

# 2019 FLASHA at SEA

## Virtual Program- Medical Track

### Florida Licensing Requirements

Thirty hours of continuing education are required during the 24 month renewal cycle ending 12/31/19 covered by your license. 2 of these CEs must be in Medical Errors. Please be aware that FLASHA reports all activity to CE Broker, Florida's authorized agent to track licensee's CE activity.

The 2019 FLASHA at SEA Virtual Convention-Medical Track will offer a maximum of 11 hours of continuing professional development credit. FLASHA assumes the attendee has met the requirements set forth by the state to obtain professional development credit.

### ASHA Continuing Education Units



**APPROVED PROVIDER**

**ASHA**  
CONTINUING  
EDUCATION

AMERICAN SPEECH-LANGUAGE HEARING ASSOCIATION

The Florida Association of SLPs & Audiologists 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.

2019 FLASHA at SEA Virtual Convention is offered for up to 1.1 ASHA CEUs (Intermediate level, Professional area).

An annual ASHA CE Registry fee is required to register ASHA CEUs. CE Registry fees are paid by the participant directly to the ASHA National office. The annual ASHA CE Registry fee allows registration of an unlimited number ASHA CEUs for the calendar year. Contact the ASHA CE Division at 301-897-5700 for CE registry fee subscription information.

### Disclosure Information

The planners and speakers for the 2019 FLASHA at SEA Virtual Convention program have disclosed if they have any financial or non-financial support that could have an effect on the content the presentations in this activity. Disclosure statement summaries are available in this program found on the FLASHA website at [www.flasha.org](http://www.flasha.org).

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## Session 06-25-01:

### Keynote Session: “The Magic is All Around Us”

As professionals, we are charged with a simple task – help the communicatively impaired so they can participate fully in society. However, bureaucracy has saddled us with extensive additions and additional expectations that far exceed our original purpose. How do we, as a community, meet these expectations? How do we, as professionals strive to achieve the unachievable? How do we meet legislative intent when clearly those who make the rules do not really understand what we do? More importantly, how do we, as professionals maintain our sanity in what appears to be an increasingly insane situation? How do we as professionals, maintain our professionalism and actually do what our passion drove us to do without burning out?

To assume today’s classrooms are similar to those of the ‘60s is unrealistic. Many of us remember the smells created from ditto machines and the excitement when a filmstrip was shown. A16 mm film was simply utopia! Many of us remember when the T.V. was wheeled into a room and multiple classes were combined to witness the wonders of the Apollo launches and the horror of President Kennedy’s assassination. Try and explain this to the youth of today who have phones in their pockets that instantly connect them to the world but too often are used to consume their time with trivial, mind numbing distractions that impede a teacher’s ability to teach.

We live in Florida, one of the world’s most unique places where magic abounds. From the Magic Kingdom to the magic of Harry Potter’s wand, magic is all around us. How do we make magic happen in the classroom? Can we

summon up our Fairy Godmother to BibbidiBobbidiBoo us with her wand? Or how about asking Harry Potter to point his wand while saying “Accio” to magically summon our students to be willing participants in the quest for educational outcome? For that matter, do we need to sprinkle some Fairy Dust on ourselves to empower us to work as a team to meet the dream?

Come and be empowered with a positive message for those whose lives are touched by the magic we perform. Walk away with an invigorated spirit to enable you to tackle the upcoming year’s challenges with new purpose and resolve. So sprinkle some Fairy Dust on yourself and those around you as you reinvent your problem solving methods and again remember why you chose this profession.

Included in the Keynote presentation is the real joy of the event - *The Awards!* You nominated them, now find out which deserving person actually won. FLASHA is honored to extend awards to individuals that you, the membership, felt made substantial contributions to the field and to your association. FLASHA has much to be proud about since our inception and a lot to be thankful for. Join us as we celebrate these accomplishments.

Learner Outcomes:

1. Define how stress impacts language performance and problem solving
2. List stress reduction techniques to reestablish homeostasis
3. List traits of negative thinking and how they impact language performance

*Timothy Kowalski, M.A. CCC-SLP*



## Session 06-25-06:

### **Building a Support Group For My Patients: Where do I Begin?**

Speech-Language Pathologists across a variety of settings are often part of a multidisciplinary team that address the evaluation and treatment of diagnoses and diseases that can significantly affect the quality of life for individuals as well as their caregivers and family members. This course will provide tools and a framework for building a support group by highlighting evidence-based practices and the constructs of an established support group currently being implemented within a health care setting. Additionally, the speaker will provide an overview of resources that will assist in the establishment and growth of a successful support group.

Learner outcomes:

1. Describe and provide resources and tools necessary for building a support group within their designated practice and/or setting.
2. Explain how establishing a support group can provide valuable resources to patients as well as their caregivers and families, with the goal of improving quality of life.
3. List and describe various quality of life measures and tools for individuals with speech, language and swallowing disorders.

