

2026 Classic City SEUCE:

Celebrating 25 Years of Clinical Education Excellence

Thursday, October 8th, 2026

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

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

8:15-9:15: Session 1: Whose Work Is This, Anyway? Ethical Dimensions of AI Use in Speech Language Pathology Clinical Training

Presenters: Angela N McLeod, Ph.D., CCC-SLP & Crystal A. Murphree-Holden, MA, CCC-SLP

Learning Objectives:

1. Discuss relevant principles from ASHA's Code of Ethics to AI-related scenarios in supervised clinical practice.
2. Articulate the ethical obligations of the supervisor, not only the student, when AI use is present or suspected in the training clinic.
3. Begin developing a shared ethical framework that could inform program level policies and supervision practices.

Session Description:

Artificial intelligence tools are already present in the clinical training environment. Students are using them to draft SOAP notes, prepare for sessions, structure evaluation reports, and navigate clinical questions, often without explicit guidance from their programs and sometimes without the knowledge of their supervisors. This is not a future problem. It is a current one.

This presentation invites clinical instructors and program administrators to examine the ethical dimensions of AI use specifically within the practicum and supervision context. Rather than focusing on policy compliance or technical literacy, the session centers on three foundational ethical questions that AI use forces us to confront: What obligations do students have to their supervisors and clients when AI shapes their clinical work? What does informed consent require in an AI-adjacent training clinic? And what does it mean for a supervisor to certify competency when AI may have been invisibly scaffolding a student's performance? The session is structured as a facilitated discussion with brief framing presentations, small group reflection, and whole-group synthesis. Attendees will leave not with a single prescribed answer, but with a shared ethical vocabulary and a clearer sense of the questions their own programs need to address.

Financial Disclosure: University salary

9:15-10:15: Session 2: The READ Clinic Model: Teaching, Training, and Telehealth

Presenters: Jenny Alderson, MS, CCC-SLP

Learning Objectives:

1. Describe the structural framework of a single-semester telehealth aphasia reading clinic model.
2. Analyze the clinic systems that support effective communication and collaboration among students, patients, and clinical instructors.

3. Contrast the advantages and disadvantages of using the Reading Comprehension Battery for Aphasia (RCBA-2) as a standardized pre- and post-assessment tool.
4. Design a framework to support the implementation of this clinic model within other SLP university programs.

Session Description:

The READ (or Reading, Engagement, And Dialogue) Clinic is a single semester telehealth aphasia reading program designed as a structured clinical placement for graduate SLP students while addressing an unmet community need. This session outlines the development, implementation, and outcomes of a student-led aphasia reading clinic integrating evidence-based assessment using the Reading Comprehension Battery for Aphasia (RCBA-2), individualized treatment planning, telehealth best practices, and systematic documentation. Participants will examine orientation modules, supervision structure, workflow design, and pre-/and post-measurement processes. Practical tools and implementation strategies will be shared to support replication of this integrated service-learning clinical model within university programs.

Financial Disclosure: University salary

Nonfinancial disclosure: I developed the instructional framework and course materials described in this presentation as part of my faculty responsibilities at the Medical University of South Carolina.

10:15: Break

10:30-11:15: Session 3: Clinical Resource Seminar (CRS) at UGA: Preparing Students for Clinical Assignments Before Formal Coursework

Presenters: Nina Santus, Ph.D., CCC/SLP & Ainsley P. Vergara, M.Ed., CCC-SLP, & Nancy B. Dellaria, M.Ed., CCC-SLP

Learning Objectives:

1. Describe the structure and content of the Clinical Resource Seminar and how it prepares graduate students for early clinical exposure before formal coursework.
2. Explain strategies for integrating evidence-based approaches in pre-course clinical experiences for disorders including stuttering, cluttering, voice disorders, and dysphagia.
3. Demonstrate application of clinical reasoning and patient-centered interventions through case study examples and discussion of short “crash courses” in core communication disorders.

