

Cultural Humility Virtual Conference National Black Association for Speech-Language and Hearing October 5, 2024: 9am-5pm EST

Overall Course Description: One of the major pillars of cultural humility is lifelong learning, accompanied by critical self-reflection and evaluation. The Cultural Humility Conference will feature a variety of scholarly presentations on the topic of Cultural Humility in Speech, Language and Hearing Sciences.

Instructional Level: Introductory

Time Ordered Agenda:

9:00 - 9:15 Opening Session on Cultural Humility –No CEUs.

9:15 - 10:15 Keynote Speaker (01)

10:15-10:30 Break

10:30-11:15 Three concurrent Sessions (02/03/04)

11:15 - 12:00 Three Concurrent Sessions (05/06/07)

12:00 - 1:00 Supervision Highlighted Session (08)

12:00-12:45 Two Concurrent Synchronous Sessions (09/10)

1:00 - 1:30 Lunch Break

1:30 - 2:30 Ethics Highlighted Session (11)

1:30-2:15 Two concurrent sessions (12/13)

2:30 - 3:00 Two concurrent sessions (14/15)

3:00 - 3:15 Break

3:15 - 4:00 Three Concurrent Sessions (16/17/18)

4:00 - 5:00 Two Concurrent Panel Discussion Sessions (19/20)

5:00 Closing Remarks–No CEUs

Total possible CEUs available: 6.75

Presentation 01: (Keynote) Moving Beyond Competency: Cultivating Cultural Humility to Advance Justice in Healthcare with Dr. Deann Butler



Session Description: In an increasingly diverse society, speech-language pathologists (SLPs) are called to move beyond cultural competency and embrace cultural humility as a pathway to reducing healthcare disparities and promoting justice. This keynote will explore the distinctions between cultural competency, responsiveness, and humility, and the crucial role that cultural humility plays in advancing equitable care. Through personal stories, research, and practical applications, participants will reflect on how their professional and personal practices can incorporate cultural humility to address systemic inequities. The session will engage participants in self-reflection, interactive discussions, and actionable strategies, leaving them empowered to foster justice in their SLP practices and beyond.

Learning Outcomes:

1. Participants can distinguish between cultural competency, responsiveness, and humility and explain how each concept contributes to building a just society.
2. Participants will learn strategies to incorporate cultural humility into their professional and personal lives to reduce healthcare disparities and promote justice in speech-language pathology services.
3. Participants will self-reflect and develop actionable steps to enhance their cultural humility, contributing to equitable and inclusive care for diverse patient populations.

Presenter Information: Dr. Deann Butler is a seasoned health equity leader with over 20 years of experience advancing initiatives that address disparities in healthcare. She is the CEO of Connected Consultants, LLC, which provides health equity and training expertise to healthcare organizations. She has worked with nonprofit, insurance, and healthcare startups. Additionally, she serves as the Program Manager for Health Equity at Community Care Cooperative (C3); Dr. Butler oversees several strategic initiatives to improve healthcare access and outcomes for marginalized populations. She has successfully implemented NCQA Health Equity Standards across C3's Federally Qualified Health Centers (FQHCs) network and leads health equity efforts related to the MassHealth Section 1115 Waiver and ACO REACH initiatives. Her leadership in these areas has been instrumental in helping to shape the health equity strategy for C3.

With a doctorate in Healthcare Administration from the Medical University of South Carolina, Dr. Butler's expertise spans program management, community engagement, and integrating equity-focused initiatives into healthcare organizations. She has held key leadership roles throughout her career, including as Head of Health Equity at Eleanor Health, where she developed comprehensive health equity measures and assessments. She is a sought-after national speaker known for her work on multicultural competency, structural racism, and cultural humility. Dr. Butler's extensive work with early-stage healthcare organizations and commitment to fostering equitable healthcare solutions make her a powerful advocate for systemic change in the healthcare landscape.

Presentation 02: Translanguaging to Visibilize the Erasure of Disabled and Pathologized Latinx Language Practices

Session Description:

The session will focus on the erasure of disabled and pathologized Latinx languaging practices through a translanguaging lens, emphasizing the importance of honoring these practices in speech-language pathology. We will highlight the need to challenge problematic language ideologies and recognize existing strengths within the field. The presentation will cover the evolution of translanguaging, examples of erased Latinx practices, and strategies for clinicians to adopt a translanguaging approach. By embracing this framework, clinicians can better support the diverse communication practices of Latinx individuals and work towards dismantling colonial and ableist frameworks in the field.