*Amanda Demane, M.A. CCC-SLP*



## Session 6-25-09

### **Toolbox for Voice Evaluation: Empowering Speech-Language Pathologists**

A patient (child or adult) with voice concerns ends up on your caseload. What can a speech-language pathologist do, if anything, to evaluate this patient when s/he has not yet

been examined by an otolaryngologist? This session will focus on elements of a comprehensive SLP voice evaluation, and creating multidisciplinary voice team in your community prior to implementing any voice therapy. Adaptations to various settings will be discussed in order to empower speech-language pathologists to provide excellent service and patient care.

Learner Outcomes:

As a result of this presentation, attendees will be able to:

1. List appropriate steps of a comprehensive SLP voice evaluation, including but not limited to: perceptual, acoustic, and aerodynamic measures and adequate case history.
2. Apply components from a voice evaluation to various SLP settings.
3. Define the necessary providers for a multidisciplinary voice team and establish one in their community.

*Michelle Bretl, B.M., M.S. CF-SLP*



## Session 06-26-02:

### **How to Effectively Develop an Evidence-Based Treatment Plan for Patients with Dysphagia**

A comprehensive swallowing evaluation can help determine if any underlying issues are present that are causing symptoms related to a dysphagia. An effective treatment plan will target these deficits using evidence-based principles, while making sure to personalize goals to the patient's needs and desires. This session will review the latest evidence-based practice related to the treatment of dysphagia. Case studies will be utilized to demonstrate the process of developing an effective treatment plan.

Learner Outcomes:

The learner will be able to:

1. Describe how to determine treatment recommendations based on findings from a comprehensive swallowing evaluation
2. Explain how evidence-based practice has evolved in the field of dysphagia
3. List and describe various swallowing treatment approaches

*Mario Landera, SLPD. CCC-SLP*

*Amanda Demane, M.A. CCC-SLP*



### **Session 06-26-06:**

#### **Putting the FUN in Functional Therapy: Staying Motivated in the SNF Setting**

The demands of productivity, billing complexities, evaluation expectations and functional therapeutic activities can be overwhelming for the new or PRN SLP in a SNF. This course will offer evidence-based, ethical evaluation tools and treatment ideas to maximize your time with patients, collaborate with team members, and increase your clinical confidence.

Learner Outcomes:

1. Identify basic treatment approaches (therapeutic techniques) in the geriatric, long-term care/skilled nursing population.
2. Identify ethical ways to meet productivity requirements through creative therapeutic approaches.
3. Name benefits and challenges of collaboration with other professionals within this setting.

*Kristin Immicke, M.S. CCC*

*Darla Gardner, M.S. CCC*



### **Session 06-26-08:**

#### **HPV and Oropharyngeal Cancer: What You Need to Know as an SLP**

The incidence of HPV-related oropharyngeal carcinoma is rising in the United States, while the incidence of cancers in other subsites of the head and neck are decreasing. This session will provide an overview about HPV while discussing typical treatment approaches. Special considerations that a speech-language pathologist should consider during swallowing assessments and therapy in this population will also be discussed.

Learner Outcomes:

The learner will be able to:

1. Explain how HPV can cause certain oropharyngeal cancers
2. Describe the various treatments approaches for patients who have an HPV-related oropharyngeal cancer
3. Describe common swallowing issues that may arise after treatment for patients who have an HPV-related oropharyngeal cancer

*Mario Landera, SLPD. CCC-SLP*



### **Session 06-27-04:**

#### **Clinic Supervision: Meeting the New ASHA Standard**

Beginning in 2020, ASHA standards will require that all supervisors of SLP interns and Clinical Fellows have at least two continuing education hours related to the supervisory process. The purpose of this presentation is to ensure the participants will have met this requirement.

Learner Outcomes:

1. Describe the most critical components of supervision as perceived by SLP graduate interns

2. Explain the most critical components of the supervisory process as perceived by OT graduate interns
3. Discuss why differences between the groups might exist.

*Jean Mead, Ed.D. CCC-SLP*



## **Session 06-27-07:**

### **Straws and Kazoos Galore: Voice Therapy for All Settings**

SOVT...RVT...VFE...there are too many acronyms to keep track! Attend this session for a crash course in voice therapy approaches, adaptable for all settings and ages. Learn how to treat voice difficulties based on symptoms and implement appropriate approaches for individual patients. This interactive session will provide the opportunity to trial voice exercises with your peers and practice giving meaningful feedback specific to each exercise.

Learner Outcomes:

1. As a result of this session, attendees of this session will be able to:
2. List and describe the available evidence-based voice therapy approaches.
3. Apply appropriate treatment approaches for voice difficulties based on symptoms and individual patient needs.
4. Contrast correct and incorrect voice productions and be able to identify and provide meaningful feedback specific to each exercise.