Session Description:

How can graduate programs better prepare students for clinical practice before formal coursework begins? This session introduces the University of Georgia’s Clinical Resource Seminar (CRS), an evolving, front-loaded educational model designed to bridge the gap between academic knowledge and clinical application. Delivered during the first weeks of graduate study, CRS integrates foundational instruction in communication and swallowing disorders with applied clinical skills, evidence-based intervention approaches, case demonstrations, and structured reflection. Through scaffolded learning experiences, students develop preliminary clinical reasoning skills, build confidence, and establish a foundation for subsequent coursework and supervised practicum. Presenters will describe the seminar’s development, structure, and implementation, highlighting preliminary student outcomes and faculty observations related to clinical preparedness and confidence. Attendees will leave with practical strategies for adapting this model to their own programs, including considerations for curriculum integration, implementation logistics, and evaluation of student outcomes

Financial Disclosure: University salary

11:15-12:00: Session 4: Emerging Functions and Roles during Author's Chair Interactions

Presenters: Christine Weill, Ph.D., CCC-SLP

Learning Objectives:

1. The learner will identify functions and roles displayed in Author's Chair interactions.
2. The learner will recall the elements necessary for successful Author's Chair interactions as part of language intervention.
3. The learner will describe advantages and disadvantages to at least four of the functions and roles identified in this presentation.

Session Description:

Process-oriented writing pedagogy has long focused on the relationship between the writer and the audience (Graves, 2003). This orientation to writing as communication makes process-oriented approaches an effective language intervention for individuals with a variety of cognitive and linguistic challenges or differences (Weill, 2015; Maxwell, et al., 2017; 2022). In this investigation, one technique used in process-oriented writing interventions, namely Author's Chair interactions, is analyzed using case study methodology (Stake, 1995). The results of this investigation reveal the complex roles and functions that emerge for children with disabilities during their turns at Author's Chair interactions. Ultimately, the author's interactions with the audience provide opportunities to engage in a wide range of communicative functions and social roles that may not be afforded to them as a part of their more socially demanding interactions. Both clinical and research implications are discussed in relation to diagnostic challenges.

Financial Disclosure: University salary

12:00-1:00: Lunch (provided)

1:00-2:00: Session 5: "Growing Our Own:" Integrating Undergraduate Students into the Clinic

Presenters: Kimberly Mory, Ph.D., CCC-SLP, CHES & Alison Brockett, M.S., CCC-SLP & Becky Jimenez, M.S., CCC-SLP

Learning Objectives:

1. Identify benefits and challenges of providing pre-graduate clinical experience for undergraduate students.
2. Describe a structured model for integrating undergraduate students into a university speech-language clinic.
3. Discuss strategies for using early clinical opportunities to strengthen graduate student preparation and program recruitment.

Session Description:

As graduate programs continue to seek effective ways to prepare students for increasingly complex clinical environments, early clinical exposure may play an important role in developing clinical reasoning, professional identity, and readiness for graduate-level training. Faculty in the Communication Sciences program at Texas Woman's University noticed a consistent pattern: graduate students who entered the program with prior clinical exposure as undergraduates often demonstrated stronger clinical readiness, confidence, and engagement early in their graduate training. This session will provide one example of how programs can create structured opportunities for undergraduate students while also strengthening clinic capacity and graduate recruitment.

Financial Disclosure: University salary

2:00-2:30: Session 6: Cultivating Confidence in Future Clinicians Through Experiential Learning

Presenters: Elizabeth H. Stewart, M.Ed., CCC-SLP & Ainsley P. Vergara, M.Ed., CCC-SLP

Learning Objectives:

1. Describe how experiential learning opportunities are intentionally designed and sequenced to ensure students meet ASHA's requirements for breadth and depth of clinical training.
2. Analyze how these experiential learning experiences contribute to the development of student confidence, clinical competence, and readiness for professional practice.
3. Apply strategies for designing and scaffolding experiential learning experiences that intentionally foster confidence, reduce anxiety, and prepare graduate students for independent clinical roles.