Learning Outcomes:

1. At the culmination of the session, the participant will be able to apply a translanguaging framework in clinical settings to honor and support the full linguistic, semiotic, and multimodal repertoires of Latinx individuals.
2. At the culmination of the session, the participant will be able to evaluate current speech-language pathology practices of the clinician and the field in general through a translanguaging lens to identify areas that can be improved to provide culturally and linguistically affirming support.
3. At the culmination of the session, the participant will be able to implement strategies for fostering cultural humility in clinical practice by embracing and advocating for the diverse communication practices of disabled Latinx communities.

Presenter Information:

Alejandro Granados Vargas, M.A., CCC-SLP is a bilingual speech-language practitioner and doctoral candidate in Education at the University of California, Irvine. His research interests include translanguaging and decolonial applications to research at the intersections of bilingualism and disability.

Cecilia Perez, Ph.D. CCC-SLP (she/ her; they/ them) is a clinical faculty at the University of Southern California. She is also a bilingual speech and language therapist.

Angela Evenich (she/her) is a researcher, writer, disability activist, and disabled speech-language clinician. Her research interests include the recruitment and retention of disabled clinicians.

Presentation 03: The Defense for Adding the Culture Champion to the Pediatric Feeding Disorders Team

Session Description:

Do we need to add another professional to the interprofessional pediatric feeding disorders team? After exploring knowledge of diversity, inclusion, equity, and belonging (DIEB) research, professionals can assess if their feeding practice warrants an individual to advocate for diverse patients and families. John Kotter's research on managing change suggests that transformative teams need a Champion. Adding an individual who understands current DIEB research, culturally responsive treatment approaches, intersectionality, and social determinants of health is an asset to a team. How can you as an individual work to define yourself as the "Culture Champion"?

Learning Outcomes:

1. Define social determinants of health, intersectionality, quality outcomes, and culturally responsive care as they relate to pediatric feeding disorders.
2. Identify the need for a culture champion to advocate for diverse patients and educate interprofessional team members.
3. Compile a list of three practical initiatives the Culture Champion will complete.

Presenter Information:

With 20 years of research, clinical, and leadership experience, Dr. Megan Richmond specializes in treating feeding disorders in NICU and pediatric outpatient settings. Her interests involve analyzing neonatal outcomes, fostering culturally responsive feeding, and advocating for effective service delivery models. Dr. Richmond earned her Doctorate in Health Administration from the Medical University of South Carolina and a Master's in Communication Sciences and Disorders from the University of the District of Columbia.

Presentation 04: MGH IHP Alumni Mentorship Program: Building Support and Community for BIPOC Students and Alumni in Communication Sciences and Disorders

Session Description:

This presentation will discuss our mentorship program designed specifically for speech-language pathology graduate students and alumni who identify as Black, Indigenous, and/or People of Color (BIPOC). Our program connects current master of science in speech pathology graduate students to speech-language pathologists in the field, allowing for professional growth, enhanced clinical skills, and support in navigating academic and clinical practice challenges. Mentors and mentees share firsthand experiences, advice, challenges, and success stories.

Learning Outcomes:

1. Participants will be able to explain the significance of culturally responsive mentorship in supporting the academic and professional success of Black, Indigenous, and People of Color (BIPOC) speech-language pathology graduate students.
2. Attendees will be able to name effective mentorship strategies tailored to the unique challenges and aspirations of BIPOC students in speech pathology education.
3. Participants will be able to gain awareness of intersectional issues affecting BIPOC students in speech pathology, including navigating systemic barriers, cultural competence in clinical practice, and identity affirmation.

4. Participants will be able to apply culturally competent practices within mentorship roles to address diverse learning styles, cultural backgrounds, and career aspirations of BIPOC speech-language pathology graduate students.
5. Participants will be able to discuss how to promote diversity, equity, and inclusion within their institutions and mentorship practices, fostering a more inclusive environment for BIPOC students in speech pathology education.

