LEARNER OUTCOMES

Extended Short Course 1
The ABCs of (C)APD: From Definitions to Management—Cynthia McCormick Richburg
Participants will:
- acquire information on the characteristics, causes, and sub-profiles of (C)APD. multidisciplinary approach used to make a diagnosis.
- experience screening and testing materials commonly used in audiology clinics.
- acquire information on management techniques (e.g., auditory closure activities, interhemispheric exercises, phoneme awareness, etc.) used in a multidisciplinary setting.

Extended Short Course 2
Efficacy of Ethics for Professionals, Patients, and Students—Frederick Britten
Participants will:
- be able to explain the importance of ethics in the professions of speech-language pathology and audiology.
- be able to identify dilemmas facing professionals in service delivery and research.
- be able to apply the ASHA Code of Ethics through case presentations.

Mini Seminar 1
Assessment Modifications Used with Linguistically Diverse Populations: The MSHC Approach—Jarmulowicz et al.
Participants will:
- be able to explain the roles of the clinician and interpreter and to describe differences from monolingual evaluations.
- appreciate the importance of considering a client’s culture and linguistic differences for case history and counseling procedures.
- understand the range of assessment modification used in the CLD clinic that may be used in their own clinical practice.

Short Course 3
Supported Communication in Aphasia—Nancy Alarcon
Participants will:
- define the relevance of quality of life measures.
- identify obstacles and approaches to revealing cognitive and communicative competency, and the resultant impact, and identify techniques and resources to evaluate and strengthen multi-modality communication.
- articulate a method of assessing and facilitating communication partner participation in intervention.

Mini Seminar 2
Language-Based Specific Learning Disorders: 3 Diagnostic Models—Ryan Farmer
Participants will:
- be able to define language-based learning disabilities.
- understand the requirements for the placement of students under IDEA 2004.
• be able to identify the steps in three primary models of diagnosis/placement for language-based learning disabilities, and will have an understanding of each model’s efficacy, potential harm, and application to intervention.

**Mini Seminar 3**  
*Electronic Medical Records—David Zapala*  
Participants will:  
• define the difference between clinic reports and clinic databases.  
• identify the key components of a well written clinical report.  
• define inter-operability and how it relates to audiology.

**Short Course 4**  
*Avoidance Reduction Therapy for Stuttering—Vivian Sisskin*  
Participants will:  
• use observational skills to identify behaviors and thoughts that maintain and perpetuate struggle in disfluent speech.  
• develop treatment plans for children who stutter based on multidimensional assessment.  
• describe behavioral and counseling strategies to teach children to replace maladaptive thoughts and behaviors with ones that are consistent with positive self-perception and fluent (comfortable) speech.

**Mini Seminar 4**  
*Update on Otoacoustic Emissions 2013—Shaum Bhagat*  
Participants will:  
• be able to describe a classification scheme for OAEs.  
• be to understand how distortion and reflection-based OAEs differ from one another.  
• be able to apply knowledge of distortion and reflection-based OAEs in the clinic.

**Mini Seminar 5**  
*Remediation of Intelligibility Disorders—Rene Utianski*  
Participants will:  
• explain how speech degradation interferes with cognitive-perceptual processes associated with speech understanding.  
• discuss the cortical underpinnings associated with listening strategies and adaptive cognitive-perceptual processes.  
• recognize the missing relationship between an etiology-based classification system of dysarthrias and available treatment options.

**Short Course 5**  
*Evaluation and Treatment of Resonance Disorders and Velopharyngeal Dysfunction—Ann Kummer*  
Participants will:  
• describe the characteristics of various resonance disorders and the types and causes of velopharyngeal dysfunction.  
• describe the effects of cleft palate and velopharyngeal insufficiency on speech and resonance.  
• apply appropriate evaluation procedures and treatment techniques when managing individuals with cleft palate, velopharyngeal dysfunction or resonance disorders.
**Short Course 6**  
*Understanding the Process of Pediatric Amplification—Ryan McCreery*  
Participants will:

- implement an evidence-based protocol for selection and verification of hearing aids with children.
- use developmentally-appropriate outcome measures to identify areas of developmental risk for children with hearing loss.
- develop a customized outcomes verification process for their clinic.

**Mini Seminar 6**  
*Intellectual Disabilities: Practical Methods for Addressing Barriers to Learning*  
Participants will:

- identify speech/language and learning characteristics of individuals with Intellectual Disabilities.
- describe how these characteristics impact learning during early, middle, and late school years.
- explore how practical, research based interventions address deficits and enhance skills of people with Intellectual Disabilities.

**Mini Seminar 7**  
*Screening vs. Evaluation of Dysphagia: What’s the Difference?—Debra Suiter*  
Participants will:

- be able to list 3 differences between screening and evaluation tools.
- be able to describe 3 different screening tools available for identification of individuals at risk for oropharyngeal dysphagia.
- be able to explain 2-3 means by which accuracy of screening tests is determined.

**Extended Short Course 7**  
*Progressive Tinnitus Management: How It’s Done—James Henry*  
Participants will:

- describe the rationale and overview of levels of clinical care for Progressive Tinnitus Management (PTM).
- conduct Levels 1-3 of PTM in the clinic.
- discuss three strategies for using sound to manage reactions to tinnitus.

**Short Course 8**  
*Social Thinking and Communication Development in Children with ASD—Pamela Rollins*  
Participants will:

- be able to describe early social indicators of ASD.
- be able to describe the three major periods of early social development.
- be able to translate information on early social development into intervention strategies to facilitate social-communication in children with ASD.

