# TABLE OF CONTENTS

*Click the link to jump to each page*

- CEU Information ................................................................. 3
- Schedule: Thursday, June 3 (AM) ........................................... 4
- Schedule: Thursday, June 3 (PM) .......................................... 5
- Schedule: Friday, June 4 .......................................................... 6
- Schedule: Saturday, June 5 ...................................................... 7
- Presenters & Learner Outcomes .............................................. 8
- Sponsors ................................................................................. 14
- Board ..................................................................................... 22
- ASHA CEU Participant Form (Thurs. AM) ........................... 23
- ASHA CEU Participant Form (Thurs. PM-Sat.) .................. 24
- Thursday, June 3 (AM) Tracker .............................................. 25
- Thursday, June 3 (PM) Tracker .............................................. 26
- Friday, June 4 Tracker ............................................................. 27
- Saturday, June 5 Tracker ......................................................... 28
CEU INFORMATION

- Registration is required for each day/section you participate in order to track attendance.
- You must complete the survey at the end of any day you attend.
- If you participate in Thursday Morning AND any other section, you will need to complete TWO ASHA CEU Participant Forms. If you ONLY participate in Thursday Morning or ONLY participate in another section(s), you will only need to complete one.
- Your Course Tracking Sheets & ASHA CEU Participant Forms for each section are attached to the registration emails and are available on the website. These forms must be received by our CE Administrator by June 14. You can submit the forms in one of two ways:
  - Email forms to LSHAContEd@yahoo.com
  - Mail forms to Rhonda Hodo, 2405 Maryland Avenue, Metairie, LA 70003
- An annual ASHA CE Registry fee is required to register ASHA CEUs and is paid by the participant directly to the ASHA National Office. Visit www.asha.org/ce for more information.
- Please email LSHAContEd@yahoo.com with any CEU questions.

Ethics/Supervision: This course is offered for .30 ASHA CEUs (Intermediate Level; Professional Area)

LSHA Virtual Convention: This course is offered for up to 1.60 ASHA CEUs (Various Levels; Professional Area)
<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>8:30-9:30</td>
<td>Ethical Decision-Making: A Public Health Emergency and Unprecedented Challenges</td>
<td>Theresa Rodgers</td>
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<td>9:45-11:45</td>
<td>Clinical Education and Supervision: Facilitating the Foundations of Independence</td>
<td>Melanie Hudson</td>
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<td>12:30-1:30</td>
<td>Audiology and Hearing Aids Post 2020</td>
<td>Sharon Sandridge</td>
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<td>1:40-3:40</td>
<td>Audiological Management of COVID-19 Survivors</td>
<td>Robert DiSogra</td>
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<td>4:00-5:00</td>
<td>Current Frontiers in Cochlear Implantation: expanding candidacy</td>
<td>Dr. Adam Master</td>
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<tr>
<td>8:30-9:30 (1.0)</td>
<td>Adolescent Stuttering Intervention: What's for Homework?</td>
<td>Narges Firouzshahi</td>
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<tr>
<td>9:40-10:40 (1.0)</td>
<td>Application of Universal Design for Learning Materials (e.g., electronic newsletter and symbols) in Telepractice</td>
<td>Meher Banajee</td>
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<tr>
<td>10:55-11:55 (1.0)</td>
<td>In Ghana, Culture Comes First!</td>
<td>Kwaku Nyantakyi</td>
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<td>Break</td>
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<tr>
<td>12:40-1:40 (1.0)</td>
<td>Reading in Secondary Students with SLI</td>
<td>Denise Davis</td>
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<tr>
<td>1:55-3:25 (1.5)</td>
<td>Beyond Cycles and Minimal Pairs</td>
<td>Shaverra Jones</td>
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<tr>
<td>3:40-4:40</td>
<td>Quiz Bowl</td>
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## Schedule: Saturday Medical (6.5)