Presenter Information:

Annie Holland, MS, CCC-SLP is an instructor and clinical supervisor at MGH Institute of Health Professions. She is a member of NBASLH and MGH IHP chapter faculty advisor for National Student Speech-Language Hearing Association. She supervises students' clinical placements and co-teaches courses including Teaching Language and Literacy to English Learners.

Po Jung "Abby" Lee, MS, CCC-SLP is an instructor and clinical supervisor at MGH Institute of Health Professions. She supervises students' clinical placements, teaches modules on anti-oppressive practice, and co-teaches courses including Teaching Language and Literacy to English Learners.

Leslie Maxwell, MS, CCC- SLP is program director for the MGH IHP Master of Science Speech-Language Pathology Program and an associate professor. She is a consultant and professional development provider at the state and national levels in areas of clinical education, language and literacy, and communication disorders in children.

Katie Mulcahy is the Director of Alumni Relations at MGH Institute of Health Professions. Prior to this position, Katie was the program manager for Communication Sciences and Disorders from 2008-2019, the program manager for Clinical Investigations from 2006-2008, and an admission counselor from 2003-2006.

Presentation 05: No Masks, Just Us: Cultural Humility and Authentic Therapeutic Relationships with Culturally & Linguistically Diverse Students**Session Description:**

Mask Off is the title of a hit 2017 song by rap artist Future, that inspired a viral challenge called the Mask Off Challenge on social media, featuring young black musicians remixing the song with classical instruments, taking off a metaphorical "mask" to reveal their true selves. The intention of this session, "No Masks, Just Us," is to provide an overview school-based SLP's experiences building therapeutic relationships with culturally and linguistically diverse students on a foundation of cultural humility, rapport, and vulnerability. The presenter will review the results of a qualitative descriptive study, emphasizing major themes and implications for practice.

Learning Outcomes:

1. Describe the significance of making a commitment to cultural humility in school-based speech-language pathology.
2. Explain facilitating and impeding factors for building therapeutic relationships with culturally and linguistically diverse students.
3. Apply the reflective mind map to engage in critical self-reflection around using cultural humility to enhance therapeutic relationships with CLD students.

Presenter Information:

R. Danielle Scott, Ph.D., CCC-SLP is a Visiting Associate Clinical Professor at Northeastern University Charlotte in the Communication Sciences & Disorders Program. Her areas of interest include Diversity, Equity, and Inclusion (DEI), Cultural Humility, Cultural Responsiveness, Social Justice, and Counseling.

Presentation 06: Evolution of Diversity Representation in CSD Research, Education, and Clinical Practice**Session Description:**

This presentation traces historical shifts in research, educational curricula, and clinical frameworks, examining pivotal moments and initiatives that have shaped the field's inclusivity landscape. Participants will analyze the impact of cultural competence and equity initiatives on improving CSD outcomes, while exploring challenges and opportunities for fostering diversity in future practices.

Learning Outcomes:

1. Participants will be able to trace and discuss the historical evolution of diversity representation in CSD research, education, and clinical practice. Identify challenges and opportunities for enhancing diversity representation in future CSD practices and policies.
2. Participants will be able to list key milestones and initiatives that have influenced diversity integration within the CSD discipline.
3. Participants will be able to discuss the impact of cultural competence and inclusion initiatives on improving CSD outcomes and services.

Presenter Information:

Alexis Lawton, MS+30, CCC-SLP, is a speech-language pathologist passionate about building confident communicators in children. She is a doctoral student attending Clemson University's PhD in literacy, language, and culture program. Her interests are studying the needs of non-mainstream dialect speakers and teaching SLP students about cultural competency and responsiveness.

Presentation 07: The Impact of Intersectionality: Black Students and Learning Disabilities**Session Description:**

Over the years, the conversations and attention of health inequalities and intersectionality has increased (Ageing, 2021). Intersectionality focuses on discrimination and explains inequality as it is concerned with social differences that include power, privilege, and oppression (Ageing, 2021). Research has shown that intersectional discrimination and institutional discrimination exist and have continued to lead to further exclusion and marginalization of minority communities. This session seeks to explore intersectionality including mediated conversations that emphasize the effects of discrimination of health, racial segregation, and educational inequalities. This presentation will provide an understanding of cultural humility and intersectionality in the field of Speech Language Pathology and invoke a discussion to increase awareness of the impact on black students with learning disabilities.

