

2025 SEUCE Conference Detailed Agenda
SEUCE on the Plains

Thursday, October 2nd, 2025

7: 45 – 8:00 AM: Check-in and Breakfast

8:00 – 8:15 AM: Welcome and Opening Remarks

8: 15 – 9:00 AM: Session 1: *Executive Function in Clinical Supervision: Supporting Graduate Student Development and Enhancing Professional Practice* (.075)

Presenters: Tiffany Taliaferro & Myra Schatzki

Learning Objectives:

1. Identify core executive function processes (e.g., inhibitory control, working memory, cognitive flexibility) and explain their relevance to clinical reasoning, therapy planning, and professional decision-making in speech-language pathology practicum.
2. Analyze how executive function theories (e.g., Miyake's multi-component model, hot-cool EF framework, and Anderson's developmental model) align with the American Speech-Language-Hearing Association's clinical competencies for graduate students.
3. Apply evidence-informed strategies, such as self-regulated learning and reflective practice, to scaffold and support the development of executive function skills in SLP graduate students during clinical training.

Session Description:

Executive function (EF) encompasses the cognitive and emotional self-regulation skills necessary for goal-directed behavior, including inhibitory control, working memory, cognitive flexibility, planning, and self-monitoring. These higher-order processes are critical for speech-language pathology (SLP) graduate students as they transition from academic learning to clinical practice. This presentation explores how EF supports the development of clinical reasoning, professional decision-making, adaptability, and reflective practice during practicum training. Drawing on multi-component models of EF (Miyake et al., 2000), developmental frameworks (Anderson, 2002), and the hot-cool EF distinction (Zelazo & Müller, 2002), we will map key EF skills to the American Speech-Language-Hearing Association's clinical competencies. Practical examples illustrate how inhibitory control fosters professionalism, working memory enhances therapy planning, and cognitive flexibility supports real-time adaptation with diverse clients. The session also highlights strategies to scaffold EF growth in graduate students, including self-regulated learning, supervisor feedback loops, and structured reflection. Attendees will gain an evidence-informed understanding of EF as a foundational skill set for clinical competence and will leave with actionable approaches to support EF development in SLP graduate training.

Financial Disclosure: University salary

9:00-9:45 AM: Session 2: *What I Learned from an OWL: Using Duolingo as a Clinical Teaching Tool* (.075)

Presenter: Jennifer Johnson

Learning Objectives:

1. Identify the core teaching and cueing strategies embedded in the Duolingo app and explain their relevance to clinical speech-language pathology.
2. Describe how the use of a language-learning app can enhance graduate students' understanding of instructional methods used in speech therapy.
3. Evaluate the potential benefits and limitations of integrating mobile learning tools into clinical education for speech-language pathology students.

Session Description:

Clinical education in graduate speech-language pathology programs often shows variability in how students acquire and apply clinical skills. To support development in this area, a pilot instructional approach was implemented using the free version of Duolingo, a language-learning mobile app, as a clinical teaching tool. Graduate students were instructed to complete at least one Duolingo lesson per day over a two-week period. The goal was to immerse students in a structured learning experience where they could observe and reflect on the app's use of teaching and cueing strategies.

Throughout the two weeks, students engaged with various instructional techniques embedded in the app, such as scaffolding, repetition, modeling, immediate feedback, and visual cueing. At the conclusion of the two-week period, students participated in a structured reflection to identify and analyze these strategies and consider their relevance to clinical practice in speech therapy. Students reported an increased ability to recognize effective teaching methods used in Duolingo and explained how these approaches could be translated to their current therapy sessions.

This experiential learning model allowed students to internalize evidence-based instructional strategies by experiencing them firsthand. Rather than learning about cueing and teaching methods in abstract terms, students were able to directly observe, experience, and apply these techniques. Results suggest that mobile learning apps like Duolingo can serve as valuable adjunct tools in clinical education, helping to bridge the gap between theoretical knowledge and practical application in therapy.