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<th>Time</th>
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<tr>
<td>8:30-9:30 (1.0)</td>
<td>The Unspeakable Topic: Addressing Intimacy in Speech-Language Pathology</td>
<td>Laura Wolford</td>
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<tr>
<td>9:40-10:40 (1.0)</td>
<td>Helping Patients Through Thick and Thin (Liquids)</td>
<td>Hillary Cooper</td>
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<tr>
<td>11:00-12:30 (1.5)</td>
<td>NICU SLPs: It's not just about feeding</td>
<td>Shayne Kimble &amp; Lindsay Turner</td>
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<tr>
<td>Break</td>
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<tr>
<td>1:10-3:10 (2.0)</td>
<td>Neurolaryngology for the SLP: Applications in Voice Management</td>
<td>Maurice Goodwin &amp; Teresa Procter</td>
</tr>
<tr>
<td>3:25-4:25 (1.0)</td>
<td>Does Gratitude Impact Quality of Life Measures for People with Aphasia?</td>
<td>Stephanie Currie</td>
</tr>
</tbody>
</table>
Ethical Decision Making: A Public Health Emergency and Unprecedented Challenges (1.0)
Author/presenter: Theresa Rodgers
Theresa H. Rodgers is ASHA’s 2021 Pas President, an ASHA Fellow and a former government CAO. An SLP and special education consultant, she has served as president of three national professional associations and LSHA. She is a former chair of the ASHA Board of Ethics and the Louisiana licensure board.

- The learner will be able to delineate variations in standards precipitated by the COVID-19 public health emergency.
- The learner will be able to delineate areas of audiology and speech-language pathology practice affected by the COVID-19 pandemic.
- The learner will be able to analyze scenarios that depict potential ethical dilemmas.

Clinical Education and Supervision: Facilitating the Foundations of Independence (2.0)
Author/presenter: Melanie Hudson
Melanie W. Hudson, M.A. CCC-SLP, is the National Director at EBS Healthcare, ASHA Fellow, and Distinguished Fellow of National Academies of Practice (NAP). She served on ASHA’s Board of Directors as Chair of the Speech-Language Pathology Advisory Council (2016-2018), the Board of Ethics, and the Board of Special Interest Group Coordinators. Melanie’s publications include “Professional Issues in Speech-Language Pathology and Audiology, 4th edition” (Lubinski & Hudson; Delmar, Cengage Learning, 2013; Plural Publishing, 2018), and 5th edition (Hudson & DeRuiter, 2019, Plural), chapter author for “The Clinical Education and Supervisory Process in Speech-Language Pathology and Audiology,” (McCrea & Brasseur, Slack, Inc., 2019). She served as President of the Georgia Speech-Language and Hearing Association and on the Georgia Board of Examiners for Speech-Language Pathology and Audiology. Melanie was a candidate for ASHA’s President-elect for 2021.

- Identify stages of skill acquisition in the development of clinical skills and knowledge
- Discuss evidence-supported strategies promoting independence through self-assessment and critical reflection
- Critique a self-assessment tool for development of competencies in supervision
Audiology and Hearing Aids Post 2020! (1.0)
Author/presenter: Sharon A. Sandridge, PhD, CCC-A

Sharon A. Sandridge, Ph.D., is the Section Head of Allied Hearing, Speech & Balance Services at the Cleveland Clinic. She currently serves as Vice President for Audiology Practice for ASHA. Her primary clinical and research interests are amplification, tinnitus, electrophysiology, and most recently, hearing loss prevention (HLP) and precepting AuD externs.

- The learner will be able to discuss the importance of assessing beyond the audiogram in working with patients/consumers seeking amplification.
- The learner will be able to describe the differences among device-centered, patient-centered and family-centered care.
- The learner will be able to explain the benefits of pre-education for improving the patient/consumer experience.

Audiological Management of COVID-19 Survivors (2.0)
Author/presenter: Robert M. DiSogra, AuD, FAAA

Robert M. DiSogra, AuD, is an audiology consultant in Millstone, NJ. During his 43 year career he maintained private practice for 30 years. Dr. DiSogra is a frequent contributor to the American Academy of Audiology's COVID-19 Resource page. He has an extensive teaching, publication and lecture history on pharmacology issues as they pertain to the profession of audiology. Dr. DiSogra was the 2020 recipient of the award for Clinical Excellence in Audiology from the American Academy of Audiology. Dr. DiSogra is US Navy veteran and served during the Vietnam era.

- Identify the Mechanism of Action of the COVID-19 virus that causes hearing loss/tinnitus and/or balance problems
- Identify the degree and types of auditory/vestibular issues as a result of the COVID-19 virus as well as identifying such as emerging problems with late diagnosed hearing loss in babies and other special populations
- Decide which audiometric tests (objective and subjective) are appropriate for adult and pediatric COVID-19 survivors and suggest monitoring protocols

Current Frontiers in Cochlear Implantation: Expanding Candidacy (1.0)
Author/presenter: Adam Master, M.D.