Learning Outcomes:

1. Participants will be able to discuss historical bias in the mis-diagnoses/mis-labeling of Black children in the public school system.
2. Discuss and articulate the importance of cultural humility in fostering respectful and inclusive environments in professional and personal contexts.

3. Explain the impact of intersectionality on learning disabilities and health disparities.
4. Explain how intersectionality impacts black children with learning disabilities.
5. Name which types of learning disabilities are subject to disproportionality.

Presenter Information:

Nailah Smith is a PhD student in the Howard University master's degree program in speech-language pathology. She has experience serving diverse communities and working in private practice settings. Her research and clinical interests relate to exploring cognitive deficits, assistive communication, and naturopathic/alternative medicine.

Morgan D. Moore is a student in the PhD program in Communication Sciences and Disorders at Howard University. She serves as the doctoral teaching associate for this course. She is interested in conducting mixed methods research investigations. She has clinical and research experience serving within the early intervention population, and further specializes in pediatric feeding and swallowing, as well as pediatric cognitive development. She currently serves as a research assistant in the HU-SOL Lab and an itinerant SLP in DC public/charter schools.

Marlon John is a PhD Student at Howard University and a certified Speech-Language Pathologist from the Maryland/Washington DC area. Marlon has a background in education and previously served as a second-grade teacher where he managed student behavior to provide a safe and optimal learning environment for all students. He received a Master of Science from Howard University in Communication Sciences & Disorders. Howard University has equipped him with the tools to serve a diverse group of patients. He has clinical experience working alongside other professionals as part of a multidisciplinary team to treat individuals with a variety of disability classifications.

Presentation 08: Cultural Considerations in Clinical Supervision

HIGHLIGHTED SESSION FOR SUPERVISION

Session Description:

This presentation, titled "Cultural Considerations in Clinical Supervision," explores the importance of cultural humility and competence in the supervisory relationship. It covers strategies for effectively incorporating cultural awareness into supervision practices to enhance the training and development of students during clinical practicums.

Learning Outcomes:

1. The participant can describe key concepts related to cultural humility and competence in the context of clinical supervision.
2. The participant can identify common cultural challenges in supervision and implement strategies to address them effectively
3. The participant can design and integrate culturally relevant materials and resources into their supervision practices.

Presenter Information:

Dr. Tanya Wilson, an alumnus of S.C. State and Nova Southeastern Universities, has been an SLP since 2000 in schools and private practice. She is currently a clinical coordinator, CAA site visitor and sign language interpreter. She currently and has previously held offices in various professional and community organizations.

Presentation 9: Implementing Cultural Humility, Cultural Responsiveness, and Cultural Competemility to Support Literacy Skills in School Age Children

Session Description:

This session will delve into the application of cultural humility, cultural responsiveness, and cultural competemility for speech-language pathologists (SLPs) with school age children in educational settings, with a particular focus on literacy. Participants will gain insights into practical strategies that promote inclusivity and respect for diverse student populations, emphasizing continuous self-reflection and cultural competence. The session will also highlight literacy leadership competencies essential for SLPs working in diverse educational contexts.

Learning Outcomes:

1. Participants will be able to define the principles of cultural humility, cultural responsiveness, and cultural competemility within the context of speech-language pathology and literacy.
2. Participants will be able to implement strategies to incorporate cultural references and practices into their therapeutic and educational interventions, particularly in literacy development.
3. Participants will be able to create and sustain an inclusive and respectful environment for students from diverse backgrounds.
4. Participants will be able to engage in continuous self-reflection and professional development to address and mitigate cultural biases in their practice.
5. Participants will be able to apply literacy leadership competencies to support diverse learners in developing language and literacy skills.

Presenter Information:

Camille Byrd O'Quin is an Assistant Professor of Communication Disorders specializing in culturally responsive teaching and diversity-driven educational practices related to African American Vernacular English. She holds a Doctorate in Education and has extensive experience in promoting equity and inclusion within the field of speech-language pathology in educational settings.

