

## SEUCE Conference 2024 Program Details

### Thursday, October 3rd, 2024

8 - 8:15: Check-In and Breakfast

8:15 - 8:30: Welcome and Opening Remarks

**Session 1:** 8:30 - 9 am Interprofessional Education: Hunger and Poverty Simulation (.5)

**Presenter:** Shannon Salley, Longwood University

#### **Learning Objectives:**

1. Gain an understanding of hunger in local communities and reflect upon how it can affect them directly and indirectly.
2. Identify at least 3 ways to collaborate with peers, colleagues, other professionals, and community members to assist with potential food security issues experienced by their future patients/clients/students.
3. Reflect upon how poverty, hunger, and food insecurities can be addressed via a collaborative and interprofessional lens.

The issues of hunger, poverty, and food insecurity will be addressed via an interprofessional immersive, reflective, and educational experience. Students from a variety of pre-professional programs will participate in several activities offered over the course of a week and will be educated on the basic facts of dealing with hunger throughout the events. Students will be encouraged to discuss best practices regarding helping their future patients/clients/students with the issues of hunger, poverty, and food insecurity using a collaborative mindset. Students will also be encouraged to reflect on how the experience of poverty effects a person's day-to-day life, both physically and emotionally, and how their collaborative approach to the issue can positively impact their patients/clients/students. Ultimately, through this series of educational and interactive role play experiences, students from a variety of pre-professional disciplines will gain an understanding of hunger, poverty, and food insecurity and how they can help address it through an interprofessional and collaborative lens.

**Financial Disclosures:** University salary, grant funding

**Session 2:** 9 - 10 am Supporting Neurodiversity in SLP Graduate Programs (1.0)

**Presenters:** Kimberly Mory, Rebecca Jimenez, Alison Brocket, Texas Woman's University

**Learning Objectives:**

1. Identify the key elements that present strengths and challenges for neurodiverse students in graduate speech pathology programs, and discuss the impact on academic and clinical skills;
2. Develop a plan to appropriately evaluate neurodiverse students in academic and clinical experiences, and implement support strategies as needed;
3. Discuss identified best practices and develop an appropriate plan to support neurodiverse students academically and clinically.

Recently, our undergraduate and graduate programs have appreciated an increase in enrollment in students who self-identify as being neurodiverse. These students bring a new and valued perspective, and we have welcomed them into our programs. However, this recent student population has brought new challenges to faculty, as well as to other students in the program. While wanting to be supportive of our neurodiverse students, program policies and ASHA's required competencies has highlighted the need in our program to find ways to assist students to be successful academically and clinically. Many of these students are able to complete course work with, or without, supportive measures in place, but they often struggle with clinical skills. At Texas Woman's University, we are working to develop additional resources and practice for students learning the nuances required in clinical skills, but we have difficulty knowing how much support to provide when the students must be able to successfully navigate external practicum sites without the extra support provided by our own program faculty.

While many neurodiverse students take advantage of academic accommodations, research is showing that to be successful academically and clinically, these students require more than just academic accommodations. University programs are trying various levels of support including peer mentoring and social skills groups (Morris, Matta & Fung, 2022). It has also been suggested that additional education regarding neurodiversity be provided to external clinical supervisors (Oates & Bean, 2023).

This presentation will focus on the triumphs and needs of our neurodiverse students and will highlight the successes and disappointments that our program has experienced when addressing the academic and clinical successes of neurodiverse students. We would like for this to be an interactive presentation so that other programs can share successful strategies in addressing the challenges of the neurodiverse student population in their own programs.

**Financial Disclosures:** University salary

**10am:** Break

**Session 3:** 10:15 - 11 am Expanding Student Learning and Patient Care Access through An Outreach Partnership Rural Health Initiative (.75)

**Presenters:** Lydia Allison, Auburn University

**Learning Objectives:**

1. The audience will describe social determinants of health related to rural healthcare.
2. The audience will identify how healthcare disparities impact access to speech therapy services.
3. The audience will identify opportunities within the university or community for service learning related to healthcare disparities.

