

*The University of Oregon  
Communication Disorders and  
Sciences Program presents:*

# *Speech-Language Pathology in the Medical Setting*

**Cost: FREE!\***

March 16<sup>th</sup>, 2019

8:15 am-5:30 pm  
(1-hour break for lunch)

Room 220, HEDCO Education  
Building, University of Oregon

\*There is a \$5.00 processing fee for the Oregon Speech-Language Hearing Association to report your CEUs to ASHA. This \$5.00 fee is charged by OSHA, not by ASHA. A Certificate of Attendance will be provided to all attendees at the conclusion of the workshop for state licensure hours.

This workshop, geared toward the medical SLP, will focus on expanding your repertoire of management considerations & assessment/intervention tools across settings. Further, as medical SLPs are becoming more involved in student supervision, the day will conclude with a discussion of best practices in supervision (as required by the 2020 ASHA certification standards).

**ASHA CEUs  
available!**

**This course is  
offered for .65  
ASHA CEUs  
(Intermediate  
Level;  
Professional  
Area)**



The Oregon Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

## Schedule at a Glance

- 8:15 Registration and Poster Session\*
- 9:30 Welcome
- 9:45 Caregiver burden in dysphagia: Moving toward a biopsychosocial model of management (Samantha Shune, PhD, CCC-SLP)
- 10:45 Facilitating patient buy-in and improving cognitive-communication rehabilitation outcomes (McKay Moore Sohlberg, PhD, CCC-SLP)
- 11:55 Clinically feasible conversation sampling for adults who have experienced brain injury: A hands-on lab (Heidi Iwashita, MS, CCC-SLP, Jill Potratz, MS, CCC-SLP, Aaron Rothbart, MS, CCC-SLP, Jennifer Sabo, BA, Laurel Smith, BS)
- 12:45 Lunch (on your own)
- 1:45 AAC in the acute care setting (Jeanine Geisler Brush, MS, CCC-SLP)
- 2:45 The benefits of supervision: Best practices and strategies for success (Elise Peltier, MS, CCC-SLP)
- 4:45 Networking

**To register, please email [cgs@uoregon.edu](mailto:cds@uoregon.edu) with the following information:**

**Name**

**Email address**

**Phone number**

**Current employer (if applicable)**

**Would you like to be contacted regarding any accessibility or accommodation needs?**

**Would you like to receive more information about supervising graduate students?**



**Thank you to Northwest Mobile FEES  
for helping sponsor this workshop.**

Anne Leaf, MA, CCC-SLP, Owner  
(208) 863-8370 / [anne@nwmobilefees.com](mailto:anne@nwmobilefees.com)

### **\*Posters:**

Regulating rate of eating in patients with dysphagia: The effectiveness of smartforks (Meredith Meyer, BS)

Moving toward a comprehensive view of mealtimes for individuals with chronic obstructive pulmonary disease (Ting-fen Lin, MA, CCC-SLP)

An ecological model of factors contributing to patient compliance in dysphagia management (Bedoor Nagshabandi, MS, CCC-SLP)

## **Caregiver burden in dysphagia: Moving toward a biopsychosocial model of management**

Samantha Shune, PhD, CCC-SLP

A growing body of research has demonstrated that dysphagia's negative biopsychosocial ramifications extend beyond the individual. Rather, dysphagia contributes to increased caregiver burden and fundamental changes in daily life for families. This presentation will describe our current knowledge of these issues and present a framework for maximizing relational health outcomes within families.

**Learning Objectives:** Describe the concept of third-party disability and its application to individuals with dysphagia and their families; Identify the key components of the biopsychosocial-spiritual model and its role in integrated healthcare; Outline initial steps for developing and/or implementing procedures for improved interprofessional practice and more family-focused care provision.

## **Techniques to facilitate patient buy-in and improve cognitive-communicative rehabilitation outcomes**

McKay Moore Sohlberg, PhD, CCC-SLP

Most every patient with cognitive-communicative impairments following acquired or progressive conditions wants to improve. However, challenges such as reduced self awareness, low expectations for therapy, and psychosocial complications can limit patient buy-in necessary for a therapeutic response. Clinician behaviors can similarly inadvertently hinder patient engagement. This presentation describes a framework and set of strategies for facilitating patients' active participation in their rehabilitation.

