

You Are Invited!

CDS EBP's 2020

Friday, May 29th

o 9:00 – 4:00

Thursday, June 11th

o 9:00 – 4:00

All presentations will be recorded for later viewing



The students and faculty of the CDS program would like to take this opportunity to express our sincere thanks for your commitment in helping train future clinicians. We could not prepare our students without your community support.

You are invited to see our master's students present their Evidence Based Practice Projects, the capstone project, which will be their last milestone before embarking on their SLP careers.

Each graduating student will present a review of the literature for a particular intervention in conjunction with their own findings from a case application using the target intervention. The projects thus provide a synthesis and integration of current research findings and clinical outcomes based on treating clients in real practice settings.

This year we are doing things a little differently due to COVID-19 related restrictions. We will not be offering live viewing of the presentations but rather recording all presentations for later viewing; however, we do plan to offer CEUs for these presentations (.5 to .75 CEU per presentation). Additional information and instructions will be shared prior to presentation dates.

Evidence Based Practice Projects

* Mental Health in Communication Disorders and Sciences Graduate Students at the Micro, Meso, and Macro Levels of Human Interaction * Development of Phonological Awareness Assessment for School-Age Spanish-Speakers * Guidelines for Figurative Language Intervention with Individuals with Autism Spectrum Disorder with Emphasis on Metaphor Comprehension * A Critical Analysis of the Literature: Evidence-Based Treatment for Developmental Language Disorders in Adolescents within the Youth Justice System * Adaptation of a Naturalistic Communication Intervention Program to Support Clinicians in Nicaragua * Changes in Reported Practices and Beliefs Following an Intensive Caregiver-Implemented Naturalistic Communication Intervention Training for Early Intervention Service Providers * Telepractice: Recommended Guidelines for Designing and Implementing a Graduate Program Clinical Services Experience in Speech-Language Pathology * Examining the Methods of Measuring Group Treatment Effects on Communication and Engagement for People with Dementia * Effective Cognitive Rehabilitation Treatments for Pediatric Brain Cancer Survivors * Effects of Mindfulness-Based Interventions on Self-Awareness Following Brain Injury * Development of Protocols for Semantic Feature Analysis and Response Elaboration Training for the Clinic for Adults with Acquired Language and Motor Speech Disorders * Speech-Language Pathologist's Perceptions of Factors Affecting Dysphagia Recommendation Adherence in the Inpatient Setting * Smart Fork: How a Technological Tool Can Improve the Eating Experience of Adults with Dysphagia * Designing AAC intervention to minimize opportunity barriers in one life skills classroom * Bilingual Fluency Intervention: Using an Integrated Approach with bilingual/bicultural adult who stutters * Mechanisms of Change included in Integrated Approaches to treating stuttering: Focusing on Mindfulness and Self-Efficacy * Culturally Responsive Communication Evaluation and Assessment for School Age Children: A Guide for Practitioners * Developing Phonological Treatment for a Child with Partial Agenesis of the Corpus Callosum: Applying the Complexity Approach * Application of a Speech Sound Treatment Delivery Approach: a Client with Partial Agenesis of the Corpus Callosum * The Worksheet for Evaluating Standardized Tests for Preschoolers (WEST-P) * Mexico Study Abroad: Enhancing Students' Cultural Competence * Early Intervention Professionals' Perceptions of Challenges and Resources for Assessment and Service Provision to Families from Latinx Backgrounds * An Evaluation of the Efficacy of Internal Memory Strategies for Return to Learn in Adolescents with Mild Traumatic Brain Injury * Filling a gap in service provision: Evaluating the effectiveness of Cognitopia in increasing goal attainment, independence, and self-determination with adolescents with Autism Spectrum Disorder * The Speech-Language Pathologist's Role in Concussion Management; Infusing Cognitive Behavioral Therapy (CBT) Principles to Promote Client Outcomes * Review and Clinical Adaptation of Evidence-Based Discourse Assessment Tools for Individuals with Aphasia * Treating Acquired Brain Injury in Individuals with Co-Occurring Mental Health Disorders * Development of a Measure of Confidence and Impact for Accent Modification Intervention * Conceptualization of Interventions to Prevent Occupational Voice Disorders Applying the Haddon Matrix: Recommendations for Occupational Vocal Wellness and Future Research * Learning outcomes following training with adult and pediatric dysphagia simulations *

Please direct questions to Autum Loverin, Academic Program Coordinator, at [cgs@uoregon.edu](mailto:cds@uoregon.edu)