Presentation 10: Don't tell me, show me'': Perceptions of graduates and students in SLP on culturally responsive therapy services in South Africa

Session Description:

It's crucial to transform how we approach teaching and learning in SLP training programs by decolonizing the curriculum from Western epistemological frameworks. To effectively serve culturally and linguistically diverse clients, SLP students must move beyond superficial cultural awareness to critical reflection and actionable cultural responsiveness. The researcher argues that this shift is essential for students and newly graduated SLPs to provide effective services in various settings, emphasizing the need for transformative engagement in scholarship.

Learning Outcomes:

1. To describe critical reflection in relation to in culturally responsive therapy services
2. To discuss a minimum of two ways to enhance clinical training of SLP students to provide culturally responsive services
3. To discuss and describe one theory to undergird teaching and learning methods to enhance the theoretical curriculum of SLP students to provide culturally responsive services.

Presenter Information:

Dr. Anniah Mupawose, with 30 years of clinical and academic experience in speech pathology, serves as a senior lecturer at the University of the Witwatersrand, South Africa. Her career spans diverse settings including preschools, schools, rehabilitation centers, hospitals, and academia in the United States and South Africa. Her research focuses on cognition, language, literacy development, learning disabilities (especially dyslexia), stuttering, and transformative teaching methods in tertiary-level speech language pathology.

Presentation 11: Intentionality and Accountability: A Structured Approach in Training Clinicians to Uphold Ethical Standards as They Relate to Cultural Humility and Cultural Responsiveness**HIGHLIGHTED ETHICS SESSION****Session Description:**

The field of communication sciences and disorders (CSD) has been in existence since the 1920's and has evolved tremendously in scope of practice. Despite standards/recommendations regarding cultural competence being in place since 1985 and required since 1994, the profession is evolving at a much slower rate in cultural humility. This session will dissect current standards/program expectations and ethical considerations in CSD as they relate to cultural competence, responsiveness and humility, examine current guidance in meeting these standards and program expectations, and highlight the innovative educational approach developed to reframe training clinicians to uphold ethical standards as they relate to cultural responsiveness and humility. Outcomes measures from the implementation of this program will be shared.

Learning Outcomes:

1. Describe current CAA standards and ethical considerations in CSD related to cultural humility and responsiveness.
2. Summarize the current state of cultural humility and responsiveness training in Communication Sciences and Disorders.
3. Compare approaches for addressing cultural competence, responsiveness, and humility.
4. Explain content and activities used to develop training for clinicians to uphold ethical standards as they relate to cultural humility and responsiveness.

Presenter Information:

Chenell Loudermill, PhD, CCC-SLP, is a Clinical Professor and Director of Clinical Education in Speech-Language Pathology at Purdue University. She oversees and provides clinical education in speech-language pathology, serves as the SLHS Chair for Diversity, Equity and Inclusion and Health and Human Sciences Dean's Fellow for Faculty Success and Empowerment. Contributor but not presenting Jaime Bauer Malandraki, MS, CCC-SLP, BCS-S, is a Clinical Associate Professor at Purdue University.

Presentation 12: It's Never Too Soon! Effective Activities to Increase Intercultural Learning in Students**Session Description:**

This session will discuss innovative methods for embedding intercultural learning (ICL) activities in an introductory course for undergraduate students, both in a face-to-face and 100% online format. Pre- and post- quantitative and qualitative data will be shared to demonstrate the impact

of including ICL activities in the course. Specific ICL activities that were used will be shared. Results indicate that simple activities embedded in typical curricula can be effective in student development of cultural competence.

Learning Outcomes:

1. Participants will be able to explain why intercultural learning is important for undergraduate students early in their academic program.
2. Participants will be able to describe methods used to measure intercultural learning.
3. Participants will be able to describe three specific intercultural learning activities that can be embedded into course curriculum

Presenter Information:

Christi Masters, M.S., CCC-SLP is a Clinical Associate Professor in the Department of Speech, Language, and Hearing Sciences at Purdue University. Her primary clinical expertise lies in identification, evaluation, and clinical management of speech and language disorders in young children. She is a member of the CAPCSD Clinical Education Committee.

Lata A. Krishnan, PhD, CCC-A is a Clinical Professor Emerita in the Department of Speech, Language, and Hearing Sciences (SLHS) at Purdue University. Dr. Krishnan's experience includes development and leadership of two study abroad programs which led to her interest in facilitating the development of student intercultural competence on campus.