Dr. Adam Master is a native of Louisiana and received his medical education and residency at LSUHSC. He earned a spot for his fellowship training from the world renowned House Ear Clinic in Los Angeles, CA. He now practices neurotology in New Orleans.

- Learner will be able to discuss current guidelines for cochlear implantation
- Learner will be able to list benefits of cochlear implantation in single-sided deafness
- Learner will be able to discuss when cochlear implantation can be used in patients with vestibular schwannoma
Adolescent Stuttering Intervention: What's for Homework? (1.0)

Author/presenter: Narges Firouzshahi, B.S.

Narges Firouzshahi is a speech-language pathology graduate student at the University of Louisiana-Lafayette. Her clinical and research interests include fluency disorders, language development and disorders in children, autism spectrum disorders, and service delivery for linguistically diverse populations.

Additional authors: Anne Williams, MS, CCC-SLP, BCS-F, Judith D. Oxley, Ph. D. CCC-SLP

• The learner will be able to discuss the features of a successful and effective “homework” assignment
• The learner will be able to discuss the role of homework assignments in stimulus generalization of fluency strategies
• The learner will be able to discuss the influences of homework assignments on client and caregiver attitudes towards stuttering.

Application of Universal Design for Learning Materials (e.g., electronic newsletter and symbols) in Telepractice (1.0)

Author/presenter: Meher Banajee, PhD, CCC-SLP, Jahzae Wooten, Sydney Taylor, Brooke Holley, Lily Huval, Angelle Plauche, Amanda Chalaire, Leslie C. Lopez

Meher Banajee is an Associate Professor and SLP program director at LSUHSC. Her area of expertise includes working with autism spectrum disorders, AAC with clients of all ages and disorders. She has worked at Metropolitan Developmental Center, Children’s Hospital, Prentke Romich Company, Human Development Center, and as an AT Coordinator.

• Participants will learn about incorporating the principles Universal Design for Learning via a symbol-based newsletter during functional intervention strategies.
• Participants will learn about modifying and using symbols (e.g., News2You and SymbolStix) for providing speech-language intervention via telepractice.
• Participants will learn (via the use of case examples) how to apply the principles of UDL, using News2You, with their clients of their varying ability and skill levels.

In Ghana, Culture Comes First! (1.0)

Author/presenter: Kwaku Nyantakyi, PhD

Kwaku Nyantakyi is a Ph.D. student in the Department of Communication Sciences and Disorders at Louisiana State University. His research interest is in reading disorders as well as the development of culturally and linguistically appropriate language assessment tools in Ghana.

Additional authors: Janna B. Oetting

• Participants will be able to describe the sociodemographic, language, and dialectal characteristics of Ghana and find it on a map.
• Participants will be able to define cultural competency as implemented in Ghana
• Participants will be able to demonstrate empathy, affirmation, and additive/complementary expertise strategies within clinical practice.
**Presenters & Learner Outcomes**

**Friday**

**Reading in Secondary Students with SLI (1.0)**

Author/presenter: Dr. Denise Davis

Dr. Denise Davis is a graduate of Rocky Mountain University of Health Professions and Southern University A&M respectively. She has been a speech-language pathologist for over 10 years and owner of Hopewell Therapy. Her experience ranges from early intervention to geriatrics. Dr. Davis is passionate about the field of speech therapy and is always eager to learn new skills. Her research focus is in the area of language and literacy, particularly in secondary students. In addition to her private practice, works in the school setting and provides supervision to graduate students, SLPAs, and SLPA interns.

Additional authors: Kenneth O. Simpson, PhD, CCC-SLP, Lena G. Caesar, PhD, EdD, CCC-SLP

- The learner will be able to discuss reading and reading disability
- The learner will be able to discuss relationship between reading development and language development
- The learner will be able to discuss Speech-language pathologist roles and responsibilities

**Beyond Cycles and Minimal Pairs (1.5)**

Author/presenter: Dr. Shaverra Jones, CCC-SLP, Dr. Christine Lewis, CCC-SLP

Dr. Jones is a graduate of University of South Carolina where she received her BS in Exercise Science (2003) and Master of Speech Pathology (2008). She received her Clinical Science Doctorate in Speech Pathology from Rocky Mountain University of Health Professions in 2017. She currently holds licenses for SC, NC, and CA. She is the owner of Lasting Impact Speech Therapy in Charlotte, NC and works at a Kerr Connect in Matthews, NC. Her research interest includes children with speech sound disorders and accent modification. She enjoys spending quality time with family and friends.

