriate goals and objectives.

5-6:30 Reception & Round Table Discussions: Hot Topics (45 minutes/ .75 hours)
Presenters: Dr. Shannon Salley, SLP-D, CCC-SLP, Longwood University and Rebecca Epperly, M.S. CCC-SLP, Radford University

Learning Outcomes: Following participation in this session, participants will be able to discuss three (3) current challenges in the clinical education of speech-language pathology and audiology students as well as possible solutions to these challenges.

(Total CE Contact Time for Thursday: 7.25 hours)

Friday, September 30, 2022

8:15-8:30 CE Morning Sign In

8:30-9:30 Cause for Pause Measures of Mindfulness, Stress, and Burnout in Speech-Language Pathology Graduate Students (60 minutes/ 1 hour)
Presenter: Melissa May, M.Ed., CCC-SLP and Joya Robertson, M. A. CCC-SLP, University of North Carolina Greensboro

Motivated by their own experiences, UNCG CSD graduate students created a survey on mindfulness, stress and burnout measures. A total of 465 speech language pathology graduate students across the United States participated and were prompted to share their thoughts on the subject honestly. Responses revealed that significant numbers of students experienced stress and burnout at some point in graduate school. Overall, results indicated that most students reported unsatisfied feelings with their graduate programs. Issues such as lack of time to seek mental health services, minimal support from professors, and overwhelming hours spent on clinicals/schoolwork were all consistent responses. Let's take this Cause for Pause to address potential remedies. This presentation will review strategies for stress management and self-care as well as how to promote positive mental health practices to reduce burnout in graduate school and beyond.

Learning Outcomes: 1) Describe ways that CSD programs can address the issues raised in the survey responses. 2) List ways clinical educators can create and model a culture of work/life balance. 3) Identify ways your program could incorporate stress and burnout reducing practices and mindfulness techniques into the program.

9:30-10:30 SLPs and Behavior Supportive Strategies: Providing Resources for CSDS Graduate Students (60 minutes/ 1 hour)
Presenter: Dr. Erin Wallace, Ph. D., CCC-SLP, Longwood University

Teacher's use of language supportive strategies is significant in supporting childhood language and literacy development. We examined the frequency of educator-delivered language-supportive strategies during instructional time in public Kindergarten classrooms. We assessed 10 teachers and their frequency of strategies through transcription and coding of audio recordings. Descriptive data revealed teachers used close-ended questions most frequently and open-ended questions least frequently. Their minimal use of open-ended questions raises concerns as teacher's use of open-ended questions enhances language and literacy development. These results reiterate the importance of establishing and maintaining collaborative partnerships with general education to provide support for our teachers to effectively integrate language

supportive strategies into their instructional time. Future research should examine the value of collaboration between teachers and speech language pathologists to address these concerns.

Learning Outcomes: 1) Identify the need for effective collaborative partnerships between SLPs and general education teachers. 2) Identify the evidence based language supportive strategies teachers should implement in their classroom to create a language rich environment and describe how SLPs can support them. 3) Describe and list tips for overcoming barriers and establishing and maintaining collaborative partnerships.

10:30-10:45 Break

10:45-11:45 The New Normal: Clinical Education InThe Hybrid World (60 minutes/ 1 hour)
Presenter: Dionne Walker, M.A. CCC-SLP, Shannon Jacobson, M.S. CCC-SLP, and Janet Eckert, M.S. CCC-SLP, University of Houston

What is the new normal? Eighteen months ago, the new normal included virtual learning, simulations, and telepractice. Today, the new normal is a hybrid model of learning and supervision. Simulations and other forms of virtual learning continue to fill an invaluable educational need. For some of those hard to earn competencies, such as dysphagia, a gap in skills was reported when our clinicians transitioned to externship. To better facilitate the transition, our program developed a six-week lab to provide hands-on opportunities in an effort to bridge the gap between virtual learning and the real world. This is what we learned.

Learning Outcomes: 1) participants will list challenges associated with the new normal in clinical education. 2) participants will describe ways to integrate virtual learning with physical application

11:45-12:15 A Profession Portfolio: Summing up Graduate Education (30 minutes/ .50 hour)
Presenter: Dr. Shannon Salley, SLP-D, CCC-SLP, Longwood University

The Council on Academic Accreditation requires a summative assessment as students complete their graduate program. This presentation will discuss how Longwood University transitioned from comprehensive exams to a professional portfolio to meet this accreditation standard. Portfolio requirements, artifacts, timelines, and examples of past portfolios will be shared.

Learning Outcomes: 1) Participants will be able to discuss how to implement professional portfolios into their graduate program. 2) Participants will be able to discuss at least 2 advantages of professional portfolios.

12:15-12:45 Beyond CSD: Undergraduate Majors as a Source of Heterogeneity in Speech-Language Pathology (30 minutes/ .50 hour)
Presenter: Lori-Ann Ferraro, M.A., CCC-SLP, Medical University of South Carolina

The American Speech-Language-Hearing Association lists three typical pathways for students to qualify for acceptance into a graduate speech-language pathology (SLP) program. The first and most common way is for a student to have earned a bachelors degree in communication sciences and disorders (CSD). One would assume that a student with a background in CSD would demonstrate the best performance in graduate school as they completed the minimum prerequisites as well as a majority of their other coursework related to speech-language pathology and audiology. A program evaluation was completed to determine if there was a discrepancy in performance during the first semester program between students with and without an undergraduate degree in CSD. Results found that having an undergraduate degree in CSD, another health-related field, or another non-health related field did not increase the odds of high performance during the first semester of graduate school in an SLP program.

Learning Outcomes: 1) Participants will be able to list the three typical pathways for acceptance into a graduate speech-language pathology program. 2) Participants will be able to explain how isomorphism in educational programs may contribute to a lack of diversity in the organization. 3) Participants will be able to describe two ways the Motley Crew Principle can bring improvement to an organization.

(Total CE Contact Time for Friday: 4 hours)

Total CE Contact Time for SEUCE: 11.25 hours