Financial Disclosure: University Salary

9:45 - 10:00 AM: Break

10:00 – 10:45 AM: Session 3: *Simulating Synergy: A Virtual Collaboration between Nursing and SLP Students* (.075)

Presenters: Tiffani Chidume, Lydia Allison, % Laura B. Willis

Learning Objectives:

1. Participants will be able to describe the benefits of virtual simulation experiences across allied health professionals in training.
2. Participants will identify how virtual simulation can be structured to enhance CSD

- students' understanding of the importance of interdisciplinary patient-centered care.
3. Participants will identify steps for how to establish a simulation partnership.

Session Description:

The College of Nursing and the Department of Speech, Language, and Hearing Sciences at Auburn University partnered to create simulation-enhanced interprofessional education (Sim-IPE) experiences. These were developed to reinforce didactic learning and foster collaborative practice between nursing and graduate speech-language pathology (SLP) students. The project sought to partner with each other due to the importance of preparing students to understand each other's roles in healthcare to improve patient outcomes and safety.

In light of logistical challenges, faculty utilized virtual simulations using short video clips of high-fidelity manikin scenarios focused on aphasia and dysphagia. These clips were set in an acute care setting and prompted students to respond with discipline-specific analyses. Questions were tailored to provide students the opportunity to identify and explain their profession's rationale and process for assessment, assessment priorities, and interpretation of the patient's condition. The experience allowed them to demonstrate clinical reasoning and learn how to communicate their expertise to nursing peers. Students were also encouraged to ask each other questions about scope of practice, building mutual respect and interdisciplinary insight. The simulations were grounded in best practices from the IPEC Core Competencies, 2016 INACSL Standards, and NLN Jeffries Simulation Theory.

After each session, students completed the Simulation Effectiveness Tool-Modified (SET-M). Feedback has been overwhelmingly positive, with SLP students reporting increased confidence in collaborating with other healthcare professionals and a deeper understanding of how their role fits into the broader clinical picture. Feedback collected from five years of collaboration has demonstrated that virtual Sim-IPE fosters interprofessional respect, communication, and team-based thinking. For SLP students, it offers a meaningful, efficient, and scalable method for applying clinical knowledge in a collaborative setting. This presentation will detail the process of developing an interprofessional virtual simulation, simulation implementation, modifications, and student feedback.

Financial Disclosure: University Salary

10:45 - 11:30 AM: Session 4: *Empowering Individuals with Aphasia: A Multi-Disciplinary, Intensive, and Person-Centered Camp Model (.075)*

Presenters: Ellen M. Nimmons & Elizabeth Brookshire Madden

Learning Objectives:

1. Identify the core components and structure of the ICAP model, including intensity, interdisciplinary collaboration, and life participation principles.
2. Describe how themed weekly programming and caregiver involvement enhance therapy engagement and participant outcomes in aphasia rehabilitation.
3. Develop a framework for implementing a cohort-based, intensive aphasia program tailored to a community or clinical setting.

Session Description:

The Intensive Comprehensive Aphasia Camp (ICAP) pilot program at Florida State University offered a life participation-based model of aphasia rehabilitation that emphasized intensive,

interdisciplinary, and holistic care. Designed for individuals with aphasia and their caregivers, ICAP provided therapy three days per week, integrating over three hours of individual and group interventions per day, across four weeks. This session will present a case study of the ICAP summer program, highlighting its weekly thematic integration (music, yoga, nature/animals, and art) as well as its collaboration with professionals from multiple disciplines. Attendees will explore how the ICAP model enhances communication, social engagement, and overall quality of life for individuals with aphasia, while also supporting caregiver health and inclusion. Special focus will be placed on practical implementation strategies and program outcomes, including the impact of graduate cohort-based service delivery.