Dr. Christine Lewis is a graduate of the University of South Carolina where she received a B.A. in Elementary Education and Master of Speech Pathology. She received a Clinical Science Doctorate in Speech Pathology from Rocky Mountain University of Health Professions in 2016. Christine Lewis currently works as a speech-language pathologist for Georgetown County School District. She is also the co-owner of Omni Therapy Solutions which serves the pediatric and adult populations. Christine’s research interests include treatment methods for children with moderate-to-severe phonological disorders. Christine enjoys singing and spending time with her husband and young daughters.

- The participant will be able to identify which treatment approach is most appropriate for children with moderate to severe phonological disorder
- The participant will be able to identify tools to use to select appropriate treatment targets with children with moderate to severe phonological disorders
- The participant will be able to identify the phases of the multiple oppositions approach
The Unspeakable Topic: Addressing Intimacy in Speech-Language Pathology (1.0)
Author/presenter: Laura Wolford, PhD, MS CCC-SLP
Laura is a speech-language pathologist, health education researcher, and trained sex educator. Communication impairments affect consent and intimacy skills, and discussing these skills requires a deft hand. Her goal is to teach SLPs how to talk to their clients about these difficult topics with confidence.
• Attendees will be able to list 2 ways acquired communication disorders affect intimacy.
• Attendees will recall 1 model of how to bring up the topic of intimacy in a healthcare setting.
• Attendees will be able to describe 2 examples of how they can address intimacy as a functional communication need in therapy.

Helping Patients Through Thick and Thin (Liquids) (1.0)
Author/presenter: Hillary Cooper, M.A., CCC-SLP
Hillary Cooper is a self-proclaimed “dysphagia nerd” who has extensive experience with pediatrics and adults in a variety of settings. She owns North Louisiana Swallow Solutions, a mobile FEES company and SLPstuff.com, an SLP-themed gift store. Her love of advocating led her to create The Dysphagia Outreach Project, which is the project that brings her more joy than any other.
• The participant will identify 3 clinical precautions/contraindications for the use of commercial thickening products.
• The participant will identify the pros and cons of 5 of the most commonly used commercial thickening products.
• The participant will demonstrate understanding of appropriate use of a variety of commercial thickening products.

NICU SLPs: It’s not just about feeding (1.5)
Author/presenter: Shayne Kimble M.C.D. CCC-SLP, C-ELBW, Lindsay Meyer Turner, PhD, CCC-SLP, CNT
Shayne Kimble M.C.D. CCC-SLP, C-ELBW works full-time in a Level III NICU in Houston, Tx. Shayne has expertise in pediatric feeding and swallowing disorders across the pediatric life span. He has help develop multiple programs across facilities such as neonatal FEES.
Lindsay Meyer Turner, PhD, CCC-SLP, CNT (drlindsayturnerslp@gmail.com) works full-time in a Level III NICU in Kingwood, TX. She has expertise in pediatric feeding and swallowing disorders and is responsible for the establishment of several NICU programs and initiatives revolving around neurobehavioral development, oral feeding, and parent involvement.
• Describe the knowledge, skills, and role of the SLP in the NICU according to ASHA
• Identify features of the NICU environment that make it less optimal for typical neonatal development and family bonding.
• Summarize the role of the SLP in enhancing the elements of the healing environment and providing family-centered care.
Neurolaryngology for the SLP: Applications in Voice Management (2.0)

Author/presenter: Maurice E. Goodwin, M.S., CCC-SLP, Teresa Procter, M.M., M.A., CCC-SLP

Additional author: Stephen D’Amico, BMus., M.S. (in-progress)

Maurice Goodwin (he/him) is a licensed and practicing Speech Language Pathologist, voice teacher, and active performer now living in Houston, TX. Professionally he specializes in the evaluation and treatment of the singing voice and voice disorders at The Texas Voice Center. He is a regular lecturer and presenter at conferences focused on the health and education of professional voice users.

Teresa Procter (she/hers) is an ASHA certified speech-language pathologist specializing in voice and upper airway disorders at the Texas Voice Center, Houston Methodist ENT Specialists, Houston, TX. She completed graduate studies in vocal performance at Rice University and graduate studies in communication sciences and disorders at the University of Houston as an active member of the Joshi Voice Lab.

- Describe differences in auditory perceptual characteristics of various neurologic voice conditions such as spasmodic dysphonia, vocal fold paralysis and laryngeal tremor.
- Apply principles of stimulability to the voice evaluation for the differential diagnosis in complex neurologic voice cases.
- Improve recommendations in treatment for the above disorders by understanding most effective treatment options as defined by current evidence based practice.