The Auburn University Speech and Hearing Clinic established speech therapy services at a rural health clinic as part of the Auburn University Rural Health Initiative. This unique opportunity addresses two pressing issues: 1) service provision to an underserved community in a healthcare desert and 2) experiential learning of the impact of healthcare disparities for graduate students in speech pathology. The process for establishment of services, community engagement and buy-in, outreach opportunities, and service learning will be covered along with opportunities to discuss implementing a similar practice model at other universities.

**Financial Disclosures:** University salary

**Session 4:** 11 - 12 pm Supporting Professionalism in Gen Z Students: Shifting the Model for a New Generation of SLPs (1.0)

**Presenters:** Lisa McDonald, Kelly Harrington, University of North Carolina Greensboro

**Learning Objectives:**

1. Describe unique characteristics of Gen Z students and how those traits can impact professionalism in clinical settings.
2. Summarize one program's approach to teaching professionalism from student orientation to graduation.
3. Reflect on existing challenges with student professionalism across programs and share ideas to improve overall student outcomes.

Every generation of learners is characterized by unique strengths and needs, and CSD programs must continually adjust to these student needs to remain relevant. Gen Z

learners have much to bring to the profession, including strengths in technology, collaborative learning, and prioritizing wellness and self-care. As clinical educators evolve our teaching to adapt to Gen Z learners, it is imperative that we continue to model and teach professionalism. This presentation will describe some of the unique strengths and challenges of the Gen Z learner. It will highlight UNC Greensboro's approach to teaching professionalism from orientation to graduation and will discuss ways this approach has evolved in recent years. Finally, participants will be encouraged to reflect on their current challenges with student professionalism and to brainstorm together to develop solutions.

**Financial Disclosures:** University salary

**12 pm:** Lunch on own

**Session 5:** 1:30 - 2 pm Use of Medical Lab for Simulated-Based Learning (.5)

**Presenters:** Shannon Salley, Ann Cralidis, Longwood University

**Learning Objectives:**

1. Discuss how simulation activities support the transition from classroom to clinic
2. Discuss how learning objectives from academic classes are supplemented with simulation activities
3. Discuss how simulation can support development of skills in communication, critical thinking, and judgment/reasoning.

The Communication Sciences and Disorders (CSD) Program at Longwood University established the Medical Learning Lab in 2023 as a unique SBLE that offers both graduate and undergraduate students the opportunity to engage in a number of hands-on learning opportunities. The lab provides an effective link between classroom instruction and the clinical application of material learned. Lab experiences are infused throughout a number of CSD courses, including neurology, anatomy and physiology, motor speech disorders, voice disorders, neurocognitive disorders, and adult and pediatric dysphagia. The purpose of this presentation is to impart information on the structure of our lab and how we infuse SBLE into our academic programs.

**Financial Disclosures:** University salary, Other:Some items discussed in the presentation were donations from the Scottish Rite and the nursing program at Longwood University

**Session 6:** 2 - 230 pm Empowering the Next Generation of Advocates via Sustainable, Statewide, Student-Led Advocacy Initiatives (.5)

**Presenters:** Kristen Lewandowski, University of Florida

**Learning Objectives:**

1. Identify 5 foundational skills to teach graduate students that are necessary to the understanding of legislation, policy, and advocacy.
2. Describe a framework for promoting the development of state-level advocacy skills in graduate students.
3. Discuss the process for implementing student-led in-person, virtual, and social media advocacy events.