Financial Disclosure: University salary

11:30 - 12:00 PM: Session 5: *VALT: Seeing is Believing in CSD/SLP* (.05)

Presenters: Carrie Rhoads

Learning Objectives:

1. Name three ways clinical education benefits from having audio/visual feedback.
2. Identify

Financial Disclosure: Corporate salary

12:00 – 1:00 pm: Lunch (provided)

1:00 - 1:45pm: Session 6: *Supporting the Anxious Clinician through Self-Reflection* (.075)

Presenters: Melissa P. Garcia & D'Anna Nowack

Learning Objectives:

1. Describe self-reflection and metacognitive practice as it relates to anxiety in graduate SLP students completing their practicum experience.
2. Identify evidence-based strategies that utilize reflective thinking and self-awareness techniques that support the student clinician use of metacognitive practice during clinical experiences.
3. Apply practical tools and supervisory techniques to manage anxiety during the clinical practicum experience for students with anxiety through structured tools and evidence-based frameworks

Session Description:

Stress is common in CSD graduate students and can potentially lead to anxiety and further exacerbate symptoms in those predisposed to anxiety. There is a notable increase in anxiety levels among today's CSD graduate students during their clinical practicum rotations. In response to concerns for our student clinicians and clinical educators, we set out to find effective means of support. In review of the literature, we chose to focus on fostering the development of self-reflection practices in our students and creating supportive techniques for clinical educators.

This session examines how self-reflection and metacognitive strategies can support CSD online graduate student clinicians who experience high anxiety. By fostering deeper awareness of their own learning and clinical performance, students can build confidence and resilience in managing clinical demands. The presentation also highlights the pivotal role of clinical educators in cultivating a reflective learning environment through strength-based feedback and structured self-assessment opportunities.

Financial Disclosure: University salary

1:45 - 2:30PM: Session 7: *Using a Coaching Model to Prepare Future Clinicians* (.075)

Presenters: Candace H. Cook, Mary H. Bryan, Amanda M. Mennen, & Sara C. Shirley

Learning Objectives:

1. Participants will define core components of coaching
2. Participants will analyze similarities between early childhood coaching models and clinical education models
3. Participants will apply a parent coaching template to promote joint planning, deliberative practice, and reflection in student clinical training

Session Description:

Coaching is commonly defined as an adult learning strategy in which the coach promotes the learner's ability to reflect on actions to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in immediate and future situations. Five key coaching characteristics include joint planning, observation, action/practice, feedback, and reflection (Rush & Sheldon, 2019).

Similarly, teaching methods in clinical education include joint planning for the clinical process, deliberative practice, reflective practice, strategic questioning, and feedback (ASHA, 2025). Clinical educators "support the student's abilities in self-reflection and the development of reasoned clinical decision making across the knowledge of the profession" (McCrea & Brasseur, 2020).

Caregiver coaches and clinical educators share many goals and methods for engaging adult learners; therefore, many resources and tools can be shared.

Many coaching models exist; however, the presenters chose to utilize a visual guide referenced in the early childhood coaching literature: Project ImPACT (Improving Parents As Communication Teachers). This is a parent-mediated intervention for young children with social communication delays "developed with the specific goal of supporting the use of best practices in parent-mediated intervention" (Ingersol & Dvortcsak, 2019). As such, a primary component is coaching caregivers on the implementation of naturalistic, developmental, and behavioral intervention strategies.

Following the established principles of effective coaching, it uses a Practice Plan template to visually and systematically walk caregivers through joint planning steps to develop an action plan for implementing evidence-based strategies taught throughout the program. Presenters will discuss how utilizing this template for clinical education provides students with a visual framework of how to practically apply evidence-based approaches in their clinical planning.

Presenters will apply the coaching template to various treatment areas demonstrating how to support student learners in implementing evidence-based treatment approaches.

Financial Disclosure: University salary

2:30 - 2:45 PM: Break

2:45 - 3:30 PM: Session 8: *The Listening Loop: SLP Mentees and Mentors United* (.075)

Presenters: Alison Brockett, Rebecca Jimenez, & Kimberly Mory

Learning Objectives:

1. Identify common sources of miscommunication within graduate programs and their impact on student outcomes.
2. Describe the structure and implementation of a faculty-student mentoring model designed to enhance communication and support.
3. Evaluate the effectiveness of mentoring programs in promoting student success, retention, and timely program completion.

Session Description:

In speech-language pathology, we teach our graduate students to become experts in communication—yet ironically, miscommunication often becomes a barrier within academic programs themselves. At Texas Woman's University, with over 150 graduate students enrolled across three cohorts, we discovered that confusion can easily spread when students rely on peer-to-peer communication rather than verified faculty guidance. Misinformation about prerequisites, clinical requirements, or program expectations has led to significant consequences, including delayed graduation and increased student stress.

