

PROFESSIONAL POSTERS

Professional Conduct and Discrimination Policy

All participants are expected to conduct themselves in professional manor. Please review NJSHA's [Professional Conduct and Discrimination Policy](#).

Complaint Policy

Questions and concerns should be emailed to the Association Office, info@njsha.org. Complaints arising during or after an event, can be filed using the post event evaluation form or by contacting the Association office.

Accessibility Policy

The Association is committed to providing an outstanding experience for all participants at its events. We strive for full access to the activities of these events and accommodations relating to mobility, hearing, vision or other areas may be provided. We ask that requests for reasonable accommodations at the event be made as early as possible, and well in advance of the event, so we may explore options to best meet the individual's need or provide a resource/suggestion to help meet the individuals' requirement.

Potential Barriers: Although we strive to make this event as accessible as possible to all members, some barriers may remain due to financial, logistical, facility, vendor or volunteer/staffing limitations.

If the association is unable to provide an accommodation due to one or more of the reasons stated above and the individual feels attendance is no longer an option, the Association will provide a full refund of the event registration fee.

Satisfactory Completion Requirements:

Certificates of completion will be awarded after active attendance at the entire presentation, submission of a completed evaluation and submission of a completed assessment of learning. A link to the online assessment and evaluation will be provided.

Presentation Title:

Leveraging Academic-Clinical Partnerships for Early SLP Clinical Experiences

Professional Poster

Student Name and Affiliation

Robyn Becker SLPD, CCC-SLP - Montclair State University

Kate Papas MS, CCC-SLP

Abstract:

Translating what speech-language pathology (SLP) graduate students are learning in the classroom into clinical practice can be challenging. Traditionally, clinical experiences begin after SLP students have completed a substantial amount of academic coursework. For students who arrive at graduate school having completed few of the prerequisite courses, quite some time may pass until they have the opportunity to engage in clinical activities. Providing earlier experiences in their graduate sequence has the potential to give these students more time and opportunity to implement academic coursework into clinical practice. Silos between academic and clinical faculty may further exacerbate the gap between academic and clinic experiences. Little has been written about early clinical experiences collaboratively planned, organized, and delivered by a clinical-academic partnership. The purpose of this study was to explore the effect of an early clinical assessment experience (in the context of an assessment re-norming project) on graduate speech-language pathology students who are pre-clinicians using an academic to practice collaborative team. This poster will share results from a mixed methods study that modified the Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO) tool, customarily used by clinical supervisors to be used as a self-reflective tool by students. Results revealed significant increases in confidence and self-efficacy related to several early clinical assessment skills. An early clinical assessment experience could foster clinical independence and confidence for SLP graduate students. Giving students the opportunity to implement coursework into clinical practice can be beneficial for both SLP graduate students and future clients.

Learner Outcomes:

After completing this course, participants will be able to:

1. Participants will discuss how clinical-academic partnerships can be leveraged to help students translate academic knowledge into clinical practice.
2. Participants will explain how the CALIPSO tool for supervisors may be modified for students to use as a self-reflection mechanism.
3. Participants will be able to share one way an early clinical experience may help speech-language pathology (SLP) graduate students translate classroom learning into clinical practice.

Level of Education: Introductory

Financial Disclosures: There are no financial disclosures

Non-financial Disclosures: There are no non-financial disclosures

Presentation Title:

Effects of a peer mentoring program on undergraduate/graduate CSD students

Professional Poster

Student Name and Affiliation

Robyn Becker SLPD, CCC-SLP - Montclair State University
Maryrose McInerney PhD, CCC-A, F-AAA - Montclair State University
Megan Matson MS, CCC-SLP - Montclair State University
Ann Marie Olson - Montclair State University
Deborah Verderosa MA - Montclair S

Abstract:

While peer mentorship can be a valuable experience for both mentors and mentees, especially for students from culturally diverse backgrounds, there is limited research related to supporting undergraduate students who may be interested in declaring a Communication Sciences and Disorders (CSD) minor (Mahendra & Kashinath, 2022). As a designated Minority Serving Institution [MSI] (Montclair State University, 2024) with an undergraduate minor in speech-language pathology/audiology and graduate programs in speech-language pathology (SLP) and audiology (AUD), our university is well-positioned to study the effect of a new mentorship program for our undergraduate students as a whole and in particular those who identify as being from a minority background. This poster will share a project that seeks to investigate the effects of implementing a semester-long mentoring program on its participants and how the experience differs from the students who did not participate. Using a mixed methods quasi-experimental research design, this study will be part of an ongoing process to understand how to increase interest in the SLP/AUD fields amongst undergraduate students and how to encourage the desire to pursue a graduate degree and eventually join the workforce that is in need of qualified CSD professionals.