**Learning Objectives:** Describe and differentiate challenges such as apathy, anosognosia, depression and denial in addition to facilitative factors such as resilience, therapeutic alliance and self efficacy; Describe tools used to measure and promote client self awareness; Describe clinical methods that enhance client-centered goal setting; Describe at least two specific therapy activities designed to promote self awareness and resilience.

## **Clinically feasible conversation sampling for adults who have experienced brain injury**

Heidi Iwashita, MS, CCC-SLP, Jill Potratz, MS, CCC-SLP, Aaron Rothbart, MS, CCC-SLP, Jennifer Sabo, BA, Laurel Smith, BS

In this unique hands-on lab, you and a partner will participate in three structured tasks described in the literature for assessing social communication after brain injury, and then rate your own and your partner's performance using one of three simple pragmatic rating scales.

**Learning Objectives:** Describe three different types of conversational tasks described in the literature for assessing social communication after ABI; Collect a short conversation sample for assessing social communication; Score a short conversation sample using a pragmatic rating scale for individuals who have experienced ABI

### **AAC in the acute care setting**

Jeanine Geisler Brush, MS, CCC-SLP

Many patients in acute care settings are unable to communicate using natural speech due to either temporary or permanent medical conditions. Without a means to communicate, patients are at risk of experiencing reduced medical outcomes, social isolation, and/or exclusion from medical decision-making (Hurtig, 2018). This presentation details the process for how a clinician may identify a patient's need for augmentative and alternative communication (AAC) in the acute setting and a variety of tools and strategies that may be used to support communication within this setting.

**Learning Objectives:** Identify a patient's need for AAC in the acute care setting; Describe a variety of tools and strategies that may be used within the acute setting

### **The benefits of supervision: Best practices and strategies for success**

Elise Peltier, MS, CCC-SLP

Supervising and mentoring can be a very positive experience. There is also a growing need for mentorship opportunities in medical settings. This session will provide an opportunity to explore your own communication, feedback and supervisory skills, collaborate with university and community supervisors, and gather resources for additional training opportunities for yourself or your colleagues. It will also clarify and fulfill the new ASHA requirements for CEUs in supervision.

**Learning Objectives:** Identify new ASHA guidelines regarding supervision; Explain characteristics of supervision styles and communication; Demonstrate how to foster critical thinking skills in students through effective feedback practices; Locate and utilize resources regarding supervision

### **Poster Session**

**-Moving toward a comprehensive view of mealtimes for individuals with chronic obstructive pulmonary disease** Ting-fen Lin, MA, CCC-SLP

**-Regulating rate of eating in patients with dysphagia** Meredith Meyer, BS

**-An ecological model of factors contributing to patient compliance in dysphagia management** Bedoor Nagshabandi, MS, CCC-SLP

**Learning Objectives:** Discuss and examine outcomes and implications

### **Speaker Disclosures**

Jeanine Brush: *Financial* – salary from the University of Oregon; *Nonfinancial* - none

Heidi Iwashita: No relevant financial or nonfinancial disclosures

Ting-fen Lin: *Financial* – UO Evelyn H. Bullock Funding for Research; *Nonfinancial* - none

Meredith Meyer: No relevant financial or nonfinancial disclosures

Elise Peltier: *Financial* – salary from the University of Oregon; *Nonfinancial* - none

Jill Potratz: No relevant financial or nonfinancial disclosures

Bedoor Nagshabandi: No relevant financial or nonfinancial disclosures

Aaron Rothbart: No relevant financial or nonfinancial disclosures

Jennifer Sabo: No relevant financial or nonfinancial disclosures

Samantha Shune: *Financial* – salary from the University of Oregon; *Nonfinancial* - none

Laurel Smith: No relevant financial or nonfinancial disclosures

McKay Moore Sohlberg: *Financial* – salary from the University of Oregon; *Nonfinancial* - none