To address this, our department launched a structured mentoring program that pairs each graduate student with a dedicated clinical faculty mentor from the start of their program through graduation. The goal is to provide each student with a consistent, trusted point of contact for navigating clinical placements, course progression, and professional development. This initiative not only streamlines communication but also fosters stronger faculty-student relationships and promotes early identification of students in need of support.

This presentation will describe the design and implementation of our mentoring model, including strategies for matching mentors and mentees, scheduling regular check-ins, and maintaining engagement over time. We will share outcomes from the first year of implementation, including student and faculty feedback, improvements in advising satisfaction, and a notable reduction in procedural errors and academic missteps.

Attendees will leave with a replicable model for mentoring that is scalable, sustainable, and tailored to the dynamic needs of clinical graduate programs. This presentation demonstrates how intentional mentoring can restore clarity, build community, and empower students to succeed—not just as future clinicians, but as communicators.

Financial Disclosure: University salary

3:30 - 4:15 PM: Session 9: *Hot Topics in Speech-Language Pathology Roundtable* (.075)

Presenters: Heather Tracy, Laura Willis, Lindsey Piazza, Lydia Allison

Learning Objectives:

1. Identify at least 3 topic areas in communication 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 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 & disorders.

Session Description:

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 Disclosure: University salary

4:15 -5:15 PM: Session 10: Professionalism and the Ethical Edge: Did They Say/Do That? (.1)

Presenters: Angela N. McLeod & Crystal A. Murphree-Holden

Learning Objectives:

1. Identify common ethical dilemmas and professionalism breaches encountered among graduate students in CSD programs.
2. Describe effective strategies for addressing and remediating student professionalism and ethical conduct issues.
3. Facilitate discussion and provide guidance to students regarding professional boundaries and ethical responsibilities in academic and clinical settings.

Session Description:

Faculty and administrators in graduate programs face challenges in preparing future clinicians, aiming to facilitate both strong clinical skills but also the highest standards of professionalism and ethical conduct. This presentation will delve into aspects of fostering ethical awareness and professional behavior. Drawing upon case examples, authors will explore a range of contemporary issues that may test the boundaries of professionalism and ethics in clinical and academic settings. Topics will address common concerns such as misrepresentation of credentials, inappropriate social media usage, violations of patient privacy (HIPAA), attendance irregularities, improper classroom etiquette, and problematic interactions with instructors and peers. Through interactive case discussions, participants will gain insights into strategies for addressing the infractions, navigating difficult conversations with students, and implementing effective measures for remediation and prevention. The aim is to equip administrators with the tools and confidence to proactively address ethical and professional challenges.

Financial Disclosure: University salary

Friday, October 4th

8:00 - 8:15 AM: Check-In & Breakfast

8:15-9:00 AM: Business Meeting

9:00-9:45 AM: Session 11: *Balancing Standards and Support: Accommodations in Clinical Training (.075)*

Presenters: Lindsey Piazza

Learning Objectives:

1. The learner will explain the different needs between accommodation for academic settings and clinical practicum settings
2. The learner will describe 5 different essential functions required for a successful clinical practicum experience
3. The learner will describe the process of developing action plans with students to support their needs in the clinical practicum setting

Session Description:

There has been a growing number of students accessing accommodations to support their learning and success in academic settings. It's essential to acknowledge how these supports contribute positively to students' ability to thrive in the classroom, and to consider how they can be effectively extended into clinical practicum experiences. Collaboratively exploring how accommodations translate to clinical settings can help ensure that students are set up for success not only during their training, but also as they transition into the workforce. By working in partnership with the Office of Accessibility and each student, we can identify accessible and practical solutions that support achievement across both academic and clinical components of CSD programs.