Healthcare is directly impacted by local, statewide, and national legislation and policy, including the fields of speech pathology and audiology. It is more important than ever for professionals in these fields to have at least foundational knowledge in public policy processes, impact of legislation, and how to advocate for our field. State level licensing boards and the American Speech-Language Hearing Association require professional topics, such as advocacy and leadership, to be included in graduate training for entry-level competency and practice. Programs must include coursework in this area in order to ensure this important requirement is met. Much like clinical education, multimodal experiential (hands-on) learning is a best practice approach to teaching advocacy and leadership skills. This presentation will review how to promote advocacy and leadership skills in graduate students via explicit teaching of foundational knowledge and applying skills learned in a variety of advocacy initiatives (such as in-person, virtual, and social media).

**Financial Disclosures:** University salary

**Session 7:** 2:30 - 3:15 pm Thinking Outside of the University Clinic: Diversifying Clinical Experiences (.75)

**Presenters:** Lindsey Piazza, Lydia Allison, Laura Willis, Auburn University

**Learning Objectives:**

1. The audience will identify new avenues for obtaining student clinical hours and experiences
2. The audience will recognize collaborative possibilities for students to demonstrate knowledge and skills outside the typical clinical settings
3. The audience will identify low incidence populations for their program.

University programs are faced with the ever growing needs to find diverse hours and interprofessional experiences for their students to meet accreditation and student expectations. It is becoming increasingly difficult to find sites with the population needed to fill all the needs. One way to assist is to think outside the traditional off campus sites and partner with community programs as well as other programs within the university. These programs can provide a variety hours and/or experiences for low incidence KASAS, interprofessional requirements and critical thinking opportunities.

**Financial Disclosures:** University salary

**Break:** 3:15 - 3:30 pm

**Session 8:** 3:30 - 4:30 pm A Taste of Interprofessional Collaboration at VSU (1)

**Presenters:** Lorena Cole, Katie Walden, Valdosta State University

**Learning Objectives:**

1. Define interprofessional collaboration.
2. Describe graduate student IPC opportunities in practicum sites.
3. List two differences between VSU's on-campus practicum versus extern and internship.

Universities are tasked with preparing students to communicate and collaborate with professionals in diverse roles. Clinical training of interprofessional collaboration/education (IPC) often occurs primarily between extern and intern unless during campus practicum. The CSD department at VSU provides a model of IPC across multiple settings typical to SLP working environments.

**Financial Disclosures:** University salary

**Session 9:** 4:30 - 5:15 pm Clinical Education Roundtable - Focus on Teaching (.75)

**Presenters:** Ellen Nimmons, Florida State University, Dawn Lechwar, Jacksonville University, Debra Knox, University of Central Florida, Kristen Lewandowski, University of Florida

**Learning Objectives:**

1. Identify at least 3 topic areas in communication and sciences disorders teaching requiring further development and troubleshooting to advance training of graduate students.
2. Discuss at least 3 solutions to topic areas in communication and sciences disorders teaching requiring further development to advance training of graduate students.
3. Apply new approaches and problem solving to common challenges in the teaching of graduate students in communication sciences and disorders.

This session will feature interactive discussion and activities facilitated by the conference planners addressing common challenges and successes experienced by directors of clinical education in southeastern universities.

**Financial Disclosures:** University salary

**Day 1 total CEUs: 6.75**

**Friday, October 4th**

**8am** Business Meeting

**Session 10:** 9 - 10am Universal Design for Learning in Clinical Education (1)

**Presenters:** Lori-Ann Ferraro, Christina Pelatti, Medical University of South Carolina

**Learning Objectives:**

1. Explain the three core principles of UDL.
2. Generate two examples of how UDL can benefit students with and without a disability diagnosis in clinical education.
3. Create an activity or assessment in clinical education utilizing at least one UDL principle to use while supervising or training other clinical instructors.

Universal Design for Learning (UDL) is a valuable pedagogical framework that can improve learning experiences for all students addressing a range of abilities and learning preferences. As the field of speech-language pathology (SLP) continues to increase the number of diverse individuals entering the field, including those with disabilities, the pedagogical principles related to UDL can not only provide a means of best practices in education but can also promote equity in clinical education. This presentation will delve into how integrating principles of UDL into clinical education can

significantly transform teaching practices and improve outcomes for all graduate student clinicians.