Presentation 13: Addressing Anti-Black Racism in Children's Speech and Language Therapy Materials

Session Description:

Anti-black racism is systemic, involving stereotypes, biases, and negative perspectives of Black children and families. Within the White-dominated field of speech-language pathology, anti-Black racism exists in therapy materials. This session will use Lopez and Jean-Marie's (2021) "Name, Own, Frame, Sustain (NOSF)" framework transitioning from anti-Black to identity-affirming therapy materials. This framework involves naming specific issues, taking ownership of biases, studying historical contexts, and implementing actions to revise materials towards equity and inclusivity. Participants will engage in interactive examples and case studies to explore impacts of implicit messaging of culturally biased materials and gain practical strategies for selecting materials.

Learning Outcomes:

1. Participants will be able to identify at least three examples of anti-Black biases or stereotypes present in current speech therapy materials.
2. Participants will describe one method to revise or replace anti- Black biased materials to be more culturally affirming.
3. Participants will articulate at least two actionable steps they can take within their practice to combat anti-Blackness and promote equity in speech therapy settings, grounded in the principles of the "Name, Own, Frame, Sustain (NOSF)" framework.

Presenter Information:

Meridith Heckler (she/her) is a Spanish-English speech therapist and graduate of Portland State University. She's a member of the Northeast Alliance for Speech, Language and Hearing and Massachusetts Speech-Language Hearing Association. Her interests include identity affirming services, literacy development, and early dyslexia identification in schools.

Kareesha de Visser (she/her) is a former special education teacher, teacher coach and school leader with 13 years of experience in underserved communities. She is currently pursuing her master's degree in Speech Language Pathology at Cal State Long Beach.

Teresa Roberts (she/her) works as an Associate Clinical Professor in Speech and Hearing Sciences at Portland State University. She teaches graduate and undergraduate courses in language development and disorders, diversity and multicultural topics, and professional topics. Her areas of interest include inclusive pedagogy and cultural and linguistic diversity.

Presentation 14: Elevating Voices of Action in Diversity, Equity, Inclusion, and Belonging in Speech and Hearing Topics Through Podcasts

Session Description:

Podcasts have increased in popularity due to their accessibility through multiple media platforms and outlets. Topical podcasts by speech-language pathologists and audiologists have proliferated. An increase in Diversity, Equity, Inclusion, & Belonging (DEIB), as well as social justice and other intersectional topics have been presented by many other fields. As The Atlantic highlighted in 2013 as the fourth whitest career field, Speech-Language Pathology and Audiology has made limited changes in their self-reported membership demographics over the decade. This presentation will discuss podcasts that present refreshing and thoughtful discourse from diverse perspectives providing insight and strategies from experts in our field.

Learning Outcomes:

1. Participants will be able to name characteristics of questions that promote and facilitate conversations on Diversity, Equity, Inclusion and Belonging (DEIB).
2. Participants will learn strategies in response to podcast topics to support their own DEIB efforts.
3. Participants will brainstorm ideas for other conversational strategies to promote discourse on DEIB.

Presenter Information:

Dawn Cotter-Jenkins (MA CCC-SLP, MS Healthcare Informatics) is the Director of Clinical Education and Services at Mercy University's Communication Disorders Department. In 2021, Dawn helped facilitate the NSSLHA, Raw Conversation on Why Are All the Black Kids Sitting Together in the Cafeteria? book and was the keynote speaker for the NBASLH convention student mentoring event. In 2022, she launched a LinkedIn vid-cast, DEI Speech IQ, where her guests talk about DEI topics in communication careers and services.

Presentation 15: Centering Cultural Humility within Supervision Experiences: Building Partnerships and Shifting Power Dynamics with SLPAs

Session Description:

The presenter will delve into the foundational principles of cultural humility, emphasizing its three core dimensions: lifelong learning and critical self-reflection, recognizing and challenging power imbalances, and fostering institutional accountability. Each dimension will be examined in the context of the SLPA-supervisor relationship, highlighting how these principles can be applied to enhance professional collaboration and client care.

Learning Outcomes:

1. Describe the core principles of cultural humility and their relevance to the SLPA-supervisor relationship.
2. Interrogate power imbalances within the supervisory relationship between SLPAs and SLP supervisors.
3. Describe 2 practical strategies in order to foster beneficial partnerships and shift power dynamics within the supervisory relationship.
4. Gain insights into institutional practices that support cultural humility.
5. Be equipped with resources and strategies for ongoing self-reflection and professional growth.