Financial Disclosure: University salary

9:45-10:30 AM: Session 12: *From Classroom to Clinic: Bridging Theory and Practice Through Integrated Simulation and Interprofessional Education (.075)*

Presenters: Afua Agyapong, Tiffany Prescott, & Joann Denemark

Learning Objectives:

1. Describe Augusta University's integrated clinical education model and its role in bridging theoretical instruction with hands-on clinical skill development for SLP students.
2. Demonstrate how simulation-based learning and interprofessional collaborations with PT and OT students enhance reflective practice, therapeutic presence, and real-world clinical competence.
3. Identify strategies for implementing within-class simulation labs, including scaffolding of clinical skills and faculty-guided debriefing techniques, to prepare students for successful externships.

Session Description:

Augusta University's Speech-Language Pathology (SLP) program is pioneering a transformative approach to bridging theory and practice through an innovative, fully integrated clinical education model. This model embeds a simulation-based laboratory directly within academic courses, allowing students to immediately apply theoretical concepts in a hands-on, clinically relevant environment. Each course module incorporates structured simulations where students practice essential skills—ranging from diagnostic interviewing and case conceptualization to therapeutic presence, counseling strategies, and treatment planning—while receiving real-time faculty feedback.

A key component of this approach is its robust interprofessional practice (IPP) collaboration. SLP students engage in joint simulations with Physical Therapy and Occupational Therapy students to develop reflective practice and collaborative problem-solving skills that mirror real-world healthcare settings. For example, students practice maintaining therapeutic presence during emotionally charged client interviews, addressing mental states and psychosocial factors alongside Occupational Therapy students, and co-treating clients with complex physical rehabilitation needs alongside Physical Therapy students. These experiences foster not only clinical competence but also adaptability, empathy, and confidence in interprofessional communication.

The within-class simulation lab is designed to progressively scaffold clinical skills. Early simulations focus on foundational skills such as observation, reflective journaling, and client-centered communication, while advanced sessions replicate full clinical encounters—including assessment, goal writing, intervention delivery, and documentation. This intentional sequencing ensures that by the time students enter externships, they have repeatedly rehearsed and mastered core competencies in a safe, feedback-rich environment.

Our presentation will showcase videos and photos of these immersive simulations, highlighting student growth, collaborative exercises, and faculty-guided debriefings that consolidate learning. Attendees will gain insights into Augusta University's unique model, which not only bridges the traditional classroom-to-clinic gap but also cultivates reflective, interprofessional clinicians prepared to meet the complex demands of modern speech-language pathology practice.

Financial Disclosure: University salary

10:30-10:45 AM: Break

10:45-11:45 AM: Session 13: *Integrating Learning and Service: A Win-Win-Win Mentorship Framework for SLP Clinical Learning (.1)*

Presenters: Jenny Alderson & Lori-Ann Ferraro

Learning Objectives:

1. Identify key components and best practices for implementing mentorship frameworks that integrate service learning and clinical skill development in SLP clinical education.
2. Develop two actionable strategies to incorporate peer mentorship models in their own programs to improve student readiness and client care.
3. Describe two ways that peer mentorship models can foster the development of future clinical instruction/supervision skills.

Session Description:

This session presents an innovative peer mentorship model that integrates clinical education, leadership development, and community service in a pro bono, interprofessional clinic for uninsured or underinsured adults with neurologic conditions such as stroke, traumatic brain injury, and degenerative diseases. Using a 2:1 clinical education framework, second-year speech-language pathology (SLP) students are paired with first-year students, creating a supportive learning environment that benefits all participants: students, clients, and clinical educators.

First-year students gain early, hands-on exposure to adult medical speech-language pathology in a real-world setting. Second-year students develop essential mentoring and supervisory skills that prepare them for future roles as clinical educators, while reinforcing their clinical knowledge through teaching. Clients receive high-quality, consistent therapy services from a team committed to person-centered care.

This model not only addresses gaps in access to care for vulnerable populations but also strengthens the educational experience by aligning didactic content with meaningful clinical application. Attendees will learn how to structure a mentorship-based clinical education model, implement effective supervision strategies in a 2:1 setting, and foster leadership skills in advanced students. Reflections and outcomes from students and faculty will be shared to highlight the "win-win-win" impact across all levels of participation.

Financial Disclosure: University salary, Support for travel and registration.

11:45-12:00 PM: Wrap-Up & Closing

Total CEU: 10.0 hours