Clinical education is a required and important component of academic programs training well-prepared entry-level clinicians. However, there are limitations related to all aspects of clinical education, and one significant issue is related to the experiences of students that are not considered “strong” which can limit clinical education opportunities for students with and without diagnosed disabilities. By applying UDL's core principles, such as offering various methods of representation, engagement, and expression, clinical instructors can promote a more inclusive learning environment through increased student engagement and improved teaching effectiveness. Additionally, incorporating UDL strategies can improve student satisfaction and minimize bias in clinical rotation assignments and selections.

This session will feature interactive learning activities to showcase practical applications of UDL and its benefits. Participants will gain valuable insights into how the principles of UDL can be implemented in both the classroom and clinic to better support students of all ability levels. By promoting a flexible and equitable learning environment, UDL supports the development of essential knowledge and skills across a wide range of SLP students. This presentation aims to provide clinical educators with practical tools and strategies to create a more inclusive and effective educational experience in speech-language pathology clinical education.

**Financial Disclosures:** University salary

**Session 11:** 10 - 10:45 am Triadic Clinical Education Model: The Coach, The Clinical Educator and The Student Clinician (.75)

**Presenters:** Melissa Garcia, Baylor University

**Learning Objectives:**

1. The learner will identify the components of relational and reflective supervision models.
2. The learner will describe the modified 7 eyed model of coaching.
3. The learner will explain the Triadic Clinical Education Model.

Speech-language pathology university programs have undergone many changes in the recent years with a significant increase of online Communication Sciences and Disorders (CSD) graduate programs. With more and more students enrolling in these online programs, traditional residential clinical practicum experiences have become in



certain cases obsolete. According to ASHA's CSD education survey for the 2022-2023 academic year, it was reported that an average of 335.0 graduate practicum hours were earned at off campus-sites compared to the average number of graduate practicum hours earned at on campus-sites of 118.2. These changes have created a need for new clinical education pedagogy. This has also transformed the role of program clinical educators who often have never met the student face-to-face and have not observed their clinical skills. Another challenging factor, is that students typically are placed in practicum settings in the states they reside in. Thus, program clinical educators may not have relationships with supervisors/preceptors.

This presentation will introduce a clinical education concept that is composed of a combination of relational and reflective supervision models and modified 7 eyed model of coaching supervision. It will discuss the interrelationship between the coach (program clinical educator), the clinical educator (supervisor) and the coachee (student clinician). It will highlight the various components of coaching, supervision, student clinical and reflective skills. This model aims to support optimal clinical learning that matches the student clinician's clinical skill level and knowledge base. Examples of coach and clinical educator meetings, coach and coachee meetings and coach, clinical educator and coachee meetings will be shared. The faculty/student 1:1 meeting summary form that includes the self-reflection scale and prompts will also be shared.

**Financial Disclosures:** University salary

**Break:** 10:45 - 11 am

**Session 12:** 11 - 12 pm Clinical Education Roundtable: Focus on Clinical Training (1)

**Presenters:** Ellen Nimmons, Florida State University, Dawn Lechwar, Jacksonville University, Debra Knox, University of Central Florida, Kristen Lewandowski, University of Florida

**Learning Objectives:**

1. Identify at least 3 topic areas in communication and sciences disorders clinical education requiring further development and troubleshooting to advance training of graduate students.
2. Discuss at least 3 solutions to topic areas in communication and sciences disorders clinical education requiring further development to advance training of graduate students.
3. Apply new approaches and problem solving to common challenges in the clinical training of graduate students in communication sciences and disorders.

This session will feature interactive discussion and activities facilitated by the conference planners addressing common challenges and successes experienced by directors of clinical education in southeastern universities.

**Financial Disclosures:** University salary

**Day 2 Total CEUs: 2.75**

**Total CEUs: 9.5**