**Mini Seminar 8**  
*Sound Beginnings and Beyond: Aural Habilitation for Babies, Toddlers, Kids, and Teens—Domico, Davis, & Bell*  
Participants will:

- be able to discuss the hierarchy of auditory skill development.
• be able to modify the same listening task to appropriate levels for a range of ages and listening stages.
• be able to give examples of auditory activities that encourage “thinking while listening.”

Mini Seminar 9
Managing Brain Injury Beyond the Therapy Walls—Kimberly Robbins & Jesslyn Maxwell
Participants will:
• learn resources to use with patients and families for increasing effectiveness and carryover of treatment of cognitive skills.
• identify ways to involve families for increased outcomes of cognitive treatment.
• identify ways to increase cognition through a multi-disciplinary approach.

Mini Seminar 10
Building a Foundation for Excellence in Clinical Supervision—Nancy Alarcon
Participants will:
• be able to identify the key roles and responsibilities unique to supervising from assistant to new professionals in the work place.
• be able to articulate the principle concepts of a continuum of supervision.
• be able to identify the strategies that enhance communication in the supervisory process and provide examples of essential tools that should be included in performance evaluation and feedback to support development of competencies as a supervisor and supervisee.

Mini Seminar 11
Making the Most of Auditory Evoked Potentials in Clinic (and Updates too)—Samuel Atcherson
Participants will:
• be able to compare and contrast different methods for threshold estimation using AEPs.
• be able to describe protocols to record both ocular and cervical VEMPs.
• be able to list two up-and-coming techniques or clinical approaches using AEPs.

Short Course 9
Treating Dysarthria on Monday Morning—Jay Rosenbek
Participants will:
• be able to perform a fifteen minute perceptual speech evaluation.
• be able to describe maximum performance training.
• be able to identify candidates for respiratory muscle training.

Extended Short Course 10
The CARE Project: Journey to Resilience—Johnnie Sexton
Participants will:
• identify the 7 emotional stages of grief associated with loss as proposed by the instructor.
• define his/her role as an active listener in validating the emotions expressed by families.
• counsel families on the need to reach acceptance of hearing loss and the positive outcomes that may result in doing so.
Extended Short Course 11

*SLPs’ Crucial Roles in Facilitating Disciplinary Literacy with Struggling Students—Barbara J. Ehren*

Participants will:
- analyze the disciplinary literacy requirements of the Common Core State Standards and the discourse patterns of history, science, math and literature.
- predict areas of difficulty for students with discourse structures.
- describe ways to address language demands with students who struggle and to assist their teachers.

Short Course 12

*Health Disparities: Does Inequality Make Us Sick?—Kenneth D. Ward*

Participants will:
- define health disparities and identify examples of racial and socioeconomic disparities.
- recognize how the social environment, including neighborhood factors, income inequality, and discrimination affect health status.
- reflect on potential solutions to reducing disparities.

Short Course 13

*New Evidence-Based Support of a 3-Ounce Water Swallow Challenge Protocol—Steven B. Leder*

Participants will:
- demonstrate understanding of what a screening test for dysphagia is.
- demonstrate understanding of how to administer the 3-ounce water swallow challenge protocol.
- demonstrate how to interpret the results in order to make specific diet recommendations based on information derived from the 3-ounce water swallow challenge protocol.

Mini Seminar 12

*Strategies to Improve Long-Term Hearing Aid Benefit—David J. Smriga*

Participants will:
- be able to employ case history techniques to uncover lifestyle needs and the patient’s motivation for change.
- be able to conduct an audiometric test to determine the presence of cochlear dead regions.
- be able to pre-program digital hearing instruments to patient-specific audibility requirements.
- be able to verify that gain, compression and output settings have been adjusted to maximize audibility.
- be able to provide a therapeutic series of exercises designed to improve brain function as it relates to auditory stimulation.

Karen Steckol Keynote Luncheon

*Fighting Monsters with Rubber Swords—Robert Rummel-Hudson*

Participants will:
- explore the perspective of a parent engaged in the process of implementing AAC solutions for a nonverbal child.
- experience a greater understanding of the importance of the parent participation in the lifelong process of improving client communication.
- explore a big picture examination of the social contract between community and persons with disabilities.
Mini Seminar 13
Radiation-Induced Hearing Loss in the Pediatric Oncology Population—Johnnie Bass
Participants will:
- be able to define various types of radiation therapy.
- be able to describe short-term and long-term radiation-induced ototoxic effects.
- be able to describe and discuss an ototoxicity monitoring protocol for patients receiving cranial RT.

Mini Seminar 14
Compassion Fatigue: What it is and how to avoid it.—Karen Mason Riss
Participants will:
- be able to list causes of compassion fatigue.
- be able to identify symptoms of compassion fatigue.
- have tools to avoid compassion fatigue.

Short Course 14
Evidence Based Treatment Guidelines for Childhood Apraxia of Speech—Sue Caspari
Participants will:
- be able to list at least five principles of motor learning.
- be able to describe at least five ways that the principles of motor learning might guide treatment decisions for a child with CAS.
- be able to discuss how the principles of motor learning might be used as a framework for making adjustments in treatment for children with CAS who are making limited progress.

Short Course 15
Vestibular Assessment—David Zapala
Participants will:
- describe proposed syndromes associated with otolith and semicircular canal dysfunction.
- understand adaptation from a physiologic and psychological perspective.
- understand how multiple tests can improve accuracy, if used wisely, and how they can confuse is used uncritically.