

SOUTHEASTERN UNIVERSITY CLINICAL EDUCATORS CONFERENCE 2026

In Person Conference

Thurs. Oct. 8,
8 a.m. - 5:30 p.m. EST

& Fri., Oct. 9,
8 a.m. - noon EST

Conference Learning Objectives:

Upon completion,
learners will be able to:

1. Describe 2 new clinical teaching methodologies for their clinical programs.
2. List 2 challenges and opportunities impacting students enrolled in clinical education at their institution.
3. Discuss 3 solutions to topic areas in communication sciences and disorders (CSD) programs to advance training of graduate students.

Classic City SEUCE: Celebrating 25 Years of Clinical Education Excellence

Target audience:

Clinical educators in CSD Programs

Location:

The UGA Center for Continuing Education & Hotel
(The Georgia Center)

1197 S. Lumpkin Street, Athens GA 30602

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UGA Speech and Hearing Clinic

Intermediate
1.1 ASHA CEUs



Speech and Hearing Clinic
Mary Frances Early College of Education
UNIVERSITY OF GEORGIA

Time Ordered Agenda: Day One Thursday, October 8th, 2026

7:30– 8:00 a.m. – Check-in and Breakfast

8:00 – 8:15 a.m. – Welcome and Opening Remarks

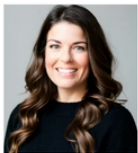


8:15–9:15 a.m. – **Whose Work Is This, Anyway? Ethical Dimensions of AI Use in Speech Language Pathology Clinical Training** by Angela N McLeod, Ph.D., CCC-SLP & Crystal A. Murphree-Holden, MA, CCC-SLP
Disclosures: University salary (all)



9:15–10:15 a.m. – **The READ Clinic Model: Teaching, Training, and Telehealth** by Jenny Alderson, MS, CCC-SLP
Disclosures: University salary; 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 –10:30 a.m. – Break



10:30–11:15 a.m. – **Clinical Resource Seminar (CRS) at UGA: Preparing Students for Clinical Assignments Before Formal Coursework** by Nina Santus, Ph.D., CCC-SLP, Ainsley P. Vergara, M.Ed., CCC-SLP, & Nancy B. Dellaria, M.Ed., CCC-SLP
Disclosure: University salary (all)



11:15 a.m. –12:00 p.m. – **Emerging Functions and Roles during Author's Chair Interactions** by Christine Weill, Ph.D., CCC-SLP
Disclosure: University salary

12:00–1:00 p.m. – Lunch (provided)

Time Ordered Agenda: Day One (cont'd) Thursday, October 8th, 2026



1:00-2:00 p.m. - **"Growing Our Own:" Integrating Undergraduate Students into the Clinic** by Kimberly Mory, Ph.D., CCC-SLP, CHES, Alison Brockett, M.S., CCC-SLP, & Becky Jimenez, M.S., CCC-SLP
Disclosure: University salary (all)



2:00-2:30 p.m. - **Cultivating Confidence in Future Clinicians Through Experiential Learning** by Elizabeth H. Stewart, M.Ed., CCC-SLP & Ainsley P. Vergara, M.Ed., CCC-SLP
Disclosure: University salary (both)

2:30 - 2:45 p.m. - Break



2:45-3:30 p.m. - **Spirituality Within a Holistic, Person-Centered Care Framework** by Steven Moates, SLP.D., CCC-SLP, CHSE, CCAT
Disclosure: University salary



3:30-4:00 p.m. - **Simulating a Month of Poverty: Promoting Deeper Learning and Compassion** by Lydia Allison Matthews, MCD, CCC-SLP
Disclosure: University salary; Breeden Grant through Auburn University received for Poverty Simulation Kit



4:00-4:45 p.m. - **Envisioning Graduate Student Clinical Education Through a Blended Learning Lens** by Kristen Lewandowski, M.A., CCC-SLP
Disclosure: University salary



4:45-5:15 p.m. - **Round Table Discussion: Key Supervision Issues** by T.J. Ragan, M.A., CCC-SLP & Beth Stewart, M.Ed., CCC-SLP
Disclosure: University salary (both)

5:15-5:30 p.m. - SEUCE Business Meeting & Wrap Up

Time Ordered Agenda: Day Two Friday, October 9th, 2026

7:30–8:00 Breakfast



8:00–8:45 Supporting Graduate Clinicians Who Stutter: A Guide for Clinical Educators by Ana Paula G. Mumy, SLP.D., CCC-SLP & Mandy Rodstrom, M.A., CCC-SLP

Disclosure: Dr. Mumy is employed at Hallsville ISD and Adjunct Instructor at Ithaca College; Co-Founder and President at Spero Stuttering, Inc.