*Michelle M. Bretl, M.S. CCC-SLP*



# Speakers & Disclosures

## FLASHA at SEA Virtual Program

### **Bretl, Michelle**

Michelle Bretl, B.M., M.S., CF-SLP is completing her speech-language pathology clinical fellowship at the University of Miami with the Department of Otolaryngology. She is specializing in evaluation and treatment of voice and upper airway disorders, which is a passion of hers as a result of her singing background. She completed her undergraduate degrees at the University of Washington and her graduate degree at Bowling Green State University. While this is her first experience presenting at a FLASHA conference, she is thrilled to have the opportunity to share her love for voice and learn from fellow Florida SLPs.

**Disclosure:** Financial: Michelle is an employee of the University of Miami.

Non-Financial: No other relevant non-financial information to disclose.

### **Demane, Amanda**

Amanda Demane M.A., CCC-SLP is a Clinical Staff Speech Pathologist, in the Department of Otolaryngology at the University of Miami Miller School of Medicine. She specializes in the evaluation and treatment of oropharyngeal swallowing disorders, as well as head and neck cancer speech and swallowing restoration. Additionally, she is the lead facilitator of the Sylvester Mort Silverblatt Head and Neck Support Group SPOHNC Chapter at the University of Miami Miller School of Medicine providing outreach and resources in the local community.

**Disclosure:** Financial: Receives a salary from the University of Miami. Convention

registration fee waived as a FLASHA Board Member (VP Membership).

Non-financial: FLASHA Board Member

### **Gardner, Darla**

Darla Gardner, M.S., CCC-SLP is a graduate of The University of Texas at Dallas. She has worked in both the educational and skilled nursing setting as a full time and PRN treating therapist and also as a Director of Therapy. Although Darla currently works full time in the school setting, she continues to work PRN and supervise SLPs in their clinical fellowship year who are working in the SNF. She is also the author of The Guide for Assessment and Treatment of Breath Support in Long Term Care and Skilled Nursing, her self-published eBook. Darla creates digital speech therapy materials and shares her therapy ideas and techniques on her website, Ms. Gardenia's Speech Room.

**Disclosure:** No relevant financial or non-financial relationships to disclose.

### **Immicke, Kristin**

Kristin Immicke, M.S., CCC-SLP is a graduate of Texas Woman's University and an ASHA certified speech-language pathologist. She primarily works in the public school setting, with additional PRN work in skilled nursing facilities. She also creates speech therapy materials, is the author of the speech therapy blog [www.TalkinWithTwang.com](http://www.TalkinWithTwang.com), and has had written work published in the ASHA Leader.

**Disclosure:** No relevant financial or non-financial relationships to disclose.

**Kowalski, Timothy**

Timothy Kowalski, M.A., CCC-SLP is internationally known for his work with Asperger syndrome and related disorders. He is the author of eight books on the subject and has received the *2010 Clinician of the Year Award* from the Florida Association of Speech-Language Pathologists and Audiologists and was FLASHA's 2011 nominee for ASHA's Louis M. DiCarlo Award for Recent Clinical Achievement. He also holds the "TEAMS 2000 Speech-Language Pathologist of the Year" award for his work with autism in the four-county Orlando area. He currently is on the FLASHA Board and previously was on the Board for the Greater Orlando Autism Association and the Center for Independent Living in Central Florida.

**Disclosure:** Financial: Convention registration covered as a Board Member of FLASHA. Holds intellectual property through his practice Professional Communication Services, Inc.  
Non-Financial: Board Member FLASHA

**Landera, Mario**

Mario A. Landera, SLPD., CCC-SLP, BCS-S is a Clinical Assistant Professor in the Department of Otolaryngology at the University of Miami Miller School of Medicine. He specializes in the evaluation and treatment of voice and oropharyngeal swallowing disorders, as well as head and neck cancer speech and swallowing restoration. Dr. Landera is also an Adjunct Professor in the Department of Speech-Language Pathology at Nova Southeastern University where he teaches graduate courses on voice and swallowing disorders. He has made multiple presentations on the state, national, and international level due to his recognition in his areas of specialty. He has also published several articles in peer-reviewed journals.

**Disclosure:** Financial: Receives a salary from the University of Miami and Nova Southeastern University. Convention registration covered as a Board Member of FLASHA.

Non-Financial: FLASHA Board Member, American Board of Swallowing and Swallowing Disorders Board Member

**Mead, Jeani**

Dr. Jeani Mead is the Coordinator of Clinical Education in the CSD Department at Florida International University in Miami. She administers all aspects of the clinical process for interns at FIU. Her research interests include the supervisory process and the effects of mindfulness training on student interns.

**Disclosure:** No relevant financial or non-financial relationships to disclose.