Presenter Information:

Alice L Williams, B.A., SLPA, is the owner of Speech with Ms. Alice, LLC, a speech-language pathology practice she founded in 2022. Earning a full academic scholarship, Alice graduated with a Communications B.A. from Oakland University. Alice began her journey within the field of Communication Disorders in 2018. With over 20 years of customer care experience and 15 years in the medical field, she has worked as a speech-language pathologist assistant for the past 5 years, helping preschool, school-age, teenage, and adult clients. A native of Detroit, MI, Alice now resides in Phoenix, AZ with her two sons, Christopher and Cameron. In addition to traditional speech services, she also provides business consulting and communication coaching.

Presentation 16: Looking Back while Moving Forward: Exploring the Fables of our Field

Session Description:

This session invites learners to explore and critically deconstruct historical narratives about the establishment of the professions of speech-language pathology and audiology in the United States of America. A selection of these "origin stories" will be presented alongside historical events, figures, and knowledge. Learners will be asked to consider the roles of biases, such as ableism, racism, classism, and sexism in the founding of our professions and the development of our scopes of practice.

Learning Outcomes:

1. Describe 2 historical events which contributed to the formalization of the professions of speech-language pathology and audiology.
2. Identify at least one belief or attitude which influenced the development of our professions.
3. Propose one modification which could be made within our professions to support a more robust integration of cultural humility into clinical practice and research.

Presenter Information:

Christine Cook, MA, CCC-SLP is a Visiting Assistant Clinical Professor for the MS-SLP program at Northeastern University-Charlotte. Her clinical and research interests include health equity and literacy, adult neurogenic communication challenges, and gender expansive voice and communication. She also owns Community Care, LLC, a private practice and consulting firm.

Presentation 17: Addressing Systemic Bias in Clinical Supervision: Mentoring the Mentor for Equitable Leadership

Session Description:

A doctoral capstone project, this session will explain a pilot course aimed to raise awareness of systemic bias in clinical supervision and mentorship practices, particularly in Voice and Upper Airway communication issues and disorders. It also aimed to provide education for equitable supervision and mentorship, mitigating barriers that limit support and representation of underrepresented and historically marginalized clinicians in our field.

Learning Outcomes:

1. Discuss the importance of addressing the critical gap in the current body of research on creating and providing knowledge and skills in equitable leadership to emerging and seasoned clinicians within our field.
2. Explain the importance of understanding our self identities, and how sharing our positionality can help improve relationships and build trust when engaging in a supervisor/ supervisee relationship.
3. List three key findings of this piloted course.

Presenter Information:

Lisa Butcher (she/her), SLP.D., M.M., CCC-SLP, is the Voice SLP Supervisor at the University of Minnesota, where she has worked for over 15 years. Her interests include all aspects of voice and upper airway care, including professional voice and gender/identity-affirming voice care.

Presentation 18: Critical Family History and Critical Autoethnography as a Tool for Developing Cultural Humility and a Critical Social Lens

Session Description:

This presentation describes an undergraduate class project used to develop students' cultural humility. Students conduct a critical family history and critical autoethnography, which examines oneself and one's ancestors within social power dynamics and how individuals have participated in, helped to construct, resisted, or simply experienced these forces. These analyses contextualize their experiences of privilege and/or oppression and engage students in self-reflexivity, a central component of cultural humility. The presentation will include a description of the class project, the types of supports provided to students, and examples of student work and student feedback on the assignment.

Learning Outcomes:

1. Define social determinants of health, intersectionality, quality outcomes, and culturally responsive care as they relate to pediatric feeding disorders.
2. Identify the need for a culture champion to advocate for diverse patients and educate interprofessional team members.
3. Compile a list of three practical initiatives the Culture Champion will complete.

Presenter Information:

Eve Higby is an associate professor in Speech, Language, and Hearing Sciences at California State University, East Bay. Her research focuses on language, cognition, and brain processes in bi-/multilingual speakers across the lifespan and on multicultural education.