8:45–9:15 Facilitating Clinical Reasoning Skills and Reflective Practices through Participation-based Frameworks by

Katherine Hays, Ph.D.

Disclosure: University salary



9:15–10:00 Hot Topics in Supervision by Kelsey Wells, A.B.D., CCC-SLP

Disclosure: University salary

10–10:15 Break



10:15–11:15 Preparing Graduate SLP Students for Clinical Supervision Through a Microcredential Pathway by Shannon Wade Salley, SLP.D., CCC-SLP

Disclosure: University salary



11:15–11:45 Clinical Supervision in Dementia Respite Care by Nicole Hines, M.S., CCC-SLP

Disclosure: University salary

11:45–12:00 Wrap-up & Closing

Satisfactory Completion Requirements:

In order to complete the course and receive a certificate, learners must:

- Attend the entirety of the program, including signing in and out on the sign-in sheet; partial credit will not be available.
- Complete and submit an informal self assessment/feedback survey within 7 days (by 9/16/2026 at 11:59 p.m. EST).

Presenter Bios (in order of presentation)

Angela N. McLeod is the Director of the Montgomery Speech, Language, and Hearing Clinic and a Clinical Professor at the University of SC. Clinical and research interests include clinical education, speech sound disorders, literacy, language development and disorders, speech sound disorders, orofacial myofunctional disorders, and cultural and linguistic variation. She is a Qualified Orofacial Myologist. She is currently serving as the Vice President of Higher Education for the SC Speech, Language, and Hearing Association and is a SC Representative on ASHA's Committee of Ambassadors.

Crystal Murphree-Holden is a Clinical Assistant Professor and Director of Distance Education in Communication Sciences and Disorders at the University of South Carolina. She engages in administrative, academic, and clinical education aspects of graduate preparation. Her professional experiences include schools, private practice, rehab facilities, community clinics, residential facilities, and university settings.

Jenny Alderson, MS, CCC-SLP is the Assistant Director of Clinical Education in the SLP program at MUSC. She coordinates clinical placements and teaches graduate coursework. She also supervises the SLP students in MUSC's pro bono clinic and co-manages the READ clinic.

Nina Santus, Ph.D., CCC-SLP, is a Clinical Associate Professor at the University of Georgia. She specializes in fluency, voice, and dysphagia. Her research focuses on articulation, dysphagia, treatment efficacy, and best practices for fluency disorders in schools. She presents nationally and internationally and mentors graduate clinicians in evidence-based assessment and treatment.

Ainsley Vergara, M.Ed., CCC-SLP is a Clinical Assistant Professor in the department of Communication Sciences and Special Education at the University of Georgia. She supervises graduate clinicians in the university clinic and off-site practicum sites, teaches clinical and AAC courses, and mentors undergraduate and graduate students. She serves on the Continuing Education and Higher Education boards of the Georgia Speech Language Hearing Association.

Nancy Dellaria is a Clinical Professor in the Department of Communication Sciences and Special Education at the University of Georgia. Clinical interests include working with both pediatrics and adults with speech and language disorders, autism, aphasia, and Parkinson's. She served on the GSHA Strategic Planning Committee and as President of the Board of Directors for NEGA Speech Center. Ms. Dellaria's forty-two years of experience include work in the school, medical, and university setting.

Christine Weill, Ph.D., CCC-SLP, is an Assistant Professor in the Department of Communicative Disorders at the University of Louisiana at Lafayette and Coordinator of the Scottish RiteCare Clinic. She is a speech-language pathologist, educator, and researcher working in the areas of pediatric language disorders, literacy, and autism.

Kimberly Mory, Ph.D., has enjoyed over 40 years as a speech pathologist, focusing on adults and adolescents with neurological injuries and disorders. She is currently a Clinical Professor at Texas Woman's University and is passionate about teaching and supervising undergraduate and graduate students as they prepare for their careers.

Alison Brockett, M.S., worked for many years in the public schools before coming to Texas Woman's University, teaching undergrad and graduate classes. Alison now serves as the graduate program director and feels it is critical to properly equip students with the knowledge and tools needed to be successful SLPs.

Rebecca Jimenez, M.S., an Assistant Clinical Professor and Clinical Director and Director of Clinical Education at TWU, has over a decade of experience specializing in early childhood assessment and intervention, speech sound disorders, and augmentative and alternative communication. As a bilingual speech pathologist, she has a deep understanding of culturally responsive practices in speech pathology.

Beth Stewart, M.Ed., CCC-SLP is a Clinical Assistant Professor and Clinical Education Coordinator in the Department of Communication Sciences and Special Education at the University of Georgia in Athens, GA. Her areas of specialization include aural rehabilitation, voice, articulation, school-age language, dysphagia, and supervision.