Session Description:

Preparing graduate students in speech-language pathology to become confident and competent clinicians requires intentional experiential learning that bridges academic knowledge and clinical practice. Consistent with ASHA's emphasis on breadth and depth of clinical experiences, students benefit from opportunities to apply knowledge across diverse populations, disorders, and settings. At the University of Georgia, students engage in a continuum of experiential learning that includes simulations, school-based placements, summer intensive programs, community experiences, and mini-internships that transition into full internships. These scaffolded experiences provide opportunities for repeated practice, reflection, feedback, and increasing independence while helping reduce anxiety associated with clinical transitions. A comprehensive approach to experiential learning strengthens clinical reasoning, adaptability, and confidence while preparing students for successful professional practice.

Financial Disclosure: University salary

2:30: Break

2:45-3:30: Session 7: Spirituality Within a Holistic, Person-Centered Care Framework

Presenter: Steven Moates, SLP.D., CCC-SLP, CHSE, CCAT

Learning Objectives:

1. Define spirituality within a holistic, person-centered care context
2. Recognize indicators that spiritual factors may be influencing client engagement or therapeutic progress
3. Identify how spiritual considerations map into the ICF framework

Session Description:

Spirituality is a core dimension of personhood that remains underexplored in speech-language pathology (SLP) practice. This session examines how integrating spiritual considerations into clinical care aligns with person-centered frameworks central to SLP. Attendees will explore the HOPE and FICA spiritual assessment tools, review evidence supporting spiritual care in healthcare outcomes, and apply these frameworks to SLP clinical practice. Case examples will be used to ground the content in real clinical decision making. Participants will leave with practical, ethical strategies for initiating spiritual conversations and incorporating findings into treatment planning within the International Classification of Functioning, Disability and Health (ICF) framework.

Financial Disclosure: University salary

3:30-4:00: Session 8: Simulating a Month of Poverty: Promoting Deeper Learning and Compassion

Presenter: Lydia Allison Matthews, MCD, CCC-SLP

Learning Objectives:

1. Describe how experiential learning approaches, such as the Community Action Poverty Simulation, enhance student understanding of healthcare disparities and the lived experience of poverty.
2. Explain the ways in which simulated experiences can increase student awareness, empathy, and compassion toward individuals and families navigating low-income contexts.
3. Summarize key logistical considerations and reported student outcomes associated with implementing a poverty simulation in healthcare education programs.

Session Description:

Experiential learning can be an effective teaching tool to supplemental didactic education. As students learn about healthcare disparities and how they influence access to healthcare, understanding how poverty and moving through life as an individual or family in a low-income situation is paramount to creating informed and compassionate clinicians. The difficulty arises when students may come from a place of privilege and have not walked through poverty themselves. Enter Community Action Poverty Simulation: an immersive interactive experience that simulates a month in the life of an individual or family living in poverty. This experience promotes awareness of poverty and increases understanding of the unique challenges faced by individuals in poverty. An overview of the simulation, logistics, and student outcomes and feedback will be provided.

Financial Disclosure: Financial: University salary; Breeden Grant through Auburn University received for Poverty Simulation Kit

4:00-4:45: Session 9: Envisioning Graduate Student Clinical Education Through a Blended Learning Lens

Presenter: Kristen Lewandowski, M.A., CCC-SLP

Learning Objectives:

1. Describe at least 2 blended learning models and how they can align with clinical education.
2. Discuss procedures for aligning clinical course design with blended learning modalities to facilitate diverse learning needs of graduate students.
3. Create a plan to integrate a blended learning model into graduate student clinical education.

Session Description:

The clinical education of speech pathology graduate students is a critical component of higher education programs that prepare students for professional practice. The American Speech-Language Hearing Association (ASHA) and state licensing boards include standards of practice that programs must ensure students meet during graduate studies to obtain certification and licensure. These standards describe the clinical and professional skills needed to become an ethical and competent speech pathologist delivering services across our scope of practice to individuals from birth to end of life. As services in speech pathology have grown since the field's beginnings in the early to mid 1900s, meeting these standards now, across a five or six semester program, can be met with challenges.