Mahendra, N., & Kashinath, S. (2022). Mentoring Underrepresented Students in Speech-Language Pathology: Effects of Didactic Training, Leadership Development, and Research Engagement. *American Journal of Speech-Language Pathology*, 31(2), 527–538. https://doi.org/10.1044/2021_AJSLP-21-00018
Montclair State University. (2024, September 7). What It Means to Be a Hispanic-Serving University. <https://www.montclair.edu/newscenter/2024/09/17/what-it-means-to-be-a-hispanic-serving-university/>

Learner Outcomes:

After completing this course, participants will be able to:

1. The participant will state one possible benefit to participating in a mentorship program for undergraduate students who may be considering a career in CSD.

2. The participant will explain one way mentorship programs may promote leadership in CSD graduate student mentors.

3. The participant will describe three features of a newly launched undergraduate CSD mentorship program.

Level of Education: Introductory

Financial Disclosures: There are no financial disclosures

Non-financial Disclosures: There are no non-financial disclosures

Presentation Title:

Raising Families Project: Provision of interprofessional experiences for graduate students

Professional Poster

Student Name and Affiliation

Kate Nealon PhD, CCC-SLP, BRS-CL - Montclair State University

Jessica Latawiec MA, CCC-SLP - Seton Hall University

Zahava Friedman OTD, OTR/L - Kean University

Abstract:

Background: The Raising Families Project (RFP) is a university-based, grant funded program that provides 12 weeks of developmental caregiver-child support programming to young children and their families through collaborations between clinicians and graduate students from speech-language pathology, occupational therapy, physical therapy and psychology departments.

This program was designed in part to offer a university-based interprofessional experience for graduate student clinicians which is integral to academic programs. This study explores the student and clinician self-rated responses and perceptions of these experiences.

Method: Forty individuals participated in this study, including twenty-nine student clinicians and eleven licensed clinical supervisors from multiple disciplines. Each participant retrospectively completed the Interprofessional Collaborative Competencies Attainment Survey (ICCAS), a validated instrument designed for use in interprofessional education and collaboration work.

Results: Significant pre-to-post differences were reported in all ICCAS areas including Communication, Collaboration, Collaborative Patient and Team Functioning. In addition, Reflexive Thematic Analysis yielded three themes in response to prompts regarding components that benefitted learning and elements to be improved upon: 1) deeper understanding of the importance of treating the child holistically, 2) increased confidence when treating in an interprofessional setting, 3) greater understanding of the scope of other disciplines' practices.

Discussion: The provision of interprofessional clinical experiences in a graduate school setting can be challenging secondary to inclusion of interprofessional goals in existing curriculums, clinical placement variability, and lack of standardized metrics for interprofessional experiences. This study supports the premise that provision of university-supported interprofessional experiences can help bridge the gap between academic learning and real-world practice.

Learner Outcomes:

After completing this course, participants will be able to:

1. Differentiate the core competencies in the Interprofessional Education Collaborative (IPEC).
2. Describe the benefits of interprofessional experiences for graduate student clinicians.