Presentation 19: Attracting More Black Students to the Field: Challenges, Barriers & Possible Solutions

Session Description:

This session will discuss the numerous challenges and barriers to attracting and retaining Black students in the fields of audiology and speech-language pathology. Additionally, the panel will explain the current efforts and initiatives to address this issue and suggest other possibilities to consider in the future.

Learning Outcomes:

1. Describe at least three barriers Black students face in CSD programs.
2. Identify methods to support Black students in facing discrimination in CSD programs.
3. Identify at least three challenges associated with attracting Black students to CSD programs.
4. Describe at least three methods of attracting Black students to the profession.

Presenter Information:

Keena Seward, Au.D., M.A., CCC-A/SLP is dually certified as an audiologist and speech-language pathologist. She specializes in providing intervention to children with language and literacy disorders, and hearing loss. She is currently a student in the Literacy Teaching and Learning PhD program at the University at Albany.

Tracy Camille Johnson, M.S., CCC-SLP is a Speech Language Pathologist, Pediatric Feeding Specialist, and Certified Lactation Counselor. Originally from Chicago, she now calls Austin, Texas home. She is the founder and CEO of Buttercup Therapy Services which services the greater Austin region across the lifespan for feeding, swallowing, and communication skills.

Kyle Greene-Pendelton is a speech-language pathologist who works in an inner city public school setting in Connecticut. He holds a Master of Science degree from Southern Connecticut State University, is an alumnus of North Carolina A&T State University, and is currently pursuing a doctorate at Johns Hopkins University.

Kimiko M. Pears, SLPD, CCC-SLP, is a speech-language pathologist (SLP) committed to advocating for issues impacting the field of Communication Sciences and Disorders (CSD). Dr. Pears has extensive clinical experience in public schools and private practice. Her clinical interests include childhood language disorders, neurogenic communication disorders, and fluency disorders.

Iman Scott graduated with a B.S. in communicative disorders from Jackson State University in 2022. They hold a Masters in SLP from the University of the District of Columbia. Their research interests include multilingualism, CLD populations, literacy, language, and trauma-informed care. Iman has pursued these interests through fellowship and scholarship, such as the Culturally Smart Fellowship, Ronald E. McNair Scholars, and as a research assistant.

Presentation 20: Cultural Responsiveness through the Lens of Religion: Elevating Discourse Through a Discussion with Diverse CSD Professionals

Session Description:

Join this panel of communication disorder professionals from varied religious and ethno-religious backgrounds, including Muslim, Christian, and Jewish, in discussing how one's religious identity informs our interactions with others in the field as well as our work with clients

or students. Explore ways in which understanding and respecting the religious beliefs and customs of those we work with positively impacts our work in the field of communication disorders. Attendees will get to ask their own questions and contribute their own experiences and perspectives to the conversation. By engaging in discourse around our religious identities, we elevate our skills and the opportunity to raise the bar in how we interact with and support individuals from differing backgrounds and cultures.

Learning Outcomes:

1. Consider 2 ways that religion is a part of many individuals' cultural identities.
2. Describe 1 way that they can elevate their current professional practices in regards to cultural responsiveness to ensure they are considering the religious identities of colleagues, clients or students.
3. Identify 1 resource they will explore further in order to better support the differing cultural and religious identities of their colleagues, clients or students.

Presenter Information:

Beth Poss is an SLP and the Director of Educational Programs for LessonPix. She is also a consultant who in her work with school districts, universities and national and state level organizations she focuses on literacy, augmentative and alternative communication, Universal Design for Learning and inclusive educational practices. She is one of the authors of Inclusive Learning 365: EdTech Strategies for Every Day of the Year.

Uri Schneider, M.A. CCC-SLP, leads Schneider Speech and hosts the TranscendingX podcast. Specializing in stuttering and voice, he leads a premier team of clinicians helping people transcend communication challenges. Uri is also a performance coach, runner, and outdoor enthusiast who enjoys time with his wife and four kids.

Archie Soelaeman is a Manager of School Speech Language Services and speech-language pathologist at Helping Hand in Countryside, Illinois. She provides services to K-12 students with a primary diagnosis of autism and collaborates with a multidisciplinary team on a daily basis. Her clinical interests include autism spectrum disorders, augmentative and alternative communication, and apraxia. Archie is a native speaker of Bahasa Indonesia who also has conversational proficiency in Spanish.

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