Traditional educational models may no longer meet the needs of academic and clinical training for the field; pushing higher education programs to think outside the box when designing and adjusting curriculum. Blended learning models may provide an educational model for meeting the growing and dynamic needs of graduate student training. A crucial skill needed to successfully transition into a clinical-facing graduate program such as speech pathology is application; more specifically, the ability to apply knowledge learned in academic training to real-world, practical scenarios. However, programs use terminology such as "didactics" and "pedagogy" for

academic learning and vocabulary like “lab” and “clinical” for clinical learning. This view on graduate level training describes academic training and clinical training as two separate, distinct areas instead of viewing them as interrelated and connected. Taking the second approach, viewing academic and clinical learning as connected from the onset of training, potentially lends itself to a blended learning model of instruction.

Blended learning has many definitions in education and varies depending on the educational setting it's being used. There is shared agreement that blended learning must include more than one teaching modality (i.e. synchronous in-person and asynchronous virtual) and include intentional or thoughtful fusion of the modalities (Cleveland-Innes & Wilton, 2018; Garrison & Vaughan, 2008). Instructional methods and media are two more important considerations in blended learning models, as the methods and media contribute to learner access, enhancement, and comprehension. Given this description of blended learning, clinical education provides the perfect educational setting for its implementation. Consider that clinical education, at minimum, requires various combinations of synchronous learning activities on-campus, synchronous learning activities in off-campus clinical placements, online synchronous learning activities, and online asynchronous learning activities, depending on the program curriculum. This lends itself well to the first component of blended learning: Combining of two or more modalities. Additionally, programs must match course objectives with two key areas to meet licensing and certification areas: Knowledge and skills. Blended learning models provide opportunities to match objectives to learning activities and modality in practical, integrated ways. This means that instructors can design their courses to include academics with clinical learning versus academics disconnected from clinical learning. Furthermore, clinical placements can more successfully be integrated into campus courses as objectives can be written to include off campus modalities. One last way blended learning models fit clinical education is via instructional methods and media use. Continuing with the idea of intentional fusion in blended learning, instructors can match instructional methods (i.e. direct teaching or group) and media (i.e. video, visuals, simulations) to knowledge and skills objectives.

Financial Disclosure: University salary

4:45-5:15: Session 10: Round Table Discussion: Key Supervision Issues

Presenters: T.J. Ragan, M.A., CCC-SLP & Beth Stewart, M.Ed., CCC-SLP

Learning Objectives:

1. Identify key changes in ASHA's 2027 Certification Standards for Speech-Language Pathology and discuss their potential implications for graduate education and clinical training.
2. Examine how the 2027 Certification Standards may impact clinical education, including student knowledge and skills, clinical practicum experiences, supervision, and preparation for entry-level practice.
3. Analyze strategies, challenges, and ideas for aligning clinical education practices with the 2027 Certification Standards.

Session Description:

The 2027 ASHA Certification Standards in Speech-Language Pathology introduce changes that may have important implications for graduate education and clinical training. This roundtable will provide university clinical educators with an opportunity to explore key changes in the standards and consider how they may affect the preparation of graduate students for entry-level practice. Discussion will focus on the potential impact on clinical education, including student knowledge and skills, clinical practicum experiences, supervision, and opportunities for developing clinical competence. Participants will engage in collaborative discussion with fellow clinical educators to share perspectives, identify potential challenges, and exchange strategies for adapting clinical education practices to support alignment with the new certification standards. The goal of the discussion is to promote

collaboration and provide practical ideas that educators can consider as they prepare students for the transition to the 2027 standards.

Financial Disclosure: University salary

5:15-5:30 Business Meeting & Wrap Up

Friday, October 9, 2026

7:45-8:00: Breakfast

8:00-8:45: Session 11: Supporting Graduate Clinicians Who Stutter: A Guide for Clinical Educators

Presenters: Ana Paula G. Mumy, SLPD, CCC-SLP & Mandy Rodstrom, MA, CCC-SLP

Learning Objectives:

1. Identify key factors that contribute to safety for graduate clinicians who stutter, including supervisor-initiated conversations and openness to discussing stuttering-related challenges.
2. Describe student-centered assessment of clinical skills when supervising graduate clinicians who stutter.
3. List collaborative problem-solving strategies to support graduate clinicians who stutter through challenging clinical situations, including disclosure decisions and client/family interactions.