Steven Moates, SLP.D., CCC-SLP, CHSE, CCAT, is a Clinical Associate Professor and Clinical Program Director for the online CSD program in the Department of Communication Sciences and Disorders at Baylor University. His research centers on stuttering, clinical education, and person-centered care. He is a certified healthcare simulation educator and clinical adventure therapist and serves on the CAPCSD Clinical Education Committee.

Lydia Allison Matthews is an Assistant Clinical Professor in speech-language pathology at Auburn University. She is a clinical educator in the Auburn University Speech and Hearing Clinic and teaches undergraduate courses in clinical procedures and cognition. Lydia provides direct, individualized supervision to graduate students providing speech, language, swallowing/feeding, and cognitive evaluation and treatment.

Kristen Lewandowski, M.A., CCC-SLP, is an instructional assistant professor and director of clinical education in the Department of Speech, Language, and Hearing Sciences at the University of Florida. She is a research assistant in the Brain Rehabilitation Research Center in the North Florida/South Georgia VHA and she directs an accessible telehealth clinic where she provides clinical supervision to graduate students.

Presenter Bios (in order of presentation, cont'd)

T.J. Ragan, M.A., CCC-SLP is a Clinical Professor in the Department of Communication Sciences and Special Education and serves as the Clinic Director for the University of Georgia Speech and Hearing Clinic. She specializes in pediatric speech, language, feeding, and literacy evaluation and treatment. She has experience in private practice, public, private, and charter school systems, early intervention programs, nonprofit agencies, and telepractice.

Ana Paula Mumy is a trilingual speech-language therapist with more than 25 years of experience spanning public and private schools, home health, private practice, and higher education. She serves as an Associate Professor, and her teaching has encompassed phonetics, clinical methods, articulation and language disorders at the undergraduate level and stuttering, counseling, and language disorders at the graduate level.

Mandy Rodstrom is a stutterer and a former school-based Speech Language Pathologist with 20 years of experience. She is a passionate advocate for client- and family-centered, neurodiversity-affirming, and trauma-informed care, specializing in developmental stuttering.

Katherine Hays, Ph.D. (pending, expected graduation May 2026), CCC-SLP is a clinical supervisor at the University of Louisiana at Lafayette. She has presented nationally and internationally on topics including speech sound disorders, AAC, and neurodiversity. She has fourteen years of clinical experience working with pediatric and younger adult populations. Her additional clinical and research interests include pragmatics and peer interaction.

Kelsey Wells, A.B.D., CCC-SLP is a Clinical Instructor at Georgia State University. In addition to supervising graduate clinicians at GSU for the past 3 years, she has supervised graduate clinicians in medical internships. She is currently completing her clinical doctorate in speech language pathology at Valdosta State University with a focus in dysphagia and dementia. She also specializes in providing teletherapy for school-aged children with speech sound, language, and fluency disorders.

Shannon Salley is the Associate Dean of the College of Education, Health, and Human Services and a Professor and Chair of the Social Work and Communication Sciences and Disorders department at Longwood University. She is the co-chair and co-founder of the Interprofessional Education Committee and has been a member of the Microcredential Steering Committee since its inception. Her areas of interest include pediatric and adult feeding and swallowing disorders.

Nicole Hines, MS, CCC-SLP is an assistant professor and clinic coordinator at Piedmont University specializing in dysphagia and voice disorders. She has previously presented at multiple state association conventions as well as a guest lecturer for multiple university graduate and undergraduate programs. Nicole has been an active member of the Georgia Speech-Language Hearing Association since 2018 and served on the executive council in various roles, currently as the Executive Director.

Policies:

Accommodations: The UGA Speech & Hearing Clinic is dedicated to making its courses accessible to all. We strive to provide access, to the fullest extent possible, to activities based on an awareness of participants' needs. If you require assistance with a UGA Speech & Hearing Clinic Professional Development course or event, due to a disability, please contact us at shclinic@uga.edu at least 14 days before the event, with the name of the event, and indicate the area(s) of need (i.e., mobility, vision, hearing, other). Clinic personnel will contact you for additional information.

Cancellations and Refunds Policy: To cancel, email shclinic@uga.edu with the subject line, "Cancellation for SEUCE Course." If UGA must reschedule the program due to inclement weather or other emergencies, we will contact you by e-mail.

Complaint Policy: If this CE activity is not satisfactory, you may submit a complaint to the CE Administrator. Please submit complaints within 14 calendar days of the completion of the CE event/activity.

See this link for full information: <https://drive.google.com/file/d/1hXaNgJeJSOCKbjBZg5JFwSmXrGc-3VY6/view>

Sponsors:

We would like to thank our generous sponsors for their support of SEUCE 2026. Sponsorships help support meals and refreshments at the conference as well as providing bags and pens for participants.