3. Describe describe the benefits of both supervisor/supervisee feedback with regard to clinical supervision.

Level of Education: Intermediate

Financial Disclosures: There are no financial disclosures

Non-financial Disclosures: There are no non-financial disclosures

Presentation Title:

Bridging the Gap: Exploring Clinical Frameworks for Developmental and Neurogenic Stuttering

Professional Poster

Student Name and Affiliation

Amy Rosen MA

Inna Bruter MA

Abstract:

Neurogenic stuttering is an acquired disorder characterized by disruptions in speech fluency resulting from brain damage, typically due to stroke, traumatic brain injury, or neurodegenerative disease (Junuzovic-Zunic et al., 2021). Existing literature often contrasts this acquired condition with developmental stuttering, which originates in young children and may persist into adulthood (Prasse & Kikano, 2008; Ludlow, 2000). People who stutter may experience fear, avoidance, anxiety, and other negative impacts arising from societal stigma and instances of discrimination, often resulting in reduced quality of life (Boyle et al., 2023). Several assessment tools, such as the Overall Assessment of the Speaker's Experience of Stuttering (OASES) and the Self-Stigma of Stuttering Scale (4S), address the social-emotional component of developmental stuttering across the life-span (Boyle, 2013; Yaruss & Quesal, 2006). These measures may inform selection of intervention approaches including fluency shaping and stuttering modification, among the most discussed in current literature (Blomgren, 2010). Although developmental stuttering is supported by well-established assessment and intervention frameworks, uncertainty remains about whether these approaches apply to individuals with neurogenic stuttering, partly due to the limited research in this area.

This literature review explores current research on assessment and intervention approaches for neurogenic stuttering and identifies areas of overlap with clinical practices used for developmental stuttering. Examining current assessment and intervention approaches for neurogenic stuttering will provide insight into how clinicians are addressing this population and underscore considerations for future research.

Learner Outcomes:

After completing this course, participants will be able to:

1. Define and differentiate developmental and neurogenic stuttering, including onset, presentation, and underlying causes.
2. Identify current assessment and intervention approaches used in developmental and neurogenic stuttering.
3. Describe areas of of overlap between clinical practices for developmental and neurogenic stuttering.

Level of Education: Introductory

Financial Disclosures: There are no financial disclosures

Non-financial Disclosures: There are no non-financial disclosures

Presentation Title:

Advancing IPEC Core Competencies: Insights from an SLP–PA Interprofessional Experience

Professional Poster

Student Name and Affiliation

Jessica Latawiec MS, CCC-SLP - Seton Hall University

Megan Baumley MS, CCC-SLP - Seton Hall University

Michelle McWeeney PhD - Seton Hall University

Abby Saunders PhD - Seton Hall University

Christine Fernandez MD - Seton Hall University

Leslie Rippon PhD

Abstract:

Interprofessional Education (IPE) is recognized as an integral part of training in allied health professions to prepare clinicians for collaborative care. Despite the critical need for interprofessional collaboration in clinical practice, physician assistant (PA) and speech-language pathology (SLP) graduate students often have few structured interprofessional training opportunities. Drawing from the Interprofessional Education Collaborative (IPEC) core competencies, this simulation was designed to emphasize the importance of collaboration through the four core competencies: (1) Values and Ethics for Interprofessional Practice; (2) Roles and Responsibilities; (3) Interprofessional Communication; and (4) Teams and Teamwork. The simulated pediatric case study guides students in identifying pertinent case history details, formulating appropriate assessment plans and referrals, and designing collaborative care plans.

Methods: Qualtrics surveys were distributed to PA and SLP students immediately before and following the simulation event to assess role understanding, referral knowledge, collaborative comfort, confidence in identification of meeting developmental milestones, and perceived IPE value. Open-ended questions were included to understand perceived strengths and improvement areas.

Results: Findings indicate student growth across IPEC core competencies. Both perceived strengths and improvement areas for the simulated case study experience were identified through qualitative analysis.

Conclusions: The PA-SLP simulation model increases an understanding of interprofessional competencies, further preparing clinicians to engage in collaborative care upon field entry. This study supports the need to implement structured training opportunities through IPE based simulation experiences in allied health graduate programs. Ongoing refinement of IPE programming can be achieved by leveraging identified strengths and addressing areas for improvement to advance professional practice.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe Interprofessional Education Collaborative (IPEC) core competencies.
2. Identify the benefits of an IPE experience for graduate student clinicians using a case-study simulation design
3. Consider perceived strengths and areas of improvement to develop future programming and identify additional opportunities for interprofessional collaboration in graduate SLP programs

Level of Education: Intermediate

Financial Disclosures: There are no financial disclosures

Non-financial Disclosures: There are no non-financial disclosures