Session Description:

This presentation equips clinical educators with practical strategies for supervising graduate clinicians who stutter. Drawing from the lived experiences of speech-language pathologists who stutter, participants will learn how to create supportive supervisory relationships that recognize stuttering's dynamic nature while focusing on clinical skill development. The session explores five guiding principles: understanding stuttering and its variability, evaluating the whole clinician beyond fluency, fostering safety through openness, honoring student autonomy, and offering presence within the supervisor-clinician alliance. These guiding principles also apply to other neurodivergent students. Practical guidance addresses initiating supervisory conversations, navigating difficult moments, supporting disclosure decisions, and avoiding common pitfalls. Participants will leave with actionable strategies to build relationships where students feel seen, supported, and empowered to grow as competent clinicians.

Financial Disclosure: Financial - Employed full-time at Hallsville ISD and Adjunct Instructor at Ithaca College

Nonfinancial: Co-Founder and President at Spero Stuttering, Inc.

8:45-9:15: Session 12: Facilitating clinical reasoning skills and reflective practices through participation-based frameworks

Presenters: Katherine Hays, Ph.D.

Learning Objectives:

1. Participants will be able to summarize key elements of a participation based framework, how these relate to evidence-based practice, and how they support students' developing competencies to address the four types of clinical significance in plans of care.

2. Participants will describe how engaging student clinicians through a participation-based framework deepens their engagement with the ICF model, which ASHA has described as “the framework for the field” (ASHA, n.d.).
3. Participants will be able to identify and apply supervisory practices and strategies to facilitate development of enhanced clinical reasoning skills in student clinician experiences, and how they apply in work with clinical populations across the lifespan, with a focus on pediatric and younger adult populations.
4. Participants will be able to describe strategies to engage students in reflective clinical practice with an emphasis on considering complexities of case presentations and applications in communicative contexts of interest.

Session Description:

The American Speech calls the World Health Organization’s International Classification of Functioning, Disability, and Health-Children and Youth (ICF and ICF-CY, respectively) “the framework for the field” of Speech Language Pathology (ASHA, n.d.). McLeod (2006) suggests that it serves as a “metatheory” for SLPs worldwide. It is incumbent, then to emphasize the biopsychosocial model in clinical training programs by including due consideration to functioning and disability and environmental and personal factors.

The presenter will identify and discuss the four types of clinical significance (Bothe and Richardson, 2011) and implications for the tenets of evidence based practice. She will discuss supervisory frameworks and “Monday morning” ideas to facilitate more complex and holistically oriented clinical reasoning with student clinicians, emphasizing functional impacts of communicative disorders in specific contexts of interest, and core considerations such as peer relationships, communicative access, and agency.

The session will discuss strategies to orient clinical supervision through the lens of communicative participation as central to the mission of the SLP field. Simmons-Mackie and Damico (2010) write, “Ultimately, the goal of speech-language therapy is to foster improved communicative participation of clients with communication disorders.” Framing students’ clinical encounters and programmatic options for clinical placements through a participatory lens yields opportunities to foster development of key insights related to the pervasive impacts of communicative disorders and the complex interplay of personal and environmental factors in the presentation of disability.

Participation-based frameworks of clinical service delivery provide ripe opportunities for students to engage the ICF model, deepening their clinical observation and thinking skills by orienting to dimensions of communicative competence in context. The presenter will discuss a range of strategies and programmatic opportunities to facilitate participation-focused clinical education. With an emphasis on pediatric and neurodevelopmentally disordered populations, the session will explore Imms’ (2020a, 2020b) distinction between attendance and involvement, as well as participatory elements in adolescent and young adult populations (Connaghan et al., 2022). Supervisory strategies to increase student engagement with person and family- centered models of care as central to clinical practice will be discussed.

Financial Disclosure: University salary

9:15-10:00: Session 13: Hot Topics in Supervision

Presenters: Kelsey Wells, A.B.D., CCC-SLP

Learning Objectives:

1. Describe current challenges in supervision, including issues related to cultural humility, neurodivergent learners, and Generation Z learning styles.

2. Implement strategies for applying culturally responsive, neurodiversity affirming, and generation-informed supervision practices.
3. Compare and contrast implementation of academic-based accommodations in a typical classroom environment with clinic-based experiences.