Does Gratitude Impact Quality of Life Measures for People with Aphasia? (1.0)

Author/presenter: Stephanie Currie, M.S., CCC-SLP

Stephanie Currie is on the faculty at Louisiana State University Health Shreveport. While her primary responsibility involves working with patients of all ages with a variety of diagnoses, she runs the Aphasia Group at Mollie E. Webb Speech and Hearing and has a research interest in providing services for those affected by aphasia.

- The learner will demonstrate an understanding of the meaning of gratitude (what it is and isn't).
- The learner will develop a critical awareness of how aphasia has been cultivated to increase quality of life measures for people facing a variety of adversities.
- The learner will explore how gratitude may fit in with LPAA and A-FROM models for providing services for patients with aphasia.
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Phone: (225) 269-9971
nicole@louisianavoiceandswallow.com
louisianavoiceandswallow.com

Nicole T Williams, MA, CCC-SLP
Speech Language Pathologist
Owner
Louisiana Relay Speech-to-Speech (STS) Service

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User Training Line
The Speech-to-Speech (STS) User Training Line is a resource for groups and individuals in Louisiana to familiarize themselves with the proper etiquette and standard procedures of using STS. Individuals who are residents of Louisiana and/or intend to use STS service with a Louisiana resident are eligible to call the training line.

Offered through Louisiana Relay, by Hamilton Relay, the STS User Training Line is available 24 hours a day, 7 days a week, and can be reached by contacting Customer Care at:

   English: 1-888-699-6869 V/TTY
   Spanish: 1-866-744-7471 V/TTY

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Association Manager .................................... Bettsie Norton

If you are interested in being involved with the LSHA Board or one of our committees in the upcoming year, please contact us at office@lsha.org.
ASHA CEU Participant Form
American Speech-Language-Hearing Association
Continuing Education Registry

Provider Code: AARY  Course Number: 5015  Completion Date: 06/03/2021

Submit this form to the Provider at the end of the course if you wish to earn and maintain ASHA CEUs through the ASHA CE Registry (annual fee required).

If not an ASHA member or CCC holder, you must be licensed or credentialed to practice speech-language pathology (SLP) or audiology or preparing to practice to earn ASHA CEUs.

- Licensed:
  (State and License #)

- Certified:
  (State/Organization and #)

- Clinical Fellow:
  (Supervisor name and her/his ASHA account number)

- Enrolled in a graduate program in SLP or audiology:
  (University name and expected graduation date)

Please enter your last name (as it appears on your ASHA id card) below. Enter the letters in the spaces provided in the 1st row and fill the entire box that corresponds to the letter in each column.

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ASHA Account Number
You must provide your ASHA Account Number.

To update your address or phone number, or to obtain your ASHA Account Number call ACTION CENTER at 1-800-498-2071 between 8:30am and 5:00pm, E.T.

Provider Use Only
Complete only for those participants receiving less than the maximum number of ASHA CEUs (i.e., partial credit). Please fill in leading zeros followed by the number of ASHA CEUs. For example, to indicate a participant earned .55 ASHA CEU’s (that is, 5 1/2 hours) write 00555.

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Revised 8/2011
ASHA CEU Participant Form
American Speech-Language-Hearing Association
Continuing Education Registry

Provider Code  AARY  Course Number  5016  Completion Date  06/05/2021

Submit this form to the Provider at the end of the course if you wish to earn and maintain ASHA CEUs through the ASHA CE Registry (annual fee required).

If not an ASHA member or CCC holder, you must be licensed or credentialed to practice speech-language pathology (SLP) or audiology or preparing to practice to earn ASHA CEUs.

- Licensed:
  (State and License #)
- Certified:
  (State/Organization and #)
- Clinical Fellow:
  (Supervisor name and her/his ASHA account number)
- Enrolled in a graduate program in SLP or audiology:
  (University name and expected graduation date)

Name
Address
City  State
Zip  Country
Daytime Phone (Include Area Code)
E-mail Address

Please enter your last name (as it appears on your ASHA id card) below. Enter the letters in the spaces provided in the 1st row and fill the entire box that corresponds to the letter in each column.

Last Name (Only)

ASHA Account Number
You must provide your ASHA Account Number.

To update your address or phone number, or to obtain your ASHA Account Number call ACTION CENTER at 1-800-498-2071 between 8:30am and 5:00pm E.T.