Session Description:

Supervising graduate clinicians in communication sciences and disorders presents evolving challenges that require supervisors to adapt their practices with intention and skill. This session addresses current hot topics in supervision, including integrating cultural humility to foster equitable learning environments, supporting neurodivergent students through individualized, strengths-based approaches, and understanding the expectations and communication styles of Generation Z learners. Participants will gain practical guidance for navigating these emerging issues with confidence and competence.

Financial Disclosure: University salary

10:00: Break

10:15-11:15: Session 14: Preparing Graduate SLP Students for Clinical Supervision Through a Microcredential Pathway

Presenters: Shannon Wade Salley, SLP.D., CCC-SLP

Learning Objectives:

1. Participants will describe the need for early exposure to clinical supervision competencies within graduate speech-language pathology (SLP) education
2. Participants will identify key components of a microcredential pathway designed to develop foundational clinical supervision skills in graduate SLP students
3. Participants will discuss strategies for integrating supervision-focused learning experiences into graduate health professions curricula using stackable microcredentials and digital badging

Session Description:

Clinical supervision is a critical component of speech-language pathology (SLP) practice, as licensed clinicians are expected to mentor, supervise, and evaluate students, support personnel, and early-career professionals throughout their careers. Despite this expectation, graduate SLP programs often focus primarily on developing clinical competencies, with fewer structured opportunities for students to explicitly learn and practice supervisory skills. As the profession increasingly relies on collaborative clinical education models and supervisory capacity in schools, healthcare systems, and community settings, preparing graduate students for future supervisory responsibilities has become an important component of professional preparation.

To address this need, a structured clinical supervision microcredential pathway was developed to introduce graduate SLP students to foundational principles and practices of effective supervision. The pathway is composed of stackable microcredentials that focus on core supervisory competencies, including communication and feedback, clinical teaching and evaluation, and reflective and ethical supervisory practice. Through applied learning activities, guided reflection, and performance-based assessments, students engage in supervised opportunities to observe, analyze, and practice elements of the supervisory process within authentic clinical and educational contexts.

By integrating supervision-focused learning into graduate preparation, this microcredential pathway helps prepare future speech-language pathologists to support clinical education, contribute to workforce development, and sustain high-quality supervision practices within the profession.

Financial Disclosure: University salary

11:15-11:45: Session 15: Clinical Supervision in Dementia Respite Care

Presenters: Nicole Hines, M.S., CCC-SLP

Learning Objectives:

1. Understand the purpose of a dementia respite day program
2. Understand how graduate clinicians interact in and learn within respite care
3. Learn how to implement a supervision model within a respite day program

Session Description:

Graduate CMSD programs strive to offer a variety of placements for graduate clinicians in order to gain a well-rounded experience in various areas of the field across populations. CMSD programs often seek opportunities, including community outreach, inter-professional education, (5) and an increasing focus on underserved populations (6). As supervisors we are tasked with ensuring our students gain knowledge and skills. According to ASHA, supervisors are tasked with bridging academic knowledge with clinical procedures, ensure student's are familiar with various clinical settings to improve clinical decision making and problem solving. (2).

The number of people living with Alzheimer's disease continues to increase with approximately 7.2 million Americans diagnosed with these figures expected to double by 2050 (1). Many graduate clinicians may uncomfortable working with PLWD (7-8) and such an opportunity provides increased understanding, empathy, and self-efficacy in working with PLWD (9).

For the last year UGA has offered a new opportunity to students in which they provide skilled language intervention, along with cognitive and social aspects of communication in the respite adult day program for people living with dementia (PLWD), Grace Arbor. Grace Arbor is an Adult Day Care Respite Program for individuals with dementia. Their model is based off of the specific needs of PLWD. Staffed with training professionals and volunteers to provide structured daily routines to reduce anxiety and promote stability, therapeutic activities to stimulate cognitive flexibility and preserve current function and provide a safe and engaging environment to reduce the strain of caregivers and participants to maintain well-being and quality of life.) (4). During this presentation, we will discuss the benefits to this placement as well as limitations within the program.

Financial Disclosure: University salary

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