Provider Use Only
Complete only for those participants receiving less than the maximum number of ASHA CEUs (i.e., partial credit). Please fill in leading zeros followed by the number of ASHA CEUs. For example, to indicate a participant earned .55 ASHA CEU's (that is, 5 1/2 hours) write 0055.

62046

Revised 8/2011
<table>
<thead>
<tr>
<th>ASHA CEU</th>
<th>Clock Hours</th>
<th>Learner Outcomes Met?</th>
<th>Yes/No</th>
<th>Session Title/Spokesperson</th>
<th>Thursday, June 3 (AM only)</th>
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<tbody>
<tr>
<td>0.1</td>
<td></td>
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<td>Ethical Decision-Making: A Public Health Emergency and Unprecedented Challenges / L. Rodgers</td>
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<td>Clinical Education and Supervision: Facilitating the Foundations of Independence / W. Hudson</td>
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TOTAL: Total possible for June 3 (AM): 3 hours / 0.3 CEUs

Signature: (required)
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<th>TOTAL: Total Possible for June 3 (PM): 4 hours / 0.4 CEUs</th>
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<tbody>
<tr>
<td>Current Frontiers in Cochlear Implantation: Exceeding Expectations / A. Master</td>
</tr>
<tr>
<td>Audiology's Management of COVID-19 Survivors / R. Disgra</td>
</tr>
<tr>
<td>Audiology and Hearing AIDS: Post-Grad / S. Sandberg</td>
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</table>

**Session Title/Speaker**

Thursday, June 3 (PM only)

**ASHA CEUs**

1 CEU = 0.1 CEU

**Clock hours**

**Learner**

**Session Title/Speaker**

Thursday, June 3 (PM only)

**Name**

**Email**

**Phone**

**Area of licensure**

**License #**

**Location**

Use this form to verify your attendance for ASHA CEU credit. Please return this form along with your ASHA CEU Participation Form (the bubble sheet) either via mail or through the ILSHA Virtual Convention 2021: Hours Tracking Sheet.
By this signature, I attest to the attendance of the sessions listed above.

<table>
<thead>
<tr>
<th>Session Title/Speaker</th>
<th>ASHA CEUs</th>
<th>Clock Hours</th>
<th>Learner</th>
<th>Outcomes Met</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>1 PM: 0.1 CEU</td>
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<tr>
<td>TOTAL: Total Possible for June 4 (P.M.): 5.5 Hours / 6.6 CEUs</td>
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- Beyond Cycles and Minimal Parts / S. Jones, C. Lewis
- Reading in Secondary Students with SI / D. Davis
- In Ghana, Culture Comes First / H. Narah
- Mn. Banque
- Application of Universal Design for Learning Materials (e.g., electronic newsletter and symbols) in Reference / Mn. Banque
- Adolescent Substance Intervention: What’s for Homework / N. Frounshab

---

Name: ____________________________  Phone: ____________________________

Area of license: ___________________  License #: ____________________________

Email: ____________________________

Use this form to verify your attendance for ASHA CEU credit. Please retain this form for your own records which can be used to verify continuing education hours reported to LTESPA. A file of license renewal or for your own records. This form is for your own records and should be retained with your LTESPA file of license renewal.

June 4, 2021

ISHA Virtual Convention 2021: Hours Tracking Sheet
<table>
<thead>
<tr>
<th>Session Title/Speaker</th>
<th>Friday, June 5</th>
<th>ASHA CEUs</th>
<th>Clock Hours</th>
<th>Learner outcomes met?</th>
<th>Yes/No</th>
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<tbody>
<tr>
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</tbody>
</table>

**TOTAL: Total Possible for June 5 (PM): 6.5 Hours / 0.66 CEUs**

**Does Gratitude Improve Quality of Life Measures for People with Aphasia?**

**S. Cutlip, J. Porter**

**Neuromyopharmacology for the SLT: Applications in Voice Management**

**M. Goodwin, J. Proctor**

**NICU SLTs: It's not just about Feeding/S. Kimble, L. Turner**

**Helping Patients Through Thick and Thin (Linguistic) S. Kimble, H. Cooper**

**The Unbreakable Tongue: Addressing Injuries in Speech-Language Pathology**

**I. Waldorf**

---

**Name:** ______________________

**License #:** ______________________

**Area of Licensure:** ______________________

**Phone:** ______________________

**Email:** ______________________

**ASHA #:** ______________________

**Date:** ______________________

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**June 5, 2021**

**ISHA Virtual Convention 2021: Hours Tracking Sheet**